



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of New Indian Model School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



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DEPARTMENT OF EDUCATION
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School Information

General Information	Inspection date:	from	14 Shaban 1439	to	17 Shaban 1439		
		from	30-Apr-18	to	03-May-18		
	School name			New Indian Model School			
	School ID			9167			
	School address			P.O.Box 1549, Falaj Hazza, Al Ain			
	School telephone			+971 (0) 3 7811882			
	School official email			newindianmodel.pvt@adek.ac.ae			
	School website			www.nimsalain.com			
	School curriculum			Indian			
	School phases			KG to High			
	Fee range and category			Very low: AED 4,300/- 7,200/-			
	Number of lessons observed			97			
	Number of joint lessons observed			7			
Staff Information	Total number of teachers			48			
	Turnover rate			7%			
	Number of teaching assistants			0			
	Teacher- student ratio			1: 25 KG 1: 30 Other phases			
Student Information	Total number of students			805			
	% of Emirati Students			0 %			
	% of Largest nationality groups			1. India 55%			
				2. Pakistan 21%			
				3. Bangladesh 13%			
	% of SEN students			0.5%			
	% of students per phase			KG: 21%		Middle: 24%	
				Primary: 44%		High: 11%	
Gender			Boys and Girls				



The Performance of the School

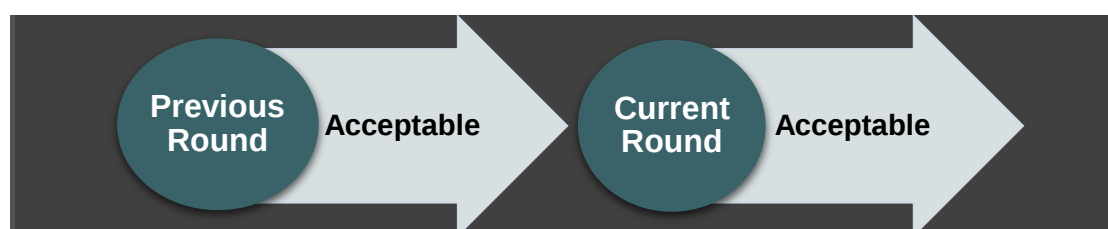
Performance Standard 1 Students' Achievement Acceptable	Performance Standard 2 Students' personal and social development, and their innovation skills Acceptable
Performance Standard 3 Teaching and Assessment Acceptable	Performance Standard 4 Curriculum Acceptable
Performance Standard 5 The protection, care, guidance and support of students Acceptable	Performance Standard 6 Leadership and management Acceptable



Evaluation of the school's overall performance

- The overall performance of the school is acceptable. Over the last two years a small number of new staff have joined the well-established team. The school continues to work with limited resources in several subject areas. At the time of this inspection the school was a month into the new Kerala Education Department academic year.
- Achievement is acceptable in most subjects. In Arabic as a second language, students' attainment remains weak in the primary phase of the school. Students make acceptable progress from their individual starting points and achieve highly in most international subject assessments at the end of Grade 10 and 12. Overall the student's learning skills are acceptable. In group activities most students tend to rely on the written work of one student rather than testing their own skills and understanding. Students' ability to tackle problems through innovative and creative approaches are less developed.
- Students' personal and social development is acceptable. Students are responsible and respond politely around school. Relationships between the students and all the adults in school are positive. They have a good understanding of Islamic values, which they apply, and the culture of the UAE. Attendance in recent months has been acceptable.
- Teaching and assessment are acceptable. Teachers demonstrate secure subject knowledge. While the tasks set support the learning of most groups of students, but are not targeted sufficiently at the most or the least able. There are insufficient learning opportunities for students to develop higher level thinking skills or to be innovative or creative in their work.
- The curriculum provision and adaptation are overall acceptable. Teachers' planning is reviewed, but not in sufficient time to provide feedback that would make teaching strategies more effective.
- The quality of protection, care, guidance and support overall is acceptable. The school's systems and policies ensure the health, safety and care of children is acceptable. Routines and strategies to manage the behaviour of the students are not effective in a minority of lessons. As a result, too much low-level disruption is tolerated by teachers.
- Leadership and management are acceptable. Self-evaluation and improvement planning within the school is based on a realistic analysis of the school's performance. The areas that need to be developed further are known.

Progress made since last inspection and capacity to improve



- The school has made acceptable progress since the last inspection. The senior leaders recognise that the pace of improvement must increase.
- Overall the quality of teaching and assessment continues to be acceptable but is slowly improving.
- Students' overall achievement continues to be acceptable and students achieve highly in Kerala government assessments in Grade 10 and 12. Attainment has improved in Arabic in the middle phase and mathematics and science in KG. Attainment is acceptable in most subjects across the school but remains weak only in Arabic reading in the primary phase.
- Teaching is reviewed regularly by senior and middle leaders. Teachers visit each other's lessons to share better practice. Lesson reviews do not as yet, have sufficient emphasis on what the students are learning in the class.
- Most teachers understand and plan activities that support the learning of different groups of learners. This planning is now reviewed by middle and senior leaders. There is a recognition of the need to challenge the most able to accelerate their learning especially in mathematics in the middle phase of the school.
- School leaders are better at reviewing the progress students make through a more thorough analysis of performance data. This information is beginning to be used more effectively by class teachers in their lesson planning. The school's own monitoring and analysis of the progress children make in KG still requires further development.
- Teachers now provide clear verbal feedback to help students improve their work. Students written work is marked but so far in this academic year lacks specific guidance that would help students independently improve their work further.
- The school has invested in a wi-fi system across the school to enable students to use their own tablets and laptops for research and be more innovative in their work. Basic resources remain limited and act as barriers to learning for different groups of students.
- The senior leaders are addressing most of the development points from the last inspection. Student's attainment is improving. The capacity to improve the school further continues to be acceptable.



Key areas of strength and areas for improvement

Key areas of strength

1. Students' high attainment in international curriculum assessments in most subject areas in grades 10 and 12.
2. Students' understanding and awareness of Islamic values and the culture of the UAE.
3. The students' respectfulness and care for each other around the school.
4. Students who feel safe and happy and who enjoy their lessons.

Key areas for improvement

1. Raise students' achievement in:
 - i. mathematics by ensuring that students in the KG, primary and middle phases:
 - have a secure understanding of the basic rules of mathematics
 - improve their skills in mental mathematics and arithmetic by developing a thorough knowledge of their multiplication tables
 - students have the opportunity to apply their knowledge and understanding across different subjects
 - ii. science in kindergarten and the primary phase by allowing students to explore activities independently and develop the skills needed to test their own ideas
 - iii. reading across the school especially in Arabic in primary phase by:
 - developing effective plans of action in all subjects that are focused on improving students' reading skills
 - improving the provision in the school to encourage more students to read regularly for pleasure and a purpose
 - iv. all subjects through the further improvement of teachers' skills in:
 - using data to ensure that all learners, particularly the most able, are sufficiently challenged in their lessons
 - using group work more effectively to ensure all students are actively involved in tasks, so they can develop their knowledge and understanding.
2. Enable the development of research skills so that students are more innovative and independent in their approaches to learning and make better progress by:
 - i. acquiring more specialist teaching and learning resources to develop these skills.
3. Improve teachers' skills in behaviour management to better deal with low level disruption by ensuring that:
 - i. teachers establish rigorous classroom routines and expectations for the



- students that are implemented consistently across the school
- ii. teachers using a clear and simple system of positive reward that runs alongside any sanctions.
4. Improve the opportunities for students to be more active in school through improved resources at breaktimes and in physical education lessons.
 5. Improve the quality of teaching by:
 - i. developing a focus on the impact on students learning when leaders at all levels of the school are monitoring the quality of teaching.



Provision for Reading

- The school library is small and poorly resourced. It is primarily a reference library with a limited range of books. The stock includes older reference encyclopaedia, fiction and non-fiction books in Arabic, English and Indian languages. The books support the interests of older and younger students. There is a small selection of bi-lingual books. The library is too small to include any comfortable seating which would encourage students to stay and read. There are no vibrant visual stimuli that promote reading for pleasure.
- A few students visit the library each week to read as part of extension activities for the most able. In classes, students read worksheets in different subject areas. Reading skills are checked during the year in different languages. The students' progress is monitored. Most classrooms do not have books available for students to read.
- The school does not have reading as part of the overarching school development plans (SDP).
- Students take part in reading and recitation competitions in English and other languages within the school.



Performance Standard 1: Students' Achievement

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



Overall achievement

- Students' overall achievement is acceptable. Their achievement in lessons is acceptable in most subjects except in Arabic in the primary phase, where it is weak. Students' progress in all subject areas from their individual starting points is acceptable.
- The school's own assessments identify better attainment in language subjects than in subjects that require some degree of mathematics. External assessments by the time students reach the end of Grade 10 and 12 indicate outcomes in most subjects as being outstanding, but this is not supported by inspection evidence, which shows it to be acceptable.
- Very few students have been identified as having special educational needs (SEN). The progress of all groups of students including those who are gifted and talented is acceptable.
- There are no significant differences in the rates of progress students from different nationalities make, although girls achievement is a little better than boys across the school.

Subjects

- Students' achievement in **Islamic education** is acceptable across the school. Most students can recite the Qur'an clearly within grade-related expectations. Younger students can identify the pillars of Iman by Grade 3, whilst those in Grade 12 can identify the different branches of Hadith science.
- Students' achievement in **Arabic as a second language** is acceptable across all phases except in the primary phase where it is weak. Across the grades most students demonstrate skills in speaking, listening and writing that are in line with grade-related expectations. Standards in reading are less secure.
- In **social studies**, students' achievement is acceptable for the primary and middle phases. Most students in both phases show a good understanding of the UAE's culture, heritage particularly the history of the union. Most middle phase students can compare the accomplishments of different world leaders.
- Students' achievement overall in **English** is acceptable. Most students attain levels in reading, writing, speaking and listening in line with curriculum expectations in KG, primary and the middle. In the higher phase, the majority of students build on these foundations and enjoy a good level of achievement.
- Students achievement in **mathematics** is acceptable overall. Children in KG develop a good understanding of number but this is not built on in the primary phase. In the primary and middle phase students' understanding of



basic calculation rules and knowledge of their times table is not secured. This slows their progress as they move into the high phase of the school.

- The achievement of students in **science** is acceptable and most develop skills that are in-line with curriculum expectations. Students enjoy science and are enthusiastic learners. Students' knowledge, understanding and skills develop well in the middle and senior school. In both KG and the primary phases, knowledge and experience of the scientific method is underdeveloped.
- Students' achievement in **other subjects** is acceptable overall. The achievement across the diverse range of subjects is inconsistent between them. Good achievement is seen in the range of Indian languages taught and in art. Achievement in commerce-based subjects is acceptable. In PE and information and communication technology (ICT), limited resources hinder the students' achievement in some lessons.

Learning skills

- The children's learning skills are acceptable. They enjoy their lessons and take an active role in discussing their work. However, not all students are involved in written tasks during group activities and do not therefore develop their understanding and knowledge sufficiently. Limited resources for practical activities do hamper the students' opportunities to be creative and to tackle tasks in an innovative way.

Areas of Relative Strength:

- Good achievement in English in the higher phase of the school and mathematics in KG.
- Students' attainment is high in all Kerala National end of year assessments in Grades 10 and 12 in all subjects except for mathematics where it is acceptable.
- Children's engagement in lessons and their positive attitudes to learning in the more effective lessons.

Areas for Improvement

- Students achievement in Arabic as a second language in the primary phase of the school.
- Greater challenge for the most-able children in whole class activities.
- The development of students' learning skills that enable them to be more creative and innovative in their learning.
- Ensure all students take part in written activities during group work.



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	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
- Students' personal and social development is acceptable across all phases. - Most students have positive attitudes towards learning and enjoy school but some behave in an immature way. They behave well and respect their teachers and each other. They are aware of who to talk to if they feel unsafe. - Students are well informed about choosing a healthy life. Most students make healthy and safe choices. They have limited opportunities to be active in recess. - Attendance is acceptable. Since September 2018 it has fallen to 92% due to parents not returning from extended holidays back to their home countries. During the inspection, attendance was even lower. Students are punctual to school and to lessons. - Children and students demonstrate a clear understanding of Islamic values and their influence on their own society within the UAE. Their knowledge of other cultures is more limited. - Students know to take care of their environment. Students have roles of responsibility in school contributing to a range of charity work. - Students' skills in creativity and innovation are not well developed especially in the lower phases of the school and are weak. They participate in limited innovation activities in and outside lessons.				
Areas of Relative Strength:				
Appreciation of Islamic values and the culture of the UAE.				
Areas for Improvement:				
- Students' innovation skills. - Low level disruptive behaviour in lessons. - Knowledge and understanding of other cultures				



Performance Standard 3: Teaching and Assessment

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

- The quality of teaching and assessment is acceptable overall. Teachers plan activities and use video resources to engage and encourage students in their learning. Cross-curricular links are beginning to be developed between subject areas.
- The positive relationships teachers have with students in the best lessons promotes learning. In a minority of classes, the lack of classroom routines and teachers' poor behaviour management techniques means teaching is less effective and learning is slow.
- Teaching activities are not yet fully differentiated in all subject areas. Consequently, there is insufficient challenge for the most able students or support for less confident learners and support for the least able to work independently on tasks especially in group work.
- In lessons that are overly teacher led, the learning activities are not yet sufficiently individualised and there are too few opportunities for students to work more independently or to be innovative.
- Internal assessment processes are acceptable. Teachers monitor students' progress in class through questioning. Marking is inconsistent and teachers do not always provide students with information about how to improve their work.
- Assessment information is benchmarked to compare the school's performance nationally and internationally.

Areas of Relative Strength:

- Teachers relationships with students which promotes high levels of student engagement in most lessons
- Teachers collaborative planning and their sharing of ideas, strategies and resources.

Areas for Improvement:

- Questioning to develop independent learning and critical thinking.
- Organisation of group work to enable all students to be actively involved in the activities.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
- The school's curriculum is acceptable. It has a clear rationale that is aligned to the vision and values of the UAE. It is reasonably broad and balanced and age-appropriate, ensuring acceptable progress for all students from their individual starting points. - Cross-curricular links are developing in some but not all subjects and support the transfer of students learning skills across specialist areas. - Activities in lessons do not sufficiently help develop students' learning skills. In lessons, students have opportunities to work collaboratively in groups but not all get sufficient opportunities to actively test their own understanding. - The curriculum is reviewed on a regular basis to ensure coverage and aid planning. Although teachers plan together, the modified activities to meet the needs of different abilities of learners are not yet consistently applied in all lessons. - Opportunities for enterprise, innovation and creativity are limited. In most lessons there are insufficient opportunities for the development of these skills or for independent open-ended research. In the better lessons, students work together and are reflective, creative and imaginative.. - The understanding of Emirati culture and UAE society is well developed. The school is involved in the key UAE celebration days. - Moral education is nurtured across the school in lessons, assemblies and the modelling of respectful attitudes by teachers around the school.				
Areas of Relative Strength:				
- The curriculum is balanced and provides opportunities for students to develop their knowledge and understanding. - Students' appropriate understanding of Islamic values, culture and heritage of the UAE.				
Areas for Improvement:				
- Provide more opportunities for students to solve problems and develop their innovation skills across subjects. - Further develop cross-curricular links between more subject areas. - Further modify the curriculum in individual subjects to better meet the needs of those who require higher challenge or additional support.				



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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Overall, protection, care, guidance and support for students is acceptable. Students say they feel safe and happy at the school and are comfortable talking to their teachers and visitors. Staff, students and parents have a basic understanding of child protection procedures.
- The clinic is well maintained, records of incidents are detailed, and the nurse provides appropriate health care as required.
- The school actively promotes anti-bullying through presentations and activities which some students take the lead on.
- Students have a good understanding of healthy lifestyles, but the school's provision for year-round physical activity is inadequate due to the poor quality of the outdoor PE facilities.
- Monitoring of attendance and punctuality is broadly acceptable, but has not been able to prevent a decline in the attendance rate during the last year as a result of extended family holidays. Systems for the identification of potential SEN or gifted and talented students are acceptable. The school councillor and grade supervisors monitor students' personal and academic needs and provide support and guidance as required.
- The school counsellor and students from a local university provide adequate guidance to support students to move to the next stage of their education.

Areas of Relative Strength:

- Students and teachers work together to deliver presentations and activities on aspects of health and safety, such as bullying.
- Most children feel safe and happy at the school and know who to speak to if they have a problem

Areas for Improvement:

- Improve students' opportunities to be more active in school.
- Improve the impact of actions to improve attendance.
- Further improve staff understanding of child protection policies and procedures.



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	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
- The leadership and management of the school is acceptable. All staff are committed to the UAE education agenda. Senior leaders are clear in their aim to improve the effectiveness of the school. - Leaders within the school have a realistic view of the areas that require further support. These areas are discussed in the self-evaluation plan which is honest. This is referenced against the inspection framework as well as national and international assessment data. - Subject co-ordinators are continuing to develop their skills to support the monitoring of school improvement. Lesson observations focus on teacher behaviours rather than the impact of the lesson on the learning of the students. - Partnerships with parents are good. The Parents' Council meets with school leaders and a representative is on the management board of the NIMS Group of Schools. The school informs parents about their child's progress and provides a daily telephone contact, so parents can speak to staff after school. - The NIMS Group monitors and provides support to the school. Its own assessment of the areas the school needs to address are not, however, fully in line with the aspects the school has itself identified. - The school runs smoothly on a day-to-day basis. However, it lacks basic resources that would support learning in the areas of mathematics, creative design and innovation, which does impact on the students' progress. The outdoor facilities for PE are poor. - The school leadership team recognise the importance of benchmarking the students' achievement against others both nationally and internationally. The school is involved in the PISA assessments and students are prepared for the TIMSS study through the question a day programme.	



Areas of Relative Strength:

- Realistic self-evaluation by school leaders.
- Importance given to international benchmarking

Areas for Improvement:

- Ensure lesson observations and teacher feedback focus on the impact on students' learning.
- The resources and facilities required to improve teaching and learning.