



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



Private School Inspection Report

Private International English School

Academic Year 2016 – 2017

Iqraa

Private International English School

Inspection Date	October 31, 2016	to	November 3, 2016
Date of previous inspection	January 19, 2015	to	January 22, 2015

General Information	
School ID	198
Opening year of school	2010
Principal	Girija Baiju
School telephone	+971 (0)2 559 1777
School Address	Section 9, Shabiya Mussafah, Abu Dhabi
Official email (ADEC)	intenglish.pvt@adec.ac.ae
School website	www.bhavansabudhabi.com
Fee ranges (per annum)	Very low to low (AED 8,600 to AED 16,000)
Licensed Curriculum	
Main Curriculum	Indian
Other Curriculum (if applicable)	----
External Exams/ Standardised tests	IBT/CBSE for grades 10 to 12
Accreditation	CBSE

Students		
Total number of students	1888	
%of students per curriculum (if applicable)	Main Curriculum	100%
	Other Curriculum	-----
Number of students in other phases	KG	253
	Primary:	947
	Middle:	538
	High:	150
Age range	4 to 17 years	
Grades or Year Groups	KG to Grade 12	
Gender	Boys and girls	
% of Emirati Students	0%	
Largest nationality groups (%)	1. Indian 99%	
	2. Nepalese 0.16%	
	3. Malaysian 0.11%	
Staff		
Number of teachers	123	
Number of teaching assistants (TAs)	6	
Teacher-student ratio	KG/ FS	1:25
	Other phases	1:14
Teacher turnover	4 %	

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	130
Number of joint lesson observations	10
Number of parents' questionnaires	346; return rate; 18%
Details of other inspection activities	Inspectors held discussions with the governing body, principal, senior managers, teachers and other members of staff, children/students and parents. They reviewed a wide range of school documentation and children's/students' coursework. They observed assemblies, school activities, arrivals, departures and intervals.

School	
School Aims	'The curriculum of the PIES, Abu Dhabi is based on a clear set of aims which reflects the institution's educational philosophy: To develop self-awareness, a positive self-image and the confidence to take advantage of opportunities to develop their own talents and personality in order to live as independent and self-motivated members of the community. To comprehend information and communicate effectively through the appropriate use of language, numbers and graphics. To promote the Students' health and ensure their physical well-being. To heighten awareness and understanding of the environment and environmental issues.'



School vision and mission	Vision: 'To prepare global citizens. To provide leadership for future.' Mission: 'To make the students mentally developed, physically strong, socially adjusted, emotionally balanced, and technically talented.'
Admission Policy	Admission to kindergarten and primary is open, with preferences given to siblings. Admission to middle and high school phases is by application and a placement test.
Leadership structure (ownership, governance and management)	Governance comprises the owner, Chair of the Board of Governors, the principal and representatives from the parents. The owner regularly seeks stakeholders' views. Senior leadership comprises the principal and one vice principal. Subject heads of department make up the middle management team.

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 internally
Intellectual disability	1	0
Specific Learning Disability	9	29
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	1	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	23
Subject-specific aptitude (e.g. in science, mathematics, languages)	23
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 A	Good
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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 overall quality of the school's performance is good. The school has improved because staff share a keen determination and willingness to change and develop. Students' achievement is good in most subjects throughout the school. Personal development is very good and students have very good attitudes to learning as evidenced by their high attendance rates. The school's recent work on character values is an example of best practice and it has had a very positive influence on students' personal development. Teaching has improved and is now more consistently good across the school. This has all been achieved through good leadership and management which ensures everyone is valued in an inclusive and caring learning community. Leaders know that more needs to be done to enable all students to achieve their potential, particularly for students who require special support in lessons, that resources for KG need to be enhanced, and that Arabic teachers need stronger support to improve their teaching.

Progress made since last inspection and capacity to improve

The school has made good progress and improved in all areas since the last inspection. Students' achievement and personal development is stronger, as is teaching. Planning, preparation and continuous use of internal assessment has strengthened teachers' knowledge about students. They are now in a good position to deliver lessons which meet the needs of most students. The provision for students through the curriculum and arrangements for protection, care and guidance have all improved. In its own self-evaluation, the school is realistic about what else needs to be done. Given its track record of improvement and future plans, the school leadership demonstrates a good capacity to lead further improvement.

Development and promotion of innovation skills

The school provides a range of opportunities through its lessons, cross-curricular links and extracurricular activities to encourage students to become independent, thoughtful and entrepreneurial learners. Students are encouraged to develop their innovative talents through events and presentations, both in lessons and at special school activities. They also have a strong role in providing support to their peers at break times and when boarding the buses home. Overall, the school is making a good attempt to include innovation in all its lessons.

The inspection identified the following as key areas of strength:

- the positive on students' personal development as result of the school's work on character values
- teachers' preparation, planning and use of assessment which enables students to achieve well
- the quality of parental support and their involvement in the life of the school
- the school's safe, secure, harmonious environment which aids learning
- cross-curricular links which make learning real, relevant and fun.

The inspection identified the following as key areas for improvement:

- the need to improve the quality of teaching and learning of language skills in Arabic
- the need to improve support for students with special educational needs in lessons
- the need to develop the KG curriculum to have a greater emphasis on learning through purposeful play.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
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	Weak
	Progress	Acceptable	Weak	Acceptable	Weak
Social Studies	Attainment	N/A	Good	Acceptable	N/A
	Progress	N/A	Good	Acceptable	N/A
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Good	Acceptable
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	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)		Good	Good	Good	Good



Students' achievement is good overall. Around half of all students are enrolled at the primary phase where achievement is good in the majority of subjects. Achievement is almost as good at the other phases. Students in the high phase have only been at the school for one year and have not yet undertaken CBSE assessments or MoE examinations in Arabic or Islamic education. Broadly speaking, students of different abilities, boys and girls make similar progress from their starting points.

Students' achievement in Islamic education is good in all phases because of the good teaching. In Grade 2, for example, most students are able to read and discuss the story of 'Aam-ul-Feel' and the role of Abdul Muttalib and Abraha in a very informed way for their age. This enables the majority to conclude and explain the Islamic values behind the story and even make links to the present. By Grade 8, most students talk articulately and the majority take part in effective discussion while presenting their work to peers. This shows their deep understanding of the Islamic values that can be learned from the life of prominent people in Islamic history.

In Arabic, progress for non-native speakers is acceptable at most grade levels, yet attainment is weak for most students. Achievement is best at KG where children make acceptable progress from their low starting points. For example, at the end of KG, most children can identify most letters in the Arabic alphabet, form and read words. Their progress slows through primary, largely due to the quality of teaching at this phase. For example, only the minority of students in Grade 1 could identify types of 'maad' and give examples, or read and write familiar words independently. In Grade 8, most girls were able to identify the main idea of a text and explain the difference between singular and plural nouns. By Grade 12, only the minority of students can read set texts and answer comprehension questions correctly, representing weak progress made over time.

Students' achievement in social studies is good overall and most students do well for their age in primary. By Grade 6, most can talk about the famous monuments of the UAE knowledgeably, making links to their own lives. By Grade 9, they work collaboratively and successfully, explaining interesting parallels between how plants adapt to the UAE's hot climate with how people from different countries adapt to fasting during Ramadan.

Overall achievement in English is good. The majority of students attain levels above curriculum expectations. Students learn and apply English in a range of subjects through reading, writing and speaking. In KG, children's listening skills are developing well. They can follow instructions and their early writing skills are secure. They speak in simple, correct sentences. As they progress through the school, most students become clear, confident speakers of English, and their reading skills are often

exceptional. For example, by Grade 9, most students can explain metaphors and more complex language concepts in Shakespeare poetry. Students in the high school phase, continue to build on their good writing skills. For example, most students can quickly, expressively and accurately write articles linked to their comprehension of texts. English writing is used well in other subjects too. For example, in Grade 12 economics, students studied monopoly markets and produced well-argued and grammatically correct written narratives.

Overall achievement in mathematics is good. The majority of students progress well and attain levels that are above those expected for their age. Children in KG make a good start in writing and counting numbers and can apply this learning to counting different objects. Most students work independently, are able to think critically and can solve problems. By Grade 8, most students understand relatively complex geometrical variations. The majority can make multiple inferences, comparisons and contrasts, above the levels expected for their grade.

Students' achievement in science is good. It is founded on the good learning skills they acquire as they progress, including their competence in mathematics. By Grade 2, for example, most students' understanding of the importance of healthy food is very secure for their age. They can name and categorise a wide range of food products and explain properties for body building, energy, and other health benefits. By Grade 6, most students can explain how the ecosystem works and identify its elements. Good progress continues and, by Grade 12, most students can produce comparison tables about types of pollution and then suggest ways to overcome it, giving examples from the UAE and India.

Students' achievement in other subjects is very variable but acceptable overall. It ranges from very good in French, to good in information and communication technology (ICT) and life skills, acceptable in Hindi, music and art, to being weak in physical education (PE). For example, in Hindi, Grade 2 students could find plurals and opposites for some words, while Grade 4 students could read texts, although they needed quite a bit of prompting. In French, Grade 9 students were able to talk about clothes and compared the words Abaya, Shayla, Gutra (Thobe), across three languages. They enjoyed explaining how the words remained the same.

Students' learning skills are good overall. They are developed well through a range of subjects. Students work well together in groups and enjoy discussing their learning with each other, making connections to different subjects. They work hard on homework and use technology well. Much of this is because teachers' lesson plans identify the specific learning skills to be developed in each lesson.

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	Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

Students' personal and social development and their innovation skills are very good. Students have positive attitudes to learning and are very polite and respectful. They enjoy school, have self-discipline and respond well to others. The very positive behaviour of students contributes to a harmonious caring community where bullying is very rare. They have a strong understanding of the important values that underpin their personal character, as promoted very effectively by the school. Older students supervise the school day, including movement to classes and during dismissal. Relationships are very good. Students have been innovative in developing and publishing books and multimedia presentations, some of which have raised money for charity. Most students demonstrate a secure understanding of a safe and healthy lifestyle and eat healthy snacks. They participate enthusiastically in PE lessons and sports and have a clear understanding of e-safety and cyber bullying. Students show their social responsibility by raising charitable contributions and through campaigns including, for example, for blood donation and better diets for diabetics and obesity. Attendance at 96% is very good and students are punctual.

Students understand Islamic values and the culture and diversity of the UAE particularly well, alongside their own cultures. This all stems from lessons and from the wider life of the school. In assemblies, for example, they present national and international news in Arabic and in English. They show respect for the Holy Qur'an through recitation during assemblies and for the UAE during the national anthem. During their character week, Grade 8 students published a book about spreading UAE culture elsewhere. Murals and displays, which include many impressive pieces of artwork created by students themselves, show the heritage of the UAE.

Performance Standard 3: Teaching and Assessment

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

Teaching and assessment are good. Teachers have secure subject knowledge in Islamic education, social studies, English, mathematics and science, but less so in Arabic. Detailed lesson planning and strong assessment in the classroom recognise students' abilities and learning styles. Children's learning in the KG is not yet active or experiential enough to ensure they learn through discovering things for themselves. In part this is because KG teachers have yet to plan sufficiently for purposeful play as an integral part of each day. Time management is mostly good except in a few lower grades where tasks finish early. Teachers use questioning skilfully in most lessons to promote students' thinking, peer work and independence. Teaching strategies are varied to motivate students and teachers make good use of videos, white boards and other resources. Worksheets are differentiated for groups and enable different starting points in most lessons. Lower attaining students are not always given sufficient additional support. Teachers provide innovative tasks and ask complex questions to challenge more able students. Critical-thinking, problem-solving and independent learning skills are developed through good cross-curricular links between subjects.

Internal assessment procedures are good and include self- and peer-assessment approaches which enable students to clarify their understanding. Teachers share assessment rubrics consistently and students understand how to improve. The school has yet to achieve consistency in the use of moderated assessments and to ensure assessment information always shapes learning for students with specified learning needs. Overall, though, the school is well informed about progress and attainment including, for example, through formal assessments at the end of Grade 4 based on question papers used by several other schools. This enables the school to compare students' performance with international benchmarking tests and with other schools in the region. The school's analysis of results is detailed, accurate and tracked over time. It is used effectively to influence teaching and curriculum planning throughout the school.

Performance Standard 4: Curriculum

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

Curriculum design and implementation are good overall. The school's provision of the Central Board of Secondary Education (CBSE) curriculum is broad and balanced and has a sound rationale. It enables students to acquire life skills, uphold constitutional values, and have an appreciation of individual differences. The curriculum is closely linked to the school's vision. The school also provides Arabic as a second language, Hindi and French. Hindi is compulsory until Grade 4 after which there is a choice between French and Hindi. Other subjects include art, music, aerobics, PE, dance, yoga and computer science. Non-Muslim students are offered moral science and life skills. Students can choose between the science or commerce streams and parents are pleased with the career guidance provided by the school. In the KG, while acceptable overall, the curriculum does not offer enough planned opportunities for children to learn independently through purposeful play. Cross-curricular links are strong throughout the school, thereby enabling students to transfer their learning between subjects. The curriculum includes broad scope across subjects and in other activities for students to learn about the values and heritage of the UAE.

Teachers' lesson planning is a strong and consistent feature of curriculum delivery because it includes the full range of knowledge, understanding, skills and capacities to be learned. Planning also ensures the curriculum is adapted generally well to meet the needs of most groups of students, although not always at the point of delivery for students with special learning needs. Teachers' plans identify tasks for different groups of students including both lower and higher attaining ones. In most lessons, teachers set an additional challenging task for the gifted and talented students. Opportunities for enterprise, creativity and innovation are provided through almost all subjects. The wide range of extracurricular activities within and outwith school significantly enhances students' academic and personal development. For example, students attended a NASA camp for three days, while others participated in a Gulf traffic project conducted in Arabic.

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	Very Good	Very Good	Very Good	Very Good
Care and support	Acceptable	Good	Good	Good

The protection, care, guidance and support of students is good overall. The school has rigorous procedures and policies for the safeguarding of students, including child protection. All staff, students and parents are fully aware of these. The behaviour policy is shared with students, staff and parents and procedures for managing students' behaviour are effective. The school has a very effective attendance policy. The school is very effective in protecting students and provides a very safe, hygienic and secure environment. Safety checks are frequent and thorough and supervision of students is highly effective. The school has an appropriate evacuation policy and risk assessments and it performs fire drills regularly. It also has sufficient qualified medical staff and medication is kept secure. The school nurse advises students about healthy food and organises training for staff in First Aid. The school arranges visits from Abu Dhabi police to raise awareness about internet safety.

The building is clean and very well maintained, providing a safe and secure physical environment that is well suited to the learning needs of all. It includes adequately equipped specialist facilities for students who have special needs. The school has ramps and lifts providing full access. Appropriate measures are taken to provide reasonable protection from the sun in the school yard, including shading and drinking water.

The school's approach to identifying students who require specialised support or who are gifted and talented is good overall. Support for students with special educational needs is broadly acceptable and sometimes good. The learning support team develops individual education plans (IEPs) and the coordinator designs individual programmes. Lower attaining students do not always receive additional adult support in lessons to help them access the curriculum and reach their full potential. Information about students is routinely monitored and reported. Students in the high school phase receive effective academic guidance and support, including careers' guidance and information through links with the local university.

Performance Standard 6: Leadership and management

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

The overall quality of leadership and management is good. The principal provides very effective strategic direction with a commitment to the UAE agenda. Improvement planning has led to progress, particularly in mathematics and ICT. Responsibilities are devolved across the four buildings and all phases and ensure that all staff feel involved in the school's improvement agenda. Positive relationships exist between students and between students and adults. Leaders are committed to providing a clear focus on promoting students' academic and personal development. They have a common understanding of the need to provide high-quality teaching and are receptive to new ideas about how to improve.

Parents have contributed to school improvement. The school development plan (SDP) is comprehensive and based appropriately on the well-prepared and accurate self-evaluation form (SEF). Further progress will be possible once students sit external examinations later this session and this information is fed into the development planning process. Managers monitor the quality of learning and teaching through regular class visits. These have contributed to improvements and will do so further as middle leaders' expertise increases and best practice is shared.

Partnerships and communications with parents are very strong. Parents are consulted regularly and their opinions acted upon. New parents receive very clear and detailed information about the school and the curriculum choices. The quality of education and care provided by the school is regarded highly by parents. The school participates in a wide range of educational competitions and activities. Community links are varied and effective in promoting students' personal and social development.

The Board of Governors supports the school well including by holding the school and staff to account. Governors have an appropriate focus on improving the effectiveness of teaching and will be able to do this more incisively as more examination data becomes available this session.

The school functions very well on a daily basis and is fully staffed with suitably qualified teachers. The premises are clean, spacious and very well maintained, and include specialist facilities for ICT, science and PE. The libraries are very well resourced. KG facilities, while small, are colourful and promote a positive learning environment for children. As yet, the KG does not have sufficient practical resources to enable all children to learn through planned, purposeful play.

What the school should do to improve further:

1. Improve teaching and learning of language skills in Arabic by:
 - i. increasing the opportunities for students to speak Arabic
 - ii. developing students' skills in reading Arabic
 - iii. giving more opportunity to students to practise their writing of longer scripts
 - iv. introducing a programme of staff development to improve teachers' skills and to learn from best practice.
2. Develop further the support for students with special educational needs in lessons by:
 - i. ensuring IEPs and continuous assessment information is used consistently by all subject teachers to inform planning and interventions
 - ii. providing appropriate individual support in lessons to enable students to achieve their potential
 - iii. monitoring the support provided to fine tune it in an ongoing way
 - iv. revising the support where it has not raised students' achievement.
3. Introduce and develop a KG curriculum with more effective learning through purposeful play by:
 - i. improving the number and quality of resources for learning
 - ii. increasing the time children spend playing purposefully as an integral part of their day
 - iii. introducing a programme of staff development so that teachers better understand effective practice in early years education.