

# INSPECTION REPORT

## Global Indian International School

Report published in January 2013

Knowledge and Human Development Authority

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## GENERAL INFORMATION ABOUT Global Indian International School

Location	Al Mankhool
Type of school	Private
Website	www.giisdubai.org
Telephone	043983535
Address	41a Street, Mankhool
Principal	Winston Gomez
Curriculum	CISCE
Gender of students	Boys and Girls
Age / Grades or Year Groups	6 -12 / Grade 1 to Grade 8
Attendance	Acceptable
Number of students on roll	602
Students' nationalities	Indian
Number of Emirati students	0 (0%)
Date of the inspection	1st October to 3rd October 2012

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## The context of the school

The Global Indian International School is a private school, located in Mankool. It provides education for boys and girls from Grade 1 to Grade 8, aged 6 to 12 years. The school opened in April 2010. It had a total roll of 602 students. Almost a third of the students were in Grade 1. Its Kindergarten had now moved to a different site, and was operating as a different school. The school had a special educational needs learning centre where children received individual support.

The school followed an Indian curriculum, taught in English, leading to the Indian Certificate of Secondary Education (ICSE).

There were 53 full-time teachers, including the new Headmistress and the Principal. All teachers had suitable qualifications appropriate to the subjects they taught. However, a significant minority did not hold teaching qualifications. Teachers in the primary section were sometimes assisted by one or more of the eight teaching assistants. There were also shadow teachers in school to support individual students. These posts were funded by the parents.

## Overall school performance 2012-2013

Acceptable

### Key strengths

- The good attainment and progress in English, mathematics and science in the middle school;
- The good personal and social development across the school;
- The leadership team's ability to implement change;
- The positive relationships between the parents and the school.

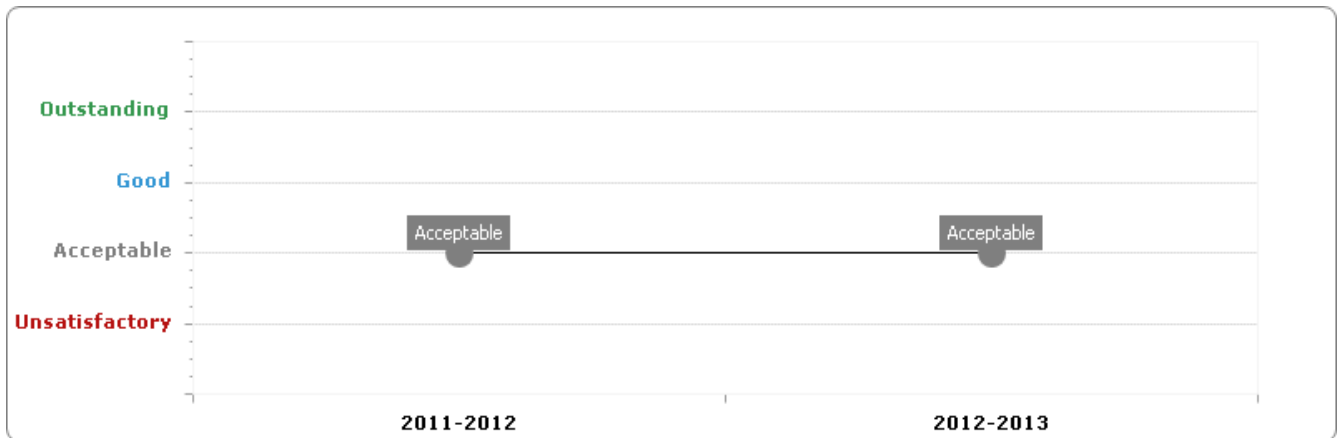
### Recommendations

- Raise the attainment in key subjects by focusing on the core skills, particularly those of recitation and memorisation in Islamic Education;
- Improve teaching and learning through the promotion of critical thinking, real life connections and more opportunities for genuine independent learning;
- Increase the range and challenge of assessment strategies in lessons and use the information gathered to make effective improvement in teaching and learning;
- Ensure the curriculum is sufficiently modified, particularly for students with special educational needs, so that:
  - the identification and support of SEN students is more rigorous;
  - the needs of all students are fully met during lessons;
  - transition arrangements are effective.
- Identify the school strengths and weaknesses more accurately and develop rigorous and accurate strategies for continuous improvement.

## Progress since the last inspection

- There had been some improvement in students' attainment in Arabic in the primary stages and Islamic Education in the primary and middle grades;
- The attainment and progress in science in middle school had improved;  
The understanding of Islamic values and local traditions across the phases had developed and this aspect of students' personal and social development was now good.

## Trend of overall performance



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

	KG	Primary	Middle
<b>Islamic Education</b>			
Attainment	Not Applicable	Acceptable	Acceptable
Progress	Not Applicable	Acceptable	Acceptable
<b>Arabic as a first language</b>			
Attainment	Not Applicable	Not Applicable	Not Applicable
Progress	Not Applicable	Not Applicable	Not Applicable
<b>Arabic as an additional language</b>			
Attainment	Not Applicable	Acceptable	Acceptable
Progress	Not Applicable	Acceptable	Acceptable
<b>English</b>			
Attainment	Not Applicable	Acceptable	Good
Progress	Not Applicable	Acceptable	Good
<b>Mathematics</b>			
Attainment	Not Applicable	Good	Good
Progress	Not Applicable	Good	Good
<b>Science</b>			
Attainment	Not Applicable	Acceptable	Good
Progress	Not Applicable	Acceptable	Good

[Read paragraph](#)

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

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

[Read paragraph](#)

## How good are the teaching, learning and assessment?

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

[Read paragraph](#)



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

	KG	Primary	Middle
Curriculum quality	Not Applicable	Acceptable	Acceptable

[Read paragraph](#)

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

	KG	Primary	Middle
Health and Safety	Not Applicable	Good	Good
Quality of Support	Not Applicable	Acceptable	Acceptable

[Read paragraph](#)

## 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	Good
Governance	Acceptable
Management, including staffing, facilities and resources	Acceptable

[Read paragraph](#)

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

Attainment in Islamic Education was acceptable. Most students understood the key principles of faith and worship. However, their knowledge was limited to what was in their textbooks. Their memorisation and recitation skills were weak in both phases. In Arabic, students' attainment was acceptable. Most students showed good listening skills through their ability to respond to teacher's questions and instructions. They practiced speaking by acting out short dialogues. Most students were able to read familiar sentences and to practice writing in class; however this was often limited to one sentence or few phrases. In English, attainment was acceptable in primary and good in the middle school. Listening and speaking were well developed across all grades. Most students had good functional writing skills. However, English writing for older students was more focused on imaginative, original and self-designed text creation. Attainment in mathematics was good in both phases. The majority of students in all lower primary classes had mastered basic arithmetic and older primary students were proficient in fractions and area. Middle school students were almost all skilled in working with geometric shapes. The attainment of students in science was acceptable in the primary phase and good in the middle phase. The majority of primary students knew a range of scientific facts, were able to categorise, classify and communicate their observations. By the middle phase, students displayed good investigative skills, recorded findings accurately, analysed data and made inferences. However, predicting outcomes based on scientific theories was less developed.

The progress of students in Islamic Education was acceptable. Students had limited opportunities to relate their learning to their daily lives. The poor classroom management in a few lower primary grades also inhibited the progress of the majority of students in these classes. In Arabic, most students made acceptable progress in lessons and overtime. However, students' progress was limited mainly because of textbook-driven tasks. In English, progress was acceptable in primary and good in the middle school. Younger students made less progress in lessons than older ones. This was because too many students did not have sufficient opportunities to develop specific reading and writing skills that matched their potential. Progress in mathematics was good in both phases. In almost all lessons students were able to advance their knowledge and skills in arithmetic and geometry topics. Students with special educational needs, in some mathematics lessons, showed the same progress as other students, but in other lessons made negligible gains. Most students in the primary grades made acceptable progress in developing scientific concepts and in practical skills. In the middle phase they made good progress in development of fact finding skill and engaging in project work. They were less able to give examples of wide applications of many physical concepts and their use in real life.

[View judgements](#)

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

The relationships between staff and students were good. They were respectful of one another and teachers were supportive of their students. However, in a few lessons, students were not fully engaged because of teachers' poor classroom management skills. Most students, overall, demonstrated positive attitudes towards healthy living and took part in different sporting activities. The attendance and punctuality of students were acceptable. A significant number of students were late in the morning. Students had a good understanding of the relevance and impact of Islamic values on everyday life in Dubai. They showed a good understanding of local traditions and heritage of UAE, and appreciated how people should preserve these traditions as part of the UAE identity. They had a good appreciation of their own culture and the diversity of cultures especially in Dubai. They also showed basic knowledge about other cultures. Students had responsibility in the school through the students' council, and their voice was heard. They asked for food improvement in the school cafeteria and they were now more pleased with the choice on offer. Most students' work ethic were good. When facilitated, students were enthusiastic and could lead projects independently. They had a high awareness of the importance of environmental sustainability and major environmental issues. The initiatives and projects with other schools and the wider community were limited.

[View judgements](#)

## How good are the teaching, learning and assessment?

Overall, teaching was acceptable in primary and good in middle school. In the younger grades, teachers were less secure in understanding how students learn. Teaching was better when lesson plans provided for different learning needs and the teachers used a wide range of resources to suit these needs and had defined outcomes for students of different abilities. Teaching was less effective when questioning did not challenge or support critical and independent thinking sufficiently and when activities were dominated by more competent speakers and writers. Such activities did not allow students to explore hypotheses, construct original opinions and solve problems without teacher direction. Too many primary teachers did not manage time effectively to support better learning outcomes. Time was lost on tasks that did not add value to the students' experiences across the ability range.

Learning was acceptable across the school. Most students were positive in attitude and commitment. Independent learning was not well developed. Too many students relied on the teacher to outline tasks, direct group work and reach conclusions. A minority of students understood their next steps and how to achieve them. When facilitated, they were able to discuss and explain their outcomes. This did not happen often enough. Students did not routinely make connections in their learning to their own lives in order to improve their understanding. Students' natural sense of enquiry and capacity for relevant research were under developed.

Assessment overall was acceptable. Classroom-based assessment strategies consisted mainly of oral questioning, tests and individual teacher assessments during lessons. Summative assessment processes consisted of unit exams, projects and rubrics sourced from curriculum documents. Teacher support for individual students was effective when it occurred. Consequently, most teachers had good knowledge of the abilities of their students. However, meaningful feedback to help them improve outcomes was inconsistent. Marking was insufficiently focused on students' next steps. Marking in science was better than in other subjects. Teachers' questioning, generally, was too open ended and did not challenge students to think critically or independently about how problems might be solved or how a hypothesis might be tested. Plans included some reflection tools to reinforce learning. There was good documentation of student attainment, used to track student progress. However, the use of this information to expand the range of teaching strategies, develop the curriculum to meet needs and ensure student inclusion in the assessment processes was underdeveloped.

[View judgements](#)

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

The curriculum was acceptable across the school. It was broad and planned to meet the needs of the majority of students. Some creative and non-key subjects aided the personal development of students. Progression was planned between the different grades but it was not rigorous enough. However, the transition between the phases was not always managed well. The curriculum was regularly reviewed but not adjusted enough to meet the needs of all groups of students during lessons. Field trips, laboratory and project work provided a range of learning experiences. However, opportunities for students to learn through links between subjects such as use of information and communications technology in learning other subjects were not always effectively exploited. The school provided a wide range of extra-curricular activities catering to students' interests. Enrichment was provided by on-line resources, inter-school competitions and events such as science week and Olympiads in key subjects. This was considerably less evident in lessons. The school had forged meaningful links with the community by participating in the Emirates Environmental Group and Eco-Warrior programmes but these were at an early stage.

[View judgements](#)

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

Health and safety in the school was good. The supervision of children moving to and from transport was excellent. Supervisors and drivers monitored them closely. Supervision of students around the school was less well implemented. The school promoted healthy living through posters and positive messages at assemblies and events. Evacuation drills were speedy and efficient. Fire hoses covered each corridor, but, for emergencies, portable extinguishers were not available. The school had several good policies covering health and safety issues, but staff awareness of implementation procedures needed improvement.

Support for students was acceptable overall. A majority of staff-student relationships was positive. Understanding of the different needs of students was developing and a community based on mutual respect was in place. A minority of staff were unsure how to manage challenging behaviour effectively. There was an awareness of the need to improve attendance and punctuality rates, but improved outcomes were still inconsistent across both phases. Advice for students on future careers, education choices and personal development matters was in place, as required.

[View judgements](#)

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

Identification of special educational needs was underdeveloped. This resulted in unsatisfactory outcomes for a majority of students. In a majority of classroom-based lessons the provision for students with special educational needs was unsatisfactory. Too many teachers did not understand the needs of the students and how best to modify the curriculum to ensure their full participation in the lesson. Students' progress was limited by poor monitoring of specific expectations arising from the Learning Centre support. Outcomes for the students were better in the Centre where relevant targets, sensitive communication styles and close partnership with parents resulted in a majority of students meeting curriculum expectations.

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

The quality of leadership was good. There was a positive working ethos in school emulated by the principal and the new headmistress. New appointments had facilitated the distribution of responsibilities. The vision of the school was clear at the top of the leadership team but its key messages were not always fully understood by the rest of the middle management personnel. Both governance and leadership teams were extremely receptive to and eager to see improvement take place.

Self-evaluation plans were acceptable. Priorities for improvement were not clearly defined, contextualised or distributed evenly between the different school leaders. They did not include achievable milestones and plans were not monitored closely through a robust and regular reporting and reviewing system. The recommendations from the previous report were addressed inconsistently but signs of improvement in some aspects of the school life were evident. The school's approach to evaluate, monitor and improve the quality of teaching and learning needed refinement, with a particular focus on classroom management in early primary and raising expectations in lessons across the phases. The enthusiastic Headmistress led a dynamic professional development programme in school. Teachers' performance was evaluated but the school had not fully capitalised on the strengths of their teaching community.

The partnership and communication with parents was good. Parents were regularly informed about both academic and personal development of their children through the school reporting system and the vibrant school virtual social network. Parents reported that they wanted to play a more active part in influencing the key decisions in school. Links with local businesses and the community were improving. However, the impact of their contribution to students' learning and development was not consistent in all the phases of the school.

Governance in school was acceptable. The board of governors supported the leadership team well and shared the same vision for improvement. The CEO was focused and passionate about innovative approaches in education. However, he did not always hold the leadership team sufficiently to account through regular progress reports linked to the school improvement plan.

Staffing and resources were acceptable. Teachers held subject qualifications but the newly-recruited teachers needed more support. There were teaching assistants in school but they were not used effectively in lessons. Resources for learning such as information technology in lessons were rarely used by teachers and students. Activities mostly included the use of multi-media projectors through powerpoint presentations. The number of books in the library had increased but access to the computer rooms and the library for research and independent learning was limited.

[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	561	71%
	Last year	0	0%
Teachers	52		85%
Students	There are no upper secondary-aged students in the school		

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

Generally, most parents and teachers expressed satisfaction with the work of the school. A majority of parents disagreed that their child was making good progress in Islamic Education, yet a majority was happy with their child's knowledge about Islam. A majority was satisfied with their child's progress in Arabic and most parents were happy with their child's progress in the other key subjects. Most parents were satisfied with the overall teaching and learning. Areas in which a majority of parents, or more, either did not know about or had concerns with were careers guidance and decision making. A majority of teachers and parents were satisfied with the overall quality of education in the school. Almost all teachers felt satisfied that their opinions were valued and that they were involved in decision-making.

## 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](mailto:inspection@khda.gov.ae)



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