

# INSPECTION REPORT

## The Indian International School

Report published in February 2014

## GENERAL INFORMATION ABOUT The Indian International School

Location	Silicon Oasis
Type of school	Private
Website	ihsdxb.net
Telephone	04-3423909
Address	P.O. Box 106, Dubai
Principal	Mrs. Geetha Murali
Curriculum	CBSEi
Gender of students	Boys and Girls
Age / Grades	3-11 / Kindergarten 1-Grade 6
Attendance	Good
Number of students on roll	1563
Largest nationality group of Students	Indian
Number of Emirati students	0
Date of the inspection	7th to 10th October 2013

## Contents

The context of the school .....	3
Overall school performance 2013-2014 .....	4
Key strengths .....	4
Recommendations .....	4
Progress since the last inspection .....	5
Trend of overall performance.....	5
How good are the students' attainment progress and learning skills? .....	6
How good is the students' personal and social development? .....	7
How good are teaching and assessment?.....	7
How well does the curriculum meet the educational needs of all students? .....	8
How well does the school protect and support students? .....	8
How good are the leadership and management of the school? .....	8
How well does the school provide for students with special educational needs?.....	13
What are the views of parents, teachers and students? .....	15
What happens next? .....	16
How to contact us .....	16

## The context of the school

The Indian International School is situated in the Silicon Oasis district of Dubai. The school opened in April 2011 with Kindergarten and Grade 1 classes. At the time of inspection, there were classes in the Kindergarten, as well as primary and middle school phases. The middle phase had been added at the beginning of the new session with two Grade 6 classes. The school followed the CBSE International (CBSE-i) curriculum from Grade 1 onwards. The Kindergarten followed an integrated curriculum.

There were 67 classes in the school with 43 of these in Kindergarten and Grade 1. Almost all students were of Indian nationality, and there were 17 students from other nationalities. Most students had English as their second language. Children with special needs were welcomed to the school.

The school employed 125 teachers. About one fifth of the teachers were new to the school in the current academic year. The Principal had been in post for over 2 years, since the school had opened.

## Overall school performance 2013-2014

Acceptable

### Key strengths

- Improvement had been made in students' progress in Arabic as an additional language in the primary phase.
- Students had positive attitudes and an appreciation of Islamic values and UAE culture.
- The school had positive and productive links with parents, and welcomed their involvement in their child's education in the school.
- The school had high quality facilities and resources which enhanced students' learning experiences and benefited the community.

### Recommendations

- Raise teachers' expectations and expand the opportunities for challenge, independence and responsibility in students' learning.
- Use assessment data more effectively to match tasks and activities to meet the needs of all students.
- Ensure teachers provide better oral and written feedback to help students to improve in their learning.
- Ensure leaders at all levels place a higher priority on improving key aspects of teaching and learning.
- Strengthen the self-evaluation process to ensure monitoring is more robust and accurate.

## Progress since the last inspection

- The school had established a focus group to address the key recommendations from the previous inspection report. This group had representation from the Governing Body, senior leaders and parents. This had helped to involve key stakeholders in making decisions and taking forward improvements.
- Standards of attainment and progress had been maintained with an improvement in Arabic as an additional language in the primary phase.
- The curriculum had been reviewed to align with CBSE-i from Grade 1 to Grade 6. Planning across classes now included more cross-curricular links in students' learning but enquiry and critical thinking skills were not yet sufficiently planned for.
- More attention had been given to providing for the needs of students experiencing difficulties in their learning.
- Some improvements were noted with senior students taking on responsibilities around the school and at break times.
- The school had restructured its senior management group. The Principal, supervisors, heads of departments and subject co-ordinators now had roles in monitoring classroom practice but this new structure had not yet improved practice.

## Trend of overall performance



## How good are the students' attainment progress and learning skills?

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

[Read paragraph](#)

	KG	Primary	Middle
Quality of students' learning skills	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

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

	KG	Primary	Middle
Personal responsibility	Good	Good	Good
Students' understanding of Islamic values and their local, cultural and global awareness	Good	Good	Good
Community and environmental responsibility	Good	Good	Good

[Read paragraph](#)

## How good are teaching and assessment?

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

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

	KG	Primary	Middle
Curriculum quality	Good	Good	Good
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

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

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

[Read paragraph](#)

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

	Whole school
Quality of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Good
Management, including staffing, facilities and resources	Good

[Read paragraph](#)

## How good are the students' attainment and progress?

Attainment was acceptable in all subjects across the school. In Islamic Education, most students demonstrated age-appropriate knowledge and understanding of Islamic concepts and values. Students related what they learned to their daily lives. In Arabic, listening was well developed. Speaking and reading were as expected for the age of the students. Students in Grades 4 and 5 spoke with reasonable confidence in familiar contexts. Most students in Grades 1 and 2 linked images and words correctly. Independent writing was less developed across phases. In English, most Kindergarten children spoke English as an additional language at age-appropriate levels. Primary students had a competent understanding of grammar but were less skilled in extended writing, and in reading. Middle school students attained expected levels in listening, speaking, reading and writing. In mathematics, children in the Kindergarten could count appropriately. Younger students in the primary phase could measure using non-standard units such as hand spans. A significant number of older students had difficulty with division and understanding decimal fractions. Students in the middle phase were beginning to take the first steps in algebra. Students' attainment in science across all phases was acceptable. Students were able to recall scientific facts and use the information to label scientific diagrams and categorise plants and animals. They used scientific vocabulary appropriately.

In Islamic Education, most students made acceptable progress in gaining Islamic concepts. Improvement in their Holy Qur'an recitation skills was inconsistent across the school. In Arabic, most students in primary had made good progress in improving their language skills and had a good range of vocabulary. Most middle phase students made acceptable improvement in speaking and reading. Across phases, most students made appropriate progress in English in listening, speaking, reading and writing. However, lack of sufficient challenge in lessons in reading and writing had hindered better progress. Most students made appropriate progress in mathematics. Children in Kindergarten benefited from regular opportunities to consolidate their learning, but progressed better in number than in shape. Students at all stages were capable of more rapid progress. In science, students across the school made acceptable progress. Students were able to carry out simple scientific experiments but their ability to apply scientific facts accurately to hypothesise, solve problems and explain scientific concepts were not sufficiently well developed.

[View judgements](#)

## Quality of students' learning skills

The quality of students' learning skills was acceptable. Students were able to listen attentively to teachers' explanations and tried to answer their questions. When given opportunities, such as in Arabic as an additional language, they could work well together in groups. Opportunities to take responsibility for their

جهاز الرقابة المدرسية في دبي

Dubai Schools Inspection Bureau

own learning, such as allocating tasks to group members and collaborating meaningfully, were limited. When enquiry-based, independent learning was planned well by teachers, students responded well. For example, older students used the internet to find out about the use of negative numbers, and students at all stages had carried out some interesting science projects. Students were given some opportunities to apply their knowledge and learning to real life. Their skills in solving problems, thinking critically and investigating difficult issues were inconsistent across grades and subjects. Students' independent learning skills, including use of information and communication technology (ICT) for research, were underdeveloped across the school.

[View judgements](#)

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

Students' personal and social development was good across the school. Students were polite, considerate and proud of their school. They were aware of their roles and responsibilities. The Student Council helped by, for example, checking the eating habits of the juniors to ensure that they had healthy eating habits. Students were aware of the differences between junk and healthy food, and were conscious that bad eating habits lead to obesity and other health-related issues. Attendance by students was good. Students showed good understanding of Islamic practice in guiding their values and actions. They displayed good appreciation of Emirati culture as shown in the respect to the UAE flag and national anthem. Most students had good awareness of their own culture and acceptable knowledge of other cultures from around the world. Community and environmental responsibility was good. The Eco club was well attended and the Green Patrol team promoted environmental responsibility across the school. Older students had a good understanding of global warming and the impact of modern lifestyle on Dubai and the wider world. Students took their responsibilities seriously and showed a pride in helping others, both in the school and in the wider community. Students participated in the Eid Gift Collection and spoke passionately of their involvement in Deira City Centre in the anti-smoking campaign.

[View judgements](#)

## How good are teaching and assessment?

Teaching for effective learning was acceptable across all phases and most subjects. The teaching of Arabic as an additional language in the primary phase was good. Most teachers had sound subject knowledge. In Arabic, teachers deployed a range of teaching strategies such as role play, use of costumes and ICT to engage the students. Planned learning activities met the range of learning needs of students in some subjects. However, in the majority of lessons, teachers did not have high enough expectations of what students could achieve. Teachers did not give students the opportunity to apply their knowledge in

problem solving. Research skills were not actively promoted across the school. Good practice was apparent in some lessons. For example, in one after-school lesson, students made excellent progress due to the opportunity for critical thinking and reasoning.

Assessment was acceptable. Teachers used a range of processes to monitor the attainment and progress of their students. For example, they applied a system of daily observation in the Kindergarten. At other stages, teachers used internal assessment tests and, as a result, had a good general knowledge of their students' strengths and weaknesses. Their assessment in lessons, for example by regularly checking on the work of groups or individuals, was less well developed. Comparison with international standards of attainment was developing through analysis of students' results in ASSET (Assessment of Scholastic Skills through Educational Testing) tests. The number doing such tests was not high enough to ensure valid benchmarking. Teachers did not always act on the results of tests to influence their teaching plans. Assessment information was shared regularly with parents and students, along with guidelines for self-assessment. Teachers did not regularly provide individual students with sufficient information on how they might improve their work.

[View judgements](#)

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

The quality of the curriculum was good across all phases. A thematic curriculum was implemented in the Kindergarten phase. Special classes such as Kiddies Junction, Reading Barn and Little Explorers offered scope for independent learning. The integration of themes from Kindergarten to the middle school provided a smooth transition across phases. The curriculum was regularly reviewed by the curriculum development team with input from class teachers. Within the programme, the school provided a range of extra-curricular activities after school. It also offered opportunities for students to attend Saturday and weekend clubs such as swimming and sport. Lessons in the performing arts and value education instilled sound values and good habits among students. Lessons in life skills helped students to understand how to lead a balanced and healthy lifestyle. Physical education and Taekwondo contributed to aspects of physical development and mental fitness of the students. ICT skills were developed through Britannica-online and e-learning. The CBSE-i curriculum promoted experiential learning. The school used the unique feature of 'Breakthroughs' for its teachers to connect with other practitioners to exchange successful practices. The school maintained good links with the community which benefited students.

Curriculum design was acceptable across the school. The school offered support to students through three different programmes. It provided a programme for active learners after school hours to develop their leadership skills. The remedial teaching programme provided support to basic learners. This resulted in

adequate progress in lessons. Curriculum modification in some form was available for students with special educational needs. This was more successful when students were withdrawn from class for individual support. Overall, the curriculum experiences were not sufficiently modified to meet the needs of all students to challenge and extend their learning.

[View judgements](#)

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

The school implemented comprehensive health, security and safety policies which ensured the safety and well-being of all students. Students were well looked after by all staff, including the doctor and nurses in the school clinic. Bus transport was clean and well maintained. The long distances travelled by some students made it a very long day for younger students. An appropriate child protection policy was in place. Some staff were not always aware of expected classroom management practice.

The school offered a welcoming environment. Students enjoyed school life and were well behaved and courteous when moving around the school. Teaching and support staff had good relationships with students. This was evident in daily school life in classes and extra-curricular activities. Parents and students were provided with helpful support from the school counsellors for individual students and for social and behavioural issues.

[View judgements](#)

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

The quality of leadership was acceptable. Leaders demonstrated a clear commitment to fulfilling the school's vision of 'Creating Proactive Global Citizens'. The CEO and Principal worked closely together to take forward the development of the school as it continued to expand. Leadership had been distributed across the team of supervisors, heads of department and co-ordinators. All had taken a part in addressing the recommendations in the last inspection. However, this teamwork had not yet developed sufficiently to ensure consistent improvement of learning and teaching.

Self-evaluation and improvement planning were acceptable. The process of self-evaluation in the school was systematic. It included gathering views from parents and staff on how well the school was improving. Self-evaluation had not impacted on raising students' attainment and progress consistently across the school. Monitoring of teaching and learning was carried out by the senior management team and was linked appropriately to staff development and training. The findings from classroom observations had not yet been used sufficiently to help teachers provide interactive learning for students. Appropriate attention

had been given to the previous inspection recommendations with some improvements noted. With support and continued training, the school leadership team had the capacity to continue to improve the school.

The school's partnership with parents and the community was good. The school had positive and productive links with parents. Parents had volunteered to help in the school and with student visits. The Parent Focus Group played an important role in supporting the school and providing feedback. Teachers met with all parents every term and shared written reports of their children's progress. The school had developed helpful links with the community and other local schools. Students had taken part in sporting activities and competitions. They had also helped in activities such as tree planting with Dubai Cares, and Dubai Silicon Oasis development project.

Governance of the school was good. The CEO, as representative of the Governing Body, provided guidance and support to the school and shared management links with other schools. He had determination to support and encourage the continued expansion and development of high quality facilities for both school and community benefit. An ambitious expansion plan was almost complete and included extensive library and auditorium facilities. The Board of Trustees met regularly to review the development and work of the school. Advisory committees had made regular visits to the school, and held meetings with stakeholders. Direct communication with the Governing body included email access to the CEO, reports on progress and 'open letters' from the Chairman to all stakeholders.

Staffing, facilities and resources were good. There day-to-day running of the school by the whole staff was efficient. The school had very high quality facilities and resources which were maintained very well. Extensive grassed playing fields allowed a range of games in the cooler months while the swimming pools, indoor gymnasium and large general purpose rooms supported both extension and extra-curricular opportunities. The school was staffed appropriately. Newly recruited staff had included teachers in special education, sports coaches and teachers of art, music and dance. However, the significant number of new teachers in the current academic year had impacted on maintaining the consistency in teaching and learning.

[View judgements](#)

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

Support for student with special education needs was good and this led to positive outcomes for most students. Students were assessed upon entry to the school to identify any specific support required. Staff

جهاز الرقابة المدرسية في دبي

Dubai Schools Inspection Bureau

were well qualified for their specific tasks in Guidance Counselling and the Learning Centre. This facility provided comprehensive individualised educational programmes and effective one-to-one support services. This positive support for students with special needs was not however, continued in general class lessons. Some adaptations were made, such as seating arrangements and shadow assistants, but too few lessons were sufficiently differentiated to meet the specific needs of all students.

## 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	589	44%
	Last year	672	71%
Teachers	59		55%
Students	There were no senior students in the school		

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

The following statements were based on the survey response at the time of the inspection. The above response figures are the most up-to-date and accurate available prior to publication.

Almost all parents felt their child enjoyed life at school and most were satisfied with the quality of education provided. Most thought teachers provided good quality education and that teachers' comments and suggestions helped their child to improve. Almost all considered their child was making good progress in English and mathematics; most parents felt the same way for science, and the majority for progress in Arabic as an additional language. Almost all parents considered they were able to guide their child with homework. Almost all parents were aware of curriculum requirements, and most considered the school offered a wide range of activities from which their child could choose. Most parents felt the school was well led and that school reports and meetings with parents were helpful.

Almost all teachers were satisfied with the quality of education in the school. They felt that students' personal and social development was good and they were well cared for. They considered they were encouraged to integrate students with special educational needs fully and their teaching met their needs. Almost all felt the school was led well and that they were involved in the self-evaluation process.

## 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)

Copyright © 2014

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.