

INSPECTION REPORT

The Indian High School - Branch

Report published in January 2013

Knowledge and Human Development Authority

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GENERAL INFORMATION ABOUT The Indian High School - Branch

Location	Al Garhoud
Type of school	Private
Website	www.indianhighschooldubai.org
Telephone	04-2823555
Address	PO Box 106, Al Garhoud, Dubai, UAE
Principal	Gita Pabreja
Curriculum	CBSE
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-9 / Kindergarten 1 to Grade 4
Attendance	Good
Number of students on roll	4,266
Students' nationalities	Indian
Number of Emirati students	0 (0%)
Date of the inspection	14th October to 18th October 2012

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The context of the school

The Indian High School – Branch located in Al Garhoud, is a private school which provides education for girls and boys from Kindergarten to Grade 4, ages three to nine years. It is associated with The Indian High School, which takes students from Grade 5 onwards.

At the time of the inspection, there were 4,266 students on roll. All but a very small number of students were of Indian nationality. No Emirati students were enrolled in the school. Almost all teachers, 295 of the 300 employed at the school, had appropriate qualifications. The school followed the Indian Central Board of Secondary Education (CBSE) curriculum and, at the time of the inspection was also implementing the new CBSE-International curriculum in certain sections.

The Principal had been in post for over a year, and a new Assistant Headmistress had recently been appointed.

Overall school performance 2012-2013

Good

Key strengths

- Students' outstanding attainment and progress in English and mathematics at both phases;
- The positive behaviour of the students, and their responsible and respectful attitudes towards other students and adults, their own and other cultures, and the environment;
- A curriculum which balanced academic and other pursuits, and which prepared students well for the next stage in their education;
- The school's arrangements for keeping students safe and the promotion of healthy lifestyles;
- Governance and leadership, including improvements to the effectiveness of leadership at subject leader and middle levels.

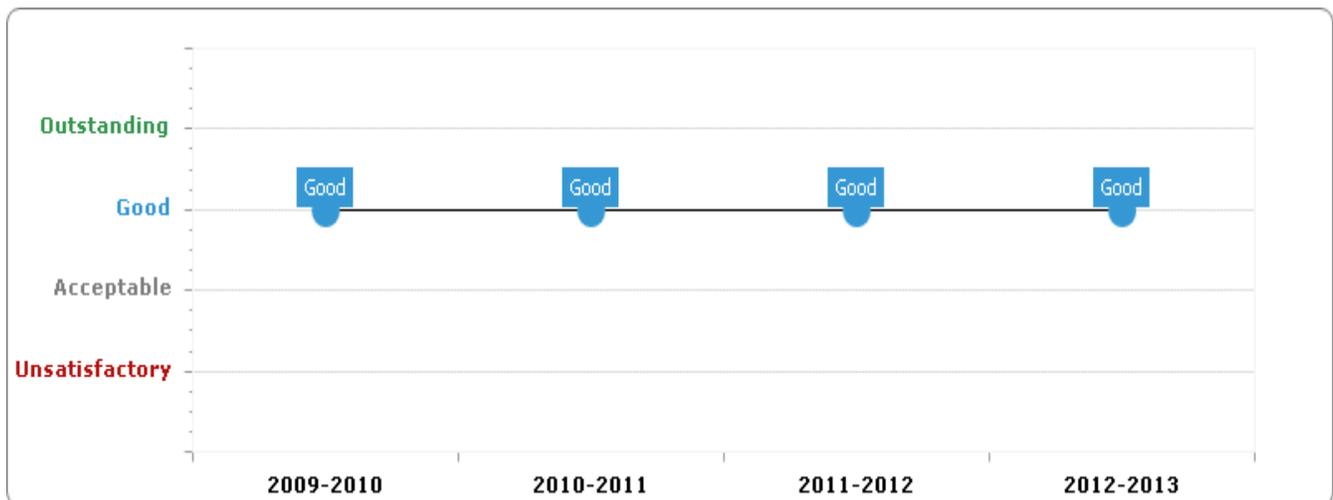
Recommendations

- Continue to improve teaching to develop students' skills, particularly in Arabic and in science;
- Ensure greater consistency in students' learning by giving them more opportunities to investigate independently, apply critical thinking skills, and use information and communications technology in lessons;
- Continue to build on best practice of specialist teachers to help classroom teachers support students with special educational needs more effectively.

Progress since the last inspection

- There had been improvement in developing students' key skills in Islamic Education and students' progress in Arabic had also improved;
- Use of effective assessment strategies had increased, particularly at primary;
- Middle managers were more effective, which resulted in better attainment and progress in some subjects in the primary phase;
- The range of self-evaluation processes had been broadened and was more systematic. There had been some impact on key aspects of the school's work and the appropriate focus on teaching and learning across the school was continuing.

Trend of overall performance



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

	KG	Primary
Islamic Education		
Attainment	Not Applicable	Good
Progress	Not Applicable	Good
Arabic as a first language		
Attainment	Not Applicable	Not Applicable
Progress	Not Applicable	Not Applicable
Arabic as an additional language		
Attainment	Not Applicable	Acceptable
Progress	Not Applicable	Good
English		
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding
Mathematics		
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding
Science		
Attainment	Good	Good
Progress	Good	Good

[Read paragraph](#)

How good is the students' personal and social development?

	KG	Primary
Attitudes and behaviour	Outstanding	Outstanding
Understanding of Islamic values and local, cultural and global awareness	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding

[Read paragraph](#)

How good are the teaching, learning and assessment?

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

[Read paragraph](#)

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

	KG	Primary
Curriculum quality	Outstanding	Outstanding

[Read paragraph](#)

How well does the school protect and support students?

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

[Read paragraph](#)

How good are the leadership and management of the school?

	Whole school
Quality of leadership	Outstanding
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Outstanding
Governance	Outstanding
Management, including staffing, facilities and resources	Outstanding

[Read paragraph](#)

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

In both phases, attainment was outstanding in English and mathematics and good in science. At primary it was good in Islamic Education and acceptable in Arabic. Most students' recitation skills from The Holy Qu'ran was good. In Arabic, by the later grades, most students were able to take part in simple conversations and read short paragraphs. Writing skills were less developed. All students acquired functional English by the end Kindergarten. By the end of the primary phase students could talk confidently on a range of subjects and were aware of the technical aspects of English. Almost all could write in depth, particularly when given the independence to do so. Students of both phases confidently applied numeracy and mathematics skills. By the end of primary they had a well-developed understanding of shapes. Students were able to recite basic scientific facts, for example, that molecules are closely packed in solids and that substances dissolve more quickly in hot water. Skills in forming hypotheses and analyses were less well developed.

Students' progress was outstanding in English and mathematics, and good in science, Islamic Education and Arabic. Progress was good in Qur'an recitation and in developing understanding of key concepts in Islam. Most learners of Arabic were developing listening, speaking, and reading skills at a brisk pace. Progress in writing was less notable. In Kindergarten, children quickly acquired skills in using English, and they built on these very well as they progressed through the primary phase. Students were making better than expected progress in applying mathematical skills in different contexts. Progress in acquiring scientific facts was better than the development of investigative skills.

[View judgements](#)

How good is the students' personal and social development?

Students' attitudes and behaviour were outstanding across the school. Relationships between and among students and adults were based on respect and tolerance. Students behaved very well in classes and around the school. However, when lessons were overly teacher-directed, students occasionally became inattentive. Many benefited from opportunities to take responsibility, for example on the student council or as monitors. Attendance was good. Healthy eating was also encouraged around the school and students could talk knowledgeably about what they needed to do to enjoy a healthy lifestyle. Students benefited from the healthy menu options and a range of opportunities for physical exercise. Students' understanding of Islam and appreciation of local traditions were outstanding. By the primary phase, students knew the key points within the Islamic calendar and understood the importance and value of following Islamic practices. They showed considerable understanding of the impact of Islamic values on their lives and had an excellent appreciation of the UAE culture. They also showed understanding and respect for their Indian

backgrounds and for other cultures, countries and religions. Students' sense of community and environmental awareness was outstanding. Students had strong voices and were closely involved in the local and wider community, displaying concern for others and for the environment. They showed initiative and personal skills when developing their own projects, such as recycling and other similar projects. They were proud of their school and its environment, keeping it tidy and organised.

[View judgements](#)

How good are the teaching, learning and assessment?

Teaching was good across the school and there were some examples of outstanding teaching, particularly, but not solely in, English and mathematics. All teachers had sound subject knowledge. The effectiveness of lesson planning was generally very high, displaying how tasks would be adapted for different groups. Most teachers used a range of teaching approaches in lessons. In the best lessons, teachers' questions were open-ended and targeted towards individual students, encouraging independent thinking. Teachers' use of dialogue and questions was another overall strength; however, when questioning required a short response and was directed at the whole class, it served mainly to rehearse facts. Links to other subjects and real-life applications were often identified to make tasks more meaningful. The least successful teaching was also characterised by unchallenging tasks, prescribed by the teachers to illustrate facts already known by the students. Resources, including carefully selected texts and interactive boards, were used well to support teaching. Teaching in non-key subjects was good, for example in computing, where students learned to use mathematical programming languages to explore shapes.

The quality of learning was good across the school. Almost all students enjoyed their lessons and were eager to learn. Students responded well when asked to participate in class activities, for example the singing of simple songs to reinforce learning. Where learning was good or better, this was as a result of interesting teaching involving a high level of challenge and variety. In most practical activities the students collaborated well and supported each other. In some lessons, learning in practical activities was enhanced by opportunities to work independently with less teacher direction, for example in science, when students were able to design experiments and tested hypotheses. Learning was supported outside the classroom by various extended projects and activities, for example the school garden and time capsule. The culture of learning was further enhanced by the high quality displays of students' work seen around the school.

The quality of assessment was good in both phases of the school. Assessment systems and processes were used consistently and efficiently for tracking and monitoring students' progress. Rigorous assessments were moderated against international standards and, as such, most teachers had a thorough knowledge of the strengths and weaknesses of their students. Progress towards individual goals was carefully recorded, discussed with parents, and used to identify any enrichment activities. Marking of

workbooks was more regular and diagnostic in most subjects with useful comments for students to help them to improve further. At the time of the inspection student self and peer assessment was not well developed across either phase.

[View judgements](#)

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

The quality of the curriculum was outstanding. It had a clear rationale and was systematically reviewed and improved. As well as setting out what students were expected to know and understand, it also took into account the different ways they learned which helped to promote their independence. There were clear transitional arrangements and students benefited from the wide range of subjects available. Literacy and speaking skills were well embedded in the curriculum, as was the promotion of multi-cultural understanding and tolerance. The curriculum fulfilled all statutory requirements, offered opportunities for the needs of all groups of students to be met and prepared them well for their transition for the next stage of their education. Use of specialist rooms and areas, such as the library, science laboratories and performing arts area, enhanced and extended the curriculum. There was an extensive range of enrichment activities to promote personal well being and academic progress, with local and international field trips across both phases.

[View judgements](#)

How well does the school protect and support students?

Outstanding arrangements were in place to ensure the health and well-being of students. The school offered a clean, hygienic and safe environment to its students. It provided a fully accessible learning environment by making timetable adjustments when students needed to use wheelchairs. Comprehensive and professional health care and health education was provided across the school. Arrangements to ensure the safe and efficient transportation of students to and from school were outstanding. The school had well-rehearsed and effective procedures for the evacuation of the school in the event of a fire or other emergency. Staff provided excellent supervision of students at all times. The provision of support was good. Throughout the school the behaviour of students was well managed and teachers worked hard, with success to create a caring and supportive ethos in which the children thrived. Teachers took time to listen to those in their care and the school's counselling service provided timely and helpful support and guidance when needed. Students arrived for their lessons on time and the school had clear guidelines for parents about absence.

[View judgements](#)

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

Students with special educational needs were welcomed to the inclusive school environment. Well established systems identified the needs of students. Students' needs were generally well met in classes, and exceptionally well met in the learning centre. Targets set in individual education plans were detailed and measurable. There were very effective procedures to track the progress made by all students who had been identified as needing adapted tasks in their key curriculum classes. Counsellors and teachers planned sessions using up-to-date assessment information and carefully matched learning activities to the targets set out in the IEPs. They understood students' different learning styles and employed a good range of active learning strategies that were successful in engaging and motivating students. As a result of the integrated and highly effective support, almost all students made outstanding progress, academically, socially and personally. Staff with particular responsibility for special educational needs maintained regular contact with parents. Parents were fully involved in reviews of progress. Teachers and counsellors provided regular and helpful training sessions specifically for parents.

How good are the leadership and management of the school?

The overall leadership of the school was outstanding. The Principal and the assistant headmistress displayed high quality leadership skills and communicated a vision that was clear and supported by staff. Leadership opportunities were now distributed well across a range of staff. The quality of leadership from middle leaders was now more consistent and supported the senior management team in the whole school's drive for further development. Relationships at all levels were friendly and professional. The concerted and consistent drive across the school for improvement was clear and strong.

Self-evaluation and improvement planning were good. Systematic self-evaluation processes were now well embedded as the Principal and staff worked together to apply an outstanding range of strategies for gathering evidence on the work of the school. Attainment data was analysed systematically. Observation of lessons and identification of the strengths and development needs of individual teachers was a regular feature of the monitoring and development of the school. However, this evidence was not always collated and analysed in a way which accurately identified overall strengths and weaknesses in teaching across the school. The school had responded well to the recommendations from the previous report and an excellent training programme was in place for all staff.

Relationships with parents and the local and wider community were outstanding. Parents were highly supportive of the school. They were actively encouraged to be involved in the school in a variety of planned and purposeful ways, for example through the Parent Focus Group or as volunteers. Parents understood how to be partners in their children's learning, including with homework, projects, and

participation in out of school activities. They were regularly consulted about the work of the school, and their views were valued. Parents had easy access to teachers and school leaders; the frequency and wide range of communications between the school and parents had resulted in genuine, working partnerships. Strong and extensive partnerships in the local and wider community supported student development.

Governance was outstanding. The board and management committee were supportive, accessible to teachers and parents, and exercised accountability in a sensitive and constructive manner. Governors understood the need for continuous improvement. They used a wide range of communications effectively to listen to the views of parents, and the decision-making process always sought to ensure and improve student welfare.

Staffing, facilities and resources were outstanding. The staff body was very well qualified, and additional staff had been appointed to support the learning needs and development priorities of the school. A significant team of ancillary staff ensured the smooth running of the school. Facilities were managed extremely well and space was used efficiently. All facilities were of a high order, and investment was made when upgrading was needed. This included the refurbishment of the library and enhanced use of information and communications technology around the school.

[View judgements](#)

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	2159	57%
	Last year	1580	42%
Teachers	145		48%
Students	There are no upper secondary-aged students in the school		

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

There were no students of senior secondary age in the school, so students were not surveyed by questionnaire. A majority of the parents responded to the questionnaire, a significant increase on the previous year's return rate. Almost all parents were satisfied with the work of the school and believed that their children enjoyed school, enjoyed teaching of a good standard, were safe and treated fairly. Most parents considered that the school was well led. Most thought that students' progress in Islamic Education was good, and almost all thought it good in the other key subjects. Most parents were satisfied with the curriculum, guidance and anti-bullying measures. A minority were not happy with their involvement in decision-making or the range of opportunities for student community involvement and other extra-curricular activities. The teachers who responded to the survey held positive views about the school and the students.

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

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