



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of: Abu Dhabi Indian School

Overall Effectiveness : Acceptable

Academic Year 2017 – 2018

Iqraa



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School Information

General Information	Inspection date:	from 12 Muharram 14 39	to 15 Muharram 14 39
		from 02-Oct-17	to 05-Oct-17
	School name	Abu Dhabi Indian School	
	School ID	87	
	School address	23 Murroor Street, Abu Dhabi	
	School telephone	+971 (0) 2 4488 025	
	School official email	aAdindian.pvt@adec.ac.ae	
	School website	www.adisuae.com	
	School curriculum	CBSE (Central Board of Secondary Education)	
	Fee range and category	AED 7,140-14,454 (Category very low-low)	
Number of lessons observed	189		
Number of joint lessons observed	19		
Staff Information	Total number of teachers	297	
	Turnover rate	6%	
	Number of teaching assistants	6	
	Teacher- student ratio	KG 1: 23 Other: 1: 28	
Student Information	Total number of students	4,654	
	% of Emirati Students	-	
	% of Largest nationality groups	1. Indian 99.9% 2. Nepalese 0.1% 3.	
	% of SEN students	0.6.%	
	% of students per phase	KG: 10% Middle: 23% Primary: 36% High: 31%	
	Grades/ Year groups	KG-Grade3: boys and girls Grade 3- 12: girls Grade3-12: boys	



The Performance of the School

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

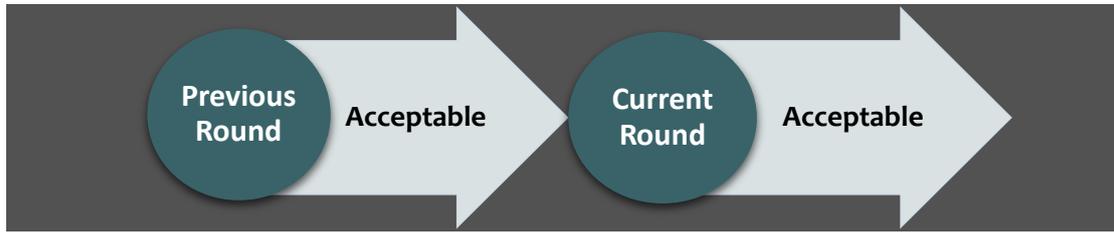


Evaluation of the school's overall performance

- The school's overall performance is acceptable. Student numbers have declined since the last inspection due to the opening of a second school on another site. This has enabled the principal, who has been in post for one year, to introduce some organisational changes to support the efficient management of the school.
- Students' overall achievement is acceptable. It is variable in the core subjects. While achievement in English, mathematics and science across the school is generally good, student's achievement in Arabic is weak. In Islamic Education and social studies achievement is acceptable.
- Students have positive attitudes and accept responsibility for their learning. They are well behaved and disciplined, and display high levels of respect for others. Senior students are motivated, have a strong work ethic and a desire to perform well.
- Teaching and assessment procedures generally enable students to make good progress in English, science and mathematics. The school has started to benchmark student outcomes against external expectations. In Arabic and Hindi lessons, students' learning has not been adequately supported through the provision of appropriate resources and effective teaching strategies.
- The curriculum is acceptable. It has a clear rationale and is reasonably broad and balanced with good curricular choices. There is recognition of differing abilities but the curriculum is not adapted consistently to provide good support for students with special educational needs (SEN) and those who are gifted and talented.
- A caring ethos permeates the school and students feel safe. The counsellor identifies students with SEN but teachers do not always take account of their needs as they learn with their peers.
- The leadership team are committed to UAE and Abu Dhabi Emirate priorities. They foster an appreciation of the culture and values of UAE and India. They have a clear vision for the school, knowledge of the Central Board of Secondary Education (CBSE) curriculum and generally promote inclusion. They know how the school is progressing and have sufficient strategic leadership and direction to continue to improve.



Progress made since last inspection and capacity to improve



- The new principal has been in the school for a year. He has made changes to the operational procedures which have improved the day-to-day management and organisation of the school. Middle leaders and teachers are now involved in the school self-evaluation. This has not yet led to a robust analysis of the school's needs and how these can be prioritised and addressed in the school development plan.
- Students who have special educational needs (SEN) are now identified but the school has not yet been developed precise intervention strategies to provide good support for them.
- Improved teaching strategies have started to give students opportunities to develop their learning skills and led to improvement in mathematics, science and English overall. Improvement in Arabic and Hindi remains weak.
- The school leaders' capacity to improve the school is acceptable.



Key areas of strength and area for improvement

Key areas of strength

1. Students achievements in English, mathematics and science across the school.
2. The celebration of the culture and values of UAE and India.
3. Well-behaved and motivated students who have strong relationships with their teachers.
4. The caring ethos and smooth day-to-day running of the school.

Key areas for improvement

1. Raise the standard of Arabic by:
 - i. providing opportunities for students to practise reading and writing in lessons, and use grammatically correct Arabic
 - ii. planning interactive tasks in lessons to further develop students' independent learning, collaboration and communication skills
 - iii. using effective questioning techniques to increase students' understanding
 - iv. enriching students' vocabulary.
2. Meet the learning needs of all students, including those with SEN, high achievers and the gifted and talented (G&T) by:
 - i. ensuring that plans for their learning and intervention practices are shared among the counsellor, teachers and parents
 - ii. developing robust systems to ensure that any individual education plans are implemented consistently
 - iii. providing more challenge for high achieving students
 - iv. increasing opportunities for all students to use technology in lessons.
 - v. regularly reviewing the progress of the lowest achievers and the gifted and talented with school leaders.
3. Ensure school self-evaluation is rigorous and informs the identification of realistic and achievable targets for improvement by:
 - i. establishing a core team responsible for the systematic management of self-evaluation and the monitoring of the planned actions and their impact.
 - ii. aligning the SEF to the standards and expectations of the UAE Inspection Framework.
4. Further benchmark student's achievement against international standards.



Provision for Reading

- The school has established four libraries. Regular timetabled library periods promote reading for pleasure, as well as for study. KG children have their own class libraries and regularly enjoy reading stories with the teachers.
- The school focuses on promoting reading in Arabic. More than 2,000 books are available in Arabic to encourage students' reading.
- Teachers promote reading as an integral part of other subjects. Students are encouraged to borrow books to complete learning projects.
- Activities to promote reading more widely include; a 'Reading day', 'Reading week' and the use of a reading website.
- Primary and middle school teachers facilitate reading sessions but do not issue books to the primary students.
- Activities such as, quizzes, story sessions, enacting fictional stories and writing book reviews broaden students reading experiences.



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	N/A	Weak	Weak	Weak
	Progress	N/A	Weak	Weak	Weak
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
Science	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable



Overall achievement

- Overall achievement across all phases is generally acceptable. In English, mathematics and science, achievement is generally good. Achievement is acceptable in Islamic Education and social studies and weak in Arabic. In the Central Board of Secondary Education (CBSE) examinations for Grade 10 and Grade 12, students demonstrated good attainment in English, mathematics, physics and chemistry and computer science while the results in biology at Grade 12 were acceptable.
- In the International Benchmarking Tests (IBT) students from Grade 3 to 10 who undertake the examinations perform better than UAE and international averages in English, mathematics and science.

Subjects

- Most students attainment in **Islamic education** is in line with curriculum standards and they make expected progress. Students have a reasonable understanding of the basic precepts of Islam and recitation of Qur'an.
- Students' achievement in **Arabic as a second language** is weak overall. Fluency in reading, speaking, listening and writing is below curriculum expectations. Although students' progress accelerates as they move through the school, it is not yet enough to bring them in line with the curriculum expectations.
- Students' achievement in **social studies** is acceptable overall in primary and middle phases. Students have a secure knowledge of the UAE traditions and its cosmopolitan culture.
- Achievement in **English** is good across all phases of the school. Students' international attainment is significantly above other schools in the UAE. In lessons, the majority of students' achievements in listening, speaking, reading and writing are above curriculum expectations. They conduct assemblies confidently and speak fluently. Opportunities to write creatively are limited.
- Students generally achieve well in **mathematics**, except in primary where achievement is acceptable. A large minority of more able students in primary phase are not challenged sufficiently and find the work too easy. Limited practical work slows the development of numeracy skills for a minority of students. By the time they reach middle and secondary phase they are confident to articulate their mathematical thinking. By the end of Grade 12, the majority



attain above the curriculum standards with a large minority attaining outstanding results in the CBSE examination.

- Attainment in **science** improves as students move up the school. By Grade 12, measured against CBSE and IBT curriculum standards, it is very good. Students' knowledge, skills and understanding in science is good, as is their technical vocabulary. Science investigative and enquiry skills are not as well developed.
- Students' achievement in **other subjects** is generally good. They participate enthusiastically in art, music, French and physical education lessons and this enables most to achieve above grade level expectations. The attainments of students in computer science is above age-related expectations. A significant minority of students reach well above the expected levels.

Learning skills

- The majority of students develop good thinking skills and learn to work collaboratively. Their ability to work independently and be innovative learners is less well developed. Students in primary phase have fewer opportunities to do practical work and problem solving in mathematics and science. Senior students do innovative work outside lessons and have good information and communications technology (ICT) skills. However, within lessons, independent learning and problem solving is not consistent and ICT is not used sufficiently by students to support their wider learning.

Areas of Relative Strength:

- The achievement of students in English across the school.
 - The standard of computer science in the secondary phase.
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Areas for Improvement:

- Arabic and Hindi across the school.
- Attainment of primary phase students in mathematics and science.
- Use of ICT to enhance learning and more cross-curricular links across subjects.
- Opportunities for problem solving and independent learning in the primary phase.



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	Very Good	Very Good	Very 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	Good

- Students' personal and social development are good. Almost all students are well behaved and disciplined. They are courteous to visitors. Their attitudes to learning and their respect for teachers leads to high levels of engagement in lessons.
- Students enjoy coming to school. They are punctual and their attendance rate at 94% is good.
- Students have a clear understanding and respect for Islamic values and appreciation of UAE traditions.
- Students have a good sense of social responsibility and show this in their commitment to their school community. Their involvement as volunteers within the local community is irregular.
- Students have a positive work ethic. They understand the importance of environmental sustainability. They keep the school premises clean and are involved in some environmental activities.
- Students can be creative and enjoy being part of a project. However, they do not have regular opportunities to enhance their innovative skills in daily lessons.

Areas of Relative Strength

- Students' responsible attitudes and behaviour.
- The positive work ethic, particularly in the high school.
- Students' respect for Islamic values and their appreciation of UAE culture and heritage.

Areas for Improvement

- Development of students' innovation skills in the primary and the middle school.



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- Involvement in voluntary activities to benefit the school and local community.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. Teachers have a generally secure subject knowledge and understanding of how students learn. However, teaching strategies in Arabic and Hindi are limited in the primary phase. Often teachers have low expectations and do not link activities with the enrichment of the language.
- Students and teacher interactions are positive but questioning is sometimes limited and does not often lead to an extended dialogue. Although teachers have identified ability groups, their teaching strategies do not always meet their different needs.
- Teachers provide some opportunities for students to begin to develop critical thinking, problem solving, creativity and collaborative learning. However, they do not foster their innovation skills to the same level.
- Teaching in KG is good. Teachers in this phase provide children with opportunities for independent learning. Their questioning is good which leads to age-appropriate inquiry and critical thinking.
- The school's approach to internal assessments is acceptable. Teachers' use of open-ended questioning to extend students' learning is variable. In the primary and middle phases, teachers do not consistently use questions that challenge students thinking sufficiently. The quality of questioning improves in secondary classes when students develop practical skills in science laboratories and do real life projects in commerce.
- Teachers mark students' work regularly but provide little feedback to help students know how to improve.
- The school is beginning to track students' progress and benchmark this against students in other schools in the UAE and India and to identify students with different levels of achievement. They do not yet make good use of assessment information to plan teaching to meet the learning needs of all groups of students.

Areas of Relative Strength:



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- Teachers' subject knowledge
- The identification of ability groups.
- Teaching and assessment in the KG.

Areas for Improvement

- Provision for students' independent learning and the development of their problem solving and innovative skills.
- Teaching strategies to meet the individual learning needs of all students, particularly in Arabic and Hindi in the primary phase.



Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is acceptable. It has a clear rationale and is reasonably broad and balanced.
- In grades 11 and 12, students are offered a wide range of subjects in science and commerce. Subjects such as business studies, accountancy, psychology and sociology encourage students to follow their interests and support their future aspirations.
- Overall, the curriculum provides continuity and progression to prepare students for the next step in their learning. There are some cross-curricular links but they do not fully facilitate students' transfer of understanding to other subjects.
- The school periodically reviews and develops the curriculum. This ensures the provision is adequate to meet the needs of most students. However, it is not adapted to meet the needs of all students consistently, including those who have special educational needs or are gifted and talented.
- The curriculum is enhanced by educational trips, voluntary and entrepreneurial work, however there is limited opportunity for innovation within lessons.
- UAE values are embedded in lesson planning and reflected in displays throughout the school to foster students' appreciation of Emirati heritage and culture.
- The school makes provision for Moral Education as a stand-alone subject once a week. Students are learning about respect, tolerance and the importance of inclusivity and the community.

Areas of Relative Strength:

- The reasonably broad and balanced curriculum
- The wide range of curricular choices after Grade 10 .
- The inclusion of UAE values and culture as an integral part of curriculum planning.

Areas for Improvement:

- Curriculum modification throughout the school to meet different learning



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needs.

- Enrichment activities to encourage innovation and enhance the curriculum in Arabic and Hindi lessons.
- Cross-curricular links.



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	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

- The overall quality of protection, care, guidance and support of students is good. Students feel safe because teachers promote a caring ethos across the school. The child protection policy is shared effectively with teachers, parents and students to support its implementation in practice.
- The counsellor, SEN coordinator and male and female nurses provide good support for students' well-being. Current arrangements for students with SEN are not robust enough to ensure that their needs are met consistently.
- Security procedures are good. Student's safety is a priority. For example, frequent maintenance checks and regular fire drills contribute to a safe environment.
- Good organisational procedures support calm and orderly student movement within the school environment.
- Effective procedures promote safety on school transport at the beginning and end of the day.
- The importance of staying safe and maintaining healthy life styles is well promoted in lessons and in communal areas. There is insufficient shade in the play area.
- Students in grades 11 and 12 receive useful information and guidance on career choices and future pathways. Graduates of the school usually pursue their higher education in the UAE and India in particular.

Areas of Relative Strength

- The school's promotion of students' safety and healthy living.
- Effective arrangements to ensure an orderly and safe school environment.

Areas for Improvement

- Arrangements for students who would benefit from additional support, including those with SEN to ensure that their needs are met consistently and



they make the best possible progress in line with their peers.

- Shading in the play area.

Performance Standard 6: Leadership and management

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

- The overall quality of leadership and management is acceptable. School leaders have a clear vision that demonstrates a commitment to UAE priorities. Responsibilities are delegated effectively to ensure the smooth running of a large school.
- The school self-evaluation and school development plan (SDP) are not aligned with the school's stated priorities. The SDP is not reviewed and updated with sufficient regularity to have a positive impact on students' achievement.
- Good communication strategies and regular reporting on children's learning and development, and students' academic progress and personal and social development involves parents in their children's learning and some aspects of school life.
- The governing body supports the leadership team and holds the principal accountable for the running of the school. This has had some impact on the improving performance of the school. They take pride in the academic achievements of senior students and provide operational support.
- Qualified teachers are deployed suitably to promote students' learning in all subjects except in Hindi.
- The school premises are adequate for the implementation of the curriculum. The computer and science labs are well-equipped. The range of ICT resources to promote learning within classrooms is limited.



Areas of Relative Strength:

- The vision and commitment of the senior leadership team to continue to improve.
- Communication with parents, including the provision for reporting on students' progress.

Areas for Improvement

- The alignment of the SDP with self-evaluation and its regular review to inform and prioritise areas for development.
- Extend the use of ICT in classrooms to integrate technology into students' daily learning.