



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



Inspection Report

Pakistan Community Welfare School

Academic Year 2014 – 2015

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Pakistan Community Welfare School

Inspection Date	11 – 14 May 2015
School ID#	021
Licensed Curriculum	Pakistani (Federal Board of Intermediate and Secondary Education)
Number of Students	504
Age Range	4 to 15 years
Gender	Mixed
Principal	Muhjabeen Zaheer
School Address	Zone/ Sector 206 21, Musaffah Shabia ME 12, Abu Dhabi
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School Website	-----
Date of last inspection	12 – 16 May 2013

The overall effectiveness of the school

Inspectors considered the school in relation to 3 performance categories

Band A High performing (overall effectiveness grade 1, 2 or 3)

Band B Satisfactory (overall effectiveness grade 4 or 5)

Band C In need of significant improvement (overall effectiveness grade 6, 7 or 8)

The School was judged to be:	BAND C;	GRADE 7
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The main strengths of the school are:

- the new principal is ambitious to improve the school and has already made positive strategic decisions
- the positive ethos, in which students and parents say they are happy
- students gain adequate understanding of the values and cultures of the UAE
- the school runs smoothly on a daily basis.

The main areas for improvement are:

- academic achievement in all core subjects to meet age-related expectations
- student attendance
- development of 21st century skills
- planning and teaching for the differing needs of the students, particularly high expectations and sufficient challenge for more able students and support for those with special educational needs
- delivery of the curriculum in KG to meet the needs of young children
- resources in all areas of the school
- systems to monitor teaching and students' academic achievement
- use of self evaluation outcomes to inform the school development plan as a useful tool for improvement

Introduction

The school was evaluated by 3 inspectors. They observed 57 lessons, conducted meetings with senior leaders, subject coordinators, teachers, students and parents. They analysed test and assessment results, scrutinized students' work across the school, analysed 166 responses to the parents' questionnaire and considered many of the school's policies and other documents. The principal and senior leadership team were involved throughout the process and the principal undertook 3 joint observations of lessons and a learning walk with inspectors.

Description of the School

Pakistan Community Welfare School opened in 1981. It moved to its present site in 2004 and the new buildings were opened in 2010. It is in a mixed commercial, residential and school area in Shabia, Musaffah.

It follows Federal Board of Intermediate and Secondary Education (FBISE) curriculum and the UAE Ministry of Education (MoE) curriculum for Arabic, Islamic education and UAE social studies. The school's vision is to 'provide each student with a safe and affordable environment for learning, for students of Pakistani origin, to cultivate them in law abiding leaders of the future, ready to take on the challenges of the 21st century'. Its core values are perseverance, compassion, knowledge, integrity, resourcefulness, toughness, enthusiasm and nurturing.

The school caters for 577 students from the Kindergarten (KG) to Grade 8. Classes are mixed gender in KG – Grade 4. Boys are separated in Grade 5 onwards. Students from Grades 5 – 8 are girls only. There are 121 children in KG, 296 students in grades 1 – 5 and 160 students in Grades 6 – 10. There are more girls than boys. The students come from varied cultural backgrounds. Almost all are from Pakistan and all are Muslim. The school identifies no students with special educational needs (SEN), and 15% with English language difficulties.

The principal has been in post since April 2015. The ex-principal is temporary vice principal. The school employs 25 teachers. Staff turnover is high. School fees are AED 2,200 annually. Fees are low. The school reports that it has difficulty in recruiting and retaining good teachers and providing resources to support learning in all areas of the school.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

Pakistan Community Welfare provides a very unsatisfactory quality of education. Attainment and progress are significantly below age-related international expectations in all core subjects. Students do not gain the academic and personal skills they need for their future. The quality of teaching and the implementation of the curriculum are very unsatisfactory. There are insufficient resources, including modern technology, to enable students to apply their skills. Buildings and facilities are unsatisfactory and do not support learning well enough.

The school has a caring ethos and most students are happy and like school. It enjoys the support of many parents and teachers' morale is beginning to improve. The school runs smoothly. Leaders have had minimal impact on the recommendations from the previous inspection. The principal has been in post for a month and the ex-principal is now acting vice-principal.

Students' attainment & progress

Attainment and progress are very unsatisfactory. Standards are well below age-related expectations in almost all core subjects; progress is very unsatisfactory in all subjects with the exception of Arabic and Islamic education where it is unsatisfactory, and information and communication technology (ICT) where it is satisfactory. Progress is very slow across the school because tasks in most lessons offer insufficient challenge and teachers do not have high expectations for students' output, which is often minimal.

More able students and those with SEN make very unsatisfactory progress. Students make insufficient gains in their 21st century skills, such as critical and creative thinking, communication, collaboration and problem solving to prepare them adequately for their future. Children's basic skills in KG are well below age-related expectations and they make very unsatisfactory progress.

All students enter school with little English. Progress in speaking and listening English are better than in reading and writing. Most students have sufficient understanding of teachers' explanations and instructions. They have insufficient opportunity to speak in depth to explain their thinking. Writing is very unsatisfactory. Students rarely compose extended pieces of work independently, usually copying from the board or completing low-level worksheets. Reading is not sufficiently encouraged so some students in lower grades cannot read their worksheets.

In Arabic, progress in speaking, reading and writing are below curriculum expectations. Students do not speak and read clearly with suitable expression. In

writing, grammar and spelling are not accurate enough. In Islamic education, the majority of students have adequate knowledge of the teachings of Islam and the impact of these on their daily life and the Muslim community. They do not have sufficient opportunities to demonstrate their understanding of these and apply them in school life, thus slowing their progress. There is currently no social studies teacher, which limits students' progress. Most have sufficient knowledge about the UAE culture and values.

Students are able to understand and speak Urdu adequately. Their vocabulary is very narrow, but improving. They have insufficient opportunity to write extended pieces of work. They have insufficient opportunity to develop their oral or reading comprehension skills. Progress is unsatisfactory because the pace of lessons is often too slow and students' output is limited due to teacher-dominated lessons.

In mathematics, students' basic numeracy skills are very weak, limiting progress. They do not have a secure recall of number bonds or understanding of place value. In the higher grades they follow formulae provided by teachers but cannot solve simple problems independently. In science, students do not have sufficient opportunity to develop scientific enquiry and investigational skills and knowledge is at a very superficial level. Many students gain adequate skills in Information communications and technology (ICT). They have insufficient opportunity to develop them in other subjects.

The school does not use diagnostic tests effectively to assess students' basic skills. It has a very basic system to record attainment but it does not track progress. It does not compare standards and progress to best international expectations.

Students' personal development

Personal development is unsatisfactory. Most students are polite and courteous. In a minority of lessons in lower grades, boys' behaviour is unsatisfactory because teachers have low expectations and accept shouting out and purposeless movement around the classroom. Students do what teachers expect; they are mainly passive learners who rarely show initiative or high levels of motivation.

Most students appear happy in school and say they like their teachers because of their kindness. They feel safe and well looked after. Attendance is below average at 87%. The school does not have a systematic way to monitor attendance or absence. Parents are contacted after a week if students are absent. Relationships with peers and teachers are friendly. Students confidently talk to adults in school and visitors and know adults will listen if they have problems. Students do not make sufficient gains in 21st century skills and are not prepared for their future because lessons are dominated by teachers, suppressing independent thinking

and collaborative opportunities. There is no school council. Older girls have responsibility as prefects, which is mainly supervisory.

Students have basic awareness of the benefits of leading healthy lifestyles. Small numbers participate in the few clubs that have been offered very recently.

The quality of teaching and learning

The quality of teaching and learning is very unsatisfactory. Lessons observed ranged from satisfactory to poor. The majority of lessons were judged to be very unsatisfactory or poor. A small number of satisfactory lessons were seen, mainly in ICT.

Most teachers have a reasonable command of their subject so that basic explanations are accurate. They have limited understanding of how students learn best, especially in KG. Learning in KG is very slow because the curriculum does not enable children to learn actively as resources are extremely limited. They get little opportunity to develop gross motor skills, as outdoor play equipment is inaccessible. Teachers do not stimulate children's thinking by asking questions frequently to develop their speaking skills and check on understanding.

Teaching is focused mainly on students gaining knowledge and does not enable them to develop critical thinking or enquiry skills to deepen their understanding. It is not sufficiently challenging because teachers dominate lessons, have low expectations, especially of more able students. Students who find learning difficult do not receive the support that they need and do not make sufficient progress. Teachers do not plan activities that inspire and motivate students. The pace of lessons is often pedestrian, slowing progress. The lack of resources to support learning means that students get little opportunity to learn actively or apply their knowledge to deepen their understanding.

Relationships are friendly. Students listen to teachers and do as they are required. They rarely ask questions, show initiative or great interest in their work. Activities rarely require them to collaborate or communicate their ideas sufficiently. Some teachers' command of English is limited and does not provide a good role model for students.

Assessment for learning strategies are seldom used in lessons, even at a very basic level. Lesson objectives are not shared consistently with students and do not usually identify specific learning expectations; they are not used by teachers to review students' learning or check their understanding. Teachers do not have accurate assessment data they use to plan tasks that meet the needs of different groups, especially the more able and those with SEN.

Meeting students' needs through the curriculum

The delivery of the curriculum is very unsatisfactory. Lessons mainly rely on textbooks and worksheets focused on students' gaining knowledge. Teachers rarely plan tasks that enable students to develop problem solving or research skills through experiential, independent, creative or collaborative tasks. It does not help students broaden their horizons or increase their understanding of the world. The KG does not have a formal curriculum that meets the needs of children and provides them with opportunity to learn actively, through play or self-initiated tasks.

The school implements the FBISE curriculum for most subjects. It implements the UAE curriculum for subjects taught in Arabic. It satisfactorily promotes students' adequate understanding of the values and cultures of the UAE. Teachers do not modify the curriculum to meet the needs of the more able or students that find learning difficult. The curriculum does not provide students with many opportunities to apply their skills in extra-curricular activities. Only recently has the school started clubs. Students were taken to a book fair for the first time very recently.

The protection, care, guidance and support of students

The protection, care, guidance and support of students is unsatisfactory. The school has no effective systems to track students' academic or personal progress. Students with SEN are not identified. The prayer facilities are too small and furniture is in poor condition. The school does not have a social worker to provide guidance to students on their future choices.

The school has a positive ethos in which students say they feel safe. A child protection policy is in place. Not all adults implement it consistently or are fully aware of what to do if they suspect abuse. The school makes the necessary checks on all adults that work in the school and keeps a central record for all adults. Students say there is very little bullying and know that any incidents will be dealt with quickly. The clinic is spacious, clean and hygienic and all medicines are stored securely. No medical files for students were evident. The school nurse is suitably qualified and helps students to know the benefits of leading healthy lifestyles.

The quality of the school's buildings and premises

The quality of the school's buildings and facilities is very unsatisfactory. Most classrooms are small and cramped. The learning environment is mainly stark with few displays celebrating students' work. Leaders have made the school as clean as possibly in difficult circumstances. Some classroom walls still have many

unsightly marks. Outdoor areas are not well maintained. They have uneven surfaces that could be dangerous to students. Shading has improved and steps with rails provide access to the stage. The KG outdoor play apparatus is too far away to be used effectively. It has no shading and does not enable children to develop gross motor skills or learn through play.

The size of the site and the buildings is adequate for the number of students. There is an ICT laboratory with 30 computers. No classrooms have ICT resources. There is no library or facilities for science or indoor physical education (PE). Poor outdoor PE facilities mean that students do not get opportunity to apply their skills.

There is no site manager and the principal is responsible for the safety and maintenance of the accommodation. School records show that electrical and safety equipment, such as fire hoses and extinguishers, are checked regularly. Evacuation procedures are satisfactory. The school does not have ramps and lifts to cater for students who may enrol with physical disabilities. Security is adequate and prevents unwanted intrusion, and a new system of closed-circuit television (CCTV) has been introduced.

The school's resources to support its aims

The range, quality and quantity of learning resources is very unsatisfactory. The school has a sufficient number of teachers; most are suitably qualified for their roles and responsibilities. Some teachers are awaiting approval from ADEC. The school provides teachers with the opportunity to receive professional training from ADEC to develop their skills. The impact of this is very slow and new strategies to enhance students' learning are not evident in the vast majority of classes. High teacher turnover reduces the impact of training.

The range of additional resources in classrooms to support students' learning is very unsatisfactory. Teachers are not creative in using use the few resources that are available. Some teachers provide simple additional resources themselves. Almost all lessons rely on textbooks and worksheets. Resources in KG for play-based learning are minimal. The school has very few science resources to enable students to learn actively and develop scientific enquiry skills. ICT resources in the conference room are adequate. Classrooms have no ICT resources so students get little opportunity to apply their skills. The school does not have a library and there are very few age appropriate books in classrooms to develop students' reading and research skills.

The school has adequate systems and procedures in place to ensure that school bus is maintained and has a first aid kit and fire extinguisher.

The effectiveness of leadership and management

The quality of leadership and management is very unsatisfactory. The new principal demonstrates an ambition to improve; she has had too little time to impact on the quality of provision and students' progress. She has the full support of the Chair of the Board, and other Board members. They have the best interests of the school and community at heart and fully understand the impact of low fees on the provision of resources and teacher recruitment and retention.

The principal has already made strategic decisions and has created a more equitable and collaborative atmosphere, which has raised teachers' morale. She has clear knowledge of the school's strengths and weaknesses and accurate awareness of the quality of education based on informal monitoring. Most parents and students are happy as the school now has a positive and welcoming ethos. The school runs smoothly on a day-to-day basis.

The school does not have rigorous systems to monitor the quality of teaching or students' progress. The self-evaluation document (SEF) is not based on any evaluation of evidence from monitoring of the quality of teaching or students' attainment and progress. Judgements are vastly over generous. Outcomes are not clearly linked to school improvement planning. The school development plan (SDP) is unrealistically ambitious and is not a useful tool to take the school forward. There is no middle leadership. The principal has recently identified several senior staff who could lead their areas. They do not have the training, skills or opportunity to fulfil the role effectively.

Parents are mainly supportive of the school. A minority have concerns about the quality of teaching and school leaders not listening to their views. The school does not have any links with the local community or local schools in order to enrich students' exposure to the outside world or enable teachers to see best practice.

Progress since the last inspection

Progress since the last inspection is mainly cosmetic. The school has tackled most of the health and safety issues, so the school is mainly safe. Outdoor areas are shaded adequately and the school is as clean as it can be. The new principal is starting to address other recommendations. A leadership team has been installed very recently, though roles and responsibilities are unclear. Attainment and progress are still well below expectations. Teachers know about new strategies to increase students' progress; they implement them inconsistently and at a very basic level. KG provision still does not match the needs of young children.

Leaders have not demonstrated the capacity to secure sustained improvement in teaching or students' academic progress. The school will require significant

external support and monitoring, as well as additional investment, if it is to make rapid progress towards providing at least a satisfactory standard of education.

What the school should do to improve further:

1. Strengthen the effectiveness of teaching and learning to ensure at least satisfactory progress in all subjects at whole school level by:
 - i. using standardised assessments to track the progress of all students
 - ii. using assessment data more effectively to plan differentiated learning activities to meet the needs of different groups of students, especially the more able and those with SEN
 - iii. providing more opportunities for students to develop 21st Century skills such as critical thinking, problem solving, independent learning, communication and collaboration
 - iv. using resources more effectively to support students' learning, significantly increasing active, experiential and investigational learning
 - v. using assessment for learning strategies consistently
 - vi. ensuring that all students, especially boys in lower grades, are actively engaged in learning
2. Improve the quality of teaching and learning in the EYFS by:
 - i. consistently reinforcing routines so that children are ready to learn
 - ii. delivering the curriculum to match the learning needs of children
 - iii. using the limited resources more effectively to support learning
 - iv. ensuring that all children are actively engaged in learning
 - v. enabling children to learn through play and self-initiated activities
 - vi. developing children's' reading and speaking skills in English and Urdu more consistently
 - vii. making sure children have access to outdoor apparatus and space.
3. Focus leadership and management at all levels on addressing the recommendations from this inspection to improve the quality of students' learning and progress by:
 - i. providing purposeful professional training to develop the skills and effectiveness of leaders at all levels, identify their roles and responsibilities clearly and hold them to account for their areas

- ii. monitoring the quality of lessons with a clear focus on learning, set teachers targets for improvement and monitor the impact
 - iii. providing regular focused professional training for teachers to develop their skills and monitor the impact
 - iv. ensuring lesson planning addresses all elements of the identified teaching and learning priorities
 - v. developing monitoring and assessment systems to evaluate the school accurately and use them to set priorities for improvement
 - vi. developing links with other schools to enable teachers to observe good practice.
4. Improve attendance to at least 90% by:
- i. instituting a system to communicate with parents on the first day of any absence
 - ii. tracking and monitoring attendance to identify individual absence or any pattern by year group or class
 - iii. consider other ways to improve attendance such as a system of rewards or regular celebrations of good attendance

Inspection Grades

	Band A High performing			Band B Satisfactory		Band C In need of significant improvement		
Performance Standard	Outstanding	Very Good	Good	Satisfactory & Improving	Satisfactory	Unsatisfactory	Very unsatisfactory	Poor
	1	2	3	4	5	6	7	8
Standard 1: Students' attainment and progress								
Standard 2: Students' personal development								
Standard 3: The quality of teaching and learning								
Standard 4: The meeting of students' needs through the curriculum								
Standard 5: The protection, care, guidance and support of students								
Standard 6: The quality of the school's buildings and premises								
Standard 7: The school's resources to support its aims								
Standard 8: The effectiveness of leadership and management								
Summary Evaluation: The school's overall effectiveness								