



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

Abu Dhabi Indian School

Overall
Effectiveness

Good

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Abu Dhabi Indian School		
School ID:	9087	School phases:	KG to Grade 12
School curriculum:*	Indian	Fee range and category*	AED7370 to AED14,770 (very low to low)
Address:	Muroor Road Salma Bint Butti Street Abu Dhabi	Email:	adindian.pvt@adec.ac.ae
Telephone:	024488025	Website:	www.adisuae.com

*Relevant for Private schools only ** Relevant for Government schools only

Staff Information			
Total number of teachers	310	Turnover rate	6%
Number of teaching assistants	7	Teacher- student ratio	1:28

Students' Information				
Total number of students	4726	Gender	Boys and girls	
% of Emirati students	0%	% of SEN students	1%	
% of largest nationality groups	Indian: 98%, Nepal: 1%, Portugal: <1%			
% of students per phase	KG	Primary	Middle	Secondary
	10%	38%	32%	21%

Inspection Details			
Inspection Hijri dates from:	21/03/1441	to	24/03/1441
Inspection Gregorian dates from:	18/11/2019	to	21/11/2019
Number of lessons observed:	202	Number of joint lessons observed:	44



The overall performance of the school:

- The school is a community school and it is open since 1975. The principal has been on post for four years. Since the previous inspection, the school has recruited experienced staff to support teaching and the school improvement agenda.
- The overall performance of the school has improved from acceptable to good. Teaching, assessment and the curriculum are now good. Senior leaders, governors and staff have worked tirelessly and successfully to improve students' outcomes and now achievements in most subjects are at least good in all phases.

Key areas of strength and areas for improvements:

Key areas of strength

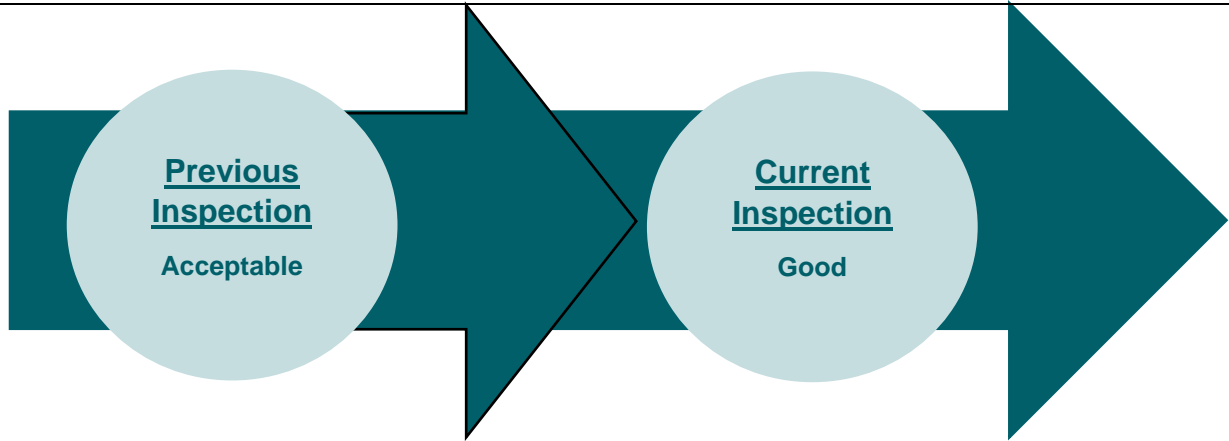
- The impact of school leaders' actions on improving students' achievement in most subjects.
- Students' positive attitudes to learning, their behaviour and relationships.
- Students' appreciation of the heritage, culture and future vision of the UAE and their understanding of Islamic values.
- The attention given to students' welfare, health and safety.
- Partnerships with parents and other institutions to enrich students' learning.

Key areas for improvement

- Students' achievement in Arabic as a second language (ASL) by:
 - helping students to develop their handwriting
 - introducing more new vocabularies and encouraging students to use them in their work
 - consistently checking the quality of the provision that students receive and the support to help improve their achievement.
- The consistency of teaching and learning by ensuring that all teachers by:
 - using assessment information more effectively to plan tasks that enable students to consistently make better than expected progress
 - ensuring that there are appropriately challenging activities within lessons to support and extend the learning of the gifted and talented (G&T) and more-able students
 - offering more opportunities in Arabic, English and Hindi for students to write at length and for different purposes
 - helping students to further develop their innovation and enquiry skills
 - help students respond to written feedback so that they can further improve their work.
- Further improve the impact of the leadership by:
 - ensuring the curriculum is adapted effectively to provide sufficient challenge for all students
 - developing further the roles of the middle leaders so that they can monitor the quality of their subjects effectively and hold teachers more accountable for students' performance, including in Arabic and Hindi.



Progress made since last inspection and capacity to improve



- Since the previous inspection, the school has made good progress in addressing most of recommendations in previous inspection report. They have improved the quality of education and students' outcomes from acceptable to good. In High, students' personal development and social contributions are now very good. Care, guidance and support are very effective. Learning skills are now good.
- In Arabic, achievement has improved from weak to acceptable. Students develop their language skills and use grammatically correct words. However, extended writing skills remain less well developed.
- Teachers use questions to test students' understanding and now review the progress of all students. However, the more able and G&T students do not always receive enough challenge still. Students have regular opportunity to use learning technologies.
- The school has recruited a special educational need co-ordinator (SENCO) and support staff to give students with special educational needs (SEN) effective support. Students' educational plans and intervention programmes are shared with the counsellor, teachers and parents and implemented well.
- The school's self-evaluation form (SEF) informs future targets. There is a clear system for monitoring and evaluation. Leaders now align the SEF to the standards of the UAE Inspection Framework and benchmark students' attainment against international expectations. They show good capacity to improve the school further.



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Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">Students' achievement is now good overall. It is very good in English in Middle and High and very good in mathematics and science in High but acceptable in ASL across all phasesStudents make good progress, including SEN. More able and G&T students do not always make the progress of which they are capable.Students' learning skills are good overall. Students engage well with learning and support each other. They develop good critical thinking and problem-solving skills.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">Students' personal development is very good in High. In the rest of the school, students display good attitudes to learning and behave well.Students develop a good knowledge of the UAE culture and heritage and Islamic values. Their understanding of world cultures is less well developed.Students contribute well to the life of the school and the wider community. In High, students' strong innovation and enterprise skills support their contribution to sustainability projects. However, in Primary, students do not always initiate projects and use innovation skills in lessons.		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">Teachers' subject knowledge is good and internal assessment systems are effective. Not all teachers consistently use assessment data to match lesson activities to students' abilities and needs, particularly the more able.Teaching and their use of assessment are very good in English in Middle and High and in mathematics and science in High. It is less effective in Arabic and Hindi.Systems for measuring students' outcomes against national and international expectations are very well embedded.		



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Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">• The curriculum is broad and balanced and supports effective continuity and progression in students' learning.• It provides very good choices for older students and establishes very strong links with UAE culture and heritage.• The curriculum adapted well to meet the needs of SEN students but is not always adapted to provide sufficiently high levels of challenge for the more able and G&T students.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">• The school implements its comprehensive processes very effectively to keep students healthy and safe.• Systems to support positive behaviour and relationships are strong.• There are effective arrangements to identify, SEN, G&T and more-able students. SEN students now receive good support and progress well, but the support for G&T and more-able students remains inconsistent.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">• Leaders have a clear vision for the school and have improved most of the school's work. Governors support and challenge the school in a constructive and professional manner.• Partnerships with parents and the community are very effective.• Leaders know from accurate self-evaluation that they need to further improve students' achievement in Arabic and Hindi, the consistency in the quality of teaching and assessment, and the role of the middle leaders.		



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Performance Standard 1: 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 additional Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Good	Good	Very Good	Very Good
	Progress	Good	Good	Very Good	Very Good
Mathematics	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Science	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good



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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall. In lessons and overtime, the majority of students make better than expected progress.• The school's assessment information indicates that attainment is outstanding. In lessons and recent work, the majority of students demonstrate levels of knowledge and understanding that are above the curriculum standards.• Students in Primary develop good understanding on how to apply Islamic etiquette, values and ethics to real-life. Senior students can explain the general meanings of Surahs and make good links with Hadeeth. Across the school, students recite the Qur'anic verses following 'Tajweed' rules. However, few students don't always show secure understanding of the basic Islamic principles such as; the difference between obligatory (Fard) and non-obligatory (Sunna).• The majority of groups make good progress.	
	<table border="1"><tr><td>Relative Strengths<ul style="list-style-type: none">• Students' understanding of Islamic ethics and values and how to relate them to their lives.• Students' recitation skills and understanding of Hadeeth.</td><td>Areas of Improvement<ul style="list-style-type: none">• few students' deeper understanding of the of Islamic principles.</td></tr></table>	Relative Strengths <ul style="list-style-type: none">• Students' understanding of Islamic ethics and values and how to relate them to their lives.• Students' recitation skills and understanding of Hadeeth.
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Arabic	<ul style="list-style-type: none">• Students' achievement in ASL is acceptable. In lessons and overtime, most students make the expected progress.• External data for Grade 12 shows that attainment is outstanding, but this is not borne out in lessons and students' work, where most students attain in line with curriculum standards.• Students make acceptable progress across all phases. Most students demonstrate adequate listening, understanding, speaking and reading skills. In High, students use standard Arabic relatively well as they communicate their ideas. Students' handwriting is not always legible, and their writing skills following correct grammar and punctuations is below expectations.• All groups of students make acceptable progress.	
	<table border="1"><tr><td>Relative Strengths<ul style="list-style-type: none">• Students' listening, speaking and reading skills.• Students' use of standard Arabic in High.</td><td>Areas of Improvement<ul style="list-style-type: none">• Students' handwriting.• Students' grammar, punctuations, and writing skills.</td></tr></table>	Relative Strengths <ul style="list-style-type: none">• Students' listening, speaking and reading skills.• Students' use of standard Arabic in High.
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Social Studies	<ul style="list-style-type: none">• Overall, students' achievement in social studies is good. In lessons and overtime, the majority of students make better than expected progress.• The school's assessment data indicates that attainment is outstanding. In lessons and students' work, the majority of students attain above the curriculum standards.• In Primary, students develop good knowledge about the UAE rulers, UAE national identity and events, and geographical features. In Middle, students confidently share their understanding about the UAE's history, economics and infra-structure, including trade, transport and future vision. However, students do not show deep understanding of the region history for example, older civilisations that have influenced the culture and history of the region.• The majority of student groups make good progress.			
	<table border="1" style="width: 100%;"><thead><tr><th style="width: 50%;">Relative Strengths</th><th style="width: 50%;">Areas of Improvement</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">• Students' knowledge about UAE rulers, events and geographical features in Primary.• Students' knowledge about the UAE history and economy in Middle.</td><td><ul style="list-style-type: none">• Deep understanding of the history of the region.</td></tr></tbody></table>	Relative Strengths	Areas of Improvement	<ul style="list-style-type: none">• Students' knowledge about UAE rulers, events and geographical features in Primary.• Students' knowledge about the UAE history and economy in Middle.
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<ul style="list-style-type: none">• Students' knowledge about UAE rulers, events and geographical features in Primary.• Students' knowledge about the UAE history and economy in Middle.	<ul style="list-style-type: none">• Deep understanding of the history of the region.			
English	<ul style="list-style-type: none">• Students' achievement in English is good overall but has improved to very good in Middle and High. In lessons and overtime, the majority of students in KG and Primary, and the large majority in Middle and High make better than progress.• Internal assessment data indicates outstanding attainment, but this is not evident in lessons and students' work where a majority of students in KG and Primary and a large majority in Middle and High attain above curriculum standards. CBSE examination results concur and show attainment is well above national and international levels in Middle and High.• In KG, children develop good speaking and listening skills. In Primary, the majority of students have good listening, speaking, reading and comprehension skills. Students in Middle and High use a wide range of vocabulary when speaking which accelerates their reading. By Grade 12, most students are highly articulate and read with very good comprehension. Writing skills are less well developed. A minority of students' slower handwriting hinders their writing skills, particularly in Primary.• The majority of groups make good progress. The more able make slower progress in writing than in speaking and reading due to limited opportunities to write at length for different purposes.			
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Relative Strengths	Areas of Improvement			



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	<ul style="list-style-type: none">• Students' speaking, communication and comprehension skills in High.• Students' use of wide range of vocabulary.	<ul style="list-style-type: none">• A minority of students' handwriting, particularly in Primary.• Writing skills overall but particularly for more- able students to write at length.
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Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good overall. It is very good in High. In lessons and overtime, the majority of students make better than expected progress in KG, Primary and Middle. The large majority in High.• CBSE external examination results show that the large majority of students attain well above the curriculum levels. This is borne out in lessons and students' work in High, but not in the rest of the school where the majority of students attain above curriculum standards.• In KG, children make good progress in developing their knowledge about numbers, including counting, adding and subtracting. In Primary and Middle, students continue to make good progress as they develop a good level of reasoning and mental maths. In High, students develop very good skills to solve number and word problems involving complex equations.• The majority of groups make good progress. However, students can show a very good level of reasoning in High, this is not always extended to a higher level for the more-able students.	
	Relative Strengths <ul style="list-style-type: none">• Children's knowledge and understanding of numbers in KG.• Students' mental maths and mathematical problem solving.	Areas of Improvement <ul style="list-style-type: none">• Extended reasoning skills of more-able students.

Science	<ul style="list-style-type: none">• Students' achievement in science is good overall and it is very good in High. Students make good progress overall and very good progress in High.• CBSE external data shows that attainment is very good. This is seen in High, but it is not borne out in lessons and students' work in the rest of the school, where the majority of students attain above curriculum standards.• KG children develop good exploration skills to underpin their knowledge and understanding of living things, materials and physical processes. In Primary and Middle, students build well on this knowledge and skills, although scientific enquiry is less well developed. In High, students have very good investigation and enquiry skills and very secure knowledge and understanding in physics, chemistry and biology, including biotechnology and its role in farming.• The majority of groups make good progress. Students in Primary and Middle make relatively slower progress in developing their scientific enquiry skills.
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	Relative Strengths <ul style="list-style-type: none">• Students' investigation skills in High.• Knowledge and understanding of physical and life sciences.	Areas of Improvement <ul style="list-style-type: none">• Scientific enquiry in Primary and Middle.
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Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall. In Hindi, it is acceptable. In lessons and overtime, the majority of students make better than expected progress.• Attainment is good. CBSE external assessments for several other subjects indicate good attainment overall. This is in line with what have been observed in lessons and students' work. However, in Hindi, most students attain in line with curriculum standards.• Students develop good skills in all other subjects, including sporting and athletics skills in PE, using different media and applying a range of techniques in art, speaking and listening skills in French, enterprise skills in commerce, interrogating data in computer science and conducting experiments in psychology. In KG, children sing clearly and keep a steady beat when using musical instruments. However, in Hindi, students' make slower progress in developing writing skills in Primary and Middle.• The majority of groups make good progress.	
	Relative Strengths <ul style="list-style-type: none">• KG children's ability to sing and use musical instruments.• Students' skills in PE, art, French, commerce, ICT and psychology	Areas of Improvement <ul style="list-style-type: none">• Students' writing in Hindi.

Learning Skills	<ul style="list-style-type: none">• Students engage and interact well with each other. They work well collaboratively when give the opportunity, sharing and presenting learning confidently. They relate their learning well to other areas of learning and to the real world.• Students take part in research and develop good critical thinking, problem-solving and independent learning skills. Their innovation in lessons and enquiry in science in Primary are less developed.	
	Relative Strengths	Areas of Improvement



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| | <ul style="list-style-type: none">• Students' engagement, collaboration and relating learning to the real world.• Students' critical thinking and problem-solving skills | <ul style="list-style-type: none">• Students' innovation in lessons, and science enquiry in Primary. |
|--|---|--|



Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Very Good

- Overall, students' personal and social development and their innovation skills are good. They are very good in High. Children and students display positive and responsible attitudes to learning and behave well particularly in High where they are also self-reliant and respond well to critical feedback. Relationships between students and staff are very respectful and considerate.
- Students know how to keep safe, including when using the internet. They participate in PE and sport and apply what they know about the importance of exercise and choosing healthy snacks.
- Attendance is good at 95%. Students are punctual to school and lessons.
- Students have a clear understanding of Islamic values and appreciate the way they influence life in UAE. They lead on the recitation of the holy Qur'an in assemblies and understand the importance of prayer and supplication in Islam. Students respect and appreciate the culture and heritage of the UAE.
- Students show very good understanding of their own identity and take part in UAE and Indian cultural events. However, students' understanding of other world cultures is less secure.
- Students contribute well to the life of the school and the wider community taking on leadership roles in all phases. In High, students initiate several projects to promote sustainability and conservation including recycling food, the 'Rethink before you drink' and reducing plastic use. In other phases, students only occasionally initiate projects.
- Students' work ethic is good, and very good in High. Through clubs and projects older students develop good innovation and enterprise skills. However, younger students' innovation skills are not so well developed, particularly lessons.

Areas of Relative Strength:

- Students' attitudes to learning, behaviour and relationships particularly in High.
- Students' innovation and enterprise skills in High

Areas for Improvement:

- Students' understanding about world cultures.
- Students' innovation skills in lessons.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good
<ul style="list-style-type: none">• Overall, teaching and assessment are good. Most teachers have good subject knowledge and pedagogic skills. They use time and resources effectively and plan lessons that motivate students to learn.• Questioning is used well to check students' understanding and to encourage dialogue. In the most effective lessons particularly in High, teachers ensure students work at a good pace, think critically, and solve problems. There are fewer opportunities for students to innovate, particularly in Primary. In less effective lessons, challenge for the more able is inconsistent. In Arabic and Hindi, students do not receive enough practical activities to support and extend their learning.• Teachers use internal assessment data to track students' attainment against curriculum standards. Benchmarking and analysis of students' performance against national and international standards are very effective. However, in a minority of lessons, teachers do not use assessment information well enough to meet the needs of all students particularly the more able.• Teachers give students detailed verbal feedback. Written feedback does not always include next steps. Not all teachers encourage students to act on their comments to further improve their work.				
Areas of Relative Strength:				
<ul style="list-style-type: none">• Teachers' subject knowledge and how students learn.• Benchmarking against national and international expectations to measure students' performance.				
Areas for Improvement:				
<ul style="list-style-type: none">• Teaching strategies and the use of assessment to meet the needs of all students particularly the more able.• Written feedback that helps and encourages students to improve their work.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">• The curriculum is broad and balanced and has a clear rationale. It follows closely the requirements of the Central Board of Secondary Education (CBSE) of India.• The curriculum is comprehensively structured through a scope and sequence programme. It provides effective continuity and progression as students move through the school. It offers very good pathways for older students and a good range of activities for younger children and students.• Leaders conduct regular and extensive reviews to further develop the curriculum. Teachers modify curriculum planning to meet students' needs, including SEN students. This is effective in most subjects, but less effective in Arabic and Hindi, and for more able and G&T students.• The curriculum is enriched well by a variety of educational trips, celebrations and extra-curricular activities including clubs for art, music and PE. Such activities promote students' innovation skills, although innovation in lessons is not well embedded, particularly in Primary. Projects, fund raising and business studies, provide good opportunities for enterprise and entrepreneurship particularly for older students.• The curriculum through the My Identity programme, cross-curricular links and special events helps students to develop a very good understanding of Emirati and UAE culture and society.• The new moral education programme is taught in English as a standalone lesson from Grade 1 to 12. It is very well integrated in other subjects and in daily assemblies. Students develop very good understanding of responsibility, tolerance, inclusion and respect for others.				
Areas of Relative Strength:				
<ul style="list-style-type: none">• Curriculum choices and extra-curricular activities for students in High.• Links with Emirati and UAE culture and society.				
Areas for Improvement:				
<ul style="list-style-type: none">• Modification of the curriculum in all subjects to meet the needs of all students.• Innovation in lessons particularly in Primary.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">The overall quality of protection, care, guidance and support is very good. The school has rigorous procedures for safeguarding, including child protection. Staff have attended training and effective in implementation of procedures. Policies are made available to parents on the school's website. Older students know about e-safety and can ask for help if they have any worries.The health and safety committee team conduct thorough and frequent checks on the premises and resources. Fire evacuation procedures are robust. Staff keep comprehensive and secure records of incidents and accidents. Supervision of students is thorough, including on transport.The premises and facilities are very well maintained and meet the needs of most students. However, shortcomings include no designated toilets for disabled students' and adults' use. The school nurse, staff and older students organise special events to promote good oral hygiene and the importance of healthy eating and exercise.The school promotes positive relationships successfully. Rigorous systems ensure effective management of behaviour and attendance.The SENCO plans and ensures effective and relevant support for SEN students. Staff know G&T students well and provide extra-curricular activities that allow them to follow their interests. Support for G&T is not consistent in lessons. Senior students receive very good careers guidance to prepare them well for the next stages of their education or work.				
Areas of Relative Strength:				
<ul style="list-style-type: none">Systems for ensuring students' welfare, health and safety.Support for SEN, and careers guidance for senior students.				
Areas for Improvement:				
<ul style="list-style-type: none">Provision for disabled students and others.Support for G&T students in lessons.				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	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 senior leaders provide strong and effective leadership. They share a clear vision and demonstrate good commitment to the UAE national priorities.
- Senior leaders demonstrate good knowledge and experience of curriculum development and teaching and learning. Relationships between staff and others are professional and effective. Leaders have raised expectations and increased accountability of staff to improve standards in most subjects. The school's capacity for further improvement is good.
- Self-evaluation is detailed, accurate and includes views from parents, students and other stakeholders. Such information is used well to highlight the school's strengths and to inform future developments. The school improvement plan regularly measures the school's progress against student outcomes and identify that there is more scope for improvement, particularly in Arabic and Hindi.
- Senior leaders' regular lesson observations, and follow-up is improving teaching and students' outcomes. Middle leaders are not yet fully effective in monitoring and improving provision in their subjects. As a result, less effective teaching in a small minority of lessons still exists.
- Parents contribute very well to the life of the school and the wider community. They value staff, keeping them very well informed about their children's academic progress and wellbeing and confirm that their children achieve well. The school has forged very strong links with relevant agencies and outside professionals to enrich the curricula.
- The Governing Board includes representatives from the owner, parents and teachers. Governors are visible in school and seek staff, parents' and students' views to gain knowledge about the school. They direct change in a positive way and ensure that the school is improving its work. Governors are beginning to challenge the school to improve the remaining acceptable teaching.
- The day-to-day management of the school is effective and has a positive impact on students' personal development and academic achievement. The school has suitably qualified teachers who benefit from regular training. Premises and resources are used well to support the effective delivery of a good curriculum.
- Students' preparation for and participation in CBSE and IBT, prepare them well for TIMSS and PISA. Results are analysed by staff to benchmark progress and to further support students' learning.



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Areas of Relative Strength:

- Clear vision and direction of senior leaders.
- Strong partnerships with parents.

Areas for Improvement:

- The monitoring role of the middle leaders.
- Monitoring of improvements to ensure consistency in teaching and curriculum planning.



Provision for Reading

Provision for Reading

- The school has improved its provision for reading to help students read for information and pleasure. There are four libraries, all well stocked with books in English, Arabic and other languages. Students borrow books and receive librarian support to research learning projects.
- In KG, children have designated 'Reading Centres' in their classrooms, and other grades have regular reading sessions in the library.
- Teachers encourage students to read in most subjects and in assemblies in English, Arabic and Hindi. Students eagerly take part in initiatives such as 'Abu Dhabi Indian School Reads' and 'Chevron Reader's Cup' that have won them awards.
- The school's annual action plan now prioritises the importance of reading. Teachers have attended training to develop their understanding of the teaching of reading. Assessment of reading and comprehension skills is good in English and improving steadily in Arabic.
- Students' improved attainment in reading in English and Arabic is reflected in higher results in external examinations.