



National Agenda



Early Years



Special
Educational Needs



Innovation

Inspection Report 2015-2016

H. H. Shaikh Rashid Al Maktoum

Curriculum: Pakistani

Overall rating: Weak

Read more about the school



www.khda.gov.ae

‘Do we have to stand still to avoid the risk of falling...? ...I have encountered several challenges. But I never bowed to them’



Sheikh Mohammed Bin Rashid Al Maktoum

Contents

School information	2
Summary for parents and the community	3
Main inspection report	10
1. Students' achievement	11
2. Students' personal and social development, and their innovation skills	14
3. Teaching and assessment	16
4. Curriculum	17
5. The protection, care, guidance and support of students	18
Provision for students with special educational needs and disabilities (SEND)	19
6. Leadership and management	19
The views of the parents, teachers and students	22

School information

General information



Location	Al Qusais
Type of school	Private
Opening year of school	1995
Website	Not available
Telephone	04-298-8303
Address	PO Box 26371, Dubai
Principal	Dr. Akhtar Waqqas
Language of instruction	English
Inspection dates	26 to 29 October 2015

Students



Gender of students	Boys and girls
Age range	4-18
Grades or year groups	Kindergarten 1 to Grade 12
Number of students on roll	1,346
Number of children in pre-Kindergarten	N/A
Number of Emirati students	0
Number of students with SEND	145
Largest nationality group of students	Pakistani

Teachers / Support staff



Number of teachers	79
Largest nationality group of teachers	Pakistani
Number of teaching assistants	2
Teacher-student ratio	1:17
Number of guidance counsellors	1
Teacher turnover	0%

Curriculum



Educational permit / Licence	Pakistani
Main curriculum	Pakistani
External tests and examinations	FBISE
Accreditation	None
National Agenda benchmark tests	None

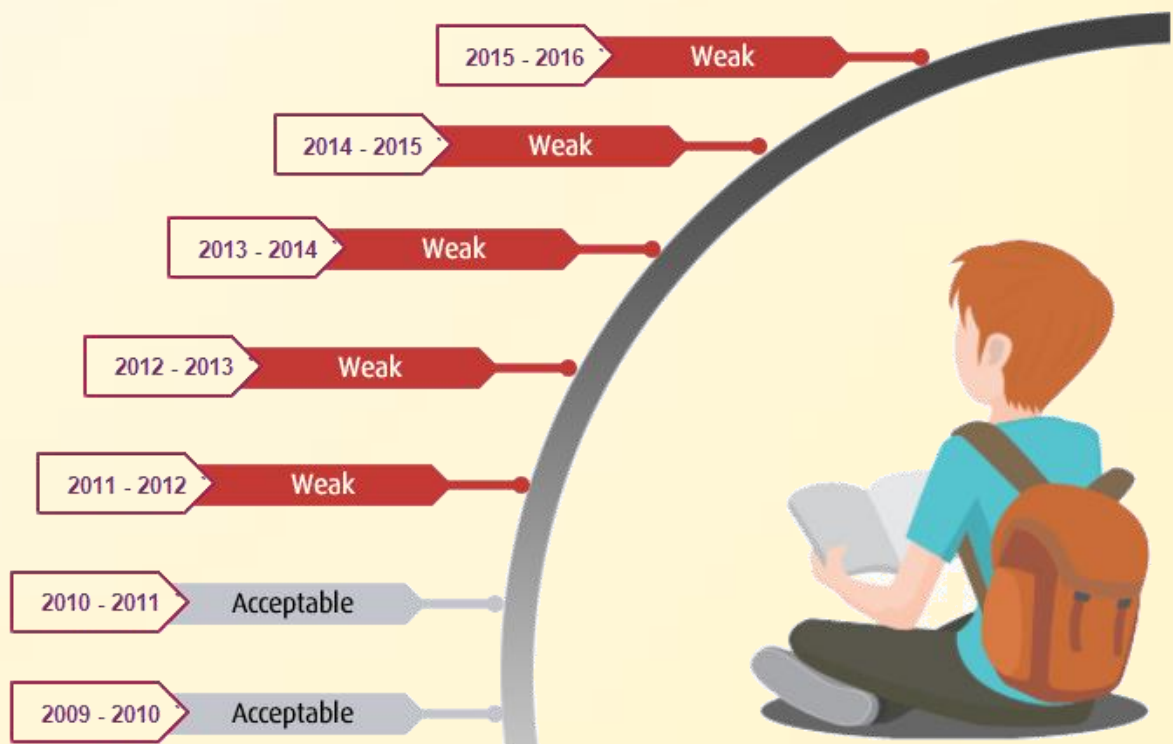


Summary for parents and the community

H. H. Shaikh Rashid Al Maktoum Pakistani School-Dubai (English Lang) was inspected by DSIB from 26 to 29 October 2015. The overall quality of education provided by the school was found to be **weak**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, H.H Shaikh Rashid Al Maktoum Pakistani School provided a **weak** quality of education for its students.

- Students' attainment and progress were generally acceptable overall, but in Arabic as an additional language, attainment and progress were weak. Students' occasionally took responsibility for and were active in their own learning but in the primary phase their learning skills were weak.
- Personal development was acceptable across the school, but students' understanding of Islamic values and awareness of Emirati and world cultures were weak in the kindergarten (KG).
- Teaching was mostly acceptable but in the primary it was weak. The standards of teaching and students' achievement in Arabic as an additional language needed improvement in both the primary and high school phases. Internal and external assessment processes were weak across the school. There was little use of assessment information to influence teaching, the curriculum and thus students' progress.
- The curriculum followed the requirements of the school's authorised curriculum, but focused more on knowledge rather than the development of skills. It was based on textbooks, but was not sufficiently adapted to meet the needs of all groups of students.
- The provision for health and safety was acceptable across the school, but the care and support for students was weak. The procedures to identify students with special educational needs and disabilities (SEND) were at an early stage of development.
- The leadership of the principal had brought about significant improvements to the school. The delegation of roles and responsibilities, including those for governance, were unclear. This limited the impact of leadership across the school. There were positive links with parents. The suitability of the staff, the appropriateness of the premises and the range of resources for teaching and learning were all weak.



What did the school do well?

- There had been significant improvements made since the previous inspection as a result of the leadership of the principal.
- There was a sense of community spirit and loyalty to the school.
- The respect and courtesy that students showed toward each other.



What does the school need to do next?

- Clarify leadership roles and share leadership responsibilities with middle leaders and subject coordinators.
- Ensure that external and internal assessment procedures are used effectively to:
 - measure students' progress consistently against national and international expectations
 - identify students needing more support or challenge
 - focus on next steps in learning.
- Improve students' attainment and progress in all subjects, but especially in Arabic as an additional language by:
 - improving the quality of teaching and learning and resources especially in the primary years
 - asking questions in ways that make students think, give extended answers and ask questions themselves.
- Involve teachers closely with the needs of all students, including those with SEND, so that teachers can plan work directly related to the students and their individual needs.
- Ensure that school self-evaluation includes analysis that is based upon accurate information from within the school.
- Establish a governing body so that governors immediately hold the school to account for its performance, including its academic outcomes.



How well did the school provide for students with special educational needs and disabilities?

- The school admitted students with SEND and a qualified specialist was responsible for developing a system of support.
- The school did not always describe students' SEND correctly.
- Parents appreciated the school accepting their children, but many did not understand their children's difficulties or what they could do to help.
- Teachers did not adjust lessons well enough for the needs of different students.
- In most subjects, students with SEND did not make sufficient progress.

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 intent 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. This academic year, KHDA introduced 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.

Main points:

- The school did not meet the registration requirements of the National Agenda Parameter. Progress towards meeting the National Agenda targets was not secure.
- Leaders promoted awareness of the National Agenda within the school, through a number of large banners detailing the aims and vision. The impact of these banners was limited. The school did not fulfil its responsibility of promoting the National Agenda to the parents or the Consulate General of Pakistan. In interviews, neither of these stakeholders realised the importance of the National Agenda.
- Systematic modification of the curriculum to meet the requirements of the TIMSS and PISA tests was underdeveloped. This was due to a lack of awareness on the school's part as to the importance of the National Agenda and a lack of understanding of the importance of the International Benchmark Tests.
- Opportunities to promote critical thinking by students were limited. Lesson plans did not reflect it as a priority. When critical thinking and analysis did occur, it was because the teachers adopted a more open style of questioning their students. Those lessons offered the greatest challenge and the best learning.
- The use of technology and other resources to develop research skills were extremely limited. The school had plans to introduce technology into the classrooms to foster independent research and inquiry.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda 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'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.









Promoting a culture of innovation:

- The principal was knowledgeable and enthusiastic about the potential of innovation for taking the school strategically forward. The school's context prevented much innovative practice either by teachers or students, although teachers were making use of the newly acquired learning technologies. A new emphasis on practical activities had begun in the science curriculum, especially in the primary and secondary phases.

Overall school performance

Weak

1. Students' achievement

		KG	Primary	Middle	High
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Weak ↓
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	Weak ↓	Weak ↓	Weak ↓
	Progress	Not applicable	Weak ↓	Acceptable ↑	Weak
English 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↑	Acceptable	Acceptable	Acceptable
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↑	Weak	Acceptable	Acceptable
Science 	Attainment	Acceptable	Weak ↓	Acceptable	Acceptable
	Progress	Acceptable	Weak	Acceptable	Acceptable

	KG	Primary	Middle	High
Learning skills	Acceptable ↑	Weak	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

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

- The children's attainment and progress learning English were both acceptable. Most children demonstrated attainment in line with the school's curriculum objectives, showing acceptable levels of speaking and listening skills with lower attainment of writing and reading skills. Children were building words through phonics skills development. There was acceptable progression of all four skills through the KG experience.
- The children's attainment and progress in learning mathematics were acceptable. Most children demonstrated attainment in line with the curriculum objectives. Children developed acceptable skills in number recognition, counting forwards and backwards, number values and recognition of a range of two dimensional shapes. There was a lack of opportunities to manipulate objects to reinforce understanding of concepts and to ensure that good progress was made by all groups of children.
- The children's attainment and progress in learning about science were acceptable. Most children's attainment was in line with the school's curriculum expectations. Children developed acceptable levels of knowledge in some aspects of science within the broader subject of 'General Knowledge.' The inclusion of sand and water play allowed children to have practical experiences to develop some scientific skills.

Primary

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	Weak
Science	Weak ↓	Weak

- In Islamic education, students' attainment was acceptable. Most students had appropriate knowledge and understanding of Islamic expectations such as the importance of greeting and its effects in Muslim social life. The students' Holy Qur'an recitation skills were acceptable but students' understanding of what they were reading was underdeveloped. Most students made acceptable progress and they were able to link what they had learnt to their daily lives.

- In learning Arabic as an additional language, the listening skills of the majority of students were at appropriate levels for their ages. A minority of students were able to read and identify familiar vocabulary in sentences, but they had difficulty with unknown words. Students' speaking was limited to one word or repeated phrases and their writing was underdeveloped. In most lessons, students made weak progress against the learning objectives and over time. A minority of students were able to develop a range of Arabic vocabulary, but their ability to compose meaningful sentences was limited.
- Across the phase students' attainment in English was acceptable and in line with the curriculum standards. Students listened well and were able to speak and write using correct grammar. When they made presentations about cities of the world, they were able to research and rate the cities based upon the levels of culture and entertainment value that they offered.
- Most students understood mathematical computation in line with the curriculum standards. Their progress was weak in understanding numbers and the calculation skills needed to solve problems. There was a focus on the investigation of triangles and their properties. Students learned to identify isosceles, right - angled and equilateral triangles and benefitted from practical activities to reinforce what they were learning.
- The attainment of students in science was below what was expected. Research skills were seldom encouraged and students did not work independently, especially in the lower primary classes. Students did not make the expected progress and they did not apply their knowledge of science in their daily lives. They were not able to concentrate for long periods of time or manage activities independently.

Middle

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

- In Islamic education, most students had sufficient knowledge of Islamic concepts. Students discussed with confidence the Pillars of Islam and the Pillars of Salat. Their Holy Qur'an recitation skills were acceptable. Progress was acceptable as measured against the lesson objective. Most students showed improvements in understanding Islamic terms and were able to link them to practical examples from their own lives. The majority of students demonstrated advanced levels of thinking.
- In learning Arabic as an additional language, students' listening skills were secure. The majority of students were able to interpret speech, but only a minority were able to respond correctly. Students' speaking skills were weak, as they were mostly required to give one word or simple answers in a lesson. A minority of students had developed a range of vocabulary but were not given the opportunity to use it in a meaningful context. A minority could read familiar texts, but the comprehension skills of the remainder were less developed. Most students made acceptable progress in developing their reading and conversational skills

- In English, students' levels of attainment were in line with curriculum expectations and they made acceptable progress, but they were not in line with international expectations. Most were able to use the active and passive voices when speaking in sentences and in their writing. They were able to use nouns and verbs correctly. Progress was acceptable by most, but some did not make much progress in their understanding of grammar.
- Students' levels of attainment and their rates of progress in mathematics were in line with expectations. In lessons, students showed understanding of mathematical skills and this was reinforced by the written work in their books. They were able to identify data shown in frequency diagrams and were able to interpret charts. They enjoyed being challenged and made the best progress in such lessons. Over time, the students were acquiring the mathematical skills necessary for future external examinations.
- In science, internal assessment results indicated that attainment and progress were of acceptable standards when compared with the curriculum. Girls attained higher and made better progress in all areas of science than boys of the same ages.

High		
Subjects	Attainment	Progress
Islamic education	Acceptable	Weak ↓
Arabic as a first language	Choose an item	Choose an item
Arabic as an additional language	Weak ↓	Weak
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, most students showed age-appropriate knowledge of Islamic concepts. Students could compare the "Sunnah" and the Holy Qur'an. They had adequate understanding of "Zakat" charity in Islam. Students' progress in lessons was slow overall; they made limited progress in developing their learning and critical thinking skills and in the recitation of the Holy Qur'an.
- In learning Arabic as an additional language, students' listening skills were at the expected levels, but few were able to respond correctly to classroom instructions or give answers to basic questions on familiar topics. Their conversational and speaking skills were weak and students were not able to engage in a simple dialogue. A large majority were able to read Arabic text aloud; however, few could understand the main point and the details of a text. Most students made weak progress in developing their basic language skills and struggled to write correct sentences.
- In English, most students demonstrated knowledge, skills, and understanding that were in line with the school's curriculum standards, and most made the expected progress in lessons. Students were able to analyse themes while reading and discussing short stories. When they worked with partners to discuss the challenges presented in the short story 'A Piece of String,' their attainment was in line with the curriculum expectations, but below international standards.

- Most students attained and progressed in mathematics in line with expectations and the curriculum standards. On external examinations, most students attained at levels that were in line with national standards. Grade 10 students showed confidence when performing calculations involving adjacent, complementary and supplementary angles. In lessons where progress was best, the pace of teaching was brisk, lesson objectives were clearly stated and regularly revisited to check understanding. There were no significant differences between the performances of different groups in the subject.
- Internal and board science assessment results showed that the attainment of most of the students was acceptable. Over time, students' attainment in science was broadly in line with international standards. Most students attained levels that were in line with curriculum standards and a few were above. In lessons and in their recent work, most students made progress and demonstrated levels of knowledge, skills and understanding that matched the curriculum expectations. A few could relate their knowledge to the world and apply it in their daily lives.

	KG	Primary	Middle	High
Learning skills	Acceptable ↑	Weak	Acceptable	Acceptable

- In all phases students had positive attitudes towards learning their subjects. They were able to work independently and when given the opportunity they were able to reflect upon what they had learned. Students in the middle and secondary phases had the ability to work productively on a variety of tasks.
- Students at the middle and secondary phases were able to communicate what they had learned. In the primary phase, students had difficulty in interacting and communicating effectively without their teacher's supervision.
- Students in the middle and secondary phases were able to make limited connections to the real world when they were learning. In the primary phase they had some difficulty relating knowledge to their understanding of the world.
- Students in the middle and secondary phases made some use of technology. They demonstrated adequate development in problem solving skills. Students in the primary phase had difficulty working independently and lacked critical thinking and problem-solving skills.

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

	KG	Primary	Middle	High
Personal development	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

- Students had responsible attitudes toward learning, their interactions with one another and their teachers. They were generally appreciative of feedback from teachers, although at times it was not positive.
- Students across all phases demonstrated self-discipline. There was no signs or indications of bullying or disruptive behaviour that slowed down progress.
- All students understood the needs of others in a classroom. They respected the importance of collaboration and building relationships with other students and the staff.

- Students generally understood both healthy living and the importance of engaging in activities that were safe in and out of class. They did occasionally participate in extra-curricular activities that promoted healthy lifestyle choices.
- Students were generally punctual to lessons and did not leave their classrooms. Their level of attendance was acceptable over the previous full term.

	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Weak ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

- Students across the school, except children in the KG, had a strong understanding and appreciation of Islamic values. Their beliefs shaped them as individuals and made them more tolerant of others. They understood the Islamic impact on life in Dubai and the UAE.
- Students demonstrated a basic understanding of the history and development of Dubai and the relevance of this learning to their own lives. Students generally were aware of some superficial facts about the UAE and therefore had limited understanding of the deeper significance of Emirati culture in Dubai's society. This was particularly true in the KG.
- Students were very proud and knowledgeable about their own culture, but had very limited understanding of local or other world cultures.

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

- The school council was elected democratically, but students were not very clear about their specific roles and responsibilities. They were aware of the local community and what it offered, but had few opportunities to work as volunteers outside the school.
- Students were happy at school and enjoyed working on projects. They were able to work as a group and share ideas, but the opportunities for innovation were few.
- Students took care of their immediate surroundings and were keen to keep them clean. However, there were few opportunities for students to be involved in many activities. They were aware of some environmental issues and the actions needed to preserve the environment.

3. Teaching and assessment

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

- In the KG, middle and high phases, most teachers demonstrated secure subject knowledge. In the primary phase, many teachers were insecure in their subject knowledge, especially in the lower year groups, where teachers were unable to give clear explanations or provide relevant examples. Across all four phases, some teachers were insecure in understanding how students learned, but particularly so in the primary grades.
- Lesson planning was done using the same format across all phases, but the quality of planning varied. In the best examples, assessment activities were planned, but this was the exception rather than the rule. Learning objectives were often knowledge based, not skills based. Teachers generally managed time well but in some instances it was too rigidly followed. Teachers managed limited resources well, particularly in the KG. A positive learning atmosphere was evident in the better lessons, when teachers knew their students' abilities and more focused, probing questions were asked.
- In the primary grades, teachers' interactions did not consistently result in the sustained engagement of students in learning. Closed questioning methods limited their assessment of what students had learned in the lesson and did not reveal students' understanding. In the other phases teachers used a wider variety of questioning methods to engage students in their learning and promote thought.
- The range of teaching strategies was limited in the primary grades, but elsewhere teachers had begun to adopt a wider variety. The needs of some groups of students were not being consistently met, particularly those with SEND and the higher achieving students. In many primary lessons, the challenge was not sufficient for all students to make steady progress.
- Independent learning was more evident in the best lessons in the upper phases, when students were given opportunities to develop their own ideas. Students in the primary and KG were more reliant upon their teachers. Critical thinking was only observed in those lessons when the teacher used open-ended questioning methods.
- Teaching in Arabic lacked appropriate planning and suitable strategies to meet students' needs.

	KG	Primary	Middle	High
Assessment	Weak	Weak	Weak	Weak

- Internal assessment processes were linked to the school's curriculum; they focused on the Pakistan Federal Board of Intermediate and Secondary Education (FBISE) examinations in the higher grades. The school had a system of collecting internal assessment data. However, the analysis of the data was weak and provided little information to show students' progress.
- The school had not embarked upon a program of external benchmark tests; therefore they could not measure students' attainment against international standards. There was awareness of the standards students attained when benchmarked against the FBISE exams.
- Data produced by testing was collected but not analysed, used to support the school's wider goals, or to highlight students' understanding of concepts when learning. The school did not have a thorough understanding of how to measure students' academic progress.

- Most teachers did not have access to assessment information to help them plan lessons or meet the needs of the different groups of students. Assessment information was not used to inform teaching or curriculum planning.
- Teachers had insufficient knowledge of the strengths and weaknesses of their students. Lesson plans did not make any reference to the needs of different groups of students. Feedback to students was limited and not helpful in improving learning or ensuring that continual improvements were made.

4. Curriculum

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

- The core curriculum in all phases was sufficiently broad and balanced. It was supplemented by the Oxford University Press textbooks in the primary and middle schools to promote critical thinking, but this was not often observed.
- The curriculum was not planned or implemented with sufficient rigour to meet the needs of all students. There was adequate progression within the curriculum, as it built upon the previous knowledge of students, but the transition from the middle to high school curriculum was uneven.
- Students in the higher phases had adequate curricular choices. They were able to move into three different streams according to their interests and capabilities.
- There were no planned cross-curricular links within the curriculum. Opportunities to make useful connections to real life situations were not developed. The curriculum did not provide many opportunities for students to engage in critical thinking, independent learning or research.
- The school reviewed its curriculum across all four phases. It made relevant changes to ensure adequate provision in most subjects, in order to meet the academic and personal development needs of most students.
- The UAE social studies curriculum was taught across the grades through discrete lessons, as well as being occasionally integrated into other subjects such as English, mathematics, Arabic and Islamic education.

	KG	Primary	Middle	High
Curriculum adaptation	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

- The school had modified the curriculum in the KG, primary and middle phases by introducing textbooks from Oxford University Press in the UK. However, these did not meet the needs of the students who were new English language learners. Modifications for students with SEND and for the high achieving students were not in place.
- Students had opportunities to take part in a limited range of extra-curricular activities, largely within the school premises. A new emphasis on practical activities had been initiated, especially in the science curriculum in the primary and secondary phases. This remained inconsistent in terms of its effects upon students' attainment and progress.

- The school had strong links with the Pakistani community and other schools in the area. Through collaboration with the Pakistani business community, the school had acquired television screens for all the classrooms and 'Chrome' notebook computers for the teachers. Each phase except the KG had evidence of curriculum programmes which developed students' knowledge and understanding of the heritage of the UAE.

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 school had adequate, formal procedures for the safe guarding of students, including a child protection policy. The school informed parents, teachers, and students about health and safety issues. Adequate steps were taken to protect students from all kinds of abuse, including bullying.
- Supervision of students was very effective at all times, and included all play areas. The use of bus supervisors monitored students' behaviour and enforced the rules regarding bus cleanliness. The school conducted routine checks for the security and safety of students.
- The records of incidents were accurate and available for inspection. The building and grounds had been upgraded for improved health and safety. All science laboratory supplies were safely stored, secured, and locked, including live specimens and chemicals.
- Overall, the facility and premises provided a suitable learning environment for all students and staff members; however, there were some classes that were using very small rooms. A few classes were held in the library, because the school lacked a classroom for Grade 10.
- Occasionally, the school communicated healthy lifestyle choices in classroom discussions and by the use of posters. Students also became aware of safe and healthy life choices through physical education classes and exercises.

	KG	Primary	Middle	High
Care and support	Weak	Weak	Weak	Weak

- Despite other shortcomings, staff to student relationships were positive. Behaviour was managed well and the school was relaxed, friendly and orderly.
- The school had addressed the issues of poor attendance and punctuality and both had significantly improved. Parents spoke very positively about the impact of this change upon their children's behaviour.
- The school admitted students with SEND, but did not identify their needs accurately. Consequently, there were students incorrectly listed as having SEND or who were gifted and talented. The newly appointed coordinator had insufficient time to assess and prioritise the list so as to ensure that students' needs were accurately identified.

- Support for students with SEND was very limited. Even though students' needs were identified, teachers did not adjust the curriculum or their teaching and assessment practices to ensure that each student made adequate progress.
- Teachers were aware of their students' personal development and this was monitored by them. The guidance counsellor ensured that older students were guided appropriately to make choices for universities.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Weak

- The school had an inclusive approach to admitting students with SEND and had recently hired a qualified coordinator who demonstrated the capacity to improve the provision for students.
- The school did not accurately identify students' SEND and consequently the lists of students requiring support were unreliable.
- Parents were appreciative of the school's inclusive approach, but many did not understand the special educational needs of their children or what they could do to help.
- There was little curriculum modification and lesson plans did not reflect an awareness of students' individual starting points or their specific learning needs.
- Teachers did not accurately measure students' progress and consequently, in most subjects, the progress of students with SEND was weak.

6. Leadership and management

The effectiveness of leadership

Acceptable ↑




- The principal set a direction and vision for the school and had brought about clear improvements. Leaders had a commitment to inclusion and to making provision for students with special educational needs, but the management of this work was at an early stage.
- All senior leaders and subject coordinators were new to their roles and responsibilities. Development planning had helped to improve learning outcomes for students, but this too was at an early stage.
- Relationships and communication were professional and staff morale was positive, but there was little delegation of responsibilities beyond those of the senior leaders.
- The capacity to improve the school was limited, even though all leaders understood that the school needed further improvements.
- Leaders had improved some important aspects of the school, particularly related to the health and safety of the school environment.

School self-evaluation and improvement planning	Weak
<ul style="list-style-type: none"> • The school's self-evaluation document was not based upon a realistic view of its performance and the students' attainment of the curriculum standards. School improvement planning addressed the recommendations from the previous inspection report, but there were no long term plans in place. • The monitoring of teaching and learning was limited and underdeveloped. It did not identify weaknesses in practices and the effects of these on students' learning. • School improvement plans were not sufficiently clear or detailed and did not contain appropriate goals or realistic priorities. • There had been progress in addressing most of the recommendations from the previous inspection report and improvements had been made in other areas. 	
Partnerships with parents and the community	Acceptable
<ul style="list-style-type: none"> • Parents were extremely enthusiastic about the school and how it had improved since the Principal had taken up his post. They felt much more involved with their children's learning and were able to approach the school knowing that any concerns would be heard. • Communication with parents was regular and they said that they felt informed about their children's learning and development. • Reporting to parents was regular and included general comments on students' academic progress and personal development. • The school made regular contributions to the local, national and international communities. Effective partnerships including those with other schools were having a positive impact on students' learning, development and achievement. 	
Governance	Weak
<ul style="list-style-type: none"> • The Pakistan Embassy provided effective and welcome support for the school, but there was no formal governing body in place that included representation from the different stakeholders. This situation limited the opportunity to share information with parents and the wider community about the school and its performance. • There was no way to hold senior leaders sufficiently accountable for the quality of the school's performance, including the achievements and personal development of all students. • The Pakistan Embassy, along with sources of revenue, were available to help the school address some of the key issues from the last inspection. These resources had positive effects upon the overall performance of the school. 	

Management, staffing, facilities and resources	Weak
<ul style="list-style-type: none"> Most aspects of the daily management of the school were well organised. The school's procedures and routines were effectively carried out. The school did not have a sufficiently sized permanent staff and this presented risks to the quality of the overall educational provision. Significant improvements had been made to the premises, but the specialist facilities and learning areas still remained deficient of suitable equipment. For those with additional needs, access around the school premises was limited. Resources were limited in quantity and quality and were not sufficient to fully support the curriculum's requirements. 	

The views of the parents, teachers and 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* 	2015-2016	93
	2014-2015	0
Teachers 	0	
Students 	50	

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

- A minority of parents and students responded to their surveys.
- Almost all parents and students were satisfied with the quality of education and that the school had improved as a result of the inspection process.
- Most parents agreed that their children were making good progress learning Islamic education, English, mathematics and science. A significant minority of parents and students didn't know whether they were making progress in learning Arabic as an additional language.
- Almost all parents said that their children enjoyed school and that they were offered a good range of subjects and extra-curricular activities.
- Students said that they were looked after and treated fairly in school. They felt that school leaders listened to their opinions.
- Almost all parents agreed that the school was well led.

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