

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

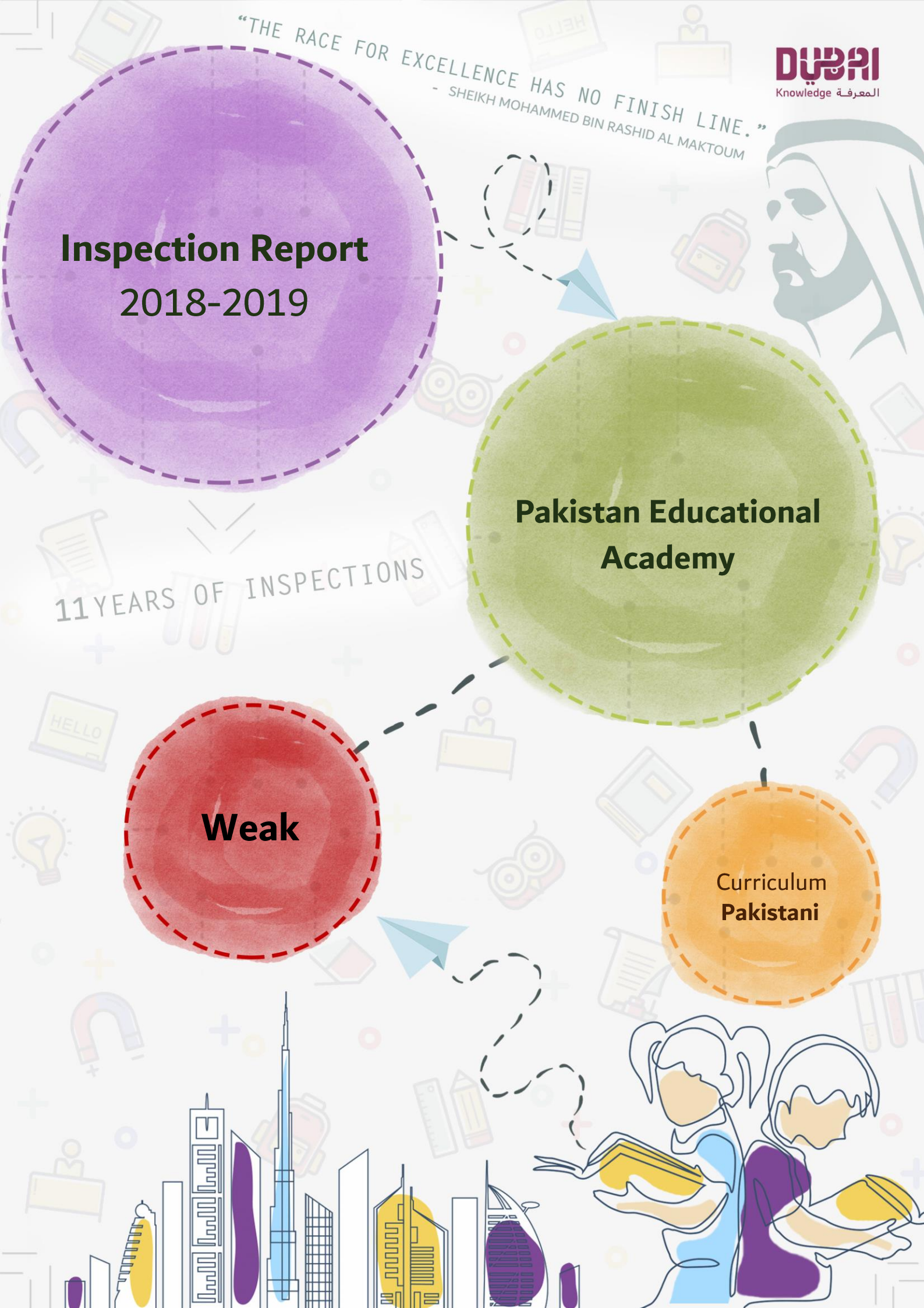
Inspection Report 2018-2019

Pakistan Educational Academy

11 YEARS OF INSPECTIONS

Weak

Curriculum
Pakistani



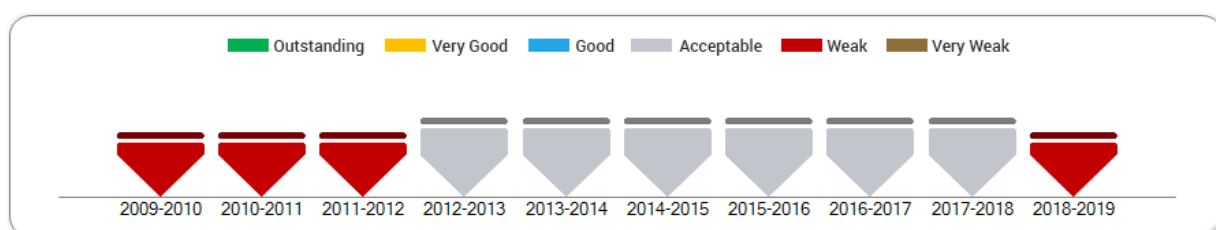
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School Information

General Information	Location	Umm Hurair
	Opening year of School	1965
	Website	pea.ae
	Telephone	00971-4-3370126
	Principal	Muhammad Zahid Azeem Zahid
	Principal - Date appointed	10/1/2014
	Language of Instruction	English
	Inspection Dates:	08 to 11 October 2018
Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	Kindergarten 1-Grade 12
	Number of students on roll	1281
	Number of Emirati students	0
	Number of students of determination	41
	Largest nationality group of students	Pakistani
Teachers	Number of teachers	147
	Largest nationality group of teachers	Pakistani
	Number of teaching assistants	39
	Teacher-student ratio	1:9
	Number of guidance counsellors	2
	Teacher turnover	25%
Curriculum	Educational Permit/ License	Pakistani
	Main Curriculum	Pakistani
	External Tests and Examinations	FBISE, TIMSS, PISA, ASSET
	Accreditation	FBISE
	National Agenda Benchmark Tests	NAP and IBT

School Journey for Pakistan Educational Academy



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **weak**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- Student achievement is broadly acceptable. Achievement remains good in the Kindergarten (KG), but is notably weak in Arabic as an additional language and in mathematics in the senior school. Science in the high school has declined to acceptable. In the primary phase, achievement is generally acceptable although weak in science. It is only in the KG where learning skills are strong. Elsewhere, they are acceptable.
- The students' personal development is good. Students are polite, respectful and friendly. They are mostly self-disciplined and have positive relationships with their peers and teachers. Students demonstrate a strong belief in the importance of Islam, not only in their lives but also how it impacts the culture of the UAE. They show respect for Emirati culture, Pakistani culture and other world cultures.

Provision for learners

- Teaching in the KG is stronger because lessons are well-planned and children engage in tasks which meet their needs. Elsewhere in the school, teaching is barely acceptable with a significant minority of weaker practice. Training to support teaching and learning is not identified as a priority for school improvement. There is no strategic improvement plan in place to improve its effectiveness.
- The curriculum is acceptable except in the KG where it is good. All teachers have access to curriculum documentation, but delivery is from textbooks, with little planning to support skills or next steps in learning for students. There is little adaptation of the curriculum to meet the learning needs of all students. Identified gifted and talented students are rarely accommodated in class.
- Health and safety practices at the school are improving. The building and grounds, provide challenge to all who arrive at the school, but improved supervision has ensured the safety of students. No evacuation drills have been conducted during this present school year. Although child protection and safeguarding policies are in place, more timely attention to health and safety, including safeguarding, must be a regular component of maintaining campus safety.

Leadership and management

- Senior leaders have not been successful in identifying the progress of the school through self-evaluation. School improvement planning has been mostly ineffective. School leaders do not demonstrate the required initiative to make improvement. Recommendations from previous inspections have not been addressed. A few middle leaders have demonstrated the ability to unite their departments behind a common theme, resulting in positive impact on teaching and learning in their subjects.

What the School does Best:

- Students' personal development are strong features in the school. Motivated by strong Islamic values, students help to create a learning environment that is kind, helpful, tolerant, and forgiving.
- Improvements in the identification of students of determination allow for more rapid modifications resulting in improved personal academic outcomes.
- A successful Early Years programme, supported by strong and dedicated leadership, teachers and support staff results in high attainment and speedy progress for children.

Key Recommendations:

- Governors must urgently act to improve school leadership by holding to account senior leaders for the improvement of students' academic outcomes.
- Ensure that the school's self-evaluation analysis is thoroughly accurate by including assessment data from internal examinations as well as data drawn from the administration of international benchmarking assessments.
- Senior leaders must prioritise school improvement projects, selecting those that have identified quantitative goals and measurable progress indicators, and which will improve academic outcomes. Leaders must share these goals with governors, teachers, students and families and regularly monitor their progress.
- Improve students' outcomes by providing all teachers with thorough analysis and interpretation of all data, including Cognitive Ability Test 4 (CAT4) data. Monitor and utilise the data to provide challenging and rigorous learning targets for students.
- Improve the monitoring of health and safety conditions by conducting weekly evaluations of the school's compliance and providing focused professional development to staff to reinforce child safeguarding.

Overall School Performance

Weak ↓

1. Students' Achievement

		KG	Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	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	Weak	Weak
	Progress	Not applicable	Acceptable	Weak	Weak
 English	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Good	Acceptable	Weak	Weak
	Progress	Good	Acceptable	Weak	Weak
 Science	Attainment	Good	Weak	Acceptable	Acceptable ↓
	Progress	Good	Weak	Acceptable	Acceptable ↓
Learning skills		KG	Primary	Middle	High
		Good	Acceptable	Acceptable	Acceptable

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable
Assessment	Good ↑	Weak	Weak	Weak

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

5. The protection, care, guidance and support of students

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Good	Acceptable	Acceptable	Acceptable

6. Leadership and management

The effectiveness of leadership			Weak ↓	
School self-evaluation and improvement planning			Weak	
Parents and the community			Acceptable	
Governance			Weak	
Management, staffing, facilities and resources			Weak	

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

Schools Progression in International Assessments

meets expectations

- Overall progression judgement in international assessments is very good. International assessment data shows improvement in the students' overall scores in TIMSS 2015 mathematics and science in Grades 4 and 8 and in PISA 2015 mathematics. In TIMSS, the progress in science in Grade 4 remains the strongest, followed by mathematics in Grade 4. Although in 2015 the school has not met its set target for PISA in science and reading, it has improved its scores between the two assessment cycles. In mathematics, the school has exceeded its 2015 targets. When comparing N.A.P outcomes against CAT4 measured potential, the achievement gap is positive.

Impact of Leadership

is below expectations

- Although senior leaders have good understanding of the importance of National Agenda Parameter and the importance of data analysis, and training for teachers, this has had little impact on strategic decision-making. The school National Agenda action plan does not have measurable targets and time scales for their achievement. The school does not robustly make effective use of assessment information to improve students' achievement.
- The school has analysed the skills required by TIMSS and PISA to some extent. However, there is little evidence that teachers have effectively utilised this information. Also, there is no evidence that the school leadership has any processes in place to monitor implementation.

Impact of Learning

is below expectations

- Opportunities for independent research are limited by the lack of appropriate learning technologies at school. Younger students are rarely required to read and extract information from the text.
- Critical thinking, problem solving and research are almost non-existent in the mathematics lessons or students' work. Teachers' questioning is closed, requiring answers based on knowledge acquisition and applying formulas.
- Overall, opportunities for students to develop their research, critical thinking and problem-solving skills are limited.

Overall, the school's progression to achieve its UAE National Agenda targets is approaching expectations.

For Development:

- Expand classroom activities to include open-ended questions, problem-solving and opportunities for students to conduct independent research to help develop critical thinking skills and innovative solutions.

Reading Across the Curriculum

- There are signs of improvement in students' achievement in reading across the curriculum although current progress is slow.
- Students' skills, understanding and confidence in using reading strategies are acceptable overall. Gaps in phonics and the lack of self-help strategies, including the use of dictionaries, inhibit some students' efforts.
- The library lacks sufficient high-quality fiction and non-fiction books. Its policy is narrow and fails to support passionate life-long readers. A full range of authors and poets is not represented, and some students are not encouraged to broaden the scope of their selection of fiction.
- A few school initiatives show a commitment to improving reading.

The schools provision, leading to raised outcomes in reading across the curriculum is Emerging.

For Development:

- Ensure that the library has sufficient modern, high quality fiction and non-fiction books and is used to the optimum by students to develop their reading skills, research and enjoyment.

UAE Social Studies

- The school has made adequate adaptations to the UAE social studies curriculum and provides the time and resources required to meet the needs of most groups of learners.
- Students work independently with understanding making connections between areas of learning. A few can explore things for themselves and use technology in innovative ways to support their learning.
- In lessons and recent work, most students attain levels that are in line with the curriculum standards. In the KG, attainment is above expectations.
- Most students make the expected progress in relation to individual starting points and the curriculum standards.

The school's implementation of the UAE social studies programme is developing.

Innovation

- School leaders are beginning to see the value of innovative thinking. Students who are deeply engaged in learning are questioning more deeply and researching more effectively.
- Innovation is slowly emerging within a small group of students whose charity, environmental awareness, communication skills, and performing arts have stimulated them to imagine more.
- Newly elected student council members are becoming role models for other students by initiating projects such as, health and fitness, attendance improvement and developing moral values.
- Leaders of some subjects are encouraging teachers, with evident success, to be innovative in their planning and teaching. Students' imaginations are being released.
- The creation of a science and mathematics exploration centre is a visible commitment to the importance of innovative thinking.

The school's promotion of a culture of innovation is emerging.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Students demonstrate secure understanding of basic concepts, beliefs and practices. Students in Primary and Middle make better progress than students in the high school during lessons and in their work. Internal assessment data does not accurately reflect students' achievement in all phases.
- Students have a strong sense of Muslim identity which is enhanced by the daily practice of group prayers. Students' ability to cite verses from the Holy Qur'an is inconsistent because they rely mainly on translations not on the original text in Arabic.
- In the high school, the focus on preparing students for the board examinations leads to low teacher expectations in lessons. Therefore, students' achievement in this phase is inconsistent.

For Development:

- Rigorously implement the MoE curriculum in the high school to support and sustain the achievement of all students.
- Provide more opportunities for students to develop their research and critical thinking skills.

Arabic as an Additional Language

	KG	Primary	Middle	High
Attainment	Not applicable	Acceptable	Weak	Weak
Progress	Not applicable	Acceptable	Weak	Weak

- Students' achievement in Primary is better than in the other phases. Internal assessment data from this year captures this variance. The weak progress in the middle and high schools is a result of low expectations and lack of effective differentiation.
- Although students can read Arabic text aloud with confidence, their reading skills have not developed to match their years of study. Students understand basic teacher instructions but have limited conversation skills. Their writing skills remain underdeveloped.
- The school has undertaken additional strategies to improve planning and internal assessments. However, improvements are yet to be aligned to the new framework standards to have an impact on students' achievement relative to their years of study.

For Development:

- Improve writing and conversation skills by aligning all learning outcomes to the new standards for Arabic.
- Improve rate of acquisition of new vocabulary by introducing effective reading skills.

English

	KG	Primary	Middle	High
Attainment	Good	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable	Acceptable

- KG children quickly acquire the early skills of speaking, listening, reading and writing. This is reflected in good attainment in lower primary. Reading levels in the subsequent grades broadly reflect the expectations of the school's curriculum. Weaker attainment is sometimes due to insecure phonics abilities.
- Students, particularly girls, generally listen well. Attainment in speaking varies from above expectations to less competent.
- Weaker grammar and a lack of understanding of certain vocabulary prevent more students from attaining higher levels in speaking and in writing. The results of international benchmark tests are lower than the acceptable standards shown in internal assessments because the skills required are not systematically taught as students move through school.

For Development:

- Ensure all students read and write across a wide range of genres.
- Teach students the skills they need to take international tests successfully.
- Ensure all students have the phonics skills needed to read and write at the level appropriate to their age and ability.

Mathematics

	KG	Primary	Middle	High
Attainment	Good	Acceptable	Weak	Weak
Progress	Good	Acceptable	Weak	Weak

- The results of ASSET examination indicate that attainment for most students is below international standards. FBISE outcomes show very good results in Grade 10 but weak ones in Grades 11 and 12. Lessons and students' work confirm weak achievement in relation to curriculum standards.
- Achievement in KG is good. Children can solve simple addition and subtraction calculations and use word problems and ordinal numbers properly. They are also able to identify a variety of 2D and 3D shapes.
- In Primary, numeracy strategies are not implemented effectively, and new learning does not build on prior knowledge and understanding. In Middle, students solve routine problems and employ basic algorithms, but deep conceptual understanding is under-developed. Students in the high school are unable to apply mathematical concepts to solve real life problems.

For Development:

- Ensure that curriculum standards are covered with depth and rigor to support students in acquiring deep conceptual understanding, procedural fluency and mathematical imagination.
- Ensure that student's work consistently promotes and challenges higher order thinking.

Science

	KG	Primary	Middle	High
Attainment	Good	Weak	Acceptable	Acceptable ↓
Progress	Good	Weak	Acceptable	Acceptable ↓

- Children in KG the gain a good understanding of the world around them, but their knowledge is not effectively built upon in the primary phase. Students in the high school are working in line with the school's curricular standards and above these standards in the separate sciences.
- High school students benefit from using the well-resourced science laboratories to reinforce their scientific knowledge. Across the school, however, the acquisition of independent investigative problem-solving skills and scientific thinking is restricted.
- The introduction of the Science, Technology, Engineering, Art and Mathematics (STEAM) laboratories has engaged and enthused primary and middle school students. Too often, however, the activities provide insufficient focus for the development of scientific inquiry with misconceptions remaining unchallenged. This restricts their progress.

For Development:

- Make effective use of the laboratory resources available and ensure teaching strategies do not restrict the development of independence in scientific investigative skills.
- Build on the students' enthusiasm and knowledge of science as they move from the KG into Primary.

Learning Skills

	KG	Primary	Middle	High
Learning skills	Good	Acceptable	Acceptable	Acceptable

- Learning skills remain good in KG because children engage in active learning and quickly learn to work independently. Elsewhere, students' enthusiasm varies. It is often related to the extent to which they are engaged and stimulated. In practical science lessons, they collaborate effectively.
- Communication skills vary. They are good in social studies lessons where students routinely use technology. Research opportunities, investigation and the use of technology, are not securely embedded in classroom practice, notably in mathematics.
- Sometimes students do not take the initiative, show sufficient original thinking or ask questions in Arabic and other subjects. In other lessons, including some English lessons, they show good abilities to reflect on their 'brainstorming' time. In several subjects, including Islamic education, work rarely inspires students to develop problem solving, critical thinking or inquiry.

For Development:

- Ensure that opportunities for questioning, problem-solving, critical thinking and inquiry are given sufficient priority in planning and practice.
- Embed the effective use of modern technologies across and within subjects.

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good

- Students show positive attitudes to school and to their learning. They behave well in lessons and around the school. They are quick to help their peers when needed. Relationships between students and adults are friendly and respectful.
- Students are conscious of the need to adopt healthy lifestyles and choose healthy options from the canteen. They participate enthusiastically in PE lessons and in sports clubs, which have increased in number over the last year.
- Although still below expected levels, attendance is improving. Punctuality remains an issue with the consistently late arrival of some buses in the mornings. However, nearly all students are present for the start of the first lesson. Students return punctually to their classrooms after break.

	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students talk confidently about how Islamic values influence their lives. They apply this understanding to their own behaviour, treating others respectfully. Students understand the importance of giving to others in need and raise money for charities by bringing in unwanted items from home for others to benefit from.
- Students have good understanding and appreciation of Emirati heritage and culture. They discuss the Emirati history and arts and take part in the UAE national celebrations and sports. They are proud of the country's rulers' efforts, especially the late Sheikh Zayed.
- Students have good understanding and appreciation of their own culture and other world cultures, although the depth of their understanding is still developing.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students are keen to take on responsibilities within the school. Prefects and student council members support students' behaviour outside the classrooms. Students are beginning to form links with the Pakistan Association Dubai (PAD), but only few of them volunteer in other aspects of community life.
- The student council provides a good example to students by the way they have put innovative ideas into practice. They display a determination towards improving many aspects of school life for their peers. Children in the KG readily suggest ideas and make independent decisions.
- Students look after their school, ensuring that litter is disposed of correctly. They participate in recycling projects but have a limited understanding of important environmental and conservation issues in their local and wider world.

For Development:

- Improve attendance to at least acceptable levels.
- Extend students' involvement in the local community.
- Develop students' understanding of environmental and conservation issues in the local and world-wide community.

3. Teaching and assessment

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

- Teaching in the KG engages children well. Elsewhere, opportunities for students to be innovative and to think critically occur only in the more effective lessons. In science, teachers give only few opportunities for students to follow their own line of enquiry.
- In some lessons, teachers carefully ensure that tasks set for individual students closely match their level of understanding. This is not the case in all lessons, notably in mathematics, some English lessons and for some students of determination.
- Teachers' knowledge of their subjects varies, particularly in mathematics, as does their understanding of how students learn. In the most effective lessons, teachers use strategies to engage them well and promote good learning through using modern technology, such as in social studies and Grade 12 English.

	KG	Primary	Middle	High
Assessment	Good ↑	Weak	Weak	Weak

- Internal assessments and grading are not fully aligned to the Pakistan National curriculum requirements. While the school has made use of a variety of assessment data, this has not led to significant improvements in students' outcomes, except in the KG.
- Assessment is stronger in the KG, being directly linked to curriculum expectations. The school uses formative assessment weekly and keeps records in activity logs, where children's work is annotated and evaluated against lesson objectives. Assessment is more firmly focused on skill development.
- Information gathered from external benchmark assessments and CAT4 data is not being used effectively to support learning and outcomes for students. Teachers' written feedback is not effective in guiding students towards their next steps in learning. Students' ability to assess their strengths and areas for improvement is underdeveloped.

For Development:

- Ensure that teachers provide students with effective oral and written feedback.
- Use assessment information effectively to meet the learning needs of all students.
- Ensure analysis of external data is detailed, and that target setting for individual students is supported by CAT4 indicators.

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable

- The curriculum in the KG is skill based and builds on children's prior learning. In the other phases, content is grade-appropriate, meets students' different needs and develops their knowledge. Subject-specific and independent learning skills are still developing.
- The school follows the scope and sequence of the prescribed curriculum to ensure continuity and progression. Lack of transition programmes, noted in the previous report, has been addressed.
- Cross-curricular links have been planned between subjects. For example, mathematical skills are used to analyse data in science. UAE social studies is linked with Pakistan social studies, English and Arabic to develop students' vocabulary and speaking skills. Most lessons include reference to UAE culture and Islam.
- Moral Education is taught from Grade 1 to 12 for eighty minutes each week. Progress is measured through formal and informal assessments.

	KG	Primary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- In the KG, curriculum modifications are regular and effective. Although teachers try to include differentiated activities in their lessons, they do not always do it effectively. The analysis of the curriculum does not identify or help eliminate gaps in skills and knowledge.
- Curriculum adaptations provide limited opportunities for enhancement through projects and competitions. A small number of students work with community organisations to develop enterprise skills. Activities for students within lessons, particularly in the high school, are insufficient to develop these skills.
- The curriculum provides some learning experiences to help develop students' understanding of UAE culture and heritage. The school promotes UAE values and culture through daily assemblies and through wall displays and special events.
- The school provides Arabic instruction to children from KG1. The focus in KG1 is on pronunciation and in KG2 on literacy.

For Development:

- Improve the range of curricular choices for students.
- Initiate regular curriculum review and planning to identify and address gaps in students' subject-specific and learning skills.
- Create learning experiences within lessons to develop enterprise and innovation skills for all students.

5. The protection, care, guidance and support of students

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- School leaders have acted quickly on areas identified as being unsafe around the school. Child Protection arrangements are in place, but additional action is required to ensure the designated person retains a strategic overview of the students' welfare.
- There are effective arrangements by qualified staff to support students with their health and medical needs. Students are well cared for in the KG but around the rest of the school, supervision of students is less rigorous.
- Improvements in the behaviour strategy have resulted in a reduction in incidents of undesirable behaviours within the school. The site is secure and reasonably well-maintained although areas of the school remain inaccessible to students with physical disabilities.

	KG	Primary	Middle	High
Care and support	Good	Acceptable	Acceptable	Acceptable

- The teachers' committed and caring approach to students supports the positive ethos that permeates the school. The very inclusive nature of the KG, and the way in which students react and support each other, enables them to feel secure in their school.
- Students' well-being and personal development are monitored throughout the year with adequate support from Counsellors, the Inclusion Champion, and the Inclusive Education Action Team.
- Accurate systems for the identification of students of determination and for those who are gifted and talented are in place in the school. However, effective differentiation and enrichment are absent from many lessons, leading to less rapid progress.

For Development:

- Improve safe provision for all students through more frequent fire evacuations and closer supervision while they are in school.
- Ensure all students have access to the full range of school facilities and support for their learning and personal development.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The school has appointed the necessary personnel to promote the concept of inclusion. In demonstrating its commitment, the school does not refuse to admit students on the basis of disability. Governors are promoting an inclusive ethos.
- The school is improving its use of procedures to identify students with learning needs. These include some assessments and reporting from medical specialists. It is also improving its ability to identify students with gifts and talents.
- Partnerships with parents are positive and improving. Parents receive regular updates through reports and meetings on the progress their child is making towards achieving targets based on their individual education plans.
- The school supports a developmental approach to learning. In their planning, most teachers note the relevant needs of students of determination. However, implementation is less effective in practice.
- School information indicates that some students of determination are moving closer to achieving age-related expectations and appropriate progress.

For Development:

- Improve opportunities for more effective and differentiated curriculum modification in class that meet the individual needs of students of determination.

6. Leadership and management

The effectiveness of leadership	Weak ↓
School self-evaluation and improvement planning	Weak
Parents and the community	Acceptable
Governance	Weak
Management, staffing, facilities and resources	Weak

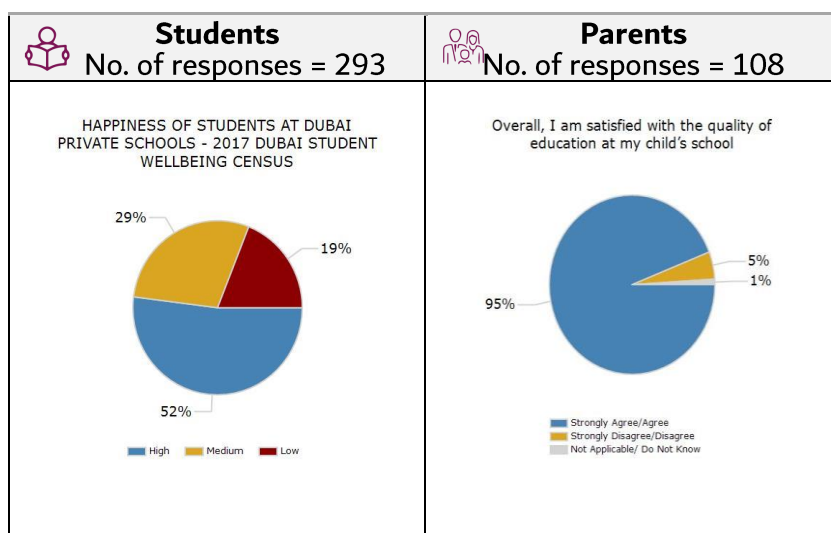
- Senior leaders do not have a clear vision for the school. The leadership team is complacent about their commitment to improvement. They do not accept the validity of external evaluation and, therefore, school improvement efforts are unfocused and ineffective. A disproportionate percentage of the improvement effort is spent distracting from the reality that external benchmark assessments paint the real picture of a school's success.
- Self-evaluation is not firmly based upon rigorous examination of internal and external assessment information. Data is not being used to influence the planning and execution of school improvement processes. This leads to inaccurate whole school self-evaluation and misguided efforts to improve.
- The school welcomes parents into the school community. The school values the role of parents who support the school and honour the commitment the school has made to educate their children and keep them safe. Communication between parents and the school is open and regular. A variety of forms including email, communication notebooks and personal telephone contacts are used. Some parents do not understand the information that assessment data provides.
- Governors have not taken effective action regarding holding school leaders to account for acting upon recommendations from the previous inspection report. The school's self-evaluation was judged to be weak in the previous inspection. Governors have taken no action to monitor school leaders as they prepared the self-evaluation for 2018-2019. It was determined that they had not seen the self-evaluation document before its submission. Identifying accurate starting points is the key to school improvement.
- The school has taken initial steps to ensure teachers are on a path towards teacher licensing. However, currently there are very few teachers with teaching qualification who understand how students learn. Although the school has improved the coverage of the internet network, it still lacks effective infrastructure to support students' learning. Although the science labs are well resourced, the school library and play areas are inadequate to support student learning and development.

For Development:

- Ensure that all assessment data, both internal and external, are fully considered when making self-evaluation judgements.
- Strengthen the role of the governors in monitoring students' progress and holding school leaders to account for the school's performance.
- Identify a limited number of school improvement initiatives that have clear goals and measurable outcomes.

The Views of Students and Parents

Before the inspection, the views of parents and senior high school students were surveyed. Key messages from each group were considered during the inspection, and these helped to form inspection judgements.



 Students	Students who participated in the survey believe in their potential. They consider they work hard and are well-supported by adults at the school. Most feel safe and have formed strong friendships with their peers. A large minority had concerns about the school climate. Inspection findings confirm students' positive responses and found that the overall tone of the school was good.
 Parents	Almost all parents who responded to the survey agree that their children receive a good quality education and that they are confident in their academic abilities. They are positive about their children's future. They say their children are well-supported and kept safe in school. A minority note that their children occasionally feel worried about school. Inspection findings agree with parents' positive views and confirm that counselling services are available for students who experience problems.

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

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae