

INSPECTION REPORT

The Indian High School

Report published in January 2013

Knowledge and Human Development Authority

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GENERAL INFORMATION ABOUT The Indian High School

Location	Oud Metha
Type of school	Private
Website	www.ihsdxb.com
Telephone	04-3377475
Address	PO Box 106 Dubai, Oud Metha Road, Dubai, UAE
Principal	Mr. Ashok Kumar
Curriculum	CBSE
Gender of students	Boys and Girls
Age / Grades or Year Groups	9-18 / Grade 5 to 12
Attendance	Good
Number of students on roll	5,707
Students' nationalities	Indian
Number of Emirati students	0 (0%)
Date of the inspection	7th to 11th October 2012

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The context of the school

The Indian High School is situated in Oud Metha. It opened 52 years ago and at the time of the inspection had a total enrolment of 5,707 students, aged nine to 18 years.

The school follows an Indian Central Board of Secondary Education (CBSE) curriculum. The school was progressively introducing the CBSE-i (International) curriculum across all phases.

There were 386 full-time teachers, including the Principal and a senior leadership team. Almost all teachers in the school had appropriate teaching qualifications. They were supported by a few teaching assistants. Students were grouped into 170 classes. About 370 students had been identified as having special educational needs. There were no Emirati students in the school. Nine different nationalities were represented among the student population. At the time of the inspection, the Chief Executive Officer was in his 17th year in post and 55 teachers had been in the school for less than one year.

Overall school performance 2012-2013

Outstanding

Key strengths

- Students' outstanding attainment and progress in English, mathematics and science;
- Students' outstanding behaviour, work ethic and self-confidence;
- The high quality of the curriculum, including a range of initiatives designed to improve the quality of learning;
- The high level of commitment by governors, leaders and teachers to the school and its students and to ongoing school improvement;
- The ambition, drive and strong direction offered by a range of senior and other leaders.

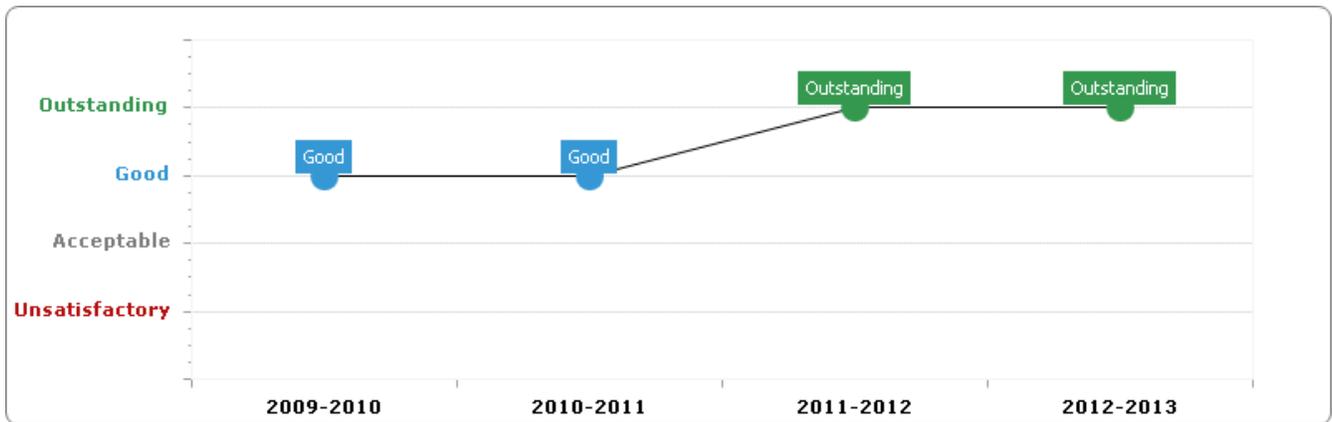
Recommendations

- Continue to improve Arabic attainment in the secondary section;
- Monitor the teachers' lesson planning and delivery to achieve good learning in all lessons.

Progress since the last inspection

- Attainment and progress in English in the middle phase had risen to outstanding;
- Good progress had been made towards raising the attainment of students in Arabic;
- Improved teaching and learning through professional development and classroom support.

Trend of overall performance



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

	Primary	Middle	Secondary
Islamic Education			
Attainment	Not Applicable	Good	Good
Progress	Not Applicable	Good	Good
Arabic as a first language			
Attainment	Not Applicable	Not Applicable	Not Applicable
Progress	Not Applicable	Not Applicable	Not Applicable
Arabic as an additional language			
Attainment	Not Applicable	Good	Acceptable
Progress	Not Applicable	Good	Good
English			
Attainment	Not Applicable	Outstanding	Outstanding
Progress	Not Applicable	Outstanding	Outstanding
Mathematics			
Attainment	Not Applicable	Outstanding	Outstanding
Progress	Not Applicable	Outstanding	Outstanding
Science			
Attainment	Not Applicable	Outstanding	Outstanding
Progress	Not Applicable	Outstanding	Outstanding

[Read paragraph](#)

How good is the students' personal and social development?

	Primary	Middle	Secondary
Attitudes and behaviour	Not Applicable	Outstanding	Outstanding
Understanding of Islamic values and local, cultural and global awareness	Not Applicable	Outstanding	Outstanding
Community and environmental responsibility	Not Applicable	Outstanding	Outstanding

[Read paragraph](#)

How good are the teaching, learning and assessment?

	Primary	Middle	Secondary
Teaching for effective learning	Not Applicable	Good	Good
Quality of students' learning	Not Applicable	Good	Good
Assessment	Not Applicable	Good	Good

[Read paragraph](#)

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

	Primary	Middle	Secondary
Curriculum quality	Not Applicable	Good	Outstanding

[Read paragraph](#)

How well does the school protect and support students?

	Primary	Middle	Secondary
Health and Safety	Not Applicable	Outstanding	Outstanding
Quality of Support	Not Applicable	Outstanding	Outstanding

[Read paragraph](#)

How good are the leadership and management of the school?

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

[Read paragraph](#)

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

Students' attainment in English, mathematics and science was outstanding across the school. It was good in Islamic Education. In Arabic, it was good in middle school and acceptable in the secondary phase. Most Muslim students had good knowledge of the life of Prophet Mohammad (PBUH) and understood well how to apply Islam's values in their lives. In Arabic as an additional language, skills were better developed in the middle school. In the secondary grades, reading and writing skills were underdeveloped. In English, almost all students were articulate and expressed complex ideas with clarity and conviction. They wrote summaries and extended compositions and had very good knowledge of grammar. Mathematical skills in number and algebra were particularly well developed. Students' abilities to relate their mathematics learning to real-life situations was a particular strength in some classes. Students had developed excellent practical skills in science and their knowledge of scientific methodology and terminology was outstanding. Some students successfully applied their scientific knowledge to environmental issues within the school.

Students' progress was outstanding in English, mathematics and science and good in Islamic Education and Arabic. In Islamic Education, most students made good progress in developing their recitation skills, and the majority applied the rules appropriately. In Arabic, students' progress was good in the middle phase but slowed in the secondary phase, where certain skills required further development. Middle phase students made better progress in English in listening, speaking and writing than in reading. Senior students made good progress in their speaking skills. Students in CBSE-i mathematics made rapid progress due to their investigative style of learning. In science, students made good progress from an early stage in acquiring appropriate scientific skills.

[View judgements](#)

How good is the students' personal and social development?

Students' attitudes toward school were outstanding, as was the quality of their relationships with peers and staff members. Behaviour in classrooms, corridors and recreation areas was very good and most students managed their own behaviour well. Students treated each other with respect and provided sensitive support for their more vulnerable peers. Students had good understanding of what constitutes a healthy lifestyle, but not all followed that advice in their daily diet. Nearly all students arrived for their classes on time and attendance was generally good. However, attendance rates for secondary boys occasionally dropped to an unsatisfactory level. Students had outstanding appreciation of Islam's values. They attributed the peaceful society of Dubai to the influence of Islam. They showed great appreciation of Dubai's society. They praised its rapid development, modernity and range of facilities. They demonstrated good understanding of, and pride in, their own culture, and highlighted its main features. They identified well the main features of the UAE's heritage. Students made a positive contribution to their school and to local communities. They were actively engaged in raising considerable funds for local charities. They made outstanding contributions to addressing environmental issues. Students from across the school had led an

initiative to reduce energy consumption which had resulted in significant budgetary savings. They had engaged in research to measure and reduce the school's carbon footprint.

[View judgements](#)

How good are the teaching, learning and assessment?

The quality of teaching was good overall. Teachers were enthusiastic, encouraged good relationships in classes and had good subject knowledge which they shared with the learners. They planned lessons well and often selected activities to enable collaborative work. In mathematics and Arabic, teachers linked activities well with real life. Teachers often acted as facilitators, providing good opportunities for students to take responsibility for their learning. Group work in such classes was highly effective. They used questions well to challenge students and develop critical thinking skills. In some Arabic and English classes, teachers made good use of authentic materials. Teachers adhered well to their lesson plans but lesson objectives were not well stated. Plans did not focus enough on using a variety of teaching and learning strategies. In some classes, teachers dominated the lesson and students were passive learners. In those classes, there were too few opportunities for students to become independent learners or develop their analytical skills. Teachers planned different activities to match learners' needs, but the process was not always well understood. At times, there was insufficient challenge to develop learners' higher order thinking skills. Teaching was broadly good in a range of other subjects, such as accountancy, business studies, marketing, French, engineering drawing and physical education.

Learning was of good quality overall. Students were well motivated, attentive and hard-working. They engaged well with their learning and contributed enthusiastically during active learning tasks. They collaborated well when working in group activities. Students demonstrated good study skills and their written work in notebooks was neat and well presented. The move to the CBSE-i curriculum in some grades had resulted in students developing a wider range of skills more rapidly. In some sessions, classrooms were overcrowded, making it difficult for students to move freely around in a learning situation. Class sizes were at times too large to allow all students to contribute equally.

The quality of assessment was also good overall. The school had a detailed and comprehensive assessment policy which it applied consistently. Teachers knew their students' strengths and weaknesses well. Formative assessment took place in every class. The school had a very effective on-line tracking system which enabled parents and students to view progress in the key subjects over a five-year period. However, some teachers did not make focused use of assessment results to plan future learning. Teachers did not always give students constructive feedback during lessons or in their written work. Students' notebooks were marked regularly, but there were few examples of advice to help improve performance.

[View judgements](#)

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

The school's curriculum was good in the middle phase and outstanding in the secondary phase. The school followed the Indian CBSE Board curriculum and had initiated the CBSE-i curriculum in some grades, which had begun to have a positive impact on the quality of students' learning. The curriculum was broad and balanced with some choice available for all students. Good transition arrangements were in place. The school reviewed the curriculum at the end of each academic year and the heads of departments ensured that there was good progression in all subjects. The curriculum was planned to meet the needs of all groups of students including those with special needs, including gifted and talented students. Links with the community were established through various activities like Dubai Cares and environmental programmes. These had a positive impact on the curriculum. Students valued the many extra-curricular opportunities available to them in school, such as art, music, dance and physical education.

[View judgements](#)

How well does the school protect and support students?

The quality of health and safety provision at the school was outstanding. Very rigorous systems ensured the health and welfare of the students. The transport arrangements were very thorough and well supervised. The medical centre staff kept detailed records of first aid, immunisation programmes and the administration of medication. Together with the PE department, they successfully promoted healthy living and helped students to improve their fitness. There were effective procedures for child protection. Students felt safe in school and counsellors sensitively supported students facing difficulties.

The quality of support for students was outstanding. The interactions between students and teachers were respectful and students felt valued by teachers and their peers. There were excellent procedures in place to promote attendance and punctuality and absences were carefully followed up. Class teachers kept records of students' academic and personal development and the school had a well-organised careers advice department.

[View judgements](#)

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

The school had a very helpful and comprehensive policy for students with special educational needs and provided regular in-service training for teachers. There were outstanding procedures for identifying such students on entry to the school. All students with special educational needs had detailed individualised educational programmes and relevant aspects regarding a student were shared with his or her teachers. The deployment of a shadow teacher and two specialist teachers for students was highly effective. Students received outstanding support in withdrawal groups which led to students being able to function independently without support. Lesson planning in the Learning Centre was outstanding. Behaviour management was good. Students with behaviour problems felt valued and they were guided well. The six counsellors provided very good support for both students and parents. Excellent support was given to students who were gifted or talented, so they had every opportunity to excel.

How good are the leadership and management of the school?

The quality of overall leadership was outstanding. The Chief Executive Officer was very ambitious for the school and well focused on attaining the highest achievement for its students. He ensured that the school continually improved, often encouraging and enabling innovative measures. There was a clear commitment from all other leaders to the school and its students. Managers were empowered to manage their areas and, as a corporate group, they had made a significant contribution to the school's improvement. Some middle leaders required further guidance to fulfill their roles in improving teaching and learning.

The school's self-evaluation and improvement planning was good. Leaders had a very systematic approach to managing school improvement and used a wide range of methods for reviewing its work, including consulting all its stakeholders. Teachers were widely involved in the process. There was a well-established programme of monitoring classroom practice, which focused well on the improvement of individual teachers. The school's self-evaluation report was comprehensive but was not consistently evaluative. The whole school improvement plan offered a broad direction to the school but did not focus sufficiently clearly on key areas of priority such as learning or propose how they would be achieved at every level. Senior leaders generally needed to direct more rigorously the school's next steps in improving the quality of learning. The school had met most of the recommendations from the previous inspection. Good progress had been made in improving the teaching and learning of Arabic.

The school had maintained outstanding links with parents and the local community. Communication channels were very effective, supported by the Parents' Communication Office. A number of parents' focus groups involved them further in the work of the school. Student reports were informative and parents had access to online information on their children's progress. The school also organised workshops for parents and gave them regular information about their children's programmes of work. There were very good links with a number of schools, businesses and organisations in the community. The school had involvement with international programmes. Regular charity drives raised significant funds for organisations both in the UAE and further afield.

The governance of the school was outstanding. The organisation of governance through different committees was effective in offering strategic advice and focused support. The Board held the school to account across the range of its activities. Special advisory committees provided reports when required to assist this process. The school took account of stakeholders' views through regular customer feedback exercises and by co-opting others onto committees.

Day-to-day management of the school's staff, facilities and resources was outstanding. Teachers were suitably qualified and many had significant experience. The school placed a clear emphasis on building leadership capacity. The premises were of outstanding quality. The campus was spacious and the buildings well-maintained. However, some classrooms were overcrowded. The library centre was a very well-resourced facility. Other areas around the school enabled innovative learning to take place. Sports facilities were excellent.

[View judgements](#)

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	1952	40%
	Last year	2258	39%
Teachers	298		80%
Students	1522		88%

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

A significant minority of parents responded to their survey. Most teachers and senior students responded to their surveys. Almost all parents were satisfied with the overall quality of education in the school and thought that the school was well led. They thought their children enjoyed school, that teaching was good and that their children were respected and valued. They agreed that their children could choose from a wide range of subjects. Most parents thought that their children were making good progress in the five key subjects. Almost all teachers believed that inspections had helped them improve their practice. Almost all thought the school was well led, that leaders listened to their opinions and that they were involved in decision-making. Almost all senior students enjoyed school, were satisfied with the quality of their education and thought that the teaching was good. They thought that teachers made sure they knew how to improve. Most indicated that they were treated fairly and were encouraged to take responsibility within the school. A few believed that the school did not listen to their opinions.

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

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