



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Abu Dhabi Indian School, Branch1

Academic Year 2016 – 2017

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Abu Dhabi Indian School, Branch1

Inspection Date	January 16, 2017	To	January 19, 2017
Date of previous inspection	February 2, 2015	To	February 5, 2015

General Information	
School ID	242
Opening year of school	2014
Principal	Shibanti Bhowmik
School telephone	+971 (0)2 583 1991
School Address	P.O.Box 79803, Al Wathba South, Abu Dhabi
Official email (ADEC)	adindian1.pvt@adec.ac.ae
School website	www.adiswathba.com
Fee ranges (per annum)	Very low Category: AED 6,345 to AED 9,455
Licensed Curriculum	
Main Curriculum	Indian
Other Curriculum (if applicable)	-----
External Exams/ Standardised tests	CBSE – Grade 10; International Benchmark Test (IBT ACER) – Grade 3 to Grade 10; CAT 4
Accreditation	-----

Students		
Total number of students	2,612	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	----
Number of students in other phases	KG	496
	Primary:	1,409
	Middle:	640
	High:	67
Age range	3 to 16 years	
Grades or Year Groups	KG to Grade 10	
Gender	Boys and Girls	
% of Emirati Students	0%	
Largest nationality groups (%)	1. Indian - 100%	
	2. ----	
	3. ----	
Staff		
Number of teachers	109	
Number of teaching assistants (TAs)	21	
Teacher-student ratio	KG/ FS	1:25
	Other phases	1:20
Teacher turnover	1%	

Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	144
Number of joint lesson observations	4
Number of parents' questionnaires	(509; return rate: 24%)
Details of other inspection activities	Inspectors conducted meetings with senior leaders, teachers and support staff, students and parents. They analysed test and assessment results and scrutinised students' work across the school. They reviewed many of the school's policies, surveys and other documentation. The leadership team was involved throughout the inspection and conducted joint lesson observations with inspectors.

School	
School Aims	• 'To impart in students the seed of curiosity, critical thinking, creativity and communication skills to make them adaptable global citizens of the 21st century. • To prepare students to achieve their highest potential. • To mould and motivate our learners to develop scientific mind and spirit of inquiry. • To inculcate in students' respect and appreciation towards diverse cultures especially that of the UAE heritage and Islamic traditions.' 'Our Core Values: Honesty, Integrity, Efficiency, Loyalty, Commitment, Innovation, Pursuing Excellence, Growing by learning, Global Citizenship,



	Creativity, Effective Communication, Collaboration, Respect for Human Differences, Accountability, Diversity'
School vision and mission	'We learn and share, we discover and inspire.' 'We strive to provide a safe, secure and a well thought out milieu for all students, staff and parents to work together as lifelong learners. We recognise that each student is distinctively talented with a very supportive environment and staff. We are committed to enlighten young minds and kindle in them the power of knowledge and wisdom to meet the challenges of the 21st century. We guide the learners to use the knowledge and tools to make decisions, develop positive relationship to foster an understanding and respect for diverse cultures. In this century of rapid technological advancement, we hope to give our young learners a broad and balanced curriculum that will prepare them to be global citizens of tomorrow.'
Admission Policy	The school has an open admissions policy until Grade 4. It has selection tests for new entrants from Grade 5 onwards and accepts the top performers for the few vacancies it has in these grades. Siblings are given priority.
Leadership structure (ownership, governance and management)	The school leadership team includes the principal supported by the headmistress and four section heads for secondary girls, secondary boys, primary and KG. Middle leaders include nine subject heads of department. The governing body consists of 11 members who govern Abu Dhabi Indian School, Branch1 and its sister school. They include the chairman, vice chairman, four board coordinators for education, finance, buildings and sports, four approved community representatives and a parent representative for the sister school. There is no school parent representative in this Branch.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	0	0
Specific Learning Disability	5	0
Emotional and Behaviour Disorders (ED/ BD)	5	14
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	3	0
Physical and health related disabilities	11	0
Visually impaired	1	0
Hearing impaired	3	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	3
Subject-specific aptitude (e.g. in science, mathematics, languages)	72
Social maturity and leadership	18
Mechanical/ technical/ technological ingenuity	21
Visual and performing arts (e.g. art, theatre, recitation)	27
Psychomotor ability (e.g. dance or sport)	53

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

The school was judged to be:	Band B	Acceptable
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
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						

Summary Evaluation: The school's overall performance						
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The Performance of the School

Evaluation of the school's overall performance

Abu Dhabi Indian School, Branch1 provides an acceptable quality of education. The school has responded well to the 50% increase in students over two years and the corresponding increase in teaching staff.

Students' achievement overall is acceptable: most students attain levels that are at expected curriculum standards and most make acceptable progress, including those with special education needs (SEN) or with gifts and talents (G&T). In Arabic, overall, students' attainment and progress are weak. The quality of teaching is acceptable in almost all subjects; it is weak in Arabic. The quality of curriculum implementation is also acceptable and creates effective links to promote students' understanding of Emirati culture and heritage.

Students' personal and social development is very good. They enjoy school and have very positive attitudes to learning. Students' well-being is a priority and all staff contribute positively to the high-quality protection, care, guidance and support. Parents are extremely supportive of the educational environment the school provides, of the very effective communication the school maintains, and of their children's personal development and academic achievements. The principal shares a clear strategic direction and provides effective guidance and support. The school has established a robust structure of distributive leadership and teamwork at all levels. Morale is high among staff, who share a commitment to continuous improvement. The highly efficient organisation and management contribute to the smooth running of this large school.

Progress made since last inspection and capacity to improve

The school has made good progress in addressing recommendations from the previous inspection report. The capacity and effectiveness of the leadership team has increased and now includes a headmistress, four section heads and nine subject leaders. With oversight provided by the continuous professional development leader, the leadership team are responsible for monitoring teaching and learning. They conduct careful analysis of students' productivity in lessons, including written work. The principal monitors improvement closely and also conducts targeted observations.

Students' attainment and progress in English, mathematics and science have improved well in all grades as a result of higher quality teaching. Focused professional development and monitoring for impact in lessons have supported this improvement. Teachers give increased attention to the range of learning needs when planning lessons. Most lessons are now appropriately paced and

provide acceptable challenge for most groups. Support and challenge for students with SEN and those who find learning difficult remains an area for development. Teachers make effective use of analysis of assessments and students are appropriately involved in creating targets. These are still not sufficiently referred to in order to guide learning during lessons. Most teachers use a range of questioning strategies and most assessment during lessons of students' progress is now acceptable. Constructive marking of students' written work remains an area for development.

Since the last inspection, the school has further developed tracking systems that allow teachers and subject leaders to closely monitor student progress. These are increasingly used to inform group and individual improvement goals.

The principal, senior leaders and school staff have demonstrated good capacity to sustain further improvement.

Development and promotion of innovation skills

Leaders at all levels are committed to promoting innovation throughout the school. The distributive leadership structure ensures well-supported teamwork and encouragement to teachers. An example of this encouragement has been the successful application of a teacher to participate in a short course at the US National and Aeronautical Space Agency. Professional development opportunities ensure that all teachers increasingly use a range of strategies to promote collaboration, creativity and thinking skills. The use of learning technologies by students in school to research and support learning remains limited in core subjects.

Curriculum implementation provides students with a rich variety of motivating opportunities. The school has in addition developed a purposeful approach to encouraging innovation. During innovation week, exciting links were made between most subjects and students engaged in a range of activities to build creative, problem-solving and thinking skills. Innovation skills are further encouraged through independent holiday projects in which the majority of students enthusiastically participate and which effectively develop both students' initiative and social contribution, and parental involvement. A range of clubs further help develop students' social and environmental responsibility; for example, students' planting and watering management of the herb and vegetable garden, from which produce is shared with support staff. A middle school water survey has also influenced water conservation in school and at home. The promotion of innovation during lessons is more inconsistent. Most teachers plan activities that interest and engage students; a large minority of teachers consistently provide opportunities for students to develop these skills.

Students take the initiative when given opportunities and are able to manage their own projects; for example, they created the ‘Litsav’ club to add books to the libraries. They also organised a bazaar, choosing students’ recycled products for sale and donating the monies collected to charity.

The inspection identified the following as key areas of strength:

- students’ close attention when listening and their confident spoken English
- students’ very positive attitudes to learning, harmonious relationships, self-discipline and enjoyment of school
- students’ strong personal development nurtured by the high quality of care, welfare, security and guidance provided by all staff
- highly efficient organisation and management
- the principal’s clear strategic guidance and support, and the effective distributive leadership and teamwork at all levels.

The inspection identified the following as key areas for improvement:

- student achievement in all core subjects and in particular the quality of teaching, student attainment and progress in Arabic
- consistency in teaching for effective learning at all grade levels, in particular the use of assessment to inform planning for next steps in learning, and consistency in the use of formative comments in marking
- effectiveness of identification, planning and support by class teachers for students identified with SEN, and low achievers
- sufficiency of resources to facilitate curriculum implementation to provide choice, challenge and support for children in KG
- establishment of a representative governing board.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Good
	Progress	N/A	Acceptable	Acceptable	Good
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 a Second Language)	Attainment	N/A	Weak	Weak	Weak
	Progress	N/A	Acceptable	Weak	Weak
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Acceptable	Acceptable	Good

Attainment overall compared to curriculum expectations is acceptable. A large majority of Grades 3 to 8 students participated in external assessments set by the International Benchmark Test (IBT) through the Australian Council for Educational Research (ACER) in English, mathematics and science. The average performance levels for Grades 3 to 4 were similar to international averages and in Grades 5 to 7 they were above. A large minority of Grade 8 and 9 students took external assessments in English, mathematics and science; in Grade 9 their average performance levels were similar to international standards in mathematics and English, below in science. In Grade 8 their averages were below in all subjects. Grade 10 students will sit the Central Board of Secondary Education (CBSE) examinations for the first time in March 2017. The school's analysis of performance based on internal assessments shows that most students attain levels in line with curriculum standards, and a few are above. Analysis shows an improving trend over two years in all subjects except Arabic. Overall, students with SEN and G&T make similar rates of progress to other student groups in the school, in relation to their starting points.

In Islamic Education, students' attainment and progress are acceptable in primary and middle phases and good in Grade 10. Students in Grades 1 to 5 can accurately repeat different short 'Suras' of the Qur'an. Students in each phase demonstrate a secure knowledge and understanding of Islamic history. In Grade 6, the large majority of students discuss confidently, and with respect, the journey of the prophet Mohammad (P.B.U.H) to Al Taef and link the challenges he faced to current Islamic issues. Students throughout the school reflect Islamic values in their behaviour, as in their respect for and considerate interactions with other people.

In Arabic, almost all students start school with very limited language skills. Their attainment is weak throughout the school; their progress is acceptable in primary and weak in Grades 6 to 10. Students in Grades 1 and 2 understand the simple spoken language; the large minority can express themselves using appropriate short phrases. They know the letters of the alphabet and construct short words from syllables. From Grades 3 to 10, students' listening comprehension, speaking, reading and writing skills are under-developed. In these grades, a large majority show little enjoyment in learning the language, largely as a result of the overly directive teaching approach. In older primary grades, acquisition of vocabulary is emerging, as in Grade 4 where the majority of students are able to identify the body parts of animals. A minority of students from Grades 3 to 10 can use different words to create their own simple descriptive writing. Students across the school have very well-constructed and well-presented copy writing. There are very limited opportunities for students to write creatively.

In social studies, students' attainment and progress are good. Most students

demonstrate a good knowledge and understanding of the UAE's heritage and culture. In all grades, most students confidently link their learning to real life and daily events. All students sing the National Anthem of the UAE most sincerely, and show respect for the traditions and values of the Emirates. For example, all Grade 1 students salute the flag in assembly, and sing the anthem and with confidence. Students in Grade 4 talk about developments in the UAE and show understanding of the diversity within society. By Grade 9, the majority students are able to confidently discuss social issues and express their own views on them; they are able to suggest ways of recycling clothes for the benefit of the less fortunate in society.

In English, students' attainment and progress are acceptable in KG, primary and middle phases and good in Grade 10. In all grades, most students exhibit levels of speaking and listening that allow them to communicate clearly and confidently. KG children have a good and improving knowledge of the alphabet and they are very confident when answering questions. Most students respond in clear, structured sentences when answering questions and use a good range of vocabulary in written work. A minority of students misspell words. By Grade 10, students debate with lively confidence. In primary grades, students read challenging texts with increasing accuracy; their comprehension improves as they move through the grades and by Grade 10 it is good. Students' understanding of vocabulary is good as in, for example, 'neighbour' in Grade 1 and 'meteorological' in Grade 5. They read widely to gain better understanding of more extensive vocabulary. Students write for a range of purposes; they respond well to teachers' encouragement to be creative and innovative. Students' handwriting throughout the school is often very good, being cursive, regular, legible and neat.

In mathematics, students' attainment and progress are acceptable in KG, primary and middle phases and good in Grade 10. Most students in KG and primary demonstrate secure number sense. Almost all students in KG 1 can count numbers 1 to 15 with secure 1-1 correspondence. By KG2 a majority of children use 'more' and 'less' when comparing numbers. They enthusiastically use play-doh to create simple addition equations and tell a creative problem-solving story to illustrate the solution. Students develop confidence in problem-solving: by Grade 5, they are able to follow its processes to arrive at correct solutions. Most students in Grades 6 to 10 use mathematical terminology with increasing accuracy through the grades. For example, most Grade 6 students are able to understand the terms of area and perimeter of plane figures and the majority are able to calculate the area of rectangles. By Grade 10, most students are able to apply the formulae to calculate the surface areas of solid shapes.

In science, students' attainment and progress are acceptable in KG and primary and

good in Grades 6 to 10. In each grade, most students demonstrate their growing practical and investigative skills. At age-appropriate levels, they accurately use scientific vocabulary to describe their learning and participate in class discussions. Students demonstrate secure scientific knowledge and understanding, particularly in Grades 6 to 10. Grade 1 students are able to accurately describe the factors, which prevent plants from growing. By Grade 5, students confidently perform experiments, for instance to prove that pressure exerted depends on the area to which force is applied, and to calculate the pressure exerted by the tyres of two different trucks. Grade 9 students confidently use information and communication technology to prepare and give power point presentations on the most common type of cancer prevalent in the UAE. Grade 10 students analyse how the tendency to lose electrons will change, and write with understanding about electro positivity and electro negativity.

In other subjects, students' attainment and progress are acceptable in KG, primary and middle phases and good in Grade 10. In Hindi, students are developing increasingly confident language skills. Grade 2 students are able to write the letters of the Hindi alphabet and by Grade 8 most students speak with correct grammar, and confidently create simple advertisements. In French, first year learners in Grade 8 read simple texts with expression and comprehension, and their written work demonstrates creative thinking, and accuracy in construction, use of grammar and spelling. Students confidently use Information and communication technology (ICT), as in Grade 4 students' application of the LOGO command. By Grade 10, students ably design a simple program based on conditional statements. In physical education (PE), students participate with enjoyment and developing skills. Grade 1 students are able to control sustained movements in a yoga session. Grade 4 students are keen and focused as they confidently practise basic strokes in badminton. By Grade 10 they demonstrate strong collaborative skills as they use well-developed badminton techniques to enjoy competitive games. Students enjoy creative arts. KG children demonstrate a good sense of rhythm and enjoy moving to music. In Grade 4 they carefully fold and craft paper into peacocks. Grade 7 girls show well-developed rhythm in their interpretation of a folk tale and when presenting their own expressive dances.

Students through the phases are developing learning skills at a steady pace and these are well-developed by Grade 10. Throughout the school, they listen attentively, are responsive to instructions and questions asked, and are well-organised for activities. They are keen to learn and settle quickly. Students demonstrate secure collaborative skills and share tasks and materials with respect for each other. Most students demonstrate strong communication skills: they listen to each other and



contribute their own ideas. They are more hesitant to ask their own questions. When given the opportunity they sensitively assess the performance of peers. Most students work well individually to complete assigned tasks without direct supervision from an adult. Most students make clear connections with real life by giving examples and applying learning to their own experiences. They are given insufficient opportunities in school to use learning technologies and think critically in order to support their learning. These skills are better developed in the older grades, for example when Grade 10 students collaborate with peers to produce innovative ideas and show good critical thinking when they debate the possibilities of future developments around the world.

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	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
Students' personal and social development and their innovation skills are very good overall. They have very positive and responsible attitudes towards learning; they are keen to take part in activities, enjoying time at school, and show they are proud to be part of the community. A range of opportunities allow students of all ages to confidently develop leadership skills. These include Grade 1 students managing and presenting their assembly, acting as primary goodwill ambassadors, as advisors giving support for discipline and safety, and taking on roles as student counsellors and house captains. Students are well behaved in and outside of lessons. This is well fostered by the clear behaviour management and expectations implemented by all staff. Students maintain respectful and positive relationships with each other and				



adults: they interact harmoniously at all times and are always ready to support each other. Most students demonstrate a very good practical understanding of, and attention to, safe and healthy lifestyles. They value exercise and most bring healthy food from home. They clearly articulate what constitutes a healthy diet, as in KG1 children explaining the benefits of eating carrots instead of chocolate. Students' attendance levels are outstanding at 98%, a significant improvement on the previous school year. They are punctual at the start of the day and promptly return from break times and specialist classes.

Students have a very good understanding of Islamic values and this is reflected in their everyday behaviour. This is evident in the quality of the daily recitation of the Qur'an, the celebration through displays of students' work, and articles in the school magazine written by students to promote Islamic values. Most students demonstrate good knowledge and understanding of UAE culture and heritage. They have created artefacts, and written work and artwork are displayed extensively around the school. In all subjects, teachers make links with the UAE's culture, which support the appreciation shown by students. Most students have a secure age-appropriate appreciation of their own and world cultures; at all ages their general knowledge of such matters is acceptable. This is cultivated through a wide range of opportunities such as curriculum links, cultural events like traditional dress day, world peace day and environment day, as well as through celebrations of Indian cultural events.

Most students in all phases enthusiastically participate in the varied opportunities offered to maximise community involvement, volunteering and social contribution. These range from whole-school support for the Red Crescent charity through recycling clothes, shoes and books to individual projects such as a Grade 5 student's development of a 'Stranger Danger' project which he presented locally and to schools in India to raise safety awareness. Students show a well-developed understanding of environmental protection and sustainability. They participate in a range of projects to care for the environment, including water conservation, assessment of land and food waste, and the routine recycling of products. Students of all ages keep their classrooms and general areas spotlessly clean and older students have developed a garden area to make the main entrance more attractive.

Performance Standard 3: Teaching and Assessment

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

Teaching and assessment are acceptable. The quality of teaching observed by inspectors ranged from outstanding to very weak. In most lessons the effectiveness of teaching is acceptable or better. Effective teaching practices are evident in almost all subjects and grades; the quality of teaching and effective use of assessment in Arabic lessons is weak, with the exception of Grades 1 and 2 where it is acceptable.

Most teachers demonstrate good subject knowledge and, in almost all subjects, an understanding of how students learn effectively. Most instructions are clear and are understood well by most students. In English, teachers use correct grammar and pronunciation

Teachers' planning generally makes acceptable use of students' prior learning and meets the learning needs of most students; this leads to effective teaching and learning in the majority of lessons. Most planning is purposeful and clear. Most classroom environments include colourful and relevant displays to support and celebrate learning. Resources are used well to enhance learning, particularly in mathematics and science, where teachers include an interesting range of resources in activities that engage most learners. In all subjects, teachers have created home-made resources to supplement and support the curriculum. Most teachers use probing questions well to challenge students to share opinions, explain their ideas, and for the higher achievers to expand their responses, especially in Islamic Education, social studies, English and science. In the more effective lessons, especially in the oldest grades, questioning is more rigorous in checking students' prior knowledge and what they understand. In the more effective lessons in Grades 9 and 10 in most subjects, teachers provide opportunities for students to discuss and reflect on their learning, for example when Grade 10 share views and lead the lesson in Islamic education. In most lessons, there is insufficient promotion of critical thinking skills, provision of opportunities for meaningful discussion.

Most teachers use appropriate strategies to engage students at all learning levels throughout lessons. For example, some lively teaching was observed in science in



Grade 7 in which students were active in designing a banner to create an awareness for why forests may be disappearing, and in discussing the contributory factors. In the more effective lessons where teachers encourage an innovative approach to teaching, students are challenged to think more critically and provide solutions to problems. In an innovative Grade 10 English lesson, students used selected resources, strategic questioning and their own prior knowledge to design an artificial intelligence machine to help other student groups in their learning.

Internal assessment processes are consistent and clearly linked to curriculum standards. The school conducts benchmark assessments at the start of the school year. Departments, led by senior and middle leaders, analyse formative and summative assessments to track students' attainment and progress so as to provide comparative data by class, gender and individuals. Departments and teachers develop action plans to respond to identified gaps in learning and to provide extension for higher achievers. The school makes use of increasingly valid external standardised data in order to benchmark students' attainment levels in English, mathematics and science for Grades 3 to 10. A minority of students do not participate in these assessments.

Most teachers make acceptable use of assessment in curriculum and lesson planning to ensure that the needs of most groups of students are being met with appropriate challenge. There is insufficient attention given to assessment in Arabic and for students who may have SEN and low achievers, in order to adapt the curriculum and to plan meaningful activities based on prior learning, to enable even more rapid progress. Teachers mostly correct students' workbooks; this is limited to ticks and rarely provides constructive comments for students to respond to and increase their understanding of how to improve their work. In a few lessons, particularly in science, students enjoy the opportunity for self and peer assessment. Most teachers know their students' strengths and weaknesses and plan activities that challenge and support most groups.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
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Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

The quality of curriculum design, implementation and adaptation is acceptable. Implementation demonstrates a clear rationale, adequate breadth and balance, relevance to the location and planning to motivate and interest students. The core curriculum is supplemented by a range of other subjects including Hindi, PE, a range of creative arts, ICT and French from Grade 8. In Arabic, in most grades, implementation does not sufficiently develop knowledge, skills and understanding and meet students' learning needs. Long term planning and careful mapping within subjects ensure that there is continuity and progression in learning within almost all subjects as students move through the grades. In KG, learning outcomes are adequately matched to the age and learning needs of the children and they have a few opportunities for choices in outdoor, play-based activities. Curriculum mapping and lesson planning demonstrate emerging attention to meaningful links between subjects and relevant, motivating connections in almost all subjects to students' own experiences and real life. For example, Grade 8 students made guitars with recycled materials connecting their scientific study on sound with music. Grade 9 students designed and presented a fashion show about the story of clothes, linking English and art. Senior and middle leaders conduct an annual review of the curriculum to ensure coverage and identify any gaps. Teachers do not plan enough opportunities for students to use the learning technologies available in classrooms and ICT laboratories.

The school has made adequate modifications to ensure the curriculum meets the learning needs of most students. The SEN coordinator provides effective in-class and withdrawal support for students identified with SEN, and 'struggling learners' who have limited support from home. They also receive after-school support as do students who have difficulty with English. The school has a clear expectation that all lesson planning will specify outcomes expected for different groups; this is monitored by subject leaders, supervisors and the SEN coordinator. Not enough attention is given to planning for and meeting the needs of students with SEN routinely in lessons.

The curriculum in almost all subjects and all phases is relevant and motivates students. The school is committed to promoting innovation throughout the programme and a highlighted focus week. It is not a consistent feature of subject lessons. Displays and discussions with students demonstrate the development of creativity, students' initiatives in undertaking group projects, and emerging opportunities for entrepreneurship; for example, students organised a sale of recycled articles, with profits being donated to a local charity. Students are given a range of opportunities in all subjects and through special events to develop a secure knowledge and understanding of Emirati culture and values in the UAE.

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good

The school makes very good provision for the overall protection, care, guidance and support of students. Staff follow rigorous procedures for safeguarding students, and for the security and maintenance of the premises. The school ensures that staff, parents and students know the child protection policy. An internet safety day is conducted for older students to raise awareness of cyber bullying. Students indicate that they are confident about approaching a trusted fellow student or an adult for support with any concerns. Child protection policies are comprehensive and the central register is up to date.

The school gives high priority to the health and safety of students, and relevant arrangements are very effective. Well-designed premises and buildings give access to all. Security is vigilant throughout the school day. Regular risk assessments ensure prompt attention to any maintenance needs and a safe and hygienic environment. The health officer visits locations prior to educational visits to make a risk assessment and guide the school in risk mitigation procedures. School records are comprehensive and well maintained. Very effective attention is given to students' medical care: medical staff provide prompt, high quality care in the clinic.



Additionally, basic first aid is available on each level of the building and ten teachers have trained as first responders. The school's procedures to ensure safety on school transport are appropriate, and maintenance records are up to date. The school effectively promotes an understanding of healthy foods and lifestyles. The PE programme includes promotion of healthy life styles and students' food choices are monitored during breaks and at lunch. The healthy eating campaign provides caring support to help obese students; parents are involved and support the campaign's purpose.

Staff cultivate very positive relationships with students. Teachers have good rapport with their students and their behaviour is well managed by teachers; this leads to high levels of respect. Attendance levels are outstanding as a result of positive strategies and prompt contact with parents when necessary. The school is inclusive and admits students with a range of learning needs. It has appointed a dedicated SEN coordinator to identify and support students in school, and as a result, procedures to identify students who may have SEN or G&T have improved and are increasingly thorough. Parents are included in the process and kept well informed. Specialist staffing comprises one coordinator. As a result, there is limited in-class support and guidance to teachers for SEN students and those with G&T. There is inconsistency in the development of skills, and the quality of planning and support, that subject teachers provide for students with SEN.

Personal and academic guidance is provided very effectively, with oversight by the counsellor and senior leaders. For example, KG children have a daily circle time during which activities promote personal development. The school provides effective career guidance activities for students in Grades 9 and 10 to raise awareness of career choices and education options. This has included visits to an educational fair and presentations by Indian universities.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

The quality of leadership and management is acceptable overall. The principal exhibits a clear understanding of best educational practice and provides high quality leadership. She gives purposeful strategic guidance and support to the leadership teams and teachers. This leads to improving skills, confidence and good morale amongst all staff. The principal has developed an effective distributive leadership structure in which all staff are held appropriately accountable for improving the quality of education. Teams work cooperatively within each phase. Leaders cultivate positive relationships with staff, students and parents; this adds to the productive atmosphere prevalent in the school. Leaders at all levels promote innovation in approach and provision in all phases; this has been particularly effective in enhancement activities and group projects, as in the cycle-powered electricity display developed by middle school boys. The leadership of the school demonstrates a good capacity to make further progress in improving the school.

The school's self-evaluation and development planning includes team involvement by staff at all levels. The self-evaluation (SEF) is realistic and based on secure evidence sources, including the outcomes of monitoring. The schools' development plan (SDP) consists of appropriate actions and achievable goals aligned to the recommendations of the previous school report. Performance management procedures are systematic and include an improvement cycle of lesson observations, meetings with teachers and written feedback. For the most part these procedures are effectively implemented by senior and middle leaders. The principal provides sound oversight. The lesson observation process in all subjects is not sufficiently rigorous in monitoring the effectiveness of planning and implementation to ensure that activities provide sufficient challenge and support for students identified with SEN. The process is also not sufficiently rigorous in monitoring the effectiveness of marking to allow teachers to provide formative comments to help students understand how to improve their work. Staff appreciate the regular professional



development provided, which supports improvement in the effectiveness of their teaching. Professional development opportunities do not sufficiently develop a confident understanding by Arabic teachers of how to most effectively teach Arabic as an additional language.

The school has developed strategies that successfully engage parents in school life and keep them well informed about their children's progress. A variety of meetings throughout the year include grade level orientations and parent-teacher meetings. Parents are highly appreciative of the communication they have with school staff and the range of information about their children's academic and personal development. The school has established partnerships with a variety of external organisations, and these enhance student learning opportunities; for example, in their engagement in local community service through the Red Crescent charity, student interactions with a special needs school, and curriculum-related visits.

The governing board includes representation by the owner, and appropriately qualified members to support the range of school activities and connection with local communities. It does not yet include parent representation specific to this school. The board considers parents' views on school developments through their contact with the principal, regular reports and an annual survey. The principal is held adequately to account for school development through regular meetings with, and reports to, the board. The governing board has a reasonable understanding of the school's performance and provides useful guidance and considerable support to the principal and leaders.

The school is well organised and it runs smoothly from day-to-day. There are sufficient appropriately qualified staff to support curriculum delivery. The premises are of very high quality. They are spacious, provide a wide range of specialist facilities and support the curriculum well. The school provides a developing range of relevant resources, including various learning technologies. These are supplemented by other useful resources made or gathered by teachers and students. The range and quantity of resources in KG limits the opportunity for choice and guided independent activities.

What the school should do to improve further:

1. Increase the consistency of high-quality teaching in order to raise student achievement in all core subjects and most particularly in Arabic, by:
 - i. ensuring that individual teachers' planning is detailed and takes account of student assessment results, including assessment during lessons and students' prior attainment levels, in order to provide activities which meaningfully challenge and support all students, especially students with SEN and those who find learning difficult
 - ii. improving the quality of marking and written feedback to students so that teachers consistently use constructive comments when correcting students' workbooks so that they can understand how to improve their work
 - iii. enabling the more effective teachers across subjects and grade levels to influence and help develop colleagues' practice through modelling successful strategies and participating in peer observations.
2. Strengthen the planning, adaptation and delivery of the curriculum in Arabic by:
 - i. providing professional development opportunities so that teachers better understand how to more effectively teach Arabic as an additional language
 - ii. enabling peer observations of more effective teaching, for example in French as well as in other subjects, so as to help teachers develop their own practice and their use of a range of strategies for student engagement.
 - iii. ensuring that individual teachers' planning is detailed, takes account of students' prior attainment levels, and provides consistent opportunities for students to listen to and use the language.
3. Strengthen the provision in KG by:
 - i. continuing to supplement the range and quantity of resources
 - ii. ensuring that curriculum implementation provides children with choice, challenge and support.
4. Strengthen the identification procedures and provision for students with SEN and low achievers by:

- i. establishing thorough processes to accurately identify such students
 - ii. ensuring that subject teachers have the knowledge and understanding to plan and implement strategies and meaningful activities to provide effective lesson support for students identified with SEN as well as low achievers.
5. Strengthen leadership and management of teaching and learning by:
 - i. rigorous monitoring of teachers' planning
 - ii. developing the effective use of assessment for learning, including the marking of students' work.
6. Include parent representative specific to the school on the governing board in line with the Organising Regulations of Private Schools in the Emirate of Abu Dhabi.