

Follow-Through Inspection Report

His Highness Sheikh Rashid Al Maktoum Pakistani School

Report published July 2012

Knowledge and Human Development Authority

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Basic information

His Highness Sheikh Rashid Al Maktoum Pakistani School was inspected during the 2011-12 academic year as part of the full inspection cycle across all schools in Dubai. The inspection covered key aspects of the work of the school at all stages. It evaluated students' achievements, the effectiveness of the school, the environment for learning and the school's processes for self-evaluation and capacity for improvement. During this inspection, the overall performance of the school was judged to be unsatisfactory and school inspectors identified a number of recommendations which the school was required to address.

Dubai Schools Inspection Bureau (DSIB) has conducted one Guidance Visit since the full inspection. This first Follow-Through Inspection evaluated the progress of the school in meeting the recommendations.

Progress

The school had not met all of the recommendations to an acceptable level. His Highness Sheikh Rashid Al Maktoum Pakistani School will continue to be inspected by DSIB at regular intervals in accordance with the Follow-Through Inspection cycle.

Overview

Guided by the recently appointed Principal, the school had a positive approach to school improvement. It was willing to embrace new ideas to improve teaching and students' attainment and some training had been undertaken. In classrooms, students were keen to learn and most worked hard. However, the school had not done enough to improve key weaknesses. Its action plans for improvement lacked detail and were not robust enough to ensure success. Although subject co-ordinators were increasingly involved in developing their subjects, their impact was limited. The monitoring of teaching was not routine or accurate enough. As a result, students still were not active in their own learning. In addition, teachers' expectations were not sufficiently high enough for all groups of students. There had been no improvement in students' attainment. The governors had done little to invest in learning resources and the school environment. There were not enough, well-qualified senior leaders to support the Principal and to influence and secure change in the school.

Inspection recommendations

Raise attainment across all key subjects and phases

The school had not met the requirements of this recommendation to an acceptable level.

Attainment in most key subjects remained broadly acceptable. The school had taken some steps to improve outcomes for students by providing extra training for teachers and subject leaders. However, the focus of the training had mainly been on teaching methods rather than on how to specifically raise attainment. Action plans were not detailed or rigorous enough to show teachers what exactly was required. The school had appointed two new teachers in an effort to improve the attainment of Arabic as an additional language, especially in the primary phase. However, this action had yet to show any distinct improvement in the language; speaking and writing remained weak.

Improve the quality of teaching and learning so that lessons involve students in discussion and debate and meet the needs of all groups

The school had not met the requirements of this recommendation to an acceptable level.

Recent training of teachers had made some impact on classroom practice but not enough to meet the needs of all students. Further training was planned to show teachers how to engage students more productively in their own learning. New planning and assessment systems had yet to be fully understood and implemented across the school. Teachers' expectations of students were too similar; the level of challenge in lessons still did not allow enough for students' different abilities. New testing of students' literacy skills was enabling any concerns about students to be shared among staff. However, the school's action plans were not sufficiently detailed, nor was there enough teaching expertise in the school, to produce rapid improvement in the quality of teaching and learning.

Review the curriculum to ensure: that all students are involved in enjoyable activity-based learning which meets their needs: enrichment activities and a regular programme of sports and physical education enhance learning

The school had not met the requirements of this recommendation to an acceptable level.

The school had taken some steps to strengthen the curriculum. It had allocated one period a week for each class for physical education; however, because there were few qualified

teachers, the lessons were more for playing games than for purposeful physical education. In other subjects, active learning had slightly improved; for example, mathematics lessons included productive group work and the biology laboratory was used so that more practical learning was possible. Nevertheless, the curriculum remained too dependent on text books, and students' learning experiences were not appropriately enriched on a regular basis, with the exception of a few field trips and an Islamic competition. A full curriculum review had not been carried out. Although the school recently assigned curriculum responsibilities to a senior teacher, there had been too little time for any tangible improvement as a result.

Take immediate steps to rectify the health and safety issues identified in the report and ensure that all students are safe

The school had not met the requirements of this recommendation to an acceptable level.

Although the school had made some improvements to students' health and safety, there were still some issues of concern. The school had ensured that buses were no longer overcrowded, and supervision at the dismissal time was better. However, pedestrians and buses still used the same gate and, in the car park outside, the mixture of students and moving cars was poorly managed by staff and parents. The toilets in both the boys' and girls' sections were now clean and hygienic, but they lacked basic items, such as tissue paper and waste baskets. In classrooms, little had changed. Much of the furniture was old, in poor repair and many desks were covered with graffiti. The facilities to support students with disabilities were barely adequate, although there was enough access for students in wheelchairs on the ground floor. The promotion of healthy lifestyles was still unsatisfactory. Although the cafeteria did provide some better options, including fruit, students tended to buy the less healthy items. There continued to be insufficient promotion of physical exercise.

Ensure there are enough teachers to cover classes and that there are enough appropriate resources to support learning at all stages

The school had not met the requirements of this recommendation to an acceptable level.

The school had increased the number of teachers. The ratio of teachers to students was improved, although some classes had more than 30 students. The school remained poorly resourced. It had invested very little money to provide up-to-date, relevant and necessary resources for students. Its action plans revealed no focus on improving resources. The learning environment was detrimental to learning. Apart from the dilapidated desks, few classrooms had any resources other than textbooks and a white or black board. This limited students' progress. In one science lesson, for example, 30 students had to share two glass beakers in their group

experiments. There was a dearth of basic requirements for kindergarten children; in most classrooms, there was little other than some books, some colouring resources and a few toys. Resources for information and communication technology remained scarce - the two computer rooms had too few serviceable computers. The biology and physics laboratories had limited resources; the physics laboratory was locked and defunct. Sports facilities were still poor, despite the large size of the school grounds. There were no art or music facilities, or other specialist provision.

What happens next?

The school has not met any of the recommendations to an acceptable level. His Highness Sheikh Rashid Al Maktoum Pakistani School will continue to be inspected by DSIB at regular intervals in accordance with the Follow-Through Inspection schedule.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

How to contact us

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

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