



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



Private School Inspection Report

Pakistan Community Welfare School

Academic Year 2016 – 2017

Iqraa

Pakistan Community Welfare School

Inspection Date	February 13, 2017	to	February 16, 2017
Date of previous inspection	May 11, 2015	to	May 14, 2015

General Information	
School ID	201
Opening year of school	1981
Acting Principal	Lubna Masood
School telephone	+971 (0)2 553 0532
School Address	Zone 206, Sector 21, Musaffah Shabia ME 12, Abu Dhabi
Official email (ADEC)	Pakistancomm.pvt.ac.ae
School website	www.pcwsuae.wixsite.com/p cws
Fee ranges (per annum)	Very low (AED2,200)
Licensed Curriculum	
Main Curriculum	Pakistan Federal Board of Intermediate and Secondary Education (FBISE)
Other Curriculum (if applicable)	---
External Exams/ Standardised tests	---
Accreditation	---

Students		
Total number of students	475	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	---
Number of students in other phases	KG	110
	Primary:	298
	Middle:	67
	High:	---
Age range	4 to 13 years	
Grades or Year Groups	KG to Grade 8	
Gender	Boys KG1 to Grade 5 Girls KG1 to Grade 8	
% of Emirati Students	0%	
Largest nationality groups (%)	1. Pakistani: 94%	
	2. Afghan: 5%	
	3. Indonesian: 1%	
Staff		
Number of teachers	27	
Number of teaching assistants (TAs)	0	
Teacher-student ratio	KG/ FS	1:22
	Other phases	1:17
Teacher turnover	75%	

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	65
Number of joint lesson observations	4
Number of parents' questionnaires	85; return rate: 18%
Details of other inspection activities	Inspectors held discussions with the governing body, acting principal, senior managers, teachers and other members of staff, students and parents. They reviewed a wide range of school documentation and students' coursework. They observed assemblies, school activities, arrivals, departures and intervals.

School	
School Aims	'The PCWS team aims to utilize all the resources at its disposal, and collaborate with the parents and the community to nurture its youth, and prepare them to face the challenges, and harness the opportunities of the 21 st century.'
School vision and mission	'A safe and affordable environment for learning, for students of Pakistan origin, to cultivate them into law abiding leaders of the future, ready to take on the challenges of the 21st century.' 'The mission of Pakistan community welfare school is to provide each student an education in a safe, supportive environment that encourages self-discipline, positive thinking, motivation, and lifelong learning.'



Admission Policy	The admission policy is inclusive. Children are interviewed before entry to the KG. In all other years, students are interviewed and take an entrance test to assess their needs.
Leadership structure (ownership, governance and management)	The school is led by an acting principal, three senior teachers, five subject coordinators, one social worker and a health officer. The governing body comprises the chair, a vice chair and eight other members of the local community. The school is owned by eight trustees.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	2	0
Specific Learning Disability	2	0
Emotional and Behaviour Disorders (ED/ BD)	3	0
Autism Spectrum Disorder (ASD)	1	0
Speech and Language Disorders	1	0
Physical and health related disabilities	1	0
Visually impaired	1	0
Hearing impaired	1	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	55
Subject-specific aptitude (e.g. in science, mathematics, languages)	65
Social maturity and leadership	20
Mechanical/ technical/ technological ingenuity	20
Visual and performing arts (e.g. art, theatre, recitation)	36
Psychomotor ability (e.g. dance or sport)	10



The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

The school was judged to be:	Band C	Weak
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						

Summary Evaluation: The school's overall performance						
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The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is weak. Attainment and progress in all subjects are below curriculum and age expectations. Most students enjoy learning and have positive relationships with each other and their teachers. They achieve when they are taught more effectively, for example in Urdu and English lessons in the middle school and in Islamic education in the kindergarten (KG). The high rate of teacher turnover, at 75%, leads to unfamiliarity with routines. Teachers do not adapt lessons or the curriculum well enough to deliver engaging lessons. Students have too few opportunities to develop their learning skills, be creative or link their learning with the world. They receive too little guidance and support to help them understand their progress and how to improve. The school is currently without a permanent principal and middle leaders are not yet contributing enough to improvements.

Progress made since last inspection and capacity to improve

The school has made weak progress since the last inspection. Most aspects requiring attention have only improved a little and still remain weak. Students' achievement and their learning skills are no longer as poor as they were and this is an encouraging sign that the school can improve. A few teachers are now using the school's new lesson planning document to plan lessons that meet the needs of students. Resources to deliver the curriculum have improved in a minority of classrooms. For example, Grades 5, 6 and 8 classrooms now have data-show facilities. The school has a new computer room. KG children still have too few manipulatives to encourage their active involvement in learning. Attendance is now acceptable. However a few students still arrive late. Overall school leaders have insufficient capacity to improve the school further without additional support.

Development and promotion of innovation skills

The school does not yet promote innovation effectively. Most teachers are new to the school and are unfamiliar with how to develop students' innovation skills. Limitations in facilities and resources result in few opportunities for students to be creative in class. A few innovation activities are now organised, for example in 'innovation week' students recycled plastic bottles to make models of cars. A lesson each week encourages students to develop creative art and craft skills. Overall, the school has yet to develop or teach effectively the skills that underpin innovation.

The inspection identified the following as key areas of strength:

- students' positive attitudes to learning
- the relationships students have with each other and with their teachers
- attainment and progress in Urdu and English in the middle school and Islamic education in the KG which is acceptable
- governors' response to the high turnover of staff and support for the school.

The inspection identified the following as key areas for improvement:

- the quality of students' achievement in all subjects
- the quality of teaching and assessment to support students' achievement and personal development
- the adaptation of the curriculum and lessons to meet students' individual needs
- guidance and support processes to support students' personal and academic progress
- the capacity school leaders have to deliver and sustain improvements.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Weak	Weak	
	Progress	Acceptable	Weak	Weak	
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	
	Progress	N/A	N/A	N/A	
Arabic (as a Second Language)	Attainment	N/A	Weak	Weak	
	Progress	N/A	Weak	Weak	
Social Studies	Attainment	N/A	Weak	Weak	
	Progress	N/A	Weak	Weak	
English	Attainment	Weak	Weak	Acceptable	
	Progress	Weak	Weak	Acceptable	
Mathematics	Attainment	Weak	Weak	Weak	
	Progress	Weak	Weak	Weak	
Science	Attainment	Weak	Weak	Weak	
	Progress	Weak	Weak	Weak	
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	
	Progress	N/A	N/A	N/A	
Other subjects (Art, Music, PE)	Attainment	Weak	Weak	Weak	
	Progress	Weak	Weak	Weak	
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Weak	Weak	Weak	

The overall quality of students' attainment and progress is weak. The school does not have any external testing or robust benchmarking arrangements. In all subjects, internal test data linked to the Pakistan FBlSE curriculum are insufficiently moderated and often unreliable. Students' present coursework confirms that achievement is weak overall in all phases for nearly all subjects, except for Urdu and English in the middle school and Islamic education in the KG. Overall, all groups of students, including those with special educational needs (SEN) or who are gifted and talented (G&T), make similar progress.

Students' achievement in Islamic education is weak overall and acceptable in KG. In all classes, and around the school, students apply Islamic values appropriately. Their knowledge of Islam is generally below that expected for their ages. In KG, most children have knowledge in line with expectations. For example, they can accurately recite short 'Surah' from the Holy Qur'an and name the months in the Islamic calendar. In the primary and middle phases, achievement declines to below curriculum expectations and by Grade 5, the majority of students do not show acceptable understanding of the importance of Islamic values such as cleanliness in and cannot explain the related rules. By Grade 8, only the minority can explain 'Surah' with the majority showing knowledge and understanding below curriculum expectations.

Students' achievement in Arabic as a second language is weak. In all phases listening, speaking and writing skills are weaker than reading skills. By Grade 3, students can read appropriately but only the majority can write short sentences consisting of two or three words accurately. In the middle school, only the majority of Grade 6 students can read and explain age-appropriate stories and their writing contains incorrect use of gender and many grammar and spelling mistakes.

Students' achievement in social studies is weak. Students enjoy learning about the UAE and respect its culture, but their achievement in lessons is below curriculum expectations. For example by Grade 4, only the majority can describe the main services and popular cultural events in the UAE at a level appropriate to their age. In the middle phase, attainment remains below expectations. For example, only the majority in Grade 7 can talk about the transportation system in UAE with acceptable knowledge, while the minority only are able to describe the similarities between the UAE's and Pakistan's transportation systems.

Students' achievement in English is weak overall, although acceptable in the middle phase. Reading, writing, listening and speaking skills are generally below age-expected levels. In the KG, only the majority of children can read and write the alphabet correctly. Children struggle to identify and blend sounds correctly to

pronounce age-appropriate words. Through the primary phase, speaking, reading and writing skills remain below the expected level. By Grade 5, only the majority can write descriptive sentences and comprehend texts at the expected curriculum level. Achievement improves in the middle school, although spelling mistakes remain common. By Grade 8, most students can analyse texts for meaning and write creative stories in line with age-expected curriculum levels.

Students' achievement in mathematics is weak. By the end of KG only the majority of children can count in English to 20 and state the preceding and following number on the number line. Students in the primary and middle phases have very few opportunities to apply mathematics learning to solve problems independently. By Grade 3, only the majority can accurately identify and describe perpendicular lines. By Grade 8, students have weak knowledge of how to handle quadratic equations and test solutions for accuracy.

Students' achievement in science is weak overall. The lack of specialist facilities results in too few opportunities to develop the scientific skills of investigation and experimentation. By the end of KG, only the majority of children can classify and give examples of living and non-living things accurately. In the primary phase, only the majority of Grade 5 students can describe and explain pushing and pulling forces in line with curriculum expectations. By Grade 8, only the majority of students can accurately explain respiration and the function and structure of the lungs.

Students' achievement in other subjects is weak overall, although acceptable in Urdu in the middle school. Achievement in PE is weak because most students do not develop the range of age-expected sports skills required by the curriculum. Only the minority of students have acceptable ICT skills and can use computers for research and presentation purposes. Achievement in art and music is weak overall, partly due to a lack of resources for students and the lack of a qualified music teacher.

Students' learning skills are weak overall in all phases. Most students enjoy their learning and can work for short periods without the teachers' direction. Students find it difficult to learn independently because they have too few opportunities to do so. Their skills of creativity are underdeveloped due to an over-emphasis in lessons upon textbooks, worksheets and listening to the teacher. In Urdu and English lessons in the middle school, students' learning skills are beginning to be supported more. In these lessons, students demonstrate that they can work productively in groups, for example in creating presentations. Students find it difficult to relate their learning to the world, solve problems, and use technology purposefully because they are given limited opportunities to do so.

Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
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Personal development	Acceptable	Acceptable	Acceptable	
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	
Social responsibility and innovation skills	Weak	Weak	Weak	

Students' personal and social development is acceptable and the development of their innovation skills is weak. Students respect and follow school rules in and out of lessons. The relationships they have with adults and each other are respectful and polite. Attendance is around 92%, which is now acceptable. Most students arrive to lessons promptly but too many regularly arrive after school starts. Most enjoy learning but lack confidence and self-reliance. Recent campaigns led by the nurse have successfully raised students' understanding of how to stay safe and healthy.

Almost all students have a basic appreciation of contemporary UAE culture, although their knowledge of the UAE's heritage is weaker. They participate willingly in assemblies and regular celebrations such as National Day. Students apply Islamic values consistently and show respect for others. This is evident in their behaviour and attitudes in and out of class. During assemblies, both boys and girls lead prayers and readings while others respectfully listen. Students know about and respect their own cultural backgrounds and those of others.

Overall, students have weak innovation skills. They have few opportunities to take responsibility and be enterprising. The student council members provide valuable help during break times, but do not yet represent the views of students or contribute to the school's development. Students have a few opportunities to contribute to local and international communities. For example, a few students raised funds for the Red Crescent last year. Students' environmental awareness is supported in 'innovation week' and through collecting waste for recycling.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
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Teaching for effective learning	Weak	Weak	Weak	
Assessment	Weak	Weak	Weak	

The overall quality of teaching and assessment is weak. Most teachers have appropriate subject knowledge but lack knowledge of how students learn. Recent training on how to support students' learning skills has improved the quality of teaching in Urdu and English in the middle school. Newer teachers have yet to benefit from this training. Teachers in the KG have successfully improved the learning environment by providing better displays. They also make acceptable use of data-show facilities to stimulate learning. Across the whole school, classrooms lack basic teaching and learning resources. A few teachers lack sufficient English language skills. At times this impedes learning and leads to misunderstandings. Teachers rely on textbooks and worksheets too much and often talk for too long. This limits the opportunities older students have to apply their learning and can lead to disinterest, especially for younger students.

Teachers of Urdu and English use questioning adequately to involve students in learning. They phrase questions carefully giving students time to compose extended answers. Most teachers usually ask questions that only require short answers and which do not require students to think enough before they respond. Students' work is assessed but they have too few opportunities to benefit from this. For example, they receive little verbal or written feedback to help them understand their attainment and progress towards age- and curriculum-expected levels. Lessons often end without students reviewing their learning, and planning their next steps. Homeroom teachers are not yet helping students review their academic and personal progress or setting goals for improvement. Overall, teachers have too little access to accurate information about students' attainment. As a result, teachers are not adapting lesson plans adequately enough to meet their learning needs. Higher attaining students often receive work that is too easy for them and complete it quickly. Occasionally, students with special learning needs cannot complete the work they are given.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
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Curriculum design and implementation	Weak	Weak	Weak	
Curriculum adaptation	Weak	Weak	Weak	

The overall quality of the curriculum is weak. The Pakistan curriculum followed is adequately broad and balanced but the way it is implemented limits progression in learning. It lacks continuity between grades and across subjects because the school uses a variety of text books from different publishers. These provide adequate structure and guidance for teachers but new learning does not always build on prior learning and links between subjects are uncoordinated. Leaders have reviewed the curriculum recently and made a few improvements. For example, an ‘arts and crafts’ lesson now provides opportunities for students to be more creative. Overall, opportunities for students to link learning between subjects, apply knowledge to the context of the UAE and develop their learning skills are underdeveloped.

The curriculum is yet to be adapted to meet the learning needs of all students. In all phases, students nearly always receive the same work and learning proceeds at the same rate for all students. As a result, higher attaining and G&T students find work lacks challenge or sufficient extension to keep them occupied. Students who require extra support occasionally struggle to understand tasks and require constant support. For example, in a Grade 2 mathematics lesson, a few students with weaker skills struggled to accurately draw everyday objects with perpendicular lines. In the same lesson, higher attaining students completed the same task very quickly. Students have very few opportunities to take part in activities outside lessons to develop their interests and learning skills and contribute to the wider community. Opportunities to take part in sports, arts and technology clubs are unavailable to most students. A few improvements to extra-curricular provision are being made. Students enjoy developing role plays to perform during assemblies, for example about place value in mathematics. The ‘innovation week’ encourages them to be inventive. A useful link between the school garden and science has enabled students to apply their learning to the world. Further revisions to the curriculum are required to make the curriculum more relevant, interesting and supportive of students’ wider learning needs.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Acceptable	Acceptable	Acceptable	
Care and support	Weak	Weak	Weak	

The overall quality of protection including health and safety, child protection and safeguarding is acceptable overall. Students, parents and school staff are clear about child protection procedures. Students are confident about what to do and who to tell if they feel unhappy. School procedures to ensure safety on transport are appropriate. During the inspection, arrangements for supervision at breaks and when children go home were improved significantly. These arrangements are now robust and sustainable and ensure students are kept safe. Students report that recent improvements to maintenance and cleaning have resulted in a safer and more hygienic school environment. The school is now following the correct procedures to report new students and staff to the appropriate authorities and update its records. A few classes contain more students than permitted. However, rooms are large enough for this not to compromise safety. School leaders have taken appropriate action to ensure KG class sizes meet requirements. Access around the school for the disabled requires improvement. Recent campaigns led by the school nurse have improved students' knowledge about healthy eating, exercise and personal hygiene.

Care and support routines are weak. Formal processes to identify SEN and G&T students are weak. The school relies too much on parents to provide support for students with special learning needs. As a result, teachers receive too little guidance to help them plan lessons and adapt activities to meet students' learning needs. 'Shadow teachers' provide useful support for students who require extra help. Homeroom lessons are not yet providing students with opportunities to review their own academic and personal progress. Staff have courteous relationships with all students and systems to manage students' behaviour are successful. Bullying is infrequent and dealt with effectively. Attendance has improved, as has punctuality. The school nurse regularly monitors students' health and well-being and the social worker provides helpful guidance.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Weak
Self-evaluation and improvement planning	Weak
Partnerships with parents and the community	Weak
Governance	Acceptable
Management, staffing, facilities and resources	Weak

The overall quality of leadership and management is weak. The absence of a permanent principal results in limited capacity to improve the school. Leaders demonstrate commitment to national priorities and promote inclusion. They do not yet provide clear enough direction or ensure that all regulations are fully met. Due to the previous inspection visit, senior leaders took the required action to improve supervision and safeguarding routines. These arrangements are now robust and sustainable.

Teams of staff now develop sections of the self-evaluation form (SEF). The SEF does not base analysis upon accurate and robust information sources. Senior leaders and governors are generally realistic about the improvements required, however. The school development plan (SDP) is not effective enough because it is not regularly updated or reviewed for progress, nor does it hold leaders to account through allocating clear responsibilities.

Newsletters, reports and the new school website keep parents up to date with school news. Parents are encouraged to help their children with their homework and attend regular consultation evenings. Their views are not routinely gathered and used to inform self-evaluation and development planning. Links to the local, national and international communities are underdeveloped.

The governing body represents the views of all stakeholders. Governors have responded appropriately to high staff turnover and ensured classes have qualified teachers. They have taken appropriate steps to employ a new principal and have ensured the school has made some improvements since the last inspection. They do not yet hold leadership to account sufficiently for the progress of students. The school functions adequately from day-to-day. Learning areas and resources offer



limited support for teaching and learning.

What the school should do to improve further:

1. Improve teaching and assessment to raise attainment and progress in all subjects by ensuring that:
 - i. students' attainment is benchmarked to robust external standards and used to inform curriculum and lesson planning to accelerate learning
 - ii. teachers take account of assessment and other information about students to adapt work more effectively to meet their individual learning needs
 - iii. students receive regular challenge, guidance and support, including through questioning and written feedback, to help them understand their own progress and plan how they will improve their knowledge and skills.
2. Improve students' learning and innovation skills and their contribution to the community by ensuring that:
 - i. teachers, especially those who are new, are provided with training to help them understand how to develop students' learning skills
 - ii. students have access to a wider range of classroom resources, including manipulatives in KG and ICT across the school, to support their active engagement in lessons
 - iii. the curriculum is enriched to include opportunities for students to be creative, innovative and entrepreneurial inside and outside lessons
 - iv. planning of the curriculum ensures greater continuity of learning between grades and across subjects
 - v. students have more opportunities to volunteer and contribute to the local, national and international community.
3. Increase the effectiveness of school leadership by ensuring that:
 - i. a permanent principal is employed to increase capacity
 - ii. new teachers receive training about school procedures and routines
 - iii. middle leaders receive training on how to hold teachers to account for the progress and attainment of their students
 - iv. governors and senior leaders use accurate benchmarked data about students' attainment to inform their improvement planning
 - v. the school reviews its performance more accurately and in more detail using the UAE School Inspection Framework performance standards in the SEF.
 - vi. leaders ensure that all regulatory and safety requirements are consistently met.