

Inspection Report



The Indian International School 2014-2015



CONTENTS

| | |
|---|----------|
| School Information | 2 |
| Parents' Report | 3 |
| School Inspection Report | 9 |
| Overall school judgement | 10 |
| Key strengths | 10 |
| Changes since the last inspection..... | 10 |
| Recommendations..... | 10 |
| How good are the students' attainment, progress and learning?..... | 11 |
| How good is the students' personal and social development? | 13 |
| How good are teaching and assessment?..... | 14 |
| How well does the curriculum meet the educational needs of all students?..... | 15 |
| How well does the school protect and support students? | 16 |
| How well does the school provide for students with special educational needs? | 17 |
| How good are the leadership and management of the school? | 17 |
| What are the views of the Principal, parents, teachers and students?..... | 20 |
| What happens next?..... | 21 |
| How to contact us..... | 21 |

School information



General information

| | |
|-------------------------|---|
| Location | Silicon Oasis |
| Type of school | Private |
| Opening year of school | 2011 |
| Website | http://www.ihsdxb.com/dso/ |
| Telephone | 04-3423909 |
| Address | Plot No. 27-002 Nad Al Sheba, Silicon Oasis, DUBAI. (U.A.E.) |
| Principal | Mrs. Geetha Murali |
| 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 7 |
| Number of students on roll | 1898 |
| Number of children in Pre-K | None |
| Number of Emirati students | 0 |
| Number of students with SEN | 431 |
| Largest nationality group of students | Indian |



Teachers / Support staff

| | |
|---------------------------------------|--------|
| Number of teachers | 154 |
| Largest nationality group of teachers | Indian |
| Number of teacher assistants | 0 |
| Teacher-student ratio | 1.25 |
| Number of guidance counsellors | 2 |
| Teacher turnover | 25% |



Curriculum

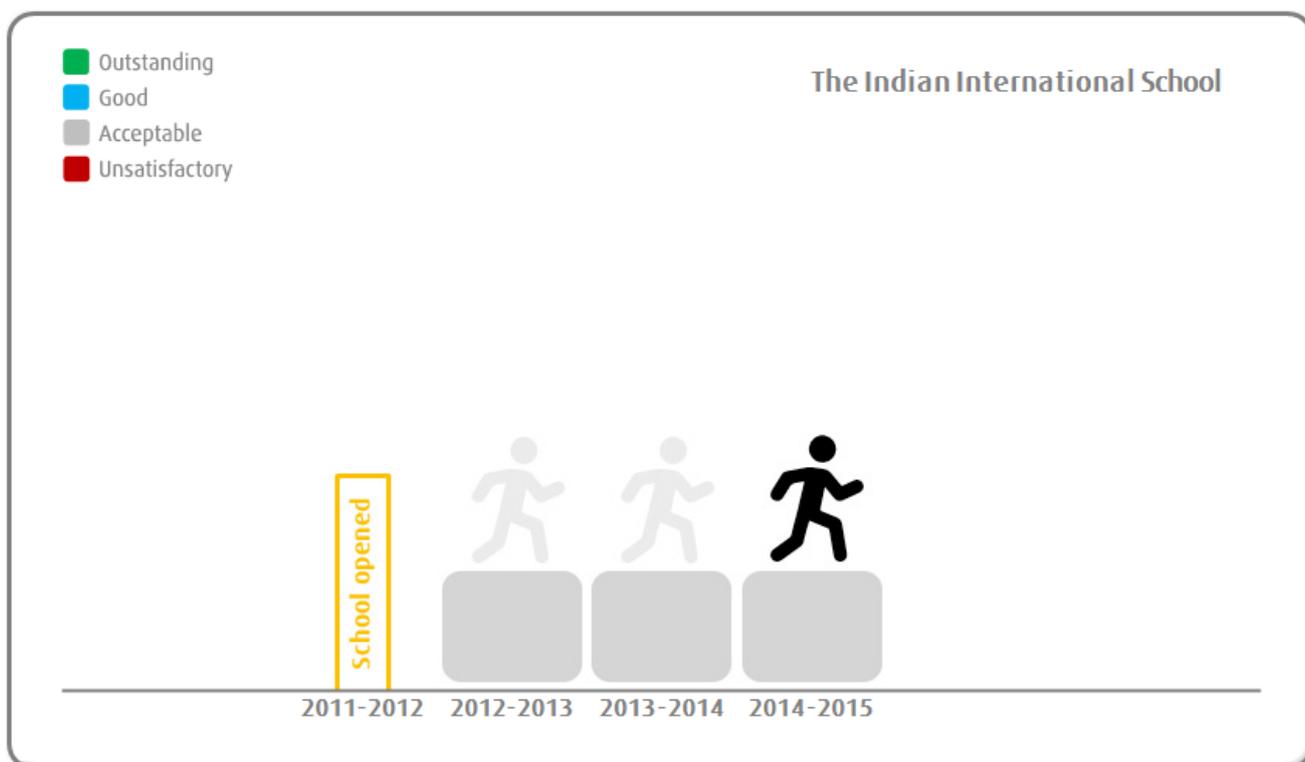
| | |
|----------------------------------|--------|
| Educational Permit | Indian |
| Main Curriculum / Other | CBSE-i |
| Standardised tests / board exams | IBT |
| Accreditation | NA |



Dear Parents,

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

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

- The quality of education in the Kindergarten, especially in English and science, was good.
- The mature behaviour, attitudes of students to their work, and their support for one another were good.
- The day-to-day management of the school was good, and included a well-maintained building and grounds for students to experience a safe and pleasant learning environment.

Areas for improvement

- Use external and internal assessment procedures to improve the quality teaching and students' learning.
- Improve teachers' questioning skills to help students think more deeply and critically.
- Ensure all learning provided for students with special educational needs is planned to match their individual education plans.
- Ensure self-evaluation is accurate and matches the strengths and areas for development in the school.

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 International School



How well does the school perform overall?

The school provided an **Acceptable** level of education to its students overall.

- Students' attainment and progress were mostly acceptable. They were good in Islamic Education in primary and middle phases, as well as in science and English in the Kindergarten.
- Most students enjoyed learning and wanted to do their best. They were able to work without any teacher intervention and some completed work independently.
- Across all phases, students' understanding of the effect of Islamic values on modern life in Dubai was good. Students were clear about their responsibilities as members of the school community.
- Teaching methods supported students' learning and met the needs of most of the students including those with special needs.
- The school had made some adjustment to the curriculum to meet the different learning needs of students.
- Child protection was given due importance and was based on a clear policy which was understood by everyone in school.
- The Principal was supported well by the leadership team, the middle managers and the governors.
- The management of most aspects of the school's procedures and routines on a day-to-day basis was effective and efficient.



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

- Students with special educational needs made acceptable progress in their learning because classroom teaching and learning did not consistently ensure appropriate modification of the curriculum and activities to meet the needs of all learners.
- The leadership and management of special educational needs demonstrated a clear commitment to providing support and guidance for all students. The identification process of students' needs in the development of their motor, social, and language skills was well implemented. The development of planning, assessment and evaluation practices to improve the quality of support and provision was identified by leaders as a key priority.
- The curriculum modification and support provided by the department for special educational needs and the Learning Centre was effective, especially in improving students' self-esteem, but these aspects were weaker in lessons. Parents appreciated the guidance and support provided for their children.

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

| | | KG | Primary | Middle |
|---|------------|----------------|----------------|----------------|
|  Islamic Education | Attainment | Not Applicable | Good ↑ | Good ↑ |
| | Progress | Not Applicable | Good ↑ | Good ↑ |
|  Arabic as a First Language | Attainment | Not Applicable | Not Applicable | Not Applicable |
| | Progress | Not Applicable | Not Applicable | Not Applicable |
|  Arabic as an Additional Language | Attainment | Not Applicable | Acceptable | Acceptable |
| | Progress | Not Applicable | Good | Acceptable |
|  English | Attainment | Good ↑ | Acceptable | Acceptable |
| | Progress | Good ↑ | Acceptable | Acceptable |
|  Mathematics | Attainment | Acceptable | Acceptable | Acceptable |
| | Progress | Acceptable | Acceptable | Acceptable |
|  Science | Attainment | Good ↑ | Acceptable | Acceptable |
| | Progress | Good ↑ | Acceptable | Acceptable |
| | | KG | Primary | Middle |
| Learning skills | | Good ↑ | Acceptable | Acceptable |

↑ Improved from last inspection

↓ Declined from last inspection

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

| | KG | Primary | Middle |
|---|------|---------|--------|
| Personal responsibility | Good | Good | Good |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good | Good |
| Community and environmental responsibility | Good | Good | Good |

3. How good are teaching and assessment?

| | KG | Primary | Middle |
|---------------------------------|--|------------|------------|
| Teaching for effective learning | Good  | Acceptable | Acceptable |
| Assessment | Acceptable | Acceptable | Acceptable |

4. 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 | Good  | Acceptable | Acceptable |

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

| | KG | Primary | Middle |
|--------------------|------|---------|--------|
| Health and safety | Good | Good | Good |
| Quality of support | Good | Good | Good |

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

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

Overall school judgement

Acceptable

Key strengths

- The good quality of curriculum design and learning skills were reflected by the good attainment and progress in English and science in the Kindergarten.
- Students' personal and social development, and their behaviour and work ethic were good. The staff-student relationships were warm and purposeful.
- The day-to-day running of the school was good.
- The premises provided a safe and pleasant learning environment which enhanced students' learning experiences.

Changes since the last inspection

- In the Kindergarten, the curriculum design, teaching, learning skills and attainment and progress in English and science had improved.
- Students' attainment and progress in Islamic education in the primary and middle phases had improved to good.

Recommendations

- Improve the quality of teaching and learning, in particular, how teachers:
 - use assessment information and data about their individual students' skills and knowledge to plan lessons that accelerate their learning
 - ask questions in ways that enable students to think, give extended answers and ask questions themselves.
- Ensure teachers routinely plan learning for students with special educational needs that is directly related to their individual education plans or specific needs.
- Ensure self-evaluation includes analysis that is based on accurate information from within school as well as data from external sources.

 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 | Good  | Good  |
| Mathematics | Acceptable | Acceptable |
| Science | Good  | Good  |

- In the Kindergarten, most children could read and write simple words and sentences. They made good progress in understanding and speaking English even though it was not their first language.
- In mathematics, most children could estimate which objects were longer or shorter than others and could compare the length of two objects. Some children were not confident in their use of number to solve problems.
- In science, children experimented with and used a range of equipment in the classroom. Almost all children made good progress in answering questions. They were curious and wanted to know why things happened when experimenting.

Primary

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

- In Islamic Education, most students were able to explain the five pillars of Islam and the steps of Wudoo and Salah in line with expectations. They were also able to memorise short Surahs of Qur'an, but their recitation skills were less developed.
- Most students in Arabic as an additional language had well-developed listening skills. They took part in simple conversations and were able to read aloud. Their reading comprehension and writing skills were weaker. Students made good progress in answering questions but their independent writing skills were less developed.
- Most students were learning English as an additional language. They were able to speak and answer questions confidently. Progress was weaker in reading and writing because there were few opportunities for students to practise skills other than use textbooks.

- In mathematics, the majority of students had good understanding of place value, time, shape and the measurement of capacity. Their progress in understanding visual and spatial concepts was weaker.
- In science, most students understood scientific concepts to an expected level, but some students were not making good enough progress in practical skills and investigations.

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

- In the middle phase, the majority of students showed understanding of the five pillars of faith and the difference between the Holy Qur'an and other Holy books above the curriculum expectations. They made good progress in understanding Seerah, Islamic etiquettes and Fiqh. Recitation skills were less well developed.
- In Arabic as an additional language, students' listening skills were in line with expectations but their speaking skills were weaker. Most students were able to read familiar phrases aloud, but their progress in reading comprehension and independent writing was slower.
- Most students made good progress in learning to speak English as an additional language. They spoke with confidence but their reading skills were at an expected level. Their progress in independent writing was weaker.
- In mathematics, most students could recall basic mathematical facts, procedures, rules, and formulae. They could draw graphs to represent data and also interpret data from graphs.
- Students' progress in developing practical skills of investigation and their knowledge of scientific processes were weak.

| | KG | Primary | Middle |
|-----------------|--|------------|------------|
| Learning skills | Good  | Acceptable | Acceptable |

- Students enjoyed learning and wanted to do their best. They were able to work without any teacher intervention and completed tasks on their own especially in the Kindergarten.
- In a few well-planned lessons, students interacted with each other and shared their ideas.
- The majority of students were able to make connections with what they had learned in the previous lesson. They were also able to relate what they were learning to everyday life.
- Students, particularly in the upper grades, were able to find things out for themselves using technology. Critical thinking skills were less developed.

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

| | KG | Primary | Middle |
|---|------|---------|--------|
| Personal responsibility | Good | Good | Good |
| <ul style="list-style-type: none"> • Most students demonstrated good attitudes to learning and completed assigned tasks. They responded well to feedback from the teacher and from other students. • Positive behaviour was evident throughout the school. Students were polite and courteous to each other and to adults in the school. • Relationships between students and staff were respectful at all times. • Students were aware of the importance of healthy living. • Attendance was good. Almost all students were punctual in arriving at school. | | | |
| | KG | Primary | Middle |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good | Good |
| <ul style="list-style-type: none"> • Students' appreciation of the impact of Islamic values on modern life in Dubai was good. • Children in the Kindergarten were able to speak confidently, for example, about mosques and a Muslim person's life in Dubai. • In the upper grades of primary and middle phases, students had a strong understanding of their own culture. However, their understanding of the Emirati culture and other cultures around the world was developing. | | | |
| | KG | Primary | Middle |
| Community and environmental responsibility | Good | Good | Good |
| <ul style="list-style-type: none"> • Students had a clear understanding of their responsibilities as members of the school community. Their ideas and opinions were impacting positively upon the school's development. • Most students demonstrated a positive work ethic and were involved in activities within the local community such as the anti-smoking campaign. • Students showed strong awareness of their duties towards others, including the community and beyond. | | | |

3. How good are teaching and assessment?

| | KG | Primary | Middle |
|--|--|------------|------------|
| Teaching for effective learning | Good  | Acceptable | Acceptable |
| <ul style="list-style-type: none"> • In the Kindergarten, most teachers planned imaginatively. They were secure in their knowledge of the curriculum and of how young children learn. They made good use of time, resources and ensured opportunities for children to work independently. • Teachers' subject knowledge was secure in the middle phase, but weaker in the primary phase. Lesson planning was consistent across year groups. Review of prior learning was a strong feature but differentiation, although planned, was rarely evident or delivered. • Teachers did not often use focused questioning to check students' understanding of what they were learning from the planned activity. As a result, students were not active enough and this slowed progress. • The middle school resources, including information technology, were used to enhance and motivate students. This was frequently applied in many observed lessons and particularly effective for students when they engaged in research activities. • Many planned activities did not promote enough opportunities for students to think critically, reflect and ask questions or become independent learners. | | | |

| | KG | Primary | Middle |
|--|------------|------------|------------|
| Assessment | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"> • A range of formative and summative assessment methods were used in the Kindergarten including developmental checklists and review of completed activities. However, assessments sometimes focused on a limited range of competencies and did not always present an accurate picture of children's attainment. • The benchmarking of student outcomes was not established. The international benchmarking tests used too small a sample to validate international performance standards. • Students' progress was regularly monitored against curriculum standards in all key subjects. Students engaged in self and peer assessments in most lessons, using a variety of rubrics and assessment grids. • The school was newly established but was able to track and record progress over the short time it had been operational. However, the analysis from data was not always used effectively to plan lessons and address the individual learning needs of all students especially in the primary and middle phases. | | | |

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

| | KG | Primary | Middle |
|---|------|---------|--------|
| Curriculum quality | Good | Good | Good |
| <ul style="list-style-type: none"> The Early Years Foundation Stage curriculum in the Kindergarten provided enjoyment, choice and challenge in learning for children. The curriculum for Grades 1 to 7 was in line with the CBSE-i standards and requirements. It provided a balance of time allocation to all key subjects as well as for the creative, physical and practical experiences. Procedures and systems were in place for transition between phases, although the school did not ensure smooth and more effective continuity between the kindergarten and primary phases. Enrichment was provided across the breadth and range of experiences with the use of information technology, after school programmes, field visits and community projects. Cross-curricular links were evident in the various club activities, assemblies, and were referred to in lesson plans. However, this was a less-developed feature of the overall management of the curriculum. Curriculum review and development were completed annually. However, this did not ensure that students made good progress across all subjects in the primary and middle phases. | | | |

| | KG | Primary | Middle |
|---|--|------------|------------|
| Curriculum design to meet the individual needs of students | Good  | Acceptable | Acceptable |
| <ul style="list-style-type: none"> The school made adjustments to the curriculum to meet the different needs of groups of students. Not all primary and middle students were successfully challenged. Kindergarten children were offered a wide range of curricular extension activities including the splash pool, field trips, show and tell, and sports days. There was an appropriate range of extra-curricular activities to extend students' learning and interests. Students were appropriately involved with activities in the community that helped link learning to daily lives. | | | |

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

| | KG | Primary | Middle |
|---|------|---------|--------|
| Health and safety | Good | Good | Good |
| <ul style="list-style-type: none"> • The school had a caring and nurturing ethos which provided students with an open, respectful, and safe learning environment. Child protection was given due importance and was based on a clear policy which was understood by all. • Adults supervised students well at all times. Additionally, the 24-hour security system screened all visitors and contributed towards student safety. The student council provided students with a sense of involvement and responsibility. • The school had very well-maintained firefighting measures and displays of emergency evacuation exits. Effective fire drills were conducted jointly with the Civil Defense Department. The clinic was well resourced and the medical staff carried out their duties diligently. Medical records were well maintained and medicines were securely locked away. • The school campus was well planned, inviting and maintained faultlessly. All students could access all the facilities freely and easily. • Healthy living was promoted jointly with the clinic through a range of activities. The school did not always make available a wide range of healthy food choices in the school canteen. | | | |

| | KG | Primary | Middle |
|---|------|---------|--------|
| Quality of support | Good | Good | Good |
| <ul style="list-style-type: none"> • Staff had very good relationships with students and behaviour was managed well. • There were effective systems in place for promoting good attendance and punctuality. • The school had good procedures to identify students with special educational needs on admission to the school. • Meetings with teachers, counselling and school-wide information sessions provided parents with guidance to support their children's special needs. Strategies and support for students in classes were not regular features of lessons. • Questions raised by students about their needs and concerns were dealt with efficiently, sympathetically and in confidence. | | | |

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

| | Overall |
|--|------------|
| The overall effectiveness of provision for students with special educational needs | Acceptable |
| <ul style="list-style-type: none"> • The leaders of special educational needs demonstrated a genuine commitment to providing support and guidance to all students. Parents appreciated this. • A developing cycle of planning, assessment and evaluation to influence improving practice and provision was evident. However, collaboration between the department for special educational needs and teachers was not strong enough to ensure essential assessment information was effectively communicated. • The identification process and screening of students for motor, social, and language skills as well as other risk indicators were well implemented. • Modification and support by the department and Learning Centre were generally effective, especially in strengthening students' self-esteem. However, classroom teaching and learning did not include the modification of the curriculum and activities to meet the needs of all learners. As a result, students with special educational needs made acceptable progress in their learning. | |

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

| | Overall |
|--|------------|
| The effectiveness of leadership | Acceptable |
| <ul style="list-style-type: none"> • Senior leaders were committed and well intentioned. They had set a clear a direction and promoted a shared vision throughout the school. • Relationships between senior staff were positive and this was communicated successfully to both staff and students. • The Principal was supported well by senior leaders and the middle managers. The staff demonstrated a strong commitment to the school, but not all understood how to improve students' outcomes. • The school had significantly improved outcomes in the Kindergarten and sustained all other judgements from the previous inspection. • Leaders understood that there was still a lot to do and that further improvements were needed. Based on its achievements, the school leadership team demonstrated sufficient capacity to make further improvements. | |

| | Overall |
|--|------------|
| Self-evaluation and improvement planning | Acceptable |
| <ul style="list-style-type: none"> • Self-evaluation processes were increasingly used in the school's improvement planning. However, leaders did not have a realistic view of the school's strengths and weaknesses. • Performance management arrangements were fully in place and were used to identify the professional development needs of the large number of new teachers who joined the school each year. • The school had developed improvement plans based on a simple analysis of available data. They contained clear and relevant action plans with achievable goals but they were not specific enough to improve attainment and progress in the primary and middle phases. • The school had made progress in addressing the recommendations in the previous inspection. | |

| | Overall |
|--|---------|
| Parents and the community | Good |
| <ul style="list-style-type: none"> • The parent focus group provided productive links with the school which supported students' progress and personal development. • Parents were welcomed and enjoyed participating in the life of the school. The school used a wide range of methods, including technology to communicate with parents. These included electronic communication and e-magazines. • Parents received regular reports of their children's attainment and progress. These provided targets for improvement matched to the curriculum standards. • There were positive and productive links with the community including activities to improve the local environment and fund raising for global emergencies. These had a positive impact on the quality of learning of students from all phases. | |

| | Overall |
|--|---------|
| Governance | Good |
| <ul style="list-style-type: none"> • The Chief Executive Officer (CEO) and governing board had a very clear understanding of the school as well as the views of parents and teachers. • The governing board regularly monitored the school's actions and reviewed the performance of the school. The CEO was active in school improvement planning. The management of two other schools in the consortium helped provide support for the school whilst at an early stage of growth. • The governing board made sure that statutory requirements were met. It ensured resources were available to address some of the school's weaknesses. | |

| | Overall |
|---|---------|
| Management, staffing, facilities and resources | Good |
| <ul style="list-style-type: none"> • The day-to-day management of most aspects of the school's procedures and routines was effective and efficient. • All staff were suitably qualified and deployed. The procedures for appointing new staff were thorough. • The school campus was attractive and maintained to a high standard. The school was equipped with a well-stocked library, smart-boards and an indoor sports complex. • Resources for learning were plentiful in the free-flow areas and in kindergarten classes. The school was well equipped with technology resources and these were used well. | |

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 | 815 | 50% |
| | Last year | 589 | 46% |
|  Teachers | 145 | | 93% |
|  Students | There are no upper secondary-aged students in the school | | |

- Just under half of the parents responded to the survey. Almost all teachers responded.
- Of those who responded to the surveys, the overall responses indicated a high level of satisfaction.
- Almost all parents who responded agreed that their children were making good progress in English, mathematics, science and learning skills.
- Nearly half of the parents did not know how well their children were doing in Islamic Education and Arabic as an additional language. The majority did not know whether or not the school had a cyber-safety programme.
- The majority of parents strongly agreed that their children enjoyed school, had an awareness of other cultures and learned well because of good teaching.
- Most parents thought that their children were safe in school and on the buses. They strongly agreed that the school dealt well with bullying, was well led and that leaders listened to parents.
- All parents considered that the school welcomed students with special educational needs.
- The Principal and the teachers who responded were very positive about all aspects of school life and the work of 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