



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



Inspection Report

Private International English School

Academic Year 2014 – 2015

إقرأ

Private International English School

Inspection Date	19 – 22 January 2015
School ID#	198
Licensed Curriculum	Central Board of Secondary Education (CBSE)
Number of Students	1752
Age Range	3 to 12 years
Gender	Mixed
Principal	Girija Baiju
School Address	Musaffah Residential, Sector ME 9, Abu Dhabi
Telephone Number	+971 (0)2 559 1777
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Official Email (ADEC)	intenglish.pvt@adec.ac.ae
School Website	www.bhavansabudhabi.com
Date of last inspection	12 – 15 May 2013

The overall effectiveness of the school

Inspectors considered the school in relation to 3 performance categories

Band A High performing (overall effectiveness grade 1, 2 or 3)

Band B Satisfactory (overall effectiveness grade 4 or 5)

Band C In need of significant improvement (overall effectiveness grade 6, 7 or 8)

The School was judged to be:

BAND B;

GRADE 5

The main strengths of the school are:

- students demonstrate confident language skills in English
- students enjoy learning and show high levels of courtesy and respect towards each other and for the values and culture of the UAE
- cooperative group-work is embedded into classroom practice
- the caring and positive ethos is embraced and supported by all members of the school community
- staff are committed to the school's vision and improvement
- strong partnerships exist between the school and its parents.

The main areas for improvement are:

- students' reading and writing skills in Arabic, and sufficient opportunities to practise them
- provision of opportunities in the KG curriculum for children to learn through making choices in independent and purposeful learning activities
- teachers' consistent use of lesson objectives to share learning outcomes and review progress at the end of lessons
- the consistent use of assessment to plan lessons that challenge all students, particularly high achievers
- the tracking of the academic progress of individual students
- provision of sufficient sports facilities to appropriately support the curriculum
- provision of sufficient reading materials in the library to enhance the development of research and literacy skills
- rigorous and detailed school self-evaluation and analysis of data to accurately inform school development planning.

Introduction

The school was evaluated by 5 inspectors. They observed 77 lessons, conducted several meetings with senior staff, coordinators, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, analysed the 628 responses to the parents' questionnaire and considered many of the school's policies and other documents. The leadership team was fully involved throughout the inspection process and conducted 3 joint observations of lessons.

Description of the School

The Private International English School opened in 2010, and is located in the Musaffah district of Abu Dhabi. It is a member of the Bharatiya Vidya Bhavan group. The school's vision is 'to prepare global citizens to provide leadership for future', and its mission is 'to make the students mentally developed, physically strong, socially adjusted, emotionally balanced, and technically talented'. The school follows an Indian Curriculum and is affiliated to the Central Board of Secondary Education (CBSE). Arabic, Islamic education and UAE social studies are taught using the required Ministry of Education (MoE) curriculum.

There are 1,752 students: 914 girls and 838 boys. There are 386 children in Kindergarten (KG), 1,006 students in Grades 1 to 5 and 360 in Grades 6 to 8. They are in mixed classes from KG to Grade 4. Almost all students are Indian and a small number are from Nepal, Bangladesh, Russia, the Philippines, Canada, Malaysia and Singapore; 22% are Muslim. The school has identified 4 students with special educational needs (SEN) and 14 with learning difficulties. 25 students are identified with language and literacy difficulties, and no students are identified with specific gifts and talents. Student admission procedures include formal written assessments of ability in English, Arabic and mathematics.

A Board consisting of the owner's representative, chairman, director and principal governs the school, and there are parent and teacher representatives. The principal is in her fourth year; the senior leadership team (SLT) includes the vice principal. There are 107 full-time teaching staff and 4 assistant teachers. There are 13 administrative staff, 2 nurses, 6 security guard and 1 technician. Security is outsourced. Teacher turnover decreased from 23% at the end of the previous school year to 4% for the 2014-2015 school year.

Fees range from AED 8,600 in KG to AED 13,000 in Grade 8. There are additional fees for books and transport. This places the school in the low category.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

The overall effectiveness of Private International English School is satisfactory. Its key strengths are the students' personal development, their very positive attitudes towards learning and their English language development. Attainment is generally in line with international standards, with particular strengths in Islamic education, social studies and English. Attainment and progress in Arabic is weaker. There is inconsistency in the quality of teaching and learning. Curriculum implementation effectively promotes students' personal qualities and UAE culture, and very successfully integrates values in all subjects. The buildings are maintained in a healthy and safe condition, and cater appropriately to the delivery of the educational programmes in almost all subjects. Resources support the curriculum adequately in most subjects.

School development planning is suitably focused on the recommendations from the previous inspection report. Teachers' commitment to professional development has led to improvement in the quality of teaching and the academic progress made by students.

Students' attainment & progress

Attainment and progress are satisfactory. Evidence from lesson observations, scrutiny of student work and data analysis show that students make satisfactory progress from their starting points in all subjects, particularly in English, Islamic education and UAE social studies. Standards are generally in line with curriculum expectations and international levels. Attainment and progress in Arabic are unsatisfactory.

The majority of children have little English on entry to the school and most make good progress in the acquisition of English language skills in KG. Students with identified SEN make satisfactory progress as a result of the support provided by structured withdrawal. The progress of higher achieving students is restricted as they do not receive sufficient support or challenge to help accelerate their progress.

In English, students' listening, reading, comprehension, speaking and writing skills are at international levels and they confidently use a range of vocabulary and accurate grammar to express their ideas fluently. In Arabic, students listen carefully and understand the vocabulary taught in the lesson. Their skills in reading, writing and speaking in short sentences are weak, as a result of limited opportunities for practice and a narrow range of resources for learning. In Islamic education and UAE social studies, standards meet and sometimes exceed age

appropriate expectations; students confidently identify Islamic values and apply them to their behaviour. They talk knowledgeably about UAE history and values and make links between their learning and real experiences.

In mathematics, students demonstrate confident computation skills and use them well in calculations. Their application of problem-solving skills is less developed and is not at expected levels. In science, students understand basic principles and older students have confident observational and analytical skills. The majority of students have difficulty drawing inferences, and their investigative skills are insufficiently developed.

In KG, children have well-developed social and communication skills. They make good progress in word recognition and the use of phonics and express themselves clearly. They have a secure understanding of number. In all grades and most subjects students develop confident 21st Century skills, such as creative thinking and working effectively in cooperative groups. Their ability to work independently is less well developed. Students make effective use of information and communication technology (ICT), when given the opportunity.

Students' personal development

Students' personal development is good. Attendance at 94% is above average and students are punctual at the start of the day and to lessons. They are very well behaved and have positive attitudes, even in lessons where there is not enough challenge. Students show high respect for the values of the UAE and sing the National Anthem with enthusiasm. They maintain supportive relationships with peers in lessons and around school. Students are self-confident, very polite and respect each other and adults. They eagerly take on leadership roles, for example in assemblies and class presentations. Older children participate in the student council and enjoy regular opportunities to represent the school in external competitions. This does not provide sufficient opportunities for all children, particularly the youngest, to develop age-appropriate leadership skills and make a positive contribution to the school and wider community.

Students can explain the benefits of eating healthy foods and exercising regularly. They successfully develop the personal and interpersonal skills, such as curiosity and the ability to work together, that will support them well in being successful in the next stages of their education.

The quality of teaching and learning

Teaching and learning are satisfactory. Most teachers demonstrate strong subject knowledge and use it effectively to give instruction and promote active learning. In the most effective lessons, teachers use a range of learning strategies, such as

discussion in Islamic education, role-play in life-skills, and creative writing in response to music in English. In less effective lessons, there is an over-emphasis on textbooks, particularly in Arabic. This results in insufficient challenge and restricted progress, particularly for more able students.

Classroom management is well organized and routines well established. Relationships between teachers and students are productive and very positive in most lessons. Students' high levels of self-discipline are supported by secure behaviour management strategies. Throughout the school, they are motivated and keen to succeed. Professional development has successfully led to an appropriate focus by teachers on encouraging active learning and group work in lessons. Teachers give students regular opportunities to engage enthusiastically in groups, and students interact effectively with each other.

In the most effective lessons, particularly in English, students are given opportunities to work independently on purposeful tasks. This practice is inconsistent in other subjects and many teachers do not provide enough opportunities for students to develop skills in working unaided. KG children are given too few opportunities to develop independent skills by investigating and making choices. Assistant teachers are effectively deployed in KG and are fully involved in teaching and learning.

Planning follows a common format in almost all subjects and is carefully completed by all teachers. They make effective use of the available resources, including ICT, and many create their own to increase motivation and help students understand lesson objectives. There is inconsistency among teachers in sharing lesson objectives and expected learning outcomes with students; these are rarely reviewed at the end of lessons so that students know what they have achieved and what they still need to learn.

Assessment for learning is inconsistent and is not used well enough to plan lessons that challenge high-ability students and maintain good pace and progress for all students. In the more effective lessons, questioning is used to ensure understanding and extend thinking. In less effective lessons, only factual responses are required and students' prior knowledge is not taken into consideration. Self and peer assessment practices are emerging in many subjects.

Meeting students' needs through the curriculum

The implementation of the curriculum is satisfactory. In most subjects, delivery of the curriculum successfully uses an activity-based approach that promotes the development of 21st Century skills and strengthens personal qualities such as cooperation. Values education is an integral aspect of planning and is well implemented. Curriculum delivery is effective in supporting students with

identified SEN and learning difficulties in withdrawal lessons and regular classes, where planning matches their needs. Curriculum planning does not give sufficient attention to meeting the needs of high achievers. A range of subjects, such as yoga, French and dance, is offered alongside the core subjects and these provide choice and interest. There are insufficient opportunities for students to work independently.

Curriculum planning and implementation successfully develop students' understanding and awareness of UAE family and community values. Curriculum planning does not identify and define specific learning outcomes in sufficient depth and referenced to the Indian National Curriculum Framework (NCF) for each grade and subject including KG. As a result, this restricts the school's ability to accurately track and measure individual progress against curricular expectations.

An appropriate range of extra-curricular activities is provided during and outside the school day; these include extension in academic and creative subjects, celebrations of special events, community interaction and a range of competitions. Some of these are limited to older or more able students and planning does not provide enough opportunities for all students to participate in wider curricular activities and subject-based field trips in order to enhance their learning. The school has developed helpful links with local, regional and international organisations. The curriculum, particularly in respect of personal development and skills, prepares students well for their roles as future citizens.

The protection, care, guidance and support of students

The safety, security and well-being of students are priorities, and effective policies and structures are in place. All members of the school community contribute towards a caring and positive ethos that promotes students' personal development. There is a clear child protection policy that promotes a safe environment through staff commitment and clear guidelines. Teachers apply rewards and consequences consistently and fairly. Supervision is attentive and students' respectful and confident interactions with staff and each other, demonstrate that they feel safe and cared for. Parents strongly endorse this view.

The school is less successful in tracking and supporting the academic progress of individual students in order to identify strengths, gaps and weaknesses in learning. Teachers are not sufficiently skilled and confident in identifying learning difficulties in young children in order to allow early intervention.

Diligent monitoring and prompt contact with parents promotes above average levels of attendance. Boys and girls have access to separate prayer facilities; the

prayer area for girls does not provide sufficient privacy. The school's clinic, staff and procedures provide satisfactory first aid provision.

The quality of the school's buildings and premises

Buildings and premises are appropriately maintained, well ventilated and hygienic, and provide a safe and healthy environment for student learning. A staff committee has responsibility for monitoring health and safety requirements. The accommodation is bright and welcoming and new building works are safely screened. Displays of student work enliven the corridors; this is limited in classrooms. Most classrooms are spacious and 3 science laboratories provide appropriate facilities. There is a suitable covered play area with a selection of large play equipment for KG children. Other facilities for outdoor physical activity and specialist rooms for music, dance and art are too small to support the curriculum and the number of students. Procedures are in place to ensure safe storage and use of chemicals and regular testing and maintenance of equipment. Security is appropriately attentive throughout the day.

The school's resources to support its aims

The school's resources are satisfactory. There are sufficient qualified teaching and administrative staff, including assistant teachers in KG, to deliver the programme. The quality of equipment and material resources is sufficient to support the curriculum. Classrooms are equipped with interactive whiteboards and data projectors, and every teacher uses the technology available in class to support student learning. Science resources are not always used effectively enough to allow all students regular opportunities to conduct practical investigations. Mathematical resources are very limited and opportunities to develop and assess independent learning skills are missed. Resources in the library have been increased; they remain limited and there are insufficient reading materials to promote research and enhance literacy skills, particularly in the subjects taught in Arabic. Sports facilities and resources are limited.

Procedures to maintain transport in a safe and reliable condition and for safe use and care of students are followed vigilantly. There is no canteen; students eat snacks brought from home in classrooms and staff follow hygienic procedures.

The effectiveness of leadership and management

Leadership and management are satisfactory. The principal provides caring leadership with particular focus on achieving development in values education and carrying out the recommendations from the previous inspection. Well-followed systems and day-to-day management ensure that the school runs smoothly.

The Board has a supportive view of the school, and its roles are clearly defined. Accountability structures are not sufficiently robust in order to hold the principal to account for raising the performance of the school, particularly in relation to student attainment and progress. The school's self-evaluation form (SEF) has been completed by the senior leaders with input from staff through the heads of department (HoD). The evidence does not always support the judgements in the SEF and these are overly positive in most areas. The school development plan (SDP) reflects all aspects of the recommendations from the previous inspection report and consequently focuses on improvements in all standards. Goals and strategies lack specificity, precise time commitments and measurable outcomes to allow precise judgment of the progress made.

The senior leaders do not demonstrate a consistent understanding of the high quality curriculum implementation and teaching and learning required in order to raise students' academic standards. Procedures to monitor the quality of learning and the use of assessment data are not sufficiently rigorous. Senior leaders and HoDs regularly visit lessons. There is limited time given to the role of HoDs, and inconsistency in the competence of middle leaders. Consequently, observations do not focus sufficiently on the impact teaching makes on learning in order to provide constructive feedback, create specific improvement targets and support progress. Equally, the process is not sufficiently focused on monitoring the effective use of assessment for learning by teachers, in order that they increasingly plan activities that provide appropriate challenge for different abilities. Standardised testing has been introduced to a small group of students. It is not used to benchmark student attainment against international levels. Baseline assessments, including those in KG, are not satisfactorily used in order to track student progress and influence improvement planning.

Parents are very supportive, and strong partnerships exist between school and home. The school has developed a range of communication strategies to keep parents informed about their child's progress and weekly programmes. Responses to the questionnaire and in the parent meeting reveal a high level of satisfaction with the school, particularly in relation to personal development, student safety and children's enjoyment of school. A very small percentage of parents expressed concern about the value the school places on their opinions. Parents recognize the improvements made by the school since the previous inspection.

Progress since the last inspection

The school was last inspected in May 2013 and has made progress on all the inspection recommendations. All identified health and safety concerns have been addressed; there is a child protection policy clearly understood by staff, supervision of students is thorough and security at the entrance is appropriate.

The quality of teaching and learning has improved. Many teachers use a wider range of strategies and employ resources to effectively motivate students. They are given many opportunities to work in productive, cooperative groups. The Arabic department now includes first language Arabic speakers; the consistent use of a range of effective teaching and learning strategies remains an area for development. The senior and middle leadership teams have visited other local private and international schools to observe teaching and learning practices. A range of appropriate professional development has been provided by the school internally and by ADEC. Provision in the KG has been improved by offering staff training that has led to more activity-based learning and the use of more resources including reading books and a phonics programme.

The school has developed an assessment policy and introduced an assessment schedule. The effective use of the results of assessment to inform lesson planning to meet the needs of all students is inconsistent and remains an area for development. The school has investigated the use of standardized tests. Small numbers of students in Grades 3 to 8 have taken a test; the results have not yet been received. This test data does not provide the school with a reliable benchmark of student attainment throughout a complete grade against international norms for their age.

The school and the senior leadership team (SLT) have demonstrated satisfactory capacity for sustained further improvement.

What the school should do to improve further:

1. Develop students' reading and writing skills in Arabic by using a wider range of teaching and learning strategies and ensuring regular opportunities for practice in lessons.
2. Provide more opportunities for children in KG to become independent and make choices by themselves through purposeful learning activities.
3. Develop the quality of teaching and learning to promote student progress by:

- i. ensuring teachers share expected learning outcomes at the start of every lesson and review these at the end so that students know what they have achieved and what they still need to learn
 - ii. more effectively using baseline assessments and continuous assessment data to track academic progress, and to plan lessons that take account of students' prior learning and provide challenge for all groups of students, particularly high achievers
 - iii. providing meaningful opportunities for students to work independently.
4. Strengthen curriculum planning and implementation by developing schemes of work that establish clear and measurable learning outcomes for each subject and grade, including KG.
5. Strengthen leadership and management at all levels by:
 - i. improving the rigour of school self-evaluation so that the school more accurately identifies its strengths and areas in need of improvement
 - ii. providing HoDs with sufficient time and guidance to enable them to effectively evaluate, monitor and support improvement in teaching and learning in their subject area
 - iii. providing more opportunities for HoDs to observe quality practice in other international schools.
6. Improve the availability, range and quantity of resources by providing:
 - i. more reading materials in the library and classrooms for research and reading for pleasure, including books in Arabic
 - ii. more mathematical materials and equipment to deepen understanding and help develop practical skills
 - iii. additional facilities and equipment for physical education and sports to match the number of students.
7. Administer standardized testing throughout a cohort of students in order to benchmark student attainment against international norms.

Inspection Grades

	Band A High performing			Band B Satisfactory		Band C In need of significant improvement		
Performance Standard	Outstanding	Very Good	Good	Satisfactory & Improving	Satisfactory	Unsatisfactory	Very unsatisfactory	Poor
	1	2	3	4	5	6	7	8
Standard 1: Students' attainment and progress								
Standard 2: Students' personal development								
Standard 3: The quality of teaching and learning								
Standard 4: The meeting of students' needs through the curriculum								
Standard 5: The protection, care, guidance and support of students								
Standard 6: The quality of the school's buildings and premises								
Standard 7: The school's resources to support its aims								
Standard 8: The effectiveness of leadership and management								
Summary Evaluation: The school's overall effectiveness								