

# INSPECTION REPORT

## New Indian Model School

Report published in February 2014

## GENERAL INFORMATION ABOUT New Indian Model School

Location	Al Garhoud
Type of school	Private
Website	www.nimsdxb.com
Telephone	04-2824441
Address	P O Box 3100, Dubai
Principal	Dr Kurshid Aalam Saler
Curriculum	CBSE, CBSE-I, Kerala
Gender of students	Boys and Girls
Age / Grades	3-17 / Kindergarten 1 - Grade 12
Attendance	Outstanding
Number of students on roll	6649
Largest nationality group of Students	Indian
Number of Emirati students	0
Date of the inspection	6th October to 10th October 2013

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## The context of the school

The New Indian Model School is a private school located in Al Garhoud. The school provided education for boys and girls from Kindergarten to Grade 12, aged three to 17 years. At the time of the inspection, there were 6649 students on roll. The students were predominantly of Indian nationality although there was a small minority of students from Pakistan. There were no Emirati students on roll.

The school followed the Indian CBSE (Central Board of Secondary Education) curriculum and the Kerala State Education Board syllabus from Grade 8 to Grade 12. Many parents came from Kerala state. In addition, the school offered International CBSE. There were further choices in Kindergarten, where a small number of parents chose a Montessori approach.

The school employed 348 teachers across all phases and 12 support staff assisted teaching. Nearly all teachers in the school had a degree. Students were grouped into Kindergarten, primary, middle and secondary phases. The school operated two sessions. The morning session included co-educational classes of Grade 1 and 2 students, some Grade 3 boys and girls from Grade 3 to Grade 12. There were also co-educational classes of Grade 1 and Grade 2 students in the afternoon, along with the Grade 3 to Grade 12 boys. There were two sessions for the Kindergarten children: an early and a late morning session. The Principal had been in post for two weeks.

## Overall school performance 2013-2014

Acceptable

### Key strengths

- Good progress in Kindergarten and high attainment in the secondary phase in the CBSE and Kerala examinations, particularly the girls;
- Outstanding behaviour and attitudes to learning of all the students;
- Strong Islamic school ethos which impacted very positively on the students' personal development;
- The commitment of the school leadership team to school improvement;
- Strong and effective partnerships with parents.

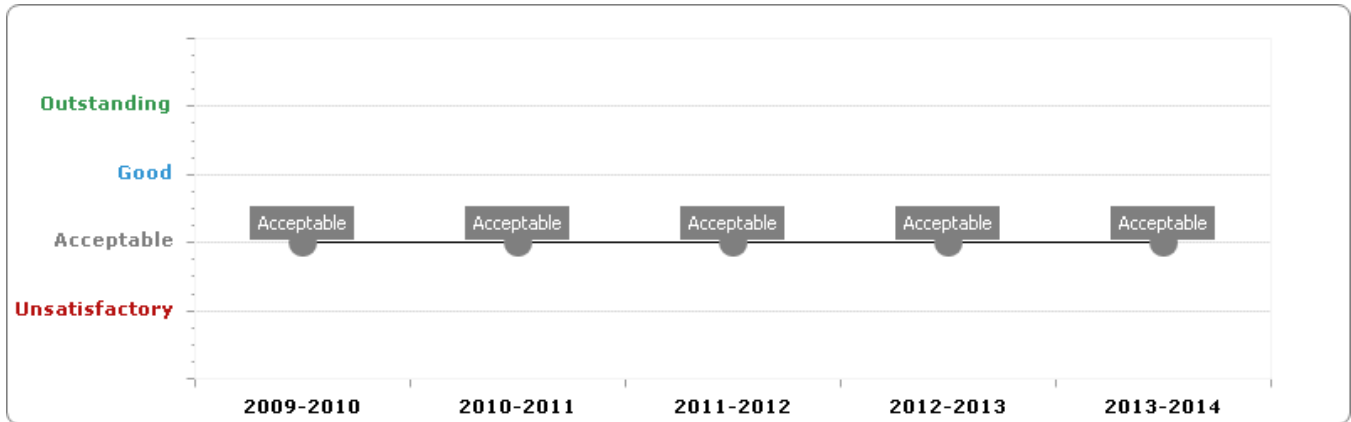
### Recommendations

- Prioritise school improvement planning effectively and identify a limited number of key objectives in order to address the different needs of different phases and subjects
- Raise students' attainment in Arabic as a second language in the middle and secondary phase.
- Improve teaching and learning, particularly in the primary and middle phases through:
  - the clear identification of the needs of different ability groups of students;
  - the planning and delivery of specific learning objectives and targets to support and challenge each ability group of students;
  - the accurate assessment of prior learning against the planned learning objectives;
  - the increased participation of students in their learning, through strategies such as talk partners.
- Review the curricula, particularly in the primary and middle phases so that knowledge, understanding and skills are systematically and incrementally developed.
- Improve the identification, support, classroom provision and monitoring for all students with special educational needs.

## Progress since the last inspection

- There has been some improvement in the quality of teaching and learning, particularly with the provision of more practical learning opportunities.
- The curriculum had been enriched through an extensive programme of visits to and by the community.
- Many of the systems to safeguard students' safety and well-being had been improved, particularly but not limited to the aspects related to child protection.
- The provision for special educational needs had improved very little Staff training and expertise to identify, support and monitor students with special educational needs were underdeveloped.
- The collection of feedback from the school community had widened to include parents and teachers. Analysis and prioritisation of key goals for school improvement as well as the monitoring of progress were still at an early stage.

## Trend of overall performance



## How good are the students' attainment progress and learning skills?

	Kindergarten	Primary	Middle	Secondary
<b>Islamic Education</b>				
Attainment	Not Applicable	Good	Good	Good
Progress	Not Applicable	Good	Good	Good
<b>Arabic as a first language</b>				
Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Arabic as an additional language</b>				
Attainment	Not Applicable	Good	Acceptable	Acceptable
Progress	Not Applicable	Good	Acceptable	Acceptable
<b>English</b>				
Attainment	Good	Acceptable	Acceptable	Good
Progress	Good	Acceptable	Acceptable	Good
<b>Mathematics</b>				
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good
<b>Science</b>				
Attainment	Good	Acceptable	Acceptable	Good
Progress	Good	Acceptable	Acceptable	Good

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	Kindergarten	Primary	Middle	Secondary
Quality of students' learning skills	Good	Acceptable	Acceptable	Good

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### How good is the students' personal and social development?

	Kindergarten	Primary	Middle	Secondary
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Students' understanding of Islamic values and their local, cultural and global awareness	Outstanding	Outstanding	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding

[Read paragraph](#)

### How good are teaching and assessment?

	Kindergarten	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Acceptable	Good
Assessment	Good	Acceptable	Good	Good

[Read paragraph](#)



## How well does the curriculum meet the educational needs of all students?

	Kindergarten	Primary	Middle	Secondary
Curriculum quality	Good	Acceptable	Acceptable	Good
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

## How well does the school protect and support students?

	Kindergarten	Primary	Middle	Secondary
Health and Safety	Good	Good	Good	Good
Quality of Support	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

## How good are the leadership and management of the school?

	Whole school
Quality of leadership	Good
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, including staffing, facilities and resources	Acceptable

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## How good are the students' attainment and progress?

Attainment in Islamic Education was good across the primary, middle and secondary phases. Most students' understanding of Islamic concepts and their application to daily life was well developed. In Arabic as an additional language, attainment was good in the primary and acceptable in the middle and secondary phases. Listening, responding and conversation skills were a strength of the girls. Attainment in English was good in the Kindergarten and secondary phases and acceptable in primary and middle, where extended independent writing skills were less developed. Attainment in mathematics was good across all phases of the school. Most students, even at an early age, had a good grasp of number. Students' computational skills were stronger than their application of number to everyday problem solving. Attainment in science was also good in Kindergarten and secondary, and acceptable elsewhere. Across all phases, but particularly in the primary and middle phases, students did not have sufficient opportunity to develop skills of analysis, making reasoned predictions and devising fair tests.

Progress in all subjects matched attainment. In Islamic Education, students' understanding of Fiqh law and Seerah was developing steadily. In Arabic as an additional language, comprehension and independent writing skills in the middle and secondary phases developed less rapidly. Progress in English in the Kindergarten and secondary phases, particularly students' oral skills, accelerated in line with increased opportunities for independent learning. Most students were able to build effectively upon previous knowledge in mathematics to develop competence in algebraic skills and spatial awareness. In the primary, middle and, to a lesser extent, secondary phases, students made better progress in the acquisition of scientific knowledge than in their depth of understanding the scientific concepts.

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## Quality of students' learning skills

Learning was good in Kindergarten and secondary and acceptable in the primary and middle phases. Almost all students were keen to succeed and had positive attitudes to their studies. Most children in Kindergarten took responsibility for their learning and were able to work independently for appropriate amounts of time. They were developing their collaborative skills and could apply their learning to real-life situations. In the primary and middle phases, students had less opportunity to take responsibility for their learning and build sufficiently on prior knowledge. Opportunities for collaboration were limited in most classes. In the secondary phase, more students were given the opportunity to interact with their peers and the teachers. This added considerably to their learning. A particularly strong feature, in this phase, was the maturity shown by older girls when discussing issues such as democracy and the impact of technology on modern styles of living. Opportunities to develop students' skills of enquiry and the independent use of IT as part of their learning

were generally limited to homework. The development of critical thinking skills, across the school, was a priority but was at an early stage of development.

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## How good is the students' personal and social development?

The attitudes and behaviour of students were outstanding. Almost all students had developed strong, positive relationships with their teachers and responded well to critical feedback, when given. They had excellent self-discipline and showed respect and courtesy to all adults and their peers. Almost all students made healthy food choices. They enjoyed being at school; punctuality and attendance rates were very high. Almost all students had an excellent understanding and appreciation of an Islamic society and demonstrated this in their daily school life. Their knowledge and understanding of the heritage of the UAE and the influence that this had on life in Dubai was strong. They were able to give many examples of how their lives were shaped by their own culture and traditions; however, their understanding of other cultures was less secure. Almost all students demonstrated a positive work ethic. They enjoyed taking responsibility and their influence could be seen in most areas of the school; as prefects managing movement around the campus, through an effective School Council and as members of the media club whose pictures informed the school community via the school website. The students demonstrated an outstanding awareness of environmental issues and participated in a range of community initiatives such as the Earth Hour programme.

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## How good are teaching and assessment?

The quality of teaching was good in Kindergarten and secondary and acceptable in the primary and middle phases. Across the school, relationships between teachers and their students were positive. Almost all teachers had secure subject knowledge. In Kindergarten, teachers had a good understanding of how to plan well-constructed activities to give the children regular opportunities for first-hand experiences. Teaching in the primary and middle phases was less effective. Planning was not always sufficiently detailed or learning objectives suitably clear. In many lessons, there was not an appropriately high level of expectation of what students could do; activities were too often too closely directed. Expectations were higher in the secondary phase and teachers encouraged their students to participate more and take greater responsibility during and for their learning. Across all phases, there was insufficient identification of students' different abilities by teachers and a corresponding lack of activities designed to support or challenge their differing needs.

Assessment was acceptable in the primary phase and good in the other phases. The procedures for collecting student performance data were comprehensive and included an on-line tracking system which provided an

overview of student performance. Parents had full access to their children's grades via the website. Information from assessment was analysed but was not fully used for curriculum planning or to evaluate the progress of students. In a minority of classrooms, good, open-ended questioning established students' understanding. A few teachers used the outcomes of questioning to modify the lessons to meet student needs. Marking and formative assessment sheets informed students of their level of achievement but lacked guidance on how to improve. The use of assessment to plan targeted work to meet the needs of less able and to challenge the most able was underdeveloped. Oral support and feedback were given to most students but they were often limited in nature and linked to the acquisition of knowledge rather than understanding. Although the school had developed systems of peer and self-review of learning, they were not effective in the primary phase.

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## How well does the curriculum meet the educational needs of all students?

The curriculum was good in the Kindergarten and secondary, and acceptable in the primary and middle phases. The curriculum in the Kindergarten was broad and balanced. It enabled teachers to plan creatively to cover all areas of learning. In the Montessori section, the activity-based curriculum encouraged children to use their initiative and it developed their independence. The transition from this child-centred curriculum to a more directed CBSE and CBSE-i curriculum in Grade 1 was not well managed by teachers. The CBSE, CBSE-i and Kerala curricula had a strong knowledge base in the core areas of English, mathematics, the sciences and for an additional language; however, the range of sporting and creative subjects was limited. There was insufficient time allocated to the teaching of Arabic. Although the curriculum was regularly reviewed, progression was limited in some subjects in the primary and middle phases. Programmes of study were not sufficiently detailed to enable students to build successfully on what they had learned in the previous year. Cross-curricular links, which identified and built upon skills in other subject areas, were a strong feature of the Kindergarten curriculum only. The school had planned to improve the curriculum through a greater emphasis on the development of independent learning skills and this was particularly evident in the Kindergarten and secondary phase. The curriculum had been substantially enriched, since the last report, through visits to places of educational interest, visitors to school, celebratory days and after-school clubs. The curriculum in the primary and middle phases, and to a lesser extent in the secondary phase, had not been modified skilfully enough to meet the different needs of all students, including those with special educational needs.

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## How well does the school protect and support students?

Arrangements for ensuring students' health and safety were good. Procedures for providing a safe environment for the students were rigorous and well-monitored. Members of staff, in all phases, took their duty of care seriously. Clear routines, regarding movement to and from the school buses, ensured students were safe. The premises were routinely cleaned and safety equipment was maintained in good condition. Fire drills were carried out at regular intervals and reviewed to ensure effectiveness. The medical staff made a significant contribution to the health and safety of students. The staff kept detailed records of first aid, immunisation programmes and the administration of medication. Students' personal records were kept securely. Medical staff successfully promoted healthy living through a scheduled programme of seminars, to raise students' awareness on pertinent issues, and through the monitoring of the school canteen's provision. Although physical exercise was encouraged, the provision for girls was not at the same level as that for the boys. Staff received appropriate training in child protection arrangements and procedures were clearly understood by teachers and students. Students reported that they felt safe and knew the appropriate point of contact in the event of any difficulties.

The support for students was judged as acceptable across all phases. There were many strengths but systems to identify students with special educational needs were at the early stages of development as was the support provided for these students in the classroom. Excellent staff and student relationships were observed throughout the school. Student behaviour was well managed. There were thorough systems in place to monitor attendance and punctuality. Students, who were experiencing problems at school, were supported well by the social workers, who maintained positive links with parents. The well-planned induction systems enabled new children in the Kindergarten to settle quickly into daily routines. Students' academic progress and personal development were recorded and reported to parents six times a year. Older students received valuable guidance, which assisted them in making informed career choices and securing appropriate placements for further education.

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## How good are the leadership and management of the school?

The quality of leadership was good. The school vision and mission had been shared with all of the school community. The senior leadership had successfully improved aspects of the school. The distribution of leadership responsibilities was effective and there was a clear understanding of roles and accountability. Relationships and communication between all levels of leadership were professional. Although there was some variability in understanding and performance between middle leaders in the morning and afternoon shifts, there was the capacity to improve the school further.

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Self-evaluation and improvement planning were acceptable. There were extensive systems for gathering data, although these were not always sufficiently analysed and prioritised, nor linked enough to desired outcomes. Strategies for improving aspects of the school were sometimes limited and applied across the school rather than being targeted towards specific phases or curriculum areas. The systems for monitoring teaching were well structured and detailed, and professional development was often linked to lesson observations. However, the systems did not accurately evaluate teachers' strengths and weaknesses. In spite of these limitations, there had been some progress in addressing most of the recommendations from the previous report.

The partnerships with parents and the community was good. There was a Parents' Association, which had impacted on the provision for the students. There were many regular opportunities for parents to support their children's learning. Reports were detailed and comprehensive. They were completed six times a year and included self-assessment targets for students in the secondary phase. There were regular visits to and by the community as part of the students' learning and there were links with other schools both locally and in India.

Governance was acceptable. The school board was responsible for the four schools in the group. Representation had been increased to include two community members but there was still insufficient educational expertise to guide the school leaders' decisions. The group's Advisory Board reported to the Governing Board four times a year. However, the report to the Governing Board contained too great a focus on local management. Although the Board responded positively to requests from the school, it had insufficient information on school performance to evaluate how additional resources would impact on student progress.

Management, including staffing, facilities and resources, was acceptable. The day-to-day running of the school, with all its complexities, was generally efficient. Lessons were very short, sometimes 30 minutes and, from Grade 1 upwards, time was lost between lessons because of teacher change over. Nearly all teachers had a first degree, but a significant minority did not have an educational qualification, particularly in the Islamic Education and non-English language departments. Teacher turnover was high. Staff training was a school priority but induction was limited in time and often retrospective. There were sufficient classrooms but many were too cramped for the number and size of the students. Specialist resources in many areas were limited. There had been a substantial investment in digital projectors for teachers although their use was not always effective.

[View judgements](#)

## How well does the school provide for students with special educational needs?

Whilst the school has made some changes and progress since the last inspection, support for students with special educational needs was still unsatisfactory. The exception was in Kindergarten, where class teachers had developed individual education plans for some students and provided some learning tasks to support their difficulties. Since the last inspection, the school had developed a policy for special educational needs, which was in the early phase of implementation. Identification of students was extensive and was completed by teachers or established from information provided by parents. The list of 288 students was under broad headings and did not contain specific details of individual needs. Currently, no support was provided for the gifted and talented students on the list. From Grade 1 onwards, most subject teachers were not aware that they had students with special educational needs in their classes. Neither the curriculum nor the teaching was sufficiently modified to accommodate the needs of students. Constructive feedback to support individual development was not a feature of many lessons. The co-ordinators had provided training for some new teachers to the school. However, most teachers were unaware of the strategies needed to support the special needs students in their classes. Tracking of the progress of students with special educational needs was complex and class teachers had insufficient access to the data.



## What are the views of parents, teachers and students?

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

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	1533	30%
	Last year	1150	24%
Teachers	216		62%
Students	345		40%

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

The following statements were based on the survey response at the time of the inspection. The above response figures are the most up-to-date and accurate available prior to publication.

Most parents, students and nearly all teachers were satisfied with the quality of education provided in the school and believed that the school was led well. Nearly all parents felt their children were making good progress in English and most felt this was true for mathematics, science and Islamic Education. This was in line with responses from the students. The majority of parents felt their children were making good progress in Arabic. Nearly all parents reported that the reports were helpful and the majority of parents and students felt that the school listened to their views. Nearly all parents confirmed that their children enjoyed school and that learning was interesting and challenging. Most parents and students believed that the teachers helped students to improve their learning. Nearly all teachers and most of the students responded that behaviour was good and that students were treated fairly. The majority of parents and students were satisfied with the range of subjects and activities at the school. Nearly all parents believed that their children were well looked after and most thought that the children were safe on the buses. The majority of parents and nearly all the teachers felt the school dealt effectively with bullying. There were similar responses from students on safety and bullying.



## What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This plan should address:

- Recommendations from DSIB;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school;
- Priorities arising from the school's unique characteristics.

The next inspection will report on the progress made by the school.

**Dubai Schools Inspection Bureau**

**Knowledge and Human Development Authority**

## How to contact us

If you have a concern or wish to comment on any aspect of this report you should contact:

[inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)

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