



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Inspection Report

Sheikh Khalifa Bin Zayed Arab Pakistan
Private School

Academic Year 2014 – 2015

إقرأ

Sheikh Khalifa Bin Zayed Arab Pakistan Private School

Inspection Date	11 – 14 May 2015
School ID#	28
Licensed Curriculum	Pakistani
Number of Students	2285
Age Range	3 years 8 months to 18 years (KG to Grade 12)
Gender	Mixed
Principal	Tabinda Alghizala
School Address	PO Box 46255, Dihan Street, Sultan Bin Zayed the First Street, Abu Dhabi
Telephone Number	+971 (0)2 448 7160
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Official Email (ADEC)	shkbzpakistan.pvt@adec.ac.ae
School Website	skbzaps-auh.com
Date of last inspection	19 – 22 May 2013

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

The main strengths of the school are:

- the principal has the respect of parents and staff and has created a positive ethos for learning
- the day to day running of the school and the tone set by leaders means that small steps to improvement have been made
- relationships, behaviour and attitudes to learning are positive amongst students.

The main areas for improvement are:

- health and safety compliance issues on buses
 - attainment in all subjects and especially in Arabic
 - the rigour of teaching, particularly to develop students' 21st century skills, and assessment procedures
 - resources and facilities to enable students to experience their full curriculum entitlement
 - procedures to improve students' punctuality.
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Introduction

The school was evaluated by 6 inspectors. They observed 97 lessons and met with the principal, chair and vice-chair of the Board of Directors, subject leaders, social workers, teachers, nurse, parents and students. The inspectors observed assemblies, break periods, and students' arrival at and departure from the school. They considered test and assessment results, scrutinized students' work across the school, analysed 997 responses to the parent's questionnaire about the school and considered many of the school's policies and other documents. The vice-principal (VP) was involved throughout the inspection process and senior leaders observed 2 lessons with inspectors.

Description of the School

Sheikh Khalifa Bin Zayed Arab Pakistan Private School opened in 1975 and is located in the Hadbat Al Zafranah district of Abu Dhabi. The school's vision is: 'Sheikh Khalifa Bin Zayed Arab Pakistan Private School is determined to provide quality education to all learners at affordable costs and to produce citizens who are morally upright, disciplined, patriotic, competent, productive and ready to meet the challenges of 21st Century'.

There are 1234 boys and 1051 girls on roll. Of these, 350 children are in KG, 889 students in grades 1-5, 644 students in grades 6-9 and 402 students in grades 10-12. The vast majority (95%) of students are Pakistani. All are Muslim. There is a small proportion of Afghan students (2.7%) and very small numbers of other nationalities including Bangladeshi, Indian, Sri Lankan and Eritrean. Boys and girls are taught together up to grade 3. The school indicates that 87 (3.8%) of students have some degree of special educational needs (SEN). The majority of these have specific learning or speech and language difficulties. A minority receive support for behavioural difficulties, visual or hearing impairment. The school is beginning to identify gifted or talented students, particularly for general academic ability, artistic talent or sports.

The school has 109 qualified teachers, 15 teaching support staff and 18 administrative staff of whom 1 is a UAE National. There are 4 security guards and 28 technical staff employed by the school. The principal has been in post for almost two and a half years. There is 1 academic vice-principal who has been in post for the same period of time as the principal but has taught at the school for 24 years. The school employs 5 section supervisors and an Electronic Student Information System (eSIS) manager. Along with the principal and VP, this group forms the basis of the senior leadership team (SLT). A Board of Directors, was formed in May 2014. The school also employs a publicity manager, social

psychologist and a school nurse. While many staff have taught in the school for a number of years, during the past 2 years, the school has experienced high staff turnover: 45 teachers and 12 support staff have joined the school and 30 teachers and 3 support staff have left. The increased numbers are to accommodate a rising student roll. Most teachers are graduates, some with higher degrees, and the rest hold teaching diplomas. Annual fees range from very affordable to affordable, at AED 3400 in KG to Grade 10 and rising up to AED 5800 in grades 11 and 12. An additional transportation fee of AED 90 to AED 105 is levied per month depending on the distance travelled by students.

The school follows a Pakistani curriculum and English is the main language of instruction. The school administers entry tests from grade 1 and most students are accepted into school. The following curriculum areas are taught: Arabic, Islamic education, social studies, English, Urdu, mathematics, science, ICT, art, physical education (PE) and liberal studies. KG children experience broadly the same curricular range with the exception of Arabic and ICT. The school administers the Federal Board of Intermediate and Secondary Education (FBISE) examinations for students in grades 9 – 12.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

Small steps to improvement have been made and further improvement is necessary. Across the curriculum, students are not making the progress they should or reaching standards expected for their age, particularly in Arabic. Attainment of students in Federal Board of Intermediate and Secondary Education (FBISE) examinations fluctuates across grade levels and outcomes show a declining trend from 2012. The development of 21st century skills is unsatisfactory. While teachers have satisfactory subject knowledge, assessment strategies are weak. They have low expectations of what students are able to achieve, resulting in slow progress and inadequate challenge, particularly for gifted and talented students. A lack of resources hinders teaching and learning. Leaders do not ensure that priorities are acted upon to have the desired impact on improving standards. Students' punctuality to school is not addressed. Middle leaders do not monitor the quality of teaching to identify strengths and weaknesses in their subjects. Relationships between teachers and students are positive and the school's ethos is improving. Students show respect for UAE values and have a secure understanding of their heritage and different cultures represented within the country.

Students' attainment & progress

Attainment and progress are unsatisfactory. In Arabic, attainment and progress are very unsatisfactory and well below age related expectations. In English, mathematics and information and communication technology (ICT) attainment is below international standards. In science, where progress is faster in upper grades, attainment is below but closer to international standards. Attainment and progress in Islamic education and social studies are below age-related expectations. The school administers the FBISE examination and has analysed the performance of students over a three-year period. The 2014 results indicate a declining trend for grades 10 to 12 since 2012 in all subjects, except Urdu and computer studies. The school has also compared its examination results with other Pakistani schools in the UAE and, here too, there is a declining trend in comparison with them. Girls make faster progress and attain higher standards than boys by the time they reach grades 9 to 12. The school is beginning to use destination data to follow students who have left the school. Few students apply for university and in grade 12 only 10 applied in 2015.

Children enter KG with low levels of spoken English. In grade 1, students are developing speaking and writing skills and can understand simple instructions. The lack of a structured phonics programme is hindering the development of reading skills. For many students, spoken and written English skills develop quickly so that by grade 9, students are able to demonstrate increased levels of understanding and respond to texts. Most older students speak fluently and confidently.

Attainment and progress in mathematics varies but gaps in students' basic numeracy skills impede their competence. Few students in lower grades are able to solve problems. It is not until students reach grade 7, when they are more confident to use and apply their skills that their progress quickens. Grade 7 girls are able to use formulae to calculate the value of an unknown. Here students are developing skills of perseverance as they work independently on challenging problems. Progress in science is also variable but the pace of learning quickens where students are able to participate in well-prepared science activities in laboratories.

Speaking and listening skills in Arabic are weak. Reading skills are slightly better but students often don't understand the meaning of texts. Arabic writing skills are underdeveloped among most students across the school. By the end of grade 9 few students have sufficient skills to read sentences containing unfamiliar words with confidence. In Islamic education, students are developing a secure knowledge of the prophets. In a grade 5 lesson, for example, most students were

able to work collaboratively to summarise the story of the prophet Lut. In social studies, grade 8 students are able to identify features of Arabian Gulf countries, their climate and economic factors affecting them. Students have insufficient experience of using ICT across the curriculum and their progress is unsatisfactory.

While lesson observations provide evidence of collaborative learning, students are not acquiring the essential skills of problem solving, critical thinking, research and analysis fast enough to support them in becoming independent learners. The progress made by students with SEN is unsatisfactory and for gifted and talented students it is very unsatisfactory. Weak assessment practices do not accurately measure students' achievement. As a result, planning is not adequately focused on learning needs and the able and most able students in particular, find the work unchallenging. They do not make the progress of which they are capable.

Students' attainment in art and physical education (PE) is unsatisfactory. This is due to restrictions in the number of available resources and the limitations of the premises.

Students' personal development

Students' personal development is satisfactory. They are polite to each other, respectful and almost all are well behaved and attentive in class. This is an improvement since the previous inspection. The school is now recording and tracking student attendance more consistently and the school average for April and May 2015 is 90.6%. This reflects their enjoyment of being at Sheikh Khalifa Bin Zayed School. Many students, transported by parents, drivers or travelling on the buses regularly arrive after the beginning of the school day, which means that they miss some or all of assembly. For this reason punctuality is unsatisfactory.

Students' attitudes to learning are positive and some improvement has taken place in the development of their social and personal skills. Students are self-confident, concentrate for long periods and are able to work collaboratively. Many examples were observed of students leading group work in class or taking responsibility for specific tasks in lessons. Other 21st century skills such as critical thinking, research enquiry and problem solving are not being sufficiently developed. The underdevelopment of these competencies, along with limited opportunities to develop and apply ICT skills, is a major hindrance to the next stage of students' education or employment. They are acquiring a satisfactory understanding of how to live safe and healthy lives.

Students have a sound understanding of traditional UAE culture and they are developing moral view-points which are in tune with their cultural background. In daily assemblies, they show respect for the national anthem and flag. Students

lead prayers, recite verses from the Qur'an and take an active role in encouraging fellow students to reflect on values such as respect for parents and teachers, good manners and wider world issues such as using less water. Students say that they like school. Through the prefect and proctor system, the school promotes opportunities for the development of responsibility and leadership roles.

The quality of teaching and learning

The quality of teaching is unsatisfactory. It does not promote learning and progress well enough and this is a major reason why attainment is below age related expectations. Teachers' expectations are often too low with an over-reliance on the textbook as a resource. The common use of didactic methods to convey knowledge and skills is not effective in broadening or deepening students' understanding or to allow them to develop 21st century skills. Students are frequently passive with insufficient opportunities for them to experience learning through stimulating practical activities, problem-solving or to develop high-order thinking skills. Computers are rarely used in lessons to enhance learning, to enable students to seek information or carry out research. General resources are narrow in range and inflexibly used to support or extend students' learning through differentiated activities.

Through a comprehensive programme of professional development, improvements in pedagogy are beginning to take place. For example, more time is provided for students to work collaboratively in lessons. Most teachers have appropriate subject knowledge, make clear the learning objectives to students and support staff often add value to lessons. In more effective lessons, some differentiation of tasks takes place and relationships are positive. Behaviour is managed well and students are typically encouraged to explain their ideas or methods to the class. For example, in a grade 8 Urdu lesson, the teacher acted as a facilitator, allowing students to confidently lead the learning and question each other. Similarly, in a grade 10 physics lesson focusing on motion, the boys were fully engaged. Sufficient time and resources were provided to enable them to collaboratively solve challenging problems through experimentation. This is not a consistent feature of teaching and learning across the school.

Assessment, including student self-assessment, is weak and the marking of students' work is inconsistent. Most teachers make insufficient use of assessment information to adjust work so that it is matched to students' abilities. As a result, the work is often very easy for more able students and unsuitable for slow learners. Almost no additional planning goes into meeting the needs of students considered to have special educational needs or those identified as gifted and talented.

Meeting students' needs through the curriculum

The manner in which the curriculum is implemented is unsatisfactory. Generally, the curriculum planning and delivery does not promote or sustain students' academic progress as they move through the school. Teaching largely depends on curriculum texts and materials produced by teachers. The provision does not adequately meet all students' needs. Amendments to the curriculum to address the needs of students with SEN are unsatisfactory and for those who are gifted and talented they are very unsatisfactory. Because of the deficiencies in the premises, provision for PE is inadequate. In KG, an inclusive, broad, balanced curriculum is provided which sustains children's interest and practical science activities also motivate students to learn.

The delivery of the curriculum is restricted by limitations in resources and a narrow range of pedagogical strategies. Throughout the school, ICT is not used effectively to enrich the curriculum or to support learning through the development of research or inquiry skills. Wider skills such as critical thinking, independent learning and problem solving are not systematically planned. The school is starting to address these shortcomings through professional development of teachers.

The curriculum supports the development of understanding of UAE culture and the pluralistic society of Abu Dhabi. While students are able to participate in competitions and exhibitions, the school has few partners to assist in boosting students' learning or to support extra-curricular provision. Students are not well prepared for the next stages of their education or their working lives.

The protection, care, guidance and support of students

There has been some improvement in this provision since the last inspection but it remains unsatisfactory. The school has a positive ethos and relationships between teachers and students are constructive. In lessons, students appear happy and exhibit positive attitudes. Parents say that they appreciate the dedication of senior leaders and teachers to the well-being of students. A student council has been established which provides students with a voice through suggestions about how to improve the school. A range of policies and procedures are now in place. For example, a behaviour management policy has been initiated and through this, students recognise rewards and sanctions relating to their behaviour. The impact of this is patchy because teachers do not always consistently apply them. The school applies a clearly defined child protection policy and all staff are aware of safeguarding procedures. Pastoral care for students is inconsistent because of the unsatisfactory provision for students with SEN.

Appropriate checks are made on all adults involved with the school and records are kept of necessary information. Admissions and attendance registers are maintained with due diligence. Student absence is followed up swiftly which helps to ensure that attendance remains broadly average. Punctuality is a serious concern due to the late arrival of students travelling on some buses as well as those transported by parents or drivers. This issue is not being addressed with sufficient rigour by school leaders. Academic support and guidance is still at an early stage of development and the school does not provide students with sufficient careers advice or information about the next stage of their education. The clinic provides satisfactory first aid facilities and arrangements for the storage and dispensing of medicines are adequate. There are effective arrangements to promote students' health and welfare. The school does not have a prayer room or a dedicated time for students to pray.

The quality of the school's buildings and premises

The quality of the school's buildings and premises are unsatisfactory. Generally, the building and classrooms are of sufficient size for the number of students in the school and there are specialist rooms for ICT. The 3 large science laboratories provide an appropriate environment to accommodate students' scientific development. These are too few to allow all students to regularly participate in practical or experimental learning. The building lacks ramps or a lift to the upper floors to assist those students with physical disabilities. There are insufficient toilets for the number of students on roll and parents regularly complain about the hygiene of these facilities. Many classrooms require a degree of refurbishment to raise them to a satisfactory condition which is conducive to effective learning.

The building restricts the satisfactory delivery of the curriculum in many areas. The accommodation to deliver PE is very unsatisfactory. The sports hall lacks electricity to light or ventilate it and the boys' games area is not shaded. The quality of lighting, ventilation and cooling throughout the school varies from adequate to inadequate. The art room and library are of a suitable size to support students' learning. Permission has been granted by the Board of Trustees to cover the girls' recreation area with shade. Work on this had not started at the time of the inspection.

The school has sufficient closed-circuit television (CCTV) cameras covering the interior and outside areas and guards are on duty at entrances and in corridors. School maintenance is unsatisfactory and there are health and safety hazards. Damaged external surfaces, loose tiles and uneven walkways all contribute to unnecessary risks for students during breaks and as they move around the building. Evacuation routes are clearly marked. With the exception of one narrow

stairway, corridors and stairways are spacious. There is a designated safety manager. School records show that fire extinguishers and electrical appliances are regularly inspected and serviced.

The school's resources to support its aims

Some improvement has occurred since the previous inspection but resources remain unsatisfactory, especially those to support students with SEN. The 3 science laboratories are appropriately resourced and the library contains sufficient books and reading materials to meet students' needs. The school has received a donation of 12 new interactive white boards and has invested in a number of additional data show projectors. Computers used by students in the computer laboratories are old, limited in number and inflexibly deployed to enable students to develop research skills. PE resources are unsatisfactory. While some KG resources have improved, they remain unsatisfactory overall. They do not support the developing needs of the youngest children in activity-led, enquiry-based learning. In all but a few lessons across the school, resources are limited to worksheets, textbooks or teacher-produced materials. There is insufficient investment in resources to support the necessary improvement to the school. There is an appropriate number of suitably qualified teaching staff.

The school regularly carries out evacuation drills and risk assessments. Staff record the time required to evacuate the building. Evacuation speed is improving. Medicines, chemicals and cleaning materials are kept in locked storage. Records show that buses are appropriately maintained. During the inspection a number of compliance issues were found regarding fire extinguishers, content of medical kits and the wearing of seat belts.

The effectiveness of leadership and management

The leadership and management are unsatisfactory. Senior leaders are improving the school but not quickly enough. The school's strategic improvement agenda is not sufficiently outlined in an up-to-date school development plan (SDP). Self-evaluation gives an inflated picture of the school's provision and progress. This is particularly so with regard to the quality of the school's buildings, premises and resources. Senior leaders are beginning to observe lessons and provide feedback to teachers. Subject leaders work hard in the day-to-day management of their subjects. They are not effective in strategically leading improvement. They make little use of performance data to improve learning. They do not accurately measure students' progress through rigorous assessment strategies. Leaders' responsibilities for holding teachers to account for students' progress are not sufficiently clear. Professional development (PD) has been provided by 2 external

providers. Leaders at all levels have not followed this up in terms of measuring the impact of PD on improving teaching and learning.

The principal is held in high regard and the school is a cohesive learning community, which generally runs smoothly on a daily basis supported by a range of operational policies. The school's leadership cultivates an active appreciation, knowledge and understanding of the heritage, values, and aspirations of the people of the UAE. Parents' express satisfaction with the school but a significant minority would like more information about homework and students' academic progress. The school's links with external partners remain underdeveloped. This is a missed opportunity to secure support for school improvement.

Progress since the last inspection

The school has made unsatisfactory improvement since the previous inspection. Through professional development, external support and guidance, some improvements have taken place in teaching. The impact of this remains inconsistent across the school. Staff have successfully improved key features of students' personal development and protection, care and guidance since the last inspection. Students' behaviour, attitudes to learning and attendance have improved. Students' understanding of traditional UAE culture is secure. Lack of investment in resources is a major reason why students are not given appropriate learning opportunities or access to a full curriculum. Improvements to the premises have been slow and key recommendations remain unaddressed from the previous inspection. Senior leaders have not provided clear strategic direction through effective action and priorities that are quickly implemented. Currently, leadership requires external support to improve the school.

What the school should do to improve further:

1. Address the health and safety compliance issues on buses as a matter of urgency.
2. Raise attainment, particularly in Arabic, by:
 - i. ensuring that the development of key 21st century skills are used to help students prepare for further study and employment
 - ii. applying rigorous assessment strategies to measure progress more accurately and consistently so that work is better matched to students' abilities
 - iii. setting specific short and medium term targets for all students and ensuring they know how to achieve them

- iv. supporting students with SEN and those who have difficulties in certain subjects by arranging for them to receive specific help
 - v. ensuring higher attaining students are provided with appropriately challenging work that meets their needs
3. Improve teaching and learning by:
- i. systematically planning for 21st century skills such as critical thinking, independent learning and problem solving in lessons across the curriculum
 - ii. ensuring that teachers' planning specifies how the range of students' abilities will be taught and assessed
 - iii. embedding the application of differentiated activities in lessons, particularly for students with SEN and those who are gifted and talented
 - iv. encouraging all students to become active learners
 - v. ensuring students have regular access to ICT and technological resources in lessons to enable them to improve their research skills
 - vi. involving subject coordinators in monitoring teaching and learning and using this information to measure students' progress share best practice across the school
 - vii. holding teachers to account for the quality of students' learning
 - viii. providing regular opportunities in lessons for investigations, critical thinking and independent learning.
4. Improve students' punctuality to school by:
- i. reviewing current bus transport arrangements, pick-up and drop-off times for students
 - ii. ensuring that student punctuality is more accurately monitored and followed up with parents where necessary.
5. Improve the range and depth of students' learning experiences by:
- i. ensuring that sufficient resources and equipment are available to meet the needs of the range of abilities of students and the curriculum taught
 - ii. improving the premises through a programme of building work and refurbishment to ensure students have sufficient protection from the sun, a satisfactory learning environment and access to a full curriculum entitlement.

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								