



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Indian Private School, Al Ain

Overall Effectiveness: Good

Academic Year 2017 – 2018

Iqraa



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School Information

General Information	Inspection date:	from	2 Safar 1439		to	5 Safar 1439		
		from	23-Oct-17		to	26-Oct-17		
	School name				Indian Private School, Al Ain			
	School ID				161			
	School address				PO Box 16062, Al Ain			
	School telephone				+971 (0)3 767 8915			
	School official email				Indian.pvt@adec.ac.ae			
	School website				www.indianschoolalain.com			
	School curriculum				Indian Central Board of Secondary Education (CBSE)			
	School phases				KG to Grade 12			
	Fee range and category				AED4,200 to AED9,200 (Low)			
	Number of lessons observed				122			
	Number of joint lessons observed				12			
Staff Information	Total number of teachers				118			
	Turnover rate				13%			
	Number of teaching assistants				1			
	Teacher- student ratio				KG: 1:25 Primary, Middle and High: 1:30			
Student Information	Total number of students				1917			
	% of Emirati Students				0			
	% of Largest nationality groups				1. Indian 93%			
					2. Bangladeshi 5%			
					3. Pakistani 2%			
	% of SEN students				1 %			
	% of students per phase				KG: 15%		Middle/29%	
					Primary: 43%		High: 13%	
Gender				Boys and girls				



The Performance of the School

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 

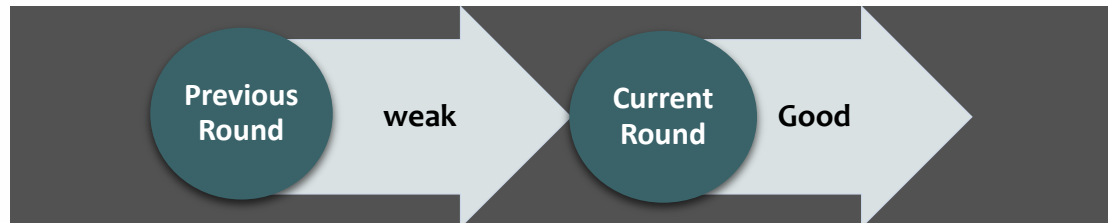


Evaluation of the school's overall performance

- The overall performance of the school is good. The composition of the school is relatively unchanged since the previous inspection. The Principal remains in post and the low staff turnover rate has provided stability to support improvement.
- Students' achievement is good overall. The majority of students exceed curriculum expectations in English, mathematics and science and make good progress in Arabic-medium subjects. Learning skills are good overall. Writing, in English and Arabic, is not as well-developed as speaking, listening and reading.
- Students' personal and social development is good. Relationships between staff and students are respectful and courteous and contribute to a positive learning environment.
- Teaching and assessment are good because teachers' have a good subject knowledge and continue to develop their skills through the staff development programme. Strategies to enable students to know what they need to learn next or how to improve their own work are not used consistently.
- The curriculum is acceptable overall. Most students enjoy lessons and gain knowledge, skills and understanding in key subjects. The adaptation of the curriculum to extend students creativity through art and music or to support innovation through cross-curricular links is less well developed. The English Early Years Foundation Stage (EYFS) Framework for KG is at an early stage of implementation and has some gaps in promoting all areas of learning effectively.
- The overall quality of protection, care, guidance and support is acceptable. Students' attendance is outstanding. Procedures for health, safety and security including safeguarding are secure. Support for students who have special educational needs and those who are gifted and talented is less well developed to ensure their personal and academic needs are met consistently.
- Overall leadership and management are good. The committed leaders and staff have improved the school's performance. Self-evaluation gives a clear picture about the school in all performance standards. Leaders have not yet established procedures to moderate outcomes of internal examinations.



Progress made since last inspection and capacity to improve



- The school has made good progress since its last inspection. All senior managers, including the principal, have worked diligently to bring about change and improvement. The impact of their actions is evident in most areas of the school, particularly in the quality of teaching and learning.
- The school assesses students through internal and external examinations and data indicates their attainment is good over time. Students' progress in most subjects has improved and is now good except Arabic where it is acceptable. Students' writing skills in English and Arabic are less well developed.
- Teaching is now good in most subjects. Teachers use effective strategies to engage students in class. As a result, the progress of students is good. However, teachers' planning is not developed to the same level to ensure a good support for students with special educational needs and sufficient challenge for gifted and talented students.
- Assessment has improved. The school tests students' knowledge and understanding through internal and external examinations and analyse the data to monitor students' progress effectively.
- The school now review and further modify the curriculum appropriately to meet the needs of most students. It has yet to further develop the EYFS provision to close the gaps that remain in linking creative, exploratory activities appropriately to the framework.
- Overall, school leaders' capacity to improve the school further is good. Implementation of the development plan since the last inspection has brought about notable improvements in the work of the school. Leaders know the school well and have effective strategies to sustain improvement.



Key Areas of strengths and areas for improvements

Key areas of strength

1. Students' overall achievement in English, mathematics and science and good progress in Islamic education and social studies.
2. The harmonious environment and good relationships throughout the school which support student's well-being and academic development.
3. Effective teaching strategies to engage students.
4. Commitment of the school staff at all levels to bring about the positive improvement in school.

Key areas for improvement

1. Further improve students' attainment in Arabic medium subjects and in English writing skills by:
 - i. reviewing priorities in the school development plan (SDP)
 - ii. incorporating more independent writing in lessons
 - iii. including more writing activities across other subjects
 - iv. monitoring students' learning in lessons regularly to review the quality of their work.
2. Modify the curriculum to meet the needs of all students by:
 - i. reviewing and further developing the Early Years Foundation Stage curriculum to ensure activities support all areas of learning
 - ii. introducing art and music across the school
 - iii. further developing cross curricular links and opportunity for innovation in lessons
 - iv. ensuring consistent support for students with special educational needs and sufficient challenge for those who are gifted and talented
 - v. establishing processes to moderate outcomes of internal examinations to inform adaptations to the curriculum.
3. Enhance teacher's marking and feedback by:
 - i. setting short-term, achievable targets
 - ii. providing written feedback to inform students of their next step in learning
 - iii. allowing time for students to make relevant corrections promptly in class.



Provision for Reading

- The school has an annual reading plan and provides a range of opportunities for students to read for information and pleasure.
- All students use the school library regularly which is stocked with fiction and non-fiction books. Most are in English with a smaller selection in Hindi and Arabic. Primary and middle school students have a fixed library period while high school have more flexible pattern of use to encourage reading more widely. The library is used as a resource to promote literacy activities such as, 'Read Aloud', 'Book reviews' and 'Book Talks'.
- Reading for comprehension is promoted across the school. Students borrow books to undertake research for projects and make effective links between different subjects. In primary, students use their reading skills to complete tasks within lessons.
- To promote good reading habits and progression, the school has compiled sequential reading manuals for students in Grades 1 to 4.
- Teachers have received training on how to improve the reading throughout the school and evaluate students' progress varied aspects of reading. Most students' reading is above age-related curriculum expectations.



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Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Weak	Good	Good	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 additional Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
English	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Mathematics	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Science	Attainment	Acceptable	Very Good	Good	Very Good
	Progress	Acceptable	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	N/A	N/A	Good	Acceptable
	Progress	N/A	N/A	Good	Acceptable
Learning Skills		Acceptable	Good	Good	Good



Overall achievement

- The overall quality of students' achievement is good. The school's internal assessment data indicates that students at all phases make good progress and have improved over time.
- Central Board of Secondary Education (CBSE) data indicates that the majority of students attain above age-related expectations in most subjects in Grade 10 and 12. In Arabic, students in Grade 12 achieve above average results.
- Mock Program of International Student Assessment (PISA) exam results for Grade 10 show students are achieving better than the UAE averages in English, mathematics and science.
- Trend in International Mathematics and Science Study' (TIMSS) data for mathematics indicate that Grade 4 and 8 students' attainment is better than the UAE average.
- TIMSS data for science indicate that Grades 4 and 8 attain better than the UAE average.
- The school's internal assessment data indicate that attainment and progress in Islamic education and social studies is good. Good progress was observed during the inspection, but was not matched to the same level by attainment.

Subjects

- Students' achievement in **Islamic education** is acceptable overall. Children's achievement is weak in Kindergarten due to weak teaching. They make good progress in other phases of the school. Students learn to memorise different verses of Qur'an.
- Students' achievement in **Arabic** is acceptable overall. It is acceptable in KG, primary and middle but was weak at inspection at high phase. At high phase, opportunities to deepen students' understanding of what they have read and encouragement to express their ideas through creative writing are less well-developed. Across the school, a large majority of students develop appropriate skills in reading and their hand writing is legible and neat.
- Students' achievement in **social studies** is acceptable overall. Attainment is acceptable across the school except in KG where it is good. Teacher's good use of Information Communication Technology (ICT) and collaborative work increases the pace of progress of students. Students' continue to make good progress and standards are improving throughout the school.
- Students' achievement in **English** is good overall. Most students can read above age-appropriate levels, listen attentively and can communicate their



understanding accurately. Students' writing skills are less well developed.

- Students' achievement in **mathematics** is good overall. The majority of students achieve standards above curriculum expectations. In KG, an over emphasis of teacher-led activity does not extend children's skills in active learning. Progress is good as students move to primary, middle and high phases. They work effectively to solve mathematical-problems and think critically in groups and when working independently.
- Students' achievement in **science** is good overall. They are keen learners, with good investigative skills and respond well to effective teaching strategies. The balance of teacher-led, child initiated activity in the KG means that children's enquiry skills are not developing as rapidly as their knowledge.
- Students' achievement in **other subjects** is acceptable overall. Creative expression is less well supported as there are no planned music lessons and art is only taught up to Grade 5. Students' overall progress in lessons is acceptable; most students achieve standards in line with grade-related curriculum standards.

Learning skills

- Students' learning skills are good overall. Students work independently and collaboratively in groups, although this is less prevalent in KG. They learn to make connections between areas of learning and relate these to real-life situations. Most students attain good critical thinking skills and an ability to solve problems. The use of information communication technology to enhance their learning in classroom lessons is not yet well developed.

Areas of Relative Strength:

- Good achievement in English, mathematics and science.
- Use of collaborative and independent activities to enhance learning.

Areas for Improvement:

- Matching attainment to progress consistently in Arabic medium subjects and in writing in English.
- Extending the breadth of creative and innovative activities.
- Increasing children's active enquiry and investigation in KG.



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

- Students' personal and social development is good. The majority of students have positive attitudes towards their school, teachers and each other which has a positive impact on their learning.
- Students like coming to school and this is very much reflected in their outstanding attendance, at 98%. Students almost always arrive at school and to lessons on time.
- Students have a clear appreciation and understanding of Islamic values. They are knowledgeable and appreciative of the heritage and culture that strengthen and influence life in the UAE.
- Students demonstrate a clear understanding, awareness and appreciation of their own and other world cultures. This is clear through their respectful behaviour toward their friends from different nationalities.
- Students care for their school and take part in activities to improve its environment. Students can be creative and enjoy taking part in projects. They take responsibilities such as serving as representatives on the school council.
- Students have some opportunities to be innovative, however this is not a regular feature of their lessons and is less well developed than other learning skills.

Areas of Relative Strength:

- Outstanding attendance.
- Students' knowledge of Islamic values and understanding of the UAE and other cultures.



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Areas for Improvement:

- Opportunities for students to improve their innovation skills.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching is good. Assessment is acceptable in all phases of the school. Most teachers use effective teaching strategies to engage students quickly in their learning.
- Most teachers plan lessons thoroughly and use time and resources effectively. They motivate students to participate in group and individual presentations to boost their understanding. On occasion, teaching is less effective because teachers use questions and answers that require simple answers rather than extending student's thinking.
- Teachers do not always plan effectively to meet the needs of students with special educational needs and those who are gifted and talented. Teachers provide some opportunities for problem-solving and critical thinking. Students are not regularly encouraged to be innovative in lessons.
- Strong teacher-student relationships encourage students to work collaboratively and independently to achieve the learning goals in the lesson.
- The school's assessment procedures are acceptable. Teachers mark students' work however they do not consistently provide students with subject specific written feedback to help them understand how they can take the next step in their learning. Occasionally, they do not set short term targets for students to further improve their attainment or allow students to make relevant and prompt corrections to their work.
- Teachers provide opportunities for students to peer assess their work. The school carefully reviews the performance of the students and teachers use this information in their planning to ensure the needs of less and more-able students are met. However, there is lack of planned support for special educational needs and gifted and talented.
- The school compares its outcomes against international and national benchmarks and standards.

Areas of Relative Strength:

- Use of effective strategies to engage students in their learning.



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- Opportunities for critical thinking and problem-solving.

Areas for Improvement:

- Written feedback to inform students how they can improve further.
- Setting clear short-term targets for students' learning.
- Students' prompt correction of their work to enhance their learning.



Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is acceptable. It is generally broad and balanced. It covers all core subjects and includes information communications technology, physical education, reading and moral education. Art lessons for students in middle and high phase and music are yet to be included in the curriculum.
- The curriculum provides continuity and progression overall to prepare most students for the next stage of their education. Older students have a choice of studying either a commerce or science curriculum. Cross-curricular links support learning across the school. The curriculum relates well to students' real-life experiences.
- Senior leaders regularly review and modify the curriculum to meet the needs of students in most phases. Planned support for those who have special educational needs and gifted and talented is less developed. The KG is still at an early stage of implementing the EYFS as revised curriculum.
- Suitable extra-curricular and creative activities maintain student's interest in learning. They regularly take educational visits and participate in voluntary and entrepreneurial work where they have an opportunity to be innovative. Innovation skills are not a regular feature of their lessons.
- The new moral education programme develops most students' personal character and is reflected in their positive behavior and daily lives.

Areas of Relative Strength:

- Curricular choices for older students.
- Strong links to the UAE.

Areas for Improvement:

- Further improvement of the Early Years Foundation Stage curriculum to link all areas of learning to the curriculum.
- Broadening the curriculum to include music and to extend art for students in



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middle and high phases.



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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
• The quality of protection, care, guidance and support for students is acceptable. Safeguarding procedures, including child protection are effective. Staff, parents and students understand the procedures well because of school's provision of information and training. • The school meets the general requirements for the health, safety and security of students. It implements a range of policies and procedures to maintain the school in a safe, secure and hygienic state. • The school's premises and facilities are well-maintained. Record keeping is thorough and indicates up-to-date actions to resolve any issues. Students show general understanding of safe and healthy living. They participate in activities that promote safe and healthy lifestyles. A few students bring food that does not support their healthy lifestyles. • Student attendance has improved, and this is because of increasingly effective procedures and clearly explained and displayed actions. The school makes prompt contact with parents and tracks students' attendance closely. • Staff-student relationships are very good. The procedures followed by the school for identifying students with special educational needs and gifted and talented are effective. However, the support within the school for these students, and those who are gifted and talented, is less well-developed. • The school monitors students' well-being, personal and academic development appropriately and provides suitable guidance and support through responsible school staff.				
Areas of Relative Strength:				
• Implementation of policies and procedures. • Thorough record keeping and prompt action to resolve issues.				
Areas for Improvement:				



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- Students' ability to apply their knowledge of safe and healthy lifestyles to their daily lives.
- The level of support to match the needs of students identified with special educational needs and those who gifted and talented.



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good
• The overall quality of leadership and management is good. A team of committed staff at all levels support the principal to discharge her duties on a day-to-day basis. They share a common vision linked to national priorities to raise the standards of students' achievements and personal development. • The process of self-evaluation is good. All stakeholders contribute to this process. The strengths and improvement priorities are appropriately included in the school development plan (SDP). Occasionally, the SDP is not revised to reflect the most recent priorities. Senior leaders visit lessons regularly to ensure improvement in teaching standards. • The school develops good partnerships with parents and the community. Parents' response to questionnaires indicated that they were satisfied with the school. Parents receive regular reports and meet staff during 'Open House' meetings to discuss their children's development. • The governing body regularly seeks views of all stakeholders including parents. They monitor the impact of school leadership on students' achievements and personal development. They have regular meetings with the principal and ensure that the school meets all the statutory requirements. • The school's daily routines are effective, and this has a positive impact on students' learning. The school has suitably qualified staff, is sufficiently resourced and provides a physical environment is conducive to learning. • The school actively promotes international tests among its students. However, the school leaders have yet to arrange internal and external standardisation of its internal examinations to fully verify students' achievements in all subjects.	
Areas of Relative Strength:	
• Commitment of the staff at all levels to bring about positive improvements in	



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school.

- The school's effective daily routines.

Areas for Improvement:

- Continuous review and revision of the priorities of the SDP to continue to raise attainment, particularly in Islamic education, social studies, and writing in Arabic and English.