



Pakistan Educational
Academy

Curriculum: Pakistani

Overall Rating:

Acceptable



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2016-2017	6
Main inspection report	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	16
3. Teaching and assessment	18
4. Curriculum	19
5. The protection, care, guidance and support of students.....	20
Inclusion	21
6. Leadership and management	22
The views of parents, teachers and senior students	25



School information



General information

Location	Umm Hurair
Type of school	Private
Opening year of school	1968
Website	NA
Telephone	00971-4-3370126
Address	Dubai-Bur Dubai, Oud Metha Road, Behind Rashid Hospital-P.O.BOX:621
Principal	Muhammad Zahid Azeem Zahid
Language of instruction	English
Inspection dates	17 to 20 October 2016

Teachers / Support staff

Number of teachers	168
Largest nationality group of teachers	Pakistani
Number of teaching assistants	29
Teacher-student ratio	1:10
Number of guidance counsellors	2
Teacher turnover	25%

Students

Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1592
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	49
Largest nationality group of students	Pakistani

Curriculum

Educational permit / Licence	Pakistani
Main curriculum	Pakistani
External tests and examinations	Federal Board of Intermediate and Secondary Education
Accreditation	None
National Agenda benchmark tests	IBT



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

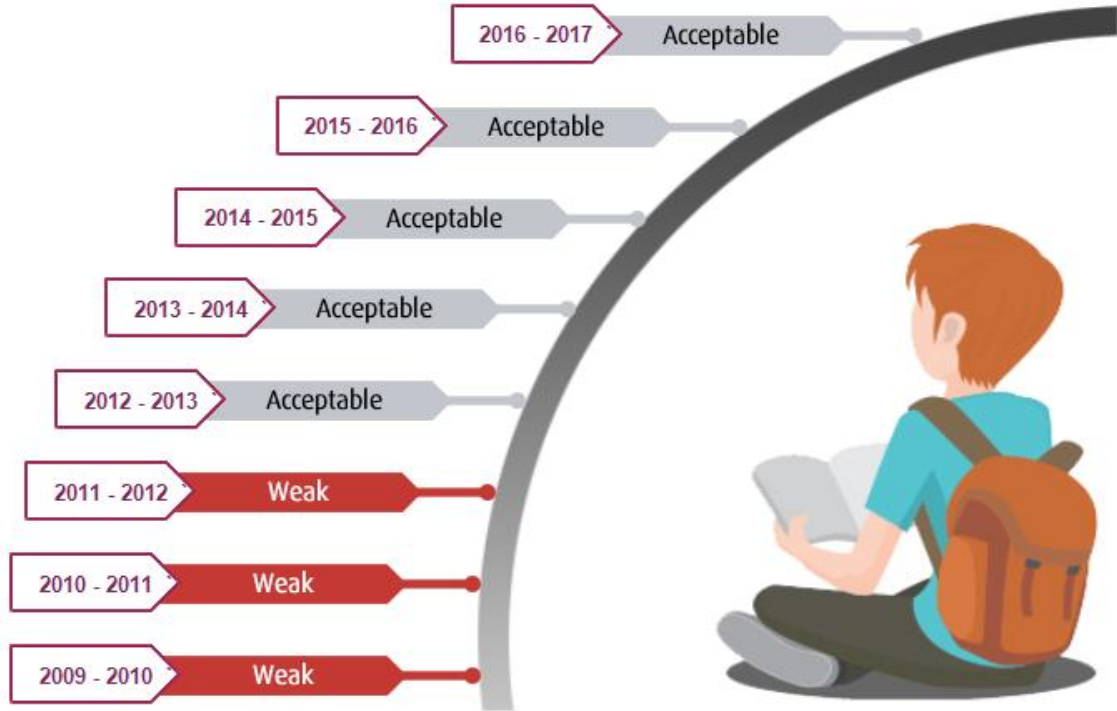
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Pakistan Educational Academy



- Pakistan Education Academy opened in 1968. It has been judged to be acceptable overall, since 2012-13. At the time of this inspection the school had 1592 students, aged from four to 20 years old. This is a small decrease in numbers from the previous school year. The principal has been in post since October 2014. Teacher turnover was 25 percent at the time of this inspection. It was particularly high in the Kindergarten (KG). This compares to 13 percent, in the previous year.
- In the three previous inspections, the school was recognised as having strengths in students' personal development, including relationships, attitudes, behaviour and the understanding of Islamic values. Inspections also recognised the positive impact of local community groups on the life of the school.
- Recommendations over the same period focused on the need to develop the monitoring of the effectiveness of teaching throughout the school, including the development of students' skills to investigate, think critically and work more independently. In 2015-16, inspection findings indicated that the school needed to use international benchmark data better, to inform teaching

Summary of inspection findings 2016-2017



Pakistan Educational Academy was inspected by DSIB from 17 to 20 October 2016 . The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance standards described in the framework.

- Students' attainment and progress are acceptable throughout the school in English, mathematics, and science. However attainment and progress in Arabic as an additional language are both weak in the middle and high schools.
- Students' personal development is a strength of the school. Students have a strong understanding of Islamic values and Emirati and Pakistani cultures. Attendance is a weak aspect of the school.
- Teaching is acceptable overall across all phases of the school. As a result, students generally make acceptable progress in their lessons and over time. However, the use of assessment is weak in all phases. The school does not have an accurate understanding of where students are in their learning. This means that assessment is not used accurately to improve the effectiveness of teaching.
- The curriculum is broad and balanced on the whole. It is based on the national curriculum of Pakistan. The school has not adapted the curriculum sufficiently to support the development of students' critical thinking, research and independent learning skills. In addition, choices of subject pathways are limited in the high school.
- School leaders have ensured the implementation of adequate levels of health and safety in the school. There are acceptable procedures in place for the identification and support of students with special educational needs and disabilities (SEND). Relationships across the school are positive.
- Leadership is generally acceptable throughout the school. The governing board, supported by the principal, has a clear vision and mission for the school. However, systems for the school's self-evaluation are not accurate and, as a result, do not promote improvements in the school. Parents highly value the strong personal development in the school and the way in which it promotes Islamic values. The management, facilities and resources are of adequate quality.

What the school does best

- Students' personal and social development are good across the school.
- Students have a good understanding of Islamic values, Emirati and world cultures
- Good standards of support and care have ensured a respectful and harmonious school community.

Recommendations

- Improve the effectiveness of teaching throughout the school by improving teachers' questioning skills, so that the teachers are able to:
 - promote critical thinking, research skills and independence in learning
 - find out what students understand so that teachers can adapt their lessons to meet the needs of all groups of students.
- Develop self-evaluation systems, so that:
 - leaders use the UAE school inspection framework to guide them more accurately
 - assessment is used with more accuracy to collate and analyse data on student outcomes
 - it is used in the classroom, to support the more effective monitoring of teaching and to evaluate the impact of teaching on students' learning and progress.
- Develop students' writing and reading for understanding in Arabic as an additional language lessons, particularly in middle and high school, by improving teachers' understanding of students' individual strengths and weaknesses.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- The school does not fully meet the registration requirements for the National Agenda Parameter (NAP).
- Attainment as measured by the National Agenda Parameter benchmark tests is not secure in English, mathematics and science.
- Heads of departments are analysing the results from the limited number of students entered for tests, to increase their awareness of the benchmark tests. The school now recognises the importance of the tests and, as such, they have registered to enter all students in the coming year, as required. This will provide them with key data and information and give them the tools to conduct a thorough analysis of strengths and weaknesses. Currently, the quality of data analysis and training does not meet expectations but training is planned.
- The school is beginning to make adaptations to its curriculum in order to correlate with the style and demands of the benchmark tests. Leaders acknowledge that the data they receive from the tests has not been used well enough to refine their curriculum.
- The school is aware of the need to adapt teaching strategies and focus more on the use of critical thinking in lessons. The school understands that the benchmark data will be very important in helping to make these changes.
- The school is aware of the need to plan and focus on developing staff understanding on the uses of resources to promote students' inquiry and research skills.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- Although there are several clubs and projects that help to promote innovative ideas, these are not a regular feature of school life and therefore do not have as much impact as they might. The school has made some progress in terms of introducing entrepreneurship and enterprise but it is not yet innovative or evident in other areas of the school. Teaching rarely provides opportunities to develop and promote students' ideas and teachers rarely plan to promote the development of innovation learning skills in their lessons. The curriculum does not currently enable students to enhance their innovation skills and there are few extra-curricular activities where innovation skills are developed. Although, leaders have introduced a few new initiatives into the school and have links with community groups, these have led to no substantive innovative development in the school.

Overall school performance

Acceptable

1 Students' achievement

		KG	Primary	Middle	High
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Weak ↓	Weak
	Progress	Not applicable	Acceptable	Weak ↓	Weak ↓
English 	Attainment	Acceptable ↓	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↓	Acceptable	Acceptable	Acceptable
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↓	Acceptable	Acceptable	Acceptable
Science 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

	KG	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	High
Personal development	Good	Good	Good ↑	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Weak ↓	Weak ↓	Weak ↓	Weak ↓

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

5. The protection, care, guidance and support of students

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Good	Good	Good ↑	Acceptable ↓


6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Weak ↓
Parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

Main inspection report



1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable ↓	Acceptable ↓
Mathematics	Acceptable	Acceptable ↓
Science	Acceptable	Acceptable

- In English, in lessons and over time, most children make acceptable progress. Progress is good in the development of comprehension skills and letter formation. Children confidently re-tell stories such as the 'Rainbow Fish'. They can describe the main characters and explain key features. School assessments indicate that children's attainment against curriculum standards is weak. In lessons, children's attainment and progress in learning phonics is weak. This has a negative impact on the development of reading and writing skills. However, through repetitive sight reading and copy writing tasks, most children reach acceptable levels of attainment. Only a minority do better than this.
- School assessments indicate that most children attain in line with curriculum standards in mathematics. From their different starting points children make acceptable progress in lessons and over time. In lessons, the ability of most children to count, order numbers, sort objects and make repeating patterns is in line with the standards expected for their age. Most can recognise simple 2D shapes but cannot explain for example, why a square is different to a rectangle. Secure early calculation skills are demonstrated when using practical equipment. The ability to solve number problems, such as those requiring the addition of two single digit numbers, is not secure.
- School assessments indicate that while the attainment of the majority of children in science is in line with curriculum standards, this is not the case for a large minority. Currently in lessons, children are not given enough opportunity to investigate and make scientific conclusions. However, discussions with children about their work indicate most children's knowledge and understanding are in line with curriculum standards. This is as a result of faster progress in the past leading to acceptable progress over time. They know, for example, about similarities and differences between living things such as the creatures who live on land and those in the sea.

Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, most students demonstrate knowledge, skills and understanding that are in line with curriculum standards. Most students have a clear knowledge about the key principles of faith and worship in Islam. However, only a minority of students have sufficient understanding in how to apply Islamic values to their own lives. The majority of students make acceptable progress as measured against the lesson objectives. They show appropriate knowledge of Seerah but their memorisation and recitation skills are less developed than other skills in the various aspects of Islamic education.
- In Arabic as an additional language, most students attain levels in the four skills of speaking, listening, writing and reading that are broadly in line with expected standards. Although there are no national and international benchmark measures, most students are meeting general expectations in terms of attainment and progress. In lower primary, writing skills vary but, by the end of the phase, most students are able to write simple correct sentences using prepositions. Only a minority of students can hold a simple conversation.
- In English, internal assessments indicate that most students attain in line with curriculum expectations. Students' work in lessons and in their books also indicates that attainment is in line with expected standards. In International Benchmark Tests (IBT), students' attainment is weak for most grades. The school's internal tracking systems indicate that students make good progress. This was not evident in most lessons or in work over time. Whilst most students make acceptable progress overall from their starting points, they make weaker progress in reading and writing.
- In mathematics, most students attain levels that are in line with curriculum standards throughout the phase. The school is using the IBT to measure attainment against international standards but the small numbers of students taking the tests means the results do not show the full picture. The school is addressing this issue so that all the tests will be taken by all the students, as required. In lessons, attainment and progress are acceptable. Work set by teachers does not always match the ability levels of the students and, as a consequence, they are often not sufficiently challenged.
- In science, discussions with students and scrutiny of their work books indicates that most make expected progress and attain at levels that are in line with curriculum expectations. Attainment and progress are held back, however, by students not developing investigation skills to an appropriate level. This is because students do not have sufficient opportunities to undertake practical work. Internal tests show that fewer than three quarters of students are in line with curriculum expectations. This trend is consistent over time.

Middle		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak ↓	Weak ↓
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education. Most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. Most students have a basic knowledge of Islamic concepts. They know the difference between Haj and Umrah. The majority of students are able to talk about the importance of the Hadeeth for Muslims and about the Holy books of Allah. Most students make acceptable progress as measured against the lesson objectives. The Holy Qur'an recitation skills of the majority students are developed. However, students' abilities to link their knowledge to real life is limited.
- In Arabic as an additional language, most students attain levels in reading, writing and speaking that are below expectations. Students' writing and speaking skills are better in the lower grades of the middle phase. A majority of students can read a familiar text and memorise parts of its meaning. They generally answer factual questions from text, using one word answers. Writing is underdeveloped. By the end of the phase, only a minority of students are able to write meaningful sentences independently.
- In English lessons, and in their work over time, students make acceptable progress and demonstrate attainment in line with the school's expected curriculum standards. The school's internal assessment information indicates that attainment and progress are good. This is not supported by inspection evidence. In IBTs, attainment is weak when compared to international expectations. In lessons and in students' work there is a lack of emphasis on oral and written language skills. Opportunities to practise writing for a variety of purposes are limited and, as a result, students' progress in this area of literacy is slow.
- In mathematics, in the middle phase, levels of attainment and the rates of progress are in line with expectations. The school has recently introduced IBTs in order to make comparisons with other schools. In lessons, the students show an expected understanding of, and an ability to apply, mathematical skills and this is supported by the written work in their books. The lessons in which the students make the best progress are those where they are challenged. Over time, the students are acquiring the mathematical skills necessary to prepare them for the next stage of their education.
- In science, most students' attainment and progress are in line with curriculum expectations. Test results give a weaker picture than lesson observations. A scrutiny of students' written work and discussions with students confirms the acceptable standards observed during lesson observations. Progress is limited by few opportunities for investigative skills to be developed through practical activities. This trend of attainment and progress is a pattern which is maintained over time.

High		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Weak ↓
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. Most students have a basic knowledge of Islamic concepts through which they can explain the different types of Zakat. Most students know the biography of the Prophet Mohammed (PBUH), and have detailed knowledge of the battles in the early years of Islam. Most students make acceptable progress as measured against the lesson objectives in understanding Islamic values. However, they make limited progress in developing recitation and memorisation skills of the Holy Qur'an.
- In Arabic as an additional language, students' attainment in speaking, reading and writing is below expectations. Students tend to answer in English. When using Arabic, they use one word answers or very short sentences. Few students are able to write a simple paragraph using familiar text and correct, meaningful sentence structures. In this phase, students make progress which is below expectations.
- In English, students' attainment and progress are acceptable. This is confirmed by lesson observation and students' work books. In IBTs, attainment is very weak when compared to international expectations and weak against curriculum standards. There is a discrepancy between the results of girls and boys, with girls' attainment being stronger. Students' progress in developing their listening and oral skills is stronger than their writing skills. Limited opportunities for the development of critical and analytical written work limits students' progress.
- In mathematics, most students attain and make progress in line with expectations and curriculum standards. In external examinations, the performance of a majority of students is below expectations. This is not the case in the classroom or in their written work where most students are able to demonstrate expected knowledge and understanding. Girls in Grade 11 can communicate their understanding of the mechanics of their work, in a very clear and mature manner. Progress in lessons is acceptable overall. In lessons where it is better, the students are challenged by higher order thinking tasks and lesson objectives are stated clearly. Over time, attainment is broadly in line with international standards.
- Overall, in science, students' attainment and progress are line with curriculum expectations. Test data, both external and internal, are variable between the separate science subjects and between boys and girls. In lessons, most students' attainment and progress are broadly as expected. Practical skills are underdeveloped and these are hindering progress. The scrutiny of students' workbooks, laboratory notebooks and discussions with students, confirms this. This trend has been maintained over time.

	KG	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students have positive attitudes towards their learning and are generally attentive in lessons. They willingly follow teachers' instructions but the majority have not developed skills for independent learning. Students with more developed learning skills know how well they are doing but they are not always sure what they need to do to make improvements.
- The majority of students work collaboratively for short periods of time. They enjoy group activities but do not always understand their role in the group. In many instances, one student in the group dominates and other students are passive participants. This is especially evident in the primary phase. Students communicate adequately with each other. However, most struggle to explain what they are learning.
- A minority of students relate their learning to real life situations. They are not skilled in making connections between what they are learning in one class and how it relates to other parts of the curriculum.
- Higher order thinking skills, critical analysis and problem solving skills are not well developed overall. There is a strong link between the type of questions asked by teachers in class and students' abilities to demonstrate these skills. Although students are able to incorporate the use of technology into their classwork and do basic research, this is not well developed in lessons.

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	High
Personal development	Good	Good	Good ↑	Good

- When given opportunities, most students display responsible attitudes to their learning and around the school. The system of prefects and the 'Helping Hands' provides ongoing opportunities for students to develop areas of personal responsibility within the school
- Students' behaviour is positive and respectful throughout the school. Older students serve as good role models for younger students. The use of prefects enables students to take more responsibility for their own behaviour as well as that of their peers.
- Although some responses to the parents' and students' surveys suggests that there is a lack of respect in some areas of the school, inspection evidence does not support this. During the inspection, students also stated that relationships throughout the school were respectful and positive.
- Students demonstrate a general understanding of safe and healthy living. However, there are some inconsistencies. For example, students do not have healthy food in their snack boxes. There are not enough opportunities to promote sports and other physical activities. Nevertheless, students are very keen to form school sports teams so that they can compete against other schools.
- Attendance during the week of the inspection was higher than is typical in the school. Overall it is generally weak. Punctuality in the morning and to lessons during the day is acceptable.

	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students have a good understanding of Islamic values. They recognise the role of Islam in Dubai and have a clear understanding of how Islamic values influence contemporary society. They appreciate the values of friendship, fairness and respect promoted by Islam.
- Students have a good understanding of the traditions and culture of Dubai and show respect. They are able to talk about some of the main sporting activities such as camel racing, horse racing and falconry. They have a good knowledge of local food and traditional clothes. They know about the role of H.H Sheikh Zayed in the history of the Emirates.
- Students' knowledge about their own culture is developing well. Students have a clear appreciation of their own culture and the variety and range of other cultures around the world. Students show respect for other nationalities, languages and religions.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students with various roles, such as prefects, are aware of their duties and carry out their responsibilities diligently. They eagerly participate in the opportunities provided to them to volunteer and partner with local community groups, such as the Pakistan Youth Forum. Senior students are keen to make a difference to the school, for example through the students' council, and embrace the limited opportunities provided to enrich their experience in school.
- Most students, including those in KG, work diligently and are eager to learn and participate in class and non-class based projects. A few are working on developing or implementing projects of their own, such as the greeting cards projects. Students tend to rely on the school to make decisions and have few well-structured and continuous opportunities to be independent and develop effective leadership skills.
- Students across the school are generally aware of the need to take care of the environment. However, they are still developing their environmental awareness, as a minority of students still litter the classrooms and playgrounds. The older students have a developing understanding of some of the global environmental issues and challenges, such as climate change.

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable

- Teachers across all phases have an acceptable knowledge of their subjects; this is generally more evident in the high school. Their teaching skills are less consistent. They do not always engage all students fully and actively in their learning.
- Lesson planning is generally thorough, although it does not always result in different teaching methods being used for different groups of students. Learning objectives and success criteria are regularly shared with students but are frequently not referred to during lessons. Time is used well in the better lessons. In others, mismanagement of time prevents lessons being completed as planned.
- Interactions are mostly positive and allow for some dialogue in lessons. However, the questions teachers ask are usually closed and do not allow students sufficient time to think before answering. There are few examples of high order questioning by teachers. Most questions just check basic comprehension. There is limited in-depth discussion between students in groups.
- Typically, teaching is aimed at the majority of students. Most teachers are not creative in devising activities to suit a range of ability levels. Consequently, differentiation of work is rarely seen. Meeting the needs of students is hampered by teachers' poor understanding and use of assessment information.
- Teachers do not develop students' inquiry, reflection and higher order thinking skills. Over-emphasis on teachers talking, at the expense of students thinking independently, results in a lack of challenge and an underdeveloped ability of students to think critically or evaluate.

	KG	Primary	Middle	High
Assessment	Weak ↓	Weak ↓	Weak ↓	Weak ↓

- Internal assessment procedures are not applied consistently across all subjects and they are not linked to the curriculum standards. Therefore, the school's judgements on attainment and progress are not accurate. As a result, it is difficult for the school to compare the attainment of its students with that of students in other Dubai schools.
- In the high school, students' examination results are benchmarked against the Federal Board of Intermediate and Secondary Education (FBISE) examinations. The school's pass rate is below the KHDA expectation. Lower down the school, benchmark tests are being introduced this year for all students for comparison with international expectations although, at the time of the inspection, this had not been done effectively.
- The school uses assessment data, to some effect, to monitor students' progress but it is based solely on performance in internal assessments and it does not give an accurate reflection of what is actually happening.

- The school does not use assessment data to make effective adaptations to the curriculum. This is at an early stage in its development.
- Teachers' knowledge of the students is limited and teachers in KG do not understand how to use assessment effectively. Some lessons lack challenge and this impacts on students' progress. Marking and feedback in books is basic and does not redirect the student back to their learning. There is no evidence of target setting, except for students with SEND, and opportunities for effective peer evaluation are missed.

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The school follows the curriculum according to the statutory requirements. It is broad, balanced and age appropriate. The school adapts the curriculum to local needs but the main focus is on learning of facts that are adapted from texts. Currently, there is very little innovation or collaborative learning and there is an over-reliance on worksheets to deliver the curriculum
- The curriculum is planned so that it builds upon students' previous achievements. It ensures continuity and progression but does not fully meet the needs of all students. Generally, work in books links closely with the Pakistan curriculum textbooks. Students are adequately prepared for the next phase of education in school and beyond. This is particularly evident with the older students.
- The curriculum offers a few curricular choices for high school students. For examples, the school has provided additional subjects for selection for students in Grade 11 and 12. This allows students to choose subjects more suitable to their interest and aspirations.
- Cross-curricular links are planned in a few subjects, such as combining UAE social studies with Pakistan social studies. This combination enhances students' knowledge of the subjects and helps to transfer and compare information about the two societies. In other subjects cross-curricular links are incidental and students are not generally aware of connections.
- School leaders recognise the need to meet, better, the personal and academic needs of all students. They have made some attempts to modify the curriculum to meet the requirements of IBT. In practice, lessons are still very teacher-led and there are very few examples of critical thinking, collaboration or independent working in Grades 1 to 8.
- The School has formally inducted UAE Social Studies from classes 1-9. In few classes it has been integrated with the Pakistan Social Science themes. Teachers use the opportunity to allow students to examine, compare and present their research through class discussions and projects. One period a week has been earmarked in the time-table to ensure that important information and key facts of UAE Social Studies are not neglected. Assessments are conducted at the end of each lesson to check the students' knowledge.

	KG	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The school has made some modifications to the curriculum but it does not meet the needs of all groups of students, particularly in the primary and middles phases. In KG, the curriculum is broad but due to the additions of Urdu, Arabic, and Islamic studies, the available time for the learning of basic skills is limited.
- Although the curriculum engages the majority of students and a few enhancements are evident, the classroom experiences of students are not producing positive outcomes. Opportunities for enterprise and innovation are rare. There are very few extra-curricular activities and only one period is scheduled for physical education per week. Students feel concerned about the lack of the extra-curricular activities on offer to them.
- Some appropriate learning experiences are provided to develop students' understanding of the UAE culture and society. Students sing the UAE and Pakistani National Anthems during assembly. UAE social studies is taught in Grades 4 to 8 in accordance with requirements of the MoE curriculum. It has also been modified and added to the social studies classes in Grades 1 to 4 but it is not fully integrated into the curriculum.
- Arabic as an additional language is taught in the KG. Most children make the expected progress in identifying the letters of the alphabet.

5. The protection, care, guidance and support of students

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- The procedures for safeguarding students, including when using the internet, are acceptable. Child protection procedures are in place but are not well enough known by all staff and students. Students are provided with information on how to keep themselves safe but they are not familiar with the school policy of naming a member of staff to whom they should take their concerns.
- Most health and safety concerns are dealt with promptly. A few issues were brought to the attention of the school during the inspection and resolved, for example, the litter scattered across the playing field. Cleanliness of doors, walls, floors and washrooms is not of a high standard in some areas of the school. Supervision of students including on school transport is acceptable.
- Most areas of the school are adequately maintained, especially in the girls' section, but other buildings on the school site are not maintained to the same quality. Records relating to student health, fire drills and maintenance are good and ensure that the school meets regulatory requirements. For example, records relating to the administration of First Aid are detailed and clearly state the actions taken.

- Security systems are in place to prevent unauthorised access to school premises. School policies relating to the safe storage of resources and movement around the school site are followed by staff and students. The school does not have a culture of high quality risk assessment. As a result, potential safety hazards are not quickly identified.
- Promotion of healthy living is carried out through a number of specialist sessions for students in all grades, for example, oral hygiene for children in the KG and primary phase. Students confirm that they are taught the benefits of eating healthy food and taking regular exercise. The school does not ensure that students act on this knowledge when making food choices at break times.

	KG	Primary	Middle	High
Care and support	Good	Good	Good ↑	Acceptable ↓

- Staff rigorously check attendance in all phases and sections of the school. However, procedures to follow up absence and lateness are not yet consistent across the school. Not all absences are investigated early enough. Efforts to promote high attendance have not resulted in sustained improvement.
- Relationships between staff and students, and among students themselves, are respectful and harmonious. Students spontaneously offer help and encouragement to each other in lessons and around the school. Student prefects and the 'Helping Hands' volunteers make important contributions to the orderly and co-operative ethos of the school.
- The school accurately identifies students with SEND through suitable tests and observations. The school has also improved the ways it identifies students with particular gifts and talents. SEND staff are beginning to compile profiles of the strengths of students' with SEND, as well as their learning needs.
- As a result of the support provided by SEND staff, the majority of students with SEND make at least acceptable academic progress. Most make good progress in their personal development. Class teachers do not provide consistently effective support to meet all students' learning needs in lessons.
- Students' well-being and personal development are periodically monitored. Information gained is not used well to provide timely and appropriate academic guidance when students face important curricular choices. This is particularly important in the high school to prepare students to make informed decisions about the next stages of their education or career choices.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- Confident and well-informed leadership of special educational needs and disabilities (SEND) provides clear and systematic direction to the wider SEND team. The school has enrolled students with a wide range of SEND. Continuing professional development for class teachers, to improve the ways they support students with SEND in lessons, remains an important priority.
- The school accurately identifies students with SEND using a variety of effective procedures. These include appropriate referral for specialist advice when required. SEND staff now compile student

profiles of strengths as well as aspects that students find challenging. Teachers have also improved the ways they identify students with particular gifts, talents and interests.

- The school communicates important information effectively to parents in a range of formal and informal ways. The school welcomes parents' views about their children's education, including the content of individual education plans (IEPs) when they are drawn up, and when reviewed. There remains scope to ensure that all parents feel valued and included as partners in their children's education.
- SEND staff regularly provide effectively-modified lesson content for students both in class lessons and 'out of class support' sessions. In lessons, most teachers do not use recommended strategies effectively to support students with SEND. SEND staff support students to apply strategies that will help them learn independently. This is at an early stage of development.
- In lessons and over time, the majority of students with SEND make at least acceptable progress in their learning. Most make better than acceptable progress in their personal development. IEPs do not consistently describe clear measures of success for academic targets and social development goals. Accordingly, assessment is not sufficiently precise to plan detailed next steps in learning.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The school has a clear direction and vision, which are set by the governing board and are implemented and understood at all levels of the school. The school has a commitment to the UAE National Agenda priorities and understands the priorities for development in the UAE and Dubai, in particular. The school is inclusive and welcomes students with a range of SEND.
- Leaders at all levels have an understanding of curriculum expectations, from both Pakistani and Dubai contexts. However there are some areas of weakness in assessment, which mean that students do not always receive teaching appropriate to their needs. The leadership of the school has not monitored this area as effectively as it should, allowing these weaknesses to develop. The school's culture promotes students' personal development well.
- Generally, staff morale is positive as suggested from the results in the teachers' surveys. However, although some members of staff feel listened to, they consider that the pace of change and improvement is too slow for the school's needs. Parents and students also feel this. Staff have clear roles and responsibilities and they understand what is expected.
- Leaders understand that improvements are needed in many areas of the school. However the pace of change is not sufficient to ensure that the required improvements are completed in a timely manner.
- Leaders have mostly maintained adequate school performance. However, some areas have shown a small deterioration. The governing board is aware of the need to hold the principal more fully to account for these areas of the school and for self-evaluation. The school is compliant with statutory and regulatory requirements.

School self-evaluation and improvement planning

Weak ↓

- Priorities for improvement are well-chosen by senior leaders. These are largely based on the recommendations from the previous inspection. The views of governors and parents are sought during the process of identifying areas for improvement. The school's self-evaluation is based, however, on an insufficiently secure analysis of students' performance. This fails to give the school an accurate view of itself.
- Lesson observations take place systematically and use a common proforma. These do not directly inform teachers' professional development and so there is limited impact on students' performance. The tracking of progress made by students from their starting points is having insufficient impact.
- Surveys, staff feedback and student reports all inform the process of school self-evaluation. Nevertheless, improvement planning is based on a limited set of evidence. Targets, which arise from this process, although relevant, are not implemented with sufficient rigour and thus rarely lead to a positive impact on students' learning.
- Some of the areas in the improvement plan are in the early stages of being addressed. The impact of these developments is, therefore, limited. There has been no improvement in setting work to match students' needs. Critical thinking skills remain underdeveloped.

Partnerships with parents and the community

Acceptable

- Parents are involved to varying degrees in their children's education. The parents' council is involved in supporting the school leadership by contributing ideas to develop the school. The principal seeks the views of parents but there is no evidence of the impact of actions. The KG has more parental involvement through such initiatives as parent volunteers.
- Parents feel that they are well informed about the academic and personal progress made by their children. The Parent-Teacher meetings are regular and parents say that they are kept well informed through regular communication with their children's teacher. They also agree that the principal is approachable and listens to their concerns.
- Regular reports are sent home to parents to update them on the progress that their children are making at school. Parents are generally satisfied with the quality of these reports and the information they contain.
- The school has many links with local community organisations. This enables students to learn more about their heritage cultures. However, relationships with other schools to promote sporting and other ties are minimal. There are few opportunities for inter-school sports or other competitions.

Governance

Acceptable

- Parents and other stakeholders are not directly involved on the governing board. However, the school elicits the views of other stakeholders through organisations such as the parents' council, students' council and other community organisations. The governing board contributes to decision making in the school through quarterly meetings and more regular committee meetings.
- The governing board is aware of the strengths and areas where development is required in the school. Although the information comes almost exclusively from the principal's reports to the board, these reports are neither evaluative nor supported by robust evidence. The governing board is aware of the need for more evidence to support the judgments that are made in the school's self-evaluation.
- The governing board is very influential in shaping and informing the vision and direction of the school. The board supports the management of finance well and makes individual decisions on the funding of particular projects based on need. Recent examples of this are the acquisition of three new buses and the current upgrading of the information, communication and technology systems in the school.

Management, staffing, facilities and resources




Acceptable

- Staff at all levels manage daily routines well. Students of all ages make important contributions to their peers' orderly and co-operative movement around the school. Timetables are efficiently organised in almost all areas of learning.
- Most staff, including SEND staff, are suitably qualified in the subjects they teach. However, Arabic teachers have too frequently been reallocated across different sections and phases. This adversely affects continuity and progression in student learning. Only a few KG teachers have recognised qualifications for this first phase of children's education.
- Overall, the school premises are adequate. Bright and attractive displays of students' work in some areas of the school enhance the learning environment. However, faded decor poses challenges in maintaining cleanliness. Limited specialist facilities such as the school library and laboratories constrain students' independent learning experiences.
- Resources and materials for teaching are adequate in most areas. However, in a few contexts inadequate resources restrict students' successful learning together in groups. Across the school, children and students have too few opportunities to use information technology in their daily learning to research and present their findings.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	143
	2015-2016	115
 Teachers	71	
 Students	197	

*The number of responses from parents is based on the number of families.

- Although only around 10% of parents responded to the surveys, there was general satisfaction among these responses. Some individual comments were made, which were investigated during this inspection. Some parents are rightly concerned that learning technologies are not used effectively throughout the school.
- Nearly all parents think their children enjoy school and are very positive about the importance of Islamic values in the school.
- Parents are correctly concerned about the quality of careers and academic guidance for their children. They feel these are not strong enough in the school.
- All parents feel well informed about their children's learning. Most feel that the school is led well
- Students are mainly concerned about the lack of extra-curricular activities and the quality of teachers' written feedback on their work. They believe that teachers do not know their needs well.
- Teachers who responded to the survey had a very strong positive view of all aspects of the school.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae