



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



Summary Inspection Report

New Indian Model School

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Iqraa

New Indian Model School

Inspection Date	26 th – 29 th February, 2012
School ID#	167
Type of School	Private
Curriculum	Indian: KG – G7: Central Board of Secondary Educatn G8 – 12: Kerala State Board
Number of Students	852: KG 175, Primary 325, Middle 190, Upper 162
Age Range	KG – Grade 12
Gender	Mixed
Principal	Abdul Karim Arif
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Introduction

The school was inspected by a team of four inspectors, who observed 58 lessons and conducted learning walks. They considered the school ethos and the quality of students' learning experiences, personal development and progress, and the teaching they receive.

Description of the School

The school was established on its present site in the Falaj Hazzaa area of Al Ain in 1994, with the aim of providing 'quality education to the expatriate community'. There are currently 470 boys and 382 girls. All students are native speakers of Asian languages and 85% are Muslim. The main nationalities represented are Indian (50%), Pakistani (27%), Bangladeshi (12%) and Afghani (10%). The remaining students come from Nepal, Iran and Sri Lanka. No students are identified as having special educational needs, although 11 are considered to need special support for language difficulties and 15 are identified as gifted and talented. There are no entry tests for kindergarten (KG). There are entry tests in English, mathematics and science for all other grades, but students who fail them can be admitted following parental assurances. There is some movement of students in and out of the school, mostly in the primary section. Annual fees are low, ranging from AED 2705 for KG to AED 4516 for Grade 12. Teachers' monthly salaries range from AED 2000 to 3510. The principal has been in post for approximately 10 months.

The Effectiveness of the School

Band C

Grade 6

Inspectors judged the New Indian Model School, Al Ain to be in Band C; that is a school in need of significant improvement.

The last inspection in April 2010 made the following recommendations for improvement:

- i. improving buildings and premises by increasing investment, expanding toilet facilities, systemising maintenance procedures, raising hygiene standards, and providing better facilities for PE, science and technology;
- ii. providing better resources, especially as regards computers, the library, kindergarten, clinic facilities and laboratories;
- iii. improving teaching by increasing the range of opportunities for students to learn independently, actively and in groups, with greater challenges for the more able; and
- iv. increasing salaries to attract and retain high quality teachers.

The school has made some good improvements to the buildings and premises, but learning resources are still inadequate and although staff say that they are happy with their situation, their salaries have not been increased significantly. The number of toilets has been increased, although the ratio remains well below ADEC minimum standards. Systematic site maintenance is far better. Soap and paper towels are installed in all washrooms. However, revenue income and investment in the school have not improved, and few steps have been taken to provide better facilities for physical education (PE), science or technology. The school has a contract with an independent provider to provide a registered nurse and modern clinic facilities, and staff are now properly screened before appointment. Students still do not have enough access to modern computer equipment. The KG facilities have been improved, but children still do not have enough practical resources to learn well through play, exploration and activity. The library has been relocated to a more appropriate site and the number of books increased. There are still far too few science laboratories, and many chemicals are not securely stored.

Teaching methods have improved in some subjects, particularly in the higher grades, but not enough has been done to ensure that all students are moved beyond the textbook and acquire higher-order learning skills. Students' progress in Arabic, social studies, mathematics and science is still a cause for concern. They make better progress in Islamic studies, and their progress in English is better still.

Arabic is taught as a third language for most grades and as an option for higher secondary grades. Students leave school reading and writing Arabic with some understanding, although they lack self-confidence in speaking. Their knowledge of the way of life in the UAE is not strong, but they show good respect for local culture and traditions. Students do not develop enough competence in numeracy and mathematics. There is little learning by doing, and younger students have an insecure grasp of basic operations. Low teacher expectations and a diet of undemanding worksheets mean that students have few opportunities to develop problem-solving skills. Results in external tests for mathematics have fallen in the last three years. Students' work in science varies considerably. In the lower grades, standards are low and there is little progress, although students gain a satisfactory body of knowledge. Once students gain access to laboratories in grade 10, their skills improve rapidly because of good opportunities to investigate and experiment.

Students' work in Islamic studies benefits from an increased number of Holy Qur'an classes and well-organised time each day for boys and girls to pray. Teachers and parents follow up work in lessons so that Islam becomes a real part of students' daily lives. Literacy and standards in English are well developed,

especially in the higher grades. Lessons in lower grades lack challenge and variety, although students master the basics of spelling, punctuation and grammar. From grade 6 onwards, better teaching results in much improved progress. Students develop increasing skills in extended writing and build up a good command of spoken English. Progress in information and communication technology (ICT) shows a similar pattern. Children in the KG classes have no access to computers. Progress is held back in grades 1 to 7 by limited software and weak teaching, but it improves rapidly in higher grades because these problems are resolved. Even so, students only use computers in ICT lessons and have no personal internet access, so the technology does not support their wider learning or help to develop their research and independent learning skills.

The school uses only Kerala State Board tests for final examination purposes, and learning in the higher grades concentrates heavily on the acquisition of knowledge and the memorisation of facts. Overall standards are on a par with other Indian schools following the same curriculum and have improved slightly over last three years, particularly in English and ICT, but not mathematics. However, no other tests are used to compare students' attainment against international standards. Students are rarely given opportunities to research, discuss or investigate. This undermines their progress and levels of real understanding, and they fail to develop the critical thinking, analysis and problem-solving skills expected from a world-class education.

The school successfully promotes students' personal development. Almost all students behave well in lessons and around this small and busy school. Students are polite and neatly turned-out. There are no differences in the behaviour of boys and girls, although sometimes Afghan and Pakistani students do not behave quite so well. KG children are sometimes a little restless when teaching does not give them enough opportunities to learn actively. Students enjoy their school. They are fond of it and engage well. They show good self-confidence and strong, positive attitudes, even when teaching is weak and activities are undemanding. Relationships are sensitive and classmates are helpful to each other. There is a good general understanding of the different cultures represented in UAE, as seen in lessons, assemblies and conversations with students. Older students show genuine care for younger ones, reflecting the values of the school and the Muslim faith. Adults are treated with great respect by all students.

The quality of teaching has some significant weaknesses and is too variable across the school. The KG teachers have had little training in play and activity-based learning, and do not effectively support children to develop their understanding of number, fine motor and control, social or language skills. In the junior and

middle grades, teaching does not extend students' learning well enough. Students do not have enough opportunities to ask or answer questions to sharpen their thinking skills or personal qualities, and teachers depend too heavily on worksheets. A wider range of teaching methods for the oldest students leads to more rapid progress in the upper grades, especially in English, and students have more opportunities to investigate and experiment in science. In mathematics, students are not given enough practical activities to extend their progress and understanding of important concepts. Students are taught to understand and recall facts but there is little group work, and they often simply watch or listen whilst the teacher demonstrates or talks. Even in the higher grades, teachers do not provide students with enough opportunities for enquiry, co-operation, experiment or investigation. In most classes, teachers pay little attention to students' differing ability levels.

The curriculum in the KG classes is not based on the activities that enable young children to learn through play and exploration and holds back their progress. In the rest of the school, the curriculum conforms broadly to the minimum standards for similar schools. Arabic is not compulsory for all Muslim students in grades 11 to 12 and no music is offered at all. The provision for art and PE is particularly undemanding. Students benefit from a rich and exciting ICT curriculum from grade 8 onwards, but younger students miss out. Individual teachers show understanding of the students' varying needs, but the curriculum fails to define how this should be done. The most able students are offered good extra-curricular opportunities to excel, and students are encouraged to compete and work in teams. All students also benefit from 'Zero Lesson' extension activities timetabled on Sunday mornings. The students are encouraged to develop respect for UAE traditions and culture, and Islam in general, in all grades. Social studies provide an understanding of, and respect for, cultural diversity. The school also promotes students' own cultural and linguistic heritage by teaching Hindi, Urdu and Malayalam up to grade 10. However, they have few opportunities to develop the wider learning skills and personal qualities needed for modern working life. Links with local universities, other Kerala schools and several Indian institutions extend learning opportunities to some extent, but students receive little guidance on their future careers and there is no careers counsellor to assist them. Overall the curriculum falls short of international and ADEC expectations.

The school has a positive approach to protecting and caring for students, but does not always succeed. Gates are well guarded and signing-in procedures are effective. Appropriate checks on the moral characteristics of adults involved in the school and their right to work in the UAE are kept in an accessible single central register. No students were excluded last year. However, there is no

structured pastoral system. There is no child protection policy, and staff are unclear about what to do if child abuse is suspected. There is no formal anti-bullying policy and there are no clear procedures for inducting new students arriving from abroad or from other schools. Some chemicals and medicines are not stored safely or securely, and not all school buses have seat belts. A full-time qualified nurse takes care of students' medical needs. The counsellor is unknown to many students and keeps inadequate records. Inspectors also found some evidence of minor corporal punishment. Students receive little guidance on how to improve their work in lessons, when moving from one stage of education to another, or when making choices on their future after graduation.

The school site, premises and buildings are far too small to support an effective education. The classrooms are not big enough for most groups and the KG facilities are too cramped for play-based learning. The single computer room is far too small. There are still only 40 toilets for 852 students, and not enough for female staff. Within these limitations, the school tries its best to provide an environment that is clean and attractive. The site is safe, clean and free from litter, with reasonably sized corridors and stairways. Students move around safely and with respect for each other. Electrical and other equipment is well maintained and record-keeping is now far more thorough. External pillars have protective coverings, there is good modern air-conditioning in classrooms, and washroom facilities are more hygienic. Staff have worked hard on class and corridor displays to provide a more stimulating environment for learning.

The number of teachers is adequate and they are suitably qualified, but often lack the skills to transfer their knowledge to students. Many have served in school for many years. The lack of support staff holds back learning in many areas and particularly in the KG classes, where there are no learning support assistants at all. Students enjoy their lessons, but most classrooms have very few books or reference materials to extend and enrich learning. The equipment in the very small ICT room is modern and well specified, but no modern technology is available to the KG children. There are only three small science laboratories, which severely restricts opportunities for students to experiment and develop their practical, investigative skills. The school has no gym, and other PE facilities are very limited. The library does not have enough books for research and reading for pleasure.

The new principal is keen to see the school succeed and has shared his vision with the staff. Together, they have acted to develop the role of middle leaders, begun the monitoring and evaluation of teaching and learning, and developed strategic plans for the future. However, students' achievement and learning remain

unsatisfactory and data analysis is rudimentary, so the areas for improvement are often unclear and the school is not able to effectively measure its performance against local or international standards. The quality of education and learning has improved in some subjects, for example English and Islamic studies. But too much teaching is still dull and didactic, and much more training is needed to help teachers to improve students' learning. The provision of a 'good or better' education is made almost impossible by restrictions imposed by the inadequate site, buildings and resources. The current school development plan is clearly aligned to the tiny budget, which is used as well as possible. However, the plan is not broken down to give termly or annual details of actions needed, personnel involved or measures of success. The middle managers do not have the skills or training to support the principal effectively, for example in collecting and analysing data to measure trends in students' progress to provide the basis for future planning. Currently, the quality of education offered by the New Indian Model School does not meet international standards. However, the very affordable fees and positive learning ethos mean that the school offers reasonable value for money.

What the school should do to improve further:

1. Enhance protection, care, guidance and support by:
 - i. establishing robust pastoral systems, policies and procedures, especially regarding child protection; and
 - ii. ensuring that confidential counselling is available to all students, and provides good guidance on future choices.
2. Improve leadership and management by:
 - i. creating a well-trained layer of middle management, with increased accountability and appropriate job descriptions;
 - ii. ensuring that middle managers implement development planning, and are accountable for care, supervision and progress of students and the development of learning; and
 - iii. breaking down the school development plan into specific, measurable targets in order to provide a sharp focus for monitoring.
3. Develop teaching and learning by:
 - i. increasing the range of methods teachers use to promote active and practical learning, especially with younger students; and

- ii. expanding the learning resources available to students in all subjects, particularly in terms of computers, books and audio-visual resources.
- 4. Enhance KG provision by:
 - i. improving the curriculum and the classroom environment to help children progress through active, play-based learning; and
 - ii. ensuring that all KG staff benefit from international standards of training.
- 5. Urgently address the following health and safety concerns:
 - i. ensure safe storage of all chemicals and medicines, away from reach of the children; and
 - ii. ensure all students wear seat belts when using school transport.