



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



Summary Inspection Report

Indian School

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Iqraa

Indian School, Al Ain

Inspection Date	29 th October - 1 st November, 2012
School ID#	161
Type of School	Private
Curriculum	Indian (CBSE)
Number of Students	2,027
Age Range	3 - 16+ years
Gender	Mixed
Principal	Neelam Upadhyay
School Address	Building No. 22, Manasir District, Al Ain
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Introduction

The school was inspected by six inspectors. They observed 112 lessons to judge the quality of teaching and learning experiences. During their time in school, inspectors met with school leaders, teachers, parents and students. They observed assemblies, break periods and students' arrival and departure from the school. The inspectors also analysed data and documentation supplied by the school.

Description of the School

The Indian School Al Ain (ISA) opened in 1977 and moved to its current purpose-built premises in 1982. The school is run by a Governing Council. The principal joined the school as headmistress in 1985, and took over as Principal in 2000. A director of Administration joined the school in 2010 to oversee the school's overall development. The school aims to 'develop every student to his/her highest potential with due regard to physical, mental, spiritual, moral and cognitive development'.

The majority of students are of Indian heritage, with Bangladeshi and Pakistani students forming the largest minorities. There are no UAE nationals. Forty five per cent of students are Muslim. The school has 2027 students on roll from Kindergarten (KG) to Grade 12. There are 1053 boys and 974 girls. There are 387 children in KG, 756 students in primary, 614 in middle and 270 in upper schools. About 20 students have special educational needs (SEN), mainly learning and physical difficulties. Almost all students start with learning English as an additional language. The school follows the Central Board of Secondary Education (CBSE), an Indian curriculum taught through English.

Entry to the school is through selection, taking into account the Abu Dhabi Education Council (ADEC), UAE and CBSE rules. The school has established procedures for testing students prior to entry, based on English and mathematics skills. They accept the strongest students identified by these tests. Students rarely drop out or fail grades, and the students who do leave the school early usually do so due to changes in family circumstances that require relocation.

The school fees range from AED 3,900 to AED 8,400 per annum. The teachers' salaries range from AED 21,300 to AED 105,240 per annum.

The Effectiveness of the School

Band B

Grade 5

Inspectors judged Indian School, Al Ain to be in Band B; that is satisfactory a school.

The school was inspected in 2010 and was judged to be unsatisfactory. The principal took the areas for development identified in the report seriously and has made good progress in improving the quality of teaching, curriculum, building and premises, resources and some areas of leadership and management. These are now satisfactory, but the improvements were undertaken rather recently and many are not sufficiently embedded to have a significant impact on students' learning. This is the reason the school is not yet good.

Students make at least satisfactory progress in all subjects throughout the school. They attain standards that are average in mathematics and science and are average, but improving, in English, Islamic studies and Arabic. In social studies, attainment is above the expected standard. Students attain standards that are broadly average in relation to international and similar schools. Children enter KG with low levels of literacy because English is an additional language for all of them. Their speaking and listening, reading and writing skills develop quickly, so that their progress is satisfactory and improving, particularly in the more senior grades. The majority of students are confident speakers who listen attentively and critically and are articulate when putting their views forward. Students' Arabic literacy skills develop well and they read with confidence and fluency by the time they reach the upper grades. Students' progress in social studies is good and they show very good knowledge about the main features of UAE culture and heritage.

Progress in mathematics is satisfactory. Students spend too long learning facts and have too few opportunities to use their skills to solve problems. In science, students' attainment and progress are satisfactory although they accelerate in grades where students sit board examinations. The progress made by students who have special educational needs is slower than their peers. This is because teachers are not astute at identifying those experiencing difficulties despite having regular assessment opportunities. There is no significant difference in the progress made, or standards attained, by boys and girls or students from different nationalities.

Students' personal development is a strength of the school. Students of all ages are very well motivated to learn, are confident, work hard and enjoy school. Their behaviour is impeccable around the school and in classes. The order with which

the school is run supports their development. Over 2000 students walked in for assembly in an orderly manner, and maintained total silence throughout the assembly, paying full attention to peers who spoke eloquently. They hold their teachers in high esteem and interact with fellow students with respect. Students are diligent, hard working and committed to learning. They have very high expectations of their own work and are not inhibited in being critical of teachers who do not perform according to their high standards.

Teachers are well qualified, have secure command of their subjects and teach within their specialism. They plan the learning objectives of the lesson and share them with students so they know what they are learning. Students' very good behaviour and high motivation ensures that the lessons go smoothly at a good pace with no interruptions. The recent in-service training on how to plan for the different abilities in classes has helped teachers to match work to students' needs to some extent. But this initiative is in its early stages. The teachers in Grades 8-12 now give more opportunities for paired and group work to develop collaborative skills. In these classes, teachers have good questioning skills; this helps them to assess understanding and stimulates learning. This is not yet embedded in the younger students' classes. In KG classes, teaching is sometimes overly led by adults with few opportunities for children to initiate learning or to choose materials to develop independence. Assessment is satisfactory. Data is available from end-of-unit tests and CBSE examination results. This data is not used consistently by all teachers to plan lessons that meet the needs of students who find learning more difficult. Students are not involved in their own assessment or peer assessment and marking does not consistently inform students about the progress they are making. As a result, students are unclear as to how they can improve their work.

The school meets the curriculum expectations of the CBSE syllabus, but falls short of the best international provision. The curriculum is not yet sufficiently broad to consistently support the development of students' higher order thinking skills. It does not enable all learners, particularly the younger students, to become independent learners and critical thinkers. The Information and Communications Technology (ICT) laboratory is used effectively to develop students' skills but there are insufficient computers in classes to apply these skills across other subjects. The school provides many opportunities, such as visits and celebrations, for students to understand UAE family and community values. The school has strong links with the Indian Social Centre and Red Crescent, and students raise funds for their charitable activities. There is healthy in-school competition in sports and athletics and students do well in these competitions. The school also offers classes in Malayalam, Bengali, Urdu and French. Gifted and talented

students have the opportunity to participate in interschool and UAE national competitions. The curriculum for KG is narrow and lacks appropriate resources.

The school's positive ethos is reflected in the good relationships between students and their teachers. Teachers, guidance staff, a nurse and a doctor are available to support students. Students enjoy school and attendance is high. The school is pro-active in safeguarding students and has compiled all the necessary details for the central register. The child protection policy is disseminated to the staff and they all have received training. The senior students support behaviour at break times and this ensures that no one faces any bullying or name-calling. The school is not proactive in providing advice to its students in selecting courses and university admissions.

The school building and premises are conducive to satisfactory learning. The school building is in four blocks and all these areas are clean and safe. Tight security helps keep them safe and they are well maintained. The two shaded areas are used effectively for assemblies, physical education lessons and for break times. There are prayer rooms for girls and boys and a well-maintained clinic. The three science laboratories, a computer laboratory and a library support the curriculum well. A new fire alarm system has been installed and all fire safety equipment is checked regularly. Emergency access and evacuation from first-floor classrooms remains unsatisfactory, as it is restricted to one staircase. The school put in an additional staircase for emergency exit at the instruction of Civil Defence, but had to remove it at the instruction of the Town Planning department in September 2012.

Resource provision is inadequate to support teaching and learning in most subjects. In KG there are some toys, games and books and the outdoor area is used well for physical development. Most classrooms are of adequate size for the number of students. There are three large science laboratories with good resources in physics, adequate in chemistry and inadequate in biology. The library is well used and has over 20,000 books which the students enjoy reading and writing reviews about. The computer laboratory is large and well resourced. There are additional laptops on trolleys. These are insufficient for the number of students in the school.

The school has a satisfactory and improving capacity for sustained improvement. The established principal provides clear leadership and direction to the school with satisfactory support from the heads of boys' and girls' sections and the supervisors. The newly established framework for planning, teaching and evaluation is having a positive impact. The planning now clearly indicates the learning objectives and these are shared with students in many, but not all,

lessons. The newly formed middle management team of subject co-ordinators has been appointed to support the work of the senior leaders. Their roles and responsibilities are clear but they have not been released from full time teaching to fulfil their duties effectively. The governing council is a ‘critical friend’ that challenges and supports the school. The school self evaluation is improving but the teachers do not yet have opportunities to give their views. The school’s improvement plan is unrealistic. The competing priorities mean that resources are too thinly stretched to impact on students’ learning. The school finances are well managed: staff are treated fairly and their contracts and salaries are honoured. The school provides satisfactory value for money. The relationships with parents are satisfactory.

What the school should do to improve further

1. Improve the quality and consistency of teaching and learning by:
 - i. ensuring that all teachers use assessment data to plan lessons for students of different abilities in all classes and subjects, particularly those who find learning difficult and those with special educational needs;
 - ii. enabling all teachers to use a range of strategies to develop students’ skills in independent learning from KG- Grade 12;
 - iii. providing constructive feedback to students and involving them in assessing their own work so that they know how much progress they are making and how to improve; and
 - iv. broadening the range of resources available so that children in KG have access to the full play based curriculum and students can use their ICT skills in a wide range of subjects.
2. Increase the rigour of management systems by:
 - i. sharpening school improvement planning so that time, resources and professional development are focused on a few key priorities that impact most on students’ learning;
 - ii. providing middle managers with time and further training so that they can discharge their assigned roles and responsibilities effectively; and
 - iii. involving all staff, including teachers, in the school evaluation process.