

INSPECTION REPORT

2022-2023



THE INDIAN HIGH SCHOOL-BRANCH

CBSE CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Garhoud
	Opening year of School	1961
	Website	www.indianhighschooldubai.org
	Telephone	97142823555
	Principal	Amita Kapoor
	Principal - Date appointed	1/4/2014
	Language of Instruction	English
	Inspection Dates	03 to 06 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 10
	Grades or year groups	KG 1 to Grade 4
	Number of students on roll	4256
	Number of Emirati students	0
	Number of students of determination	137
	Largest nationality group of students	Indian

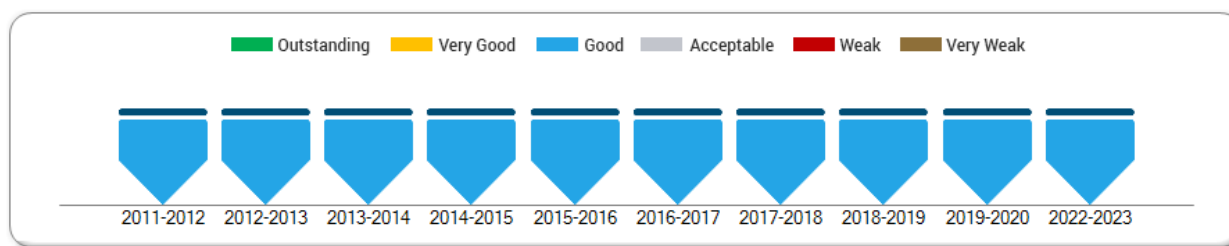
TEACHERS

	Number of teachers	260
	Largest nationality group of teachers	Indian
	Number of teaching assistants	30
	Teacher-student ratio	1:16
	Number of guidance counsellors	3
	Teacher turnover	10

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	NA
	Accreditation	NA

School Journey for THE INDIAN HIGH SCHOOL-BRANCH



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- In Kindergarten (KG), children perform better than expected in English, mathematics, and science. Attainment in English, mathematics, and especially in science at the primary phase, are very secure. Islamic Education in Primary is a positive feature. In Arabic as an additional language, attainment is broadly in line with age-related standards.
- Students have positive and responsible attitudes, are self-reliant, and behave in a respectful manner. They strongly appreciate and respect Emirati culture and heritage. Their understanding of environmental sustainability and conservation is very well developed in both phases.

PROVISION FOR LEARNERS

- Teachers in KG have very good subject knowledge and a thorough understanding of how young children learn. In Primary, teachers do not always provide well-planned learning activities that challenge students of higher ability. New procedures make assessments more valid and reliable across both phases. The use of information from assessments to provide different tasks for individuals is not sufficiently developed.
- Meaningful cross-curricular links guide the planning and implementation of the curriculum, particularly in KG. Curriculum adaptation offers a range of opportunities for students' personal and emotional development. Wellbeing initiatives in the primary phase are integrated into extra-curricular activities.
- Through frequent checks, the health and safety team ensures that school policies and practices are implemented fully. Relationships between teachers and students are positive. The school has improved its approach to promoting attendance and punctuality by ensuring that parents understand the importance of regular attendance.

LEADERSHIP AND MANAGEMENT

- The principal and other school leaders are committed to the wellbeing of the school community. Monitoring and evaluation of the school's performance includes an appropriate focus on students' outcomes. Parents particularly praise the personal support which they received from governors and teachers during the Covid pandemic. The school's procedures and routines are well managed and efficient. Not all classrooms are suited to group activities, especially when class sizes are large.

The Best Features of The School:

- The caring ethos and commitment of staff towards achieving the highest possible standards in KG, while implementing child-centred teaching and learning
- Children's and students' personal development, their strong sense of social responsibility and deep understanding of Islamic values across both phases
- The highly-effective arrangements and procedures for child protection, and for the safety and security of all
- The very high value and regard placed on the involvement of parents
- The commitment of leaders and governors to supporting and resourcing the school community

Key Recommendations:

- Ensure that the Arabic curriculum is student centred, linked to real life in a more interesting manner, and appropriately modified to address the needs of all students.
- Ensure that all lessons, especially in Primary, are planned with rigorously differentiated tasks that challenge all students to work at their own level and pace.
- Use all available information, from external and internal sources, to inform teachers fully about students as learners.

Overall School Performance

Good

1. Students' Achievement

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

	KG	Primary
Learning skills	Very good	Very good

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

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

3. Teaching and assessment

	KG	Primary
Teaching for effective learning	Very good ↑	Good
Assessment	Very good ↑	Very good

4. Curriculum

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

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

	KG	Primary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Good	Good

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter (NAP).

	Whole school	Emirati cohort
Progress in international assessments	meets expectations	Not applicable

- TIMSS 2019 data show students exceeding the school's targets in mathematics and science. More recent PISA data from the last two years and ASSET data from the year before indicate broadly that levels of attainment have been maintained in science, with only a small drop in attainment in English reading and mathematics.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- Middle and senior leaders understand and analyse benchmarking data to identify gaps in the curriculum. Adjustments are made to fill these gaps in all subjects and phases, but the changes are too recent to have had any positive impact. Information from external and internal assessments is less well understood and, consequently, not adequately used to modify teaching appropriately.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations	Not applicable

- Reading is relatively strong. Students' skills of reading for research are not well developed. Students are not given sufficient time to engage in critical thinking and inquiry.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Focus on improving reading skills across all subjects and all grades.
- Use analysis of external benchmarking, alongside analysis of internal data, to modify teaching to meet the individual needs of all students.

Wellbeing

The quality of wellbeing provision and outcomes is at a high level:

- The wellbeing champion and some senior leaders promote wellbeing across the school. Increasingly, wellbeing is permeating policy, practice, and provision. The school's evaluation, monitoring and review systems are appropriately informing the ongoing improvement of provision. Governors, aware of the importance of wellbeing, are increasingly promoting it, generally holding others to account. Internal surveys from various stakeholders and other information have been analysed and informed well-judged decisions.
- Care, guidance, and support are provided by trained and trusted adults. Teachers are increasingly able to identify students with wellbeing issues and refer them to the school counsellors. Leaders at all levels take appropriate action to ensure the wellbeing of the well-cared for staff. The school is responsive to their suggestions and to individual needs and circumstances, and values feedback from all stakeholders. Surveys and other ways of gathering views are not yet systematic.
- Leaders increasingly use a whole-school approach to the development of wellbeing. A few new curricular programmes have been introduced, as has the teaching of social and emotional skills. Further mapping and monitoring with the wellbeing curriculum is an important next step. Students make informed, age-appropriate decisions related to their own safety and demonstrate some healthy choices. Students report feeling safe, valued, and engaged at school. During the school day most students demonstrate their wellbeing through their behaviour, attitudes to learning, and engagement in lessons.

UAE social studies and Moral Education

- The school teaches social studies and moral education based on the latest moral, social and cultural framework, in English. There is one weekly lesson for moral education and there are two weekly lessons for UAE social studies, from Grades 1 to 4.
- Moral education is taught in an integrated manner, and UAE social studies as a separate subject. The school integrates the latest framework into the curriculum. The syllabus is divided into three terms. Both subjects have a vibrant curricular design. Teaching leads to active participation. Assessment grades are shared with parents.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- The majority of primary students demonstrates strong levels of achievement. Girls' outcomes are slightly stronger than those of boys. Progress is strongest in the upper grades. The school's analysis of data supports the positive picture of students' progression.
- In Grade 1, students understand the spiritual and health benefits of Wudu. Girls in Grade 4 confidently present events such as the migration of Muslims to Abyssinia. Students in all classes can apply the rules of proper recitation of the Holy Qur'an.
- In the boys' section, the variety and range of independent learning opportunities are improving outcomes. Measures to support progress, such as research and inquiry skills, are now more regular and positive features of teaching in the upper grades.

For Development:

- Improve the progress of boys by thoroughly analysing data and by strategically addressing gaps in their learning.

Arabic as an Additional Language

	KG	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Attainment is in line with appropriate curriculum learning objectives. Information from assessments does not reflect students' current attainment accurately in all classes. Lesson observations do not align with the school's evaluations. In the girls' section, the strongest progression in language development is in Grade 4.
- Most students demonstrate expected listening skills in Arabic. Speaking in meaningful and grammatically correct sentences is underdeveloped. In the lower grades, some independent writing skills are emerging. Comprehension skills are strongest in Grade 4 for both boys and girls.
- Primary lessons often lack creativity and focus. They do not allow for the development of a wider range of learning opportunities, thus delaying the progress that students can make when speaking and enjoying Arabic as a living language.

For Development:

- Ensure that teaching is student-centred and linked to real life in a more interesting, vibrant manner.

English

	KG	Primary
Attainment	Very good	Very good
Progress	Very good	Very good

- Assessments show that almost all students in Grades 3 and 4 achieve very good or outstanding levels. The same standards are not always apparent in students' notebooks. Younger students develop a wide vocabulary through the study of a variety of topics and texts.
- Most older students demonstrate a good understanding of imaginative and informative texts. In lessons, they show that they have well-developed reading comprehension skills. A majority can write accurately and are acquiring increasingly fluent writing styles. However, opportunities to extend writing skills are underdeveloped in lower Primary.
- All groups of students make very good progress in speaking, reading, and listening from their starting points as learners of English as an additional language. Many students are confident, articulate speakers who express thoughtful opinions on a variety of literary texts.

For Development:

- Provide greater opportunities for students in lower primary classes to write more extensively.

Mathematics

	KG	Primary
Attainment	Very good	Very good
Progress	Very good	Very good

- Attainment in KG is strong and improving, with a large majority on course to attain above curriculum standards. Children make quick progress from their starting points. In Primary, students eagerly demonstrate their learning in number and shape, with girls showing slightly better progress.
- Problem-solving is a strength in both phases. In KG, children are developing their use of mathematical language. Number skills are increasing at or above curriculum expectations. Primary students can demonstrate good mathematical skills and knowledge and can explain their reasoning when asked.
- Students have limited opportunities to use technology. When given the chance, they perform well and show strong study skills. They demonstrate critical thinking and perform simple research, but opportunities for such work are limited.

For Development:

- Provide more opportunities, including the use of technology, for research, inquiry, and critical thinking.

Science

	KG	Primary
Attainment	Good	Very good
Progress	Good	Very good

- Achievement in Primary is better than in KG, because students' understanding of the process of science learning is more secure, and they can follow the steps of scientific investigation systematically in lessons.
- Children in KG have a secure understanding of natural phenomena. They are observant and can explore objects and engage in simple investigations. In Grade 2, students experiment to check that light travels in a straight line. They can define objects as transparent, translucent, and opaque.
- Students in Primary are confident in conducting investigations and can record observations and make conclusions. In Grade 3, students work with soil samples to describe characteristics such as texture and water holding capacity. In a few lessons, students make meaningful connections with other subjects.

For Development:

- Ensure that lesson planning includes cross-curricular connections, thus enabling children in KG to make steadier progress.

Learning Skills

	KG	Primary
Learning skills	Very good	Very good

- Almost all students have positive attitudes and are keen to learn. Children in KG work together enthusiastically, cooperating well and supporting one another. They make meaningful connections between their learning and real-life experiences, and almost all are aware of the natural environment.
- The majority of older students can work independently and find information for themselves. In English, most students are confident and volunteer to read aloud or answer questions. They are engaged and can take responsibility for their own learning. They do not consistently use technology in class.
- Students' investigative and problem-solving skills are developing very well, particularly in Islamic Education, mathematics, and science. In mathematics, students engage in problem-solving activities at the start of lessons, enabling them to develop skills in calculating answers to problems.

For Development:

- Ensure that all students explore their learning in depth, carry out independent research, and use technology to support their learning.

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

	KG	Primary
Personal development	Outstanding	Outstanding

- Students have excellent and responsible attitudes, demonstrate self-reliance and respond well to critical feedback. Their behaviour is very positive, both in classrooms and throughout the school.
- Students are aware of the importance and value of following a safe and healthy lifestyle. They make healthy eating choices in both phases and take regular exercise each morning on arrival at school.
- The levels of attendance reported by the school are high. Students in both phases are punctual in arriving to school and for lessons throughout the school day.

	KG	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding

- Students across the school demonstrate an excellent knowledge, understanding and appreciation of Islamic values. They actively contribute to, and participate in many Islamic celebrations. Students in Primary put into practice what they learn from Islamic values very effectively
- Students strongly appreciate and respect Emirati culture and heritage. Children in KG are involved in activities to deepen their understanding of diverse cultures. This is most evident during assemblies, displays and when celebrating various UAE events.
- Students in both phases demonstrate a very strong knowledge of the cultures of India. They participate in music, dance, art, and literature based on their own cultural traditions.

	KG	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- In both phases, students demonstrate responsible citizenship exceptionally well. They willingly take on responsibilities and support others. Primary students' opinions, including those of the school council, are valued. Their contributions often influence decisions, such as improving the lunch menu.
- Students demonstrate an excellent work ethic and are active participants in lessons. The youngest children enjoy learning and are highly motivated. Students initiate new projects. They plan creative and imaginative assemblies and arrange purposeful activities for whole-school themed days such as Earth Day.
- Understanding of environmental sustainability and conservation is very strong in both phases. Children conserve energy and avoid waste. Older students show an insightful understanding of environmental issues and are involved in recycling and kitchen garden projects.

3. Teaching and assessment

	KG	Primary
Teaching for effective learning	Very good ↑	Good

- Teachers in KG have very good subject knowledge and understand how young children learn. Most plan well-structured lessons that provide highly effective support for all. Many promote deeper thinking skills and probe understanding during discussions. They encourage children to learn and develop skills in practical ways.
- In the most effective lessons in Primary, teachers use resources well and ensure that students understand their tasks clearly. They facilitate independent research and encourage students to explore their learning in depth. However, most do not regularly provide enough well-planned or differentiated learning.
- There have been significant improvements in the teaching of Islamic Education. Teachers increasingly promote active investigation and research, and enable students to engage in pair and small group work.

	KG	Primary
Assessment	Very good ↑	Very good

- Assessment in KG is a continuous process with achievement measured against a checklist. New procedures make these assessments more valid and reliable. In Primary, testing becomes more important to the assessment regime with end-of-year tests in grades 3 and 4 dominating final grading.
- Internal and external assessment data are used to identify curriculum gaps. Assessments to monitor students' progress have improved, especially in KG. Data are not always well used to guide teachers' planning. Teachers do not consistently exploit the range of data available.
- The school uses reading schemes effectively but does not have a standardised test to measure reading ability accurately. The assessment of potential, through a cognitive abilities test, is used to group students broadly. The use of data to differentiate tasks for individuals is not sufficiently developed in either phase.

For Development:

- Ensure that all teachers in the primary phase plan and deliver lessons with rigorously and appropriately differentiated tasks.
- Ensure that all assessment information is thoroughly analysed to inform teachers of all students' learning needs.

4. Curriculum

	KG	Primary
Curriculum design and implementation	Very good	Very good

- The curriculum has a clear rationale. Schemes of work are based on the school's vision and national agenda priorities. The curriculum is relevant and suitable for both phases and meets statutory requirements.
- Planning ensures continuity and progression. A whole-school approach is followed in planning and implementing the curriculum, particularly in KG. Children in KG 2 learn coding, Hindi, and Arabic as an additional language.
- The school's resourceful team of curriculum leaders undertakes regular reviews while considering the aspirations and achievements of different groups of learners. Curriculum development is systematic, ensuring at least good provision in all subjects.

	KG	Primary
Curriculum adaptation	Very good	Good

- Curriculum modification is based on attainment data, stakeholders' surveys, and feedback. The adaptation meets the generic needs of learners, but not always the aspirations of high achievers and the more able.
- The curriculum design offers a range of opportunities for students' personal and emotional development. Projects, clubs, and competitions, develop skills of enterprise and leadership. Wellbeing initiatives are integrated in the extra-curricular activities to ensure that all students participate and benefit from these programmes.
- The curriculum includes UAE social studies and other programmes that develop students' knowledge, understanding and appreciation of the heritage of the UAE.
- Children in KG2 study Arabic as an additional language.

For Development:

- Set expectations and design tasks that match the abilities of students, particularly those of higher ability, in both KG and Primary.

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

	KG	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- The school views health and safety as a key priority for all. The health and safety team ensures that throughout the school, policies and practices are implemented very effectively through rigorous monitoring and frequent checks.
- Procedures for child protection and safeguarding are highly effective. Supervision of students on arrival and departure is carefully managed. Very efficient arrangements for school transport are in place. The premises are secure and maintained to the highest level of hygiene and cleanliness.
- Rigorous risk assessments always ensure safety. The strong promotion of a healthy lifestyle and high-quality medical care have a positive impact on health and wellbeing. The school has improved cyber security measures and guidance on using the internet at home.

	KG	Primary
Care and support	Good	Good

- Relationships between teachers and students are positive. Procedures for managing students' behaviour are mostly successful. On a few occasions, some students' lively behaviour can interrupt the flow of lessons. The supervision of students, when they are moving around the school and when travelling on school transport, is not entirely adequate.
- The school has improved its approach to promoting attendance and punctuality. Leaders have ensured that parents understand the importance of regular attendance and the positive impact that attendance has on their children's progress. Individual students receive certificates for attendance, and entire classes receive recognition.
- The school has appropriate systems to identify students of determination and those who are gifted and talented. Support for students in lessons is variable. Not all teachers adjust learning activities to provide adequate support or sufficient challenge.

For Development:

- Improve the quality of support in lessons so that the learning needs of all groups of students are met.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- School leaders are committed to offering high-quality provision for students of determination. A specialist team works effectively with students to support their needs. There is an adequate inclusive education improvement plan. The school does not have an appropriately experienced governor of inclusive education.
- A range of assessment information is used to identify students of determination and inform appropriate interventions. Learning support assistants provide targeted support for a few students. Qualified specialists support students during separate sessions. Support provided by class teachers in lessons varies in quality.
- The school regularly shares information with parents and involves them during preparation of individual education plans (IEPs). Parents are kept informed of their children's goals and progress on a regular basis. They feel well supported and appreciate all that the school provides.
- Individual and personalised education plans focus on students' specific needs. They mostly include measurable academic goals, next steps to success and targets for social and behavioural development. Learning support assistants receive regular training. Teachers do not always refer to IEP targets when planning lessons.
- Most students of determination are appropriately supported. They make acceptable to good progress in lessons and, over time, from their individual starting points. Progress is relatively slower and inconsistent when lessons are not sufficiently modified to meet the specific learning needs of individuals.

For Development:

- Secure the support of a qualified governor of inclusion to ensure greater accountability and develop best practice across the school.
- Provide more focused support within classrooms to increase the progress made by students of different abilities.

6. Leadership and management

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

- Senior leaders, and in particular the principal, are dedicated and diligent. They effectively communicate and promote the school's aims and vision for inclusive education. Relationships and links with all stakeholders are professional and purposeful. Plans for improvement are aligned to local and national priorities. Leaders demonstrate a commitment to the care, safety, and wellbeing of the full school community. During the pandemic, leaders planned and assured successful teaching and learning experiences for students, parents, and staff, through digital media platforms.
- The processes for monitoring and evaluation include an appropriate focus on students' outcomes. Planning in KG contains appropriate and timely targets and is underpinned by a wide range of suitable evidence. Improvement planning in Primary is variable. Key performance indicators reflect overly aspirational, rather than specific, goals for teaching and learning outcomes. However, the school has sustained improvements over time.
- Parents report that they are full and active partners in their children's learning in both phases. Parents agree that their views are valued, have regular contact with governance and are welcomed by all staff to discuss their children's social and academic development. Parents demonstrate a strong awareness of the school's priorities and plans for the future. They have particular praise for the personal support they received from governors, leaders and teachers, during the Covid pandemic.
- The governing board responds very constructively to all stakeholders' concerns. Key management support and teaching resources have been maintained, to ensure that students and staff returned to a safe, secure learning school environment. Governors maintain strong levels of communication with the full school community. They provide confidence and certainty while continuing to support the best possible model of education for all students.
- The school's procedures and routines are well managed, efficient, and effective. Staff turnover rates are low. Personnel in middle and senior leadership positions have provided long service to the school. Not all classrooms are suited to group activities especially where classes are large. Professional training for staff is regular and matched to school priorities.

For Development:

- Strengthen improvement planning in the primary phase.
- Examine ways to facilitate group work in class.

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