

# New Indian Model School Inspection Report

Pre-Primary to Secondary

Report issued February 2011

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## Explanation of the inspection levels used in the report

**Outstanding** – exceptionally high quality of performance or practice.

**Good** – the expected level of quality for every school in Dubai.

**Acceptable** – the minimum level of acceptability required for Dubai. All key aspects of performance and practice in every school should meet or exceed this level.

**Unsatisfactory** – quality not yet at the level acceptable for schools in Dubai. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

New Indian Model School was inspected in October 2010 as part of the regular inspection of all schools in Dubai. The inspection covered key aspects of the work of the school at all stages. It evaluated students' achievements, the effectiveness of the school, the environment for learning, the school's processes for self-evaluation and capacity for improvement. There was a particular focus on students' progress in Islamic Education (for Muslim students), Arabic, English, mathematics and science.

### Basic information about the school

Located in Al Garhoud, New Indian Model School is a private school providing education for boys and girls from pre-primary to secondary, aged three to 17 years. The school follows the Indian CBSE (Central Board of Secondary Education) curriculum. At the time of the inspection, there were 6450 students on roll. The student attendance reported by the school for the last academic session was acceptable.

Dubai Schools Inspection Bureau (DSIB) analysed responses to on-line questionnaires completed by parents. Almost all parents agreed that their children liked being at school and that the teaching was good. They felt that their children were kept safe and were treated fairly. Most agreed that the school provided good support to children with special educational needs. Most parents were happy with the school and felt that if they had any concerns these were dealt with quickly and effectively. They also felt that the school helped their child to choose a healthy lifestyle and that parent-teacher meetings were regular and helpful. They reported that the school had responded positively to the recommendations of the last report. Almost all were pleased with the progress being made by their children in English language, mathematics and science. Most were happy with Arabic. A minority of parents were unhappy with the progress being made by their child in Islamic Education. They also felt that there was a need for better career guidance for their children. Almost all parents felt the school was well led.

## How well does the school perform overall?

The New Indian Model School provided an acceptable standard of education with a number of strengths. The school had responded well to the recommendations from the last inspection report. The school had improved students' attainment and progress in aspects of English language and had improved elements of teaching within the school. Teachers had implemented new assessment and recording arrangements and had improved planning. They were now receiving additional training and support and were better placed to provide students with additional information as to how they were progressing and how they could improve. The school was now compliant with requirements regarding the time allocated to Arabic within the curriculum. The Trustees still did not sufficiently consult and involve parents to gain their views about the school. The school demonstrated a good capacity for further improvement.

Attainment and progress in Islamic Education at all phases and English at the pre-primary phase was good. In Arabic as an additional language, students' achievement and progress was good in the primary phase and acceptable in the secondary phase. English was acceptable across the primary and secondary phases. However attainment and progress in mathematics was good across all phases of the school. In science, attainment and progress were acceptable across all phases of the school. Students demonstrated good attitudes and behaviour and they were supported by well developed and effective systems to ensure safety and care. Support for students requiring additional help in their learning required further development. The quality of teaching and learning was good in the pre-primary phase and acceptable throughout other stages. Assessment was acceptable at all phases. The school leaders managed the school acceptably and demonstrated a clear vision for ongoing improvement.

## Key features of the school

- Students' exemplary attitudes and behaviour throughout the school;
- The economic and environmental understanding of students in primary and secondary phases was outstanding;
- The clear vision of the Principal and his senior management team to promoting improvements in teaching and learning;
- The positive steps taken by the school to implement an effective tracking and assessment programme throughout the school;
- The work done by the senior management team to model and promote improving teaching practice in the classroom;
- Whilst students in the secondary phase were able to read Arabic very well they had limited understanding of what they had read;
- Staff had a strong commitment to providing a nurturing and caring environment for students;
- The needs of children with additional learning needs were not being fully met;
- The Trustees supported the school and were well informed about its work. They did not, however, consult with parents to take account of their views.

## Recommendations

- Improve students' comprehension skills in reading Arabic;
- Take steps to develop students' skills in independent thinking and solving problems and extend project work to include creative, research based opportunities for teaching and learning;
- Improve marking and feedback to ensure that all students receive specific guidance about how to improve their work;
- Plan and implement cross-curricular links to enable learning across subjects;
- The school should address the health and safety issues identified in this report particularly with regard to the transportation of students;
- Ensure that all teachers receive relevant training and are equipped to better meet the needs of students with specific learning difficulties;
- The Trustees should consult parents and involve them more fully in decision-making.

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

Attainment and progress in Islamic Education in the primary and secondary stages were good. In the primary school most students knew correctly the Pillars of Islam and the Pillars of Faith; they could explain each pillar confidently. In the upper stages, most students showed good knowledge of Islamic history and traditions as reflected in their answers to their teacher's questions. Students were able to discuss the expected behaviour from a Muslim and gave appropriate examples. Most students showed outstanding recitation skills of The Holy Qur'an while following recitation rules correctly. They were able to memorise long chapters from the Qur'an.

Attainment and progress in Arabic as an additional language were good in the primary and acceptable in the secondary stages. Most students in the primary stage were confident in listening to various texts. They could understand Arabic instructions and responded correctly. Younger students could link words to pictures and had developed good speaking skills. They could engage in simple conversations with their teachers and colleagues. Most students showed good reading skills of familiar and unfamiliar texts. Almost all secondary students could read Arabic texts correctly. Only a few were able to fully understand or talk about what they had read. Most students' skills in speaking and understanding Arabic were limited to memorisation and repeating familiar language patterns. Across the school, students' writing was good and most students were able to write a short paragraph.

In English, attainment and progress were good in the Kindergarten. Students listened attentively and could recognise simple words. They read and spoke well with confidence in their classes and in assemblies. By the end of Kindergarten 2, they could construct simple sentences, were able to read them accurately and wrote letters which were clearly shaped. Attainment and progress was acceptable in both the primary and secondary stages. By Grade 7 students talked and listened with confidence and were able to convey their opinions and respond to others' ideas and views. They read with good expression. Secondary students were articulate and showed independence of thought. Primary and secondary students' writing skills were not well developed. They wrote using appropriate grammatical rules but within a limited range of vocabulary.

Attainment and progress in mathematics were good at all stages. By the end of Kindergarten children could draw, count and add single digit numbers. Children in the Montessori classes could identify numbers and draw their shapes. Children in Grade 1 could measure and order objects using direct comparison and order events. Grade 4 could give the approximate length of an object and then confirm the actual length by measuring. By Grade 6 students would

extract and interpret information presented in simple tables and lists. They were able to construct bar charts and pictograms. Grade 12 students applied prior knowledge of developing and using equations related to curved and straight lines to calculate the area of an ellipse.

Attainment and progress in science were acceptable at all stages. By the end of Grade 2 students could classify fruits, vegetables, cereals and pulses. By Grade 4 they could describe the life cycle of fish. Older physics students could calculate competently. Grade 12 students could carry out practical experiments and could link these to industrial applications. They made reasoned suggestions about how their working methods could be improved. Whilst students had opportunities to handle equipment and samples there was scope for more practical work and for the further development of other skills including observation, measurement and classification.

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

Attitudes and behaviour were good at all levels in the school. Most students engaged enthusiastically in lessons and when given the opportunity they collaborated well in tasks. A few boys in the middle stages were not always sufficiently focused on their work in class. Most students were making good progress in the development of personal skills and self-confidence. Students showed concern for and tolerance of others. They made healthy choices and understood the benefits to be gained from regular exercise. Attendance was acceptable and almost all students arrived in good time for lessons and at the start of the day.

Students' civic understanding and understanding of Islam was outstanding. They were highly committed to the wide range of responsibilities toward the community and in school which they carried out diligently. They demonstrated an excellent understanding of Islam and participated in Qur'an competitions organised by the school. Many were involved in school discussions about issues concerning Islam. They appreciated the multi-cultural nature of Dubai and valued the contribution other nationalities made to life in Dubai.

Students' economic and environmental understanding was outstanding. Almost all had a sound understanding about the sources of income in Dubai and the UAE. They knew about the main industries in Dubai and the UAE. Almost all students had developed a good knowledge about the Gulf countries through very interesting commerce and social studies lessons. Students contributed to a number of charity programs and felt that they had a duty to care for Dubai and the UAE. They felt they had a responsibility to keep the local environment clean and to protect local, national and world resources. They believed it was important for Dubai to keep its own Arabic and Islamic identity.

## How good are the teaching and learning?

Teaching for effective learning was acceptable at primary and secondary stages and good in the Kindergarten. Across the school, almost all teachers demonstrated strong subject knowledge. Most lesson planning was based on structured textbook lessons and was teacher led. Teachers introduced lessons well and made connections to previous learning and new information. A majority used questioning well to reinforce learning and summed up learning at the end of lessons. A few teachers successfully connected their subjects to real life situations and applications. Whilst most teachers provided additional resources to support teaching, too few used information and communications technology (ICT) as a teaching tool. Questioning was frequently used to reinforce taught skills but the use of open-ended questions, wait time and prompting were limited. The slow pace in many lessons resulted in missed opportunities for creative and extended learning activities. There was little evidence of different teaching strategies to meet the learning needs of both the more and less able students.

The quality of student learning was acceptable at primary and secondary stages and good in the Kindergarten. Students behaved well, respected their teachers and each other. Although students were often passive learners, they demonstrated positive attitudes toward their learning. They were eager to respond to questioning and could explain what they had learned. Students worked together effectively on simple collaborative learning tasks and demonstrated a degree of independence when given the opportunity to do so. Use of ICT and project work primarily occurred outside the school setting. Responses to teacher questions resulted in recall of information with few opportunities for analysis or application of concepts to the real world. Students had age- appropriate skills but critical thinking and independent research skills were less developed.

Assessment arrangements had improved and were now acceptable across the school. Teachers were at an early stage of gathering and using a range of assessment results to modify their teaching and improve student attainment. On-going assessment results were being collected and teachers had begun to discuss these results with students. A few teachers were setting learning targets and provided constructive feedback. In most classes, jotters were marked regularly but not all teachers provided sufficient guidance to students to help them learn from their mistakes and understand how to improve.



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

The quality of the curriculum was acceptable across the school. The school met the requirements of the CBSE curriculum leading to certification in Indian national examinations. Those students who followed the Kerala Board curriculum were encouraged to seek entry to the State Board Engineering and Medical streams. Those following the CBSE stream had access to a wide choice of career options. The CBSE curriculum provided a range of challenging and enriching educational experiences for the students while the latter offered a range of languages such as Tamil, Malayalam, Hindi, and Urdu with English as the main teaching medium. The Kindergarten curriculum was activity based and provided a broadly balanced learning experience. The new Montessori section of the school provided a limited range of sensorial experiences. In primary Grades 1 to 7, the school offered a curriculum which was broad based with a range of experiences in art, music and physical education. The curriculum focused strongly on the delivery of content and was not well adapted to meet the wide range of learning needs of many of the students. ICT was not sufficiently integrated into the curriculum to enhance teaching and learning. Cross-curricular links in lessons were few and needed further development. Connections to real life situations were not a strong feature of the curriculum. The school had introduced a range of club activities to involve all students and broaden their experiences. School assemblies were good and provided opportunities for students to develop their confidence.

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

Arrangements for the health and safety of students were good. Medical information was updated and kept securely. The school effectively promoted healthy living practices and nutrition. Students were well supervised in classrooms, playgrounds and as they moved around the school. Students were well supervised around the school and on school transport. Almost all of the staff and students were aware of the child protection policies and protocol.

The quality of support across the phases was good. Staff-student relationships were positive in nature and procedures were in place to deal with and track behaviour issues. Students' educational and personal well-being was a high priority for staff. Classroom teachers, medical and counselling services personnel supported and tracked students' well-being. Procedures for tracking academic progress had recently been established but were not fully effective in setting individual learning targets for students across all curriculum subjects. Reports to parents were comprehensive and clearly set out students strengths and development needs. The needs of students with additional learning or special needs were not always fully addressed. Teachers were not sufficiently skilled to meet the needs of all students. Attendance and punctuality were monitored effectively, and parents were contacted promptly when absences occurred.

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

The quality of leadership and management was acceptable overall. The Principal showed good leadership qualities. He had consulted widely with his management team to identify areas where improvement was required and had put in place strategies to address these deficiencies. Whilst the school leaders had worked hard to ensure consistency of practice across the morning and afternoon shifts they had not been entirely successful. They had run a number of sessions demonstrating good teaching approaches and had modelled effective teaching techniques to new and existing members of staff. These initiatives had resulted in some improvements to teaching approaches but these were not yet consistently implemented or applied by all teachers.

Self evaluation was acceptable. The school had effective decision-making bodies capable of identifying points for development and initiating change. The curriculum council had successful implementation of an effective student tracking and assessment procedure arising from an issue in the last inspection report. The local school administrators had identified the need to continuously improve the quality of teaching particularly to develop the students' critical thinking skills. This was less successful when considering fast and effective implementation.

Partnership with parents was acceptable. The school had a well-established system of reporting to parents. Parents were kept informed of their children's strengths and development needs. Parents spoke positively about the welcoming nature of the school and the frequent opportunities they had to consult with teachers.

Governance was acceptable. The Chair of Trustees had founded and built the school to provide an Indian education for children of families living in Dubai. He maintained regular and supportive contact with the school. The Trustees were aware of the schools' successes and supported its needs. They did not, however, consult sufficiently with parents or other stakeholders to consider their views.

Staffing, facilities and resources were acceptable. Staffing was good in terms of numbers of staff. Most teachers were qualified and were teaching within their speciality. Whilst many were well qualified and experienced, a significant number were not well trained in teaching approaches which would ensure all students learned well and were fully involved and making appropriate progress. Facilities and resources were acceptable, overall. A new block provided additional classrooms and specialist facilities. Several of the older classrooms, including those in Kindergarten, were small and cramped and constricted teaching and learning. The science laboratories were dated. The library was spacious but was not used effectively to address students' learning needs. Easy access for those with physical disabilities was limited to the ground floor. There was adequate space to play outdoors. The school had its own mosque.

## Summary of inspection judgements

In their evaluation of the overall effectiveness of the school, the inspection team made judgements about the following aspects of the school's performance.

Four descriptors are: Outstanding; Good; Acceptable; Unsatisfactory.

How good are the students' attainment and progress in Islamic Education?			
Age group:	Pre-Primary	Primary	Secondary
Attainment	Not Applicable	Good	Good
Progress over time	Not Applicable	Good	Good

How good are the students' attainment and progress in Arabic?			
0% of students in the school studied Arabic as a first language.			
Age group:	Pre-Primary	Primary	Secondary
Attainment in Arabic as a first language	Not Applicable	Not Applicable	Not Applicable
Progress in Arabic as a first language	Not Applicable	Not Applicable	Not Applicable
Attainment in Arabic as an additional language	Not Applicable	Good	Acceptable
Progress in Arabic as an additional language	Not Applicable	Good	Acceptable

How good are the students' attainment and progress in English?			
Age group:	Pre-Primary	Primary	Secondary
Attainment	Good	Acceptable	Acceptable
Progress over time	Good	Acceptable	Acceptable

How good are the students' attainment and progress in mathematics?			
Age group:	Pre-Primary	Primary	Secondary
Attainment	Good	Good	Good
Progress over time	Good	Good	Good

How good are the students' attainment and progress in science?			
Age group:	Pre-Primary	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress over time	Acceptable	Acceptable	Acceptable

How good is the students' personal and social development?			
Age group:	Pre-Primary	Primary	Secondary
Attitudes and behaviour	Good	Good	Good
Islamic, cultural and civic understanding	Outstanding	Outstanding	Outstanding
Economic and environmental understanding	Outstanding	Outstanding	Outstanding

How good are teaching and learning?			
Age group:	Pre-Primary	Primary	Secondary
Teaching for effective learning	Good	Acceptable	Acceptable
Quality of students' learning	Good	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

How well does the curriculum meet the educational needs of all students?			
Age group:	Pre-Primary	Primary	Secondary
Curriculum quality	Acceptable	Acceptable	Acceptable

How well does the school protect and support students?			
Age group:	Pre-Primary	Primary	Secondary
Health and safety	Good	Good	Good
Quality of support	Good	Good	Good

How good are the leadership and management of the school?	
	Overall
Quality of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Staffing, facilities and resources	Acceptable

How well does the school perform overall?
Acceptable

## Next steps

The school has been asked to prepare an action plan indicating how it will address the main findings of the report, and to share that plan with parents. 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).

More information about Dubai Schools Inspection Bureau can be found at [www.khda.gov.ae](http://www.khda.gov.ae).

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