



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



Summary Inspection Report

Sheikh Khalifa Bin Zayed Arab Pakistan School

Published in 2013

Iqraa

Sheikh Khalifa Bin Zayed Arab Pakistan School

Inspection Date	19 th - 22 nd May 2013
School ID#	028
Type of School	Private
Curriculum	Pakistani
Number of Students	2052
Age Range	3 to 18 years (KG to Grade 12)
Gender	Mixed
Principal	Tabinda Alghizala
School Address	PO Box 46255, Al Moroora Road – St. 21 st
Telephone Number	(+971) 02 4487160
Fax Number	(+971) 02 4485219
Email (ADEC)	shkbzpakistan.pvt@adec.ac.ae

Introduction

The school was inspected by a team of 6 inspectors. They observed 93 lessons, students' arrival at and departures from the school, assemblies and break times. Inspectors met with school leaders, teachers, students and parents. They reviewed and analysed data and documentation provided by the school. In addition, responses from parents to a questionnaire about the school were analysed.

Description of the School

Sheikh Khalifa Bin Zayed Arab Pakistan School, opened in 1975, and is situated in the Hadbat Al Zafranah district of Abu Dhabi. The school has 2,052 students from Kindergarten (KG) to Grade 12. Classes are mixed gender to Grade 4, and boys and girls are divided and taught in separate sections of the building from Grade 5 to Grade 12. The student heritage is 97% Pakistani and 3% other nationalities. The school follows a Pakistani curriculum and English is the main language of instruction. The school administers entry tests, and most students are accepted. There are no students designated as Special Educational Needs (SEN). Fees range from AED 3,150 to AED 5,420 (plus bus costs of AED 893 for City or AED 1,050 for Mussafah). These are in the very affordable to affordable category. Teacher salaries range from AED 2,000 to AED 5,000 per month and are in the very affordable category. The principal has only been in post since October 2012.

The Effectiveness of the School

Band C

Grade 7

Inspectors judged Sheikh Khalifa Bin Zayed Arab Pakistan School to be in Band C; that is a school in need of significant improvement.

In the previous inspection in February 2011, the school was judged to be poor. Some progress has been made, particularly in establishing a positive culture and climate in the school. The progress in improving teaching and learning is very slow.

Results in the Grades 10 and 12 Federal Board of Intermediate and Secondary Education (FBISE) examinations are broadly in line with those of similar schools in the region. Attainment and progress are well below international standards in all grades and subjects. Most students make unsatisfactory progress in improving their attainment levels due to limited expectations, didactic teaching methods and reliance on rote learning. In many lessons, students simply copy from the board or textbook. Attainment and progress are unsatisfactory in English because students do not develop the skills to write extensively, for a wide range of

purposes. In Urdu, most students are reading at grade level standard, but are not developing their creative writing skills. In Arabic, many students do not understand the meaning of what they are reading. They are unable to express their ideas in simple sentences. In mathematics, students demonstrate a narrow range of skills and their application of these in solving problems is weak. In science, students' practical and investigative skills are poorly developed. In ICT, low level activities take no account of students' prior knowledge and little progress is made in enhancing their knowledge and attainment levels. The development of 21st Century Skills, such as independence, collaboration and research, is very unsatisfactory. Physical Education (PE) is limited by the inadequate facilities and resources. Attainment and progress are very unsatisfactory as PE lessons mostly consist of playing games with little in the way of coaching and skills development. In KG to Grade 5, most students develop basic literacy skills in reading, spelling and grammar. The school has focussed on improving attainment levels in KG. This has resulted in children who are well behaved, confident and articulate in communicating with each other and adults. However, they have few opportunities to learn through play. The school's use of data is ineffective in regularly tracking and analysing the progress and attainment levels of grades, classes and individual students. This has a detrimental impact on the school's and teachers' ability to plan intervention strategies to address identified underachievement.

The school has made some progress in improving students' personal development since the last inspection. Most students demonstrate respect for their teachers and for one another. Their behaviour is generally positive especially in the KG, junior and girls sections. Behaviour in the boys' section is less secure. Their concentration levels are sometimes poor and off-task activities often slow the pace of learning. This is particularly evident in lessons that are very teacher dominated and the students' only activity is to listen. Some teachers have poor classroom management skills. The introduction of prefects and monitors promotes opportunities for the development of responsibility, and leadership roles for some students. In daily assemblies, a few students have the opportunity to plan and present a theme for the day. For most students, self-reliance, resilience and independent thinking are underdeveloped. Many lessons provide very limited opportunities for students to develop independent and cooperative learning skills. Students are rarely challenged to solve problems, do research or present their own ideas. This, together with the inadequate development of ICT skills, is preventing students from gaining the 21st Century skills to equip them for higher education and the world of work. Healthy living is not effectively promoted, and opportunities for exercise are few due to poor facilities and lack of resources.

Teaching and learning are very unsatisfactory. This is the major reason that students make very unsatisfactory progress in improving their attainment levels. Most teachers have secure knowledge of their subject content. They lack the skills to develop the students' abilities as learners. Teacher talk dominates in most lessons for a high percentage of the time and students learn passively. Teachers rarely use questions to involve students. When they do, they are nearly always low level and only require single word responses. The dominant feature in student learning activities in many classrooms is copying from the board or textbook. Students are rarely asked to explain their ideas, solve problems, draw conclusions, undertake research or present their findings. In most lessons, teachers do not explain the learning objectives. These objectives often describe tasks rather than the skills to be learnt. In almost all lessons, learning is not differentiated: struggling students do not have support for their learning, and higher achievers do not have sufficient challenge to develop their higher order thinking skills. Teachers do not use assessment of prior knowledge effectively in planning their lessons, and sometimes students undertake tasks to learn things that they already know. Teachers do not check during lessons that all the students have an understanding of the intended learning. Some teachers have a poor command of English and this creates difficulties for student understanding. The high turnover of teachers and the low salaries offered have a detrimental effect on the school's ability to provide continuity and high quality teaching.

The school follows the Pakistani curriculum in English, mathematics, science, computer studies and Urdu. The MoE curriculum is used in Islamic studies, UAE social studies, and Arabic. There is no music in the school for cultural reasons. Art is not taught as a distinct subject. In Grades 9 and 10, students have the choice of following a science or humanities option. In Grades 11 and 12, the options are pre-medical, pre-engineering or commerce. The KG curriculum enables students to make reasonable progress in developing learning and social skills in readiness for moving to Grade 1. There are insufficient opportunities for students to learn and appreciate the UAE history, culture and values. As a result, students, particularly in the lower grades, have very limited knowledge about the country in which they live. The school does not use a reading scheme and this restricts assessment of students' progress as measured against age-related benchmarks. The school has very few extra-curricular activities to enrich the students' learning and interests.

The principal and teachers have worked together to create a positive ethos and culture. Most students are very positive about the school and feel safe. Parents were also positive about the changes that have led to better behaviour and a more positive ethos. However, the pastoral system is new and is not yet effective or consistent. Responsibility for the care of students is assigned to the pastoral

committee and social psychologist. Most policies, including ones for behaviour, rewards and sanctions, have not been approved. There is no effective system for tracking student progress. The school does not provide sufficient counselling in career guidance and choices of university and college. The child protection policy is still in draft form and effective training has not been given to teachers. Some teachers do not fully understand all the implications and aspects of child protection. There are some cases of bullying, and there are no systematic procedures in place for students to report and resolve incidents of bullying. Some parents, when answering the questionnaire, reported that incidents of corporal punishment did take place in the school. This was also reported by some students. No incidents of corporal punishment were observed during the inspection. Some teachers are not yet approved by ADEC.

A recently established committee has begun to address a number of health and safety and routine maintenance issues. There is adequate security for the safe storage of potentially dangerous substances. The building and classrooms are of sufficient size for the number of students in the school. There are specialist facilities for science and ICT, but they are insufficient in number to allow all students to regularly take part in practical experiential learning. The hygiene condition of the toilets is poor. The school was without fire extinguishers for 3 out of the 4 days of the inspection, because they had all been taken away for servicing and recharging. A fire exit door was locked and a door which led directly to the roof area was unlocked. Electrical safety checks are carried out regularly. The outdoor play areas have no covered areas to protect the students from the sun. There are not enough air conditioning units, especially in corridors. In some classrooms, air conditioning units are quite noisy. The school does not have efficient security at main entrance gates.

Resources are very unsatisfactory and this has a major impact on the quality of provision within the school. The low salaries paid to teachers create a high turnover of staff each year. At the end of last year, 30% of the teachers left the school. There is a good sized library that has a reasonable number and range of books. Nevertheless, the junior section of the library is very poorly resourced. There are three well equipped science laboratories, but they are only used by Grades 9 to 12. There are no practical science facilities available for other grades to gain hands-on science experience. There is no area for KG children to go out and play, and develop their motor skills. There is no outdoor covered area for students to play or exercise and the facilities for PE are very unsatisfactory. The only areas available are the outside uncovered playgrounds. That leads to those classes timetabled for PE at the hottest times of the day, having to remain in the classroom. The school has three computer rooms. They are not used effectively to

maximise students' exposure to modern ways of learning. There is a lack of ICT facilities in most classrooms.

Governance is very unsatisfactory. The Governing Body was disbanded in 2011 and there is no overseeing body to support the principal and hold her and the school accountable for providing a high standard of education. The principal has a clear view of the key priorities for change. The starting point has been to establish a positive culture and climate, in which students generally demonstrate good behaviour, good levels of respect and a willingness to learn. Her next identified priority is the improvement of learning. A leadership structure has recently been developed, including a vice principal, section heads and heads of departments. The organisation and operation of the leadership group is very unsatisfactory. There is a lack of clearly defined roles, responsibilities and accountabilities for leadership personnel in the school. The procedures for monitoring the quality of teaching and learning are insufficiently robust or consistent, and they are not given high enough priority. As a result there is very slow progress in improving learning opportunities for students. The professional development planning process does not sufficiently target the individual improvement areas for each teacher as identified from lesson observations. A committee structure has been established with responsibilities for different areas of the schools' development. The functions, operational expectations and reporting structures for the committees are insufficiently defined. They are not yet having any impact in improving the quality of provision within the school. School improvement plans are not sufficiently focussed on developing teachers' understanding of learning centred lesson planning. Senior leaders do not have clearly defined monitoring procedures to ensure that good progress is being made in achieving the identified goals in the school improvement plan. Parents' responses to the questionnaire revealed that in their opinion the school does not take their views into account. The school has audited financial accounts. Teachers receive regular monthly payments and contracts are honoured. The accommodation is not maintained to a high standard. The school does not demonstrate the capacity to improve unassisted. It is not presently offering value for money.

What the school should do to improve further:

1. Improve strategic leadership by:
 - i. eliminating corporal punishment and training staff on child protection;
 - ii. ensuring that school improvement planning is fully focussed on defined and realistic strategies, actions and time-related goals to accelerate the improvement of learning opportunities for students;
 - iii. establishing clearly defined monitoring procedures to identify and evaluate the progress in achieving the outcomes of plans and goals;
 - iv. creating more robust and consistent procedures for formally monitoring the quality of teaching and its impact on student learning in all classrooms, and providing professional development to improve identified weaknesses;
 - v. establishing clearly defined roles, responsibilities and accountabilities for key management personnel in the school and set up a governing body;
 - vi. defining the functions, operational expectations and reporting structures for committees; and
 - vii. ensuring all teachers are licensed by ADEC.
2. Improve teaching and learning by:
 - i. reducing the reliance on teacher-dominated and text-book driven instruction;
 - ii. planning learning activities that regularly enable students to work independently and collaboratively, and to undertake problem-solving, research, draw conclusions and present their results ;
 - iii. ensuring that learning activities provide support for students who find learning difficult, and high levels of challenge for the more able students
 - iv. ensuring that students fully understand what they are learning, why it is important and how they can demonstrate their skills or understanding; and
 - v. designing and using the outcomes of assessments to plan learning activities matched to students' identified needs and check students' understanding and progress in lessons
3. As a matter of urgency, resolve all the health and safety concerns:
 - i. ensure all fire-extinguishers are serviced and recharged and that no fire exit doors are locked; and
 - ii. ensure protective cover from the sun for outdoor play areas.