



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



Private School Inspection Report

New Indian Model School

Academic Year 2015 – 2016

Iqraa

New Indian Model School

Inspection Date	February 1, 2016	to	February 4, 2016
Date of previous inspection	April 28, 2014	to	May 1, 2014

General Information	
School ID	167
Opening year of school	1994
Principal	Abdul Karim Arif
School telephone	+971 (0)3 781 1882
School Address	P.O. Box 1549, Al Ain, UAE
Official email (ADEC)	Newindianmodel.pvt@adec.ac.ae
School website	www.nimsalain.com
Fee ranges (per annum)	Very low: AED 3,800 - AED 6,400

Students	
Total number of students	814
Number of children in KG	159
Number of students in other phases	Primary: 376
	Middle: 196
	High: 83
Age range	4 years to-18 years
Grades or Year Groups	KG and Grades 1-12
Gender	Mixed
% of Emirati Students	0%
Largest nationality groups (%)	1. Indian 55%
	2. Pakistani 23.6%
	3. Bangladeshi 11.6%

Licensed Curriculum	
Main Curriculum	Indian
Other Curriculum	-----
External Exams/ Standardised tests	Central Board of Secondary Education (CBSE) KG –G 7 Kerala State Board (KSB) G 8-12
Accreditation	-----

Staff	
Number of teachers	47
Number of teaching assistants (TAs)	0
Teacher-student ratio	KG/ FS 1:25
	Other phases 1:30
Teacher turnover	8%

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	113
Number of joint lesson observations	4
Number of parents' questionnaires	83; (return rate: 9.5%)
Details of other inspection activities	Inspectors undertook lesson observations, scrutiny of students' work, review of documents and policies. They held meetings with senior management, heads of departments, governors and the owner.

School	
School Aims	'Develop a new generation of future international citizens who will be able to meet tomorrow's challenge.'
School vision and mission	Vision: 'Provide the best education of the highest international standards.' Mission: 'Developing a new generation of citizens who will be able to meet tomorrow's challenges.'
Admission Policy	There is open entry in the Kindergarten (KG). In other years there are age-appropriate entrance exams with a 50% pass requirement.
Leadership structure (ownership, governance and management)	Principal, Vice Principal, Heads of Department for mathematics, science, English, Islamic education, social studies and Arabic. Governance is provided by the New Indian Model School (NIMS) group.

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	0
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	21
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	0
Psychomotor ability (e.g. dance or sport)	0

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 (B)	Acceptable
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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						

The Performance of the School

Evaluation of the school's overall performance

The school offers an acceptable quality of education. Students feel safe in the school and the good relationships between teachers and students are a strength. Students' understanding of UAE culture and history and their appreciation of Islamic values are also strengths. Behaviour is good in almost all lessons and students in all grades have a good attitude to their work. Students in the high school phase have a particularly good attitude to their work in preparation for examinations. Attainment is at least acceptable in all phases and good in the high school phase. Teaching is acceptable overall, which enables most students of all abilities to make age-appropriate progress. The exceptions are in Arabic where achievement is weak in primary and middle school phases, and in mathematics and science in the KG. The best lessons are characterised by careful planning and the provision of a range of activities, enabling students to make good progress. The range and quality of resources to support effective teaching and assessment is insufficient. School leaders are not monitoring teaching and learning well enough. In particular, they do not ensure that assessment data informs and improves students' achievement.

Progress made since last inspection and capacity to improve

The school has made acceptable progress overall since the last inspection. In certain areas progress has been good but in other areas it has been weak. The school has improved the quality of teaching and learning in many lessons, including Islamic education; the teaching of Arabic has not shown improvement. The school has implemented a programme of continuous professional development for teachers and made more use of lesson observations to improve teaching and learning. This initiative has had a limited impact to date. The school has also implemented a system to gather data on assessment. However, the school has not yet made effective use of the data to inform teaching and assessment. Teachers are beginning to set three levels of work for students of different abilities. This approach is at a developing stage and, as a consequence, the practice is not yet consistent across the school. The school has the capacity to improve its work gradually but steps need to be taken to increase the pace and effectiveness of change.

Development and promotion of innovation skills

The school has recently celebrated an annual 'Innovation Week' in each phase of the school. Students prepared their own projects and one student created a small working 'rocket' powered by a cycle pump. Overall, innovation skills are only

developed effectively in a minority of lessons. For example, in a Grade 7 physics lesson, students created basic telephones out of string and cans to demonstrate their understanding of sound waves, noise and noise pollution.

The inspection identified the following as key areas of strength:

- students' attainment in the external examination results in the high school phase, which are very high in comparison with other schools taking the same examinations
- strong relationships between teachers and students and amongst students
- students' behaviour and attitudes to learning which help them to make progress in their work
- students' respect for the heritage and culture of the UAE.

The inspection identified the following as key areas for improvement:

- the school's compliance with the statutory requirement for the teaching of Arabic, as per the Organising Regulations of Private Schools in the Emirate of Abu Dhabi
- use of assessment data in order to inform teaching and learning so that students can make more rapid progress
- the range and quality of resources to support students' learning
- key aspects of school leadership, including the monitoring of teaching, improvement planning and compliance.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
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	Acceptable	Weak	Weak	Acceptable
	Progress	Acceptable	Weak	Weak	Acceptable
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Weak	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Acceptable	Acceptable	Acceptable



Students' overall achievement is acceptable. This is borne out by their results in a range of tests and their progress in lessons. By the time students reach high school phase, attainment and progress are good overall. Results in EMSA assessments are acceptable. Outcomes in the IELTS tests range from weak for boys to outstanding for girls. Assessment data shows attainment to be acceptable to outstanding against curriculum standards. Progress in assessment data also ranges from acceptable to outstanding. The available data is not yet measured against curriculum standards using a range of external and internal assessments. The school does not analyse data sufficiently in order to have clear messages to target improvement.

In Arabic, attainment and progress are acceptable in the KG. Teachers conduct lessons in English and translate key words. This approach does not promote children's Arabic literacy sufficiently, particularly their listening and speaking skills. In the primary and middle phases, attainment and progress are weak. Reading and writing skills are underdeveloped. Speaking and extended writing are very limited because students are rarely asked to speak or write at length. In the high school phase, attainment and progress are acceptable. Reading improves at this phase and students collaborate well to produce interesting work.

Attainment and progress in English are acceptable in the KG. This is because the teaching of phonics is very effective. For example, the use of differentiated tasks in a lesson on identifying and using words with 'o' and 'u' enabled students to make effective progress in their understanding of sounds. Lessons in primary and middle phases are pitched at an appropriate level and enable students to make age-appropriate progress. Teachers are beginning to use differentiated teaching strategies including differentiated course materials, videos, and presentations by students to help promote effective progress. In the high school phase, students' attainment and progress are good. This is borne out by their outstanding results in the Kerala State Board Grade 10 and Grade 12 international examinations.

In Islamic education, attainment and progress are acceptable in the KG, primary and middle phases. Students' learning skills are weak because they are given few opportunities to be innovative or creative. Skills in critical thinking, problem solving, and independent learning are underdeveloped. Marking and feedback to students is inconsistent. In the high school phase, students' attainment and progress improve due to a combination of better teaching and positive relationships between students and staff, leading to outstanding examination results.

Attainment and progress in social studies are acceptable in the primary and middle school phases. Students cooperate in groups and like to perform role plays and make real-life links which make their learning relevant and interesting. Attainment and



progress are restricted due to didactic teaching in teacher-led classes with closed questioning and a low level of challenge to students. Attainment and progress improve in the high school phase due to an improved level of challenge. Examination results from the Kerala board external examinations are higher than in comparable schools taking the same examinations.

Attainment and progress in mathematics are acceptable. Children enter the school with low numeracy skills and their attainment is weak in KG as a result. However, they make appropriate progress and by the time they enter the primary phase they have acceptable skills in numeracy. In the primary, middle and high school phases, students' attainment in mathematics remains acceptable. Relationships between staff and students are positive and most students enjoy mathematics. In the past three years students' results in external examinations have varied from weak to very good and are acceptable overall.

In science, attainment is weak on entry but progress is acceptable in the KG. Students' achievement and progress in the primary and middle phases is acceptable. Students would make better progress if they had their lessons in the science laboratories. In the high school phase, attainment and progress are good and students take a serious approach to their studies. For example, in Grade 12 chemistry, students work independently and productively when investigating the properties of salt. They carefully transcribe their findings into their investigation journals. In 2015, students achieved outstanding results in biology, chemistry and physics in the Grade 10 examination. In 2015, students achieved outstanding results in biology, good results in chemistry and very good results in physics in the Grade 12 examination.

In other subjects, attainment and progress are broadly acceptable or good. Attainment and progress in Malayalam is good in primary, middle and high phases in the school. In Hindi, attainment and progress are acceptable in primary and middle phases but good in the higher grades. Attainment and progress in art and physical education (PE) are acceptable in all phases. In art, students do not make good progress because of a lack of appropriate resources. Students' results in economics and business studies are acceptable. Grade 11 students have a sound understanding of business studies concepts including, for example, the advantages and disadvantages of partnerships.

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
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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. In the majority of classes seen, attitudes to learning and behaviour were good. The best attitudes to learning were observed in lessons where the teachers encouraged self-reliance amongst students and there were opportunities for active work. For example, in a Grade 1 English lesson students were observed collaboratively exploring key words related to transport. In such lessons, students demonstrate positive attitudes to learning and enjoy discussion in groups to solve problems.

The relationships between teachers and students and amongst students themselves, many of them from different backgrounds, are strengths of the school. Students demonstrate a sound understanding of the importance of healthy living. For example, in an assembly prepared by primary students, bread was used to demonstrate the importance of the avoidance of waste. Students reported that there were few examples of bullying in any part of the school. Attendance is acceptable at 92% and the majority of students are punctual at the beginning of lessons. The accurate recording of punctuality and absence is not consistent.

Students demonstrate a clear understanding of the importance of Islamic education and UAE history through a range of activities and events in the school. Readings and recitations from the Quran take place during assemblies and students sing the National Anthem with respect. Students feel part of the school community and undertake community service. They are involved in a range of activities and clubs, including Flag Day, National Day, debate competitions, spelling bees and the UAE Dance Competition. They actively participate in campaigns on issues such as cleanliness, anti-bullying and a 'green school' day. The development of students' innovation skills is limited in lessons. Innovation is mainly promoted through extra-curricular activities and the annual Innovation Week.

Performance Standard 3: Teaching and Assessment

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

The overall quality of teaching and assessment is acceptable. In Grades 10 and 12, teachers' good subject knowledge enables students to make good progress in their preparation for examinations. Most teachers have good knowledge of the subjects they teach. This was seen in many of the lessons across the school phases and enables students to make age-appropriate progress. For example, in a Grade 3 science lesson, the teacher's knowledge enabled students to carry out a successful experiment using different types of soil. Teachers provide limited opportunities for students to use critical thinking and innovation in their studies.

Teachers often know the needs of their students. An increasing number of teachers set appropriate work for different groups, including those who need additional help and those who are gifted and talented. This has not yet become a consistent practice throughout the school. Teachers provide additional classes on Saturday for their Grade 10 and Grade 12 examination students. The school has introduced a range of teaching strategies since the last inspection. These have improved the variety of teaching styles used in the school and have also improved the quality of lesson planning. For example, many teachers use differentiated worksheets which enable students of differing abilities to make progress.

A minority of teachers have varied their questioning techniques to promote higher order thinking skills. In many lessons seen, questioning was limited to asking for answers to questions which were aimed at the class as a whole rather than being targeted at specific individuals. In the best lessons, students were able to achieve well and make good progress because a range of good teaching strategies, including the use of ICT, was employed by teachers. Students' acquisition of learning skills is acceptable because, for the most part, they have appropriate opportunities to take responsibility for their own learning.

The use of internal assessment is good in all phases and provides clear measures of students' progress. Each head of department uses their own assessment strategy linked to the school's curriculum in order to analyse students' attainment and progress. Teachers' analysis of data to improve students' performance is good in the high school phase where it leads directly to good examination results. It is acceptable

in the rest of the school. The use of external benchmarking is good in the high school phase where the school uses data from comparable schools to set appropriate targets for students.

The majority of teachers understand how their students learn and students' exercise books are corrected for basic errors. There is little evidence that the assessment of students' books helps them to make progress in their understanding of specific concepts. There are limited opportunities for students to be involved in the assessment of their own learning. New assessment strategies have not yet been fully implemented in all subject areas.

Performance Standard 4: Curriculum

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

The implementation and delivery of the curriculum is acceptable in all phases and best in the high school phase. It is broad and balanced and is successful in developing students' knowledge. It is slightly less successful in developing their skills. The school provides students with appropriate opportunities to use their mother tongue by offering a wide range of languages: Malayalam, Hindi, Urdu and Bengali. Arabic and Malayalam are taught from Grade 1 and Urdu, Bengali and Hindi are introduced from Grade 2 onwards. English and Arabic are also taught. The curriculum ensures continuity and progression in most subjects while meeting the needs of the majority of students. The school also offers an appropriate range of other non-core subjects including music, art and PE, with the addition of business studies, accounting and economics.

Modification of the curriculum to meet the needs of all students is limited in a few aspects. Hindi is compulsory for Indian students while non-Indians take general knowledge in lower grades and special English from grade 8 onwards. In Grade 10, students have the opportunity to take additional Hindi or general knowledge.

The school does not fulfil the statutory requirement of the compulsory curriculum to provide the required number of lessons in Arabic in grades 9, 10, 11 and 12. In a minority of lessons, the curriculum is not suitably modified to meet the learning needs of all

groups of students, including those who need additional help and those who are gifted and talented. Provision for students who need additional help is limited because of the absence of a coordinator. There are relatively few cross-curricular links.

The school offers a good range of extra-curricular activities to support students' interests and learning including Art Club, Quiz Club, Eco Club and Robotics. In a recent Robotics competition among the NIMS group, the school won second prize. The school's football team reached the semi-finals in a recent competition for all schools in the United Arab Emirates. The school arranges a wide range of field trips and visits to museums and other places of interest to help broaden the curriculum.

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 protection, care, guidance and support of students are acceptable. Health and safety arrangements are acceptable and students say they feel safe and protected. The building is not well-supervised on a few occasions. The staff-student relationship is positive and appropriate child protection procedures are in place. The nurse has an appropriate licence and the school clinic adequately meets the needs of all students. Records of medical incidents are maintained and the nurse takes appropriate follow-up action. The school takes adequate steps to protect students from bullying and other forms of abuse.

Students benefit from the fact that many teachers have been in the school for a long time and students and teachers consequently build good relationships. Supportive guidance is provided by the school counsellor and a specialist from the NIMS group. The counsellor also provides guidance to students to help them progress to the next stage of their education. There is a single central register recording the details of all teachers. The school's promotion of safe and healthy living is acceptable. Maintenance records are adequately maintained.

The monitoring of attendance and punctuality lacks rigour. The criteria and processes for the identification of students with special educational needs and those who are gifted and talented are not clear and the school was not able to provide inspectors with detailed criteria used by the school to identify these students.

Performance Standard 6: Leadership and management

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

The quality of leadership and management is acceptable overall. The principal is committed to the improvement of the school and has taken action to implement improvements, including UAE national priorities. He has placed an emphasis on the professional development of teachers and introduced new teaching strategies. These have helped to increase the progress of students. Relations between the principal, the senior leadership team and other teachers are positive and most teachers understand what is required of them. Morale in the school is positive.

The leadership of the school is aware of the challenges faced by the school and has the capacity to meet them. Self-evaluation is accurate and the school development plan (SDP) addresses the recommendations from the previous inspection report appropriately. Leaders have not been successful in improving some areas of the school, such as the teaching of Arabic in the primary and middle phases. The school is not fully compliant with the requirement for the teaching of Arabic in Grades 9, 10, 11 and 12.

Relations with parents are good. Parents feel well informed about the school and their children's progress through regular reports. Governors are in regular contact with the school and frequent meetings are held by the schools in the NIMS group. The Governors take an active interest in the school and provide educational scholarships for parents who would not otherwise be able to pay school fees.

The management of the day-to-day life of the school is adequately organised and there are appropriate numbers of teachers to meet students' needs. The premises

and learning environment of the school do not fully meet the needs of the students as space is limited and resources, including technology facilities, are not always adequate. A few areas of the school are in need of better care and maintenance. The introduction of team teaching and regular lesson observations by Heads of Departments has improved the quality of teaching so that it is acceptable overall. A wide range of continuous professional development and mentoring activities have been used to provide additional support for new and existing teachers. Leaders and managers have yet to demonstrate the full extent of the impact of their improvement strategies.

What the school should do to improve further:

1. Comply with the statutory requirement for the teaching of Arabic in the school by ensuring that:
 - i. students are provided with at least four lessons of Arabic per week in Grades 9,10,11 and 12
 - ii. teaching and learning is monitored closely and steps are taken to bring about continuous improvement.
2. Improve teaching and progress in learning through the use of assessment data by ensuring that:
 - i. it is analysed in all phases so that teachers understand the next steps in learning for all students
 - ii. teachers make changes to their lesson planning and teaching and learning strategies in response to the data in order to improve outcomes for students
 - iii. students in Kindergarten and all phases make comparable levels of progress in their achievement
 - iv. teachers provide effective feedback to students so they know how to improve their work.
3. Improve the range and quality of resources to support students' learning by ensuring that:
 - i. teachers identify and implement in lessons the most appropriate resources which will increase rates of progress
 - ii. the resources provided are relevant in enabling students to understand the subjects they are studying in greater depth and variety

- iii. students benefit from technology facilities such as ICT and the internet that enable them to make more rapid progress in their studies and make links across the curriculum.
4. Improve key aspects of school leadership by ensuring that leaders:
- i. monitor teaching on a regular basis across the school to assess its impact on learning and student outcomes
 - ii. monitor teachers' planning in all phases of the school to provide supportive feedback which will challenge expectations of students' attainment and progress
 - iii. understand their responsibilities to comply with statutory requirements.