

# His Highness Sheikh Rashid Al Maktoum Pakistani School Inspection Report

Kindergarten to Grade 12

Report issued February 2010

## Contents

Explanation of the inspection levels used in the report .....	2
Basic information about the school .....	2
How well does the school perform overall? .....	3
Key features of the school .....	3
Recommendations .....	4
How good are the students' attainment and progress in key subjects? .....	4
How good is the students' personal and social development? .....	5
How good are the teaching and learning? .....	5
How well does the curriculum meet the educational needs of all students? .....	6
How well does the school protect and support students? .....	7
How good are the leadership and management of the school? .....	7
Summary of inspection judgements .....	9
Next Steps .....	13
How to contact us .....	13

## Explanation of the inspection levels used in the report

**Outstanding** – exceptionally high quality of performance or practice.

**Good** – the expected level of quality for every school in Dubai.

**Acceptable** – the minimum level of acceptability required for Dubai. All key aspects of performance and practice in every school should meet or exceed this level.

**Unsatisfactory** – quality not yet at the level acceptable for schools in Dubai. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

His Highness Sheikh Rashid Al Maktoum Pakistani School was inspected in November 2009 as part of the regular inspection of all schools in Dubai. The inspection covered key aspects of the work of the school at all stages. It evaluated students' achievements, the effectiveness of the school, the environment for learning, the school's processes for self-evaluation and capacity for improvement. There was a particular focus on students' progress in Islamic Education (for Muslim Students), Arabic, English, mathematics and science.

### Basic information about the school

Located in Al Qusais area of Dubai, His Highness Sheikh Rashid Al Maktoum Pakistani School is a private school providing education for boys and girls from Kindergarten (KG) to Grade 12, aged three to 18 years. The school follows an Islamabad Board elementary curriculum and the Pakistani Federal Board of Intermediate and Secondary Education (FBISE) as well as the Ministry of Education curriculum for Islamic Education and Arabic. At the time of the inspection, there were 1,300 students on roll. The student attendance reported by the school for the last academic session was acceptable.

Dubai Schools Inspection Bureau analysed responses to on-line questionnaires completed by parents. Parents were positive about most aspects of the school. Almost all said that their children liked school and that they were kept safe. They said that their children were making good progress in Islamic Education and in English. Most believed that their children were doing well in mathematics and science but a minority were concerned about progress in Arabic. Almost all said that behaviour was good in school and that their children were treated fairly. They said that their children were expected to work hard and to become independent learners but a minority expressed dissatisfaction with the quality of teaching; a third said that their children did not find the activities enjoyable and stimulating. There was some concern about the school's communication with parents; a minority of parents thought the information provided by the school about their children's progress could be better and that the school took decisions that affected their children without consultation. A minority were unsure of how to help their children with school work at home. Nevertheless, most parents said that the school was well led.

## How well does the school perform overall?

Overall, His Highness Sheikh Rashid Al Maktoum Pakistani School provided an acceptable standard of education. Attainment and progress were at least acceptable in all key subjects with the majority of older students attaining well in the Pakistani Federal Board examinations. Attainment was good in Islamic Education in the middle and high schools and good in English in the high school. Students made good progress in Islamic Education and Arabic. Older students also made good progress in English. Handwriting and presentation skills throughout the school were outstanding. Attitudes and behaviour were good throughout the school. Students' civic, Islamic, economic and environmental understanding was good. Students were mature in their approach to school and took responsibility well.

Teaching, learning and assessment were acceptable throughout the school, except in KG where they were unsatisfactory, confirming parents' concerns about the quality of teaching of children in the early years. Although they had good subject knowledge, in many of the lessons teachers talked for too long and students were not always actively engaged in the learning process. Although students' work was marked regularly, marking did not give enough information to students to tell them what to do to improve. The quality of the curriculum was acceptable in the primary, middle and high schools but unsatisfactory in KG. The Islamic Education curriculum was a strength of the school, as was the provision for the personal development of students. There was a good range of opportunities for students to participate in competitive sports with other schools. Arrangements for protecting students were unsatisfactory. Health and safety checks were irregular and some students' washrooms were unhygienic. The provision for support of the students was acceptable. There were positive relationships between teachers and students and older students received advice that was helpful in making career choices.

Leadership and management were acceptable overall. Although self-evaluation and improvement planning were acceptable, there was no clear, timed development plan for the school. Partnerships with parents and the community were good. There were outstanding links with the local community and the regular 'open house' meetings with parents kept those who could attend well informed. Governance was acceptable. There was a constituted Governing Board, the members of which had defined roles and held the school to account for its performance. Staffing was acceptable but there were weaknesses in the quality and quantity of the resources.

## Key features of the school

- Good attainment in the Pakistani Federal Board examinations;
- Outstanding handwriting and standards of presentation of work throughout the school;
- Good standard of spoken English throughout the school;
- Good behaviour throughout the school and the high sense of responsibility of the older students;
- Outstanding links with the local community;
- Weakness in teaching and learning and the narrow curriculum in KG;

- Unsatisfactory provision in some aspects of health and safety in some areas of the school and limited resources for teaching and learning.

## Recommendations

- Broaden the range of teaching methods across the school;
- Improve the curriculum and the quality of teaching and learning in the KG;
- Rectify the unsatisfactory aspects of health and safety provision identified in the report;
- Increase the quantity of resources.

## How good are the students' attainment and progress in key subjects?

Attainment in Islamic Education was acceptable in the primary section while it was good in the middle and high school. Progress was good throughout the school. Students at the early stages had detailed knowledge about the basics of Islam such as the Five Pillars. Older students were learning in detail about Islamic values and beliefs such as Zakat and prayer. They also had sound knowledge about the life of Prophet Mohammed (PBUH). Most students were making at least acceptable progress in reading The Holy Qur'an; however, a few students had underdeveloped The Holy Qur'an recitation skills. Results for the last three years showed that the majority of students were passing the set examinations.

Attainment in Arabic was acceptable and progress was good. Students in the early levels could introduce themselves. They had learned to write their family names, numbers and the basics of writing. Grade 1 students could sing songs in Arabic. The majority of older students conducted conversations and discussions successfully, although a few students who had only been in school for a short time were weak in conversation skills. The skills of older students in reading and writing were well developed. Results for the last three years showed that the majority of students were passing the examinations and were making good progress.

Attainment and progress in English were acceptable in KG and the primary and middle sections, and good in the high school. Children in KG could read and write letters with accuracy and speak at an acceptable level. In primary classes most students demonstrated levels of knowledge, skills and understanding in line with international age-related expectations. Throughout the school, students were improving their handwriting, which was outstanding in the higher grades. Their spoken English was good with an increasing range of vocabulary. However, their extended writing was relatively weak.

Attainment and progress in mathematics were acceptable throughout the school. Children in KG could count accurately and write numerals correctly. Most primary students were competent in using the four rules of number. Their concept of number was developing well and Grade 3 boys could write numbers before, after and between given four digit numbers. Students' were developing their understanding of shape and space. Grade 6 students could calculate reflex and adjacent angles. In Grade 10, students constructed different kinds of triangles and bisected lines using compasses. In

algebra, students in the older grades could solve quadratic equations and high school students were competent when working with factors, intersections, sets and unions.

Attainment and progress in science, in relation to tests and examinations used by the school, were acceptable. However, compared with international standards, attainment of a significant number of students in the lower school was below the level expected. Students up to Grade 6 had a limited understanding of some basic scientific facts. They memorised information well but were unable to explain it in their own words. Students in Grades 6 to 12 demonstrated better understanding of basic concepts. They observed practical demonstrations but did not conduct practical investigations themselves. Their capacities to apply scientific knowledge to real life circumstances were weak. Students could listen quietly and answer factual questions but did not demonstrate independent thinking. Older students displayed good abilities to draw diagrams and used mathematical formulae appropriately.

### How good is the students' personal and social development?

Attitudes and behaviour were good throughout the school. Attendance this term was acceptable. All students behaved very well during lessons, around school and in the school assembly. They were polite and respectful. Relationships between students and teachers were very good, particularly in the KG. Students were respectful when asking questions. They sought permission before entering or leaving classrooms and greeted their teachers and listened to their instructions. Older boys and girls in the students' council particularly helped the teachers. Their attitudes towards learning were very good and most had clear ambitions for their careers.

Overall, civic and Islamic understanding was good. Students appreciated the multicultural nature of Dubai. They took an active part in different sporting events and cultural competitions. Some students had roles of responsibility in the school, for example, head boy and head girl, which helped them to learn about their future role and responsibility in society. Islamic values were reflected in the students' behaviour. In school assemblies, The Holy Qur'an was read and the UAE National Anthem was sung respectfully.

All students had acceptable knowledge of economic development in the UAE. Children in the KG knew about recreational facilities and the Metro in Dubai. The older students were looking forward to their progression into higher education to become professionals. The students had a good awareness of the local and global environmental issues and had taken part in a number of environmental activities.

### How good are the teaching and learning?

The quality of teaching was acceptable in the primary, middle and the high schools but, in the KG, it was unsatisfactory. Almost all teachers had good knowledge of their subjects and how to teach them, except in KG, where teaching strategies were often inappropriate for the age group. Generally lessons were planned with clear objectives but most lacked provision for learners of different ability. Nevertheless, many teachers helped low achievers outside lesson time. Although a few teachers did not model English well, almost all teachers gave good support in spoken English to all the students for whom English was an additional language. Teachers generally managed students' behaviour

effectively but students tended to lose concentration when teachers spent too much time talking and when activities lacked interest for them. In the majority of lessons, the teaching resulted in little active student participation. However, in the better lessons, when teachers used open-ended questions to promote thinking and develop understanding, the pace was brisk and supported learning effectively. Teachers had limited resources and relied very much on textbooks. Students were often asked to copy factual information from a textbook or the board. Some teachers used other teaching aids like charts and slides. Teaching of information and communication technology (ICT) in the secondary grades was effectively integrated into other subjects.

The quality of learning throughout the school was acceptable except in KG where it was unsatisfactory. Most Grade 1 to 12 students were able to work independently for short periods. Students could explain their learning clearly, although they were frequently passive learners. The best lessons allowed students to be fully responsible for their learning. For example, in ICT projects students applied their knowledge and skills to good effect in purposeful situations. They were involved, for example, in mini-projects such as helping the consulate by entering visa data through computers. However, students had limited opportunities to develop critical thinking skills, although school students in the secondary grades developed skills by analysing various situations in a story. Opportunities for independent work were also limited and students spent too much time copying answers from the board. The lack of resources and appropriate space also hindered students' learning.

The quality of assessment generally was acceptable, with the exception of the KG. The school had a policy of assessing the students monthly, and teachers maintained marks from term tests and assessment records. However, the data was not used effectively in planning for the next stages of learning. Students' work was regularly assessed but, in most cases, the feedback given was not useful enough to help students improve and they were rarely involved in evaluating their own work. Teachers knew the strengths and weaknesses of their students but did not use this knowledge well enough in challenging those of high ability or supporting those who were less able.

## How well does the curriculum meet the educational needs of all students?

The curriculum was acceptable in the primary, middle and high schools but in the KG it was unsatisfactory. The curriculum from Grades 1 to 12 was based on the Pakistani Federal Board of Intermediate and Secondary Education (FBISE). It provided breadth and balance and offered three languages. There was limited provision for art up to Grade 2 and no music lessons were offered. There was continuity and progression in the curriculum but the way the subjects were taught varied. The curriculum for science in the senior classes enabled most students to attain high standards in knowledge but did not support practical work. In contrast, the ICT curriculum, in particular, provided opportunities for practical and cross-curricular work. The curriculum was reviewed infrequently; for example, this took place three years ago for Grades 1 to 8. The KG curriculum was inappropriate and did not meet the needs of the children nor support them in their development. Arabic did not comply with Ministry requirements as the school only offered three classes each week. However, the Islamic Education curriculum was enhanced because the students were following both the UAE and Pakistani



curriculum. The school's curriculum was enriched well through external visits. There were good opportunities for students to participate in a range of events with other schools through cluster activities, which included competitive sports, activities for the gifted and talented and visits to local museums. Students reported that these activities contributed to their enjoyment of school. A particular strength of the curriculum was the success in ensuring good personal development of students and parents were very appreciative of this.

### How well does the school protect and support students?

Arrangements for protecting students were unsatisfactory. Health and safety checks were irregular and not rigorous enough. Maintenance checks were few: most of the fire extinguishers, for example, had outdated safety checks. In addition, some student washrooms were unhygienic, as they were not cleaned properly. Most exhaust fans in the science laboratories were not working. In a few classrooms the air conditioning systems were extremely noisy, making it very difficult for the students and teachers to hear each other. At the time of the inspection some steps between floors were broken and some doors had no handles inside the classrooms. These constituted risks to the safety of the students.

The science curriculum addressed health issues and the full-time school nurse provided lectures about healthy lifestyles. Although there were no formal child protection procedures, teachers knew to refer students in need to a senior member of staff. However, procedures were not clear to all students. The quality of support throughout the school was acceptable. Teachers knew the personal and academic needs of their students and had positive and respectful relationships with them. Teachers took an appropriate interest in the overall development of their students and gave ongoing advice about careers in Grades 9 to 12. The clear expectations and good monitoring resulted in excellent behaviour throughout the school. Students said that they were able to resolve any behaviour issues themselves. The school effectively used information to monitor and support the needs of students with chronic diseases. Tracking of academic development was less effective. Despite careful records of student attainment and progress, the school did not use the data to plan for improvements. Reports giving student grades were sent to parents. Attendance was recorded but follow up was generally at the end of term or year and had limited impact on improving attendance throughout the year.

### How good are the leadership and management of the school?

The quality of leadership was acceptable. The Principal and staff were committed to the common aim of providing for the educational needs of the Pakistani community of Dubai. The Principal was well respected by the staff, the students and the local community and, through these good relationships, exerted a positive impact on the educational provision. There were clearly stated expectations for teachers and students, and also for parents about their responsibilities towards their children's education. Meetings between staff, the Governing Board and parents enabled priorities to be identified but there were insufficient opportunities for those in middle management positions to lead aspects of school improvement.



جهاز الرقابة المدرسية في دبي  
Dubai Schools Inspection Bureau

Self-evaluation and improvement planning were acceptable. The Principal visited lessons and appraised teachers' performance. She discussed the achievements of the students with teachers and this had led to some improvements being made in teaching methods and in students' attainment. Examination results were regularly compared with performance data from Pakistani FBISE and action was taken when weaknesses were identified. However, the school did not have a clear development plan and performance management of staff was not well defined.

Overall, the partnerships with parents and the community were good. There were outstanding links with the Pakistani Association of Dubai, which exerted a significant impact on the work of the school and resulted, for example, in students being involved in charity work and business projects within the local community. Although the school communicated regularly with parents through daily diaries and letters, these methods had limited impact because of the low standards of literacy of some of the parents. Therefore telephone calls and liaison with community leaders were significant and effective methods of communication with parents. The monthly 'Open House' meetings were also an effective means of keeping parents informed about events at school and about the progress of their children.

Governance was acceptable. The Governing Board, consisting of representatives of the Pakistani Consulate and the Pakistani community met regularly. Responsibilities were defined. Board members were involved in the appointment of new staff and annually reviewed, with the Principal, the examination results. The board members held the school to account for aspects of its performance and agreed action for improvements.

Overall, staffing, facilities and resources were acceptable. There were sufficient qualified teachers to cover the range of subjects but, in the larger classes, there were not enough classroom assistants to support learning and the cramped conditions had a negative effect on learning. The library offered basic facilities and was not well organised. Many of the books were outdated, although resources such as audio tapes and videos were also available. There were no ICT facilities available in the library, although the ICT suite was used at certain times of day by students for private study. There were acceptable specialist teaching areas and, overall, the buildings were adequate in size. Outside, the recreational areas were spacious but did not provide enough shade in hot weather. There was no indoor gymnasium.

## Summary of inspection judgements

In their evaluation of the overall effectiveness of the school, the inspection team made judgements about the following aspects of the school's performance.

Four descriptors are: Outstanding; Good; Acceptable; Unsatisfactory.

How good are the students' attainment and progress in Islamic Education?				
Age group:	KG	Grades 1 to 5	Grades 6 to 8	Grades 9 to 12
Attainment	Not applicable	Acceptable	Good	Good
Progress over time	Not applicable	Good	Good	Good

How good are the students' attainment and progress in Arabic?				
Age group:	KG	Grades 1 to 5	Grades 6 to 8	Grades 9 to 12
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress over time	Not applicable	Good	Good	Good

How good are the students' attainment and progress in English?				
Age group:	KG	Grades 1 to 5	Grades 6 to 8	Grades 9 to 12
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress over time	Acceptable	Acceptable	Acceptable	Good

جهاز الرقابة المدرسية في دبي  
 Dubai Schools Inspection Bureau

How good are the students' attainment and progress in mathematics?				
Age group:	KG	Grades 1 to 5	Grades 6 to 8	Grades 9 to 12
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress over time	Acceptable	Acceptable	Acceptable	Acceptable

How good are the students' attainment and progress in science?				
Age group:	KG	Grades 1 to 5	Grades 6 to 8	Grades 9 to 12
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress over time	Acceptable	Acceptable	Acceptable	Acceptable

How good is the students' personal and social development?				
Age group:	KG	Grades 1 to 5	Grades 6 to 8	Grades 9 to 12
Attitudes and behaviour	Good	Good	Good	Good
Islamic, cultural and civic understanding	Acceptable	Good	Good	Good
Economic and environmental understanding	Acceptable	Good	Good	Good

How good are teaching and learning?				
Age group:	KG	Grades 1 to 5	Grades 6 to 8	Grades 9 to 12
Teaching for effective learning	Unsatisfactory	Acceptable	Acceptable	Acceptable
Quality of students' learning	Unsatisfactory	Acceptable	Acceptable	Acceptable
Assessment	Unsatisfactory	Acceptable	Acceptable	Acceptable

How well does the curriculum meet the educational needs of all students?				
Age group:	KG	Grades 1 to 5	Grades 6 to 8	Grades 9 to 12
Curriculum quality	Unsatisfactory	Acceptable	Acceptable	Acceptable

How well does the school protect and support students?				
Age group:	KG	Grades 1 to 5	Grades 6 to 8	Grades 9 to 12
Health and safety	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

How good are the leadership and management of the school?	
Quality of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Acceptable
Staffing, facilities and resources	Acceptable

How well does the school perform overall?
Acceptable

## Next Steps

The school has been asked to prepare an action plan indicating how it will address the main findings of the report, and to share that plan with parents. The next inspection will report on the progress made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

## How to contact us

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

More information about Dubai Schools Inspection Bureau can be found at [www.khda.gov.ae](http://www.khda.gov.ae).

Copyright 2010

This report is for internal use only and for the self-evaluation purposes of the school. It should not be used for commercial purposes or in connection with a prospectus or advertisement.