



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

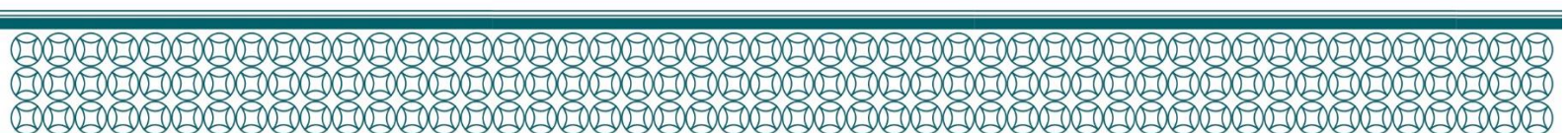
Inspection
Report of

Al Saad Indian Private School

Overall
Effectiveness

Acceptable

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Al Saad Indian Private School		
School ID:	248	School phases:	KG to High
School Council: **			
School curriculum: *	CBSE	Fee range and category*	8500 – 10,000 AED Low
Address:	Al Bateen, Al Ghadeer, Al Ain	Email:	Saadindian.pvt@adec.ac.ae
Telephone:	+971(0)3785 2232	Website:	www.bhavansalain.com

Staff Information			
Total number of teachers	51	Turnover rate	7%
Number of teaching assistants	5	Teacher- student ratio	1:12

Students' Information				
Total number of students	614	Gender	Boys and Girls	
% of Emirati students	0%	% of SEN students	11	
% of largest nationality groups	Indian 100%			
% of students per phase	KG	Primary	Middle	High
	35%	45%	18%	2%

Inspection Details				
Inspection date:	from	14/05/1440	to:	17/05/1440
		20/01/2019		23/01/2019
Number of lessons observed:	106	Number of joint lessons observed:	10	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The principal joined the school in April 2018. Student numbers have increased from 273 during last inspection to 614 now. This is the first year for Grade 10 in the school. However, during the inspection period Grade 10 were only at school for their Pre-Board exams; while their work could be checked in most subjects, there was too little inspection evidence to make a judgement on their achievement in Islamic education and 'other subjects', and on their learning skills in lessons. At 7%, staff turnover is low.
- The overall effectiveness of the school is acceptable. Students' achievement is acceptable overall. The school leaders have a clear vision which focuses on raising standards. Students' personal and social development, and their care and support, are very good. Leaders ensure teaching and assessment is well planned and consistent. This has led to improvement in some aspects of the school and in sustaining acceptable standards in spite of the influx in students' number.

Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Achievement has improved in Islamic and social studies and is now good. Attainment overall is acceptable. - Most groups of students make acceptable progress. However, progress of gifted and talented (G&T) students is not accelerated sufficiently. - Students' learning skills are acceptable overall. Their innovation and independent learning skills are less well developed.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	- Students have positive attitudes, and are self-disciplined and courteous to each other and staff. - Students have very good understanding and appreciation of Islamic values and UAE society. - Students' attendance and punctuality are very good. They are diligent in their work and promote sustainability. Their innovation skills are less well developed, particularly in lessons.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Teachers have secure knowledge of their subject. - Teachers use a new improved lesson planning structure, but the quality of delivery of lessons is variable. - Assessment is regular, consistent and analysed to monitor students' achievement. However, teachers do not consistently use assessment		



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	information to plan future learning and to accelerate the progress of G&T students.
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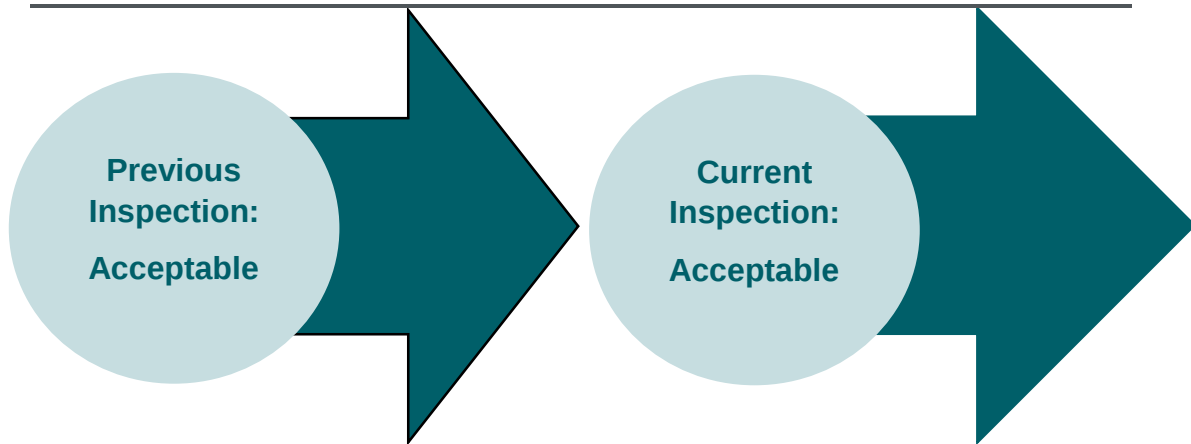
Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- The curriculum is broad, balanced and follows the requirements of the school's authorised curriculum although the focus is more on knowledge. - Links with Emirati culture and UAE society are a strong feature of the curriculum in addition to a meaningful cross-curricular links. - The curriculum is adequately modified to meet the needs of most students, although the needs of those who are G&T are not sufficiently met. Opportunities for innovation are limited, particularly in lessons.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	- All stakeholders are aware of the school's rigorous procedures for the safeguarding of students and child protection. - Procedures to promote healthy lifestyle and attendance are very effective. Buildings and equipment are well maintained. - Systems for the identification of and support for students with special education needs (SEN) is rigorous, however, it is less well developed for the G&T students.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Senior leadership set a very clear vision and strategic direction for the school and communicate these effectively with all stakeholders. - Self- evaluation and development planning are appropriate but have not been modified to cater for the influx in students' number. - The good partnership with parents supports students' learning and their very good attendance.		



Progress made since last inspection and capacity to improve



- The school has addressed most of recommendation in the previous inspection report.
- The school has sustained overall acceptable students' achievement. It has improved achievement in Islamic education and attainment in social studies which are now good. Students' personal development and procedures for the protection, care, guidance and support of students have improved and now are very good.
- Students are now assessed on a weekly basis and the assessment information is shared with teachers. This information is now used to monitor whole school performance and students' achievement. However, it is yet not effectively used to modify lesson planning to meet the needs of all students, particularly those who are G&T and more able
- Resources in KG have been improved and it is now adequate. The library now has over 1000 books.
- The leadership has recently devised a new lesson planning format which is being used by all teachers. The plans are detailed and cater for students' independence, critical thinking and innovation skills. However, these skills are not embedded in day to day teaching and learning.
- Students with SEN are now identified and are receiving effective support in lessons and in withdrawal sessions. Their progress is monitored by the SEN teacher.
- The school's leadership has sustained overall acceptable standards in spite of the influx in students' number. Students' personal development and procedures to keep them safe and healthy have improved. The school leaders demonstrate acceptable capacity to improve the school further.



Provision for Reading



- The library is a large spacious, bright and well-laid out room. It has fiction and non-fiction titles, magazines, reference books and textbooks. There are a range of Arabic books in different subjects. The school has recently invested in a range of guided reading texts to support students' reading skills in Arabic and is building a collection of graded Arabic reading books.
- The school's 'Plan for Reading' actively promotes English reading across all grades. In assemblies, students speak about the joy, knowledge and excitement that reading can give to people and they encourage their fellow-students to read more.
- The school is promoting the 'Fellowship of Books' where parents and students read together and share their love of reading and its values. Each class has a library corner where students can read when they finish their work. Silent reading and the writing of book reviews are encouraged.
- All grades have timetabled library sessions. Books are graded according to grade-level and age to facilitate students to read at the appropriate level of difficulty. Students from Grade 4 upwards can borrow books for one week.
- The school also provides training for teachers to help them improve their skills to teach reading.
- Reading is integrated across the curriculum in many other subjects, for example in social studies, science and art.



Key areas of strength and areas for improvements:

Key areas of strength

- Raised achievement in subjects taught in Arabic, particularly Islamic and social studies.
- Students' knowledge of Islamic values and appreciation of UAE culture and heritage.
- Positive and caring ethos in the school.
- Senior leaders' clear vision and commitment to enhance student performance.

Key areas for improvement

- Further raise students' achievement in English, mathematics and science by:
 - ensuring teaching meets the needs of all groups of students especially G&T students
 - ensuring that teachers' questioning promotes deep thinking
 - encouraging students to develop their independent learning and innovation skills.
- Ensure the use of assessment data is embedded in teaching and learning by:
 - making sure that teachers use the assessment information to plan lessons that extend the learning of all students
 - ensuring that lesson plans are implemented fully in the delivery of lessons
 - incorporating peer assessment activities by students into teachers' lesson plans.
- Improve the effectiveness of monitoring of teaching and learning by:
 - focusing on students' performance during monitoring of teaching and learning
 - analysing the performance of groups of students and ensuring teachers' planning takes it into account
 - developing collective accountability among the staff for improving students' achievement
 - .
- Improve curriculum adaptation by:
 - including activities in the lessons which match closely the needs of all groups of students
 - ensuring work planned always incorporates activities to challenge the G&T and more able students
 - ensuring that there is clear focus on innovation and critical thinking in all aspects of the curriculum, and particularly in lessons.



Performance Standard 1: Students' Achievement

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

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Islamic Education	- Students' achievement in Islamic education is good and has improved since the last inspection. - The school's internal assessment data indicates outstanding attainment. - In lessons and in students' work, attainment is good because the majority of students attain above curriculum standards. They have clear knowledge and understanding of Islamic history and the Prophet's life. Their recitation of verses of Holy Qur'an is adequate but they do not always follow the appropriate 'Tajweed' rules. - Most students make good progress; however, the progress of high achieving students is less evident.
Arabic	- Achievement in Arabic as a second language is good overall. It is acceptable in high phase. - The school's internal assessment data indicates outstanding attainment. - In lessons and in their recent work, the majority of students demonstrate listening, reading, speaking and language skills above curriculum standards. They speak and read with fluency, accuracy and adhere to grammar rules particularly in primary and middle phases. In Grade 10, speaking and reading skills are appropriate but students are less fluent. Writing skills in all phases are less well developed. - Most groups of students make good progress; however, the progress of the high achieving students is not accelerated sufficiently in all lessons.
Social Studies	- Achievement in social studies is good. It has improved since the last inspection. - The school's internal assessment data indicates outstanding attainment in primary and middle phases. - In lessons and in students' work, attainment is good because the majority of students attain levels above the curriculum standards. They show good knowledge of economy particularly in relation to food security. Their understanding of UAE history and geography is good, and they can make links to current UAE context. Their skills in using maps to identify geographic features are not evident in lessons. - Most groups of students make good progress from their starting points.



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English	- Students' achievement in English is acceptable. - The school's internal assessment data indicates outstanding attainment. - In lessons and in students' work, most students show acceptable attainment in their speaking, reading and listening. They enjoy poems, make insightful comments about their meanings and are able to make links to their own lives. Students can write in a range of different genres, however their extended reading and writing skills are less well developed. - Most groups of students make acceptable progress.
Mathematics	- Achievement in mathematics is acceptable. - The school's internal assessment data indicates outstanding attainment. - In lessons and in students' work, attainment is acceptable in all phases because most students attain in line with the curriculum standards. Most students make acceptable progress in their learning of numbers and number operations particularly in applying their understanding of decimals and fractions. - Students' knowledge and application of measures and geometry is acceptable. However, their skills in solving word problems and relating their knowledge to the world are less well developed. - High achieving students do not always make sufficient progress
Science	- Students' achievement in science is acceptable in all phases. - The school's internal data indicates outstanding attainment. However, in lessons and in their recent work, most students' attainment is in line with the curriculum standards. - Students make acceptable progress in developing their scientific knowledge of earth and space. For example, they understand animal adaptation in biology in line with curriculum expectation. However, students' scientific thinking, enquiry, practical and experimentation skills are less well developed, and they do not always make meaningful connections between science and their daily life. - Most groups of students make the same acceptable progress.
Other subjects	- Achievement in other subjects is acceptable overall. - In PE, students have good football skills. In art, majority of students show good skills in still life drawing. They draw accurately and can use shading techniques to provide depth to their drawings. Students skills in music and ICT are in line with grade level expectations. - In Hindi most students have appropriate comprehension skills, however their reading is not sufficiently developed. - All groups of students make the same progress from their starting points.



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Learning Skills	- Most students have positive attitudes to learning. They can work for short periods without teacher's intervention. When working in groups, students interact, collaborate and communicate their learning well, although a few students are passive members in their groups. - Students make few connections between their learning and real-life situations. Their critical thinking and problem-solving skills are less well developed. They rely on adults' guidance for independent research or innovation ideas.
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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	Students' knowledge and understanding of Islamic history and the Prophet's life.	- Students' recitation skills following appropriate 'Tajweed' rules. - Progress of high achieving students
Arabic	- Speaking, listening and reading skills in primary and middle phases. - Students' grammar skills.	- Fluency and spontaneity in speaking and reading in Grade 10. - Students' writing skills in all phases.
Social Studies	Students' knowledge and understanding of UAE history and geography	Students skills in using maps to identify geographic features.
English	- Writing competently in different genres. - Students' understanding of poems and making links to their lives.	Students' extended reading and writing skills.
Mathematics	Understanding and applying of decimals and fractions.	- Solving word-problems - Students' linking their knowledge to the world
Science	Students' knowledge and understanding of earth and space and animal adaptation.	- Scientific thinking, enquiry, practical and experimentations skills. - Linking their understanding of science to real life.
Other subjects:	Students' technical skills in art and PE	Reading skills in Hindi.

Learning skills	- Positive attitudes and interactions. - Collaboration and communication skills	- Independent research and innovation skills - linking knowledge and understanding to the wider world.
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Performance Standard 2: 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	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Good	Good	Good	Good

- Overall, students' personal and social development are very good. Their innovation skills are acceptable.
- Students enjoy school, have a positive attitude to learning, and are courteous to each other and their teachers. They are self-disciplined and resolve differences when they arise, resulting in respectful and considerate relationships. Students initiate and participate in activities that promote healthy lifestyles like walkathons, drinking water regularly and sporting competitions. Attendance at 96% is very good. Students are punctual to school and to lessons.
- Students have secure appreciation and understanding of Islamic values and their influence on contemporary society in the UAE. For example, students participate in Holy Quran recitation competitions, reading of Hadeeth after 'Zuhr' prayer, and in special programs during all Islamic events.
- Students have a clear understanding and appreciation of their own culture (Indian) and can describe the aspects in which their culture is similar to, and different from, a variety of other cultures. However, their knowledge of world-wide cultures is variable.
- Students take on roles as buddies, class monitors, student councillors and in supervision of students as they get on and off the buses. They regularly volunteer in activities in the school and outside which benefit the school and wider community. They are diligent in their class work in the classroom and successfully manage their projects.
- Students care for their school environment and participate in schemes that promote sustainability and conservation locally but their understanding of and participation in global environmental initiatives is limited.
- Students manage the projects both those set by their teacher and those they initiate. However, their innovation skills are less well developed, particularly in lessons.

Areas of Relative Strength:

- Students' positive attitudes, behavior and relationships.
- Attendance and punctuality.
- Knowledge, understanding and appreciation of Islamic values and UAE culture.

Areas for Improvement:

- Students' innovation skills particularly in lessons.
- Students' knowledge and understanding of world-wide cultures and global environmental pressures.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	N/A
Assessment	Acceptable	Acceptable	Acceptable	N/A
• The overall quality of teaching and assessment is acceptable. It was not possible to judge teaching and assessment in high phase because lessons were not conducted during the inspection period. • Most teachers demonstrate secure subject knowledge and understanding of how students learn. Teachers have positive interactions with students and effective classroom management skills. • Teachers use a new improved template for lessons planning, however lesson delivery following planning guidelines is variable. • In most lessons, teachers enable students to engage in group tasks and meaningful collaboration. They use questioning to gauge understanding, but do not ask enough probing and challenging questions that prompt critical and creative thinking. • Teachers use appropriate strategies to cater for the learning needs of most students, including students with SEN and lower-achieving students, but they do not always provide sufficient challenge for the high-achieving students and those who are G&T. • Teaching to promote critical thinking, problem-solving and innovation in lessons is variable. • The internal assessment process is aligned with the curriculum standards in the core subjects and consistent. Students are assessed on a weekly basis and the assessment information is shared with teachers. While assessment data is analysed in some depth and used to monitor whole school performance, the information obtained is not used to inform teachers' planning. • Teachers have a reasonable knowledge of students' strengths and weaknesses. Students self and peer assessment is not a strong feature in lessons. Marking is regular, but feedback to students on how to improve their work is not yet embedded in teachers' practice.				
Areas of Relative Strength:				
• Improved lesson planning. • Consistent assessment procedures aligned with curriculum standards.				
Areas for Improvement:				
• Teaching to promote students' critical thinking and problem-solving skills, and to challenge the high achieving students. • Using assessment information to inform planning. • Feedback to students on how to improve their work.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of curriculum is acceptable. It is broad, balanced, relevant and develops an acceptable range of knowledge, skills, behaviours and attitudes among students, although the focus is more on knowledge than skills. The curriculum meets the needs of most students adequately and progression is built in. - There are effective cross-curricular links to enable students to apply their learning to different subjects. The curricular options for senior students provide them the choices to develop their aptitudes, interests and aspirations for further education and work. - The curriculum is reviewed annually. The senior leaders review its effectiveness and focus on priorities. Curriculum is modified to meet the academic and personal needs of most students including students with SEN, however implementation is inconsistent. The school has recently introduced innovation in the curriculum however, it is not yet effectively implemented in all aspects of the curriculum particularly in lessons. Therefore, opportunities for G&T students to extend their learning and develop their own innovative and creative ideas are limited. - Strong links with Emirati culture and society are a strong feature of the curriculum particularly in projects whether planned or initiated by students. - Moral education is taught as a separate subject and meets the requirements for the provision of moral education. Students engage in lessons and reflect their understanding of moral values in assemblies, in their behaviour and considerate relationships with others. Areas of Relative Strength: - Effective cross-curricular links - Links with Emirati culture and UAE society. Areas for Improvement: - Provision in all subjects to meet the academic and personal needs of all students particularly those who are G&T. - Opportunities for innovation and creativity particularly in lessons.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good
• Overall, school procedures for safeguarding and health and safety are very good. • All stakeholders are aware of the school's rigorous procedures for the safeguarding of students and child protection policy. The school is effective in protecting students from all forms of bullying. All safety checks are rigorous and regular including on transport. • Buildings and equipment are well maintained. The premises and facilities are clean, age-appropriate and provide a safe and inclusive environment which meets the needs of all students. However, provision for outdoor play for all students is limited. The nurse keeps records of all aspects of student's health. Health and safety policy is displayed in the school, and healthy living demonstrated through whole school's initiatives. • Systems to identify, reward and manage students' behaviour are effective. The code of conduct is understood clearly by the school community and reinforced through assemblies and during lessons. The attendance and punctuality management system is very effective. Attendance at 96% is very good. • The school identifies students with SEN and provides effective support. This support is appropriately managed and consists of withdrawal lessons and modified activities in the mainstream classroom. This enables these students to make adequate personal and academic progress. The identification process for the gifted and talents is less well developed and the challenge for them in lessons is limited. • The schools' personal support system includes an assigned member of staff in a student's home room and a reliable system for monitoring the wellbeing and personal development of all students. For example, career guidance is provided for Grade 10 students who conduct follow up research on the ideas discussed. This information assists students in making considered career choices aligned with their personal and national aspirations. Areas of Relative Strength: • Safety and security of students in the school and on the buses. • Attendance management. • Identification and support for students with SEN. Areas for Improvement: • The provision of outdoor play for all students. • Identification and challenge for the gifted and talented students.				



Performance Standard 6: Leadership and management

Indicators:

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

- The school senior leadership has set a very clear strategic direction. Most leaders demonstrate secure knowledge of the curriculum and best practices in teaching, learning and assessment although the impact on students' achievement is yet to have full effect.
- Senior leaders ensure that the school run smoothly through an effective communication system with all stakeholders. The school has a number of display boards, which are used effectively to celebrate learning and spread messages about health and safety.
- Leaders have improved some aspects of the school and maintain acceptable performance in spite of the expansion of the school.
- School self-evaluation (SEF) arrangements are detailed but lack rigor. The school improvement plan is based on the previous inspection report, but it is not modified effectively to cater for the influx in students' number.
- Monitoring of teaching and learning is regular. It focuses more on teaching rather than learning outcomes.
- Parents play an important role in the school. They are involved effectively in their children's learning and school life. Parents contribute to many different activities across the school. The school uses a wide range of effective methods to communicate with parents, for example through circulars, social media, school portal and open-door policy. The school informs parents about their children's progress through open house six times a year. The school makes regular social contributions to the local and national communities. Links with the international community are less well developed.
- The governing board systematically monitors the school's actions and holds senior leaders to account for the quality of the school's performance. The governing body has only one parent representative and no staff representative.
- The school is appropriately staffed. The premises are neat and clean, with a range of specialist facilities and resources. In most lessons, the resources are utilised to support and reinforce learning. However, the science laboratories are not sufficiently utilized.
- The school prepares grades 4 and 8 students well for TIMSS. They monitor their participation and progress in the 'Question-a-Day' programme. The school has recently timetabled homeroom session for students to complete and do extra work to enhance their performance

Areas of Relative Strength:

- School senior leaders' clear strategic direction, vision, and their communication and relationship with all stakeholders.
- Partnership with parents and community.

Areas for Improvement:

- Monitoring and evaluation of teaching and learning to focus more on students' achievement.
- The rigour of school self-evaluation and development planning.

*Relevant for Private schools only