



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

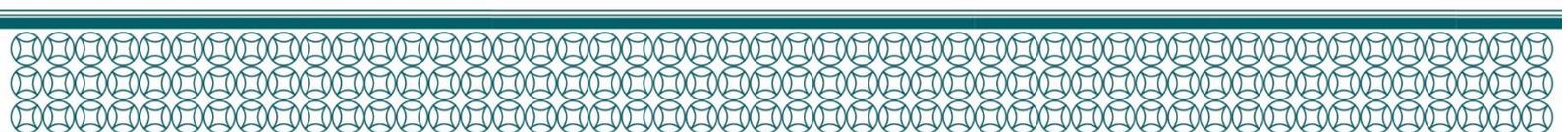
Inspection
Report of

Abu Dhabi Indian School Branch 1

Overall
Effectiveness

Good

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Abu Dhabi Indian School Branch 1		
School ID:	9242	School phases:	KG-High
School Council: **	NA		
School curriculum: *	Indian	Fee range and category*	AED 8,125 - AED 13,705: Very low
Address:	Al Wathba South Abu Dhabi	Email:	adindian1.pvt@adec.ac.ae
	Telephone:	+971 (0) 25831991	Website:

Staff Information			
Total number of teachers	197	Turnover rate	10%
Number of teaching assistants	8	Teacher- student ratio	1: 16

Students' Information				
Total number of students	3117	Gender	Boys and Girls	
% of Emirati students	0%	% of SEN students	1%	
% of largest nationality groups	Indian -100%	NA	NA	
% of students per phase	KG	Primary	Middle	High
	16%	46%	28%	10%

Inspection Details				
Inspection date:	from	<u>14/05/1440</u>	to:	<u>17/05/1440</u>
	m	20/01/2019		<u>23/01/2019</u>
Number of lessons observed:	205	Number of joint lessons observed:	18	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The school enrolment has continued to increase since the previous inspection. Grade 12 students will be entered for the Central Board of Secondary Education (CBSE) examinations for the first time this academic year.
- The overall performance of the school is good. Students' achievements have improved since the previous inspection and are good overall. Leadership has been successful in raising the quality of teaching in all phases. Relationships are very good throughout the school; students benefit from a caring and supportive learning environment. Further improvement is required in Arabic (second language - SL) and in providing students with opportunities to develop the skills of innovation and research and to use information and communication technology (ICT) in lessons.

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. The majority of students attain levels that are above curriculum standards except Arabic (SL) where most attain in line with curriculum standards, and science where the large majority attain above curriculum standards.• Improved teaching is helping the younger children in the KG make good progress in their learning and prepare them for the transition to primary.• The older students are more skilled in applying their learning and in thinking critically, particularly in science. They are less skilled in independent thinking and undertaking research.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• Students' attitudes, behaviour and relationships remain very good. They adopt healthy lifestyles; attendance and punctuality are very good• Students have a clear understanding of Islamic values and respect for the culture and heritage of UAE and are knowledgeable about other world cultures• Students' environmental awareness is outstanding. They have few opportunities to develop the skills of innovation and enterprise in lessons.		



Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Teachers have a secure understanding of the curriculum and their subjects. Lessons are well-planned and identify how the needs of all students are to be met. Teaching strategies support and encourage critical thinking, problem solving and innovation in lessons but are inconsistent across the school. Internal assessment processes are well established and implemented consistently across most subject areas. 		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> The implemented curriculum provides progressive learning experiences that support students' good progress. Cross-curricular links are meaningful and well-planned and facilitate transfer of learning across most subjects particularly Emirati culture and UAE society. The implementation of the curriculum in a minority of subjects does not meet the needs of different groups. 		

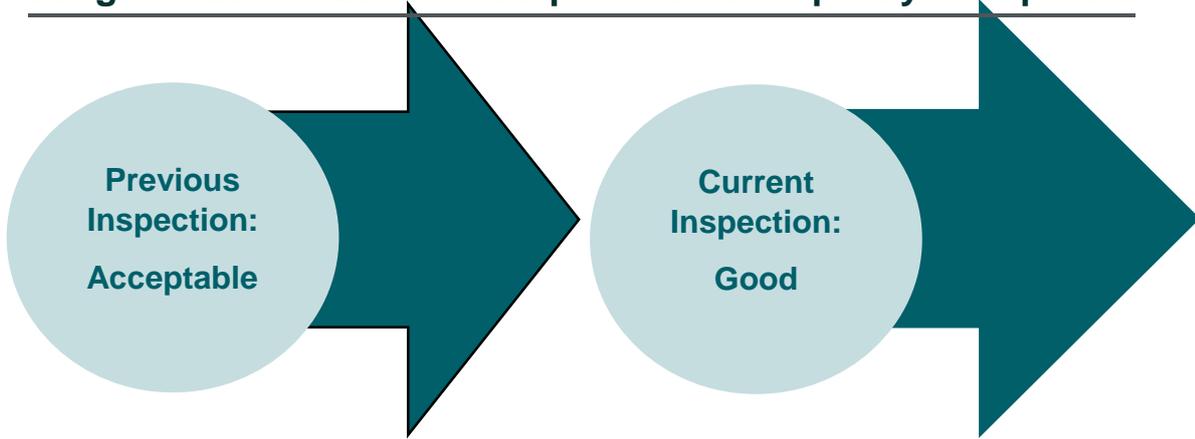
Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Students are well cared for and supported in a safe and secure environment. Relationships throughout the school are strong. Class teachers do not consistently support students with special educational needs (SEN) or the gifted and talented (G&T) in lessons. 		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Senior leaders are committed to improving standards across the school and work effectively as a team. 		



	<ul style="list-style-type: none">• The analysis of internal data informs self-evaluation. Identified strengths and weaknesses are reflected in a well-constructed school improvement plan.• Senior leaders have not as yet achieved sustained improvement in students' attainment in Arabic (SL).
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Progress made since last inspection and capacity to improve



- Achievement overall has improved in all subjects. Attainment in lessons is good in all key subjects apart from Arabic (SL) where it is acceptable in the primary and middle phases but weak in the high phase. Progress is good in all subjects except for Arabic (SL) where it is acceptable. The achievement in science of the students in the high phase is very good.
- The quality of the teaching has improved across all subjects and is now good in most. The teachers of Arabic have engaged in appropriate professional development and teaching in these lessons is now acceptable overall. Teachers' planning in all subjects follows a common format; teachers plan together ensuring the sharing of ideas, good practice and greater consistency of practice in the classroom.
- The overall provision in the KG has improved and is now good. The resources to support teaching and learning have improved; children are provided with a good range of learning activities.
- The school has good procedures for the identification of students with special educational needs (SEN). The provision to meet the learning needs of SEN students, and those who are underperforming in subjects, is good.
- The middle management team, including subject coordinators and grade leaders systematically monitor teachers' planning and engage in class visits to ensure that the needs of all students are met effectively. Assessment data is used appropriately to track students' progress. The quality of the teachers' marking of the students' work overall is good.
- The governing board of the school has a parents' representative and now meets the requirements for governance.
- Overall, the school has made good progress since the last inspection; school leaders' capacity to improve the school is good.



Provision for Reading



- The school has three libraries and a number of reading rooms located across the phases. Each is well-stocked with age-appropriate fiction and non-fiction reading materials in both English and Arabic.
- The school reading policy sets out a clear and progressive programme for the development of reading skills. Teachers in most subjects encourage students to read aloud in lessons to promote fluency and confidence.
- Teachers are trained in the teaching of reading. The Arabic teachers in particular have received substantial professional development to support them in their teaching of literacy, including reading.
- KG children have exposure to a good range of reading resources which are used effectively to develop their English literacy skills.
- Activities are planned to promote reading across the school; for example, the grade 7 students read to the KG children
- Students write book reviews which are displayed throughout the school.
- Students' reading and comprehension skills are assessed regularly.



Key areas of strength and areas for improvements:

Key areas of strength

- The improvements in student achievement in most subject areas.
- The relationships at all levels, students' personal and social development and their attitudes to learning.
- Students' appreciation and understanding of the heritage and culture of the UAE and Islamic values.
- The protection, care, guidance and support of students, the communication with parents and the effective arrangements for keeping everyone safe.
- The leadership of the principal and leadership teams.

Key areas for improvement

- Further raise achievement in all subjects, and particularly in Arabic (SL) and the early grades in the primary phase by teachers:
 - ensuring the learning activities are well matched to the needs of the students of different abilities
 - providing more opportunities for students to read and write in Arabic
 - sharing good practice more consistently across all subjects.
- Further improve students' skills of innovation, enterprise, enquiry, research critical thinking and their use of technology in lessons by:
 - reviewing how these skills are included within the curriculum and planning further opportunities for students to develop them
 - using ICT in lessons where this will support effective learning
 - providing professional development for all in the use of 21st century teaching strategies.
- Use of assessment data to support the needs of students, including the SEN and G&T, consistently across all subjects by:
 - providing teachers with professional development on effective strategies for differentiating in the classroom.



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	Weak
	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	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	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 and has improved since the last inspection. The majority of students are achieving above curriculum expectations.• In lessons students demonstrate good levels of knowledge and understanding of Islamic values and concepts. Most can link their work in lessons with the Year of Tolerance in the UAE and explain the meaning of Quran verses. Students in the high phase can provide examples from real-life scenarios of the importance of conforming to rules, supported by evidence from Hadith and Quran verses. In primary, students can use different Hadith and verses from Quran to support their answers. The use of age-appropriate Tajweed rules and skills when reciting verses from the Holy Quran is not clearly evident in lessons
Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic (SL) overall is acceptable. Students' attainment overall is acceptable in the primary and middle phases but weak in the high phase. Internal assessment data shows that the overall attainment for students is good. In lessons and their written work, it is weak. Most students have adequate skills in listening and speaking, however, their skills in reading and writing in standard Arabic are less well developed.• Students make acceptable progress in all phases from their low starting points. By the end of high phase, most students can extract the main concepts and ideas from a range of sources accurately. More able students do not always make enough progress because they are not given sufficiently challenging or complex tasks that extend their reasoning.
Social Studies	<ul style="list-style-type: none">• Students' achievement in UAE Social Studies is good. Internal assessments indicate that students' attainment in both phases is outstanding; however, in lessons, attainment is good. The majority of students attain levels that are above curriculum standards.• Students demonstrate good knowledge, skills and understanding of the geography of the UAE, for example, primary phase students know the physical features of the UAE such as the Islands and mountains and can compare these physical features with those of other countries. The map-reading skills of primary phase students in general are less well developed. Middle phase students make good links between the Year of Zayed celebrations and other curricular areas. Middle phase students can describe the characteristics of the UAE that make the country successful.• Students demonstrate good critical thinking skills in group discussions. Their investigative research skills and use of technology are less well developed.



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English	<ul style="list-style-type: none">• Students' achievement in English is good overall and has improved from the last inspection when it was acceptable. Grade 10, CBSE exam results show that students attain above the curriculum standards• The good progress made in KG and the primary phase provides the foundation for the rapid development of higher order language skills in middle and high phases. In KG, children are making good progress in developing early literacy skills and in working independently. In the primary phase, attainment in listening, speaking, reading and writing is good. In the middle and high phases, students learn to apply the rules of grammar consistently, extend their vocabulary and communicate effectively and articulately using a variety of genres. They are able to write extended pieces of work and present their understanding and reasoning in a coherent manner. The use of ICT for individual research is less well developed.
Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good overall and has improved since the last inspection when it was acceptable. CBSE examination results for Grades 10 show that the large majority students attain above the curriculum standards.• In KG, children develop good knowledge of simple shapes and learn about their properties. Students develop good mental mathematics skills and the ability to solve problems. For example, in the primary phase, students can solve operations about additions and subtraction using decimal numbers. In the middle phase, students are able to analyse and interpret data and construct appropriate graphical representations.• By the end of the high phase, students are able to explore Bayes' theorem and probability distribution. Although students can show a good level of reasoning, this is not always extended to a high level.
Science	<ul style="list-style-type: none">• Students' achievement in science is good overall and has improved since the last report. CBSE examination for grade 10 students are outstanding.• Students demonstrate a good knowledge and understanding of core environmental issues. They have a good knowledge of human physiology at an age-appropriate level and all phases have a rich reservoir of scientific vocabulary and terminology. Students are able to carry out experiments confidently. Students in the primary and middle phases are less secure in the concept of the fair test.• Overall, students make good progress. Students in the high phase demonstrate very good critical thinking and problem-solving skills. Skills of independent enquiry and scientific methodology are more limited in the middle phase.



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Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall. The attainment of most students is above the age-related expectations. Achievement in Hindi is good overall. In Grade 10, CBSE Hindi examinations students' attainment is acceptable.• Students make good progress in most subjects. They take part in school activities to promote healthy living such as yoga lessons and they develop a range of skills in physical education lessons, for example swimming using a range of strokes.• Students in the high phase were able to give extended presentations in psychology on complex issues associated with emotional well-being and mental health. In French the students develop confidence and achieve good standards in their written work although, their use of the spoken language in lessons is limited.• Most students enjoy drama activities and make good progress. In music, most demonstrate age-appropriate understanding of musical notation and rhythm. The students in the high phase are less confident in singing to an audience.• In Hindi students make good progress in speaking, listening and reading. Their skills in writing independently and creatively are less well developed.• In ICT and robotics, most students make good progress in word processing and presentation skills. By the high phase, students master basic programming commands in line with age-appropriate expectations.• In Marketing, Accounting, Business studies and Economics, students demonstrate leadership qualities by preparing and organising PowerPoint presentations on the economy with special reference to UAE.
Learning Skills	<ul style="list-style-type: none">• Most students enjoy learning and demonstrate very positive attitudes in lessons. They are highly motivated and have a good understanding of what they need to do in order to improve their work.• Students work well in groups and interact with each other in a productive way. They listen to each other's contributions in group discussions and the older students provide constructive criticism.• Students can make good links between areas of learning, for example in linking aspects of social studies and science to life in the UAE.• Students have good research skills when given the opportunity and can demonstrate creativity but are more limited in their innovation skills and in using educational technology in lessons.



Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ul style="list-style-type: none"> Students' ability to use verses from Quran and Hadith to support their arguments and making connections to contemporary issues. Students' understanding of the values and ethics of Islam and making connections to real life. 	<ul style="list-style-type: none"> Students' Quran recitation and Tajweed skills.
Arabic	<ul style="list-style-type: none"> Students' listening and speaking skills. 	<ul style="list-style-type: none"> Students' reading and writing skills. Students' research, enquiry and collaborative skills in group work.
Social Studies	<ul style="list-style-type: none"> Knowledge, skills and understanding of the UAE's geography, vision and physical features Students' ability to make connections across the curriculum. 	<ul style="list-style-type: none"> Students' map-reading skills in the primary phase.
English	<ul style="list-style-type: none"> Students' speaking and presentation skills. Children's developing literacy skills in the KG 	<ul style="list-style-type: none"> The use of ICT for individual research.
Mathematics	<ul style="list-style-type: none"> Students' abilities in mental mathematics. Students' ability to solve problems. 	<ul style="list-style-type: none"> Extended reasoning to a high level.
Science	<ul style="list-style-type: none"> Students' understanding of core environmental issues Students' scientific vocabulary and terminology. Students' practical skills. 	<ul style="list-style-type: none"> Skills of independent enquiry and scientific methodology in the middle phase.
Other subjects:	<ul style="list-style-type: none"> Students' progress in commercial subjects and Hindi. Students' skills in PE, music and art. 	<ul style="list-style-type: none"> Students' skills in speaking French. Students' skills in extended writing in Hindi.
Learning skills	<ul style="list-style-type: none"> Students' ability to work collaboratively. Students' positive attitudes to learning. 	<ul style="list-style-type: none"> Innovation and research skills and the use of educational technology.



Performance Standard 2: 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	Very Good	Very Good	Very Good	Very Good

- Overall, Students' personal and social development, and their innovation skills are very good.
- Students display positive and responsible attitudes toward themselves and to staff. Their behaviour throughout the school is very good. Students are encouraged to eat healthily during snack time. They engage in a number of healthy living initiatives led by the nurse and others including the students' council. The student attendance, at 96%, is very good; they are punctual to school and to class.
- Students demonstrate a secure understanding of Islamic values and are very respectful of the heritage and culture of the UAE. They celebrate international day and sample the food and customs of other world cultures. As the students move up the school their understanding of other cultures becomes more insightful. However, a few students do not initiate or involve themselves in a range of cultural activities.
- Students care for their school and take part in activities to improve their surroundings including planting a variety of gardens in the school grounds, for example vegetable and herb gardens. They also have a garden illustrating the plants that grow in desert climates. They are proud of their environmental work which is celebrated in corridors and classrooms. Students volunteer in the local community with the Red Crescent. Students in primary and KG would benefit from greater participation in these events.
- Students engage in innovation activities and can initiate their own ideas through their projects especially in science in the primary phase. Students undertake projects on hydroponics, generating electricity from cycling and have produced an application to help students with difficulties in learning. This develops their creative and entrepreneurial skills. In lessons, however, these skills are generally underdeveloped.

Areas of Relative Strength:

- The relationships at all levels and the good behaviour of the students
- Students' appreciation of the role and values of Islam in UAE society and their respect for the heritage and culture of the UAE and their environmental awareness.

Areas for Improvement:

- Innovation and enterprise skills in lessons
- The involvement of students in cultural activities.



Performance Standard 3: Teaching and assessment

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

- The overall quality of teaching and assessment is good.
- Teachers apply their secure subject knowledge and understanding of how students learn effectively. Lessons are well-planned. The learning environment is welcoming and stimulating. Interactions between students and teachers are purposeful and productive. The majority of teachers use questioning to good effect. Students are encouraged to work independently in most subjects.
- Teachers use a range of strategies which meet the needs of most students and provides appropriate challenge and support. Teacher expectations of students' performance is high and additional lessons are provided to maintain the progress of students who require support. Teaching strategies which support and encourage critical thinking, problem solving and innovation skills are acceptable overall. There are areas of good practice, but these are not consistent across the school.
- Assessment processes are good; accurate data is gathered at key times through the year to track student progress over time. This identifies areas for concern which are then addressed through appropriate action plans. Additional data is now gathered from external, national and international benchmarking assessments. The school has used the data to identify areas requiring whole-school improvement.
- Diagnostic testing gives a detailed understanding of student performance and directly influences teacher planning to ensure the needs of most students are met, including G&T and SEN. However, the implementation of these plans is inconsistent across the school. Teachers assess students' work regularly with feedback providing guidance for the students on how they can improve their work.

Areas of Relative Strength:

- Teachers' secure subject knowledge and interactions with the students
- Effective use of questioning to stimulate discussion which promotes extended responses from students, and the use of assessment to improve teaching and learning.

Areas for Improvement:

- Consistent implementation of the teachers' planning to meet the needs of SEN and G&T students.
- Consistent use of effective teaching strategies which support and encourage critical thinking, problem solving and innovation in lessons



Performance Standard 4: Curriculum

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

- The overall quality of curriculum is good
- The school leaders' implementation of the CBSE curriculum is effective in developing a balance of skills and understanding and promoting progression across the phases. Skills in thinking, personal and social development, and national and global citizenship are effectively built into a curriculum which prepares students very well for the next phase in their education.
- Students are offered an appropriate choice of subjects. Links between subjects are strong. The school conducts regular reviews and develops its curriculum to meet the academic and personal development needs of most students.
- Teachers modify the curriculum to meet the needs of almost all groups of students. The support for SEN students and the challenge for the G&T is inconsistent across subjects. All students have the opportunity to engage in a variety of extra-curricular activities which provide good opportunities for enterprise, innovation and social contribution; these are not yet developed consistently within all subjects. The use of ICT in lessons is underdeveloped in most subjects. Links with Emirati culture and UAE society are very good across subjects.
- The school has introduced Moral Education from grades 1-12. Values are well-integrated in all aspects of the curriculum from the morning assemblies to the lesson planning. Students take pride in the contribution of 100 years of Shaikh Zayed and make comparisons with 150 years of Gandhi.

Areas of Relative Strength:

- The breadth and balance of the curriculum and the extra-curricular activities and adaptation to meet the needs of most students.
- Cross-curricular links

Areas for Improvement:

- Consistency across subjects in providing support for SEN students and challenge for the more able
- The use of ICT in lessons



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	Very Good	Very Good	Very Good	Very 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 policies are also made available to parents on the school's website. Students know about e-safety and can ask for help if they have any worries.The health and safety committee team conducts robust and regular checks on the premises and resources. Fire evacuation procedures are implemented effectively. Staff keep accurate records of incidents and accidents. Supervision of students is thorough. The premises and facilities are very well maintained and meet the needs of most students. However, some classes are slightly cramped. Students benefit from good opportunities to learn about the importance of healthy eating. For example, the school nurse and staff organise special events to highlight the importance of oral hygiene. However, a few students do not follow the rules for bringing healthy food into school.The quality of care and support is very good. Systems to manage behaviour, attendance and punctuality are very effective. The SENCO identifies SEN and devises comprehensive educational plans to support students' learning. Staff know G&T students well and provide them with extra-curricular activities to promote their interests. However, support for SEN and the challenge for G&T is not consistent in lessons. Senior leaders have identified that more work needs to be done to support such groups. There is very good guidance for academic choices. For example, teachers remind students of the grades they need to obtain to follow such courses. Senior students receive very good careers guidance.				
Areas of Relative Strength:				
<ul style="list-style-type: none">Students' welfare and safety.Systems to improve students' behaviour and attendance.				
Areas for Improvement:				
<ul style="list-style-type: none">Support for SEN and G&T in lessons.Further improve the impact of healthy eating initiatives.				



Performance Standard 6: Leadership and management

Indicators:

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

- Overall, the quality of leadership and management in the school is good. The principal sets a clear, strategic direction for the school which is shared by all. The senior leaders work well as a team and take responsibility for key aspects of teaching and learning. There is a strong commitment to inclusion and the promotion of national priorities.
- The actions taken by the management have ensured that the school has improved in all areas since the previous inspection. The school's self-evaluation form (SEF) uses a range of evidence to identify strengths and appropriate areas for improvement which are reflected in the well-constructed school improvement plan. The school is waiting for the results from external benchmarking assessments which, for the first time, all students have completed. The effective use of the data from these assessments should further improve the SEF. Senior and middle leaders regularly monitor teaching and identify appropriate areas for improvement in most subjects.
- Partnerships with the parents and community are good. Parents help at numerous school events and they have opportunities to influence the provision for their children. Parents are represented on the governing body which receives regular reports on a wide range of aspects of the work of the school. Governance of the school is good but governors use a limited range of evidence when holding the school to account.
- The school operates very smoothly on a daily basis. Staff are suitably qualified and benefit from regular professional development. The modern school buildings provide accommodation that enhances the students' learning opportunities. The resources to support learning in the classrooms are good overall; students have access to learning technologies such as computers in specialist suites but there are fewer opportunities for the use of computers for research in classrooms.
- Students are well-prepared for international assessments through the CBSE examinations. The school enters students in the Programme for International Student Assessment (PISA) mock assessment and involves students in Grades 3 and 7 in the 'question a day' initiative. The results from these initiatives are used by the teachers to adjust their teaching.

Areas of Relative Strength:

- The vision and direction provided by the principal and senior team.
- The systematic and collegial approach to school improvement.

Areas for Improvement:

- External benchmarking of students' attainment.
- Resources to support research in the classrooms.
- The range of evidence used by governors when holding the school to account.

*Relevant for Private schools only