



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



Inspection Report

Pakistani Islamic Private School

Academic Year 2013 – 14

Iqraa

Pakistani Islamic Private School

Inspection Date	13 – 16 January 2014
School ID#	169
Licensed Curriculum	Pakistani
Number of Students	1194
Age Range	3 to 18 years
Gender	Mixed
Principal	Idrees Hussain
School Address	Al Manaseer area, Al Ain
Telephone Number	+971 (0)3 767 7878
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Official Email (ADEC)	Pakistaniislamicpvt@adec.ac.ae
School Website	-----
Date of last inspection	15 – 18 October 2012

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 6
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The main strengths of the school are:

- calm and ordered school community
- polite and respectful students that have good attitudes to learning
- school's effective links with parents
- good use of spoken English by older students.

The main areas for improvement are to:

- raise overall attainment to align more closely to international standards
 - improve teaching and learning and develop students' 21st century skills
 - robustly monitor teaching and learning and for senior leadership to provide effective feedback to teachers
 - improve KG teachers understanding of how young children learn best
 - urgently address the uneven external play areas and provide a regular maintenance schedule to ensure clearance of any hazardous debris
 - improve learning resources to support active learning throughout the school
 - ensure the Islamic education and Arabic curriculum comply with ADEC requirements.
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Introduction

The school was inspected by a team of 5 inspectors who observed 104 lessons as well as assemblies, snack and break periods, and student's arrival and departure. They met with school leaders, teachers, students and parents. Inspectors scrutinised students' work, and analysed performance data and documents provided by the school. In addition, 141 responses from parents to a questionnaire were analysed.

Description of the School

The Pakistani Islamic Private School is located in the Al Manaseer area, Al Ain. The school was opened in 1975 and moved to the present site in the eighties. The school's stated mission is to 'provide education of international standards. We aim for excellence through quality management, training with teaching to add responsible citizens to our global community'.

The school serves the Pakistani community with 1194 students (677 boys and 517 girls). Students follow the Pakistani curriculum from Kindergarten (KG) to Grade 12. There are 3 phases; phase 1 is KG to grade 3; phase 2 is grades 4 to 8 and phase 3 is grade 9 to 12. Boys and girls are taught separately in phases 2 and 3. External examinations are undertaken in Phase 3 and are administered from Islamabad. The curriculum and the language of instruction is English. Urdu is taught as an additional language.

The school does not have an admissions test and admits Pakistani students from the local area. The school states that due to the design of the building and the unavailability of suitably qualified staff students with special educational needs (SEN) are not admitted. The school has identified 34 students as being gifted and/or talented.

The Principal was appointed in April 2013 and was the previous Vice-Principal. The leadership team includes the Principal, the 5 section heads and the examination officer. Subject leaders are accountable to section heads and liaise with the examination officer to track individual student's progress.

The school was inspected last year and has received monitoring visits to evaluate progress against the recommendations. At the time of the inspection, the school's license had expired. Fees range from AED 2,720 in KG to AED 4,930 in Grade 12; this is in the very affordable category.

The Effectiveness of the School

Students' attainment & progress

Attainment and progress are below international standards in all subjects, and well below in information and communication technology (ICT).

The majority of students enter KG at attainment levels that are at age related expectations.

In Arabic, students' speaking and listening skills are weak. In Islamic education their understanding is in line with ADEC expectations.

In English, the majority of older students have speaking and listening skills that are above age related expectations. Their reading and writing skills remain below International standards. In English, speaking skills are often used well. This is variable in many other subjects and students do not have sufficient opportunities to develop and use language well enough as teachers sometimes talk too much.

Results from the Federal Board of Intermediate and Secondary Education (FBSIE) for Grade 12 students indicate that attainment is broadly in line with other schools taking these exams; English results remain a strength. Outcomes for science and maths are satisfactory and Urdu results slightly below expectations. These outcomes reflect a narrow range of attainment when measured against international expectations for a broad learning entitlement,

Most students do not have sufficient opportunity to use their ICT skills to support learning and this contributes to lower than expected attainment in this area.

Challenging attainment targets are not always agreed with individual students. This results in lack of ambition and often slows progress for the majority of students, particularly for the more able.

The majority of students' 21st Century skills are weak, especially higher order thinking, inquiry based learning and problem solving. Students have few opportunities to express their thoughts and opinions. This inhibits development of their thinking skills which limits the range of attainment for the majority of students in science and mathematics. In Arabic and English, progress improves when students are allowed to take responsibility for their learning.

Students' personal development

Students' personal development is satisfactory and improving. Most students are improving their confidence and enjoy a calm and friendly school environment. They are respectful to each other and enjoy good relationships with almost all teachers. Most students want to learn. Their positive attitudes towards learning contribute to the successful completion of tasks. Opportunities for students to

self-evaluate or reflect on what they have learnt are limited. Teachers do not always encourage active student responses and engagement in lessons. Students behave well and want to learn in lessons. Most are mature and self-disciplined and thrive when allowed to undertake team roles. The opportunity to take this responsibility for their learning remains limited in some lessons. Students understand and value their own Pakistani culture as well as demonstrating respect for the culture and traditions of the UAE. In assemblies, they sing the UAE National Anthem and talk positively about their UAE and local identity. They share the importance of healthy lifestyles and how to care for one another.

Students now undertake an increased number of external visits and this helps to promote an understanding of the world outside school. Leadership roles are emerging and this provides opportunities for students to take responsibility and develop their self-confidence, especially in school assemblies.

The quality of teaching and learning

Most teachers manage behaviour effectively and encourage and promote respectful relationships in lessons. Teachers' subject knowledge is satisfactory in most subjects. In contrast, teachers' understanding of activity-based learning and of how students learn best remains underdeveloped. Professional development has not significantly improved this. Teaching in KG is weak because teachers do not fully understand how young children learn most effectively. Children in KG do not have sufficient opportunities to become independent learners, by making choices, exploring and enjoying action-based learning. Teaching in Islamic education and social studies is mainly knowledge based and limits critical and high order thinking.

Lesson planning is not sufficiently detailed to meet the range of students' learning needs. There is an over reliance on worksheets and this often slows progress for the majority of students. Learning objectives are shared with students though activities often lack sufficient purpose and are not linked to attainment targets. There is often too much teacher talk and this limits opportunities for problem solving, higher order thinking and time for students to reflect on what has been learnt. Resources are very limited and are not always used well. Too much questioning is closed and many teachers accept only one word or short phrase answers.

In the best lessons, teachers are beginning to use group work and this quickens progress. In these lessons teachers take the opportunity to use questioning to extend students' reasoning and promote higher order thinking. This supports opportunities teachers have to share what has been understood with students

and more importantly what they have not understood. This practice is not consistent across the school.

Most teachers neither track student progress nor use assessment data to inform short and medium term planning. Assessment data lacks precision and does not always reflect evaluation of learning needs based on curriculum standards. In KG both assessment and observation of student learning remains weak. Target setting is not adequately linked to students' individual attainment levels. There is too much reliance on preparing students for end-of-month and term test marks. As a result, many teachers lack understanding of students' individual strengths and weaknesses. The majority of students are unaware of their individual learning or developmental targets. The exception to this is in English lessons where there are increasing opportunities for students to undertake self or peer assessment. This has helped students develop confidence and self-esteem as well as analytical and logical thinking in English.

Too many teachers still deliver a whole class approach; often the same work is set for the majority of students. This leads to insufficient challenge, particularly for the more able. Students who find learning difficult do not have appropriate support in lessons to ensure effective progress and age related attainment. Therefore teaching and learning remains unsatisfactory overall.

Meeting students' needs through the curriculum

The curriculum implementation is unsatisfactory. It is narrow and provides students with limited choice. Provision for Islamic education and Arabic does not meet ADEC requirements as there is insufficient taught time, particularly in the higher grades. The KG curriculum is weak and does not provide sufficient opportunities for children to be involved in activity-based learning. Activities are often not well planned, particularly in KG, and do not always identify what children need to experience and learn. The level of challenge is not always sufficient in meeting the needs of the majority of students, particularly of the more able and gifted students. Curriculum implementation supports students' understanding and celebration of the culture and life in the UAE, in particular family and community values. In contrast, curriculum planning and delivery does not offer consistent opportunities for students to develop their independent and inquiry based learning skills, particularly in mathematics and science.

The protection, care, guidance and support of students

Protection, care and support of students is satisfactory. The school has developed supportive behaviour management procedures which are understood and followed by staff and students. Behaviour management is proactive in raising awareness of issues such as bullying. Corporal punishment is forbidden. There is a

child protection policy and procedures are fully understood by staff. The school records a list of staff but not in a detailed central register. Most students enjoy coming to school and this supports satisfactory attendance, which is currently 92%. Section leaders provide good support and advice to students. The new school nurse is caring and appropriately qualified and first aid provision is effective. Procedures to monitor the safety of students using their own and school transportation, during arrival and departure times, are adequate. The quality of support for students' academic achievement is not sufficiently targeted to address and monitor underachievement. Support for students on transition, i.e. at entry to school and when they leave for next stages remains unsatisfactory.

The quality of the school's buildings and premises

The quality of the school's buildings and premises is unsatisfactory. Most features of the site and buildings meet ADEC's minimum requirements. There are, however, some areas that present a hazard to student's welfare. The sports facilities include an outside sports' surface that is uneven and contains debris. This limits students' opportunities for keeping fit and healthy. The KG outside surfaces are uneven and require some maintenance. In addition, some classrooms are overcrowded.

The indoor premises are safe but there are shortages in specialist areas such as art and music and this limits support for the curriculum. There are outside shaded areas that are used for school assemblies and break times. Staff take responsibility to fulfil assigned responsibilities ensuring standards of cleanliness and hygiene throughout the day. Security procedures are appropriate and they are carefully followed by security guards.

The school's resources to support its aims

The school's resources to support its aims are unsatisfactory. Teachers have required qualifications and are committed to supporting students' learning. Not all teachers have an understanding of how students learn best, particularly in KG. A professional development programme that focuses on child protection procedures has been delivered. There is inadequate provision of resources in mathematics and science as well as ICT in classrooms. There is a shortage of computers and hand held devices in classrooms and this restricts effective opportunities available to students for accessing curriculum content and developing research and everyday ICT skills. The use of ICT in the classroom is limited and this impedes students' development of 21st century skills.

The quality and range of classroom resources is unsatisfactory and teachers do not always plan their effective use by students. The library stock is limited,

particularly with respect to Arabic and English fiction, and does not adequately support continuous literacy development.

School transport is appropriately maintained in a safe and reliable condition. The school canteen provides options that are mostly healthy.

The effectiveness of leadership and management

Leadership and management is not ensuring an adequate standard of education for its students and is therefore unsatisfactory. The new Principal has a calming presence and has brought some routine stability to the school. The new leadership team is not sufficiently aware of what the school's weaknesses are and does not provide the direction, drive and determination to make a difference.

Senior leaders have started the self-evaluation process but this is at an early stage of development. It is largely inaccurate and not sufficiently linked to school development planning in order to raise academic standards and drive priority developments in all aspects of provision. Leadership and teachers do not sufficiently use the results of assessment in lessons to inform planning and ensure the learning needs of all students are met, particularly those of high achievers and those who find learning difficult. Resources are unsatisfactory and not always well allocated or managed to improve active learning and promote 21st century skills. Professional development is regular but ineffective as it does not support teachers in providing them with a clearer understanding of how students learn best. The monitoring of teaching and learning lacks rigour and insufficient feedback is given to teachers to guide improvement. Middle leaders are committed to school improvement and to their own professional growth but are given limited opportunity to drive school improvement for their areas of responsibility.

The day-to-day running of the school is adequate and there is a calm and caring ethos. Responses from parents to the questionnaire indicate that they generally have a positive view of the school. Parents are supportive of the school and they are keen to do more; they would like to be represented by a parent representative group to share ideas with leadership.

The school has not demonstrated that it has the satisfactory capacity to make improvements and will require external support, particularly to improve the quality of teaching and learning.

Progress since the last inspection

Progress since the last inspection is unsatisfactory. Leadership has not addressed weaknesses in teaching and learning, curriculum, and daily maintenance of the outside external play surfaces. The senior leadership have failed to provide professional lead and drive to focus on improving the standards of teaching and learning and planning a curriculum that adequately meets students' needs

What the school should do to improve further:

1. Improve teaching and learning to raise attainment, particularly in KG, by:
 - i. ensuring that senior leaders robustly monitor teaching and learning and identify strengths and areas for improvement
 - ii. ensuring planning is detailed and activities promote inquiry based learning opportunities, improve 21st century skills and is matched to specific learning outcomes
 - iii. reviewing the quality and quantity of learning resources, including ICT, and ensure there are sufficient to deliver activity based learning throughout the school
 - iv. developing teachers' skills to undertake planned observations of students' learning activities and use open ended questioning to challenge and extend learning
 - v. using individual attainment targets to accurately track and monitor the progress individual students make
 - vi. analysing and using assessment data effectively to inform improved lesson planning.
2. Provide a professional development programme that:
 - i. improves teachers' understanding of how students learn best, particularly KG children
 - ii. develops teachers' understanding of how to encourage inquiry-based learning and make efficient use of activity based learning environments, especially in KG
 - iii. improves teachers' understanding of assessment for learning across the school, particularly in KG.

3. Ensure senior leaders provide more direction and opportunity for middle leaders to take more responsibility in:
 - i. making accurate judgements for their subjects and areas of responsibility as part of whole school self-evaluation
 - ii. identifying strengths and weaknesses for their areas of responsibility and draft and agree action plans with clear success criteria that is referenced to a time line for completion.
4. Review the curriculum to ensure that:
 - i. the KG curriculum is aligned more closely to international standards and identifies precise learning and developmental outcomes
 - ii. Islamic education and Arabic comply with ADEC requirements.
5. Ensure that the uneven play surfaces are levelled and regularly maintained to safeguard the site from any debris that is potentially hazardous.

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								