



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



Private School Inspection Report

Global Indian International School

Academic Year 2016 – 2017

Iqraa

Global Indian International School

Inspection Date	October 10, 2016	to	October 13, 2016
Date of previous inspection	N/A	to	N/A

General Information	
School ID	266
Opening year of school	2015
Principal	Ramesh Mudgal
School telephone	+971 (02) 507 9555
School Address	Plot No 17, Baniyas East EB8, Abu Dhabi
Official email (ADEC)	Globalindianint.pvt@adec.ae
School website	www.giisabudhabi.org
Fee ranges (per annum)	Low (AED 10,000 to AED 11,400)
Licensed Curriculum	
Main Curriculum	Central Board of Secondary Education (CBSE)
Other Curriculum (if applicable)	-----
External Exams/ Standardised tests	-----
Accreditation	-----

Students		
Total number of students	1213	
%of students per curriculum (if applicable)	Main Curriculum	100%
	Other Curriculum	----
Number of students in other phases	KG	819
	Primary:	322
	Middle:	72
	High:	0
Age range	4 to 14 years	
Grades or Year Groups	KG to Grade 8	
Gender	Mixed	
% of Emirati Students	0%	
Largest nationality groups (%)	1. Indian 89%	
	2. Pakistani 5%	
	3. Others 6%	
Staff		
Number of teachers	71	
Number of teaching assistants (TAs)	32	
Teacher-student ratio	KG/ FS	1:13
	Other phases	1:12
Teacher turnover	30%	



Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	116
Number of joint lesson observations	9
Number of parents' questionnaires	Not yet included in ADEC 's survey
Details of other inspection activities	Inspectors held discussions with the owner and governing body, principal, senior managers, teachers and other members of staff, children/ students and parents. They reviewed a wide range of school documentation and students'/children's coursework. They observed assemblies, school activities, arrivals, departures and intervals.

School	
School Aims	'To ensure effective learning at all levels in a safe, caring and encouraging environment to nurture our students into global citizens.'
School vision and mission	'To become a global role model for teaching and learning.' 'We nurture our global students into men and women, who will be leaders of distinction, committed to spirit of excellence, through high quality education imparted by globally experienced and caring teachers building strong virtues and values while focussing on all round development, creativity and entrepreneurship.'
Admission Policy	Inclusive and non-selective. Entry tests in English and mathematics assess students' starting levels.



Leadership structure (ownership, governance and management)	Senior leadership comprises the principal, a KG coordinator and a primary supervisor for grades 1 to 8. There is no middle leadership. Ownership is through a board of governors. The school management committee has eight members, including a representative of the owner, chairman, principal, two parents' representatives, and the teacher representative.
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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	0	1
Emotional and Behaviour Disorders (ED/ BD)	2	2
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	4
Social maturity and leadership	2
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	2
Psychomotor ability (e.g. dance or sport)	2



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)

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						



The Performance of the School

Evaluation of the school's overall performance

This new school's overall performance is acceptable. The kindergarten opened a year ago in September, 2015. The school has doubled in size since then in this academic year in 2016 and now reaches Year 8. The school's growing reputation, including its well-maintained and stimulating indoor and outdoor premises, has attracted students from different schools and nationalities and now almost half of the students travel a long distance to attend. All members of staff ensure that students' experience of learning takes place in a caring, happy and supportive environment. This has resulted in positive relationships where students learn through a wide range of curricular and extracurricular activities. Parents provide strong support to the school and make positive contributions to their child's learning.

Improvement since last inspection

This is the school's first inspection since its opening in 2015. The school principal and other leaders are committed to school improvement and provide effective professional development to teachers. This has not yet had the desired impact because of the rapidly changing school roll and influx of new teachers. The school is building new systems for assessing and monitoring students' attainment and progress and will soon be in a position to make effective use of data for planning. The school has already shown that it has the capacity to secure further improvement.

Development and promotion of innovation skills

The school is developing stimulating approaches which promote students' thinking and innovation skills. In Grade 1, for example, students used waste/ recycled material to make products. Grade 7 and 8 students made multi-media presentations and video films on excursion and did a project on the future of banking. Similar, effective approaches are developing in KG through theme-based projects.

The inspection identified the following as key areas of strength:

- well-behaved and respectful students who are eager to learn and enjoy positive relationships with their teachers
- the school's strong start in providing well-maintained, attractive and stimulating indoor and outdoor premises
- the wide range of extracurricular activities which enhance students' learning experiences
- parents' strong support for the school and positive contribution to their child's learning.

The inspection identified the following as key areas for improvement:

- the range of teaching strategies and breadth of resources used in lessons
- students' attainment and progress, including through the use of tracking and assessment data
- students' learning skills, including their creative thinking, research and personal responsibility as independent learners
- the need to identify the specific learning needs of students who require additional support and challenge, in order to target their learning more effectively
- the rigour and accuracy of self-evaluation and school improvement planning.



Performance Standard 1: Students' Achievement

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



The overall quality of students' achievement is acceptable. Most children in KG and students in primary and middle attain in line with appropriate curriculum levels. The school uses entry tests in English and mathematics to identify children's starting levels. These show that the majority of children arrive with below average attainment and skills in KG but then make acceptable progress overall. The school has not yet reached the stage where it can benchmark its performance with other schools offering similar curriculum or apply standardised testing, though it should be able to do this soon in this session.

The quality of students' attainment and progress is acceptable in Islamic Education. For example, most students can memorise and recite suitable parts of the Holy Qur'an with confidence and accuracy appropriate for their age. Most of the students in primary understand how to practise ablution, the five main daily prayers, and they know the importance of prayer in their daily lives. Only the minority understand the deeper connection between prayer, spiritual cleanliness and health.

Attainment and progress in Arabic as second language is weak in primary and middle phases due to the limited range of teaching strategies and, at times, disengaged learners. Students' progress is restricted by too few opportunities to practise and apply language skills. For example, only the large majority of students in Grade 1 can match pictures with words, and only the minority can form short sentences in Arabic by the time they reach Grade 5. Most students do not show an appropriate understanding of basic Arabic words and struggle to pronounce most of the words correctly.

In social studies, students' attainment and progress are acceptable in the primary and middle phases. Most students are engaged and link their learning to real life. For example, Grade 4 students could talk about their families in the UAE context. By Grade 5, the majority know about the educational system in the UAE and by Grade 8 students can talk about the environment.

Attainment and progress is acceptable in English. Students make acceptable progress from low starting levels. In KG1, for example, children begin to write letters in lower case, leading to neat handwriting as they progress through the grades. Writing skills such as composition, though, are generally limited because students have too few opportunities to plan creative writing. By Grade 8, almost all students have developed effective speaking skills and they use critical thinking well to debate complex topics.

In mathematics, attainment and progress are acceptable overall though progress is slower in primary. Most lessons are suitably pitched, particularly in the KG and middle phase where activities usually interest and engage students through practical learning opportunities. For example, in KG work was matched well to the learning needs of the



children and with a range of resources they could recognise numbers up to 45 and appreciate their value. Progress in the primary phase is slower because learning activities are often not well matched to students' needs, particularly for the more able.

Attainment and progress in science are acceptable in the KG and middle phases though progress is not as strong in primary. For example, in the middle phase, students have a good knowledge about plants, animals, acids and bases, and relate these to real-life contexts. Progress in the primary phase is weak. This is because assessment is not used effectively enough to set work that is suitably challenging. Students have only limited opportunities to learn through practical investigations.

Overall achievement in other subjects is broadly acceptable though with some variation. For example, students' information and communications technology (ICT) and critical thinking skills are limited as a result of insufficient opportunities in lessons to make cross-curricular links. The students' attainment in Hindi is weak. Most students can listen and understand but lack fluency in speaking, reading and writing extensively. Student achievement in art is good as students learn about masterpieces from renowned artists and art forms, from India and abroad. Students gain a good sense of rhythm and melody from music lessons. Their skills in physical education are hindered by a lack of specific focus in learning activities.

The school is implementing approaches which promote learning skills resulting in acceptable skills overall. Students collaborate well when required and generally support each other cooperatively. Skills in working independently, researching, problem solving, creating and designing, and critical thinking are beginning to emerge in different contexts and now need to be promoted consistently by all staff.

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

The overall quality of personal development is acceptable. Most students have positive attitudes and their behaviour is good. Students have respectful relations with staff and, for the most part, show diligence and commitment in their work. Students' personal confidence and sense of self-worth is enhanced because of the positive way teachers nurture them and provide effective opportunities to use their talents and develop leadership skills. For example, members of the student council show maturity and are developing a sense of responsibility within their school community. Students across all phases speak clearly with expression and fluency in assemblies. They lead assemblies confidently. Examples of this was observed during the inspection week when KG2 children spoke confidently and performed a well-choreographed dance to a song about endangered species before a large audience of 400 children and teachers. KG1 performed a play which involved an action song without prompting. Students enjoyed celebrating Non-violence Day and World Peace Day.

Most students have respect for Emirati culture and they show this by singing the UAE national anthem enthusiastically and celebrating the UAE national day. The students take pride in UAE and appreciate the safe living conditions and the quality of life it offers. The school day starts with the recitation of verses from the Holy Qur'an. It celebrated the 'Islamic Week' and many students from grades 1 to 8, received prizes in the Eid Al Adha Islamic inter-school competitions. The students are concerned about the environment and had recycling bins in and around the school. They understand the moral viewpoints and values of being part of a multi-national community.



The appreciation of healthy lifestyles and healthy food choices is not yet embedded well enough in students' learning. As a result, a few choose to eat doughnuts and muffins from the canteen. Students show their social responsibility in the way they care for each other and their environment. For example, they have an understanding of the needs of others as they celebrate 'World Environment Day' and collect for charity during Ramadan week. Attendance is weak at 90%. Presently, this is largely because more than two thirds of the students are in the KG roll and around half commute a long distance. This affects punctuality to school.

Performance Standard 3: Teaching and Assessment

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

The overall quality of teaching is acceptable and assessment broadly weak. The emphasis given by the principal and the school management to teachers' professional development is beginning to have an impact. Most teachers in the primary and middle phases have secure knowledge of their subjects. Many new teachers still need to develop an understanding of early years' methodology. Teachers cover all subjects in a balanced way and relate learning to real-life, relevant contexts. They display learning objectives and review prior learning. While teaching is now acceptable overall, a large minority of lessons are overly teacher led with too many whole class activities. This results in weaker development of the ability to work independently. Lesson plans are detailed and teachers adhere to them except in a minority of cases where the focus is unclear. Students usually listen attentively to teachers. In a majority of lessons they are fully engaged. In Arabic and Hindi, the excessive use of English and emphasis on gaining knowledge rather than application of spoken language restricts the progress made by students. Teachers use a range of questioning to test students' understanding and to enable them to make acceptable progress overall.

Classroom resources are often limited to textbooks and worksheets and learning can be too theoretical with insufficient application of skills and deeper understanding. Access to ICT in lessons and resources to promote research are limited.



The large majority of teachers have a broad understanding of their students' needs. In the best examples, such as in Grade 4 English, the less able students were given prompts to write creatively while, appropriately, the more able were not. Because of the newness of the school, assessment is based on internal processes. These are connected to the school's curriculum and have formative and summative assignments. These are in the early stage of development and do not yet show clear progress based on reliable, moderated data. The school does not compare itself to others and does not yet have external examinations. Therefore, external data is not yet analysed or used to inform activities that target students with different abilities in a systematic way.

Performance Standard 4: Curriculum

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

The overall quality of the curriculum is acceptable. The KG curriculum is based on Montessori principles, and from grades 1 to 8 the school follows the CBSE curriculum. It is founded on an appropriate blend of core subjects and enrichment activities. It has a clear rationale and is generally broad. The medium of instruction is English, with Hindi and Arabic taught as languages. Hindi is taught from KG and Arabic from Grade 1. During Islamic education, non-Muslim students are taught moral science. There is strong emphasis on the development of moral values like truth and nonviolence, as advocated by Mahatma Gandhi, for example. The curriculum motivates and supports most students to be successful. Local cultural and UAE national identity are important features of the curriculum. Most students know and sing the UAE national anthem with enthusiasm. The school enriches the curriculum with a range of activities through the house systems and inter-school competitions. The curriculum is focused more on knowledge and less on developing skills and independent learning.

Curriculum planning is not yet sufficiently adapted to meet fully the needs or promote suitable progress for students who require special support or who are gifted and talented. Only in the minority of classes do teachers have targeted activities for the students who achieve low and for the more able and gifted and talented. Annual schemes of work and scope and sequence documents ensure continuity and



progression in the KG, primary and middle phases. The KG curriculum is beginning to develop children's language skills, thinking skills and active learning for transition to the primary phase.

Cross-curricular links between subjects are acceptable and sometimes link to real life in the UAE. The curriculum offers sufficient access to aesthetic, visual and performing arts. In art, for example, the curriculum is planned to include masterpieces of great artists to enable students to appreciate and develop an understanding of artistic nuances of India and masters from elsewhere. The school has links with other schools and external organisations and the local community, and a wide range of extra-curricular activities enrich many students' learning experiences in dance, music and drama.

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	Good	Good	Good	
Care and support	Acceptable	Acceptable	Acceptable	

The school has good arrangements for the protection and safeguarding of students, and acceptable ones for care and support. High priority is given to the protection and care of students through, for example, the qualified nurse, certified clinic, SEN coordinator and a social worker for emotional and behavioural needs. The relationships between staff and students are positive and mutually respectful. The building and premises provide a safe environment. A comprehensive child protection policy is well understood and applied by staff. The school has effective procedures for protecting students from bullying.

Student arrival and departure procedures are carefully organised and supervised, and very effectively ensure the safety of the large number of students. Systems and procedures to ensure attendance and punctuality have not had the desired impact and late coming remains an issue to be resolved. The school's promotion of healthy lives is undermined by the items sold in the canteen.

The school recognises the need to target better those children who need greatest support or challenge. The SEN coordinator has prepared individual education plans



(IEPs) for those SEN students who have been diagnosed externally, and is now seeking parents support to do so in other cases. A small number of gifted and talented students had been identified based on teachers' observations and certificates from previous schools. As yet, these students have not been sufficiently stretched in their learning or challenged in lessons. They have, though, represented the school in external competitions and inter-school events.

Performance Standard 6: Leadership and management

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

The quality of leadership and management is acceptable overall. The school has a clear vision which aims for it to become a global role model for teaching and learning. The experienced principal has fostered a constructive, forward-looking ethos in which relationships amongst staff and with students are positive. This has enabled the large group of new staff to forge good professional partnerships with their colleagues. All members of the senior leadership team discharge their duties competently.

The school's approach to self-evaluation has been based on addressing the changing and unpredictable needs of this rapidly growing school. Self-evaluation has not yet been used systematically to identify the full range of quality issues that now need to be addressed. While this is partly understandable for this new school, the time is now right to formalise approaches to self-evaluation in a way that shape the school development plan, with a strong focus on students' attainment and progress.

Parents are very supportive and involved in the learning of their children. They are positive about their communication with the school and get regular reports. The school makes links with other schools and had eight schools participating in the various competitions on the recent 'Non-violence day'. The school benefits from being part of an international group which enables it to draw on resources and experiences from elsewhere. Governance through an in-school representative is supportive and has a close link with parents which promotes positive relations. He is aware of the



challenges of a rapidly growing school and is keen on the professional development of the staff members.

The school runs smoothly on a day-to-day basis. Resources and the school's stimulating environment are managed and supervised effectively. The majority of staff are deployed well and suitably trained to carry out their responsibilities. All teachers are monitored twice a year by the senior leaders, followed by feedback and self-reflection. Overall, the complexities of rapid growth have been managed well.

What the school should do to improve further:

1. Improve students' achievement across the curriculum by:
 - i. using assessment tools and measures which gauge progress in learning against specified curriculum and international expectations
 - ii. implementing consistent approaches across all subjects which use assessment data to shape teachers' planning of learning experiences for the full range of learning needs, including for learners who require additional support or challenge
 - iii. broadening the scope of lessons so that they provide scope for children and students to acquire the full range of learning skills
 - iv. developing a learning and teaching policy which defines the school's consistent expectations for effective practice in every lesson, and ensuring its effective implementation.
2. Develop and implement quality assurance approaches which:
 - i. involve every member of staff in evaluating her/his personal impact on children's and students' learning
 - ii. enable all staff, students and their parents to fully contribute to the school's self-evaluation
 - iii. use self-evaluation systems which focus directly on improving the quality of learning, teaching and outcomes for students
 - iv. harness the outcomes of self-evaluation to inform school development planning which drives improvements in the quality of learning, teaching and outcomes for children and students.
3. Improve the impact of leadership and management by:
 - i. identifying areas of the school where practice is most in need of improvement, such as Arabic and the primary phase, and taking decisive steps to effect improvement
 - ii. applying self-evaluation processes which focus directly on improving the quality of learning, teaching and outcomes for learners
 - iii. continuing to build management structures that ensure quality is assured through effective team moderation of learner outcomes and expectations of teaching and learning.