



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Pakistani Islamic Private School

Overall Effectiveness: Weak

Academic Year 2017 – 2018

Iqraa



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Contents

School Information	3
The Performance of the School	5
Evaluation of the school's overall performance	6
Progress made since last inspection and capacity to improve.....	7
Key areas of strength and area for improvement.....	8
Provision for Reading	10
Performance Standard 1: Students' Achievement.....	11
Performance Standard 2: Students' personal and social development, and their innovation skills	14
Performance Standard 3: Teaching and Assessment.....	15
Performance Standard 4: Curriculum.....	16
Performance Standard 5: The protection, care, guidance and support of students	17
Performance Standard 6: Leadership and management	18



School Information

General Information	Inspection date:	from	26 Muharram 1439	to	29 Muharram 1439
		from	16-Oct-17	to	19-Oct-17
	School name		Pakistani Islamic Private School		
	School ID		9169		
	School address		Al Manaseer, Al Ain		
	School telephone		+971 3767 7878		
	School official email		pakistaniislamics.pvt@adec.ac.ae		
	School website		www.pipsalain.com		
	School curriculum		Federal Board of Intermediate and Secondary Education		
	School phases		KG to High		
	Fee range and category		AED 2,900to AED 5,500 Very Low		
	Number of lessons observed		90		
	Number of joint lessons observed		14		
Staff Information	Total number of teachers		48		
	Turnover rate		11%		
	Number of teaching assistants		0		
	Teacher- student ratio		KG: 1:18 Other: 1:16		



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Student Information	Total number of students	752	
	% of Emirati Students	0%	
	% of Largest nationality groups	1. Pakistani 92%	
		2. Afghanistani 8%	
		3. ---	
	% of SEN students	1%	
	% of students per phase	KG: 2%	Middle: 39%
		Primary: 32%	High: 27%
	Gender	Boys and girls	



The Performance of the School

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 

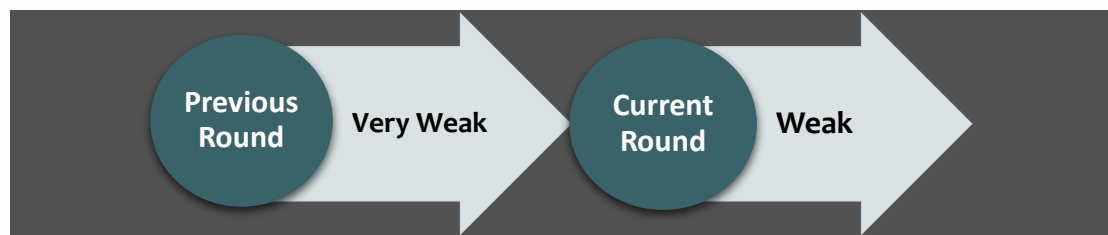


Evaluation of the school's overall performance

- The overall performance of the school is weak. In September 2017 a designated Principal was appointed to work alongside the acting Principal to improve teaching and learning.
- Achievement is weak overall. High proportions of Grade 12 students do however, achieve the required pass marks in Federal Board of Intermediate and Secondary Education examinations. The learning skills of most students are weak.
- Students' personal and social development is acceptable. Their clear understanding of the values of Islam and respect for the culture of the UAE contributes to their responsible attitudes and positive behaviour. Attendance remains weak.
- The quality of teaching and assessment is weak, particularly in KG and for English medium subjects and Arabic as a second language. A large majority of teachers do not plan learning activities that support and challenge different groups of students. The school does not rigorously track and review students' progress and attainment.
- The curriculum is weak overall. It is not sufficiently planned or adapted to the needs of different groups of learners.
- The overall quality of protection, care, guidance and support of students is acceptable. Provision to ensure the health, safety and protection of students is acceptable. Systems to manage students' behaviour have improved. Those to promote attendance and punctuality, and support SEN and G&T students, remain weak.
- Leadership and management is weak but improving rapidly. The new leadership team have a clear understanding of the school's strengths and weaknesses. School leaders are developing action plans to address the key priorities of raising achievement and improving the quality of teaching. The Board of Trustees has yet to adequately hold the school to account for its work.



Progress made since last inspection and capacity to improve



- All statutory and policy obligations concerning safeguarding, health and safety are now in place.
- Senior leaders have clarified the roles of the middle leaders and have given them greater responsibility within the school. Those in English, mathematics, science and ICT now monitor the work of teachers and check students' progress.
- The achievement of the students remains weak due to weak teaching overall. The KG and Arabic departments continue to be ineffective, with little progress made against the recommendations of the previous inspection.
- Teachers do not adapt the curriculum sufficiently to meet the needs of all groups of learners, including SEN and G&T students. Teachers still do not check the students work frequently enough to provide students with the clear guidance they need to independently improve their work. Teaching does not provide students with appropriate opportunities to build their skills in critical thinking and independent problem solving.
- The school's assessment systems have not enabled senior leaders to accurately assess students' progress. Teachers have lacked the information needed to plan activities that closely match the abilities of different groups of students.
- The guidance students receive ensures their well-being and helps them make their choices
- Guidance and support to ensure students' well-being is acceptable.
- Overall, school leaders have insufficient capacity to improve the school without additional support.



Key areas of strength and area for improvement

Key areas of strength

1. The attitudes to learning of the students and their willingness to learn.
2. Students' understanding of Islamic and UAE values and culture.
3. The stronger quality of lessons in science in the high phase of the school.

Key areas for improvement

1. Raise students' achievement across all subjects, and especially in English medium subjects and Arabic as a second language, by:
 - i. improving teachers' skills in using a variety of well-chosen learning activities and resources to help students learn
 - ii. using information about students to plan activities which match their needs more precisely, and especially which:
 - a. support the learning of SEN and lower attaining students
 - b. provide greater challenge to G&T and higher attaining students to accelerate their progress
 - iii. ensuring that teachers' English language skills are accurate.
2. Improve children's learning in KG by:
 - i. ensuring all teachers are fully trained to teach in KG
 - ii. improving the resources in the classroom and outdoor play area for children to learn through play
 - iii. improving the assessment procedures used to track and support progress.
3. Improve learning skills by providing students with more opportunities to:
 - i. understand how to improve their own work
 - ii. link the work they do to the real world around them
 - iii. to be innovative in their work and think critically.
4. Raise students' levels of attendance and punctuality by:
 - i. developing a system that rewards high attendance and punctuality
 - ii. ensuring students and parents understand the importance of attendance in effective learning.
5. Improve leadership and management at all levels, and especially middle leadership,



by:

- i. Improving the rigour and accuracy in school assessment systems and international benchmarking
- ii. rigorous monitoring of the quality of teaching which focuses upon its impact on the learning and progress of students, especially those who are SEN and G&T
- iii. rigorous school self-evaluation and improvement planning, including ensuring the School Development Plan SDP has clear, realistic objectives, linked to timescales, with impacts measurable by an identified school leader
- iv. ensuring methods of sharing communications with parents are effective and that they have more frequent opportunities to share their views and opinions
- v. providing a broader range of extra-curricular activities, including opportunities for innovation and entrepreneurship within the local community
- vi. ensuring the Board of Trustees monitors all aspects of the school's work and holds the school to account for students' achievement.



Provision for Reading

- Only students up to Grade 8 have timetabled sessions in the library. There are limited opportunities for older students to read for pleasure or for research.
- The school library has a range of fiction and non-fiction books in Arabic, English and Urdu. Some of the books are quite old and the room itself is sparse and not appealing to young readers.
- The school does not have an overarching plan to encourage reading by everyone across the school. There has been no training for the teachers to become ‘teachers of reading’.
- Students take part in inter-house reading competitions which they enjoy.
- Classes in KG and the primary phase have areas set aside as reading corners. However, there are no books in the classrooms so the children and students do not get a chance to read for themselves.
- The school does not track how well the children and students read. Younger students read to an adult only occasionally. Older students read the text in work books or information sheets rather than novels.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as additional Language)	Attainment	N/A	Weak	Weak	Weak
	Progress	N/A	Weak	Weak	Weak
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Weak	Weak	Weak	Weak
	Progress	Weak	Weak	Weak	Weak
Mathematics	Attainment	Weak	Weak	Weak	Acceptable
	Progress	Weak	Weak	Weak	Acceptable
Science	Attainment	Weak	Weak	Acceptable	Acceptable
	Progress	Weak	Weak	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Very Weak	Weak	Weak	Weak
	Progress	Very Weak	Weak	Weak	Weak
Learning Skills		Weak	Weak	Weak	Weak



Overall achievement

- The overall achievement of the students currently in school is weak.
- Although not presently evident in lessons, the achievement of Grade 12 students in Arabic as a second language in the most recent external examinations was very good.
- In the recent Federal Board of Intermediate and Secondary Education examinations students' performance in Islamic Studies performance was acceptable. In English and mathematics, standards were weak. However, in the work-related courses of business mathematics, business statistics, economics and computer science were acceptable.
- In the information the school had available it was clear that the achievement of girls was generally higher than that of the boys in the high phase of the school. The very small number of SEN student made similar progress to others. The outcomes for gifted and talented students are more inconsistent and often linked to the set they are in.

Subjects

- Students' achievement in **Islamic education** is acceptable. Students make acceptable progress across the school in understanding how to apply Islamic values in daily life. They reflect Islamic values in their behaviour.
- Students' achievement in **Arabic** as a second language is weak. Across the school, most students find it difficult to translate the meaning to Arabic and English. They find using Arabic difficult as their speaking skills are underdeveloped.
- Students' achievement in **Social Studies** is acceptable. Students across the school make acceptable progress in their understanding of UAE heritage, culture and society.
- Students' achievement in **English** is weak. In the KG, primary and in the middle grades students' skills in reading and writing is weak. In the higher classes, students can convey meaning well through different genres of writing.
- Students' achievement in **mathematics** is weak overall. It is acceptable in high phase. Overall, students make weak progress in developing the range of



mathematical skills as they progress through the school, particularly those of problem solving and independent investigation. Progress is acceptable in high phase.

- Students' achievement in **science** is acceptable overall. Students are confident in practical work. They make careful measurements and accurately describe their observations.
- Students' achievement in **other subjects** is weak overall. It is very weak in KG. In Pakistan studies, achievement is very weak. It is weak in Urdu. In business studies students develop critical thinking and problem-solving skills and link their learning to their daily life situations. In physical training students organise their own games, modify rules and learn to co-operate and work collaboratively.

Learning skills

- Students' learning skills are weak overall. In the best lessons they discuss and justify their ideas and answers. Their demonstration of skills of review and reflection, problem solving, and innovation is weak due to the limited opportunities they are given. They rarely link their learning across subjects or to their own experience. In a few lessons they demonstrate effective group work and discussion skills. Students' skills in using modern technology to research and extend their learning are limited due to the school's limited ICT resources.

Areas of Relative Strength:

- Students' overall achievement in Islamic education and social studies.
- Students achievement in science in high phase

Areas for Improvement:

- Students achievement in English medium subjects and Arabic as a second language.
- Children's learning in KG.
- Students' learning skills.



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
Personal development	Acceptable	Acceptable	Acceptable	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Weak	Weak	Weak	Weak

- Students' personal and social development are acceptable overall. Their innovation skills are weak. Students have responsible attitudes and their behaviour is positive. Relationships between students and between students and teachers are courteous.
- Students are aware of healthy life styles and participate in physical education classes. Although the students enjoy school their attendance is weak at 91% and not all are punctual in arriving at school.
- Students have a good understanding of Islamic values and the culture of the UAE and its traditions. They demonstrate clear understanding and appreciation of their own culture and other world cultures.
- Students' involvement in school responsibilities and community projects is limited. They have a basic awareness of environmental issues.
- Students' innovation skills are weak as there is little opportunity for them to participate in activities that promote their enterprise and entrepreneurship or develop the confidence to work independently and innovatively.

Areas of Relative Strength:

- Students' understanding of Islamic values and the culture of the UAE.
- Students' attitude to learning.

Areas for Improvement:

- Students' attendance and punctuality.
- Students' innovation skills.



Performance Standard 3: Teaching and Assessment

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

- The quality of teaching and assessment is weak. A minority of teachers are insecure in their subject knowledge and understanding of how children learn. Learning resources are limited, and teachers do not always make best use of what is available to them. In stronger lessons such as those in science in middle and high phase, practical investigative activities engage students' interest and result in better progress.
- Questioning by teachers is not sufficiently challenging and does not promote higher level thinking and discussion. The quality of the teachers' spoken and written English is inconsistent, which leads to students making mistakes in their work. Teachers rarely develop students' critical thinking and range of innovation skills.
- Systems for assessing the progress of the students are not rigorous and over time have given inaccurate information on students' performance. The school compares students' outcomes to international expectations, but these results are not carefully reviewed.
- Teachers do not use assessment information to plan learning activities that meet the needs of all students, especially SEN and G&T students.

Areas of Relative Strength:

- The quality of science teaching in stronger lessons in middle and high phases.

Areas for Improvement:

- Teachers' skills in using a variety of learning activities and resources.
- Teachers' accurate use of the English language.
- Teachers' use of assessment information to match activities to students' different abilities.
- Rigour and accuracy of school assessment systems and international benchmarking.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Weak	Weak	Weak	Weak
Curriculum adaptation	Weak	Weak	Weak	Weak
- The overall quality of the curriculum is weak. It closely follows the requirements of the Federal Board of Intermediate and Secondary Education curriculum, is reasonably broad and balanced, and ensures adequate progression in most subjects. Options for older students are limited. - There are few planned links between subject areas and the school's review of its curriculum is insufficiently focused across subjects on students' academic and personal development needs. - The school makes few modifications to its curriculum to meet the needs of the few SEN students, or G&T students. The curriculum provides few opportunities for enterprise, innovation, creativity or social contribution. There is a limited range of extracurricular activities and community links, which have little impact upon students' academic and personal development. - Appropriate learning experiences about UAE culture and society are provided, but are not fully integrated into different subject areas. - The Moral Education programme for all students from Grade 1 to 9 is successfully delivered by experienced staff and supported in assemblies and through displays along the corridors. Areas of Relative Strength: - Curriculum breadth, balance and progression. Areas for Improvement: - The range of extra-curricular activities.				



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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of protection, care, guidance and support for students is acceptable. The schools' safeguarding arrangements have improved since the last inspection and are known by most staff, students and parents. Safety checks are thorough, and supervision, including on school transport, is effective. - The school encourages students to lead healthy lifestyles. Premises are maintained in sound repair and provide a safe environment. - Staff have courteous relationships with students and procedures for behaviour management are adequate. Arrangements to promote attendance and punctuality are ineffective. - The school has appropriate systems identify SEN and G&T students. Support for these students is limited. The school provides appropriate guidance when students make choices for the next steps in their education. Areas of Relative Strength: - Relationships between students and staff. Areas for Improvement: - Attendance and punctuality. - Support for SEN and G&T students.				



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Weak
Partnerships with parents and the community	Weak
Governance	Weak
Management, staffing, facilities and resources	Weak
- The overall quality of leadership and management is weak. The current school leadership team understand that raising achievement is dependent upon improving teaching. The principal recognises the need for additional support. - The self-evaluation form (SEF) is not yet based on strong evidence and the school development plan (SDP) lacks clear, measurable targets and identification of responsibilities. The school's system for monitoring student progress is limited. Leaders' monitoring of teaching quality has begun to focus on its impact on learning and provide support for teachers. Middle leaders assist in this process. - Partnerships with parents and the community are weak. There are few organised links with parents other than termly reporting of students' achievement. - The Board of Trustees have not held senior leaders sufficiently accountable for the achievement and personal development of students. - Management of the day-to-day life of the school does not always support students' achievements. Skills of most teachers in appropriate teaching styles are limited. - The school is not currently preparing students for any potential participation in international assessments such as TIMSS and PISA.	
Areas of Relative Strength:	
The senior leadership's clear understanding of areas requiring improvement.	
Areas for Improvement:	
- The quality of self-evaluation and school development planning. - The monitoring of teaching. - Communications with parents. - The role of the Board of Trustees.	