



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



Private School Inspection Report

Indian Private School, Al Ain

Academic Year 2015 – 2016

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Indian Private School, Al Ain

Inspection Date	16 – 19 November, 2015
Date of previous inspection	3 – 6 February, 2014

General Information		Students	
School ID	161	Total number of students	1954
Opening year of school	1977	Number of children in KG	290
Principal	Neelam Upadhyay	Number of students in other phases	Primary 870 Middle 521 High 273
School telephone	+971 (0)3 767 8915	Age range	3 years 8 months to 19 years
School Address	P O Box 16062, Al Ain	Grades or Year Groups	KG to Grade 12
Official email (ADEC)	Indian.pvt@adec.ac.ae	Gender	Mixed
School Website	www.indianschoolalain.com	% of Emirati Students	None
Fee range (per annum)	AED 3,800 – AED 7,900	Largest nationality groups (%)	1. Indian: 91% 2. Bangladeshi: 5% 3. Paksitani: 2%
Licensed Curriculum		Staff	
Main Curriculum	Indian Central Board of Secondary Education (CBSE)	Number of teachers	89
Other Curriculum		Number of Teaching Assistants (TAs)	0
External Exams/ Standardised tests	CBSE	Teacher-student ratio	20:1 KG/ FS 26:1 Primary 15:1 Secondary
Accreditation		Teacher turnover	25%

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	124
Number of joint lesson observations	3
Number of parents' questionnaires	481 (returned rate: 25%)
Details of other inspection activities	Lesson observations, meetings with staff, students, leadership team, Director and parents; work scrutiny and review of documents and surveys.

School	
School Aims	The school's mission is 'education for modesty and success for the 21st Century'.
School vision and mission	Its vision is to: • create a safe, secure, respectful and positive environment for effective learning; • to work for the all round and harmonious development physical, mental, social and emotional development of each child; • to challenge all to become motivated, confident and competitive learners; • to become responsible, committed and productive citizens and effective leaders.
Admission Policy	Admission into the Kindergarten (KG) is through an interview to ascertain the child's readiness for school. At all other Grades, entry is by selection using an entrance examination to identify proficiency in English and mathematics. For entry into Grades 11 and 12, entry is restricted to students who have passed the previous year's Central Board of Secondary Education (CBSE) examination with good grades.
Leadership structure (ownership, governance and management)	The school's leadership comprises the principal, a Director of administration (who is the representative of the Governing Council), a vice principal and a headmistress.

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
Intellectual disability	0	0
Specific Learning Disability	0	10
Emotional and Behaviour Disorders (ED/ BD)	5	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	3	0
Physical and health related disabilities	17	0
Visually impaired	2	0
Hearing impaired	2	0
Multiple disabilities	1	0

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

G&T Category	Number of students identified
Intellectual ability	10
Subject-specific aptitude (e.g. in science, mathematics, languages)	5
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	3
Visual and performing arts (e.g. art, theatre, recitation)	17
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 (C)	Weak
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						

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

Evaluation of the school's overall performance

The quality of education provided by Indian Private School is weak. Attainment and progress in most subjects is weak, particularly in the KG and primary phases. Only the few students who are in Grade 12, attain standards in English, mathematics and science in line with curriculum expectations. Across all grades, students' attainment and progress in Arabic and Islamic education is weak. There are inconsistencies in the quality of teaching and learning which impact on students' achievements. The leadership team is aware of the need to improve the quality of teaching and learning, but does not have clear plans for doing so. The curriculum is not sufficiently well planned for progression: it does not take into account students' prior learning or reflect their individual learning needs. Students are very well behaved and demonstrate a deep commitment to their learning. Relationships across the school are strong.

Progress made since last inspection and capacity to improve

The school has not made sufficient progress in addressing the recommendations from the previous inspection. In some lessons, teachers plan clear objectives and have introduced a wider range of active tasks to engage students. The work in most classes does not provide sufficient challenge. There is little evidence of the use of higher order questioning. Students are not given effective feedback on how to improve their work. The school does not carry out accurate data analysis of its examination results and does not make effective use of data to set targets for improvement. The self-evaluation process is not robust enough and discussions about improvement are not sufficiently focused on student learning.

The leadership team have not demonstrated the capacity to improve the quality of education without external support.

Development and promotion of innovation skills

There are too few opportunities for students to develop innovation skills. Lessons are routinely focused on gaining knowledge, at the expense of the development of skills and critical thinking.

In the Kindergarten (KG), opportunities for children to develop their natural curiosity and make sense of the world around them through experiential learning are very limited. In the primary and middle school, students are encouraged to learn and memorise facts, rather than learn about the world through personal experience, enterprise or exploration of concepts.

The school has begun to focus on technological discoveries in the middle and high school phases and has recently set up an ‘Innovation Committee’ made up of students and staff. This committee’s work is effectively showcased through assembly where students share their projects. In one assembly, students presented extended research about Steve Jobs and their own robotics inventions. This culminated in a thought provoking mime by Grade 12 boys, demonstrating their understanding and awareness of the vast range of discoveries and inventions. Most of these activities are introduced as extra curricular opportunities and not systematically planned and developed through the core curriculum.

In a few older classes, students demonstrate their ability to work independently and take the lead in planning their learning. In one Grade 9 English lesson, students independently researched the range of theories behind the Bermuda triangle and actively challenged one another about the origins and evidence supporting these. Opportunities for students to develop their problem solving, investigation and critical thinking skills are infrequent.

The inspection identified the following as key areas of strength:

- students' progress in acquiring effective listening, speaking and reading skills in English by the end of Grade 12
- highly motivated students who demonstrate a deep commitment to their learning
- the positive relationships between students and staff which lead to a caring and nurturing atmosphere
- students' knowledge and understanding of the culture and heritage of the UAE, and their own culture
- the effective systems for ensuring the health and security of all students so that they feel safe in school
- the organisation and smooth running of the school on a day-to-day basis
- the commitment of teachers to improving their professional practice.

The inspection identified the following as key areas for improvement:

- students' attainment and progress in most subjects
- the quality of teaching and learning to fully meet the learning needs of all students so that they make more progress in lessons
- the effectiveness of assessment systems to accurately measure what students know and can do, and identify specific areas for improvement
- the review and modification of the curriculum to plan tasks that are suitable for different groups of students
- the opportunities for students in the KG classes to explore, make choices and express themselves creatively
- evaluation of the school's performance to accurately identify key priorities and improvement strategies that will impact on student learning.



Performance Standard 1: Students' Achievement

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

The attainment and progress of most students across most subjects is weak. Only around half of all students take any externally assessed examination, and only the most able are entered for the IBT (International Benchmark Tests); the remainder are assessed internally by the school. The resultant data is not assessed in any meaningful way that allows the school to adjust delivery of the curriculum to impact on academic progress. The school's Grade 12 CBSE examination results are consistently low in comparison to students in similar schools. The proportion of students gaining A1 –B1 grades declined substantially in 2015 in all subjects. The attainment of the relatively small proportion of students, who participated in IBT tests in 2015, was acceptable, particularly for Grades 9 and 10 in English, mathematics and science. By the time students reach Grade 12, most have acquired effective speaking, listening and reading skills in English.

Students' attainment on entry into the Kindergarten (KG) is variable as many arrive with limited English language skills. By the end of their time in KG, many students are able to recognise letter names and sounds, write 'cvc' words and count to twenty. Their progress across the curriculum is limited due to the lack of opportunities to develop their creative, social, emotional and fine and gross motor skills. They have too few opportunities to make independent choices.

In Arabic and Islamic Education, students' attainment and progress are weak across all phases. By the time they leave school, students are only able to read a few words in Arabic and their writing is limited to short paragraphs, which are not always grammatically correct. Pronunciation is generally poor. There are too few opportunities for them to converse in any meaningful way in Arabic. Their progress is limited due to a poorly planned curriculum that is not matched to their needs as second or third language speakers of Arabic. In Islamic education, many students in Grade 9 are unable to identify when to use the term, 'Bismillah' in daily life. Students' progress is limited due to the lack of coherent curriculum planning, a focus on memorization and limited opportunities to make connections with their personal practices.

In English, in the lower grades, students' attainment is limited to reading short sentences, spelling and grammar skills. They have limited opportunities to write to express their views or to read for pleasure. Students do not develop good speaking skills, as the model provided by many teachers is poor. As they move through the middle and higher classes, students' attainment and progress in English is acceptable. This is due to the wider range of experiences that they are exposed to, such as role-play, reading longer texts in a variety of genres and the use of textbooks that encourage writing in a range of different styles.

Attainment and progress in mathematics is inconsistent across the phases; students attain in line with curriculum expectations by the time they reach the high school. This is achieved through a focus on textbook exercises and the higher expectations of specialist teachers. In science, attainment is inconsistent. Many KG children have good general scientific knowledge. For example, they are able to distinguish between land and sea animals and identify the best materials for building homes. This knowledge is not built on consistently and attainment, particularly the development of scientific enquiry skills, varies through the primary and middle phases. It improves in the higher grades due to increased regular opportunities for practical work and the focus on preparation for examinations.

Throughout the school there is an emphasis on memorisation and repetition of facts, which leads to insufficient opportunities for students to develop a wider range of learning and thinking skills. There are limited opportunities for students to work independently and collaboratively, to discuss and reflect or take responsibility for their own learning within lessons; many students demonstrate some of these skills through homework and personal projects.

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	Acceptable	Acceptable	Acceptable	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
Students' personal development is acceptable. They demonstrate positive attitudes, a strong commitment to learning, and are immensely respectful of each other and the adults around them. Relationships across the school are strong. Older students demonstrate good self-discipline, respond well to teachers' directions and are sensitive in their dealings with younger students. High school students are afforded several opportunities to lead the school community as team captains, as Head Boy, Head Girl and as prefects. Assemblies are routinely led by these students, who demonstrate good organisational and leadership skills.				

Students demonstrate good knowledge about the UAE and its values and culture. In assemblies, most show a deep respect for the national anthem and for recitations from the Holy Qur'an. School displays are used to share information about the history of the UAE. Students have an acceptable understanding of their own culture and that of other communities that have made their homes in the UAE.

In the middle and high school, students have a strong sense of civic responsibility and participate in a number of environment friendly activities through the eco club. There are a few opportunities for them to volunteer in the local community and some have led local environmental campaigns. There are limited opportunities for students to plan and deliver enterprise projects independently.

The canteen serves healthy options and most students bring healthy lunches from home. This was evident in a Grade 3 class where students analysed the contents of their lunch boxes and were able to demonstrate awareness of the differences between healthy and junk food.

Attendance, at 93%, is acceptable and students are usually punctual.

Performance Standard 3: Teaching and Assessment

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

Teaching and assessment across the school is weak. The quality of lessons observed by inspectors ranged from good to very weak; with the majority deemed weak or very weak. More effective teaching was seen in English and mathematics, mainly in the middle and higher phases.

With the exception of teachers in Arabic and Islamic education departments, most staff have a secure knowledge of their subjects. Many teachers' use of English is limited which results in poor language models for students. Teachers have begun to use a structured lesson plan to identify learning objectives, key concepts and vocabulary as well as a range of activities. Many teachers have low expectations and do not take into account students' prior knowledge. This leads to many activities being repetitive and unchallenging. Most teachers' use of questioning is limited to factual questions or testing students' recollection of textbook passages. Questions

rarely help students to deepen their understanding of a concept or challenge their thinking.

Teaching is better, in a few English classes in grades 9 to 12, where students are set more challenging homework tasks and given opportunities to lead lessons. Most teachers have a limited range of strategies to engage students. Most lessons are textbook focused with low-level worksheets that many students complete within a very short period of time. Students are not routinely encouraged to ask questions to clarify their thinking. Teachers' plans sometimes identify differentiated activities; these are usually different activities at the same level. In many lessons, when students complete the worksheet for higher ability students, they are given the worksheet for low ability children to keep them busy. Teachers do not provide adequate support for less able learners or challenge for those who are more able. Opportunities for students to develop problem solving or investigational skills are limited.

The school's assessment processes are inconsistent. There are regular tests to assess students' factual subject knowledge. Limited use is made of assessment data to identify gaps in students' knowledge, skills or understandings. There are limited planned interventions to support these gaps in understanding. The needs of students with special needs (SEN) or those who are more able are not identified through internal assessments and are not supported in lessons. Consequently these students do not make adequate progress.

Teachers rarely undertake assessments during lessons to check that all students understand the intended learning. The CBSE assessment data for Grades 10 and 12, some of which are externally moderated, is not used to identify overall trends in attainment and progress or to inform curriculum planning. Students are given limited feedback in their books about their performance or how to improve. Target setting is insufficiently detailed and limits students to reaching the next performance level in assessments.

Performance Standard 4: Curriculum

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

The implementation and adaptation of the curriculum is weak. The school draws its guidelines from the National Council of Education Research and Training (NCERT) curriculum and is mainly delivered through textbooks. The school places insufficient emphasis on the development of skills and understanding. The Arabic curriculum does not provide sufficient teaching time in grades 11 and 12.

Curriculum delivery is focused on knowledge acquisition. There are too few modifications made to the textbook activities across all subjects to meet the needs of students. KG and primary students spend most of their time engaged in low level tasks that are dull and repetitive. They have few opportunities to solve problems, learn through scientific enquiry or investigative activities. Processes for the identification and support for students with SEN are in their early stages of development. There are too few opportunities for students to engage in activities that promote enterprise, creativity and innovation skills across the school.

The implementation of the Arabic and Islamic education curriculum lacks breadth and balance and does not match students' needs in those subjects. The curriculum in Arabic is insufficiently modified to meet the daily needs of students. In KG classes, activities are worksheet focused and lessons require children to listen and repeat what the teacher says. There are too few opportunities for children to engage in imaginative play, creative activities or physical challenges to support the development of fine and gross motor skills. In the high school, students are offered a range of options in preparation for further education. Malayalam and Hindi are offered as many students move to India for further studies. A modern foreign language is also offered.

A few teachers have begun to introduce cross-curricular and real life links in order to strengthen students' understanding of concepts, but this practice is inconsistent. The school carries out bi-annual textbook reviews to ensure that it meets the requirements of the CBSE curriculum. There is insufficient attention given to curriculum continuity between grades and across phases, so students often repeat their learning of specific concepts.

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	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

The school provides acceptable levels of protection, care and guidance for its students. Safeguarding procedures are well established and there is good awareness of how to protect all students within the school. There is a caring and purposeful ethos. Students in the primary, middle and high school are well supervised and parents and students report that they feel safe in the school. Processes for the supervision of KG children at the start of the day and during break times are weak due to the inadequate deployment of staff. The building, though old, is well maintained and best use is made of the available areas for learning. Evacuation procedures are well established. There are sufficient medical staff to carry out routine health checks.

Staff have good relationships with students, who generally show a great deal of self-discipline. The school has updated its attendance procedures since the last inspection and parents are contacted immediately if their child is absent. Processes for the identification of students with SEN are at the early stages of development. Students' needs are identified through discussions with teachers and parents and some are formally assessed by medical professionals. Support for these students in lessons is inconsistent and does not adequately target their individual needs. Support and guidance for more able students' is limited to extra tasks, which are not always more challenging or matched to their individual needs. Their progress is not monitored sufficiently well to ensure they make appropriate progress. Students receive satisfactory advice and guidance about career choices and support with applications for further education courses.

Performance Standard 6: Leadership and management

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

Leadership and management are weak. The principal, supported by a senior team of staff, has been influential in establishing a positive atmosphere and building good relationships at all levels. The senior leadership team are aware of the need to improve the current provision and student outcomes. They are committed to improving the quality of education. They have limited pedagogic expertise and are insufficiently focused in their day-to-day interactions on student learning. There are a number of middle leaders whose roles are not adequately focused on improving learning. Leaders at all levels do not have sufficient knowledge and understanding of best practice to support improvements in teaching and learning.

Self-evaluation processes are weak. Insufficient use is made of assessment data to identify trends in attainment, which leads to an inaccurate view of the school's strengths and weaknesses. When priorities such as improving the quality of teaching and learning have been identified, leaders are not methodical in their approach to making improvements or monitoring them. The evaluation of teaching lacks rigour and does not accurately identify weaknesses in individual teacher's practices.

The school has acceptable partnerships with most parents. Regular surveys of their views enable the school to keep in touch with parents' concerns. There are monthly opportunities for parents to meet with teachers to discuss students' attainment in internal assessments. They are given insufficient support and guidance on how they can support their children at home. There are limited community partnerships. The governing council, represented by an onsite director, is involved in seeking the views of stakeholders and responding to external stakeholder requirements. It does not engage sufficiently in discussions about school standards or hold the leadership team sufficiently accountable for the quality of the school's performance.

The school is not adequately staffed by well-qualified teachers and support staff to meet the needs of all students. Teachers are committed to attending the professional development courses arranged on the key aspects identified in the last



inspection. High staff turnover means that there is a need for continued professional development and more robust monitoring of teachers' skills as they join the school. Resourcing is limited, particularly technology for learning. The premises are inadequate for the numbers of students on roll. Washrooms are old and not well maintained.

What the school should do to improve further:

1. Improve attainment and progress in all subjects so that most students make at least the expected progress in relation to individual starting points and curriculum expectations by:
 - i. developing accurate assessment systems that enable teachers and senior leaders to precisely measure and analyse students' attainment in every subject
 - ii. using the data generated to accurately identify specific gaps in learning and teaching
 - iii. developing systems for accurately monitoring and tracking individual students' progress and setting appropriately challenging targets for improvement.
2. Improve the quality of teaching and learning so that in lessons most students make at least expected progress in relation to appropriate learning objectives that are aligned with curriculum standards by ensuring that all teachers:
 - i. build on students' prior knowledge and match lesson planning to curriculum expectations
 - ii. provide targeted support for the less able students and appropriate challenge for high achievers in every lesson
 - iii. plan learning activities that allow students to work independently and collaboratively
 - iv. monitor closely what students are learning and provide specific guidance on how to improve.
3. Improve the KG curriculum planning to ensure that children have daily opportunities to learn through play, work independently and develop their creative, social, communication and problem solving skills.
4. Improve the strategic leadership of the school to ensure:
 - i. the more rigorous use of the analysis of students' attainment and progress in all subjects to set priorities for improvement planning
 - ii. self-evaluation is based on more rigorous approaches to the monitoring and evaluation of teaching
 - iii. improvement initiatives are monitored rigorously to assess their impact on student learning.