

INSPECTION REPORT

The Indian High School

Report published in February 2014

GENERAL INFORMATION ABOUT The Indian High School

Location	Oud Metha
Type of school	Private
Website	www.ihsdxb.com
Telephone	04-3377475
Address	P.O.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-Grade 12
Attendance	Good
Number of students on roll	5,866
Largest nationality group of Students	Indian
Number of Emirati students	0 (0%)
Date of the inspection	29th September to 3rd October

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The context of the school

The Indian High School is situated in Oud Metha. It opened 53 years ago and at the time of the inspection had a roll of 5,866 students, an increase of 159 since the last inspection. The school makes provision for boys and girls from Grade 5 to Grade 12, aged nine to 18 years old.

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 397 full-time teachers, including the Principal and a senior leadership team. Almost a fifth of teachers were new to the school since the last inspection. Almost all teachers had appropriate teaching qualifications. They were supported by three teaching assistants. Some 23 students had been identified as having special educational needs and were in need of targeted support, many others, in excess of 800 had been the subject of further attention by the school. There were no Emirati or Arab students in the school. Almost all students were of Indian nationality and a small number came from eight other nationalities. At the time of the inspection, the Chief Executive Officer was in his 18th year in post.

Overall school performance 2013-2014

Outstanding

Key strengths

- Students' attainment in mathematics at the middle grades and their attainment and progress at the secondary grades in English, mathematics and science;
- Students' personal and social development across the school;
- The strong commitment of governors, leaders and teachers to students' learning and to their care and welfare.

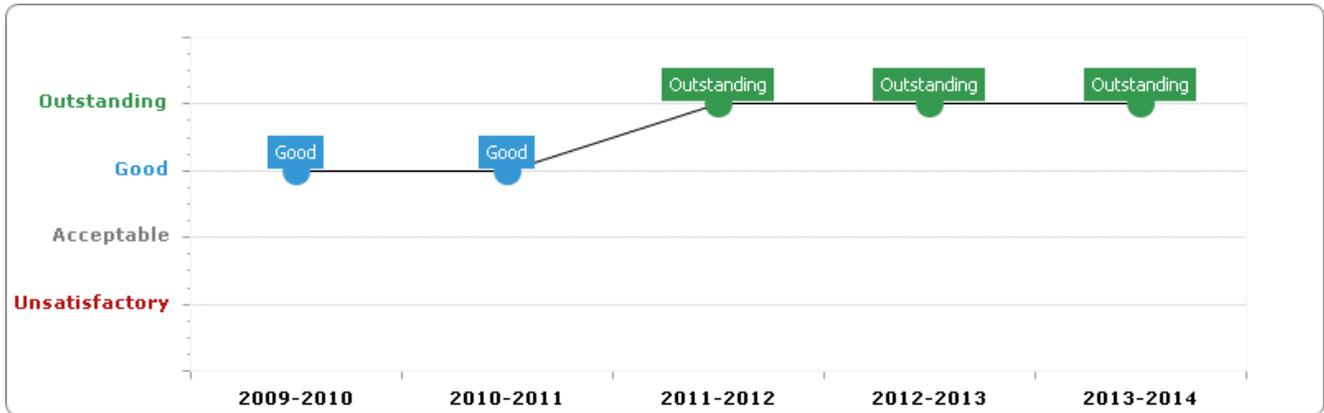
Recommendations

- Improve attainment in Arabic as an additional language in the secondary section;
- Ensure consistency in learning and teaching across the school, and check that steps in lesson plans to address the learning needs of all students are fully implemented, particularly at the middle grades;
- Use assessment data more effectively to improve teaching and learning.

Progress since the last inspection

- Students' learning skills at the secondary phase had risen to outstanding;
- The choice of courses open to students in Grades 11 and 12 had been widened;
- The school had been designated as a 'CBSE New Generation School' in recognition of its offering secondary students a range of vocational courses;
- There has been little progress in improving Arabic attainment in the secondary section.

Trend of overall performance



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

	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	Good	Outstanding
Progress	Not Applicable	Good	Outstanding
Mathematics			
Attainment	Not Applicable	Outstanding	Outstanding
Progress	Not Applicable	Good	Outstanding
Science			
Attainment	Not Applicable	Good	Outstanding
Progress	Not Applicable	Good	Outstanding

[Read paragraph](#)

	Primary	Middle	Secondary
Quality of students' learning skills	Not Applicable	Good	Outstanding

[Read paragraph](#)

How good is the students' personal and social development?

	Primary	Middle	Secondary
Personal responsibility	Not Applicable	Outstanding	Outstanding
Students' understanding of Islamic values and their local, cultural and global awareness	Not Applicable	Outstanding	Outstanding
Community and environmental responsibility	Not Applicable	Outstanding	Outstanding

[Read paragraph](#)

How good are teaching and assessment?

	Primary	Middle	Secondary
Teaching for effective learning	Not Applicable	Good	Good
Assessment	Not Applicable	Good	Good

[Read paragraph](#)

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

	Primary	Middle	Secondary
Curriculum quality	Not Applicable	Good	Outstanding
Curriculum design to meet the individual needs of students	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
Parents and the community	Outstanding
Governance	Outstanding
Management, including staffing, facilities and resources	Good

[Read paragraph](#)

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

Students' attainment in mathematics was outstanding across the school. In English and science it was good at the middle phase and outstanding at the secondary phase. It was good in Islamic Education in both phases and, in Arabic as an additional language, it was good at the middle phase and acceptable in secondary. In Islamic Education, students demonstrated good understanding of Qur'anic verses and could infer appropriately the rationale behind rulings on Zakah and modesty. Qur'an recitation skills were adequate. In Arabic as an additional language, the listening and speaking skills of the majority of students were acceptable. Students could read accurately but their comprehension skills were less well developed. Writing was a major weakness for most students. In English, students' speaking and listening skills were well-developed. Students were articulate and expressed their points enthusiastically. Reading was secure, while written language continued to be the main improvement required across the school. In mathematics, students demonstrated adequate knowledge, skills and understanding of concepts. In science, students in the middle phase demonstrated good factual knowledge.

Students' progress in Islamic Education and Arabic as an additional language was good across the phases. Their progress was good in English, mathematics and science at the middle phase and outstanding at the secondary phase. In Islamic Education, students' progress in applying Qur'an recitation rules was better in the middle phase. In the secondary phase, the teachers' directive style limited learning. In Arabic as an additional language, students made good progress in listening, vocabulary, oral reading, and handwriting. Their progress was slower in speaking, comprehension and extended writing. Progress in English was not consistent across all classes or year groups. In the secondary phase, however, excellent results in the CBSE board exams showed most students progressed well over time. Progress in mathematics was outstanding in the secondary phase and good in the middle phase. Students applied mathematical skills well in unfamiliar contexts. In science, students' progress at the middle phase was restricted by a lack of regular, hands-on investigations. Students at the secondary phase made strong progress in real-life applications and drawing conclusions from practical work.

[View judgements](#)

Quality of students' learning skills

Learning skills were good in the middle phase and outstanding in the secondary phase. Students were very keen to learn and interacted well with their teachers. Almost all students were conscientious and prepared to work hard. When given the opportunity in lessons, they were willing to take responsibility for their learning. They reflected on what they did and wanted to know how they could improve. Students used self-assessment well. In English lessons, students showed confidence and security in their own ideas

and used this well in class discussion. These mature attitudes were also reflected in a willingness to work collaboratively on team projects. This mutual support between students was a strength which had been effectively encouraged by the ethos and culture of the school. When students worked together they were able to show clear connections to their prior learning and related this to their knowledge of real world contexts. The focus on project work in some subjects provided good opportunities for students to develop independence and promote research skills. The outcomes from their topics showed high levels of creativity and presentation.

How good is the students' personal and social development?

Students' personal and social development was outstanding across the school. Students were polite, kind and caring. They displayed an excellent work ethic and took great pride in their school. They were aware of their roles and responsibilities. The student council took responsibility for being a medium between the teachers and students in resolving issues. Students were aware of healthy eating habits. Overall, their attendance was good. Students had an excellent understanding of how Islam influences life in Dubai. In assemblies, students showed respect for the National Anthems of the UAE and India. Their understanding of Emirati traditions, Indian cultures, Dubai's diversity, and current UAE and world affairs was well developed. Most students presented an exemplary model of commitment and dedication for learning through collaboration. They emerged as responsible members of their school community, caring about its environment and supporting its development. Students served as volunteers in various school-based activities and community service projects. They were well aware of the major environmental issues of Dubai and the world. Most could express their concerns about serious ecological challenges such as global warming and pollution. They could elaborate on the reasons for nations' limited success in facing these challenges being the conflict between economic development and environmental sustainability.

[View judgements](#)

How good are teaching and assessment?

The quality of teaching was good overall. Teachers were supportive and this promoted good relationships in the classes. Teachers' good subject knowledge was shown in well-planned lessons which, although indicating a range of teaching strategies, did not always materialise in practice. In some classes, the teachers' contributions dominated lessons with a result that students became passive listeners. In these classes there were insufficient opportunities to develop independent thinking or for students to share their ideas. For example, some science lessons were too theoretical, and had insufficient practical work. In

effective lessons teachers acted as facilitators, providing a range of learning opportunities through group work, presentations and use of resources such as information and communication technology (ICT). In English lessons, students were encouraged to be reflective, drawing upon their own experience in order to develop their literacy skills. Teachers challenged students through effective questioning which promoted critical thinking. However, this was not a consistent feature of lessons. Teachers had a good awareness of the strengths and weaknesses of students and planned activities to match learners' needs, although this was not a strong feature of Arabic teaching. Teaching in a wide range of specialist subjects at Grades 11 and 12 provided students with good challenges and opportunities for reflecting on their learning. In the lower grades, insufficient attention was given to developing students' skills systematically, particularly in the creative arts and in physical education (PE).

The quality of assessment was good overall. The procedures for collecting assessment information were comprehensive and extensive. Information from assessment was analysed to identify strengths and weaknesses in students' attainment and to plan subsequent remedial action. An online tracking system provided an overview of individual student's performance which was accessible to both parents and students so that progress over a period could be seen. Feedback to students was inconsistent. Students were usually given oral feedback on their work. Workbooks were seen regularly by teachers but marking was often cursory and did not provide informative comments about how to improve. Students were provided with planned opportunities to evaluate their own work and that of others, which helped consolidate their learning. However, the follow-up on areas for development was not sufficiently rigorous. In the most effective lessons, assessment information was used productively to plan for the learning needs of different groups of students.

[View judgements](#)

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

The curriculum was reviewed annually to ensure that progression in the core subjects through each level was maintained. Cross-curricular links within each grade level were mapped. In Grades 5 to 10, the outcome-based curriculum for the core subjects was developed by the school in alignment with the framework of CSBE. In these grades however, the curriculum was not sufficiently balanced. It did not provide full access for all students to the development of skills in PE and the arts. A balanced curriculum choice for Muslim students was of concern in Grades 9-12 where Islamic Studies was timetabled against PE and library studies for all other students. The implementation of the pilot CBSE(i) curriculum in Grades 6-10 provided access to e-learning and enrichment for selected students.

Senior students were prepared for the world after school through the extensive range of subject choices, learning that emphasised critical thinking and understanding and good counselling services. Across all grades, students learned through involvement in the community service programme. The curriculum was enhanced by the celebration and acknowledgement of significant events locally and globally. The extra-curricular programme was wide and diverse and included holiday camps, local and international competitions and overseas study tours but student access to, and participation in the programmes were not significant.

[View judgments](#)

How well does the school protect and support students?

Members of staff throughout the school took their duty of care very seriously. Clear expectations and well-rehearsed routines throughout the day and on the school buses ensured students were safe. The premises were clean and tidy, and equipment was maintained in good condition. Fire drills were carried out at appropriate intervals. The medical centre staff kept detailed records of first aid, immunisation programmes and the administration of medication. Medicines and students' personal records were kept securely. Medical and PE staff successfully promoted healthy living and helped students to improve their fitness. All students were encouraged to choose at least one individual or team exercise option in the extra-curricular programme, although many did not access this opportunity. The availability of food in the cafeteria reflected the school's healthy living policy. Staff received regular training in child protection and all students were made aware of the issues involved. Students felt safe in school and counsellors sensitively supported students facing difficulties.

The quality of support for students was outstanding. There were close and trusting relationships between staff and students. Students were supported well through the focus groups which met regularly. Skilled guidance counselling provided excellent support for individual students, and groups of students as needed. Very effective, detailed information and advice guided students about careers and in their applications to further and higher education around the world. The monitoring of attendance and punctuality was effective. Teachers and counsellors gathered information about students' personal development and identified students in need of additional support. Targeted support enabled students with special educational needs to make good progress in key subjects. The excellent work of teachers in the school's Learning Centre was not consistently continued by teachers in mainstream classes to ensure all students were fully supported in their learning.

[View judgements](#)

How good are the leadership and management of the school?

The quality of leadership was outstanding overall. The Principal was ambitious for the school. The senior leadership team had a shared vision and encouraged continuous improvement. Leadership was distributed across many tiers. The impact of middle managers on the school was variable. Communication and teamwork was not strong enough to ensure consistency in delivering high quality teaching and learning across and within all subjects. There were many strategies and plans designed to improve the school but there was inconsistency in what students experience in classrooms. Staff turn-over restricted improvements. The school had the capacity to improve further.

Procedures for self-evaluation and improvement planning were good. The implementation of an improvement and action plan had variable impact on what students experienced in classrooms. Performance management procedures included evaluating teaching. However, insufficient attention was given to listening to students' views about how their learning experiences might be improved. When self-evaluating provision, staff were occasionally over-generous in their judgements. The data used to record achievement was not always used effectively to bring about improvement. Staff had addressed the previous inspection's recommendations but still had further work to do to improve learning, teaching and assessment.

Partnerships with parents and the community were outstanding. Parents were pleased with the welcoming nature of the school, opportunities to consult with teachers and the progress reports they received about their children. The Parents' Communication Office operated very effectively. Parents liked the close ties the school had established with other schools, organisations and the Indian community in Dubai, including regular use of its facilities. A recently established school endowment fund promised to benefit the school and students. Senior students had good opportunities to be involved with international programmes and all students engaged in initiatives which supported charities well in the UAE and elsewhere.

The quality of governance was outstanding. The Board of Trustees, management, executive and special advisory committees met regularly and served the school well. There was a broad representation of stakeholders, including parents. Governance held the school to account but did not to ensure that there was consistency in what all students experienced in their learning.

Staffing, facilities and resources were good. Almost all teachers were suitably qualified. There was innovative use of spaces for new courses at senior grades. Specialist facilities were restricted for art, music and practical science. There was insufficient use of ICT within classrooms by students as an integral part of

the learning process. In the course of the inspection, a fault was found in one of the older buildings. The school responded quickly and a regular safety check was put in place to ensure the safety of occupants. Some classrooms were not big enough for the number of students on class rolls. Library and career guidance facilities were excellent.

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

Students with individual educational plans were effectively supported by special educators from the Learning Centre with support of classroom teachers. Also these special educators in the Learning Centre provided very good support to students with specific learning difficulties. However, this support was limited to the lower grades. Progress of students with special needs was variable across subjects and phases. It was acceptable in Islamic Education, Arabic and science. In English, mathematics and various non-core subjects, it was at least good and sometimes outstanding.

[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	1688	37%
	Last year	1978	43%
Teachers	341		84%
Students	1374		78%

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

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

A minority of parents and most teachers and senior students responded to their surveys. Almost all parents felt that their children enjoyed school, were well looked after and safe in school. Almost all thought the school was well led and that their children were making good progress in English, mathematics and science. Most said that their children found school work interesting and challenging. A majority felt that school leaders listened to their views about the school. Half understood how well the school performed in international assessments. Almost all teachers said the school was led well. Most felt the school supported their professional development. A few said they required more time for lesson preparation and correcting students' work. Almost all students said they felt safe and were well looked after in school. Most thought that they were treated fairly in school. A majority said they were making good progress in Arabic as an additional language and almost all said this for English. A majority felt that school leaders listened to their opinions and that their learning needs were met appropriately by the curriculum. A large number of parents and students commented that there were insufficient opportunities for most students to participate in after-school activities.

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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