

Inspection Report



Pakistan Education Academy 2014-2015



إكسبو 2020 دبي
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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School information



General information

Location	Umm Hurair
Type of school	Private
Opening year of school	1968
Website	www.pea.ae
Telephone	04-3370126
Address	Dubai-Bur Dubai, Oud Metha Road, Behind Rashid Hospital- P.O.BOX:621
Principal	Lt.Col.(R) Shafiq Ahmed
Language of instruction	English
Inspection dates	13 th – 16 th October 2014



Students

Gender of students	Boys and Girls
Age range	3 - 18
Grades or year groups	KG1 - Grade12
Number of students on roll	1695
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	46
Largest nationality group of students	Pakistani



Teachers / Support staff

Number of teachers	132
Largest nationality group of teachers	Pakistani
Number of teacher assistants	15
Teacher-student ratio	1 : 11
Number of guidance counsellors	2
Teacher turnover	13%



Curriculum

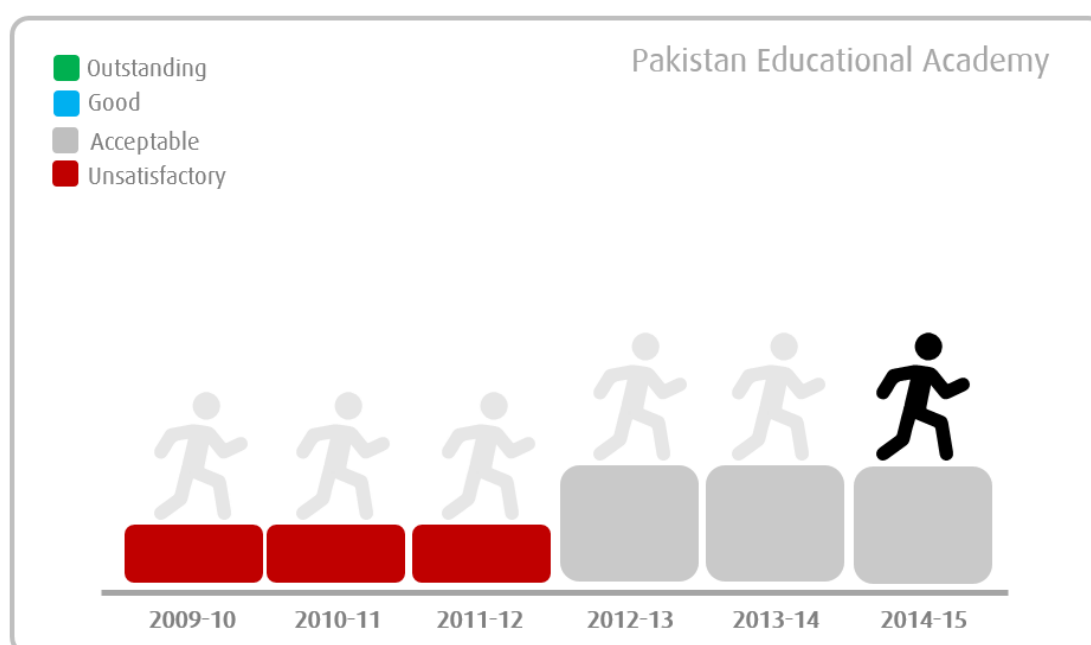
Educational Permit	Pakistani
Main Curriculum / Other	Pakistani
Standardised tests / board exams	Federal Board Intermediate and Secondary Education
Accreditation	N/A



Dear Parents,

Pakistan Educational Academy was inspected by DSIB from 13th - 16th October 2014, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, 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 a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Children's have improved their reading, writing, listening and speaking skills in English in the Kindergarten.
- Students' good understanding of Islamic values and their impact on Dubai.
- The positive relationships between students and teachers, and students' commitment to their learning.
- The team work of staff, senior leaders and governors to improve student learning.

Areas for improvement

- Raise students' attainment and progress in all subjects by improving the quality of teaching so it is consistently good across all phases of the school.
- Improve the quality of feedback to students on their progress and how they can improve their work.
- Improve child protection policy and procedures, and students' awareness of healthy lifestyles and internet safety.
- Focus school improvement and self-evaluation directly on improving students' attainment and progress.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Pakistan Educational Academy



How well does the school perform overall?

Overall, Pakistan Educational Academy provided an **Acceptable** quality of education for its students.

- In English across all phases students' could talk at length and discuss their views in an age appropriate manner. However, their writing skills were weaker than their reading and listening. In mathematics, across all phases, students developed their number skills and computation, and by high school their algebraic manipulation. Their problem solving skills were less well developed. In science children in Kindergarten were investigating and making sense of their world. As they progressed through the school their investigation skills became more sophisticated but their problem solving, reasoning and application of ideas were less well developed. Students' made expected gains in their knowledge and understanding of Islamic concepts. In Arabic as an additional language, students listening, speaking, reading and writing skills were developing to acceptable levels, except in the high school phase where writing was limited, due to excessive copying. Students across all phases had acceptable learning skills. However, teachers did not develop students' problem-solving and critical thinking skills sufficiently.
- Secondary students' behaved well and demonstrated positive attitudes to learning, but those in other phases had less well-developed social skills. Across the school, students had a well-developed appreciation of Islamic values and Emirati culture. Their community and environmental awareness was more limited.
- Teachers demonstrated secure knowledge of their subjects. However, their questioning skills and the way they matched tasks to the different needs of students were not fully effective. Teachers used class tests and examinations to assess students but these too often focused on assessing students' knowledge. They seldom included problem solving, reasoning or application.
- The curriculum followed the Pakistan National Curriculum and was often text-book based. Additional opportunities for student activities and choices in the senior school had been added.
- The school did not have an up-to-date child protection policy. Other aspects of health and safety needed to be improved, including advice to students about safe internet use and healthy eating.
- Along with board members, senior leaders had maintained acceptable standards in the school. Their success in achieving significant improvements had been limited. During the inspection, the governors were responsive in addressing the problem of over-crowding on buses. The few parents who responded to the DSIB survey were satisfied with the quality of education their children received, particularly in Islamic Education.

How well does the school provide for students with special educational needs?



- Some students with special educational needs made good progress, but for most their progress was only acceptable.
- The special educational needs department was led by well qualified and committed members of staff. The main support provided to students with special educational needs came from their class teachers, who were given general advice about how to help students to learn. Too few students had individual education plans.
- Parents were involved in identifying students' special educational needs and were kept informed about the progress of their children.

1. How good are the students' attainment, progress and learning Skills?

		KG	Primary	Middle	High
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Unsatisfactory
	Progress	Not Applicable	Acceptable	Acceptable	Unsatisfactory
 English	Attainment	Acceptable ↑	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↑	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
		KG	Primary	Middle	High
Learning skills		Acceptable ↑	Acceptable	Acceptable	Acceptable

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	KG	Primary	Middle	High
Personal responsibility	Acceptable	Acceptable	Acceptable	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable ↓

3. How good are teaching and assessment?

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

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

	KG	Primary	Middle	High
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

5. How well does the school protect and support students?

	KG	Primary	Middle	High
Health and safety	Acceptable	Acceptable	Acceptable	Acceptable
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

6. How good are the leadership and management of the school?

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



School **Inspection** Report

Overall school judgement

Acceptable

Key strengths


- Students' attainment and progress in English in the Kindergarten phase had improved.
- Students demonstrated a good understanding of Islamic values and their impact on Dubai and the United Arab Emirates.
- There was positive rapport between students and teachers, and students were committed to their learning.
- Staff, senior leaders and governors worked cohesively as a team to improve the school.


Changes since the last inspection

- Some aspects of children's achievement, notably their English and learning skills in the Kindergarten had improved.
- High school students understanding of, and involvement in, their community had weakened as had their environmental responsibility.

Recommendations

- Raise students' attainment in all subjects through ensuring all teaching is consistently good by:
 - providing a range of tasks and activities which are closely matched to meet the needs of different groups of students
 - providing lessons that build on what students already know and can do, so they can make accelerated progress in their learning
 - questioning students effectively to make them think for themselves and to develop their critical thinking, problem solving and reasoning skills.
 - developing teachers' use of assessment and feedback to ensure that students know exactly what they need to do to improve their learning.
- Improve health and safety, including students' understanding of healthy eating and internet safety.
- Implement effective child protection policies and procedures.
- Improve school self-evaluation processes by making better use of data and lesson observations to accurately identify improvement priorities and regularly surveying and acting upon the views of staff, students and parents.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning Skills?

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

- Most children developed age related early writing skills by using a range of resources. Children were able to write their own names and the majority could write words in meaningful contexts. Lessons were conducted in English language and children could understand teachers' instructions.
- Most children made progress in their counting tasks. Their mathematical problem-solving skills were not well developed. Art activities helped children to make links across their learning such as making pictures using mathematical shapes, and work related to their science topic on 'sea creatures'.
- Children were developing investigative skills in science that helped them understand their world. They knew about the senses of smell, touch, taste and feel. They could observe and recognize changes, similarities and shapes of objects and use their growing vocabulary to describe them.

Primary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Most students demonstrated age appropriate knowledge of Islamic concepts such as the Pillars of Islam and Pillars of Faith. They understood the difference between ablution and the 'Al Taymum', and the difference between 'Zakat' and 'Sadaqah'. Their progress in memorisation of the Holy Qur'an was acceptable.
- In Arabic as an additional language, students' listening skills were the best developed of the four aspects of language learning. Most students showed skill in learning most spoken words and familiar expressions. They were able to understand instructions, and a majority could respond correctly. However, Students' progress in reading and writing skills was slower.


- In English, students' speaking skills showed a good understanding of basic grammar but their progress in writing skills lagged behind their progress in reading and listening. Most students wrote in clear, well-formed script, with letters that were neat, and they took pride in the presentation of their written work.
- In mathematics, most students were able to use non-standard measures and to identify familiar objects with right angles. Most made progress in adding a variety of types of fractions.
- Students carried out science practical tasks well. They could successfully follow steps to show the magnetic fields around a bar magnet. They could record their observations using diagrams and text and they accurately used graphs when it was appropriate. In general, primary progress was restricted due to their limited access to the science laboratory to conduct practical experiments.

Middle		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- The majority of students demonstrated good knowledge about the life of Prophet Mohammed (PBUH) and could recite 'Hadeeth' with understanding. They were made progress in understanding many of the values of Islam from the Holy Qur'an and Prophets' lives, such as patience, tolerance and co-operation.
- Most students listened attentively during lessons in Arabic as an additional language. They were able to follow instructions accurately and respond correctly to questions. The majority of students showed speaking skills that were in line with expectations. They could express basic ideas using a reasonable range of familiar words. Most students developed their skills in Arabic writing using clear and legible handwriting.
- Throughout this phase of the school, students made progress in conversational English and developed a wide vocabulary. Their spoken English was grammatically accurate. Written English was clearly structured, neatly presented and spelling and grammar were accurate. However, students' skills in extended writing, especially creative writing, were limited.
- In mathematics, most students were able to use formulae to find the perimeter and area of regular shapes, and plot a graph from an equation. Their skills of computation were strong. They demonstrated age appropriate mathematical skills, knowledge and understanding.
- In science, most students attained levels of knowledge in line with curriculum expectations. They could follow instructions when investigating topics relating to biology, chemistry or physical sciences. They developed their knowledge positively. However, there were too few opportunities for them to solve problems or apply their scientific understanding, which consequently restricted their progress in lessons and over time.

High		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Unsatisfactory	Unsatisfactory
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Most students had appropriate knowledge about Prophet Mohammed's (PBUH) life. They could recite 'Hadeeth' with understanding and could discuss the difference between 'Al Halal' and 'Al Haram'.
- Most students had listening skills in line with expectations in Arabic as an additional language. A minority could debate and respond to what they had heard. Students' writing was limited to copying short sentences, which restricted progress.
- Most students attained levels in English that were in line with curriculum expectations. They were able to talk at length to a range of audiences. Most students were making appropriate progress in reading fluently, with expression and good understanding. The structure, length and quality of their independent writing was not consistent.
- In mathematics, students showed well developed skills in computation and algebraic manipulation. Their progress in problem solving required further development.
- Most students showed an appropriate level of knowledge of scientific topics, for example they knew the major types of organic compounds and they could solve examples relating to forces and electricity. Problem solving skills, for instance in designing and carrying out their own experiments, reasoning and application, were less well developed.

	KG	Primary	Middle	High
Learning skills	Acceptable 	Acceptable	Acceptable	Acceptable

- The learning skills of children in the kindergarten had improved, as they were more actively engaged in their learning. Students demonstrated positive attitudes towards their learning and could work on tasks independently.
- Students had limited opportunity to work co-operatively, and so the skills required to share tasks and produce team outcomes were developing slowly. Students were able to make some links across their learning and to real life contexts but there were not frequent enough opportunities for them to do so. This meant that they did not always understand why they were learning what they were learning, nor its relevance to their lives.
- Students only had a general awareness of their strengths as learners. They knew how well they had done but were not always sure about their next steps which would help them to improve. Their ability to reflection on their learning was under-developed.
- Students were developing a limited range of critical thinking and problem solving skills particularly in mathematics and science. These learning skills were not being developed consistently across all subjects.

2. How good is the students' personal and social development?

	KG	Primary	Middle	High
Personal responsibility	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> Students were generally self-confident and showed positive attitudes. Positive behaviour prevailed throughout most of the school, particularly in high school. Students were courteous towards each another and adults. Relationships between students and staff were considerate and respectful. These features were particularly the case at the upper phase of the school. Students showed knowledge of the principles of healthy living, but choices in the canteen did not encourage them to put their knowledge into practice. Students' attendance was unsatisfactory. 				

	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> Most students demonstrated a clear understanding of Islam's values. They were able to discuss these and they showed a strong sense of tolerance and respect to other people. Students had a clear understanding and appreciation of the Emirati heritage and the multi-cultural nature of Dubai. They were aware of the importance of other cultures in Dubai society, such as Indian, Egyptian and Western. Students' awareness of other countries, cultures and religions around the world was more limited. 				

	KG	Primary	Middle	High
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable ↓
<ul style="list-style-type: none"> Students were engaged in a limited range of community projects. When given opportunities, students could show they had enterprise skills. They applied themselves to classroom tasks well and were keen to learn. Environmental awareness across all phases was developing through a number of projects. However, high school students were less engaged and active in this aspect of school life. 				

3. How good are teaching and assessment?

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

- Most teachers demonstrated secure subject knowledge but some in the primary and middle phases did not fully understand how students learned best.
- Most teachers planned and used resources well to stimulate and interest students. Most teachers used a range of learning activities such as group and paired work to enhance learning and enjoyment, but many did not develop collaborative skills. In a number of classes, in the primary and middle stages, the pace was sometimes too slow and the tasks set lacked sufficient challenge.
- Only a minority of teachers used questioning skillfully to check students' understanding. Others used closed questions, which encouraged recall but not critical thinking. Throughout the school there was insufficient differentiation of questioning and tasks to support the learning for different groups of students. Too often activities were the same, often using the same worksheets, which did not reflect all students' abilities or starting points in lessons. Consequently too many students were held back in their learning and did not make the progress they were capable of.

	KG	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Most teachers, through internal assessment procedures, had a good knowledge and understanding of students' strengths and weaknesses as a result of the improvements made by school leaders for the collation and recording of students' assessment data. However, they did not analyse student assessment data sufficiently well to identify aspects of the curriculum or teaching that needed to be improved.
- In some lessons, the learning objectives were not precise, and this meant that students were not clear about what was being learned or assessed.
- While teacher's written feedback to students on their work had improved, only a minority of teachers used assessment data effectively to identify learners' needs or provided sufficient information on their next steps in learning.

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

	KG	Primary	Middle	High
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school implemented the Pakistan National Curriculum in a generally broad and balanced way. Teachers regularly reviewed the curriculum content covered and tried to modify it to improve students' knowledge. The curriculum was well planned for progression and continuity. Topics were developed from simple to complex as the students progressed throughout the school. Enrichment of the curriculum was limited. The curriculum was mainly based on textbooks, but there had been some improvement in making learning tasks more activity based. The Kindergarten curriculum was being aligned with the National curriculum of England, using the Early Years Foundation Stage framework, and was beginning to offer choice and opportunity for children's increased independent learning. Cross-curricular links were highlighted in lesson plans but not always implemented effectively so students did not always make the links in their learning between lessons. Curriculum review and development was based on students', parents' and teachers' feedback but was not effective in driving up standards and improvements in teaching and learning. 				

	KG	Primary	Middle	High
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school had taken some measures to modify the curriculum to address the needs of all groups of students. For example, a few students with special educational needs followed modified programmes and as a result were benefiting from more active involvement in their learning. The number of subjects offered had been increased to give a wider choice and improve career options for the students. Some additional physical activities had been introduced for girls. 				

5. How well does the school protect and support students?

	KG	Primary	Middle	High
Health and safety	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The schools policies and procedures for health and safety, and for the care and welfare of students, were of variable quality. They were not always implemented consistently. Arrangements for child protection existed but needed updating and were not widely known. The doctor and two nurses ensured that the medical needs of students were met to an acceptable level. Key aspects of record-keeping were carried out appropriately. The curriculum included some education on social media. Students were not encouraged sufficiently to take responsibility for their own safety while using the internet. The nurses provided periodic classroom information sessions on health education topics, to supplement work done in subjects such as science. Some sports programmes enabled students to engage in developing their understanding and appreciation of healthy lifestyles but these were too infrequent. While teachers promoted the importance of balanced diets, the food available in the canteen did not encourage students to eat healthily. The premises and facilities were in good order and were generally suitable to meet the needs of students. 				

	KG	Primary	Middle	High
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Staff and student relationships were courteous and respectful on the whole. There were systems in place to manage attendance and punctuality. However, the school was not proactive enough in promoting full attendance, resulting in unsatisfactory attendance rates. Students with special educational needs were accepted at the school and identification of their needs was acceptable. However, too few of those identified with special educational needs had individual education plans. As a result, their learning and development needs were not always met by teachers. Overall, the quality of support for students was acceptable. Advice was given to class teachers and some modification of the curriculum was in place for a small number of students. There was some in-class support from volunteers, but this was not organised systematically. Support by qualified staff was not fully utilised either in class or in withdrawal sessions. The special educational needs facilities were appreciated by students. However, there was no designated careers department. Informal advice was given by a senior English teacher and from universities. 				

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> The special educational needs department was led by well-qualified members of staff who also acted as guidance counselors. As a result, they could not devote sufficient time to helping teachers to best support students with special educational needs. Too few students who had been identified as having special educational needs had individual education plans. Plans did not make clear the academic targets expected of students to achieve, but did show some appropriate personal development targets. The school involved parents at an early stage in the process of identifying students' special educational needs and parents were kept informed about the progress of their children. Staff made some modifications to the curriculum for students with special educational needs. Support provided was often through class teachers, who received general advice about supporting students but did not always have the appropriate skills to be able to offer the right type of support. Some students with special educational needs made good progress. However, for majority, their progress was acceptable in English, mathematics and science. Progress in Arabic as an additional language was unsatisfactory. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> Together, governors and senior leaders shared a clear vision for the school, which took account of the school's heritage. Senior leaders directed the routine work of the school effectively. Leadership responsibilities were distributed widely. Staff demonstrated their commitment to improving the school, and most performed their duties to at least an acceptable level. Relationships among staff were cordial and professional. Senior leaders had been successful in consolidating the improvements achieved in previous years, but they had not been effective in moving the school forward to becoming a good school. 	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> The school employed a range of methods to monitor the quality of their work. Some aspects, such as surveys of stakeholder views, were not carried out systematically. Leaders and managers carried out regular observations of lessons and gave feedback to teachers. The observation forms were overly complex, and feedback given to teachers to improve their practices were not followed up to check whether or not specific aspects of a teacher's work had improved. 	

- Subject leaders and others analysed student assessment data. The quality of the data used in the process was too variable to allow secure conclusions to be drawn from the data about students' progress, attainment or the quality of teaching.
- As a result of some improvement activities, the school had made some progress in the recommendations given in the previous year's school inspection report.




	Overall
Parents and the community	Acceptable
<ul style="list-style-type: none"> • The range of opportunities for parents to be involved in the life of the school was limited. Some parents volunteered to support students with special educational needs. • Communication with parents had been improved through the use of social media sites and short text messages. Parents received reports on their children's progress that listed test marks and grades. The reports did not explain clearly what children knew or could do in each subject, or their next learning steps. • The school benefited from links with the local and wider Pakistani community to provide a range of extra-curricular enrichment opportunities. 	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> • The Board of Governors included representatives from the business and Pakistani communities. Board members maintained a close watch on financial matters and ensured that budgets were managed well. However, they did not maintain a fully detailed knowledge of the school's profile of strengths and weaknesses in teaching, learning, attainment and progress. • Together with senior leaders, their influence on the school had helped to sustain acceptable standards and effect a few improvements since the last school inspection. 	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> • The school worked effectively on a day-to-day basis. Some policies and procedures, for example those on child protection and attendance, were not reviewed, updated or fully understood by all staff. • Staff were qualified in their subjects, but only a minority had a recognised teaching qualification. A range of professional development activities was carried out, but the impact on key aspects such as teaching for effective learning, was restricted. • The school premises were pleasant. Students in the primary phase did not have easy access to science laboratories. There were insufficient hand-held computing devices which restricted students' abilities to use a range of technologies to aid their learning. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 Parents*	This year	189	20%
	Last year	191	17%
 Teachers	88		80%
 Students	267		90%

- Of those who responded to the surveys, most parents and the majority of students who responded were satisfied with the quality of education available in the school. Parents had very positive views about their children enjoying school and their safety.
- Almost all parents thought that their children were making good progress in Islamic Education. Responses on the other key subjects were less positive, and a minority felt that progress was not good in those subjects.
- While most parents felt that teaching was of good quality, a minority did not agree. A significant minority of the parents employed private tutors for their children.
- While a majority of parents had positive views about the curriculum, a significant minority had concerns about various aspects.
- Students had positive views about the school’s approach to anti-bullying, including cyber-bullying.
- Most parents thought that the school was well led, but only a majority thought that leaders listened to their views.
- Teachers had positive views about leadership and responsiveness to their views. They felt included in the processes of school self-evaluation and improvement.

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

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

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