

INSPECTION REPORT

Gulf Indian High School

Report published in January 2013

Knowledge and Human Development Authority

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GENERAL INFORMATION ABOUT Gulf Indian High School

Location	Al Garhoud
Type of school	Private
Website	www.gihsdubai.com
Telephone	04-2824455
Address	PO Box 646 , Dubai, UAE
Principal	Mr. Alexander Coates Reid
Curriculum	CBSE
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-18 / Kindergarten 1 to Grade 12
Attendance	Good
Number of students on roll	2,322
Students' nationalities	Indian
Number of Emirati students	0 (0%)
Date of the inspection	1st October to 4th October 2012

Contents

The context of the school.....	3
Overall school performance 2012-2013	4
Key strengths	4
Recommendations	4
Progress since the last inspection	5
Trend of overall performance.....	5
How good are the students' attainment and progress in key subjects?.....	6
How good is the students' personal and social development?	7
How good are the teaching, learning and assessment?	7
How well does the curriculum meet the educational needs of students?	8
How well does the school protect and support students?.....	8
How good are the leadership and management of the school?	8
What are the views of parents, teachers and students?.....	14
What happens next?	15
How to contact us	15

The context of the school

The Gulf Indian High School is situated in Al Garhoud. At the time of the inspection, the school had a total roll of 2,322 boys and girls, aged three to 18 years. Almost all students in the school are from Indian backgrounds. The school operated a split shift timetable with girls in the morning and boys in the afternoon using the same facilities but different teachers. The school followed the Central Board for Secondary Education (CBSE) curriculum.

At the time of the inspection, there were 118 teachers in the school and all staff, including those in the Kindergarten, were well qualified and suitably experienced with a significant number having master degrees in education. The school had a history of high staff turnover although recent staff turnover has been lower.

A total of 20 students had been identified as having special educational needs. Screening information was collected by the school counselor and passed on to an outside agency for diagnostic testing. A special educational needs co-ordinator was appointed in June 2012 and works with individual children, and their parents, devising individual education plans.

Overall school performance 2012-2013

Acceptable

Key strengths

- The outstanding attitudes and behaviour of students in Grades 1 to 12, as well as their perseverance, motivation, confidence and dignity;
- Students' very good understanding of Islamic values and their respect for the heritage and culture of the UAE in Grades 6 to 12;
- Students' purposeful involvement in the local community and their engagement with environmental issues in Grades 6 to 12;
- The positive and harmonious relationships between students and staff as well as the school's regard for students' well-being and personal development.

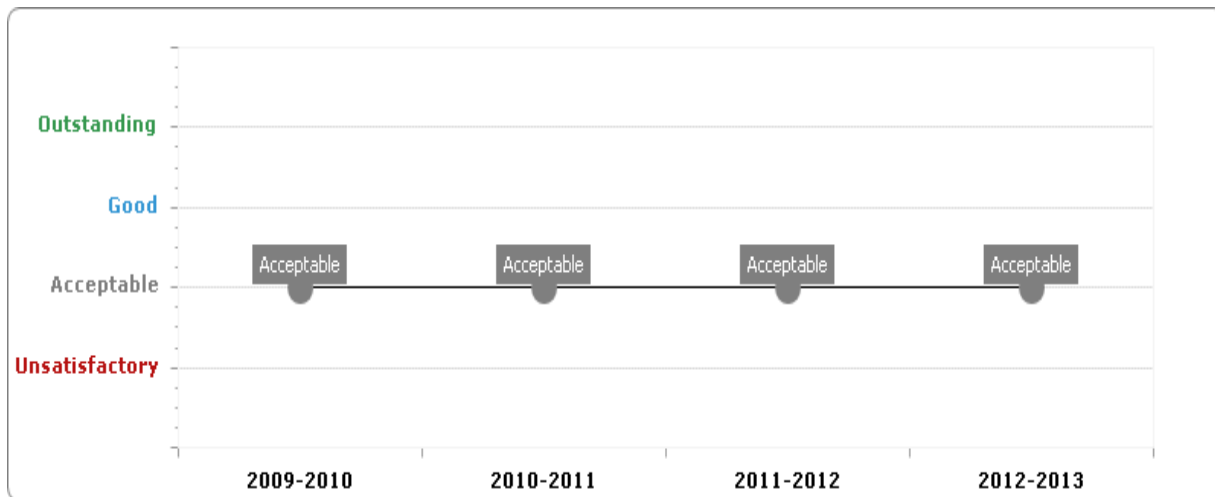
Recommendations

- Make better use of available assessment information so that all lessons are more accurately matched to students' particular needs;
- Provide a motivating and inspiring environment for Kindergarten children to develop curiosity, creativity and problem-solving skills;
- Ensure compliance in Arabic as an additional language and raise students' attainment and progress in this subject;
- Develop special educational needs provision across the school in order to address students' additional learning and communication difficulties;
- Improve the effectiveness of leaders and managers in monitoring attainment and progress.

Progress since the last inspection

- Progress and attainment in English, mathematics and science had improved and was good in the secondary phase;
- Teaching and learning had improved and were good in the secondary phase;
- The appointment of a special educational needs co-ordinator has ensured that students' needs were recognised;
- Leadership and management, as well as self-evaluation, were focussed more effectively on teaching and learning.

Trend of overall performance



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

	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	Acceptable	Unsatisfactory	Unsatisfactory
Progress	Not Applicable	Acceptable	Unsatisfactory	Unsatisfactory
English				
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics				
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Acceptable	Good
Science				
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Acceptable	Good

[Read paragraph](#)

How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Attitudes and behaviour	Good	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and local, cultural and global awareness	Acceptable	Good	Outstanding	Outstanding
Community and environmental responsibility	Acceptable	Good	Outstanding	Outstanding

[Read paragraph](#)

How good are the teaching, learning and assessment?

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
Quality of students' learning	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

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

	KG	Primary	Middle	Secondary
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and Safety	Good	Good	Good	Good
Quality of Support	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

How good are the leadership and management of the school?

	Whole school
Quality of leadership	Acceptable
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?

Students' attainment in the key subjects varied but was mostly acceptable. It was good in Islamic Education and students had a clear knowledge and understanding of Islamic concepts and values. Attainment was unsatisfactory in Arabic in the middle and secondary phases because reading was restricted to letter recognition and reading familiar words. Attainment was good in the secondary phase for English, mathematics and science. In mathematics and science, attainment for secondary students was higher than in other grades because students engaged more often in high level discussions and investigative work. In science, older students had good practical skills and worked safely in the laboratory. In mathematics, older students attained well when working independently. In English, speaking and listening skills were better developed than reading and writing for younger children, while reading remained a challenge for the oldest students.

Students' progress was mostly acceptable. It was good in Islamic Education in all phases and good in the secondary phase for English, mathematics and science. In Arabic, progress was unsatisfactory in the middle and secondary phases, because spoken and written language, and reading and writing skills were developed too slowly. In Islamic Education most students made good progress in understanding the principles of faith and worship in Islam. Children arrived at the school speaking only their mother tongue language but they made good progress in their phonics skills. Progress in mathematics and science was good for older students, because work presented them with a higher level of challenge and more opportunities for investigational and practical work.

[View judgements](#)

How good is the students' personal and social development?

From primary to secondary stages of the school, the behaviour of students was outstanding. Students moved calmly around the school, with a keen sense of dignity and purpose. Students willingly took on responsibilities, particularly in higher grades where student committees helped to ensure the smooth running of the school. Staff were effective role models for students in their politeness and kindness. There were limited opportunities for Kindergarten children to take any responsibilities. Students were sensitive to the needs of others. For example, as a result of watching a film and wanting to share their concerns, older girls presented an assembly for other students about autism. The school encouraged all students to adopt a healthy lifestyle. Attendance was good and students were punctual. Almost all students in the higher grades demonstrated a strong understanding of Islamic values as well as a respect for the heritage and culture of the UAE. They could give examples of how they appreciated the friendship, fairness and respect promoted by Islam. Almost all students understood the importance of respecting each other and they had a strong appreciation of their Indian culture and the multi-cultural nature of Dubai. Students'

community and environmental understanding was acceptable in Kindergarten, good in the primary phases while outstanding in the middle and secondary phases. Students understood their potential contribution to the UAE through their purposeful involvement in the local community and their contribution to social and environmental initiatives. They participated in various environmental activities and had a very good understanding of global environmental issues.

[View judgements](#)

How good are the teaching, learning and assessment?

Teaching was acceptable and improving in the Kindergarten, primary and middle phases. It was good in the secondary phase for boys and girls as teachers gave students more opportunities to be responsible for their own learning. Respectful relationships between teachers and students promoted a calm learning environment. Teachers used their sound subject knowledge to reinforce students' learning. Teachers had an acceptable range of strategies to promote more active learning. Clear learning objectives made students aware of the purpose of their learning and lessons were conducted at a steady pace. However, except in the secondary phase, there were limited opportunities for students to develop higher level skills, such as enquiry, critical thinking, and problem solving. In less successful lessons, planning took insufficient account of the range of students' needs, including those with special educational needs. As a result, lessons lacked challenge for the most able and were too difficult for others. The pace was slow and the purpose of the learning was unclear. Often there were too few opportunities for students to contribute actively to the lesson. Teaching in Islamic Education, business studies and economics provided students with a good level of challenge. Teaching was a significant weakness in Arabic.

Students had enthusiastic attitudes to learning and worked with commitment and determination. They collaborated confidently, for example in English and science, and were keen to assume responsibilities. When engaged in lively debates, they respected the views of each other. They drew links between their learning and real life, especially in Islamic Education and social studies. Older students confidently took responsibility for their own learning and organised themselves well. However, the development of independence was severely limited by a lack of opportunity for children in the Kindergarten. Students in the primary and middle phases enjoyed being creative, solving problems and undertaking investigations, but opportunities to develop these skills were infrequent.

The school had recently introduced effective systems for monitoring students' progress and providing information to parents. However, a large minority of teachers lacked the skills to make the best use of them. There were examples of good practice, such as English, where assessments gave clear guidance to students on how to improve their work. Teachers' analysis of data, such as examination and assessment results, was beginning to inform strategic planning, for example in mathematics. In a minority of subjects, such as economics, business studies and social studies, oral feedback in class as well as self and peer

assessment helped students to improve their work, but this was not consistent. Marking was regular and positive but did not routinely provide guidance on next steps.

[View judgements](#)

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

The curriculum was acceptable across all phases. Spoken English was developed throughout the Kindergarten and primary phases, with improvements being seen in children's confidence in talking in a variety of contexts. Reading and written work were developed well by the end of Grade 9, with children believing that they were well prepared for the next stage of their education. This was confirmed by parents. The curriculum promoted Islamic values and was committed to the local community. The time allocated to Arabic as an additional language was not compliant with statutory requirements. Resources for reading were limited and the library was not well suited for the demands of the curriculum. Enrichment activities, often around the school house system, boosted students' engagement and success in their learning. Staff worked well together to review and improve the curriculum in key subjects, especially in the higher grades.

[View judgements](#)

How well does the school protect and support students?

Health and safety were good. The school was proud of its travel arrangements by bus, where the safety of students was very carefully monitored. The school buildings were well maintained and secure. Movement around the school was extremely well supervised by staff and students. The school successfully promoted healthy lifestyles and provided healthy snacks at break as well as a variety of sporting activities including yoga and cricket. The doctor and the health committee worked hard to encourage healthy eating. The clinic staff provided high levels of care for students and good procedures were in place for child protection.

Staff enjoyed very good relationships with students in Grade 1 to 12 although this was less evident in Kindergarten classes. Behaviour was well-managed and policies designed to support improvement, including peer involvement using older students. Teachers were aware of students' academic progress and personal development, offering a range of support to meet students' needs. The students themselves believed that the school promoted a healthy lifestyle and contributed to their self-awareness and confidence. The advice and guidance for higher grade students was particularly effective, with all students questioned describing their intentions for the next stage of their education and training.

[View judgements](#)

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

Students with special educational needs were admitted into the school. At the time of the inspection, there were 20 students identified as needing support for issues relating to behaviour, communication and medical conditions. The school system for identifying needs was in the very early stages of development. There was some confusion about what constitutes special needs. The school had engaged the services of a company to organise and manage diagnostic assessment, teacher training and individual education plans. However, awareness and provision for students with special educational needs in the classroom was a weakness and teachers had limited knowledge of how to support such students or practical ways of meeting their needs. The school offered limited support for students with special educational needs but there was evidence of some students making at least satisfactory progress.

[View judgements](#)

How good are the leadership and management of the school?

The quality of leadership and management was acceptable overall. The Principal provided determined and resolute leadership with the active support of the Vice-Principal. Leadership was clearly focused on improving teaching and learning as well as supporting middle managers. The majority of staff had a clear sense of direction and a commitment to the values and vision of the school. The focus on improvement was clearly evidenced in the school's response to the recommendations of the last inspection report. The school continued to work hard to improve teaching and learning.

Self-evaluation and improvement planning were acceptable. Senior staff, middle managers and governors had a clear view of the strengths and weaknesses of the school which they were addressing with determination. The Principal and senior staff appreciated the need to further improve teaching and learning. Improvement planning was evident but actions were not sufficiently linked to priorities. The strengths and weaknesses identified in the school's self-evaluation accorded well with the findings of the inspection. The monitoring of teaching and learning in the classroom was regular but variable in quality.

The partnership with parents and community was good. The open door policy adopted by the school meant that parents were able to approach the Principal, supervisors and class teachers about any matters of concern. A good communication system was in place and the school's website provided a wealth of information ranging from class grades to information on the whereabouts of school buses at the end of the day. Parents were supportive of the school's activities and parental questionnaires were positive about the work of the school.

Governance was acceptable. Representatives of the governing body were in the school most days and held the school to account for its performance. The governing body had a very good awareness of the strengths of the school and the areas requiring improvement. They fully supported the Principal and staff in their quest for improvement. The governing body was actively involved in the development of policies. The views of the stakeholders were respected. The governing body had been extended since the last inspection to include wider representation from the community.

The school was well organised and ran smoothly. There were sufficient, qualified teachers to provide a broad and appropriate curriculum for all students with plans for staff training in the identification and addressing of special educational needs. The premises and facilities provided a clean and safe environment for teaching and learning. Students had access to appropriate textbooks in many subjects such as mathematics and commercial subjects for higher grade students. Students enjoyed using the library, but the size was limited for the large number of students in the school. The use of information technology was variable.

[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	636	35%
	Last year	548	25%
Teachers	48		43%
Students	44		16%

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

Approximately one third of the parents responded to the survey which represented an increase on the previous year. Almost all parents said that their child enjoyed school and felt safe in school and on the school buses. Most students agreed. Most parents and students felt that any incidents of bullying were dealt with well. Parents generally agreed that their children were making good progress in the key subjects, with the exception of Arabic. Parents and students commented positively about recent improvements in the school although they wanted more extra-curricular activities and less crowded buses. Parents also expressed some concern over the identification and support of students with special educational needs. Almost all parents and most students felt that the school was well led although a minority of students did not feel sufficiently involved in decision making and felt 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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