



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



Inspection Report

New Indian Model School

Academic Year 2013 – 14

Iqraa

New Indian Model School

Inspection Date	28 April – 1 May 2014
School ID#	167
Licensed Curriculum	Indian Central Board of Secondary Education (CBSE) Kerala State Board (KSB)
Number of Students	894
Age Range	4 to 18 years
Gender	Mixed
Principal	Abdul Karim Arif
School Address	PO Box 1549, Falaj Hazzaa, Al Ain
Telephone Number	+971 (03) 781 1882
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School Website	www.nimsalain.com
Date of last inspection	26 – 29 February 2012

The overall effectiveness of the school

Inspectors considered the school in relation to 3 performance categories

Band A High performing (overall effectiveness grade 1, 2 or 3)

Band B Satisfactory (overall effectiveness grade 4 or 5)

Band C In need of significant improvement (overall effectiveness grade 6, 7 or 8)

The School was judged to be:	BAND B;	GRADE 5
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The main strengths of the school are:

- the improving trend in performance by Grade 10 and Grade 12 students in external examination results, and especially the very good Grade 10 results
- students' progress in English, especially in Kindergarten
- students' deep respect and appreciation for the cultural values of the UAE as well as the many cultures represented in the student body
- the well managed transition between the two curricula, and the emerging activity based learning in most lessons
- the supportive environment in which students feel cared for and valued, and that promotes positive attitudes towards learning
- the commitment of the Principal to school improvement and of all staff to professional development.

The main areas for improvement are:

- attainment and progress in Arabic and Islamic education
- students' ability to solve problems and think creatively within all subjects
- consistency in the quality and effectiveness of teaching
- curriculum implementation in order to provide appropriate challenge for all students, especially the more able, and to support those who find learning difficult
- more effective use of systems to assess student's academic progress
- cramped classrooms
- quantity, quality and range of classroom and specialist resources
- self-evaluation processes, particularly observation of teaching and learning.

Introduction

The school was inspected by 4 inspectors. They observed 66 lessons, conducted several meetings with senior leaders, heads of departments, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, analysed the 142 responses to the parents' questionnaire and considered many of the school's policies and other documents. The Principal was involved throughout the inspection process.

Description of the School

New Indian Modern School (NIMS) opened in a villa in 1994. In 2000, the school relocated to the Falaj Hazzaa district in Al Ain. The school aims to: 'develop a new generation of future international citizens who will be able to meet tomorrow's challenges'.

There are 894 students in total: 428 girls and 466 boys. There are 168 children in Kindergarten (KG), 412 students in Grades 1 to 5, 231 students in Grades 6 to 9 and 83 students in Grades 10 to 12. 88% of students are Muslim. There are no Emiratis or students of Arab heritage. 51% of students are Indian, 28% Pakistani, 12% Bangladeshi, 9% Afghani, and very small proportions are from Iran, Nepal, Sri Lanka and the Comoros Islands. There is 1 student identified with special educational needs (SEN). No students are identified with language and literacy difficulties; all students have English as an additional language. Student admission procedures include an interview and written assessment of skills in the core subjects.

The school provides an Indian curriculum: the Central Board of Secondary Education (CBSE) from KG to Grade 7 and the Kerala State Board (KSB) from Grades 8 to 12. Arabic, Islamic education and UAE social studies are taught using the Ministry of Education (MoE) curriculum. Students take the KSB examinations in Grades 10 and 12.

The school is a member of the NIMS school group and this provides a common corporate framework for all its schools. The governing board is chaired by the owner and allows for participation by the Principal. Policies are decided centrally and decisions are taken at a corporate level. The Principal is in his fourth year. There are 45 full-time and 1 part-time teaching staff. There are 7 care staff, 7 administrative staff, 1 security staff and 2 technical staff.

Annual fees range from AED 2,840 in KG to AED 4,742 in Grade 12. This places the school in the very affordable category.

The Effectiveness of the School

Students' attainment & progress

Standards in most subjects compare satisfactorily with those in other schools following the same curriculum. There is an improving trend in the performance of students in Grades 10 and 12 Board examinations; the average results for all subjects in Grade 10 are very good in comparison to other schools in the region and in line with international standards. Progress is satisfactory in most subjects. Attainment and progress in KG has improved since the previous inspection. In Arabic and Islamic education, standards are below ADEC's expectations.

Students cooperate well, and develop strong collaborative skills. Their ability to work independently and apply research is less fully developed. The attainment and progress of more able students and those who find learning difficult are below expected levels. This is a result of low expectations, activities that lack sufficient challenge, and work that has not been planned with adequate attention to students' prior attainment.

In English students speak with fluency and confidently use a range of vocabulary and accurate grammar. They read with understanding and expression in the secondary grades. Children in KG make particularly good progress from their starting points. Students' extended creative writing skills are not as well developed as a result of restricted opportunities for practice. In Arabic, students increase their vocabulary and reading skills and are able to read short texts. Comprehension, speaking and writing skills for all students are below expected levels and lack fluency. Progress in Arabic and Islamic education is restricted by some teachers' weak language skills. In Islamic education, students confidently recite verses from the Holy Qur'an. Students have a basic knowledge and superficial understanding of concepts, stories and principles; they are given too few opportunities to relate these to their own lives. Students in social studies have satisfactory knowledge and understanding and are able to discuss ideas that relate to their own lives. In science and mathematics, students' knowledge and understanding of concepts is in line with curriculum expectations. They have limited opportunities for practical work, and consequently they are less confident in applying theoretical principles to problem-solving and investigation.

Students' personal development

Most students are confident in a variety of situations, have positive attitudes to learning and enjoy school. Their behaviour is mature and responsible and demonstrates an appropriate awareness of how to lead safe and healthy lives. They show sincere respect for the cultural values of the UAE as well as the

different cultures represented in the school community. For example, in lessons and at break-times, students interact in harmonious groups. Notably, in assemblies across the school a small group of students confidently and independently leads singing of the National Anthem, saluting the flag and other activities.

Leadership roles for older students are also well developed through participation in the student council and their work as prefects and house leaders. There are fewer leadership opportunities provided in lessons and for younger students. There are too few opportunities to develop qualities such as persistence and adaptability as a result of the approach to learning in many lessons. Students engage well in all school activities; they appreciate the opportunities provided and participate enthusiastically in the co-curricular options offered during the school day and at weekends. Attendance rate is satisfactory at 92% and reflects improving personal development.

The quality of teaching and learning

Teachers and students relate well to each other in all subjects and behaviour management strategies support productive lessons. Targeted professional development has had a positive impact on the quality of teaching and learning. Learning objectives are now written on whiteboards and shared, and students know the purpose of lessons. The understanding of how best to meet KG children's learning needs shows significant improvement since the previous inspection; planning and teaching are better suited to their developmental learning needs, and the methods and activities are engaging them in activities that allow some choice, interaction and guided play. Teachers' subject knowledge is secure in most lessons; the lack of confidence and fluency of some teachers' language skills when teaching Arabic and Islamic education reduces the effectiveness of their teaching.

Textbooks are used mostly as a planning resource and activity-based learning is emerging in most subjects. This is inconsistent and in primary classes some teachers show more limited understanding of effective strategies to encourage and support learning for younger students. Teaching across all subjects makes insufficient use of ICT and resources generally to accelerate progress, frequently because of their limited availability. Planning does not sufficiently take account of students' prior learning in order to consistently meet the range of learning needs and abilities. Graded worksheets are provided in some lessons and some activities such as group discussion and writing in English allow different levels of response. Low expectations and a lack of challenge, especially for the more able students, restrict progress and often all students are given activities at the same level. In

addition, planning and teaching does not give sufficient attention to students who find learning difficult, for example students who join the school after KG with little or no English.

The assessment of students' progress is overly reliant on test results. Opportunities are missed to use assessment during lessons to make changes to teaching and activities, and also to use the results of assessment for learning to inform planning. In the most successful lessons, particularly in English, older students use peer assessment in groups, and also assess their own writing. In the best lessons, teachers make effective use of open and probing questions to promote thinking, share ideas and help students explain their responses, for example within the engaging discussion opportunities provided in social studies. This is inconsistent and sometimes questions demand only factual responses. Students listen carefully to each other and teachers; in many lessons students, especially younger students, are less skilled or confident in asking their own questions to ensure understanding.

Meeting students' needs through the curriculum

The school maintains detailed curriculum plans and schemes of work in most subjects that closely follow the structured guidance provided by CBSE and KSB. Effective curriculum implementation results in students who are engaged and interested in their work, particularly in KG, English lessons and older secondary grades. A suitable range of subjects provides a broad, balanced and relevant curriculum that prepares students satisfactorily for further education and career choices. The school provides a wide range of co-curricular activities during the school day and at weekends; these opportunities extend and enrich learning and are well subscribed to by students. The school has well embedded links with local, regional and international organisations that enhance curriculum planning and implementation, such as regular visits from KSB officials.

There is insufficient planning and effective implementation to appropriately support the aspirations of more able students and meet the learning needs of those who find learning difficult. Additionally, implementation does not ensure enough development of collaboration in lessons and in the use of ICT skills.

The protection, care, guidance and support of students

Students feel cared for and valued within the school's supportive environment. A positive development since the previous inspection is that staff and students clearly understand and diligently follow child protection and anti-bullying procedures. The pastoral system includes oversight by the counsellor and key middle leaders. It carefully identifies and tracks students' academic progress and personal development; it does not give sufficient focus to implementing and

monitoring remedial measures and ensuring that students make sufficient progress in all subjects.

The encouraging relationships between staff and students and consistent use of rewards and sanctions contribute to the positive behaviour noticeable around the school.

The school maintains individual personnel folders for all staff with the appropriate details of moral fitness checks and qualifications. Communication with parents and students encourages better attendance; the school does not make sufficiently prompt contact with parents to follow up absences. Muslim students and teachers make full use of the two prayer rooms. First aid provision is effective and includes trained first-aiders on staff and a qualified nurse. Students and parents express appreciation for the level of career guidance. This includes support by the counsellor, online career assessment, and visits to and by universities and officials from KSB.

The quality of the school's buildings and premises

The school buildings and premises do not provide sufficient space to adequately support a good quality of education. The school ensures that they are reliably maintained in a safe and hygienic condition and students use them responsibly. Teachers and students put considerable effort into creating informative curriculum related posters for classrooms and hallways to produce a more colourful and stimulating environment. Procedures are followed that ensure safe storage of chemicals and regular testing and maintenance of equipment.

Classrooms, the computer room and library are cramped; this restricts safe movement and interactive approaches to learning in many lessons. There are sufficient science laboratories and access for secondary students to meet KSB curriculum requirements. Toilet facilities do not adequately cater to the number of students during break-times. There are sufficient shaded areas for girls and boys. The sports facilities do not provide a safe enough area, with an appropriate surface, for the range of sports, such as cricket and football. Security is appropriately attentive.

The school's resources to support its aims

Teachers have the required qualifications and are sufficient in number. Regular and targeted professional development has resulted in improvements to the effectiveness of teaching. The Principal and Vice Principal have teaching responsibilities and as a consequence they are able to lead staff in developing more effective strategies and improving learning opportunities. There are no

teaching assistants in KG and this has an impact on the extent of individual support given to children.

The range, quantity and quality of resources in classrooms are very limited and do not adequately support the curriculum. A range of resources, still limited, has been added to KG classrooms. In addition, KG teachers make considerable efforts to create resources that provide some opportunities for children to interact and develop skills and understanding through play. They also make effective use of the shaded large play apparatus to develop physical skills.

Access to information and communication technology (ICT) is very restricted, especially for younger students. Sports equipment is insufficient and facilities are particularly limited for older girls. Additions have been made to the library; this remains a very underdeveloped resource that does not provide sufficient stock to meet the needs of the curriculum, support the development of research skills or match the interests of students. Science resources are limited; they are appropriately used to meet curriculum requirements by secondary students. For younger grades, resources do not adequately support curriculum delivery. The school conducts regular risk assessments and evacuation drills. Procedures to maintain and monitor transport safety are effective.

The effectiveness of leadership and management

The senior leadership team (SLT) are committed to school improvement and responsive to guidance. The Principal's encouraging leadership together with professional development opportunities has created a loyal, motivated staff. Administration is organized and suitably managed to ensure that the school runs smoothly on a day-to-day basis. The corporate Board, chaired by the owner, is committed to providing quality education. It is supportive and holds the Principal sufficiently to account for the school's performance.

The school is keen to develop an appreciation of the UAE culture through a variety of special events in which students enthusiastically participate. Responses to the parent survey and meetings demonstrate a high level of satisfaction with school performance. They confirm that staff, and particularly the Principal, are approachable and responsive to individual parental concerns and matters discussed by the parent council. As a result, procedures have been changed regarding correction of students' work and the uniform policy has been modified. Students are equally positive about the value the school gives to their opinions.

. Procedures to monitor the quality of teaching and the use of assessment are not sufficiently rigorous. There is insufficient time for heads of departments (HoDs) to monitor the impact of teaching in lessons and provide support to improve the quality of curriculum planning and delivery. The SLT appropriately identify areas in

need of continuing improvement; middle leaders show less focus. HoDs are secondary experienced and do not have the necessary understanding of the primary curriculum to effectively support developments at that stage.

SEF judgments are mostly realistic and accurate. The school's self-evaluation document (SEF) includes input from middle leaders and, to a lesser extent, teachers and parents. It lacks detail for example, there is limited evidence to support the judgements made. Guidance and feedback from the school development partner has contributed to the satisfactory school development plan (SDP) that has a focus on the recommendations from the previous inspection and contains achievable goals, appropriate strategies and timelines to monitor progress.

Progress since the last inspection

The school has made satisfactory progress on almost all inspection recommendations from the previous inspection report. All health and safety concerns have been addressed. The school has developed a Child Protection Policy and conducted staff awareness training. Pastoral coordinators for each section have improved the systems and procedures; monitoring academic progress remains an area for development. Middle leaders have increased in number; job descriptions make their responsibilities clear and targeted training has added to their leadership and management skills. Guidance and feedback from the school development partner has resulted in clear goals in the SDP and monitoring to recognize progress. Resources have been slightly increased: there are now 30 computers in the laboratory and the school has provided laptops for all senior and middle leaders; more books have been added to the library; and two data projectors are available on trolleys. Ensuring availability of resources remains an area of priority in order to adequately support the curriculum. Professional development has increased teachers' confidence in the use of a wider range of methods, especially with KG children.

The school and SLT demonstrate satisfactory capacity for sustained improvement; they would benefit from external guidance to further improve the quality of teaching.

What the school should do to improve further:

1. Improve the quality of teaching and learning so that all lessons are at least satisfactory and improving by ensuring that:
 - i. teachers of Arabic and Islamic education have secure and confident language skills
 - ii. planning is detailed and takes account of students' prior attainment by analysing and using the results of assessment
 - iii. teachers consistently use a range of activities and questioning strategies to challenge students, especially the more able
 - iv. teachers and students have access to an appropriate range of learning resources, including ICT
 - v. teachers make effective use of space in classrooms.
2. Provide further professional development and opportunities to share good practice in order to:
 - i. improve teachers' understanding of how students learn best, particularly primary and KG children, and help them develop relevant teaching skills
 - ii. develop teachers' understanding and use of assessment for learning.
3. Develop the effectiveness of leadership and management by:
 - i. ensuring more effective use of the results of assessment in lessons and tests in order to challenge all students, inform curriculum planning and guide priority improvement goals
 - ii. providing more guidance to middle leaders in order to ensure they more effectively evaluate and monitor teaching and learning

Inspection Grades

	Band A High performing			Band B Satisfactory		Band C In need of significant improvement		
Performance Standard	Outstanding	Very Good	Good	Satisfactory & Improving	Satisfactory	Unsatisfactory	Very unsatisfactory	Poor
	1	2	3	4	5	6	7	8
Standard 1: Students' attainment and progress								
Standard 2: Students' personal development								
Standard 3: The quality of teaching and learning								
Standard 4: The meeting of students' needs through the curriculum								
Standard 5: The protection, care, guidance and support of students								
Standard 6: The quality of the school's buildings and premises								
Standard 7: The school's resources to support its aims								
Standard 8: The effectiveness of leadership and management								
Summary Evaluation: The school's overall effectiveness								