

Inspection Report



The Indian High School- Branch 2014-2015



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School information



General information

Location	Al Garhoud
Type of school	Private
Opening year of school	1988
Website	www.indianhighschooldubai.org
Telephone	04-2823555
Address	P.O.Box:106 Al Garhoud Dubai U.A.E
Principal	Amita Kapoor
Language of instruction	English
Inspection dates	19 th – 22 nd October 2014



Students

Gender of students	Boys and Girls
Age range	3 - 11
Grades or year groups	KG1 – Grade 4
Number of students on roll	4252
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	251
Largest nationality group of students	Indian



Teachers / Support staff

Number of teachers	300
Largest nationality group of teachers	Indian
Number of teacher assistants	9
Teacher-student ratio	1:14
Number of guidance counsellors	6
Teacher turnover	10%



Curriculum

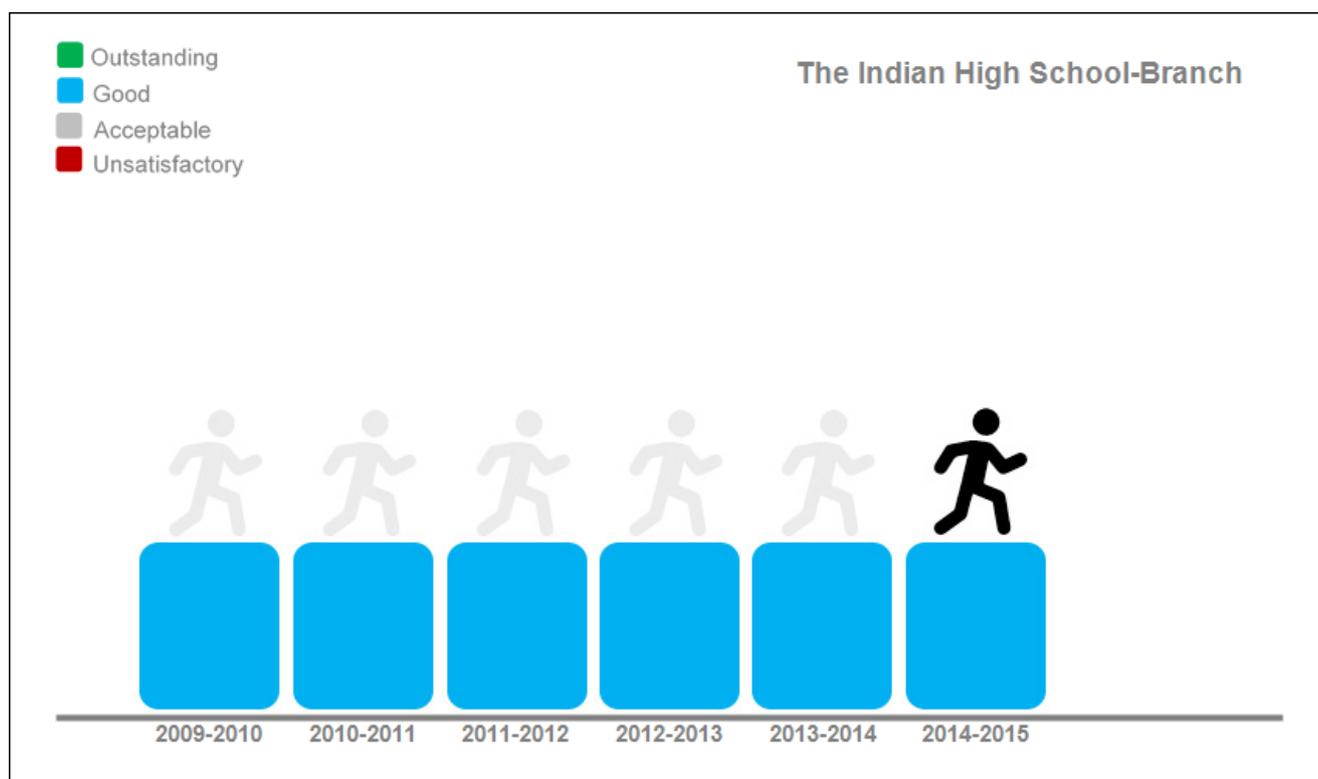
Educational Permit	Indian
Main Curriculum / Other	CBSE / CBSE-i
Standardised tests / board exams	IBT / ASSET
Accreditation	CBSE



Dear Parents,

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

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



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

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

Strengths

- Students made outstanding progress and attained high levels in English, mathematics and science in the primary phase.
- Students demonstrated excellent attitude and behaviour.
- The quality of support for all students was outstanding.
- School leaders at all levels were totally committed to continually improving students' academic and personal learning.
- The parent group was highly supportive and actively involved.

Areas for improvement

- Raise students' attainment and progress in Arabic as an additional language.
- Teachers must ensure that students know what they are learning and why in every lesson.
- Improve the quality of support for students with special educational needs.
- Ensure leaders focus on evaluating the quality of teaching in relation to the progress students are making in lessons and over time.
- School leaders must ensure everyone in the school knows the school's priorities for improvement.

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

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

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

Yours sincerely,

**Dubai Schools Inspection Bureau
Knowledge and Human Development Authority**

A closer look at The Indian High School-Branch



How well does the school perform overall?

The Indian High School – Branch provided a ‘Good’ quality of education for its students.

- Children’s attainment and progress in the Kindergarten were outstanding in English and mathematics and good in science. In primary, students’ attainment and progress were outstanding in English, mathematics and science, but good in Islamic Education and acceptable in Arabic as an additional language. Students had sensible attitudes towards their learning and wanted to do well.
- Students were highly respectful and appreciative of their own culture as well as other cultures.
- Students made the most progress where teachers asked deeper questions and encouraged them to develop and explain their ideas. Teachers used assessment well to track students' progress.
- Links between subjects were planned well. An outstanding range of extra-curricular activities extended and supported students’ personal development and interests.
- There were clear expectations and well established routines to ensure the safety of students and staff. However the support for students with special educational needs had to be further improved.
- The Head Teacher set high expectations for both staff and students. There was a strong sense of teamwork and pride in the school. School leaders knew the strengths and weaknesses of the school well. However the monitoring of classroom practice sometimes lacked rigour.



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

- Students with special educational needs made good progress and this was measured regularly and shared with students and their parents.
- The curriculum for students with special educational needs was modified successfully in the majority of classes but in some the tasks did not challenge students sufficiently.
- Well-qualified specialist staff worked as a close and supportive team. Specialist staff were knowledgeable and had developed effective systems to identify and support students and set clear targets. The school involved parents in their children’s development and provided guidance to help them support their children at home.

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

		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	Acceptable
 English	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Science	Attainment	Good	Outstanding 
	Progress	Good	Outstanding 
		KG	Primary
Learning skills		Good	Good

 Improved from last inspection

 Declined from last inspection

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

	KG	Primary
Personal responsibility	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding

3. How good are teaching and assessment?

	KG	Primary
Teaching for effective learning	Good	Good
Assessment	Good	Good

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

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

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

	KG	Primary
Health and safety	Outstanding	Outstanding
Quality of support	Outstanding 	Outstanding 

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

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



School **Inspection** Report

Overall school judgement

Good

Key strengths

- Students made outstanding progress and reached high standards in English, mathematics and science.
- Students' attitudes to learning, their behaviour and empathy for people from other cultures were outstanding.
- The school provided an outstanding quality of support for all students.
- School leaders at all levels were totally committed to sustaining and improving students' learning and personal outcomes.
- The parent group and extended community were highly supportive, committed and actively involved.

Changes since the last inspection

- Attainment and progress in science had improved to outstanding in the primary phase.
- The quality of support had improved to outstanding across both Kindergarten and the primary phase.

Recommendations

- Improve students' attainment and progress in Arabic as an additional language by focusing more rigorously on the four basic skills areas.
- Further improve teaching and learning skills by:
 - planning clear and concise learning objectives that are understood by the students and focused on learning
 - building on the existing examples of good practice in teaching to ensure greater consistency across all subjects and all year groups
 - improving the consistency and quality of non-specialist support for students with special educational needs throughout the school.
- Ensure the monitoring of classroom practice by senior and middle leaders is more rigorous and focused on the quality of students' learning, in order to accurately inform school self-evaluation and improvement priorities.

 Improved from last inspection

 Declined from last inspection

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

KG

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

- In English, kindergarten children listened carefully to instructions and used simple, grammatically correct sentences to answer or ask questions and make comments. They were knowledgeable about initial letters and sounds and were learning to apply this knowledge to read short sentences and write basic words and phrases.
- In mathematics, a good range of concrete materials and manipulatives enabled children to explore shape and to count objects. As a result, almost all of the children in Kindergarten 2 could identify numerals and count to 20. They could sequence numerals up to 25.
- In science, the majority of kindergarten children had developed secure age-appropriate knowledge and understanding of their world. Despite limited opportunities for investigation and exploration, the majority of children were able to describe why things happened and how things changed in the natural environment.

Primary

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

- In Islamic Education, students' attainment and progress were good because most students had a strong knowledge of key concepts, such as the five pillars of Islam. Students were able to memorise and recite verses from the Holy Qur'an accurately.
- In Arabic as an additional language, students' speaking skills were restricted to recalling memorised text. Their writing skills were limited as students mostly copied from textbooks or the board.
- In English, students were able to describe events confidently. They expressed their opinions and engaged in dialogues and debates. Good word recognition and an extensive vocabulary enabled them to read for meaning and answer questions accurately. Students were able to write for a range of purposes using neat handwriting, grammatically correct sentences and appropriate punctuation. Almost all students learned English as an additional language. They made significant progress over time, in all aspects of communication and literacy.

- In mathematics, students were confident with calculation strategies and were able to give clear explanations of their methods. For example, in a Grade 4 class, most students explained clearly why the fraction of a quantity would lead to a smaller result as the denominator increased. They also used the correct vocabulary in forming their answers. Most students used mathematics well in everyday situations.
- Students' understanding of concepts and investigative skills in science were outstanding. This was because their practical skills were well developed and most were able to evaluate confidently, drawing conclusions and providing brief descriptive responses to support explanations.

	KG	Primary
Learning skills	Good	Good

- The majority of students were enthusiastic and eager participants in their learning. They readily took turns and shared resources with each other. They were confident in making choices. They persevered with learning and responded well to teachers' instructions and questions.
- Students had high aspirations and were determined to achieve their goals. Their sensible attitudes and the ways in which they worked together contributed significantly to their good acquisition of knowledge and development of key skills. There was a culture of sharing ideas and supporting each other and, when asked to collaborate, most students responded well.
- The majority of students were able to make effective links between subjects and then relate these to real life situations.
- Students' use of information technology, other than for homework or sessions in the Information, and Communication Technology (ICT) laboratory, was often limited to viewing the lesson's videos and interactive white boards. This affected their independent learning skills.

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

	KG	Primary
Personal responsibility	Outstanding	Outstanding

- The school had a happy atmosphere and the students themselves helped to create this. They were welcoming and polite and showed interest when asked about their work and school life.
- Students were proud of their school. They took their roles and responsibilities on the School Council very seriously and knew that they had a responsibility for ensuring the school continued to improve and for making it a part of a successful community.
- Children in the Kindergarten had learned quickly to follow routines. Their excellent development was a result of the positive relationships they had built with adults. In primary lessons were rarely disrupted by inappropriate behaviour because teachers had very good relationships with their students. They built well on students' positive attitudes to learning.
- Most students were conscientious and active about leading a healthy lifestyle in physical education and in team sports.
- Students' attendance was outstanding as a result of highly effective monitoring procedures, and during the inspection almost all students were punctual to their lessons.

	KG	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
<ul style="list-style-type: none"> Students had very good understanding of Islamic values and good appreciation of the significance of these values in their daily lives. Students understood local traditions and valued the UAE national identity. Regular visits to museums and community buildings helped to extend their learning of the history and cultures in Dubai. 		

	KG	Primary
Community and environmental responsibility	Outstanding	Outstanding
<ul style="list-style-type: none"> Students across the school organised a range of charity and fund raising projects. Many were involved in the community by helping to raise funds for those less fortunate than themselves. Students concentrated well during lessons. They treated each other with respect and consideration and had excellent relationships with the staff. Students took good care of the school environment. The Green Patrol ensured that the school campus was clean and helped in the smooth running and functioning of the canteen during break time. 		

3. How good are teaching and assessment?

	KG	Primary
Teaching for effective learning	Good	Good
<ul style="list-style-type: none"> Most teachers had high expectations of students and strong subject knowledge. In the Kindergarten, there was a strong focus on developing children's language skills through role play, songs and rhymes, especially for those in the first stages of learning English as an additional language. Overall, lessons included opportunities for practical exploration and discovery and ensured ample opportunities for students' discussions. Most teachers made sure students understood what they were about to learn and reinforced learning at end of lessons. However, in the weaker lessons, teachers' planning did not have clear and concise objectives that focused clearly on learning and were understood by the students. Teachers missed opportunities to use available assessment data to plan next steps for students. Where students made the most progress, teachers asked probing questions to challenge students' thinking and encouraged them to develop and explain their ideas. As a result, errors and misconceptions were recognised and corrected quickly or used effectively to make useful teaching points. 		

	KG	Primary
Assessment	Good	Good
<ul style="list-style-type: none"> • A good range of internal and external assessment was used to track students' progress. • Although much information was gathered across the school, a few teachers did not always use this well enough to identify appropriate learning objectives. • The assessment coordinators had a good understanding of the assessment outcomes which were shared effectively with parents. • Assessment information was not always used carefully to provide students of all abilities with demanding work that would help them learn well enough to make good progress. They were sometimes given work that was too easy. • Students' work was nearly always marked and teachers wrote positive comments to praise students. However, students were not always told what to do to improve their work and there was little evidence of students responding to the marking to show that they had improved their skills. 		

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

	KG	Primary
Curriculum quality	Outstanding	Outstanding
<ul style="list-style-type: none"> • The curriculum was broad and balanced. In Kindergarten, it was based on themes ensuring literacy, numeracy, creative development and physical development were incorporated. • The curriculum was comprehensively structured to ensure progression. The CBSE curriculum was integrated with extended reading and writing opportunities offered before and after the academic learning time of the school. Based on yearly performance review, students who were in the top ten percent were appropriately enrolled in enrichment classes to extend their learning. • Cross-curricular links were planned well and developed through themes. • Senior leaders reviewed the curriculum annually to ensure that learning needs of students were met. 		

	KG	Primary
Curriculum design to meet the individual needs of students	Good	Good
<ul style="list-style-type: none"> • The school provided an outstanding variety of extra-curricular activities to support students' personal development, extend their learning and meet their needs and interests. • The quality of curriculum planning and modification at a classroom level was variable. • Planned opportunities for students to make choices and apply creativity, critical enquiry and thinking skills were inconsistent across the school. 		

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

	KG	Primary
Health and safety	Outstanding	Outstanding
<ul style="list-style-type: none"> Across the school, all staff ensured good attention and care to students' well-being. The school had very effective policies and procedures in place Students were well supervised in school. Their arrival and departure on the buses were well managed. Clear expectations and well established routines throughout the day ensured the safety of students and staff. Medicines and students' personal records were kept securely. First aid and emergency kits were provided in the medical room and on all the buses. The school premises were clean and tidy and equipment was maintained in good condition. Fire drills were carried out at appropriate intervals. Healthy living was reflected in the curriculum and promoted effectively in the Kindergarten and primary phase. 		

	KG	Primary
Quality of support	Outstanding 	Outstanding 
<ul style="list-style-type: none"> Staff at all levels of responsibility had excellent relationships with the students and students met the schools' high expectations for behaviour and courtesy. The school had highly efficient systems in place to maintain outstanding levels of attendance and punctuality. The schools' inclusive entrance procedures were underpinned by good systems of identification and specialist support for students with special educational needs from the Kindergarten to Grade 4. All students were confident to approach class teachers and specialist members of staff for excellent guidance and support, covering academic progress and personal development matters. 		

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

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> Good leadership and management ensured all policies and procedures were effectively integrated into the school and well-qualified specialist staff worked as a close and supportive team. Specialist staff were knowledgeable and had developed effective identification and support systems with clear targets for students. There was good capacity for further improvement. The curriculum for students with special educational needs was modified successfully in the majority of classes but in others the tasks were not carefully structured to challenge students sufficiently to extend their learning. 	

- The school worked well to involve parents in their children’s development and progress, and to provide them with guidance to help to support their children at home.
- Students made good progress and this was measured regularly against their individual targets, which were shared with students and their parents.

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

	Overall
The effectiveness of leadership	Outstanding
<ul style="list-style-type: none"> • Senior leaders’ capacity to improve the school was good. The Head Teacher, senior staff and the Board of Governors were all committed and determined to drive forward improvements. • The Head Teacher had set high expectations of both staff and students. The sense of teamwork and pride in the school was very strong. There was an unrelenting focus on improvement. The leadership of a few middle leaders, including supervisors and heads of department, was well-intentioned but variable. • Relationships and communications were professional and productive. Staff were aware of what was required of them. Lines of accountability were secure. • The Head Teacher had ensured all staff were valued and listened to. Staff commented that they felt empowered to influence the school’s direction. They recognised and appreciated the opportunities for training and professional development and a number of staff at the start of their careers praised the high quality of support they had received. • Leaders had been successful in improving and developing the school and demonstrated their capacity to continue to do so. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> • The school knew its strengths and weaknesses well, although the monitoring of classroom practice by a few leaders lacked rigour. • Senior leaders gathered feedback from staff in all the departments through formal and informal feedback systems. They used this to inform self-evaluation and development planning. • The school development plan correctly identified the main areas for development. However, plans did not always clearly identify how improvement would be checked. This limited the effectiveness of leaders and the governing body to evaluate accurately the progress that the school had made. • The school had successfully addressed the recommendations from the previous report. Nevertheless, school leaders had not ensured there had been a clear focus on the outcomes for students learning Arabic as an additional language. 	

	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> Parents were fully supportive of the school.. The Parent Focus Group ensured parental views were gathered and used by senior leaders to improve the school. Almost all parents felt senior leaders and staff were approachable and addressed any issues that arose. They particularly appreciated the Parent Communication Office and the direct email communication with the Chair of the Management Committee for any questions or queries they had. The majority of parents were pleased with their children’s reports. They considered these to be regular and informative. Strong links with the community were in place to benefit students’ learning and development. 	

	Overall
Governance	Outstanding
<ul style="list-style-type: none"> The school was strongly governed by members of the Management Committee. Members were elected from the Board of Trustees and other stakeholders in the school, such as parents. The links between the Management Committee and the senior leadership team were strong and benefited students and teachers. Representatives from the management committees attended functions within the school, which enable them to interact with parents, students and staff. This provided them with an informal means of evaluating school performance. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> All aspects of the day-to-day management of the school were efficient, with effective procedures and routines in place. All staff were well qualified, effectively deployed and received an appropriate range of training to meet their individual and subject needs. The school premises were well-maintained and of a generally good quality. Classroom sizes were relatively small for class numbers. In a few instances, the lack of space impacted negatively upon the quality of education that could be provided, particularly for the younger children. Resources, including specialist rooms, the libraries, sports facilities and halls, were used efficiently to support a wide range of curriculum needs. More resources were required in a few specialist and curriculum areas. 	

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

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	1707	44%
	Last year	2161	59%
 Teachers	247		82%
 Students	There are no upper secondary-aged students in the school		

- The percentage of parents responding to the survey had reduced from the previous year.
- Of those who responded to the surveys, all teachers and students had very positive views of the school.
- Almost all parents were satisfied that the school provided a good quality education.
- Most parents were not sure whether or not their children were making good progress in Arabic.
- Most parents agreed that their children were making good progress in Islamic Education, English, mathematics and science.
- A few parents expressed their concerns regarding the heavy bags that their children had to carry.
- Almost all teachers expressed positive views regarding the support they received from the school.

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

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

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