



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



Summary Inspection Report

Pakistani Islamic Private School

Published in 2013

Iqraa

Pakistani Islamic Private School

Inspection Date	15 th – 18 th October, 2012
School ID#	169
Type of School	Private
Curriculum	Pakistani - Federal Board Intermediate Secondary Education (FBISE)
Number of Students	1182
Age Range	3 – 19 years (KG to Grade 12)
Gender	Mixed
Principal	Gulraiz Admed Husain
School Address	P.O. Box No 15778, Education Zone Al –Manaseer, Al Ain
Telephone Number	(+971) 03 7677878 / (+971) 03 7678656 Mobile: (+971) 55 1907516
Fax Number	(+971) 03 7679399
Email (ADEC)	pakistaniislamic.pvt@adec.ac.ae

Introduction

The school was inspected by five inspectors. The inspectors observed 78 lessons, various assemblies, break periods and students' arrival and departure from the school. They had discussions with senior staff members, students, parents and one of the proprietors. The inspectors also analysed data and documents supplied by the school.

Description of the School

This school is situated in the Al-Manaseer Education Zone. It has been operating on its present site since 1981. The school is owned by a partnership of five individuals. The partners have legally devolved many of their powers to the principal. The school has drawn up building plans for a new school. It has postponed the implementation of these plans due to financial constraints and the temporary suspension of building in the local area. The school caters for the local Pakistani community. It aims to provide quality education of internationally recognised standards to its students at an affordable cost. One section of the school, from kindergarten (KG) to Grade 3, known as Little Scholars, has 351 students. There are 469 students in Grades 4 to 8 and 362 students in Grades 9 to 12. Overall there are 1182 students in the school, 693 boys and 489 girls. Almost all students (99.92%) are Muslim. The majority of students are from Pakistan (95.12%). The remaining few come from Afghanistan, Bangladesh, the Philippines, the UK, India and China. There are no United Arab Emirate (UAE) students in the school. In general the parents have limited financial resources available to them. No student has special educational needs. The school administers an entry test. Teachers' salaries vary between AED 26,400 and AED 32,856 per annum. On average teachers are paid AED 30,000 per annum.

The students come from a variety of locations within Pakistan. When they are enrolled they have varying attainment levels. The school places these students in classes according to these attainment levels so that there may be a range of age groups within classes. For many of the students, English is their third language and Urdu is their first language.

The Effectiveness of the School

Band C

Grade 6

Inspectors judged name of school to be in Band C; that is a school in need of significant improvement.

The principal was appointed in 2010, subsequent to the last inspection report. She has brought about positive change in the ethos of the school because she has expressed low tolerance of poor behaviour and has taken firm action to curb unacceptable behaviour. She articulates clear, relevant plans for the future strategic direction of the school. She has strengthened the school's middle management by increasing the number of section heads from two to five. She has improved communication with, and contact between, herself and her senior management team and the whole staff. The principal has made her expectations clear on a wide range of issues including the need to show greater respect for students. Through monitoring by section heads, these issues are now dealt with appropriately. Change is occurring slowly but the principal has gained the confidence of members of teachers, students and parents.

English is not the first language of the students. They are taught through English and they receive a very unsatisfactory start in literacy because teachers in kindergarten (KG) focus narrowly on basic vocabulary development and word matching exercises. Skills in speaking and listening and the development of thinking skills are neglected throughout the school, apart from senior classes where high attaining students are enrolled. Students are tested regularly in internal exams and end-of-unit tests. Outcomes compare well to other schools taking the Federal Board exams. Student attainment falls far short of internationally expected standards because teaching focuses solely on the acquisition of knowledge and students do not develop key skills such as independent learning and higher order thinking.

Although many students can follow the teacher, they are unable to work on their own. This results in unsatisfactory attainment in Arabic, Islamic studies, social studies, mathematics and science and very unsatisfactory attainment in English. Students are hampered by their inability to read the words in mathematical problems or to understand the vocabulary being used in some science lessons. In Social studies students acquire a better knowledge of Pakistan than of the UAE. Their progress in social studies is, therefore, unsatisfactory overall. The school has updated the basic textbook series used and this ensures that students acquire some basic skills in mathematics but progress is unsatisfactory in mathematics, science and Islamic studies. Progress is very unsatisfactory in Arabic where students are unable to understand the teachers. Progress is also very

unsatisfactory in English because students who have very limited knowledge of English when they start, either in KG or as newcomers to the school, are not taught according to their differing needs. The progress of different groups of students is not tracked.

Staff relations with students have improved because of the principal's clearly articulated expectations of teachers on such issues as the use of language and respect for students. Boys and girls behave equally well in and around the school and are respectful of adults and of each other. Students show positive attitudes towards their learning but they lack self-confidence in expressing themselves. This lack of confidence is particularly evident in the lower grades. The culture of the UAE is not a prominent feature of the school but students can name some landmarks in the UAE and say that they live in a beautiful country. Their understanding of their own culture is better and they have developed moral understanding and respect for global cultures. While younger children up to Grade 3 have a less developed sense of responsibility, for example, by leaving a lot of litter in the playground during break times, older students receive opportunities through various student committees to show responsibility through raising funds for flood and earthquake victims. Some students are given opportunities to develop leadership skills through their participation in the student council.

Although most teachers have adequate subject knowledge, they do not use their subject knowledge to explain concepts in a way that students working at different levels can understand. Teachers' knowledge of English is unsatisfactory. Mistakes in spelling in English are often not corrected. Occasionally in mathematics and science, students become confused about the facts. This problem occurs because some teachers do not have accurate and adequate subject knowledge. Teachers do not explain to students what they are expected to learn. They rely too much on textbooks and usually do not consider what students already know or do not know when planning their lessons. The questions teachers ask do not challenge the students to think for themselves. In KG, children answer in unison and teachers' do not check individual understanding. There is some practical work in science but students do not devise their own experiments or carry out their own research. In the best lessons there is pace and variety of tasks but too often, students of all abilities are required to complete the same task. This means that those who find learning easy are not sufficiently challenged and those who find learning difficult do not get enough support. Teachers mark work regularly but do not set targets for students or tell them how to improve. Teaching overall has an unsatisfactory impact on students' achievement, progress, engagement and personal development.

The curriculum overall is unsatisfactory. It is well below international standards because it lacks breadth and balance and is unacceptably narrow for many students. They do not have sufficient opportunities to apply their knowledge and skills and to undertake practical work. In English, for example, students follow a sequential curriculum in grammar and vocabulary and do not get sufficient practice or variety in language usage. The curriculum in Arabic does not promote thinking skills. Teaching is based on theory and mechanical operations in mathematics and real-life examples are neglected. In KG, the curriculum does not provide age-appropriate learning opportunities such as independent, play-based learning. There are not enough opportunities for imaginary play, making choices, exploring and taking turns. The curriculum does not offer sufficient opportunities for structured physical development or involvement in the creative arts. The social studies programmes, particularly in reference to Pakistan, are well structured. Whereas the school does provide some extra-curricular activities for some students, most students do not have the opportunity to engage in a range of well-planned extra-curricular activities which enrich their learning. The absence of opportunities to apply their knowledge and skills is a key factor in limiting students' progress and achievement and in limiting their preparation for the next stages of their lives.

The five section leaders have impacted positively on student attendance and punctuality. Whereas members of staff care deeply for their students, guidance on what to do if there is suspected abuse is not clear and therefore protection is weak. The child protection policy is not personalised to the school and is not known by all. There is no named person with responsibility for child protection and the referral system is informal. There are inconsistencies noted, in particular by the girls, within and across grades, in terms of rewards and sanctions. Students have attended college fairs but formal careers guidance within the school is not available. Overall, protection, care, guidance, and support have improved in the school but are still unsatisfactory.

The buildings, premises and school land plot meet ADEC standards in terms of size. Some classrooms are small and the dimensions of those in KG, in particular, are not sufficient to allow for active learning. The school is gradually replacing the old chipped furniture and fixed benches which do not support group work. The outdoor sports facilities are not in accordance with ADEC's requirements because they are not shaded and contain sand and stones which are hazardous for students. The outdoor KG play area is too small and does not contain enough play equipment. There is no indoor communal area for kindergarten. Charts are hung in corridors above eye level and there is no evidence of displays and celebration of students' work around the school. The school is not systematic in maintaining

records of checks made on electrical equipment. The school management is aware of these deficiencies and is budgeting with scarce resources to address shortcomings in the building since its plans to build a new school have been postponed.

Resources to support teaching and learning in the school are very limited. Information and communication technology (ICT) is not used to support learning in classrooms and although the ICT rooms have sufficient computers, not all classes are timetabled to use them, thereby limiting access to ICT for many students. Similarly, although the apparatus is sufficient for practical work, science laboratories are only available to students in the senior grades. Students who do not use the laboratories have no resources to undertake practical work. The library has a small number of books which are old and do not support learning. There are two classroom assistants in place at KG1 level but they are not well directed by teachers in regard to their roles. The KG classroom has no games, toys or books to provide opportunities for play, exploration and child-initiated activity. Teachers provide colouring pencils but there are no opportunities for sand or water play or materials for free painting.

While they express their desire to improve the school, the principal's vision is not shared by the vice-principal and the section heads. In contrast to the principal, there is no evidence that the senior and middle leaders have an in-depth knowledge of the strengths and weaknesses of the school. Comprehensive policies with clear procedures are not yet in place to support an ethos of continuous improvement. Section heads have not been sufficiently involved in formulating and implementing the school development plan. Section heads observe teachers but they are not responsible for improvement in teaching and learning or for tasks linked to the school development plan. Subject co-ordinators have undertaken some professional development and have in turn, delivered professional development to class teachers. The impact of this in-school professional development is not yet apparent. Whereas she has outlined the strategic direction to be taken, the principal has not yet discussed with her senior and middle management team the exact steps they should take now and why they should proceed in this way. Without a shared vision and a real understanding of the school's strengths and weaknesses, the senior and middle leadership team is unable to bring about sustained improvement.

Monthly meetings are held between teachers and parents to discuss their children's progress. The school has disseminated questionnaires to parents to ascertain their views. No feedback from this process has been received by

parents. There is no parent body which articulates the views of parents. Insufficient account is taken of students' views.

The behaviour policy is having a significant impact in setting expectations and holding students and teachers to account. Professional development has been started but its impact cannot yet be seen in the classroom.

The quality of students' learning is unsatisfactory and teachers do not use a variety of strategies to ensure good learning for students of all abilities. The curriculum is not broad and does not achieve standards which are comparable internationally. Progress is not being assessed on a daily basis by teachers within the classrooms and current assessment measures are too narrowly focused on academic achievement. The job descriptions of the section heads do not include responsibility for the quality of teaching and learning within their remits. This means that these senior leaders are not currently held to account for the quality of teaching and learning within their area of responsibility. Resources are insufficient to challenge students and to support the delivery of a broad, balanced curriculum. Overall at present, the school does not offer satisfactory value for money. The capacity for sustained improvement is very unsatisfactory.

What the school should do to improve further:

1. Improve leadership and management by:
 - i. involving all senior leaders and middle managers in a school-based self-evaluation process and linking the outcomes to the school development plan; and
 - ii. linking improvement in the quality of teaching and learning to the school development plan
2. Ensure that all senior leaders and middle managers know and are accountable for their responsibilities by:
 - i. revising their current job descriptions to include responsibility for the quality of teaching and learning within their remits.
2. Improve student safety by:
 - i. ensuring that key policies, such as child-protection, are known, understood and rigorously adhered to by all staff; and
 - ii. ensuring that all safety checks are carried out regularly and thoroughly.
3. Improve student learning by:
 - i. ensuring that teachers use assessment data to plan effectively;

- ii. providing a variety of tasks which challenge all groups and abilities of students;
 - iii. improving teachers' marking in class books by telling students what they need to do to improve;
 - iv. setting targets for students so that teachers and students can discuss learning together; and
 - v. encouraging independent learning in order to achieve outcomes in line with best international standards.
4. Extend the adopted curriculum by:
- i. clarifying the knowledge, skills and understanding to be achieved and by designing the curriculum so that it enables students to achieve these outcomes and so that it includes opportunities for higher order thinking, the use of ICT and research-based work;
 - ii. increasing the variety of resources provided across the school, particularly in kindergarten, to support the delivery of a broad and balanced curriculum; and
 - iii. extending the play areas internally and externally for kindergarten in order to involve children in experiential learning.