

INSPECTION REPORT

2022-2023



GULF INDIAN HIGH SCHOOL

CBSE CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Garhoud
	Opening year of School	1979
	Website	www.gihsdubai.com
	Telephone	97142824455
	Principal	Muhammad Ali Kottakkulam
	Principal - Date appointed	1/4/2016
	Language of Instruction	English
	Inspection Dates	02 to 06 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	2201
	Number of Emirati students	0
	Number of students of determination	164
	Largest nationality group of students	Indian

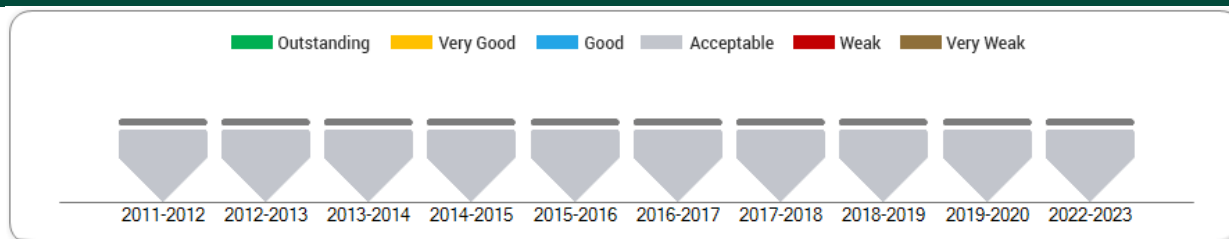
TEACHERS

	Number of teachers	145
	Largest nationality group of teachers	Indian
	Number of teaching assistants	3
	Teacher-student ratio	1:15
	Number of guidance counsellors	1
	Teacher turnover	12

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	CBSE
	Accreditation	None

School Journey for GULF INDIAN HIGH SCHOOL



Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

STUDENTS OUTCOMES

- Most children enrol in Kindergarten (KG) with low skills in English literacy and numeracy. As they go through the school, students' levels of progress are generally positive, except in the primary phase. At Grade 12, students leave with strong CBSE examination results, enabling them to enrol in local and international universities.
- Grade 12 students have a strong sense of personal responsibility. They show independence and self-reliance. Across all phases, students have harmonious, respectful relationships with one another and with their teachers. They value the school, behave in a safe, mature way and make healthy lifestyle choices. They have a strong understanding of Islamic values and UAE culture.

PROVISION FOR LEARNERS

- In KG, and in the middle and secondary phases, teaching is mostly good, ensuring at least good progress. Lessons are generally well planned with strengths in the acquisition of knowledge. Assessment processes are good. Teachers do not make appropriate use of information from assessments when designing lessons to meet the learning needs of all students.
- The curriculum is sufficiently broad and balanced. The school has systematically reviewed the curriculum, being guided by National Agenda (NA) assessments and benchmark testing. Gaps are identified and the curriculum is modified accordingly.
- The school has well-managed on-site security. Students feel safe and are aware of emergency procedures. The premises are well maintained. The school encourages high levels of punctuality and attendance. The identification of, and provision for students of determination is secure but requires further development.

LEADERSHIP AND MANAGEMENT

- The principal and his colleagues are committed to enhancing the UAE national priorities. The strong leadership team has an excellent ethos, embracing wellbeing and support for the students. The school's process of self-evaluation is thorough, though judgements require refinement. Monitoring of teachers' performance is systematic, but lesson observations do not always include close scrutiny of students' success in their learning tasks. Parents are very satisfied and appreciate the regular communications. There are shortcomings in both resources and facilities.

The Best Features of The School:

- A very caring, nurturing environment, based on values of mutual respect, tolerance and empathy.
- Very good relationship with parents.
- Very respectful relationships which students have with staff, and with one another.
- The very positive climate for learning.
- The safe, secure environment for learning, and the rigorous procedures for safeguarding students, including child protection.

Key Recommendations:

- Ensure that teaching is systematic and consistent across subjects and phases, particularly in the primary phase.
- Provide regular opportunities for students to develop inquiry, exploration, investigation and reading skills.
- Use valid and reliable information from assessments to guide curriculum modifications and lesson planning in order to meet the learning needs of all students.
- Ensure that governors procure good staffing and resources to support improvement.

Overall School Performance

Acceptable


1. Students' Achievement

		KG	Primary	Middle	Secondary
<p>Islamic Education</p>	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
<p>Arabic as a First Language</p>	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable ↑
	Progress	Not applicable	Acceptable	Acceptable	Acceptable ↑
<p>English</p>	Attainment	Good	Acceptable	Good	Good ↓
	Progress	Good	Acceptable ↓	Good	Good ↓
<p>Mathematics</p>	Attainment	Good	Acceptable	Good ↑	Very good
	Progress	Good	Good	Good	Very good
<p>Science</p>	Attainment	Good	Good	Good ↑	Good
	Progress	Good	Good	Good ↑	Good
Learning skills		KG	Primary	Middle	Secondary
		Good	Acceptable	Good	Good ↓



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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	meets expectations	

- International assessment data show improvement in students' overall scores in the Trends in International Mathematics and Science Study (TIMSS). In 2019, progress was outstanding in mathematics and science at both Grades 4 and 8. The school exceeded its targets. All benchmarking results in English, mathematics and science were positive in 2022.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- Leaders support the vision and goals of the NA. The school's action plan details intervention steps and curriculum adaptations. The plan addresses identified gaps in skills and knowledge in relation to international assessments. Leaders carefully scrutinise reports, analyse deficiencies and compare students' performance with cognitive ability test (CAT4) predictions. They incorporate additional skills-based questions into internal assessments in response to benchmarking reports and the demands of CBSE.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations	

- The school registered its first cohort of students in the recognised proprietary reading literacy assessment in 2022. Leaders have focused on the promotion of reading, purchasing reading platforms, and providing weekly library lessons which give students the opportunity to improve their reading skills.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Ensure that teachers of key subjects are clear about the requirements of different international benchmark levels and adapt their teaching to address identified gaps.
- Strengthen students' skills of critical thinking, problem-solving and independent learning.

Wellbeing

The quality of wellbeing provision and outcomes is at a moderate level:

- Provision to promote student wellbeing is developing. The wellbeing vision is clear, and the school community is preparing a wellbeing-focused environment which is beginning to be reflected in practice. The school's wellbeing leader works diligently to develop the key aspects of wellbeing, providing an increasing sense of direction. The governing board is developing its capacity to monitor and promote wellbeing advancement. The school gathers wellbeing information, however leaders do not always take account of this when reviewing and revising plans and provision.
- The friendly and positive approach by staff ensures students are cared for and have access to help when they need it. The wellbeing support team identifies students with wellbeing issues and provides them with appropriate intervention. Parents are very positive about the care and guidance provided to their children. On-line surveys of staff are positive, and the school supports their needs. Improved induction and support for the significant number of new teachers would improve the consistency of wellbeing promotion. The school is receptive to feedback from stakeholders.
- Wellbeing themes are threaded through the life of the school; however, it is not embedded within the design or delivery of the curriculum. Students have some understanding of a healthy lifestyle, covering topics on saving the planet, cyber-bullying, maintaining a healthy diet, regular exercise and getting adequate sleep. Surveys indicate a happy school where students, staff and parents feel safe and supported. Students are polite, helpful, engaged and friendly. Their behaviour is positive both in and out of class. They enjoy coming to school.

UAE social studies and Moral Education

- The school teaches UAE social studies and moral education based on the latest Moral, Social and Cultural Framework, in an integrated approach for non-Arab students and as separate lessons for others.
- UAE social studies is taught from grades 1 to 9 and Moral Education from grades 1 to 12 with one lesson of 40 minutes each per week for both subjects separately. Extension activities such as field trips and project work receive additional teaching time.
- Teaching is supplemented using various resources, such as presentations, worksheets and online quizzes. Parents and the community are also involved in enriching students' knowledge of UAE heritage and culture. Parents attend the school's Iftar party, for example.

Main Inspection Report

1. Students' Achievement

Islamic Education



	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- Students in all phases achieve well in internal examinations, except for those in Grade 10. Students' knowledge and understanding of Islamic values in the six different strands are not strong.
- Students in the primary phase have adequate knowledge of the five Pillars of Islam but lack the depth of understanding needed to raise their attainment.
- Students in middle school recite the Holy Qur'an well, but they lack the skills of Tajweed. In Secondary, most students can debate a range of different Islamic topics well, but there is an inconsistency between classes.

For Development:

- Ensure that students have more opportunities to recite the Holy Qur'an with Tajweed skills.
- Link Islamic values and concepts with concrete examples from the Holy Qur'an and Hadeeth.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable 
Progress	Not applicable	Acceptable	Acceptable	Acceptable 

- The school's internal data show students' attainment to be higher than it actually is. There are weaknesses in students' reading, speaking and writing skills in all phases.
- Students in all phases have good listening skills. They can respond promptly to teachers' instructions. They are not as strong in the other skills, as there are not enough opportunities for regular use of the language.
- The development of reading is being given added attention. A recently introduced online platform to improve reading skills has yet to make a positive impact.

For Development:

- Provide students with more practical opportunities to practice Arabic.
- Allow students access to appropriate Arabic reading materials to improve their reading skills.
- Introduce additional opportunities for students at all levels to practice extended writing.

English

	KG	Primary	Middle	Secondary
Attainment	Good	Acceptable	Good	Good ↓
Progress	Good	Acceptable ↓	Good	Good ↓

- Students' speaking and listening skills are strengths, especially in the middle and secondary phases. Students in most lessons communicate effectively with their teachers and fellow students. Most read fluently and can extract information from texts at an appropriate level.
- Students are not clear about the expectations in writing. They require additional teacher modelling of what is required in different kinds and styles of writing. They have insufficient opportunities to practice extended writing.
- Students' literacy and oracy skills are variable, particularly in the primary phase. Initiatives and new resources to promote reading have been recently introduced, but the impact is not yet evident. The teaching of the sounds that letters make in Primary is inconsistent.

For Development:

- Enhance the development of students' literacy and oracy skills by ensuring that students, particularly in the primary phase, are taught to pronounce accurately the sound that letters and groups of letters make.
- Teach students how to use punctuation to read with expression and intonation.
- Develop students' writing skills by modelling the expectations of writing, providing exemplars for reference, and providing regular opportunities to write extended pieces using correct grammar and punctuation.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Good	Acceptable	Good ↑	Very good
Progress	Good	Good	Good	Very good

- Students' attainment across Grades 3 to 8 has improved significantly because of participation in external benchmarking tests. Progress rates, including those for students of determination, are positive. Children in KG have maintained attainment and progress despite disruption to their schooling.
- Knowledge of number is a strength. By Grade 5, students can measure, construct and categorise angles accurately. By Grade 8, they can define and identify quadrilaterals and their properties. By Grade 12, they are skilled in the application of derivatives and calculating rates of change.
- Most students can justify and explain their reasoning in the middle and secondary phases. Students, especially those in the lower primary phase, have not significantly improved their problem-solving skills. They have acquired improved levels of technical mathematical literacy.

For Development:

- Improve students' problem-solving skills, particularly for those in the lower primary grades.
- Develop KG children's capabilities in estimation, comparison of quantities and ordering items.

Science

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Good ↑	Good
Progress	Good	Good	Good ↑	Good

- In KG, children build their inquiry skills progressively. In the other phases, students achieve at least good levels of attainment in their international examinations and benchmark tests. High achievers' attainment is often restricted due to lack of challenge.
- Students, particularly in the higher phases, demonstrate secure knowledge and understanding of scientific concepts. Their skills in the scientific method are consistently extended throughout the school. In the secondary phase, they can plan and conduct independent investigations.
- The majority of children in KG make good progress in developing inquiry skills, scientific thinking and understanding of scientific concepts as a result of opportunities to engage in investigative and practical activities.

For Development:

- Extend skills in planning and conducting independent investigations, particularly in the primary phase.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Good	Good ↓

- Most students are enthusiastic learners and engage well in collaborative, activity-based learning. Students in the middle and secondary phases have more opportunities to take responsibility for their own learning. Advice from teachers on what to do to improve is inconsistent.
- Students interact well with teachers and fellow students to communicate their thinking. In the middle and secondary phases particularly, the quality of dialogue and discussion is high. Most students, depending on their age, can work independently without frequent direction or support from teachers.
- Students' critical thinking and research skills are developing at varying rates. Those in the middle and secondary phases confidently use independent inquiry and research skills. There is little evidence of the development of these skills in the KG and primary phases.

For Development:

- Ensure that students receive clear guidance, either oral or written, so that they know how to improve their work.
- Extend the development of critical thinking and independent learning skills, particularly in the KG and primary phases.
- Encourage students to take greater responsibility for their own learning.

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

	KG	Primary	Middle	Secondary
Personal development	Very good	Very good	Very good	Very good

- Students throughout the phases demonstrate a positive attitude towards learning. They are keen to learn and succeed in life. They enjoy being at school and have outstanding attendance and punctuality. The school's overall attendance rate is 98%.
- As they progress through school, students become increasingly self-disciplined. They cooperate effectively and work well together. Bullying is very rare.
- Across all phases, students are sensitive to the needs and differences of others. They have very respectful relationships with their teachers and a secure age-appropriate understanding of safe and healthy living.

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

- Students in all phases appreciate the role and values of Islam in the UAE. They appreciate that the diversity of religions and the tolerance of citizens allow people to live in harmony. Students enjoy the relative peace and safety of the UAE.
- Students respect the heritage and culture of the UAE. The school regularly celebrates cultural events such as national and flag days. Students and staff participate fully and wear their national dress.
- Students have a secure understanding of their own and other cultures throughout the world. They confidently share examples of many of India's cultural practices. They are able to provide a rich account of the cultural highlights of other countries.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Good	Very good	Outstanding

- Across all phases, students participate willingly in activities that benefit the school and the wider communities. They understand their own responsibilities. Students in the upper phases are willing to take on key roles in activities that will benefit others and make worthwhile contributions to the life of the school.
- Younger students look up to older students as role models. They develop their own leadership through participation in competitions within and beyond the school.
- A strong feature of the school is the students' positive work ethic, initiative, and independence. They care for, and demonstrate pride in, their school, and suggest activities to improve it. They are innovative and creative. They help their peers to be courageous and resilient.

For Development:

- Encourage students in the early phases to participate more in activities.

3. Teaching and assessment

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

- The quality of teaching is strongest in the KG, middle and secondary phases. In the primary phase, most teachers do not provide lessons which make the best use of time and resources.
- Most teachers have secure subject knowledge. In the lower phases, there is a lack of understanding of how young students learn best. Questioning techniques are a strength. They are most effective in the middle and secondary phases where deeper, probing questions provide additional challenge.
- Teachers are beginning to use strategies that adequately meet the needs of different groups of students. They plan for, and often deliver, activities that provide different levels of challenge and support.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- Internal assessment processes are coherent and provide reliable measures of students' academic, personal and social development. The school effectively benchmarks internal learning outcomes against appropriate international expectations. The process provides accurate and detailed information about students' progress at an individual, class, grade and phase level.
- Teachers' use of assessment information is variable and limits their capacity to identify their students' strengths and areas for development. In some primary grades in English, mathematics and science, students use an IT application to self-assess their progress against lesson success criteria.
- School leaders do not use assessment information adequately to match learning activities to students' needs and abilities, nor to enable improved progress in learning outcomes.

For Development:

- Improve teaching by ensuring that time and resources are used more effectively, and that lesson planning incorporates an appropriate range of learning activities.
- Ensure that all teachers make effective use of information on students' progress.
- Ensure that best practices in self-assessment are implemented throughout.

4. Curriculum

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

- The curriculum is fully compliant and meets all statutory requirements. Across the school, content and activities are beginning to be matched to the age of the students. There is an appropriate focus on the development of both knowledge and skills.
- Curriculum links between KG and lower primary are not sufficiently close to ensure a smooth transition. In the middle and secondary phases, students have sufficient curricular opportunities and choices to meet their interests, talents and aspirations. Teachers plan meaningful cross-curricular links to assist in the transfer of learning between subjects.
- The school conducts an annual review of the curriculum. Subject leaders and teachers from each phase are involved. Based on the review, curriculum modifications are well considered, and the needs of most students, including those of determination, are met.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Acceptable	Good ↑	Good ↑

- The curriculum in the upper phases is successfully modified using assessment data. It ensures engagement and challenge for groups of students of different abilities, including students of determination and the gifted and talented. In the primary phase, this feature is emerging.
- The curriculum is functional and engaging. Opportunities for innovation, creativity, enterprise and social contribution are inconsistent across many subjects.
- The curriculum includes programmes which develop students' knowledge, understanding and appreciation of the heritage of the UAE, including Emirati traditions, culture and the values which influence UAE society.

For Development:

- Review and modify transition and progression between phases, especially between KG and primary.
- Improve curriculum adaptation, especially in lower primary, to develop independent thinking and investigative skills
- Provide consistent opportunities to promote innovation, enterprise, creativity and social contribution.

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

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

- The school has implemented a comprehensive child protection and safeguarding policy. Staff training ensures that all protocols are followed in the event of a disclosure. The school anti-bullying culture effectively protects students from bullying. Students strongly support an active wellbeing environment.
- Good systems ensure a clean, safe and secure environment. Safety checks and risk management of school outings are routinely conducted. The school transport system is managed effectively, and the school currently meets all regulatory requirements.
- The premises and equipment are maintained to a good standard. All medical records are securely maintained in the clinic. The medical team effectively promotes safe and healthy living. A range of healthy food options is available in the school canteen.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- The school is caring, supportive and welcoming across all phases. Throughout, there is a calm atmosphere. Mutually respectful relationships and positive behaviour in classrooms, corridors and playground areas reinforce the sense of calm.
- Communication between parents and school is strong. Parents speak highly of the help, practical advice and regular contact now in place. There are fewer opportunities to share views in the absence of an established parent council.
- The identification of students of determination is now more secure. Detailed individual education plans (IEPs) with recommended specific strategies are in place. There is inconsistency in implementing differentiation for students of determination, and there is insufficient challenge for the gifted and talented.

For Development:

- Develop greater consistency in applying individual strategies to support the needs of students of determination and to provide more challenge for the gifted and talented.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The school promotes an inclusive environment. Revised policies, documentation and inclusive education plans improve planning and monitoring. A range of needs across all phases includes students with moderate needs. Most are less challenged and appropriately accommodated in the lower end of the school.
- Leaders have improved the identification of needs using the KHDA categories and assessment procedures. Resources are limited, which affects admissions and subsequent support. Students with greater challenges are disadvantaged by the limited facilities and too few specialised staff.
- The school encourages partnerships with parents in preparing their children's IEPs. Parents share their concerns and communicate regularly. They speak highly of the support which they and their children receive. They appreciate the fact that their children feel included in classrooms, and their confidence has increased.
- Learning support assistants are spread across phases. The curriculum is modified to support students' needs, but not with consistency. IEPs have appropriate strategies, but not all staff use them effectively. Visually impaired students use enlarged font worksheets but have no support to develop writing.
- Assessment informs the identification of students, their level of need and forward planning. Improved IEPs enable students to access learning more effectively. When teachers use the assessment information to apply strategies, students make better progress.

For Development:

- Ensure that all students are provided with the appropriate strategies to assist their learning, and that these are fully implemented in the classroom.
- Provide additional training across the school to help teachers to recognise the needs of individuals in their classes and to plan their lessons accordingly.

6. Leadership and management

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

- The principal's leadership is successful in delivering a clear vision and mission for the school. He has built a capable team of senior leaders. Relationships are professional. There is some delegation to middle leaders and a good level of consultation. However, there is scope for more distributive leadership and collective decision-making.
- The senior leadership team carries out school self-evaluation which identifies most of the key priorities for improvement. The views of stakeholders, including those of middle leaders, are considered. In most areas of self-evaluation, leaders have an unrealistic view of the school's performance. The monitoring of teaching and learning occurs regularly but is not focused enough on students' progress and attainment. The school's action plan addresses the recommendations of the previous inspection report.
- The school is highly successful in engaging most parents. It considers their views and addresses their concerns when shaping the direction of the school. Communication channels and the manner of reporting to parents are effective. Regular academic reports raise parents' awareness of their children's strengths. The school's links with the local and regional communities are underdeveloped.
- Governors are committed to the school. They know the school well and hold the leadership accountable for improving students' academic performance and social development, and for the degree to which the national priorities of the UAE are addressed. The governing board has ensured continuity in learning but there are limitations in the facilities, resources and tools to enhance learning.
- The school's day-to-day management includes effective procedures and routines which promote a calm, purposeful learning environment. Staff are adequately qualified, and many engage in teaching practices that support the school's mission. The dated premises and limited resources restrict the range of learning opportunities. The school provides regular professional training for teachers.

For Development:

- Develop a parents' association to strengthen the relationships between home and school.
- Urgently review facilities, resources and staffing with a view to the enhancement of students' learning.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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 school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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