

INSPECTION REPORT

New Indian Model School

Report published in February 2012

Knowledge and Human Development Authority

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GENERAL INFORMATION ABOUT New Indian Model School

Location	Al Garhoud
Type of school	Private
Website	www.nimsuae.com
Telephone	04-2824313, 04-2824250, 04-2824441
Address	PO Box 3100, Garhoud, Deira, Dubai
Principal	Dr.Mohammed Aslam Khan Kabuli
Curriculum	Indian
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-17 / Kindergarten to Grade 12
Attendance	Outstanding
Number of students on roll	7,019
Number of Emirati students	0 (0%)
Date of the inspection	Sunday 16th to Thursday 20th October 2011

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The context of the school

New Indian Model School is situated in Al Garhoud. It opened in 1980. It had a total roll of 7,019 students, aged three to 17 years. The school followed the Kerala State Curriculum and the Central Board of Secondary Education (CBSE). It was also in the process of introducing the international CBSE-I into two grades and offered a Montessori curriculum in two Kindergarten classes. Students were entered for the CBSE examinations at the end Grades 10 and 12.

There were 320 full-time teachers, including the Principal and a senior leadership team. All teachers in the school had appropriate teaching qualifications. They were supported by ten teaching assistants. Students were grouped in 211 classes. The student population was nearly 100 per cent Indian.

At the time of the inspection, the Principal was in his third year in post and 70 teachers were newly appointed. Additionally, during the previous year, there had been an influx of an additional 1000 students.

Overall school performance 2011-2012

Acceptable

How has the school progressed since the last inspection?

New Indian Model School provided an acceptable quality of education. It had a very strong ethos and a vision based on traditional Islamic values. It had many good features, namely the exemplary attitudes and behaviour of the students, their understanding of Islam, appreciation of local traditions and culture and their outstanding economic and environmental awareness. Other strengths included the good attainment and progress in all key subjects in Kindergarten, in Islamic Education and mathematics throughout the school and in English and science in the secondary school. The leadership provided by the Principal and other leaders was very effective. Teaching, learning and assessment were good in the KG and acceptable in the other phases of the school.

The school had made acceptable progress towards addressing the recommendations from the previous inspection report. A detailed action plan had been produced after wide consultation which had led to improvements in provision in Kindergarten and in aspects of Islamic Education, Arabic, English and science. There had also been improvement in the systems for assessment in Kindergarten and supporting students

with special educational needs, but the latter systems were not fully embedded and were not yet having the expected impact. The school had a good capacity to improve even further.

Key strengths

- The students' outstanding attitudes and behaviour, understanding of Islam, appreciation of local traditions and culture, and economic and environmental understanding;
- The good attainment and progress at Kindergarten in all subjects;
- The outstanding relationships and close rapport between staff and students.

Recommendations

- Eliminate all unsatisfactory teaching and improve teaching and learning outcomes;
- Engage students in a wide range of investigative and problem-solving activities;
- Promote independent and collaborative learning;
- Improve the identification, tracking and support for students with special educational needs;
- Modify the criteria used for monitoring teaching and learning in order to have a clearer focus on attainment and progress.

How good are the students' attainment and progress in key subjects?

	Pre-Primary (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	Good	Acceptable	Acceptable
Progress	Not Applicable	Good	Good	Acceptable
English				
Attainment	Good	Acceptable	Acceptable	Good
Progress	Good	Acceptable	Acceptable	Good
Mathematics				
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good
Science				
Attainment	Good	Acceptable	Acceptable	Good
Progress	Good	Acceptable	Acceptable	Good

Attainment was good in all key subjects in Kindergarten and also good in all phases in Islamic Education and mathematics and in the secondary school in English and science. Almost all students across the school displayed good knowledge of key Islamic concepts and demonstrated good skill levels in the recitation of The Holy Qur'an. Across the school almost all students had good listening skills in Arabic. They understood instructions and could answer simple questions correctly. However, writing skills were underdeveloped

and students did not have enough opportunities to practise extended writing. In English, in Grade 12, students had a high level of presentation and verbal skills. They confidently offered opinions, evaluated ideas of peers, gave personal responses to literary pieces showing awareness of thematic, structural and linguistic features. In mathematics by the end of the secondary phase, students could derive formulae to calculate the lateral and total surface areas of a cuboid. They related their understanding of the concept of slopes to the conditions and properties of parallel lines. Students were skilled in computing, sequencing, differentiating and applying. In science, Grade 12 students had a good ability to solve mathematical equations of a scientific nature and had good knowledge of the content and procedures as set out in the curriculum. Their application of practical skills to evaluate and synthesise information was not well developed. However, they did not use sufficient information and communications technology (ICT) for science presentation and investigations.

The progress was good in Kindergarten across all subjects and there was also good transition into Grades 1 and 2 because of good curriculum links and similar teaching and learning approaches. Progress was also good in all phases in Islamic Education and mathematics and in the secondary school in English and science. Progress in other areas was mainly acceptable.

How good is the students' personal and social development?

	Pre-Primary (KG)	Primary	Middle	Secondary
Attitudes and behaviour	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islam and appreciation of local traditions and culture	Outstanding	Outstanding	Outstanding	Outstanding
Civic, economic and environmental understanding	Outstanding	Outstanding	Outstanding	Outstanding

Attitudes and behaviour were outstanding throughout the school. Almost all students had positive attitudes to their work, showed self-discipline and a responsibility towards their learning. Relationships between staff and students were very respectful and effective. Students always arrived at school and for their lessons on time. They demonstrated a clear understanding of healthy living and made wise choices concerning health and fitness. Attendance was over 98 per cent for the most recent semester. Students demonstrated excellent understanding of the importance of Islam in the multi-cultural context of Dubai. They also appreciated the multi-cultural nature of Dubai and put into practice what they learned from school. Students participated in some local community activities and contributed actively to social and cultural events in school. Almost all students knew how Dubai had developed and most had good understanding of the reasons for these changes. They were aware of the contributions they could make to its growth and economy. Students displayed excellent understanding of environment issues concerning the whole world. They talked with confidence about possible solutions to reduce pollution and global warming, and to sustain energy.

How good are the teaching, learning and assessment?

	Pre-Primary (KG)	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable
Quality of students' learning	Good	Acceptable	Acceptable	Acceptable
Assessment	Good	Acceptable	Acceptable	Acceptable

The quality of teaching for effective learning was good in Kindergarten and acceptable in the primary, middle and secondary phases. The majority of teachers had good subject knowledge, prepared their lessons well and used direct and closed questioning techniques to achieve the learning objectives. These learning objectives were presented to the students, though, on occasion, were unnecessarily complicated. The majority of teachers revised what had been taught in previous lessons, identified previous knowledge and built on it for current learning. Almost all teachers created successful working relationships with their students, showing respect and valuing their efforts. Although resources were limited, when available they were utilised effectively to enhance learning, particularly in Kindergarten. However, overall, students' use of ICT was limited. Teachers had high levels of commitment but not high enough expectations of students' responses in lessons and presentation of their work. Although teachers expected students to take responsibility for their own learning, there were few who consistently promoted collaborative and independent learning. Almost all teachers created a positive learning environment, few gave time for reflection and did not consistently require students to think deeply.

The quality of students' learning was good in Kindergarten and acceptable in the primary, middle and secondary phases. Students were keen to learn and participated fully in lessons and additional activities. Whenever the opportunity was offered, they were able to work well in groups and pairs, co-operating and sharing ideas and materials. They listened to teachers and were motivated, often showing how capable they were of making connections to their previous work. Whenever allowed, students chose the best ways to complete tasks both in leading and supporting their peers. Few students were capable of demonstrating success in applying their skills to problems reflecting real-life situations.

A comprehensive tracking system of students' progress and continuous evaluation programmes were in place, and revised assessment procedures including new rubrics had been introduced. The school was able to track and record progress through tests accurately and to set targets. However, the impact was weak in terms of teachers' understanding of the attainment and progress of groups and individual students, and their specific strengths and weaknesses. The exception was in Kindergarten where regular assessment tasks were an integral part of lessons. Staff recorded students' achievements according to the graded levels of competence outlined in the rubrics. Objectives were then adjusted and extra support provided, based on the assessment outcomes.

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

	Pre-Primary (KG)	Primary	Middle	Secondary
Curriculum quality	Good	Acceptable	Acceptable	Acceptable

In Kindergarten the curriculum was good and had been modified to incorporate thematic teaching across key subjects. Progression and transition arrangements from Kindergarten to lower primary were good. The Montessori section had been expanded with one more class and additional materials for sensory learning had been added. The curriculum for Grades 1 to 12 was of acceptable quality. Students followed internationally recognised curricula, including CBSE, CBSE-I and Montessori. The curriculum was regularly reviewed and updated with systematic planning. The curriculum was well planned, broad and balanced. The school provided a choice of courses in secondary, including home science, computer science, music, art and physical education. The school has added more classes offering the CBSE-I curriculum in Grades 1 and 2 and had started a class in Grades 6 and 9. The curriculum was planned to meet the needs of most of the students. It offered sufficient challenges but in certain areas opportunities for individual learning and research were inconsistent. There was a good range of enrichment activities including clubs and inter-school activities. Staff also organised day-long excursions to parks and museum for girls and longer trips for boys. Incorporation of cross-curricular links and integration of ICT in the curriculum were planned but only partially implemented. The curriculum design work did not sufficiently identify learning tasks to provide adequate challenges to high achievers and there were insufficient opportunities to develop problem-solving and research skills in science and mathematics.

How well does the school protect and support students?

	Pre-Primary (KG)	Primary	Middle	Secondary
Health and Safety	Good	Good	Good	Good
Quality of Support	Good	Good	Good	Good

Arrangements to ensure students' safety and health were good across all phases of the school. The issue of overcrowding in buses had been addressed with the addition of new buses. The provision in the school clinic had been extended with additional personnel and space in the new block. Health records and storage of medicine were secure. Healthy living campaigns were promoted regularly through assemblies and class presentations. Toilets and other spaces were clean. The displays on walls and corridors provided learning opportunities for students. There was a well-documented child protection policy and teachers were well aware of response protocols.

The quality of support for students was good overall. An ethos of mutual respect permeated the school and students felt confident to ask for help from the teachers. Senior students were given opportunities to take responsibility through the student council. Systems for offering subject choices, careers and higher education advice to students were good. Any behavioural issues within the class or outside were handled appropriately by the staff. Students with special educational needs made acceptable progress. Provision for and monitoring of their progress was insufficient. Attendance and punctuality were monitored effectively.

How good are the leadership and management of the school?

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

The leadership of the Principal and other senior managers was good. They maintained a high profile around the school, especially at times of student movement which ensured that they had close contact with students. The Principal had a clear vision for the school based on Islamic values which was clearly communicated to staff, students and parents. He was an inspiring teacher and personally led the initiative to raise standards of teaching and learning through after-school training sessions for subject co-ordinators. The leadership was widely distributed and the quality of leadership at middle management was good. Relationships and communication between all levels of leadership were positive and effective.

Self-evaluation and improvement planning were acceptable. Evidence for self-evaluation was gathered from different sources. It was analysed and used as a basis for assessing the school's strengths and areas for development in order to formulate strategies for improvement planning. Good performance management arrangements were in place, which included incentives for teachers linked to results, but the criteria used for monitoring teaching and learning concentrated too much on planning and resources, and did not have a clear focus on standards and students' learning outcomes. An improvement plan had been drawn up after the last inspection but it did not identify who was responsible for carrying out the actions and was not linked to a timeframe or appropriate success criteria. The action plan did address all the issues in the previous inspection report and the majority of the identified improvements had been achieved. The school demonstrated a sound capacity for continuing improvement.

The school's links with parents and the community were acceptable. Parents were satisfied with the academic progress that their children made in school. Sufficient care and guidance were provided for students to make appropriate career options. The school maintained regular contact with parents through newsletters and by e-mail. The formation of the Parent Council had provided a forum for parents to discuss issues with management. In its first year, the Council was selected by the school. There were plans for this to become an elected body representing the entire school. At present, there were no women on the

council. Students had regular links with the larger community through on-going programmes. Dubai Municipality invited students to participate in Dubai Cares programme that involved working on environmental issues. Students took part in inter-school sporting activities that encouraged interaction with students of other schools.

Governance was acceptable. The Chair of Trustees had established the school to provide an education based on Islamic values and Indian culture and traditions. He regularly visited the school to consult with senior and middle managers on a range of issues. He also attended classes and spoke to teachers and students. The trustees had a clear overview of the school and demonstrated a strong commitment to its on-going improvement. The consultation with parents had recently increased through the formation of a parents' forum, consisting of six fathers nominated by the senior management. This group was consulted by the school on some aspects of its work.

The management of staffing, facilities and resources was acceptable across the school. Hard-working, qualified and trained staff members were deployed well in accordance with their area of expertise. The majority of staff members were long-serving. Despite the large numbers of students and staff, various curricula being followed and the shift system, the school operated smoothly from day to day. There was good provision for displays of work around the school including student-focused displays. Classrooms were generally suitable but sometimes with insufficient room for students to move around. However, ICT was not sufficiently embedded in teaching and learning.

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 judgements. 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	1031	21%
	Last year	1839	40%
Teachers	38		13%
Students	225		26%

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

A significant minority of parents responded to the survey, fewer than last year. Most were satisfied with the overall quality of education available at the school, but a few were not. Most parents believed that their children were making good progress in the key subjects, but in Arabic as an additional language about a tenth of parents believed that progress was not good. Most parents believed that the behaviour of students was good but few disagreed, as did a few students. While a majority of parents and students believed that the school provided a good range of clubs and activities, more than a few parents and students disagreed with them. A few parents indicated that the homework given to their children was not suitable for them. A majority of parents and students agreed that school leaders listened to their opinions about the school, but a few parents and students disagreed. Similarly, a majority indicated that they were involved in school improvement, but a few disagreed. Most parents believed that inspection had led to improvements at the school. Only a few teachers responded to the survey and their views were positive on all aspects of the school's work. A significant minority of senior students responded to the survey. Like the parents, most students were satisfied with the quality of education available, but a few were not.

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

Our work with schools

Dubai Schools Inspection Bureau (DSIB) inspects schools to inform parents, students and the wider community of the quality of education provided. Inspectors also give guidance to staff about how to improve the standard of education.

At the beginning of the inspection, we ask the principal and staff about the strengths of the school, what needs to improve and how they know. We use the information they give us to help us plan our time in school. During the inspection, we go into classes and join other activities in which students are involved. We also gather the views of students, parents and staff. We find their views very helpful and use them, together with the other information we have collected, to arrive at our view regarding the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well students are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

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