



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Summary Inspection Report

Pakistan Community Welfare School

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Iqraa

Pakistan Community Welfare School

Inspection Date	12 th - 16 th May, 2013
School ID#	021
Type of School	Private
Curriculum	Pakistani
Number of Students	419
Age Range	KG – Grade 8 (Girls) KG – Grade 4 (Boys)
Gender	Mixed
Principal	Aneesa Nazir
School Address	Zone/Sector 206 21, ME: 12 Shabia, Khalifa.
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Introduction

The school was inspected by 4 inspectors, who observed 47 lessons. During their time in school, inspectors met with school leaders, teachers and students. The inspectors observed assemblies, break periods and students' arrival at, and departure from, the school. They analysed data and documents supplied by the school. In addition responses from parents to a questionnaire about were analysed.

Description of the School

The Pakistan Community Welfare School opened in 1981. The school relies heavily on charitable donations for its existence. It moved to its present site in 2004 and the current building was erected in 2010. It is located in Shabia, a poor residential area. The school caters for 419 students from Kindergarten (KG) to Grade 8. Boys attend until the end of Grade 5, Grades 6 to 8 are girls only. The main nationalities represented are Pakistani (99%) and the remaining come from Afghanistan, Bangladesh and India. All students are Muslims. The school teaches a Pakistani curriculum in all grades through the medium of English. All students who apply are admitted and there is a wide range of ability. The fees are AED 2,220, which is in 'the very affordable range'. Many students receive charitable support to pay their fees. Teachers' monthly salaries range from AED 1600 to AED 2000. There are no additional increments. These are in the 'very affordable category'. The principal has been in place since 2007. This is an extremely challenging school because of the absence of funding and the poverty in the area.

The school is not compliant with all ADEC regulations as it does not have a licence.

The Effectiveness of the School

Band C

Grade 7

Inspectors judged the Pakistan Community Welfare School to be in Band C; that is a school in need of significant improvement.

The last inspection judged the school to be poor overall. Subsequent monitoring visits indicated that progress in tackling the recommendations for improvement was satisfactory. There has been some improvement in key areas of the school since the last inspection. The building work has finished and new classrooms are in operation. The progress of improvement is slow in improving the quality of teaching and student attainment.

Attainment and progress are well below best international standards in all subjects and grades. There is no difference in the progress of different groups of students. English is used as the medium of instruction. Teachers' spoken language

is inadequate and they provide poor models for students. This is reflected in poor student acquisition of correct grammar and speaking skills. This limits their progress in English and access to other subjects. Progress overall is very unsatisfactory, but especially weak in the development of 21st century skills. Rote learning is a characteristic of KG classes: all students do the same thing at the same time irrespective of need. There is limited experiential learning or development through play. Student progress and acquisition of basic skills is insufficient.

Students have infrequent opportunities to read, write and practice their oral skills in English, Arabic and Urdu. Writing is confined to copying from the board or filling in gaps in worksheets. Students have no opportunity to write independently or in different genres. There is no structured approach to reading development. Progress is slow and reading hesitant. Students recognise this and their confidence suffers. Students receive no enrichment activities in Islamic Studies and students lack the ability to apply learning about Islam to their everyday lives. In UAE and Pakistan social studies students are recipients of knowledge, not active participants in their learning. There are few opportunities for discussion. This limits their understanding of events and their ability to explore issues. The absence of challenge and a pedestrian pace in maths and science significantly delays progress and restricts attainment. Knowledge is delivered in isolation and students have little opportunity to apply their learning, to solve problems in mathematics, or engage in experiments and hypothesise in science. The lack of development of practical and investigational skills reduces access to further knowledge and understanding. Teachers pay strict adherence to the curriculum irrespective of student learning needs. Therefore, work frequently does not match student prior understanding. Information and communications technology (ICT) is rarely used as a tool to support learning or to engage in research. This restricts progress in the development of 21st century skills. Resources and facilities for physical education are poor. The development of skills and teamwork in sporting activities is therefore significantly impaired.

Students express a deep loyalty towards the school. They have respect for their teachers and good relationships with each other. Attitudes to learning are predominantly positive and behaviour is satisfactory. When teaching lacks challenge a minority of younger students become disengaged and disruptive. The school provides insufficient opportunities for students to develop and exercise leadership qualities. Lessons are mainly teacher directed and this prohibits students acquiring independent skills or engaging in problem solving activities. Grade 8 girls have the opportunity to be prefects but their role as ‘monitors’ is too limited for them to gain secure confidence as leaders. The house system helps

students develop an allegiance to their peers across the school. Students have a good understanding of the UAE and their own culture. Students enjoy school but are conscious that their command over English is inadequate.

Teaching is very unsatisfactory. Teachers express a strong commitment to the principal and their students. They are keen to learn and develop their practice. A comprehensive professional development programme is in place, but it lacks focus. It has had limited impact on teaching strategies. Teaching in all classes follows a similar formulaic pattern. Teaching is didactic, curriculum led and knowledge driven. Some teachers are too prescriptive and they provide insufficient time for students to explore their thinking when responding to questions. Closed questions that require short answers limit opportunities for students to express themselves orally. Students have inadequate opportunity to work together, discuss issues, listen to each other's views and arrive at group solutions to problems. Opportunities for students to work independently and develop critical thinking are infrequent. Learning objectives are not adequately shared with students or revisited to check for understanding. Little use is made of assessment to inform planning. It is not used to provide tasks that challenge students. Shouted corporate responses to questions prevent teachers assessing individual students accurately. Work is textbook driven, not needs led. Less able students receive insufficient support to gain understanding. Progress by able students is limited by lack of extension activities. Low teacher expectation and a lack of challenging activities reduces student progress and attainment.

The curriculum is mainly delivered in English and the school follows the MoE curriculum for Arabic. The Federal Board curriculum is used for other subjects. The school has no syllabus or defined intended outcomes for the Federal Board curriculum. It is scoped and sequenced to the length of the school year. This provides coverage and progression and determines the pace of learning. As a result, the curriculum is not planned or adapted to meet individual student need. It does not provide breadth and balance as it provides an insufficient range of subjects. The curriculum satisfactorily supports student's study of UAE history and culture. They are able to talk about key events, national dress and demonstrate an understanding of the UAE's development. ICT is limited to simple applications and there are insufficient opportunities for students to practice and refine skills. There are no extracurricular activities to enrich learning experiences. The school curriculum is compliant with the required minimum teaching hours.

The principal has worked hard to successfully create a positive ethos. The climate is one of cooperation and understanding between the members of the school community. There is no reported bullying. The school complies with ADEC requirements to carry out relevant checks on all staff. The school does not have a

child protection policy and there has been no training for personnel to identify signs of child abuse. There is no formalised support structure for students as the school does not have a counsellor or social worker. Students report that they are confident to talk to their teachers or the principal should they have a problem. Provision for student's health and injuries is unsatisfactory. The school has just received a licence for the clinic but it is not operational. Students have a clear understanding of the rewards and sanctions procedures. Following two warnings for misdemeanours parents are contacted to resolve the problem. Rewards are given for issues such as academic achievement, neatest desk and good attendance. Attendance is closely monitored but at 89% is unsatisfactory. Procedures to follow up absences are also unsatisfactory as parents are not contacted for at least four days.

Since the last inspection a new wing of the building has been opened. This provides additional classroom space and the school site is now sufficient in size. The person with designated responsibility for health and safety is not effective as outside areas are dangerous. Materials from recent building work have not been cleared and play equipment lacks suitable surrounds. The playground is uneven and the surface is breaking up. There is an absence of sufficient shaded areas. These issues are a potential hazard, causing danger to student's safety. Space is limited in KG, with no adjacent outside covered play areas. This limits the range of teaching strategies employed. The absence of adequate facilities for specialist subjects reduces student opportunities to develop 21st century skills. Equipment is regularly tested and adequately maintained. The Civil Defence have visited the school to carry out fire safety checks. The school regularly practices evacuation procedures. Hazardous materials are safely stored.

The school has inadequate resources to effectively support learning and has no budget to provide more. Teachers are qualified and sufficient in number. Competence to deliver the curriculum is hampered by their poor command of English and at times, subject matter. The school is reliant on workbooks to support the curriculum. This significantly limits experiences and the pace of learning. An absence of relevant resources in KG limits the curriculum and student learning experiences. The library does not support reading development as texts are inadequate in number and quality. As a result, it is rarely used. Science resources are extremely limited. They do not permit the development of experimentation or investigational skills. Facilities and resources for physical education are poor. This adversely affects the development of physical skills and teamwork. Use of technology in the school is limited. There is no classroom based technology. The IT room has sufficient computers, but they are not linked to the internet. This limits their use for research. Parents supply a private bus for

some students. It is overcrowded and has no accessible fire or first aid equipment. Student safety is compromised when they sit in the front seat without safety belts.

The principal is the driving force behind the continuing development of the school as she provides strong leadership. She is well liked by all and respected for her commitment. The principal receives insufficient help for the school to make the rapid progress required. There is no effective management structure to monitor or support strategic direction. Senior leaders do not have the skills required for their role. They are ineffective in improving teachers' practice and promoting student attainment. The school improvement plan accurately identifies the key issues it faces. The school relies heavily on charitable donations and income streams are not constant or predictable. Aligning financial resources to strategic priorities is problematic. Strategic development is seriously affected by this lack of consistent finance. The school has an audited financial statement.

The school runs smoothly on a day-to-day basis and parents are positive about it. Teachers are paid regularly and contracts honoured. The maintenance of the building is adequate but there are areas of the site which pose significant risks to student's safety. The principal is passionate about the school and its students. Nevertheless, they make very unsatisfactory progress.

What the school should do to improve further:

1. As a matter of urgency:
 - i. tackle all health and safety issues, specifically those resulting from the previous building work; and
 - ii. acquire a license from ADEC.
2. As a matter of urgency install a leadership team with the required skills to:
 - i. support the principal;
 - ii. accelerate the progress being made by the school;
 - iii. provide consistent strategic direction; and
 - iv. identify and secure dependable, reliable income streams that enable initiatives to be planned and implemented.
3. Raise student attainment and increase progress by:
 - i. focusing on student access and understanding of language;
 - ii. using available data to inform planning and match tasks to students learning needs;

- iii. providing increased opportunities for students to work in groups and engage in independent research; and
 - iv. providing sufficient resources to support the development of 21st century skills.
4. Improve the quality of teaching by:
- i. improving teachers command over spoken and grammatical English;
 - ii. providing focused professional development opportunities that become embedded in practice; and
 - iii. increasing the range and effectiveness of teaching strategies.
5. Ensure learning experiences and teaching strategies for KG students match their developmental needs.