



H. H. Shaikh Rashid Al
Maktoum Pakistani

Curriculum: Pakistani

Overall Rating:

Weak



"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



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School information



General information

Location	Al Qusais
Type of school	Private
Opening year of school	1995
Website	www.HHSRAMPS.org
Telephone	00971-4-2988303
Address	P.O. Box 26371, Dubai
Principal	Dr. Akhtar Waqqas
Language of instruction	English
Inspection dates	24 to 27 October 2016

Teachers / Support staff

Number of teachers	86
Largest nationality group of teachers	Pakistani
Number of teaching assistants	10
Teacher-student ratio	1:16
Number of guidance counsellors	2
Teacher turnover	44%

Students

Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1 - Grade 12
Number of students on roll	1391
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	33
Largest nationality group of students	Pakistani

Curriculum

Educational permit / Licence	Pakistani
Main curriculum	Pakistani
External tests and examinations	FBISE
Accreditation	None
National Agenda benchmark tests	CAT4, 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.

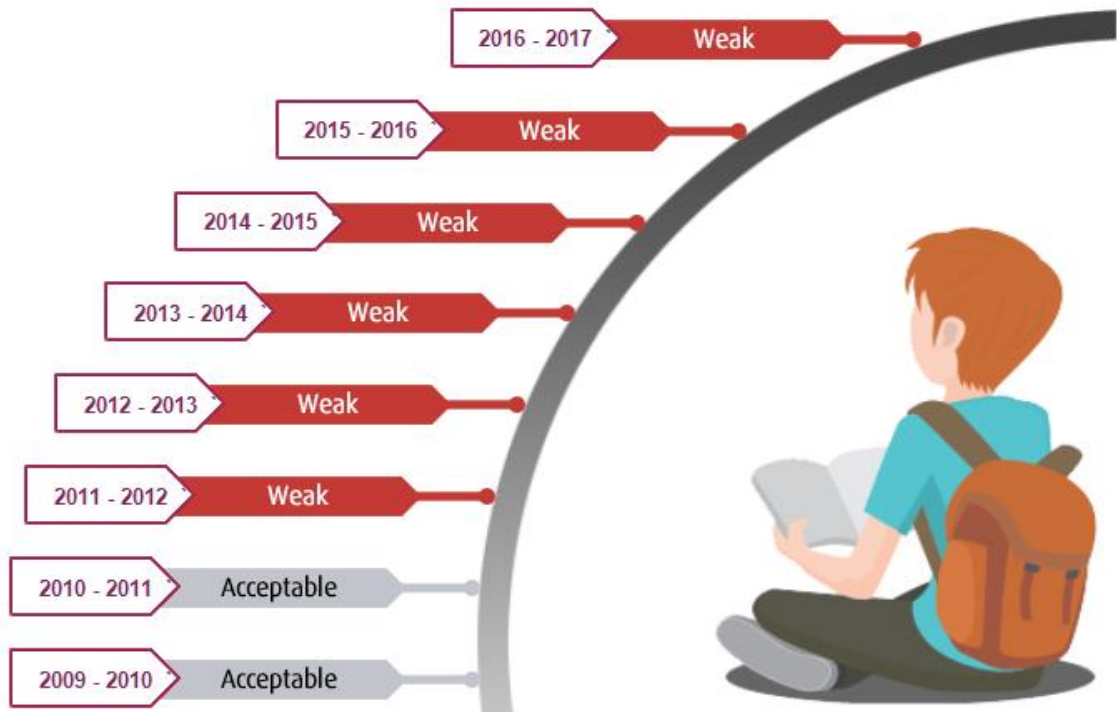
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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 H. H. Shaikh Rashid Al Maktoum Pakistani School Dubai (English Lang)



- H. H. Shaikh Rashid Al Maktoum Pakistani School (HHSRAMPS) opened in 1995. The current principal has been in post since April 2015. At the time of inspection, the school had 1391 students, a 3% increase from last year. Almost all students are of Pakistani origin. Forty four percent of teachers are new this year, many only joining the school in the weeks before the inspection.
- Previous inspections have noted a strong sense of community that emphasises both Pakistani heritage and UAE culture. Students throughout the school continue to demonstrate positive attitudes and behaviour. Relationships with adults and with one another are respectful and courteous.
- Recommendations from the past three inspections have focused on improving staffing and resourcing; the use of assessment; teaching, especially in relation to addressing the needs of all students; student achievement; leadership roles and responsibilities, and self-evaluation processes. In addition, the previous inspection report recommended the formation of a board of governors to represent stakeholders' views and to hold school leaders to account.

Summary of inspection findings 2016-2017

H. H. Shaikh Rashid Al Maktoum Pakistani School-Dubai (English Lang) was inspected by DSIB from 24 to 27 October 2016. The overall quality of education provided by the school is **weak**. The section below summarises the inspection findings for each of the six performance standards described in the framework.

- Students' achievement in key subjects is broadly acceptable, with improved progress in high school Islamic education and primary school mathematics. However, Arabic is weak across all phases. Science attainment and progress are weak in the primary phase, and attainment is weak in the high school phase. Students' learning skills are acceptable in the kindergarten, middle, high school and weak in primary.
- Students' personal development is good across all phases. Students demonstrate positive attitudes, behaviour and relationships. In the middle and high schools, students demonstrate clear understanding of Islamic values, respect for UAE culture, and are knowledgeable about and appreciative of their own and other cultures.
- Teaching is acceptable, except in the primary school where it is weak, particularly in Arabic and science. In a few lessons teachers engage students in collaborative research using higher-order questions. However, most lessons are dominated by teacher talk. Tasks do not meet the needs of all students. Assessment in the Kindergarten is acceptable but elsewhere it is weak.
- The curriculum is aligned to the national standards of Pakistan and provides adequate progression between phases. High school students choose between science and commerce streams. Some modifications are made for specific groups of students but these are not implemented well in lessons. Opportunities to develop students' understanding of UAE culture are integrated but extra-curricular opportunities are limited.
- Health, safety and security are acceptable and there are adequate safeguarding procedures. There are spacious covered outside areas but classrooms are very basic and bare. Although support for students' personal development is strong, based on positive relationships with teachers and school leaders, care and support across all phases is weak. Academic guidance for older students is not effective and attendance is very weak.
- The principal and vice principal provide some direction for the school and are building the capacity of other senior leaders to take responsibility for improvements in their areas. Supported by the newly formed board of governors, they have made some progress towards most recommendations from the previous inspection. However, significant aspects remain inconsistent and underdeveloped.

What the school does best

- The morning assembly develops a positive community ethos and demonstrates how the school values both Pakistani and UAE heritage. The assemblies are led by senior students and include a thought for the day from the principal.
- Improvements made to the Kindergarten have had a positive impact on provision for the youngest children in the school.
- Students throughout the school demonstrate positive attitudes, behaviour and relationships with adults and with one another. In the higher grades students have a well-developed understanding of Islamic values and Emirati culture.

Recommendations

- Improve staffing and resourcing by:
 - increasing the proportion of teachers who are qualified and who have experience in 21st century teaching techniques
 - equipping the classrooms with basic books and equipment
 - optimising the use of the science labs by all groups of students including girls in middle school through more efficient timetabling.
- Improve the use of assessment information by:
 - aligning internal assessment test marks to external benchmarks to ensure greater accuracy
 - analysing the school's international benchmarking results to determine which curricular areas need to be strengthened.
- Improve teaching across the school, especially in the primary section. This should focus on developing basic teaching skills, including:
 - precise lesson objectives that are matched to the curriculum expectations
 - effective classroom management to engage students in activities that are interesting
 - providing differentiated tasks that meet the needs of all groups of students
 - making better use of time in lessons to allow students to think, reason and discuss so that they improve their learning skills.
- Improve attainment and progress in Arabic across the school, and science in the primary and high school sections.
- Rigorously monitor attendance patterns to ensure overall figures of attendance improve. Specifically, ensure that absent students are checked on promptly.

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 know its National Agenda targets and does not have the TIMSS 2011 and PISA 2012 reports. In the primary and middle phases there are no international benchmark data to measure attainment against international standards. National Pakistan board examinations (FBISE) show variable results. Overall, in high school, students' attainment is weak in science, and acceptable in English and mathematics.
- The school does not meet the registration requirements for the National Agenda Parameter.
- The school has recently received results from cognitive ability tests for small numbers of students from Grades 4, 6, 8 and 10. It has not analysed these results to ascertain strengths and areas for development.
- The school does not align its curriculum to include an enquiry approach to learning. It does not consistently offer opportunities for problem solving, independent research, critical thinking or higher order questioning.
- Most teaching, across all subjects and phases, does not meet the learning needs of all groups of students. Lessons are dominated by teacher-talk, with few practical activities to develop students' investigative, IT and innovation skills.
- Students' learning skills improve in higher grades and older students have some understanding of the UAE vision and its educational aspirations. However, students are not aware of their strengths and areas for development or their attainment levels compared to international peers.

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:

- Learning technologies are being introduced and, when given opportunities, students are able to demonstrate critical thinking and problem-solving skills. Teachers use the learning technologies available, although in very limited ways. Direct student access is limited by lack of resources. The school has introduced some innovations in the kindergarten curriculum and Grade 5 timetable but the effects of these on students' learning is not apparent.

Overall school performance

Weak

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	Weak	Weak	Weak
	Progress	Not applicable	Weak	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	Weak	Acceptable	Weak 
	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	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Good

3. Teaching and assessment

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

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

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

- Children's attainment and progress in English are acceptable overall. In lessons the majority of children are able to concentrate, respond appropriately to questions and offer suggestions. Skills in reading and writing are less well-developed. Older children are able to identify letter names but not all are confident with letter sounds or using these to write independently. Children are not developing reading fluency and comprehension quickly enough.
- Attainment and progress in mathematical development are acceptable. Children can count confidently. They understand basic relationships between numbers but they do not have enough opportunities to solve simple problems and work things out for themselves. They know the attributes of shapes but this is at a fairly basic level of identifying the shapes by name rather than considering their properties.
- Attainment and progress in science are acceptable. Students' abilities to investigate and hypothesise are still limited due to lack of opportunities to develop the skills. They are usually given information by the teacher rather than being allowed to explore things for themselves and reach their own conclusions. They understand the difference between living and non-living things but these ideas are not always provided for them in meaningful ways. They can explain what they have observed but are not aware of underlying concepts such as how changes take place over time.

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	Acceptable ↑
Science	Weak	Weak

- In Islamic education, students' attainment and progress are acceptable. Most students attain appropriate knowledge and understanding in line with expectations. They are not better because the school's analysis of assessment data is unreliable and teachers do not make use of any assessment information to plan lessons. Nevertheless, students' Holy Qur'an recitation skills are improving as a result of the support in Qur'an pronunciation provided by the Arabic teacher.
- In Arabic as an additional language, attainment and progress are weak; the majority of students are not reaching expected standards. Students have limited listening and speaking skills and do not respond adequately to teachers' simple instructions, particularly in lower grades. Grade 5 students are able to read and copy Arabic script but their comprehension of what they read is limited. Although most students are learning new words, they are not able to use them in the correct context. They make slow progress in their writing and understanding of different text types.
- In English, attainment and progress are acceptable. Students' attainment overall reaches expected levels against the curriculum standards. Most students across all grades make expected progress from their starting points. Their skills of reading, listening and speaking are at age expected levels, although reading comprehension is mainly literal. Writing is less well developed but, by Grade 5, students are beginning to write a number of simple paragraphs to develop a story plot. Students' opportunities to read and write are limited mainly to simple narrative and a few basic informational text types.
- In mathematics, attainment against curriculum standards is acceptable. Students of most abilities and ages have a sound grasp of basic numeracy and can apply their understanding to everyday problems. Some students make slower progress and underperform because work is not fully matched to their learning needs. However, some more able students achieve well when the work they are given is appropriately challenging. Students' skills in solving problems and using their mathematical knowledge in investigations are inconsistent.
- In science, most students are not able to demonstrate scientific knowledge, skills and understanding to acceptable levels. At the beginning of the phase, students can make simple observations and comparisons; they can apply their basic and limited scientific knowledge in very familiar situations. However, as they progress through the phase, students' understanding and use of the scientific method of enquiry do not develop quickly enough. They are not confident when questioning, investigating, gathering data or drawing conclusions. Overall, progress for most students is very slow when compared to lesson objectives and curriculum expectations.

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

- Most students demonstrate sufficient knowledge of Islamic concepts and principles and attain in line with curriculum expectations. Students make acceptable progress in lessons against stated objectives and over time throughout the middle grades. Students' Holy Qur'an recitation skills are improving at a faster rate as the school provides an Arabic teacher to support Qur'an pronunciation. As in other phases, the school's analysis of assessment data are unreliable and not used sufficiently well to improve progress and attainment.
- In Arabic as an additional language, students' attainment and progress are weak. Although students are able to read and copy Arabic script because they use Arabic letters in their own language (Urdu), their levels of understanding and independent writing skills are poor. Only a few students in Grade 8 are able to understand the meaning of basic sentences and engage in simple conversations. The majority of students makes slow progress in reading comprehension, writing and spoken interaction, resulting in overall weak attainment.
- In English, most students' attainment and progress are acceptable. Students' speaking and listening skills are strong. Students are confident speakers who convey their ideas effectively. Their reading and writing skills are less secure. Students extended writing shows adequate structure but their skills of spelling, proofreading and grammatical accuracy are not being consistently developed. Students have limited opportunities to read and write across a range of genres.
- In mathematics, attainment against curriculum standards is acceptable and is improving. New teachers are recognising gaps in past learning and are working to repeat and consolidate previous material. Some lower and higher ability students make slower progress and do not achieve their potential because teaching is not fully aligned to their learning needs. Students are not given sufficient opportunities to develop investigative and problem-solving skills. However, most students appreciate how mathematical ideas apply to everyday life situations.
- In science, students' attainment and progress are acceptable, and strongest in knowledge acquisition. Attainment is generally in line with curriculum expectations, with girls performing better than boys. However, the progress of all groups is limited by an imbalance between theoretical science and practical enquiry. Students' scientific skills and understanding are not consistently developed. In the better classes, where students show some confidence in using basic scientific method skills, progress made is quicker and attainment is higher.





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	Weak ↓	Acceptable

- Most students show age-appropriate knowledge of Islamic concepts and worship. Recent independent research projects show that they have advanced knowledge of the prophet's life. In the best lessons students have opportunities for independent learning and consequently make stronger progress. However, analysis of assessment data is unreliable and does not justify the school's self-evaluation.
- In Arabic as an additional language, attainment and progress are weak. Most students in Grade 9 reach standards below curriculum expectations considering their years of studying Arabic. Most are not able to engage in simple conversations. They can read short stories but do not understand them and cannot explain or answer questions. The progress of most students is slow and only a few students make progress in their understanding and writing of simple sentences. They make better progress with Arabic handwriting.
- In English, most students make expected levels of progress from their starting points and against the curriculum expectations. In the Pakistan national examinations, students' attainment levels are inconsistent but, overall, are acceptable. By Grade 12, students are able to communicate purposefully with peers to convey a range of views about their research topics. Their abilities to take on different roles, characters and stances during role play is an emerging feature of their learning development. However, their extended writing skills, using different genres, are not well developed.
- In mathematics, attainment and progress are acceptable. Students' performance in external examinations is weak, but the school is taking effective action to improve the teaching for these students and attainment levels are rising. Students have a sound understanding of the main elements of mathematics and some are developing higher order thinking skills. This consolidates their learning and helps them tackle more difficult concepts. However, students have insufficient opportunities to work independently and develop problem solving skills, and, consequently, some students are underachieving.
- In science, the overall understanding, knowledge and skills of most students is below expected levels when compared with curriculum standards. Students' attainment in the Pakistan national examinations (FBISE) is variable, with considerable weaknesses in attainment in the higher grades in all three science subjects. When given opportunities to participate in scientific investigations, students are able to predict, understand variables and outline reasons for choosing a particular method of enquiry. However, there are too many inconsistencies in the development of higher order and critical thinking skills. As a result, overall progress is only acceptable.

	KG	Primary	Middle	High
Learning skills	Acceptable	Weak	Acceptable	Acceptable




- Across all phases, students are eager to learn and easily engaged. However, independent learning opportunities are restricted particularly in the primary section and, consequently, students are often passive learners.
- Most students interact well with their teachers and classmates when provided opportunities to do so. Although most students are seated in groups in primary and middle, individual work dominates. In the higher grades, students are sometimes able to collaborate in groups to prepare for discussions, presentations or role plays. As a result, in these lessons, they share their ideas productively and provide support for their peers.
- During lessons across all phases, students have few opportunities to connect their learning to the real world. These are more evident when textbooks offer a variety of choices and, in Kindergarten, where children investigate vegetables and plants to start developing an understanding of healthy living.
- Students make limited progress in the development of the higher order skills including enquiry, research and critical thinking, mainly because teachers fail to provide opportunities. In lessons there is little student use of technology to support independent research.

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


	KG	Primary	Middle	High
Personal development	Good 	Good 	Good 	Good 

- Attitudes to learning are positive. The students display a degree of resilience and will persevere with tasks. They are considerate of others and are prepared to support their peers. They take responsibility as members of the school council and as prefects, acting as good role models.
- Behaviour around the school is positive. Students are very friendly and approach their peers, adults and visitors with a warm welcome. They behave with respect, consideration and empathy for others. Their maturity ensures the atmosphere and ethos of the school is promoted effectively.
- Relationships are cordial, with a strong degree of mutual respect. Older students look after the younger children during assemblies. Students of all grades and nationalities speak of feeling welcomed and included when they first joined the school.
- Students understand and support safe and healthy lifestyles. They keep fit by being energetic and active and they enjoy their physical education lessons and break-time opportunities. They know the importance of making sensible decisions about the food they eat and about keeping safe.

- Current attendance rates are very weak. The school is not addressing this important issue with sufficient rigour. The systems, procedures and incentives to ensure regular attendance are not effective. Nevertheless, the students who attend school arrive and attend lessons on time.

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

- Students across the school, especially in higher grades, demonstrate a strong understanding and appreciation of Islamic values. They take Islamic values as a guide for their daily lives and are aware of the impact of Islamic values on UAE society.
- Older students have secure knowledge and understanding of Emirati heritage and culture. They are interested in all aspects of their host country and appreciate the benefits of living in a safe developed country with many facilities and opportunities.
- Students are proud and knowledgeable of their own culture, and interested in the rest of the world. In middle and high school, students can make mature comparisons between their own and other countries, especially between Pakistan and the UAE.


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

- The school has two active student councils with democratically elected representatives from each class. Student council members take responsibilities seriously. They help maintain the positive ethos of the school and older students are involved in some social contribution activities.
- Students enjoy their work and are happy to be in school. They have good ideas and suggestions for developing the school. There are a few opportunities working collaboratively to solve real-world problems in the higher grades.
- Students have adequate knowledge of environmental issues of the world and the UAE, especially in the high school. They are able to discuss causes and effects on daily life and potential solutions.

3. Teaching and assessment

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

- Overall, teachers' subject knowledge is secure but, occasionally in science and English particularly in primary. While subject knowledge is acceptable in Arabic, the modelling of standard Arabic is not as good as it should be.
- Lesson plans usually include activities to meet the needs of different students. However, in practice, these are not fully implemented and often work is poorly matched to students' needs. Lesson pacing in primary is often weak and consequently much of the students' time is wasted.
- Teachers' use of questioning varies. Teachers have received training on effective questioning but they often revert to closed questions that do not promote students' critical thinking. In the better lessons in KG, middle and high teachers set students independent research tasks. Students present their findings to the class while other students take notes and raise questions. In Arabic, most teachers use English to communicate with students instead of Arabic.
- In some lessons teachers provide work appropriate to the learning needs of all students but this is infrequent and weaker in the primary phase than elsewhere. In the small number of better lessons seen, activities provided appropriate support and challenge for a range of different abilities.
- Teaching to develop students' critical thinking, problem solving and independent learning is underdeveloped. These features are integral parts of only a small number of lessons and, where present, have a positive impact on the pace and depth of learning, and on students' enthusiasm and engagement.

	KG	Primary	Middle	High
Assessment	Acceptable 	Weak	Weak	Weak

- The school uses a consistent range of assessment processes across all phases, including formative and summative testing throughout the year. In Kindergarten, children's learning is observed and recorded against their learning targets. In other phases, student assessment data is collated electronically. However, assessment outcomes are not aligned well enough to curriculum standards and teachers do not have an accurate picture of students' levels of attainment or progress.
- In the primary and middle phases, the school has not yet benchmarked students' academic outcomes against international expectations. In the high school, teachers are starting to analyse examination results but not with sufficient rigour to identify areas needing intervention. In Kindergarten, a range of national curriculum standards are used to monitor students' learning and progress.
- Each phase has assessment data about students' progress. However, the quality of the analysis of this data is variable and it is not being used effectively to provide an accurate or timely picture of students' progress against individual starting points, particularly in the upper phases. The progress of kindergarten children is beginning to be regularly monitored and recorded.

- There is little use of assessment information to influence classroom practice. The school is beginning to recognise the need for more rigorous analysis of data and more timely modifications to the curriculum and teaching. The needs of all groups of students are not being fully met, especially boys, students with SEND and those who are highly able. In the Kindergarten, teachers use assessment information well to support children's next steps in learning.
- Kindergarten teachers know most children's academic, social and emotional needs and this supports their planning. In other phases, this knowledge is less secure. Marking of students' work is inconsistent. In a few of the best cases, teachers provide in-depth comments about the quality of work compared with learning objectives and suggest specific ways the work could be improved.

4. Curriculum

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

- The Pakistani curriculum is broad but the expected learning outcomes in most core subjects, especially in the primary and middle phases, reflect an overemphasis on knowledge. The school does not incorporate sufficient opportunities for higher-order thinking skills and deeper understanding of concepts, although these are stronger in the high school than in other phases.
- The school has introduced learning centres in the Kindergarten and longer lessons in some primary grades to help with continuity and in-depth enquiry. However, these initiatives are not fully implemented, either in lesson plans or classroom practice, because teachers do not understand the underlying intentions or potential.
- For high school students, there are some curricular choices through the science and commerce streams. However, many students do not have adequate choices to meet their future study and career aspirations. The curriculum does not offer any choices in earlier phases.
- Cross-curricular links are mentioned in lesson plans for most subjects across all phases. Curriculum meetings are held each week, especially for Grades 1 to 8, to develop links between subjects. However, these links are not evident in classroom practice.
- In Kindergarten, the curriculum has been revised to incorporate topic-based learning centres. This aspect is reviewed regularly. Curriculum for other phases is reviewed on a weekly basis to identify opportunities for enrichment, using the textbooks as references without totally depending on them.
- UAE social studies is taught from Grades 1 to 9 to meet the statutory requirements of teaching. The school is beginning to integrate it with Pakistan social studies themes for students to examine, compare and present research through class discussions and projects. Teaching has been modified this term; four periods per week are allocated in the timetable to ensure the key facts of UAE social studies are incorporated.

	KG	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The school attempts to modify the curriculum to meet the needs of all students but in practice this is not effective. In most lessons, all students do the same tasks. Students with SEND have individual education plans and, in a few cases, teachers use modified resources and differentiated worksheets.
- The curriculum is still largely dependent on textbooks and not enough consideration is given to students' diverse abilities and interests. Students have very limited opportunities for extracurricular, aesthetic, creative, physical or technological activities. Modifications in response to the National Agenda requirements are weak.
- Most subjects in the primary phase and a few in the middle phase are linked with aspects of UAE culture and society. Students have adequate knowledge of UAE culture, as demonstrated in notebooks, display boards and morning assemblies.

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 has adequate formal procedures for the safeguarding of students, including a child protection policy. The policy, however, lacks procedural details. Formal training for staff, students and parents is not being delivered. Nonetheless, adequate steps are taken to protect students from abuse, including bullying.
- The school conducts routine checks for students' safety. Supervision of students is effective. Departure arrangements are generally well-organised but private car pick-up procedures are not secure enough. The school conducts evacuation drills, although these are routine and do not take into consideration different scenarios. Procedures for following up student absence are inadequate.
- The school maintains the buildings and equipment adequately. The maintenance coordinator responds to requests, although there are some examples of necessary maintenance, such as poor lighting, jammed doors and proper installation for electric wiring requiring attention. Records of incidents are current.
- Overall, the facility and premises provide a very basic learning environment. Some classes are held in very small rooms. The school has added ramps and toilets to support people with disabilities but the upper floor remains inaccessible, including the laboratories and library.
- The full-time doctor and two nurses provide effective first-aid services. They also provide a range of lectures to raise students' awareness of healthy lifestyles, including personal hygiene, nutrition and anti-smoking awareness. Students are also made aware of safe and healthy life choices through physical education classes.

	KG	Primary	Middle	High
Care and support	Weak	Weak	Weak	Weak

- Teachers and students are respectful and relationships are positive. School staff care about individual students and ensure consistent levels of personal student support are provided. There is an effective whole school approach to managing behaviour, which is understood by students and staff.
- The school has records of students' attendance and punctuality but these are not used to ensure that the current very weak attendance levels improve. Systems to register students are appropriate and follow the guidelines in the new attendance policy. The school does not follow up quickly enough with individual parents to check reasons for unauthorised absence.
- The identification of students with SEND and those who are gifted and talented is more accurate since the previous inspection but remains weak. The school's admission policy is inclusive and all students are welcome. The school has recently appointed a new special needs coordinator (SENCO) who has introduced a range of appropriate policies and systems but these are not fully implemented.
- Students on the SEND register are provided with variable levels of support across the school. In many lessons teachers do not effectively meet individual needs. Similar tasks are provided for most students and, as a result, there is slower progress for SEND students and those who are gifted and talented.
- Students are provided with appropriate levels of personal support and guidance from the school SENCO, counsellor, senior leaders and the clinic staff. Academic guidance is provided in lessons but does not consistently inform students about how they can improve. Older students receive advice from teachers, outside providers, the career coordinator and fellow students about their future career options.

Inclusion

Provision and outcomes for students with SEND

Weak

- The new special needs coordinator (SENCO) provides acceptable and improving leadership. She is academically well qualified and has developed new systems and monitoring processes which are beginning to have a positive effect on provision.
- The school is inclusive and has begun to identify those students with SEND. A range of assessments are used, including reference to outside specialists when appropriate. Not all students who have been identified as having SEND appear on the SEND register.
- Meetings have been held with some parents to review individual needs and support plans. Parents appreciate the help and advice they receive from the school.
- Some teachers make adjustments to their teaching for students with SEND but in many lessons insufficient account is taken of individual learning needs. When tasks are set at an appropriate level for students, progress improves and students are positive about their work. Teachers' planning does not take account of assessment data, including marking, to align activities closely enough to students' next steps in learning.

- Systems for monitoring and assessing students' progress are at an early stage of development. The SENCO has begun monitoring progress in class but is aware that more systematic and regular reviews are required. Overall, students with SEND make slower progress than other students because teachers' lesson planning does not take sufficient account of their needs.

6. Leadership and management

The effectiveness of leadership

Acceptable


- The principal and a few other senior leaders have a vision and sense of direction that supports an inclusive ethos and a developing knowledge of national priorities.
- These leaders are starting to understand how improving the curriculum and using better practices in teaching, learning and assessment can establish a culture focused on optimising student achievement.
- Relationships amongst staff are mostly professional and positive. Leadership is increasingly being distributed and teams are held accountable for students' achievements in their sections or subjects.
- The principal is working to build the capacity of senior leaders to identify, understand and implement the improvements needed in their area.
- Leaders have made improvements but significant aspects remain inconsistent, for example, student attainment and progress, teaching, assessment and self-evaluation.

School self-evaluation and improvement planning

Weak


- The principal and a few other senior leaders have a view of areas in need of development. However, there are still significant inconsistencies in their understanding and quality of self-evaluation. Data analysis is mostly inaccurate and the school's self-evaluation does not realistically reflect the school's current performance.
- The principal monitors the quality of teaching and understands its direct connection to students' learning. A range of training is provided to help teachers to improve, including online e-learning opportunities, but its effect is limited.
- The principal has created action plans for each area of the school. The plans have goals but are not widely communicated. Senior leaders are starting to implement and monitor the action plan for their areas but are limited by high staff turnover and resource constraints.
- Some progress has been made towards implementing the recommendations from the previous inspection report. However, actions based on the recommendations are not embedded nor widely understood. They have therefore not yet had sufficient improve students' outcomes.

Partnerships with parents and the community

Good 

- The school is increasingly successful in engaging parents in its daily life. Parents are involved in the governance of the school and most parents are very positive about recent developments. Opportunities are being provided for parents to become more directly involved in supporting the school as volunteers and helpers, particularly in the lower grade classes.
- The school uses a range of methods to communicate information to parents, who appreciate the regular electronic newsletters and useful information about their children and the class. The school is welcoming to parents and concerns are promptly considered and acted upon.
- Parents receive regular helpful information on their children's progress, strengths and how they might improve in the future. Results from tests and assessments linked to the curriculum give further information. However, because school-based assessment is not aligned to international benchmarks, the information parents receive about attainment and progress does not provide a fully accurate account of their children's achievements.
- The school has links with its local community, which enhance students' awareness of their own culture and that of Dubai. These links also provide practical support for school improvement, for example, the recent refurbishment to the Kindergarten. Events such as UAE National Day and links with other local schools positively support students' social and personal development. Visits by and to local businesses and universities give older students an awareness of possible career options.

Governance

Acceptable 

- The newly formed board of governors includes representation from the owners, parents and the Pakistani business community, and receives input from the parent council and student councils.
- The board of governors works closely with the principal to agree priorities and required actions, and to support him in the implementation of those actions.
- The board of governors has a clear understanding of the school's needs and is committed to improving the quality of education the school offers. It has prioritised and begun to address key areas of weakness that were highlighted in the previous inspection report.

Management, staffing, facilities and resources




Weak

- The day-to-day organisation enables the school to run smoothly. Systems to monitor students' behaviour and movement around the school are effective. Timetabling is acceptable with the exception of science laboratories, which are unused. The new timetable initiatives (Kindergarten learning centres and Grade 5 extended integrated learning periods) are being closely monitored.
- There are sufficient teachers to teach the subjects offered, although only half of these have been accredited by KHDA. Teachers are generally well suited to the subjects they teach, although in English and science there are a few teachers who have limited subject expertise, and some teachers of Arabic do not model conventional Arabic language.
- The premises are inadequate, although there have been some improvements, especially in Kindergarten. Laboratory space is too small to enable practical or investigation work and timetabling means that the laboratories are often unused. In some rooms there are too few tables for students to work, restricting their learning. The school has added ramps and toilets to support people with disabilities but the upper floor remains inaccessible to them.
- In the newly refurbished Kindergarten resources are adequate. Elsewhere, except for a video screen, classrooms are bare. They lack reading and writing materials, textbooks, notebooks and mathematics and science equipment. The learning environment is generally bleak. Although there is Wi-Fi throughout the school, ICT resources are inadequate. Some teachers provide or create their own resources to enhance their teaching.

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	81
	2015-2016	99
 Teachers	33	
 Students	163	

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

- Of those who responded, almost all parents and teachers, and most students are satisfied with the quality of education provided.
- Almost all parents and teachers say children are safe in school, that they enjoy school and learn well.
- Most students and teachers are satisfied with the quality of teaching, feedback from teachers to students, and the resources available. However, this contrasts with the evidence from the inspection.
- A few parents expressed concern relating to identification of students' special educational needs, and both parents and students expressed a desire for more extra-curricular activities.

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