

# INSPECTION REPORT

## The Indian High School

Report published in February 2012

Knowledge and Human Development Authority

P.O. Box 500008, UAE, Tel: +971-4-3640000, Fax: +971-4-3640001, [info@khda.gov.ae](mailto:info@khda.gov.ae), [www.khda.gov.ae](http://www.khda.gov.ae)

## GENERAL INFORMATION ABOUT The Indian High School

Location	Zabeel
Type of school	Private
Website	<a href="http://www.indianhighschooldubai.org">www.indianhighschooldubai.org</a>
Telephone	04 3377475
Address	P O Box 106, Dubai
Principal	Ashok Kumar Tangri (CEO)
Curriculum	CBSE
Gender of students	Boys and Girls
Age / Grades or Year Groups	9-18 / Grade 5 to Grade 12
Attendance	Acceptable
Number of students on roll	5,488
Number of Emirati students	0
Date of the inspection	Sunday 2nd to Thursday 6th October 2011

## Contents

The context of the school.....	3
Overall school performance 2011-2012.....	3
How has the school progressed since the last inspection?.....	3
Key strengths .....	4
Recommendations .....	4
How good are the students' attainment and progress in key subjects?.....	5
How good is the students' personal and social development?.....	6
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?.....	9
How good are the leadership and management of the school?.....	10
What are the views of parents, teachers and students?.....	12
What happens next?.....	13
How to contact us.....	13
Our work with schools.....	14

## The context of the school

The Indian High School is situated in Zabeel. It opened 50 years ago and had a total roll of 5,488 students, aged nine to 18 years, at the time of the inspection.

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

There were 432 full and part-time teachers, including the Principal and senior leadership team. All teachers in the school had appropriate teaching qualifications. They were supported by a number of teaching and classroom assistants. Students were grouped in 168 classes. There were no Emirati students in the school. Fourteen different nationalities were represented among the student population.

At the time of the inspection, the Chief Executive Officer was in his sixteenth year and approximately 40 teachers had been in the school for less than one year.

## Overall school performance 2011-2012

Outstanding

### How has the school progressed since the last inspection?

The Indian High School provided an outstanding quality of education. It had many important strengths, which included attainment in mathematics and science in both phases and English in the secondary phase. The quality of teaching for effective learning, quality of students' learning and assessment were good in all phases. The curriculum quality in the secondary phase and support and protection for students in both phases were outstanding. Partnerships with parents, governance and staffing, facilities and resources were outstanding. Since the previous inspection, a number of initiatives had been introduced successfully to support those students deemed to have additional learning needs.

The school had made significant progress towards addressing the recommendations from the previous inspection report. Appropriate actions had been taken to successfully enrich the quality of the programme for Islamic Education. The school now provided parents with clearer information about the school's priorities and involved them more in planning for further improvement. There was still not yet a common understanding of what constituted good and outstanding teaching and learning. Nevertheless, the school had significant capacity to improve further.

## Key strengths

- Students' outstanding behaviour and their positive relationships with their teachers;
- Attainment and progress in science;
- The range of subject choices and extra-curricular provision for students;
- Quality of support, protection and encouragement for healthy living;
- The day-to-day management of the school and the positive relationships established with parents and the wider community.

## Recommendations

- Improve the teaching and attainment of students in Arabic;
- Continue to build on the current system of self-evaluation and school planning to achieve a more systematic and rigorous management of the improvement of learning;
- Ensure that senior managers develop a clear understanding of what constitutes outstanding teaching and learning and that they work with middle managers to ensure its delivery at both primary and secondary levels.

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

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

Attainment in the primary stages was good in all key subjects except mathematics and science where it was outstanding. Attainment in the secondary was acceptable in Arabic and good in Islamic Education. It was outstanding in English, mathematics and science. In Islamic Education, students displayed a good knowledge about the life of Prophet Mohammad (PBUH) although their recitation skills were not sufficiently well developed. In Arabic as an additional language, students' writing skills required

improvement. In English, students speaking, listening and creative writing skills were very well developed at the secondary stage. Speaking and writing skills required further attention at the primary stage. In mathematics, students at all stages showed outstanding levels of skills in number and shape, space and measure. Students' skills in science were outstanding across all phases. Primary students showed excellent recall, together with the ability to apply their knowledge in different contexts. Secondary students explained clearly the impact of an increasing world population on environmental issues, including improving food production methods.

Progress in the primary stages was good in most key subjects and outstanding in mathematics and science. In the secondary stages, progress was good Arabic and Islamic Education, and outstanding in English, mathematics and science. Students with special educational needs made good progress in lessons and in their withdrawal sessions.

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

	Primary	Secondary
Attitudes and behaviour	Outstanding	Outstanding
Understanding of Islam and appreciation of local traditions and culture	Outstanding	Outstanding
Civic, economic and environmental understanding	Outstanding	Outstanding

Attitudes and behaviour were outstanding in all phases of the school. All students were polite, friendly, courteous and respectful towards adults. Relationships between staff and students were outstanding and were characterised by mutual respect. Almost all students demonstrated a strong understanding of Islam and the impact of Islam on contemporary society in Dubai and the wider world. Almost all students respected the culture and traditions of the UAE. They could list and discuss some of the local traditions including horse racing, camel-racing and falconry. They were also able to describe in detail some of the major UAE cultural traditions. Almost all students demonstrated a positive approach to their roles and responsibilities as members of the school community. They could describe many of the important characteristics of Dubai's economy and relate these to the global economy. Most students were very aware of local and international global environmental issues.

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

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

Teaching for effective learning was good across both primary and secondary phases. There had been some improvements in teachers' understanding of what constituted good learning. Planning in almost all the lessons took account of students' differing abilities and needs. However, at times the needs of higher and lower attaining students were not met consistently. Most teachers had good subject knowledge and used this appropriately to support students in applying their learning to the real world. In Islamic Education and English, teachers communicated well with students and made good use of collaborative learning activities. In some primary and secondary classes, for example in mathematics and Arabic, teachers did not always provide students with sufficiently challenging work nor did they encourage students to develop critical and independent learning skills. Students did not make appropriate progress in developing their speaking or writing skills in Arabic. In mathematics lessons teachers ensured students developed appropriate technical skills, for example in manipulating algebraic formulae, but did not consistently ensure they could apply these skills in real life situations. Teaching in other subjects including economics, engineering graphics, accounting and social studies was good. Teachers promoted interactive and engaging learning. Many focused on developing specific skills and encouraged collaborative learning. In other subjects including Hindi, values education and marketing, teaching was acceptable. Information and communication technology (ICT) was beginning to be used well for both teaching and learning.

Learning was good across most primary and secondary classes. Students responded with enthusiasm to group work and presentations and collaborated very well when given the opportunity to do so. They were engaged and eager to be involved in learning activities. Lively whole class discussions were a feature in Islamic Education classes. Most students in secondary classes confidently answered questions and the majority took a degree of responsibility for their learning. In a few lessons in primary classes, students were over-reliant on teacher direction and were passive learners. The extent to which students could make connections to other learning and to relate these to the real world varied between subjects.

Assessment procedures were generally good. Leaders and managers demonstrated a range of measures to monitor students' progress and attainment. Heads of department and supervisors used the information effectively to set challenging targets for the school and for individual students. Students were generally well aware of their attainment and very clear about what they had to do, for example, through independent work at home, to reach their targets. In science, teachers used assessment information well to plan suitably challenging work for their students, but where this did not happen students did not always make sufficient progress. While books were generally marked regularly, teachers did not always provide detailed written feedback to students to ensure they knew what to do to improve.

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

	Primary	Secondary
Curriculum quality	Good	Outstanding

The curriculum was good in the primary and outstanding in the secondary. The broad and balanced curriculum was the result of a rationale that matched the school's aims of preparing confident, well-rounded young people. There was a well-developed and comprehensive review process that successfully involved all stakeholders. Whilst the school had striven to meet the needs of all students, the curriculum in the primary had not produced appropriate levels of stimulus and challenge for all. Continuity and progression, from Grade 5 to Grade 12 was effective. Programmes were well planned to ensure a smooth transition between all phases. Cross-curricular planning was implemented extremely well in almost all subjects, but especially so in science. Although independent learning, research and critical thinking opportunities were evident in the secondary section, this was less evident in the primary section. There was no provision for Grade 11 and 12 Muslim boys to take Islamic Education during the normal timetabled day. There was an outstanding extra-curricular programme in place. Students made frequent visits to a wide variety of venues within Dubai and beyond.

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

	Primary	Secondary
Health and Safety	Outstanding	Outstanding
Quality of Support	Outstanding	Outstanding

Arrangements for ensuring students' health and safety were outstanding. All staff in the school took their duty of care seriously. All children felt absolutely safe and secure in the school. Clear expectations and very well established routines throughout the day and on the buses ensured the safety of students and staff. Arrangements for the health of the students were effective and monitored by the medical staff. Medicines and students' personal records were kept securely. Teaching staff were fully aware of any special medical needs of particular students. Fire drills were carried out at appropriate intervals. Healthy living was reflected in the curriculum and promoted in lessons. The school had placed a special emphasis on ensuring students had an awareness about lifestyle issues such as obesity and fitness. All staff and students were fully aware of the arrangements for child protection.

The quality of support for students was outstanding. Relationships between staff and students were very good. Behaviour was of a high standard and was very well managed. Students' well being and personal circumstances were closely monitored and they received high quality individual guidance and support. Guidance on future education for older students was comprehensive and covered a wide range of options. The checking of attendance and punctuality was effective. Monitoring of and provision for students with special educational needs was effective and very rigorous. Very good provision was made for students withdrawn from classes. Others were well supported in class by 'shadow teachers'. Students with special educational needs made good progress.

## 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

The leadership of the school was outstanding. The Chief Education Officer had outstanding leadership skills and communicated a vision that was clear and supported by all staff. The Principals provided effective management of the day-to-day running of the school. Supervisors and Heads of Departments had responded very well to the new priorities and working as a team had succeeded in having an effect on the quality of teaching and on students' progress and attainment. The school demonstrated a strong capacity to improve further.

Self-evaluation and improvement planning were good overall. Whilst there had been important progress in addressing most of the recommendations from the previous report, the senior management team had not taken effective steps to address all of the issues. In particular, although teaching had improved, they had not developed a common understanding of what constituted outstanding teaching and learning. As a result whilst there had been some improvements, there was scope for continued development of teaching, particularly in certain subject areas.

Partnerships with parents and the local and wider community were outstanding. There were very good levels of communication, supported by the very effective Parents' Communication Centre. Parents could access information on-line using the students' academic tracker. Parents had a wide range of opportunities to become involved in the life of the school. A Parents' Focus Group fed back the views of parents to the school. Wide ranging and purposeful links had been established with the local and wider community. Students enthusiastically and financially supported a range of charities. Most parents were fully aware of the school's priorities.

Governance was outstanding. The school's governing body, led by a very committed chairman, was well-established and experienced and demonstrated a clear focus on high achievement and improvement. The

structure of governance at different committee levels enabled an appropriate balance between offering focused support and advice and holding the school accountable.

Staffing, facilities and resources were outstanding. Teachers were suitably qualified, many with significant experience. The on-going development of innovative learning areas and supporting staff roles was assisting improvement in learning in areas such as the CBSE-i and Learning Square. However, standards of teaching in Arabic had not improved sufficiently since the publication of the last report. A significant team of ancillary staff ensured the smooth running of the school. The premises were outstanding. The spacious campus was well laid out and maintained. Sports facilities were excellent, as were the school café, library and Parent Communication Centre. The school had continued to develop the Business and Science Centres which contributed significantly to the students' development. The school had continued to improve its already good provision of ICT equipment, but had not yet fully explored its use in improving students' learning.

## 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	1321	29%
	Last year	2258	54%
Teachers	277		77%
Students	674		42%

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

A significant minority of parents responded to the survey, noticeably fewer than in last year's response. Most teachers and a significant minority of senior students responded to their surveys. Most parents were satisfied with the quality of education available at the school, as were the students. Most parents believed that their children's progress was good in the key subjects, but a few parents and students indicated that it was not good in Arabic as an additional language. A few parents indicated that the range of subjects available to students was not good. While majorities of parents and students reported that school leaders listened to their opinions, a few reported that they were not listened to. A few parents indicated that they were not involved in the school in meaningful ways. Overall, teachers and students expressed positive views about the school.

## 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)

## Our work with schools

Dubai Schools Inspection Bureau (DSIB) inspects schools to inform parents, students and the wider community of the quality of education provided. Inspectors also give guidance to staff about how to improve the standard of education.

At the beginning of the inspection, we ask the principal and staff about the strengths of the school, what needs to improve and how they know. We use the information they give us to help us plan our time in school. During the inspection, we go into classes and join other activities in which students are involved. We also gather the views of students, parents and staff. We find their views very helpful and use them, together with the other information we have collected, to arrive at our view regarding the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well students are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

Copyright © 2012

This report is for internal use only and for the self-evaluation purposes of the school.  
It should not be used for commercial purposes or in connection with a prospectus or advertisement.