

**GLOBAL INDIAN
INTERNATIONAL
SCHOOL L.L.C**

INDIAN CURRICULUM

**INSPECTION REPORT
2021-2022**

GOOD



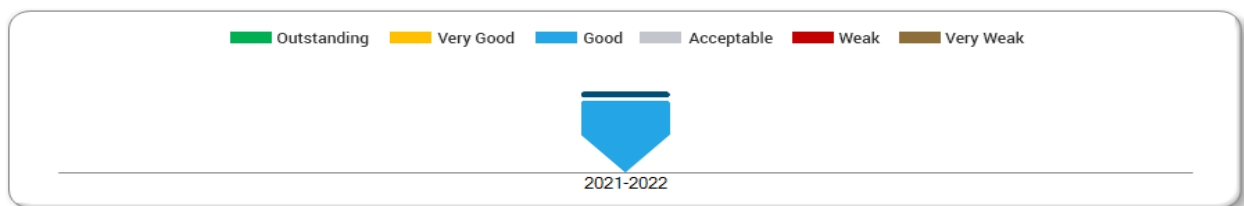
Contents

<i>Contents</i>	2
<i>School Information</i>	3
<i>Summary of Inspection Findings 2021-2022</i>	4
<i>Overall School Performance</i>	6
<i>Main Inspection Report</i>	8

School Information

General Information	Location	Barsha South
	Opening year of School	2017
	Website	www.globalindianschool.org
	Telephone	+971 4 226 5479
	Principal	Antony Koshy
	Principal - Date appointed	5/16/2021
	Language of Instruction	English
	Inspection Dates	21 to 24 February 2022
Students	Gender of students	Boys and girls
	Age range	3-16
	Grades or year groups	KG 1-Grade 10
	Number of students on roll	767
	Number of Emirati students	0
	Number of students of determination	69
	Largest nationality group of students	Indian
Teachers	Number of teachers	43
	Largest nationality group of teachers	Indian
	Number of teaching assistants	14
	Teacher-student ratio	1:16
	Number of guidance counsellors	1
	Teacher turnover	30%
Curriculum	Educational Permit/ License	Indian
	Main Curriculum	Indian
	External Tests and Examinations	CBSE, ASSET
	Accreditation	CBSE

School Journey for GLOBAL INDIAN INTERNATIONAL SCHOOL L.L.C



Summary of Inspection Findings 2021-2022

The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students Outcomes</p>	<ul style="list-style-type: none"> • Most Kindergarten children attain above expectations across the curriculum. In other phases, most students performed above the expected level on the ASSET test and internal assessments for English, mathematics and science. Attainment in Arabic and Islamic Education is not as strong as other subjects. Students in all phases are highly engaged in their learning and readily accept responsibility whenever opportunities arise. • Behaviour is excellent. Students act responsibly and are keen to learn, show empathy and support their peers. Most understand how to keep healthy, but a few do not make healthy dietary choices. There is a high level of understanding and appreciation of Islamic values and of the UAE. Students acquire key innovation and creative skills through curriculum enhancements.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> • Teaching is most consistently strongest in Kindergarten, where there is a broad range of age-appropriate learning and teaching strategies. In all phases, most teachers plan effectively, use questioning well and have positive and productive relationships with their students. Assessment systems are well-developed, producing accurate information about students' levels of attainment. This is not consistently used to target teaching of students' specific needs. • The curriculum is broad, balanced and aligned to the Central Board of Secondary Education (CBSE) and Ministry of Education (MoE) requirements. The Kindergarten curriculum is enhanced with elements from EYFS, NCERT and Montessori. In other phases, the school's holistic vision of learning is evident in a range of curricular enrichments. There are links with Emirati culture and the UAE society. • All policies for safeguarding, child protection, health and safety, and preventing bullying are in place. Record-keeping is thorough. The minor issues that arise, such as trip hazards, are dealt with effectively. Students of determination, and those with particular gifts and talents, are identified. Most of their needs are met effectively, especially in the Kindergarten.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> • Senior leaders and governors set a clear vision for high academic standards and a holistic approach to learning. Middle leaders are effective in most areas, although there is a need for greater guidance in Arabic and Islamic Education. Relationships are strong throughout the school. Communication with parents is effective, and supports them in contributing effectively to their children's education.

The Best Features of The School:

- The excellent attitudes and behaviour of students, and the strong relationships throughout the school community.
- The solid start that children make in Kindergarten, especially in relation to developing language skills and how well they are nurtured and encouraged to be independent.
- The holistic vision for education that provides students with a breadth of learning
- The strategic leadership from the board and principal that ensures the ongoing development and improvement of the school.








Key Recommendations:

- Improve the attainment and progress in Arabic and Islamic Education by developing the range of strategies for teaching and learning opportunities used in Arabic and Islamic Education lessons.
- Improve the consistency of teaching and learning by:
 - ensuring that there is a balance between covering curriculum content and developing the learning skills of critical thinking, enquiry and research across the curriculum.
 - using assessment data more systematically to target the identified needs of different students, including lower and higher attaining students and students of determination.
 - extending students' self-assessment practices to increase their awareness of their learning and their next steps towards achieving their targets.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	Secondary
 <p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 <p>Language of instruction</p>	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 <p>English</p>	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Good	Good
 <p>Mathematics</p>	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Good	Good
 <p>Science</p>	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Good	Good
Learning skills		KG	Primary	Middle	Secondary
		Very good	Good	Good	Good

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Good	Good	Good
Assessment	Very good	Good	Good	Good

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Good	Good	Good
Curriculum adaptation	Very good	Very good	Very good	Very good

5. The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Good	Good	Good

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Good

- Most students demonstrate knowledge and understanding that are in line with the MoE curriculum standards in lessons and recent work. However, the school's internal assessment data shows higher attainment. Students in the lower phases generally achieve better than those in the higher ones. Girls perform better than boys.
- Students demonstrate better understanding of Islamic values and principles of worship than that of Islamic Law. Their understanding of Qur'an and Hadith is secure. They refer to them for evidence of values or rulings, although references to Seerah are limited.
- The school has taken steps to improve students' Qur'an recitation skills this year. The impact of this is still not clearly evident.

For Development:

- Ensure that the Holy Qur'an, Hadith and Seerah are closely linked to all areas of learning in the subject.
- Improve students' Holy Qur'an memorisation and recitation skills by providing more opportunities for students to practice them.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Most students achieved levels that are expected by the MoE curriculum standards. Work samples show better attainment and progress than those in lessons. Girls achieve better than boys, and attainment is highest in the primary phase. Students' results in internal assessment data are very high. Students' progress is better than their attainment, but it is still within expected levels.
- Students' strongest area of Arabic is their listening skills. They can read short texts about common topics such as food, sport, family and daily routines, and can understand them with teacher support. Their language production is weaker and mostly limited to single words and short sentences. Free writing skills are underdeveloped.

- The school has improved students' reading skills by providing more opportunities for students to practice reading comprehension. However, the range of language usage in class activities is still limited, including prominently short responses and multiple-choice answers.

For Development:

- Improve students' writing and speaking skills by providing more opportunities for them to practice using Arabic more freely and at length.

English

	KG	Primary	Middle	Secondary
Attainment	Very good	Good	Good	Good
Progress	Very good	Good	Good	Good

- Data provided by the school suggests very good attainment across Kindergarten, Primary and Phase 3 with good attainment in Phase 4. However, in the Primary and Phase 3 lessons, where progress is less even, students' attainment does not consistently match these outcomes.
- Kindergarten children develop impressive competence in all aspects of English by the end of Kindergarten 2. In the other phases students' speaking, listening and reading skills, including inferential reading, are stronger than their writing. Students apply grammatical rules accurately in all phases, both in speaking and writing.
- Students in all phases make the best attainment and progress when exploring and experimenting with language, both collaboratively and individually. In a minority of lessons, overly directive teaching constrains this progress. This is because teaching does not allow students to build on their own valid knowledge and understanding.

For Development:

- From Kindergarten onwards, provide further opportunities for students to explore and experiment with language in order to model and inform their later writing.
- Enable all students to speak and write critically and objectively, ensuring that higher order thinking features regularly in learning activities for all.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Very good	Good	Good	Good
Progress	Very good	Good	Good	Good

- A large majority of students in all phases attain above curriculum standards in internal assessments administered and marked by teachers. Most Phase 2 and 3 students attained above expected levels in external ASSET testing, whilst the small number of students in Phase 4 did not reach the expected level.
- Students are adept in their memorisation of formulae and well able to manipulate number confidently, applying knowledge of metric measures to solve set problems. Students are less confident in mathematical reasoning and applying their learning in real life contexts.

- Curriculum development and new enrolments in Phase 4 have improved attainment levels significantly from those shown in ASSET tests.

For Development:

- Emphasise the acquisition of mathematical skills in practical contexts, and the development of students' own mathematical reasoning.

Science

	KG	Primary	Middle	Secondary
Attainment	Very good	Good	Good	Good
Progress	Very good	Good	Good	Good

- Attainment is slightly higher in Kindergarten than other phases, but there is a consistency of performance across all grade levels. Attainment on ASSET tests is high in all phases, with girls performing slightly better than boys. The development of scientific thinking varies between classes in the primary phase.
- Students in all phases use scientific terminology better than expected for their grade level. They have a broad knowledge across physical, life, earth and space sciences. Students are developing a range of practical and laboratory skills.
- Curriculum enrichment has improved students' abilities to collaborate on a range of practical and other challenges involving science and technology.

For Development:

- Improve the consistency in students' reasoning for themselves about scientific concepts, especially in the primary phase.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Very good	Good	Good	Good

- Students are highly engaged in their learning and readily accept responsibility whenever opportunities arise. Children in Kindergarten are particularly engaged by the range of practical and experiential learning activities on offer. These better allow them to develop age-appropriate skills of inquiry. Across the school communication skills are developed and facilitate positive and constructive interaction and collaboration.
- Application of learning to the world is most evident in environmental aspects of science where they were connected strongly to social responsibility. In Arabic and Islamic education students make connections to the values of Islam in UAE society.

- Opportunities for students to further develop skills of inquiry, innovation, critical thinking and enterprise are restricted due to limitations of strategies caused by lack of access to learning technologies.

For Development:

- Extend the use of learning technologies in classrooms to support student independence, inquiry, research and enterprise skills.

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Very good	Very good	Very good

- Across the school students demonstrate positive and responsible attitudes towards learning and their school. They are sensitive to the needs of others and show genuine concern for them. Students are self-reliant and demonstrate good leadership skills, particularly in the upper phases.
- Students are self-disciplined. Behaviour in lessons and breaks is excellent. Students are responsive to advice and thrive on giving and receiving critical feedback. They are aware of healthy living but a few do not make healthy choices of foods and drinks.
- The school has improved attendance this year by applying a new system and effective procedures. These are having a more positive impact on students' punctuality to school and to their classes. However, attendance rates are still lower than expected.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good

- Students across the school demonstrate strong awareness of Islamic values and appreciate their relevance to UAE modern society. This is clear in students' behaviour and their adoption of these values across the school.
- Students' understanding of UAE heritage and culture is a particular strength. All students in the school show great appreciation and respect to UAE which they consider their second home and an important part of their own identities. They talk knowledgeably about the country and can explain in detail how it has changed from a desert to a modern state that is recognised by people everywhere in the world.
- Students are proud of their own countries and can talk in detail about them, such as their languages, famous places and cultures. However, their knowledge of other world cultures is less evident.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Students in all phases show empathy for others in school. They make a positive contribution to the school and the wider community, for example through the Kaizen programme and by advocating green initiatives via the weekly radio programme. Opportunities to volunteer in the local community have been inevitably adversely affected by the pandemic.
- Across the school, students have very positive attitudes to work. Children in the Kindergarten persevere, rarely asking for help. Students acquire key innovation and creative skills through the well-planned RISE (Robotics, Innovation, STEAM and Exploration) part of the curriculum.
- Students are active in supporting sustainability schemes, such as through the Greenovation Challenge and recycling initiatives. Students of all ages contribute ideas on the Ideation Wall that reflect a very good awareness of environmental and ecological awareness.

For Development:

- Improve students' attendance.
- Increase the proportion of students who consistently make healthy choices about food and drink.
- Improve students' awareness of world cultures by embedding more international knowledge into the curriculum.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Good	Good	Good

- The strongest teaching is in Kindergarten where the range of learning and teaching strategies caters for the full range of student needs and teachers understand how young children learn. Teachers know their subjects well, plan conscientiously, provide a conducive learning environment and develop positive interaction and questioning strategies.
- Teaching is most variable in the early grades in the primary phase, in which some teachers who arrived in the school relatively recently have yet to develop a sufficient understanding of the strengths and weaknesses of their students.
- Sometimes teachers do not sufficiently meet the needs of all students as they concentrate on ensuring full coverage of teaching programme content. Equally, they do not always give adequate time to developing students' skills of independence, critical thinking and problem solving.

	KG	Primary	Middle	Secondary
Assessment	Very good	Good	Good	Good

- Internal assessment processes are coherent, consistent and linked well to the school’s curriculum to provide clear measures of students’ academic, personal and social development. School leaders benchmark students’ academic outcomes against external benchmarks such as ASSET and CAT4.
- Assessment data are analysed and provide teachers with detailed information about students’ progress as it is tracked over time. Assessment information is used most effectively in Kindergarten to influence teaching and the curriculum to best meet the needs of all groups of children and enhance their progress.
- Most teachers have good knowledge of the strengths and weaknesses of individuals, and some provide well focused challenge, support, feedback and follow-up. Students participate in assessing their own learning but often at a general level and not specifically related to learning objectives and success criteria.

For Development:

- Provide a greater balance between learning and teaching to better develop students’ skills of critical thinking, problem solving, innovation and independence.
- Increase students’ engagement with assessing their own learning, including learning improvement dialogues which support their understanding of their targets for improvement.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Good	Good	Good

- The curriculum is broad, balanced and aligned to CBSE and MoE requirements. The Kindergarten curriculum is enhanced by incorporating elements of EYFS, NCERT and Montessori. It is holistic and ensures challenge and focus on developing children's independent skills.
- Progression is well planned, especially in higher grades, and prepares students well for the next phase of their education. Curricular choices are provided to students through a range of subject options within science and commerce.
- Cross-curricular links are carefully planned to promote the transfer of learning between different subjects. The curriculum is regularly reviewed, considering the personal development and well-being of students as well as their academic needs.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Very good	Very good	Very good	Very good

- The curriculum is planned appropriately to meet the learning needs of all groups of students. Teachers modify the curriculum to provide different levels of challenge for lower and higher attaining students, although modifications are not always closely matched to specific needs.
- Students are provided with sufficient opportunities to participate in a wide range of activities and innovative projects that extend and enhance their learning. Innovation is planned and nurtured through programmes that include STEAM, RISE, photography classes, Qutuhal, Quality Circles and Kaizen.
- Links with Emirate culture and the UAE society are systematically woven into lessons to ensure that students develop positive attitudes and a better understanding of real-life experiences. They participate actively in events organised by other agencies in the UAE.
- Arabic is not taught in the Kindergarten.

For Development:

- Improve curriculum delivery in Arabic and ensure that all students are challenged.
- Enhance curricular modification so that they more consistently target identified student needs.

5. The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- Rigorous procedures and a wealth of safeguarding policies, ensure students of all ages are very well protected from different forms of abuse, bullying and the dangers of online abuse. Incident record-keeping is well-established and thorough.
- The site is very safe and secure, and there are effective supervision arrangements for safe transport to and from school. Frequent checks of the site by staff identify improvements that the school is working towards. This includes repairing some minor trip hazards and providing a means to evacuate anyone with mobility issues from the upper level.
- Healthy and hygienic lifestyles are promoted very effectively, particularly by the clinic staff. Parents are well-supported in relation to their children’s weight management and infection control.

	KG	Primary	Middle	Secondary
Care and support	Very good	Good	Good	Good

- Staff-student relationships are characterised by mutual respect. The school is effective in communicating its high expectations of behaviour, which students happily meet. Student attendance and lateness is well-managed, resulting in improving attendance. The school quickly informs parents of unauthorised absence.
- Thorough systems identify accurately the needs of students of determination, and those with particular gifts and talents. The school supports most students of determination effectively, especially in Kindergarten. Not all teachers in other phases are sufficiently skilled in applying strategies to align learning experiences with individual students' needs.
- The Kindergarten's nurturing ethos enables almost all children to thrive as they begin education. Inclusion and Wellbeing staff conduct a comprehensive programme of advice and guidance on students' social, emotional, physical and mental health. Students access careers counsellor advice, beginning in Phase 3.

For Development:

- improve teachers' skills in adapting curricular learning to better meet the academic needs of students of determination, especially in Primary, Phase 3 and Phase 4..

Inclusion of students of determination

Provision and outcomes for students of determination	Good
--	------

- The Principal and Governors ensure the school maintains an inclusive ethos. The Head of Inclusion and Wellbeing effectively manages provision for a diverse range of student needs. The current Inclusive Education Improvement Plan includes relevant improvement priorities based on accurate self-evaluation.
- The school accurately identifies barriers to students' learning, referring appropriately to professional advice. Identification also includes students' particular gifts or talents. Individual Education Plans (IEPs) set appropriate, measurable, long, medium, and short-term personal development and academic goals. Progress is reported every four weeks.
- Partnership with parents includes opportunities to contribute knowledge to teachers' compilation of each newly enrolled Kindergarten child's learning profile. The school seeks parental views in the compilation, approval, implementation and review of their child's IEP. The school advises parents on suitable strategies for home support.
- Most, but not all, teachers suitably adapt learning experiences, aligned to IEP advice. Adaptation is most effective in Kindergarten. Learning Support Assistants (LSAs) support students' personal development appropriately and effectively.

- Students across all phases make good progress in their personal development. Teachers and LSAs in Primary and subsequent phases use the personal development strategies in IEPs effectively. Kindergarten teachers confidently manage both the personal development and academic aspects of student’s IEPs.

For Development:

- Ensure that all teachers know how to adapt students’ learning experiences to provide suitable engagement and challenge in accordance with IEP strategies for teaching.

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

- School leaders set a clear vision for high academic standards and a holistic approach to learning, which embraces inclusion. They provide a high level of educational leadership, which is most effective in the Kindergarten. However, there is a need for greater guidance in Arabic and Islamic Education. Relationships are strong throughout the school. Current leadership have been successful in creating a well-developed structure for a new school. They have the capacity to ensure that it continues to improve.
- There are clear processes for school self-evaluation. Senior leaders know the school well and almost all subject leaders understand their priorities. Self-evaluation uses internal and external data carefully and identifies appropriate priorities which are addressed through a comprehensive development plan. Teaching is monitored regularly using a well-designed approach that draws on the UAE Inspection Framework.
- Parents are engaged well in the school through a variety of channels, including a school portal, Class Dojo, WhatsApp and email. Parent involvement significantly enhances the achievement levels of their children. Parents are appreciative of a culture of communication and feel included in the school. They report that all staff respond promptly to their communications. There are a number of community partnerships, but not all are currently active because of health restrictions during the pandemic.
- The views of parents and other stakeholders are included through the Parent Support Group, which has representation from all grade levels, and through regular surveys. Important changes are fully discussed with the parent community. Governors share the holistic vision for the school. They monitor the school’s development closely and hold senior leaders to account for the academic and personal development of students. They have ensured that appropriate staffing and resources are available.

- All aspects of the day-to-day life of the school are well-organised. There is sufficient staffing in all sections of the school, with a particularly high number of teachers in Kindergarten. Appropriate steps were taken to ensure the successful induction of the high number of new staff. There is a systematic approach to professional development. The building caters well to current enrolment. It has the necessary specialist facilities such as science laboratories, and it is enhanced by two swimming pools.

For Development:

- Extend educational leadership to cater for the expansion of Phase 4, and to develop the approaches to learning and teaching in Arabic and Islamic Education.
 - Recalibrate the interpretation for framework descriptors so that monitoring of learning and teaching matches that of the UAE School Inspection Framework more closely.
 - Ensure that there is sufficient IT infrastructure to maximise its role in enhancing learning.
-

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

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae