

Inspection Report



The Indian High School 2014-2015



CONTENTS

School Information	2
Parents' Report.....	3
School Inspection Report.....	9
Overall school judgement	10
Key strengths	10
Changes since the last inspection.....	10
Recommendations.....	10
How good are the students' attainment, progress and learning Skills?	11
How good is the students' personal and social development?	12
How good are teaching and assessment?.....	13
How well does the curriculum meet the educational needs of all students?.....	14
How well does the school protect and support students?	15
How well does the school provide for students with special educational needs?.....	15
How good are the leadership and management of the school?	16
What are the views of the Principal, parents, teachers and students?.....	18
What happens next?.....	19
How to contact us.....	19

School information



General information

Location	Oud Metha
Type of school	Private
Opening year of school	1961
Website	www.ihsdxb.com
Telephone	04-3377475
Address	P.O.BOX 106 Dubai, Oud Metha Road, Dubai, UAE
Principal	Mr. Ashok Kumar
Language of instruction	English
Inspection dates	19 th – 22 nd October 2014



Students

Gender of students	Boys and Girls
Age range	9 - 18
Grades or year groups	Grade 5 – Grade 12
Number of students on roll	5928
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	286
Largest nationality group of students	Indian



Teachers / Support staff

Number of teachers	429
Largest nationality group of teachers	Indian
Number of teacher assistants	3
Teacher-student ratio	1:14
Number of guidance counsellors	7
Teacher turnover	11%



Curriculum

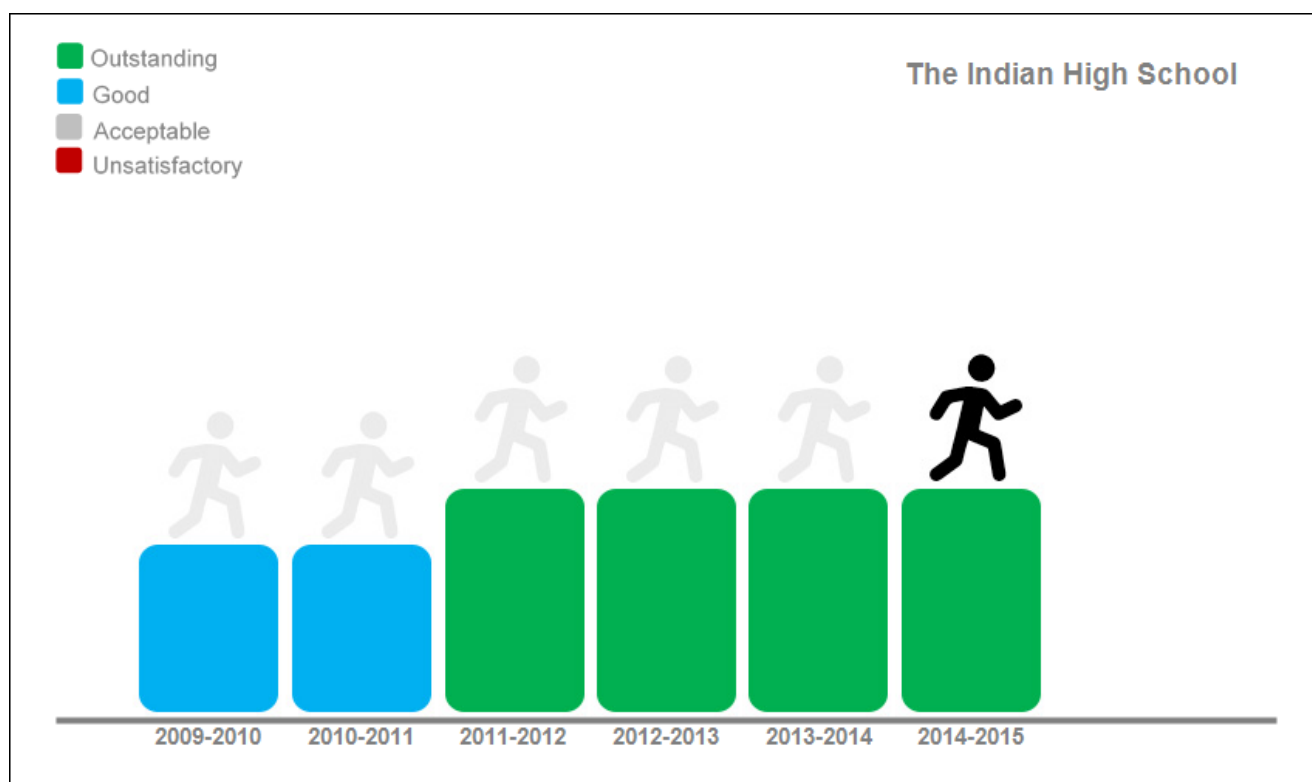
Educational Permit	CBSE
Main Curriculum / Other	CBSE/ CBSE-i
Standardised tests / board exams	IBT, CBSE
Accreditation	CBSE



Dear Parents,

The Indian High School was inspected by DSIB from 19th – 22nd October 2014, and the overall quality of education provided by the school was found to be **Outstanding**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Teaching in the secondary phase was outstanding and led to outstanding academic outcomes in English, mathematics and science.
- Students demonstrated outstanding attitudes to learning and good or better co-operative learning skills.
- The range of subjects and extra activities were broad and reflected students' interests and aspirations.
- The school's arrangements for protecting and support students were outstanding.
- The school provided a wide range of high quality information to parents about their children's progress.
- Senior and middle leaders made effective use of assessment data to improve students' progress in English, mathematics and science.

Areas for improvement

- Improve the quality of teaching of Arabic as an additional language in the middle phase so all students achieve better.
- Ensure teachers help all groups of students to learn better in the middle phase.
- When monitoring the quality of teaching, ensure leaders and managers evaluate how well the teaching is promoting consistently good progress in all lessons.
- Reduce overcrowding in some classes in order to meet KHDA requirements for class sizes.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at The Indian High School



How well does the school perform overall?

Overall, The Indian High School provided an **Outstanding** quality of education for its students.

- Attainment was outstanding in secondary English, mathematics and science, and good in Islamic Education and Arabic as an additional language. In the middle school, attainment was outstanding in mathematics and good in other subjects. Students were keen to learn. They worked well together and regularly related what they were learning to life outside school. Students used electronic tablets very effectively for research, to access resources and communicate with teachers.
- Almost all students were well behaved, courteous and respectful. Most had a good appreciation of the impact of Islamic values on modern life in Dubai and an understanding of Emirati traditions and heritage. Students were actively involved in the life of the school and the local community.
- The quality of teaching was particularly high in the secondary phase and led to outstanding academic achievements. Teachers were knowledgeable and skillful. They planned lessons well. They made effective use of students' performance data to check the progress of their students.
- The curriculum included some very good extended learning opportunities. A comprehensive career counselling programme guided students in making their further education choices.
- The school was safe and secure. Teachers and other staff promoted healthy lifestyles across the school. The Learning and Counselling Centre provided good support for students with special educational needs but support in class was more variable.
- The school had very strong and effective leadership. The school was very effective at communicating with parents. Almost all parents were pleased with most aspects of the school. The Board of Trustees held the senior leaders to account for the performance of the school. The school was well resourced. However, some classes were overcrowded and therefore did not meet the KHDA requirements.


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




- Students with special educational needs made variable progress throughout their learning. It was best where care had been taken to use information provided by specialist staff, but not all teachers made consistent use of this across the school.
- The provision made by the school for students with special educational needs was well led and managed. Staff were highly skilled and worked effectively with students and teachers to ensure that a good level of learning support was provided to students with special educational needs.
- The accurate and efficient systems, processes and procedures for identifying students with special educational needs meant that students were supported well, and teachers were given correct information about their students. Detailed assessment information about students' needs was used well in the Learning Centre but not always used well by all teachers. As a result, a minority of lessons were not planned well enough to ensure that students with special educational needs made good progress.

1. How good are the students' attainment, progress and learning Skills?

		Middle	Secondary
 Islamic Education	Attainment	Good	Good
	Progress	Good	Good
 Arabic as a First Language	Attainment	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable
 Arabic as an Additional Language	Attainment	Good	Good 
	Progress	Acceptable 	Good
 English	Attainment	Good	Outstanding
	Progress	Good	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding
	Progress	Outstanding 	Outstanding
 Science	Attainment	Good	Outstanding
	Progress	Good	Outstanding
		Middle	Secondary
Learning skills		Good	Outstanding



 Improved from last inspection

 Declined from last inspection


2. How good is the students' personal and social development?

	Middle	Secondary
Personal responsibility	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding

3. How good are teaching and assessment?

	Middle	Secondary
Teaching for effective learning	Good	Outstanding 
Assessment	Good	Outstanding 

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

	Middle	Secondary
Curriculum quality	Outstanding 	Outstanding
Curriculum design to meet the individual needs of students	Good	Outstanding

5. How well does the school protect and support students?

	Middle	Secondary
Health and safety	Outstanding	Outstanding
Quality of support	Outstanding	Outstanding

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Outstanding
Self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Good

Overall school judgement

Outstanding

Key strengths


- The outstanding teaching, learning and assessment in the secondary phase led to students' outstanding achievements English, mathematics and science.
- The students across the school were highly committed to learning and taking part in lessons.
- The ethos was inclusive and there was a sense of equality of opportunity for all across the school.
- Senior and middle leaders used of TIMSS, PISA and other international assessment data to modify the curriculum and teaching approaches to improve student outcomes.
- The curriculum was enriched with innovative courses.


Changes since the last inspection

- In the middle phase, progress in mathematics improved to outstanding but progress in Arabic as an additional language declined.
- The quality of the curriculum had been enriched in the middle phase and it was outstanding.
- In the secondary phase, attainment in Arabic as an additional language improved to good.
- Teaching and assessment improved to outstanding in the secondary phase of the school.



Recommendations

- Improve teaching of Arabic as an additional language in the middle phase so students achieve better.
- Ensure teachers help students of all abilities to learn in class, particularly in the middle phase.
- Ensure senior leaders, when monitoring the quality of teaching, evaluate how well the teaching is promoting at least good progress.
- Reduce overcrowding, particularly in the middle phase classes, by ensuring class sizes reflect KHDA requirements.


 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning Skills?

Middle		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Good	Acceptable 
English	Good	Good
Mathematics	Outstanding	Outstanding 
Science	Good	Good

- Most students had a good understanding of Islamic concepts. Through weekly practice, students had improved their recitation skills of the Holy Qur'an.
- In Arabic as an additional language, students could engage in short conversations about familiar topics using simple sentences. Most could read very short texts. The development of conversational skills was limited. Writing skills were not well developed.
- In English, students had developed effective skills in speaking, reading and writing. They could use correct grammar and punctuate written work accurately.
- Students made outstanding progress in developing their mathematical knowledge, especially in their understanding of shape. They could link mathematical concepts to everyday life.
- Students were able to use scientific terminology well. They made good progress in lessons.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Good 	Good
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic Education, most students attainment well by the end of the secondary phase. They had a good knowledge and understanding of how the Hadeeth was compiled. They made good progress in linking what they learned to the real world such as knowing the contemporary 'Fiqh' on fasting and medical procedures.
- In Arabic as an additional language, the listening skills of most students were good. A significant majority could engage in short conversations about familiar topics. Most students were making good progress in almost all aspects of the language, particularly in writing skills.
- Students' performance was outstanding in all four English skills. Students were confident and had developed advanced comprehension and writing skills. Good progress was made in the development of reading and writing skills which enabled students to reach standards that were above course expectations.

- Most students performed above expectations in all aspects of mathematics. They could recall and apply their excellent knowledge and understanding to increasingly complex problems. The needs of most groups of students were well met, resulting in very good progress.
- In science, students were fluent and communicated their scientific knowledge confidently orally and in writing. This was reflected in their outstanding progress and external examination results.

	Middle	Secondary
Learning skills	Good	Outstanding
<ul style="list-style-type: none"> • Students were highly motivated and eager to learn. • In almost all lessons, students worked collaboratively, either with a partner or as a group, supporting and encouraging one another and taking turns to lead to reach a common goal. • Students regularly related what they were learning to life outside school and to places and cultures they were familiar with such as India and Dubai. They could also link their learning across different subjects. • In some classes students used electronic tablet computers effectively to support their research, to access learning resources and to communicate with teachers and each other. • Teachers were developing students' critical thinking skills very well in the secondary phase through the use of probing and challenging questioning. However, teachers did not consistently develop students' learning skills in the middle school. 		


2. How good is the students' personal and social development?


	Middle	Secondary
Personal responsibility	Outstanding	Outstanding
<ul style="list-style-type: none"> • Almost all students had developed a strong sense of personal responsibility. They took more responsibility for their learning as they progressed through the school. • Students were highly self-disciplined and they behaved with courtesy and showed mutual respect for each other. • Almost all students demonstrated positive relationships with each other and school staff. • Students felt valued, safe, and respected. Students were aware of the benefits of healthy eating and physical activity. They had a strong commitment to having a healthy life style • Students were generally punctual for lessons and the school had a good level of attendance. 		

	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
<ul style="list-style-type: none"> • Most students had a good appreciation of the impact of Islamic values on modern life in Dubai. They recognised the multicultural nature of Dubai and could talk about aspects of local architecture, food, clothing, and social interaction to Islam. • Students' understanding of Emirati traditions and heritage were very strong. Most students' sense of personal national identity was strong. • Students were aware and respectful of the common elements among world religions. 		


	Middle	Secondary
Community and environmental responsibility	Outstanding	Outstanding
<ul style="list-style-type: none"> • Students were actively involved in the life of the school and the local community. They initiated and participated in meaningful programmes to benefit the immediate environment around the school. An example of this was how students enhanced the school grounds with art and plants and also volunteered in a Centre for children with special needs. • Students were active in support of conservation of resources in Dubai and the UAE. 		

3. How good are teaching and assessment?

	Middle	Secondary
Teaching for effective learning	Good	Outstanding 
<ul style="list-style-type: none"> • Teachers demonstrated good subject knowledge, made learning objectives clear and planned suitable work to achieve the lesson objectives. • Very effective class management, based on high expectations of students' behaviour and their enthusiasm for learning, was a feature of most lessons. • In many lessons students were provided with opportunities to take responsibility for their own learning. They accepted this willingly and made very effective presentations to the class as a whole. • In a minority of lessons, in the middle phase, teaching was directed at the average ability range and not enough account was taken of the full range of students' abilities. • In many lessons in the secondary phase, teachers used questioning effectively to assess or deepen students' understanding and to extend their language skills. However, in the middle phase, questioning was not used effectively by teachers to develop students' thinking and learning skills. 		

	Middle	Secondary
Assessment	Good	Outstanding 
<ul style="list-style-type: none"> The school made exemplary use of internal assessment data and information to analyse students' performance and to address gaps in their learning. Managers made use of assessment information to identify and tackle weaknesses in teaching so that suitable training could be provided. Leaders across the school used TIMSS, PISA and other international assessment data highly effectively to modify the curriculum and to develop teaching approaches in order to improve student outcomes. Teachers provided regular checks on students' progress and this gave parents and students clear information on how well they were progressing towards their challenging targets. Although assessment information was used well in the secondary phase to match learning tasks to the needs of students, this was not common in the middle phase. In the majority of lessons in the secondary phase, questioning was used effectively to check students' understanding and challenge their thinking, but this was not consistently found in the middle phase. 		

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

	Middle	Secondary
Curriculum quality	Outstanding 	Outstanding
<ul style="list-style-type: none"> The curriculum was broadly based on CBSE and included some good extra-curricular enrichments to extend students' application of their learning. The curriculum was modified effectively as a result of analysing internal and external benchmarking assessments. Skills tests and integrated project programmes enriched the curriculum to provide students with opportunities to further develop their skills and interests. A comprehensive career counselling programme guided students for further education after Grade 12. The CBSE curriculum further enhanced students' learning through an international focus. 		

	Middle	Secondary
Curriculum design to meet the individual needs of students	Good	Outstanding
<ul style="list-style-type: none"> Secondary phase students were provided with a wide subject choice and grouped according to ability and interests. There were many opportunities for students to participate in a variety of school competitions to enhance their skills and personal development. Students regularly took part in field trips which provided enriching experiences. The school provided an international context for learning, so that students could apply their subject knowledge and understanding in different multi-cultural scenarios. A wide range of extracurricular activities developed students' social and academic skills and provided opportunities for participating in competitions. 		

5. How well does the school protect and support students?

	Middle	Secondary
Health and safety	Outstanding	Outstanding
<ul style="list-style-type: none"> • There was a high level of care for students across the school, especially for the vulnerable, through effective implementation of the child protection, behaviour management and internet safety policies. • The school environment was safe and secure. School transport was managed very effectively. Routine maintenance was excellent and the response by staff to unforeseen risk was prompt. • Health and safety records were kept up to date and the school was pro-active in promoting healthy living and lifestyles. • School premises were largely suitable for most students. Those with limited mobility had ramp access to ground floor teaching areas. • Healthy lifestyle was promoted effectively by many aspects of school provision including the health clinic, the school catering facilities, and the physical education department. 		

	Middle	Secondary
Quality of support	Outstanding	Outstanding
<ul style="list-style-type: none"> • Students were highly confident to seek the help and guidance from members of staff. • Staff monitored and reviewed students' attendance and punctuality carefully. • Students with special educational needs were identified efficiently by teaching staff and accurate professional assessments were made of their needs. Excellent support for these students was provided in the Learning Centre and through counselling, but support in class was more variable and not always effective in ensuring student progress. • The school had a very well organised approach to providing guidance to help students find out about future courses of study and to make career choices. 		

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

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> • The Learning Centre was very well led and enthusiastic, well trained staff worked in a close partnership. Leaders were innovative and keen to explore new ideas such as the new assessment procedures designed by specialist staff for use in the school. • Excellent procedures were in place to identify students with special educational needs. Referrals made by class teachers and grade supervisors were managed very efficiently by specialist staff. 	

- Assessment information was used to plan lessons that met the needs of students with special educational need but this was inconsistent across the school. High quality support was provided to students who visited the Learning Centre for short or extended periods of time but this was not consistently found when students were in their main classes with their peers.
- Excellent relationships between parents and school staff ensured a good range of support and information about their children's progress and development.
- Students with special educational needs made variable progress throughout their learning. It was best where care had been taken to use information provided by specialist staff but not all teachers made consistent use of this across the school.

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Outstanding
<ul style="list-style-type: none"> • The Chief Executive Officer and senior leaders had a clear vision for the school to develop students into 'proactive global citizens'. This vision was shared well with staff, students and parents. • Senior leaders had very high aspirations for both staff and students. This was evident throughout the school and in the outcomes achieved by most students. • Leadership was distributed well in the school. Senior leaders, heads of departments, supervisors and lead teachers had clear roles and were effective. Heads of department played a strong role. They worked with their staff to improve continuously the outcomes for students. • Leaders were innovative and had been successful in managing change 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> • Senior and middle leaders created comprehensive and detailed analyses of students' performance across the school, and were aware of the priorities for improving students' achievements. • Evaluations of the quality of teaching were conducted by heads of departments, teachers' through self-evaluation and peer evaluation. In some cases managers' evaluations of the work of teachers and the progress the school had made since the last inspection were over generous. Lesson observations were comprehensively analysed used by leaders to prioritise training for teachers. To enhance this further, managers needed to focus more on the impact of teaching on students' progress during lessons. • Senior and middle managers made very good use of TIMSS, PISA and other international benchmarks to improve students' progress and attainment. They made appropriate adjustments to the curriculum and to the ways in which subjects were taught. • The school's improvement plan commendably focused upon improving students' learning experiences and outcomes. 	




	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> Parents were satisfied with the quality of education provided by the school. The school used a wide range of traditional and social media to communicate with parents. Parents were kept informed about their children's progress in subjects through receiving reports and attending regular meetings. The school had many long established links with other schools, organisations and businesses which benefited the school and the community. 	

	Overall
Governance	Outstanding
<ul style="list-style-type: none"> The founder's vision as a not-for-profit school was actioned effectively by the Board of Trustees, and this philosophy guided the school's admission policy. The Chief Executive Officer and Principals were held to account for school performance and standards by the Board of Trustees. Within the school the structure for management was used well at each level to hold staff to account for the impact of their actions. The Board of Trustees comprised of representatives from business and the management committee and also parents. Parents could also contact the Chair of the Board of Trustees by email if they had any complaints or concerns. The Chair of the Board was aware of overcrowding in some classes in the school. The Board of Trustees had plans to build more classrooms over the next three years. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> Day-to-day management of the school was very efficient. From the moment of arrival to the time of departure all aspects of the school day ran smoothly. Teaching and administrative staff were deployed appropriately according to their specialisms and their qualifications. The premises were of a good standard. The school grounds were spacious and well designed and specialist areas like the library and the sports complex were used extensively by the students. However, classroom size restricted opportunities for displays of work and the high number of students in some classes had a negative impact on the quality of education. Some classes were overcrowded and did not meet the KHDA requirements for class sizes. Resourcing was generally good and the school had responded to the last inspection report by making greater use of ICT in lessons. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection 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	1593	31%
	Last year	1688	40%
 Teachers	370		89%
 Students	1784		91%

- Less than a third of the parents responded to the survey. Almost all teachers and students responded.
- Of those who responded to the surveys, responses indicated high levels of satisfaction among students, parents and teachers.
- Almost all parents who responded to the survey reported that their children enjoyed school and they were safe in school.
- Parents and students were satisfied with the quality of education provided by the school and thought that the school's resources, including technology, supported learning. They considered that learning skills were developed well in the school.
- Parents and students were satisfied with progress in English. Most were satisfied with progress in mathematics and science. Parents were not as clear about their children's progress in Islamic Education and Arabic as an additional language. They thought that good teaching had resulted in good learning and that teachers' marking had helped students to improve.
- Most students thought that behaviour in the school was good.
- Parents said that students were developing a good awareness of other cultures.
- Although health and safety issues in the school were rated very highly, a few parents and students made written comments about the heavy bags students had to carry.
- The teachers who responded to the survey were very positive about most aspects of the life and work of the school.
- Almost all parents agreed that the school leadership was effective.

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

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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 school inspection will report on changes 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