



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



Summary Inspection Report

Private International English School

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Iqraa

Private International English School

Inspection Date	12 th – 15 th May, 2013
School ID#	198
Type of School	Private
Curriculum	Indian
Number of Students	1699
Age Range	KG1 – Grade 7
Gender	Mixed
Principal	Girga Baiju
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Introduction

The school was inspected by 5 inspectors. During the inspection, they observed 86 lessons and met with the Chairman and Director, school leaders, teachers, students and parents. The inspectors also observed assemblies, break periods and students' arrival and departure procedures, and analysed school data and documents.

Description of the School

The Private International English School Abu Dhabi opened in 2010 and a new teaching block was added in 2012. It is located in the Mussafah area of Abu Dhabi. The school is a member of the Bharatiya Vidya Bhavan group which has nearly 450 schools in India and 500 worldwide. The school caters for 1699 students from Kindergarten (KG) to Grade 7. Ninety-nine per cent of the students are Indian. Fifty per cent of students are Muslim and 50% are Hindu. The school provides an Indian curriculum in all grades and English is the main language of instruction. Admission is on a first come first served basis and is non-selective; this results in a wide ability range within the school. Fees are in the low category and range from AED 8,000 in KG to AED 12,000 in grade 7. There are additional fees for transport and books. Teachers' salaries are in the low to medium range between AED 2,000 for assistant teachers and AED 6,000 for senior teachers. There have been two principals since the school opened.

The Effectiveness of the School

Band C

Grade 6

Inspectors judged The Private International English School to be in Band C, that is a school in need of significant improvement

The previous inspection, conducted in 2010, gave five recommendations for improvement. Only one has been fully completed and progress on the others has been very limited and is unsatisfactory. This indicates poor attention and understanding by the leadership on how to prioritise and lead positive school development.

Attainment and progress throughout the school are restricted by underdeveloped 21st century skills and insufficient opportunities in all subjects for students to work independently and collaboratively. Attainment in English and mathematics is better than in other subjects and shows improvement in the higher grades. KG1 students join with little knowledge of English. By KG2, they are able to communicate in simple language along with developing handwriting skills. Most students are articulate, confident and use a range of expressions and vocabulary.

They can read age-appropriate texts with fluency and correct pronunciation. Writing is less developed compared to other skills and there are limited opportunities to develop skills in extended reading, independent writing or creative writing.

In mathematics, students display satisfactory numeracy skills and can manipulate number well so that overall they achieve above international standards. Students in Grades 4 – 7 demonstrate higher achievement; however, in Grades 1 – 3 their attainment and understanding of number concepts is limited due to a lack of practical operational activities. Attainment across other mathematical concepts is also less well-developed as application of numerical skills in problem solving is restricted. In Science, attainment is broadly in line with expectations for Grades 3 – 7. Lower grades lack provision for free play, exploration and concrete resources and this contributes to unsatisfactory standards. Too many lessons rely upon paper-based activity and memorisation of key vocabulary.

Attainment in Arabic and Islamic studies is limited and below age expectations. It is constrained by limited understanding of students' needs by teachers, narrow curriculum delivery and unsatisfactory resources. Weak foundations in the basic skills of reading, writing and speaking do not allow students to make expected progress in the higher grades. In Islamic studies students use memorisation as the main learning tool and few are able to recite any passages from the Quran or show appropriate knowledge of Islam. Students are taught by Indian mother-tongue Arabic teachers and this inhibits development of correct intonation in spoken Arabic. Attainment in social studies is satisfactory.

Progress in English, mathematics and social studies is satisfactory. However in all other subjects it is unsatisfactory, and is particularly limited in Arabic and ICT. The narrow teaching methodology restricts student progress especially for SEN students, and low and high achievers, and measures to monitor their progress are underdeveloped. Teachers lack skills in providing open questioning to deepen knowledge and understanding. The use of students' everyday experiences to contextualise concepts and knowledge is under-developed as is an enquiring investigative ethos.

The personal development of students has improved since the previous inspection and is now satisfactory and improving. Students are well-behaved and show reasonable self-confidence and self-esteem; these are appropriately developed through opportunities to lead and deliver in assemblies, participate in a very wide range of extra-curricular activities, and be involved in the planning and delivery of special events, such as 'ECO and Science' days. Students demonstrate a sound understanding of the values and culture of the UAE, and they interact well

with one another and show high levels of tolerance, understanding and respect. These are underpinned by a strong moral dimension which permeates through the school and creates a harmonious community.

Teachers' knowledge and understanding of subjects they teach is variable, and stronger in English and upper grade mathematics. Relationships with students are friendly and respectful, and this leads to motivated students who are eager to learn. Teachers use a limited range of teaching methods and resources and these do not sufficiently support skill development. Although planning shows differentiation, this is unsatisfactory since it does not plan to meet the needs of different abilities including SEN and high achievers, and it is not effectively implemented. Teacher planning at times restricts learning activities as it is mostly limited towards covering textbook content and has too many objectives, and these do not suitably match students' attainment and abilities.

Teachers make limited use of the assessment of students' work to inform lesson planning and teaching in order to meet the different needs of all students. Students are not provided with personal targets, and marking does not encourage discussion or deeper understanding so that they know where they should improve. The exception is in English at the higher grades where students are given opportunities for speaking, listening and collaborative learning. In mathematics, teachers provide limited challenge appropriate to students' ability, either through differentiated work or problem solving. Where collaborative work is planned it leads only to narrow learning opportunities and in lower grades many students gain little from the experience. In science, a lack of open questioning, limited experiences for investigative work, and a reliance on pictures as demonstrations of science experiments all significantly contribute to unsatisfactory teaching and learning across the school.

The curriculum provides a broad focus and offers the core subjects as well as art, music, physical education, yoga, dance and a choice of Hindi or French. It is inadequately planned with little structure in order to identify and support students with learning difficulties and those who are gifted and talented. It has an over dependence on textbooks and promotes a narrow range of skills. It does not adequately promote students' academic progress and particularly the development of 21st Century skills. In ICT, the facilities are ineffectively used, and this inhibits students' learning. Curriculum delivery in science fails to support development of practical, investigative skills. The wide range of extended school activities, led by teachers, is well attended by students and these contribute effectively to the positive school ethos. Staff in the SEN unit, successfully diagnose students with special needs, and they develop individual educational

plans (IEP) and train all staff. However, IEP targets are not used by class teachers and this inhibits impact and limits progress for these students. The KG curriculum is over formalised and does not meet the social, emotional and cognitive development needs of young children. It does not provide enough appropriate opportunities for free choice, role play or imaginative and physical activity. Cross-curricular links are underdeveloped throughout the whole school.

Insufficient attention is given to the protection, care, guidance and support of students and the school does not provide an appropriately safe environment for them. There is no child protection policy. Staff, including the social worker, have not received training in how to identify indicators of abuse. There are no reported incidents of corporal punishment or of bullying. Not enough guidance or support is provided to students for their future education and career choices. The school is diligent in monitoring daily attendance and punctuality and uses an SMS system to promptly communicate with parents. Medicines are safely stored and dispensed and there is a well-equipped clinic with a registered nurse. The school provide appropriate facilities for prayer. Personnel data is well recorded and held in a central register. The school mostly complies with ADEC personnel regulations; however, only 43 of the 78 teachers employed have ADEC approval.

The school buildings meet ADEC's minimum requirements. They are maintained in appropriate condition overall and have air-conditioning and ventilation. They are clean, and fit for purpose. Specialist facilities for ICT, art, and music are provided. Three science laboratories of high quality are available but students are provided with little access to them to support the science curriculum. There is a lack of rigour with regard to students' health and safety. Too many hazards with electrical wiring and connections were present during the inspection, as was a lack of hygiene materials in all student washrooms. Security of entrances is weak and supervision is too limited, including vigilance when using the CCTV system.

The availability, and use, of resources in classrooms to support high quality learning outcomes is inadequate. Those that exist are either not being used or are being used ineffectively, and have little impact on student learning. Equipment to support PE is poor and facilities are basic. ICT laboratories are of high quality, but there are few other ICT resources to support the curriculum, particularly in classrooms. KG classrooms have virtually no resources to support a high quality early years learning environment and outdoor climbing equipment is only adequately used. All classrooms have suitable age-appropriate furniture. The library is very under-resourced and mainly limited to textbooks; very few reading books are available in classrooms. There is no school canteen. Buses are regularly maintained and appropriately supervised.

The Chairman and Director are involved in school improvement planning and understand the priorities. Academic decisions are left to the principal and there is insufficient accountability to ensure the pursuit of priority developments. Leadership aspirations are not appropriately geared to meet international standards. The detailed SIP responds to the school's self-evaluation, yet expectations in regard to improving teaching are unacceptably low. The system for monitoring lesson observations with feedback to teachers and follow-up is not showing sufficient impact. Leadership does not adequately benchmark student performance against international outcomes. Additionally, there is too limited diagnostic assessment data and it is not analysed with enough rigour to identify how and where priorities for improving teaching lie and to inform improvement planning in order to raise student outcomes. Professional development of senior and middle leaders is not having enough impact, especially on improving teaching and learning.

The school has ADEC approved audited accounts. Salaries of staff are fair. The school provides appropriate working conditions and honours staff contracts. Parents are very supportive of the school and appreciate the open door policy that has been established. They have readily available information from the school portal, are well informed about their children's progress and have regular contact with teachers.

Given the overall unsatisfactory education and provision for learning, the school does not offer value for money.

What the school should do to improve further:

1. Ensure all health and safety concerns are addressed as a matter of urgency.
2. Improve teaching and learning by:
 - i. increasing the range of teaching and learning strategies and the effective use of available resources in lessons in order to motivate, support and meet the learning needs of all students;
 - ii. providing significant opportunities for students to work independently and in collaborative groups;
 - iii. ensuring that Arabic and Islamic studies are delivered effectively by teachers who are first language Arabic speakers;
 - iv. providing opportunities for the principal and school leaders to visit international schools of excellence, with similar student populations, so they can better understand what best practice looks like; and

- v. providing opportunities for high quality external educators to provide CPD, advice and guidance to all staff on how to raise the quality of teaching, lesson planning and assessment.
3. Review and revise how student assessment data is used to inform lesson planning in order to meet the needs of all students.
4. Investigate the use of diagnostic standardized tests to enable the school to understand students' cognitive abilities, where they have weaknesses, and benchmark their attainment against internationally expected norms for their age.
5. Improve provision in the kindergarten by:
 - i. providing staff with focused training to improve their knowledge and understanding in order to enable them to promote a less formalized curriculum and create one that caters for the social, emotional and cognitive development, with opportunities for free choice, role play and appropriate imaginative and physical activity;
 - ii. providing quality reading and phonic programmes that encourage progress for all children and the development of high achieving learners; and
 - iii. providing high quality classroom resources to ensure that students receive quality education appropriate to their age and aptitudes.