



National Agenda



Early Years



Special
Educational Needs



Innovation

Inspection Report 2015-2016

New Indian Model School

Curriculum: CBSE

Overall rating: Acceptable

Read more about the school



www.khda.gov.ae

‘Without
challenges,
we won’t feel
the taste of
success and
happiness’



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Al Garhoud
Type of school	Private
Opening year of school	1980
Website	www.nimsdxb.com
Telephone	04-282-4441
Address	PO Box 3100, Garhoud
Principal	Dr. Mohammed Aslam Khan
Language of instruction	English
Inspection dates	26th October to 29th October

Students



Gender of students	Boys and girls
Age range	4 -18
Grades or year groups	Kindergarten 1 to Grade 12
Number of students on roll	6,775
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	94
Largest nationality group of students	Indian

Teachers / Support staff



Number of teachers	365
Largest nationality group of teachers	Indian
Number of teaching assistants	4
Teacher-student ratio	1:19
Number of guidance counsellors	1
Teacher turnover	30%

Curriculum



Educational permit / Licence	CBSE
Main curriculum	CBSE / Montessori/ Kerala Board/ CBSEI
External tests and examinations	CBSE, KB, IBT
Accreditation	NA
National Agenda benchmark tests	IBT

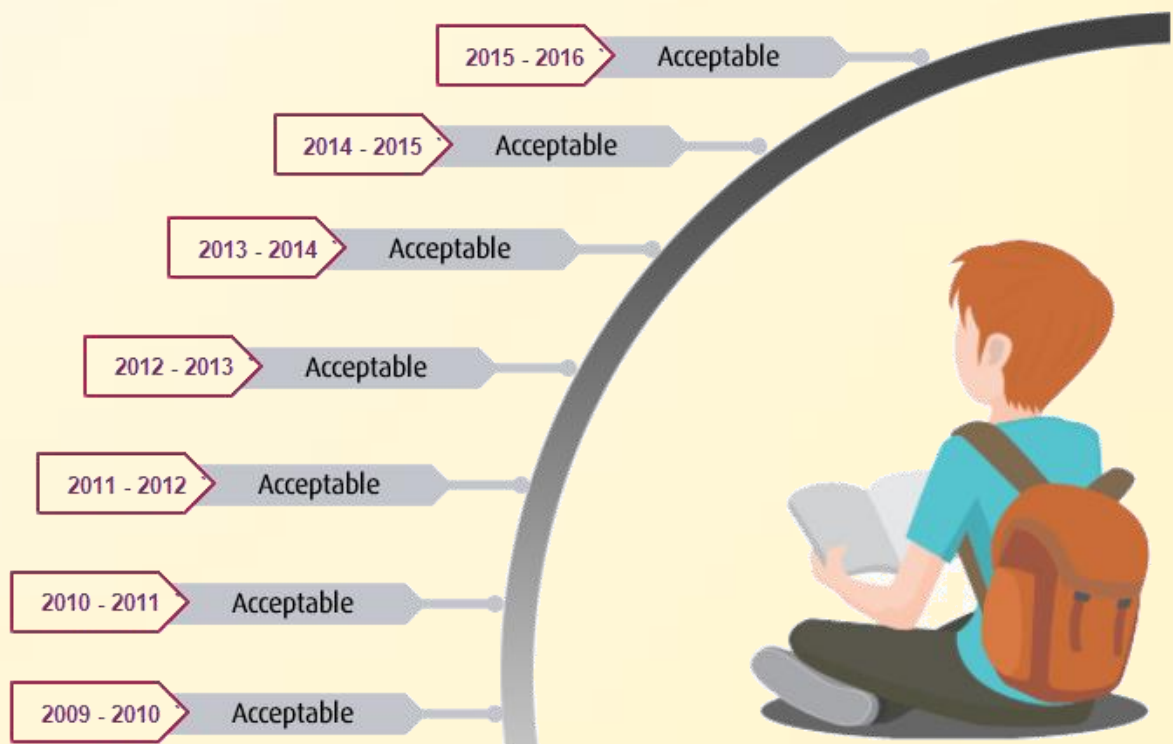


Summary for parents and the community

New Indian Model School was inspected by DSIB from 26 October to 29 October 2015. The overall quality of education provided by the school was found to be **acceptable**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, **New Indian Model School** provided an **acceptable** quality of education for its students

- Students' achievement was usually good across key subjects.
- Students' personal and social development, and their innovation skills was consistently of a very high standard.
- Teaching and assessment was good except in the primary phase.
- The curriculum was well designed, implemented and adapted in the kindergarten (KG) and secondary phases, but less so in the primary and middle phases.
- Health and safety was good across the school. However, care and support was only acceptable from primary to secondary.
- Leadership was good with acceptable school self-evaluation and improvement planning and management of resources.



What did the school do well?

- The effectiveness of the recently appointed principal and his senior leadership team in driving improvements in student learning, across the school
- Strong student achievement in Islamic education and mathematics throughout the school
- Students' outstanding personal and social responsibility across all phases
- The good learning skills, teaching, assessment and curriculum quality in KG, middle and secondary school phases.



What does the school need to do next?

- Improve students' attainment, progress and learning skills in the primary phase by:
 - providing more active opportunities for students to develop research, independent learning and problem solving skills;
 - having teachers use questions to promote thinking;
 - challenge students at the appropriate level of difficulty;
 - using assessment information to improve the identification of learning weaknesses, so that appropriate actions are taken.
- Increase the accuracy of identification, improve support using enhanced individual educational plans (IEP's), and improve the monitoring of students with special educational needs and disabilities (SEND), to ensure that all make the expected progress.
- Ensure that more reliable judgements are made in self-evaluation processes by developing better and more robust analysis of data.

- Accurately analyze the results of external tests to identify trends, then develop teaching strategies to address the identified learning weaknesses.
- Improve students' progress in learning Arabic as an additional language by introducing more effective teaching and assessment strategies.



How well did the school provide for students with special educational needs and disabilities?

- Leaders were very eager to make improvements to the work of students with SEND. Easily measured targets were set to identify students' progress. However, more was required.
- The provision for students with SEND was acceptable but improving. For example, improved identification process for young students had resulted in a better understanding of their needs.
- Parents were regularly consulted and informed of their children's progress. Parents reported high levels of satisfaction with the arrangements.
- Students with SEND were engaged and motivated, tried hard and willingly accepted feedback from their teachers. A few needed modifications to their curricula to enable more consistent progress in their academic work and their personal development.
- Students gained confidence and the majority were aware of where they needed to improve their work.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intent of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and in addition, they were provided with clear targets for improving their performance. This academic year, KHDA introduced the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

Main points:

- The school did not fully meet the registration requirements of the National Agenda Parameter for 2015-2016. Progress towards the National Agenda targets was well below expectations.
- Awareness of the National Agenda had been a strong focus for school managers and stakeholders during the current academic year. In general all groups, including the governors, were positive and supportive of the National Agenda initiatives and were working hard to achieve the school's targets.
- The school had modified its curriculum effectively in English, mathematics and science in an attempt to remedy the weaknesses that were identified in the most recent TIMSS and PISA reports. The flexibility of the CBSE curriculum up to Grade 10 enabled this to occur seamlessly and the changes had enhanced the original curriculum.
- Teachers were still developing their skills to encourage critical thinking and inquiry. These were built into all lesson plans but not often implemented in classes. Teachers were frequently unclear about what was meant by critical thinking. There was a misconception that it should only be applied to the high achieving students.
- Students across primary, middle and secondary phases had developed good research skills, particularly through project work and presentations. These were often created using personal home technology. Resources like books and Wi-Fi were not always available to support student research within classes.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.






Promoting a culture of innovation:

- School leaders had recognized the importance of innovation in shaping world-class citizens. They had introduced innovation into the school's mission and were trying to embed it in the school's culture. Integrating new ideas in the teaching practices and encouraging students to build their innovation skills systematically across the school were identified as areas for teachers' professional development. The CBSEI curriculum provided opportunities for skill-based learning. The school had used extra-curricular activities targeting creativity and resourcefulness, as well as external competitions to help students, especially girls, to develop their innovation skills.

Overall school performance

Acceptable

1. Students' achievement

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable ↓	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
English 	Attainment	Good	Acceptable	Good ↑	Good
	Progress	Very good ↑	Acceptable	Good ↑	Good
Mathematics 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good ↑
Science 	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Good ↑	Good

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Good ↑	Good
Assessment	Good	Acceptable	Good ↑	Good ↑

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Acceptable	Good ↑	Good ↑
Curriculum adaptation	Good	Acceptable	Acceptable	Good ↑

5. The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good
Care and support	Good	Acceptable	Acceptable	Acceptable

6. Leadership and management

	All phases
The effectiveness of leadership	Good ↑
School self-evaluation and improvement planning	Acceptable ↑
Parents and the community	Good
Governance	Good ↑
Management, staffing, facilities and resources	Acceptable



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Very good ↑
Mathematics	Good	Good
Science	Good	Good

- In English, the children's attainment was good across the KG. This reflected the systematic way in which phonics was taught and the attention given to speaking aloud to an audience. Writing skills and the ability to express ideas in several cohesive sentences were well established by KG 2. Children could listen attentively and used past, present and future forms accurately when talking about events that had happened or were about to happen in the future. Children read and understood simple sentences and used phonic knowledge to decode regular words and read aloud accurately. Progress was very good in most lessons and over time.
- In mathematics there was good attainment in learning numbers and the ability to solve simple number problems. Most children could count reliably with numbers beyond 20, place them in order and describe which number was one more or one less. They could solve problems, including doubling and halving. Progress during lessons and over time by the majority of children was better than expected.
- Good attainment over time was due to systematic teaching of knowledge and understanding in science. However, the children's investigative skills were under developed. In the topic 'people who help us,' children developed the skills of weighing and knew the function of a stethoscope, a thermometer and bathroom scales. The model 'fruit and vegetable shop' supported their understanding of healthy eating.

Primary

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable ↓	Acceptable
English	Acceptable	Acceptable
Mathematics	Good	Good
Science	Acceptable	Acceptable

- In Islamic education, the majority of students had high attainment levels. They reached good levels in their understanding of Islamic concepts and principles. In Grade 1 students knew and understood the concept of 'Tahara'. By Grade 5, students knew the definition of 'Soul' and demonstrated a high level of understanding of it. Recitation of the Holy Qur'an was good by the majority of students. Students' attainment levels on internal assessments had improved over the past three years. The majority made better than expected progress in lessons, because they learned well by themselves and from each other.
- In learning Arabic as an additional language, students' attainment levels on internal assessments were high. However, their marks did not reflect their actual achievement levels. In Grade 1 students knew and could write the letters of the alphabet. They could identify high frequency words. In Grade 2, most students knew the names of zoo animals and the types of food they ate. The speaking and writing skills of students were acceptable. Students' attainment levels on internal assessments had improved over the past three years, but remained broadly in line with expectations. Most made slower progress in reading comprehension and in developing their extended writing skills. However, the more able students had better skills overall.
- Most students were second language English learners. They had well developed vocabulary and speaking skills. They listened attentively, paid attention to and remembered details. In the lower primary classes most students understood sentence structure and parts of speech, and were able to create their own sentences. Students' critical thinking and analysis of ideas were not well developed. By the upper primary grades they could write short paragraphs. They were able to integrate some critical and creative thinking into their writing. Most students demonstrated growth in their knowledge, skills and understanding over the past year, with a large majority of students being at the expected curriculum standards. The girls' reading levels were higher than those of boys.
- Students were very enthusiastic and focused in mathematics. They engaged in and developed their skills of enquiry and critical thinking within the better lessons, when the challenge was greater. Good academic standards were attained in all the primary years. During the observed lessons the majority of students, particularly from Grades 3 to 5, made better than expected progress.
- Most science students demonstrated levels of knowledge, skill and understanding in line with the curriculum expectations. Students followed their teachers' instructions when investigating. However, most could not devise their own experiments independently. Most students made the expected progress when measured against a lesson's objectives. A majority of students were attaining at or above the expected levels on recent international benchmark tests.

Middle

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
English	Good ↑	Good ↑
Mathematics	Good	Good
Science	Acceptable	Acceptable

- In Islamic education, students' attainment levels on internal assessments were high. Most students in Grade 6 knew non-obligatory prayers, such as 'Salat Ul Witr.' Most students also knew how and when to perform them. Recitation of the Holy Qur'an was good for the majority of students. Students' attainment levels on internal assessments had shown improvement over the past three years. Students made good progress in their independent learning in lessons. However, a few high ability students did not always make the expected progress. They had only limited challenges in their assigned tasks. The overall attainment levels of boys and girls were similar.
- In learning Arabic as an additional language students' attainment levels on internal assessments were high. However, these did not reflect their actual knowledge and skills. In Grade 7, a large minority of students could only describe their favorite hobbies using short sentences. Most students showed acceptable understanding and ability when using new vocabulary, for example, 'Happy Holiday' in Grade 8. Insufficient extended writing activities limited the development of students' skills. Students' attainment levels on internal assessments had improved over the past three years. Students made acceptable progress in vocabulary acquisition, the understanding of meaning and the development of speaking skills.
- In English the majority of students had begun to take responsibility for their own learning, extrapolating information from their reading and translating it to conceptual understanding. They understood parts of speech and grammar and used this understanding to build organized, coherent sentences. They integrated some critical thinking into their writing and presentations. The majority of students had made better than expected progress from their starting points and were attaining at levels above the curriculum expectations. Their attainment on national and international assessments was lower than expected.
- The majority of students in mathematics were developing better than the age-appropriate skills and knowledge. Their attainment was enhanced with the inclusion of real life contexts and excellent cross-curricular links. Problem solving, investigative and critical thinking were developing skills. Progress was better when the lessons provided more challenge for all student abilities and when learning contexts were both interesting and relevant.
- In science, most students' attainment of knowledge, understanding and skills were in line with the curriculum standards. Experimental activities primarily focused on task completion and not scientific inquiry. As a result, most students made only acceptable progress in lessons and over time.

Secondary

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Very good ↑
Science	Good	Good

- Students' internal attainment levels in Islamic education were high. The Grade 12 students reached good levels in their knowledge and understanding of laws through 'Surah Al Hujurat.' Students in Grade 9 had a clear understanding of the reasons behind paying 'Zakah' in the month of Ramadan. A few students did not demonstrate a deep understanding of the Holy Qur'an. Students' attainment levels on internal assessments had improved over the past three years. Most made expected progress in lessons and were developing their higher order thinking skills adequately.
- In learning Arabic as an additional language, students' attainment levels on internal assessments were unrealistically high. Their independent reading skills were acceptable. Most students could select a piece of news and read it aloud. The majority of students had appropriate knowledge of grammar rules, such as plural forms. They could make simple links with Islamic education when reciting the Holy Qur'an. Their progress was acceptable overall.
- In English the majority of students had acquired reasonable levels of confidence in speaking, reading, writing, and listening. They were able to form opinions based upon researched evidence, extend their thinking from the generic to broader conceptual understanding, and make cross-curricular and real life connections. The majority of students had progressed from basic, factual thinking to include critical thinking, which transferred to their learning in all subjects. The majority met or exceeded the curriculum expectations.
- In mathematics, students were well prepared for their external examinations. Results were better for the Kerala Board than the CBSE exams at both Grades 10 and 12. The majority were developing good understanding of geometry, algebra and data analysis, as well as deriving and using formulae. They communicated their understanding of complex and abstract mathematical concepts in a variety of ways, demonstrating confidence in the use of accurate mathematical terminology. They applied their knowledge within real life and highly creative contexts to give mathematics greater relevance.
- In science lessons a majority of students' demonstrated knowledge, skills and understanding that were above the curriculum standards. Students were able to determine possible pathways for communicable diseases from images and suggest possible preventative measures. Additionally, similarly adept students were able to predict dominant and recessive gene patterns in Mendelian genetics, clearly developing their problem solving and critical thinking skills. In these examples, students' progress was better than expected in lessons and equal to or greater than the age equivalent international standards.

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Good ↑	Good

- Across all phases, students demonstrated engagement and a joy of learning during lessons. They exhibited high levels of concentration and were capable, when given the opportunity, of working independently. In the lower phases of the school, self- knowledge of progress and the requirements for improvement were restricted as compared to the upper phases.
- A feature of students' learning in all phases was their ability to work collaboratively in groups. Almost all were cooperative and collegial in their approaches. A good standard of work was generally produced. Communication of learning varied with their age, vocabulary and speaking ability.
- In Islamic education and Arabic as an additional language, most students connected newly learned knowledge to real life. In mathematics and science, senior students benefited from an increased number of cross-curricular and real life links. In English, the middle and secondary students made clear connections between areas of learning. For example, a topic about families included other subjects such as social studies, science, culture and Islamic values. In the lower phases students had limited independent investigative and research skills. In the higher phases these skills were more developed. Across all phases, students' ability to integrate and support their learning with technology was limited. Students' critical thinking skills developed as they progressed up the grades in all five key subjects. The skills of enterprise and innovation were seldom observed in lessons.

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Almost all students across all phases of the school demonstrated positive attitudes and strengths of personal responsibility. They exhibited extremely positive attitudes toward the school and learning. As they progressed up the school their levels of self-reliance increased.
- Students across all phases were consistently self-disciplined, well behaved and were able to resolve differences in mature ways. Their exemplary behaviour was a strong feature of the school.
- Relationships between students and the staff were extremely respectful and considerate. Almost all students demonstrated empathy for the needs of others.
- Students consistently made wise choices concerning their health and safety. Their understanding of the personal importance of these concepts was very sound, with a strong base being developed in KG science lessons.
- Attendance as reported by the school was outstanding over the previous full term. Almost all students valued school and attended punctually.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students across all phases had an excellent appreciation of Islamic values. They could provide examples of the significant influence these values had upon contemporary life in the United Arab Emirates. They could provide examples of the different landmarks, cultural and historical features, such as forts and geographic sites as well as contemporary features such as malls, hospitals, and many modern buildings.
- Students across all phases fully respected and appreciated the culture of United Arab Emirates. They were fully aware of the traditional costumes and food, customs and historical developments. Students showed interest in supporting their knowledge by using the Arabic language. They presented shows and had role plays in assemblies to explain about Haj. A significant number of male students arrived early to afternoon school to practise Tajweed in the school's mosque.
- Students demonstrated excellent understanding, awareness and appreciation of their own culture. They were knowledgeable about their own traditions. They conducted many presentations relating to the celebrations pertinent to their religion and culture. They knew about most of the festivals and Asian celebrations.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students in all phases showed compassion and genuine desire and commitment to helping others. They participated actively in a range of charitable, peer support and community outreach activities. For example, middle school girls voiced their desire to help their community, advocating for women's rights as part of the 'international school award program.'
- Students demonstrated an excellent work ethic. Individual and groups of students initiated projects demonstrating creativity and resourcefulness. A few students received support and sponsorship from national and international sponsors such as the DEWA and the Microsoft Corporation.
- Students had an age-appropriate awareness of environmental issues. They took part in recycling and planting initiatives, as well as a number of environmental initiatives such as 'go-green', 'save the water' and 'be smart' with the DEWA. A few students took action and created a domestic water and electricity consumption tracking application for personal mobile devices.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Good ↑	Good

- A large majority of teachers used their secure subject knowledge and understanding of how students learn to good effect. They provided lessons which enhanced learning. However, not all teachers were able to translate their good subject knowledge into forms that made it easily accessible to their students.
- Lesson planning did not always provide sufficient challenge to students. A sufficiently broad range of teaching strategies and resources allowed most students to engage in oral work, practical tasks, research, inquiry or investigation. Better use of manipulative resources for 'hands-on' mathematical and scientific activities in the primary phase were required to improve students' learning outcomes.
- Teachers generally interacted well with their students. Teachers with a skillful and confident questioning style could elicit a range of interesting and well thought out responses from students across the ability range. However, in many lessons discussions were not fully developed and were often cut short by teachers. Questioning by teachers to encourage critical thinking was applied only to the higher achievers.
- In some lessons the range of teaching strategies was insufficient to enable active, student-centred learning. Lessons did not always meet the needs of all student groups. There was a lack of challenge to motivate the high achievers in the primary and middle schools. In the secondary phase the strategies used by teachers were effective in preparing students for success on their external examinations, but did not always develop a broad range of learning skills and understanding.
- Problem-solving skills were developed in many lessons. However, the development of critical thinking was slow in some subject areas, particularly in the higher phases. Examples of good critical and higher order thinking development were seen in secondary English, mathematics and science lessons.
- In Arabic lessons, the majority of teachers demonstrated secure knowledge of their subject and knew how students learned. However, some newer teachers were unfamiliar with the skills required for Arabic language teaching. All teachers provided lesson plans and the majority utilised their plans. There was little planning for the differing needs of students. Lessons were very 'teacher-centred' with little opportunity provided for independent learning or innovation by the students.

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Good ↑	Good ↑

- The school's assessment practices had strong links to the standards of the four curricula available to its students. In the KG, middle and high phases there were some coherence and consistency of process in most key subjects. However, in Islamic Education and Arabic, valid and clear measures of student's progress could not be determined, due to a lack of alignment with the curriculum standards.
- The school had initiated benchmark testing for a small number of Grade 3 to 10 students in English, mathematics and science in 2012. Teachers were in the early stages of aligning internally generated student marks with those achieved externally. Some attempts had been made to identify areas of strength and areas in the curriculum that required remediation. In the secondary phase, the school was consistent and generally accurate when it compared its students' achievements with those of their peers in India.
- In all phases, with the exception of the primary phase, there were secure procedures to diagnose students' attainment and progress. In the KG each child had very detailed individual profiles and records. Some students with SEND did not have their individual progress tracked sufficiently well.

- Teachers were beginning to use assessment data to predict students' learning outcomes and to ask pertinent questions about their progress. Recently introduced strategies to involve students in self-assessment and self-improvement had limited effects, due to inconsistent application. Teachers' marking of students work was inconsistent. Some teachers did not provide sufficient information and guidance about how to improve. Teachers did not use assessment information consistently to modify teaching or the curriculum in order to meet the needs of the most able students and those with SEND.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Acceptable	Good ↑	Good ↑

- The school offered a range of different curricula to meet the needs and aspirations of its students. Included were choices in the KG and throughout the subsequent phases. The rationale, 'to meet the needs of a diverse range of Indian students,' was secure. There was an active response to ensure that the curricula were modified to include the UAE National Agenda items. The integration of the UAE social studies into the curriculum provided students from KG to Grade 9 with breadth and balance as well as relevance. The curricula provided significant options, but each required further modification to ensure a better balance of knowledge, skills and understanding provision.
- In all phases except the primary, curriculum planning facilitated student learning. In the KG, curriculum mapping ensured continuity between KG 1 and 2, and a smooth transition into Grade 1. In the primary phase, planning was beginning to build upon students' previous knowledge. The school's new curriculum documents supported this initiative. However, across the primary phase, students' thinking was not always extended by the curriculum content.
- The range of subjects offered was restricted in the secondary school. Both the CBSE and Kerala Board strands offered only science or commerce options to students.
- The school's curriculum planning emphasized the necessity for cross-curricular links. However, these were not well developed within individual lessons. They were a common feature when social studies was taught as part of environmental science. Projects and exhibitions were given some prominence. Included were multidisciplinary exhibitions on 'Safety and First Aid,' 'Miracles of Math in the Holy Quran,' projects on the Grand Mosque, 'Plant Life' and 'Women's Rights.'
- The curriculum was reviewed and the content mapped to ensure continuity and progression across the phases. Recent changes included increased time for the teaching of Arabic and closing the gaps in coverage in Grades 4, 8 and 9 in mathematics, science and reading. More opportunities for the developing students' application and reasoning skills were planned.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Acceptable	Acceptable	Good ↑

- In the KG, investigation through a range of activities was a strength of the children's learning. The school had made some attempts to modify the curriculum to suit the differing needs of students. However, there was not sufficient modification for students with SEND and for the higher achieving students. Consequently, there was more work to do to ensure that the curriculum supported learning as well as it could. The learning needs of boys, particularly in reading, were not fully met.
- Students had curricular options and opportunities to engage in different theme weeks, a range of celebrations, other local schools and a range of clubs. The school had increased the range of extra-curricular activities since the previous inspection. There were more opportunities for inter-mural competition to develop relationships with students from the UAE and further afield. Opportunities for enhancement, enterprise and innovation were only just beginning to be planned.
- Students demonstrated some awareness of Emirati culture and the range of world cultures which were evident in the UAE. They were very aware of the environment of the UAE, how it should be protected and how there should be better energy conservation.
- The integration of UAE social studies into the curriculum provided students from KG to Grade 9 with opportunities to develop an awareness of the UAE's values, culture and society.

5. The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- Effective procedures for safeguarding students were in place. Included was additional training in child protection procedures, including recognition of all forms of abuse and cyber-bullying for students, parents and the staff.
- The school had enhanced its provision for a safe and secure environment for students and the staff, through additional school entrance security. However, a periodic health hazard to students and the staff existed: all were exposed to prolonged bus exhaust on the school grounds and in buildings, particularly during noon arrivals and departures.
- The school was well maintained and in good condition; it was fit for purpose. Accurate and secure records of incidents and subsequent actions were maintained.
- The physical environment was safe and inclusive and met the needs of almost all students. However, while ramps were provided for students with physical disabilities, they were very short and there was limited access for those with such disabilities to the higher floors.
- The school promoted safe and healthy living through its curriculum, from KG to the secondary phase. Amongst this year's initiatives were a staff health profile, a spot lunch box check and workshops on healthy eating for parents.

	KG	Primary	Middle	Secondary
Care and support	Good	Acceptable	Acceptable	Acceptable

- The student to staff relationships throughout all phases of the school were very positive. Students were respectful toward each other and to the staff at all times and their behaviour was managed effectively. Teachers and the support staff often exhibited sensitive approaches, which secured students' cooperation.
- The school promoted the students' understanding of the importance of good attendance. The effect of the approach was the very high attendance figures. Students clearly enjoyed being at the school and being engaged in learning. Punctuality at the beginning and during the day was also effectively managed.
- The school had appropriate systems, which had been developed recently, for the identification of students with SEND. These included raised awareness by the staff of the needs of specific students, observation of students while working and scrutiny of work to assess their progress. These were in the early stages of implementation. Teachers made effective use of external support and expertise within the school community to provide support for students.
- The school provided appropriate support for the majority of students with SEND. These students made acceptable progress towards the targets set in their individual education plans. In the best examples students made accelerated progress towards matching the work of their peers. Teaching approaches did not fully support all students across all subjects.
- Students were supported and guided by effective counselling advice about transition arrangements when moving to the next stages of their education.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Acceptable

- Leaders enthusiastically embraced the opportunity to improve the provision for all students with SEND. As a result of a review which identified too varied provision for most students, a new system had been introduced.
- The early identification of the younger students was effective. This was exemplified by the work in the KG, where early support and intervention work were effective in meeting children's needs. In other phases it was less effective, because the initial statements on students' learning needs were too broad.
- Parents were very satisfied with the school's provision, with the progress their children were making and the good contacts that the school had established. They were pleased that their children's needs had been identified and were being addressed.
- Inspectors observed many examples of students' individual needs being targeted by the staff through modifications to the curriculum and provision. Students were included in the majority of lessons and in the best examples students were able, with support, to meet the objectives of the lesson.
- Students' individual education plans did not have clear actions or next steps for the students to take in their learning. The result was that students' needs were not always met and the progress made by a large minority of them was not sufficiently rapid. Teachers did not make enough use of a range of information to make secure judgements about the progress of students with SEND.

6. Leadership and management

The effectiveness of leadership

Good ↑

- The school's vision aspired to develop global citizens through a holistic education. The new principal and his expanded leadership team were formulating an enhanced direction for the school. Included were the UAE National Agenda items and an increased emphasis on students' thinking and practical skills, pertinent to the modern world.
- The school had an expanding pool of high quality senior leaders who brought enthusiasm to their work. Their many strategies, designed to enhance learning opportunities for students, were beginning to work. However, a number of initiatives were hampered by a weakness in school-wide data analysis and a lack of time to be fully embedded.
- Relationships and communication were developing features of leadership. A harmonious atmosphere prevailed in the school. Staffing teams, working collegially, exhibited high levels of commitment. Not all middle leaders had developed a secure understanding of good pedagogy and its consistent application across the school.
- The principal and school leaders at all levels had a strong desire to improve the school. Almost all exhibited the necessary capacity to secure future improvements. Insufficiently accurate student performance data had restricted the school's overall ability to target specific areas of weakness.
- The principal and other school leaders had success in improving a number of key aspects of provision. Included were significant personnel and curricular changes and improvements in classroom practices. Progress had been made in meeting important aspects of each of the recommendations from the previous inspection report.

School self-evaluation and improvement planning

Acceptable ↑

- Processes to develop the school's self-evaluation form for improvement planning were broad. Staff members, parents, students and governors all had opportunities for input. However, the overall process lacked a valid and reliable information base. The analysis of external assessment data was weak. A consequence was the over-estimation of the school's judgements across a number of performance indicators.
- The principal and other school leaders regularly participated in learning walks to ascertain teachers' competencies and areas for improvement. Teachers received prompt written and oral feedback. The formal observation of leaders and teachers was regular and extensive. Teachers were assessed against a comprehensive range of skills and aptitudes. Leaders had not identified patterns of teachers' weaknesses nor attempted to differentiate and personalize their staff's professional development programmes.
- The school improvement plan was recently refined. It was populated with measurable outcomes. It provided a sound foundation for future school development.
- There had been a broad range of initiatives undertaken over recent months by the principal and senior school leaders to move the school forward. Improved staffing levels, professional development, a range of new policies and procedures, and a focus on the UAE National Agenda had all enhanced opportunities for improved student learning. Progress had been made in key teaching, learning and assessment recommendations, which were most evident in the middle school.

Partnerships with parents and the community

Good

- Parents felt involved and included in the school's life and the leaders' decisions, especially in their choice of curriculum for their children. They said that the school had improved annually, and it prepared their children well.
- Teachers sent notes and emails directly to parents. Teachers and the principal were easily accessible by parents. Parent meetings were regularly scheduled throughout the year. Parents felt well informed about their children's progress and about the school overall. Parents easily accessed a great deal of data through the online school portal.
- Parents thought that reports, notes, emails and online data gave them a comprehensive understanding of their children's progress and the next steps for their learning. They were confident that participation in the IBT, TIMMS and PISA tests made their children more competitive in a global society.
- Parents were most enthusiastic about the female students' participation in the Model United Nations in India, noting that it provided new, exciting opportunities for the girls in an international context. The 'Business Competition' expanded experiences for students and introduced them to international competition, while the 'EXPO' provided opportunities for students at all NIMS schools in the Emirates. The 'Charity Group' provided opportunities for students to collect and distribute resources themselves. The school was expanding international partnerships and opportunities for students, reflecting both parental and school goals for students to be globally competitive citizens.

Governance

Good ↑

- The governing board was composed of a balanced number of directors, parents, staff members and community and educational professionals. Governors were active, interested and eagerly involved in supporting the school. They sought input from parents, students and the staff to improve students' learning outcomes. The board was well aware of its roles and responsibilities and had clearly defined delegations.
- The governing board had good working knowledge of the day to day management of the school as well as its overall operations. It was kept well informed of the initiatives to improve students' learning outcomes by the principal in his monthly reports. The board had improved some facilities and provided some resources, additional staffing, and external support. The school's leaders were held to account for any diminished academic outcomes. The achievement of students across the KG, middle and secondary phases had improved during the last few years.
- The governing board supported the school effectively to ensure that it met its commitments to parents. The board was active in shaping the school's further development. It had actively supported the recruitment and training of an appropriately qualified staff. It had ensured that statutory requirements were met, but needed to ensure that all of the inspection report recommendations were fully met.




Management, staffing, facilities and resources

Acceptable

- The school ran effectively with procedures known and followed by students and teachers. Students in halls, moving between buildings, and throughout the school were organized and orderly. Teachers knew and followed procedures, ensuring that students did the same. Administrators and school leaders were evident throughout the school buildings.
- The school was adequately staffed by qualified teachers who supported student achievement. Some teachers did not have teaching credentials and some taught outside their university specialties. All teachers were given professional development and the 30 per cent new teachers had adequate orientation to the school.
- The environment for students and the staff was adequate to support learning. Access for students to the building was appropriate. However, students with SEND had restricted access to the higher floors. Specialist facilities were available but not always adequate to support learning. There were insufficient science laboratories to ensure that the school met its National Agenda responsibilities. There were four computer laboratories for instruction; however, not all students could access computers in their regular classrooms.
- There were insufficient resources to fully support teaching and learning. The primary library was poorly stocked. Furniture other than in the KG and Grade 1 required upgrading. While classrooms had Wi-Fi capacity, the only computers in the classrooms were those that students brought from home. All classrooms had projectors, which teachers used in almost every lesson.

The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	664
	2014-2015	1253
Teachers 	213	
Students 	1121	

*The number of responses from parents is based on the number of families.

- About half the number of parents responded to their survey this year compared with last year. A slightly lower percentage of teachers responded to this year's survey. All senior students who could respond did so.
- Most parents and students were satisfied with the quality of education provided by the school. A majority of parents and a large majority of students felt that progress in learning Arabic as an additional language was at least good, and a large majority of both parents and students agreed that progress in Islamic Education was at least good.
- In English, mathematics and science most parents and students thought that progress was at least good and that the school provided an enjoyable learning experience.
- Parents and students had similarly positive views about the quality of teaching available.
- Teachers were very positive about almost every aspect of the school's operations.

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae