

INSPECTION REPORT

2022-2023



THE INDIAN HIGH SCHOOL

CBSE CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Oud Metha
	Opening year of School	1961
	Website	www.indianhighschooldubai.org
	Telephone	97143358851
	Principal	Mala Mehra
	Principal - Date appointed	6/7/2022
	Language of Instruction	English
	Inspection Dates	09 to 13 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	10-18
	Grades or year groups	Grade 5 to Grade 12
	Number of students on roll	5543
	Number of Emirati students	0
	Number of students of determination	197
	Largest nationality group of students	Indian

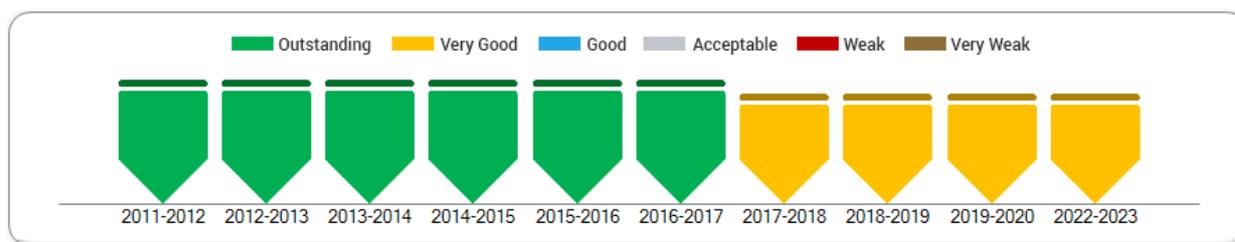
TEACHERS

	Number of teachers	319
	Largest nationality group of teachers	Indian
	Number of teaching assistants	5
	Teacher-student ratio	1:16
	Number of guidance counsellors	7
	Teacher turnover	10%

CURRICULUM

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

School Journey for THE INDIAN HIGH SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES	<ul style="list-style-type: none"> In the middle phase, students' progress in Arabic is improving. Their levels of attainment in all other subjects have been sustained over time. Attainment in science in Secondary is a key strength. However, outcomes in Arabic, English and mathematics at that phase now show declines. Islamic Education in both phases is a positive feature. Students are performing above curriculum standards. Students reflect very strong personal responsibility and are self reliant and respectful. They have excellent relationships with the staff. In a school environment that is safe and secure, students take on leadership roles and initiate a wide range of projects. Their understanding of Islamic faith and their knowledge of Emirati and Indian culture is highly valued by parents.
PROVISION FOR LEARNERS	<ul style="list-style-type: none"> Teaching is improving in the middle phase, where most teachers know their students well. In the secondary phase, the teaching of science is very strong. There is a lack of consistency among teachers in meeting the full potential of students, especially in Arabic, English, and mathematics. In both phases, school leaders use data from external benchmarking assessments to validate rates of progress and to identify gaps in curriculum planning. The curriculum is fully compliant and meets all national and Central Board of Secondary Education (CBSE) requirements. It is relevant and promotes innovation and challenge across all phases. Content and activities are well matched to the ages of most students. A wide variety of extra-curricular activities enrich students' experiences. Clubs and technologically integrated projects develop students' skills of innovation, problem solving, and decision-making. The school has rigorous safety measures to maintain a secure learning environment. Medical staff members play key roles in supporting and promoting healthy lifestyles. They provide advisory seminars and workshops on good health practices to students, parents, and other staff members. The wellbeing and personal development of students are closely monitored. Trained counsellors provide very effective personal support.
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> The principal works closely with all stakeholders. Relationships are professional, caring, and supportive. The processes for monitoring teaching are insufficiently aligned to the UAE School Inspection Framework. The school regularly seeks the views of parents. They are highly supportive of the school's leaders. The governing board's philanthropic members operate the school on a not-for-profit basis. The premises and facilities are safe. Many areas are well suited to extra-curricular activities.

The Best Features of The School:

- The outstanding achievement of secondary students in science
- Students' excellent understanding of Islamic values and the importance of their roles as global citizens
- The extensive range of curricular options that promote and develop students' lifelong learning experiences
- The rigorous and secure health and safety arrangements across the whole campus
- The prompt and sensitive manner by which parents are informed of all school-related matters

Key Recommendations:

- In the secondary phase, ensure that teachers plan and deliver lessons that consistently challenge students in Arabic, English, and mathematics, so that they achieve in line with their potentials.
- Monitor and benchmark teaching, learning, and assessment quality in line with the descriptors in the UAE School Inspection Framework.

Overall School Performance

Very good

1. Students' Achievement

		Middle	Secondary
<p>Islamic Education</p>	Attainment	Good	Good
	Progress	Good	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	Good	Acceptable ↓
	Progress	Good ↑	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	Very good	Outstanding
	Progress	Very good	Outstanding

	Middle	Secondary
Learning skills	Very good	Very good

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

	Middle	Secondary
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

	Middle	Secondary
Teaching for effective learning	Very good 	Very good
Assessment	Very good 	Very good

4. Curriculum

	Middle	Secondary
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Very good 	Very good

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

	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Very good	Outstanding

6. Leadership and management

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

	Whole school	Emirati cohort
Progress in international assessments	is above expectations	Not applicable

- Performance in PISA and TIMSS is strong in English, mathematics and science. Overall, the school's progression is outstanding. However, assessments in 2022 show that students are underachieving in mathematics compared with 2021. There is some indication that for English and science, students' progress is better in the middle phase.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations

- The detailed analyses of information from international test results are used to identify gaps in both curriculum content and skills, to track students' progress and to guide curriculum modifications.

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

- Teachers are fully informed of their students' reading literacy skills. Reading literacy is promoted in planning, teaching, and learning pathways. A large majority of students has well-developed literacy skills. Students are articulate and conveys ideas with clarity. Clear reading objectives and vocabulary development are evident in most lessons.

Overall, the school's progression towards achieving the UAE National Agenda targets is above expectations.

For Development:

- Ensure that there is a consistent approach to the development of students' progress in English and mathematics in the secondary phase.

Well-being

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

- The school has appropriate processes in place for the collection, analysis and use of wellbeing data from students, teachers, and parents. As a result, leaders make informed choices about the school's policies and provision. The governing board is aware of wellbeing strengths and areas for development but does not systematically review the school's actions or hold senior leaders to account. The school seeks to develop a wellbeing focused environment. Prioritising students' wellbeing in day-to-day routines is an ongoing focus for the school.
- The school effectively supports the wellbeing of all. Teachers identify students with wellbeing issues. Suitably qualified staff members provide appropriate care, guidance, and support. Leaders, including the chairman of the board, take positive actions to ensure staff's wellbeing. Leaders listen to suggestions and provide rapid solutions to serious concerns. They systematically provide students, parents, and staff members with opportunities to comment on wellbeing matters. As a result, all stakeholders feel empowered to voice their concerns and ideas.
- The school purposefully plans for and implements a range of curriculum programmes and activities, designed to develop students' wellbeing and their social and emotional skills. Most students make informed decisions about their health and safety. They demonstrate sound knowledge about the importance of healthy living through their daily food and exercise choices. Positive attitudes, motivation, and engagement with one another and with learning are indicators of their wellbeing. Information gathered through the school's wellbeing surveys confirms that students generally feel safe, valued and engaged when at school.

UAE social studies and Moral Education

- Moral education is taught in an integrated manner, UAE social studies as a separate subject. The curriculum accurately reflects the Ministry of Education expectations. Teaching is generally engaging and creates opportunities for students to understand moral education concepts and to link these to other areas of learning.
- Challenging tasks and cross-curricular links are evident in both phases. The school has effective assessment strategies that measure learning outcomes and track students' progress over time.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Middle	Secondary
Attainment	Good	Good
Progress	Good	Good

- Lesson observations, students' work and discussions show that learning outcomes are above curriculum standards. Students in the secondary phase perform better than those in the middle phase. Levels of achievement among girls in both phases are higher than those of boys and are a positive feature.
- Students in the middle phase have good knowledge of Fiqh. However, their understanding of Seerah is underdeveloped. In the secondary grades, boys and girls demonstrate good understanding in both Fiqh and Seerah of the Prophet Mohammed (PBUH). Recitation of The Holy Qur'an, along with key Tajweed skills, remains insecure in both phases.
- In both phases, a majority of students displays understanding of Fiqh and Seerah. Efforts by students to link Fiqh and Seerah statements with verses from The Holy Qur'an or Hadeeth are less developed.

For Development:

- Provide more opportunities for students in both phases to recite The Holy Qur'an with Tajweed skills.

Arabic as an Additional Language

	Middle	Secondary
Attainment	Good	Acceptable ↓
Progress	Good ↑	Acceptable ↓

- Data indicate that students' skills in Arabic are stronger in the lower middle grades. Students in the middle grades can speak confidently and have good reading skills. In the secondary grades, students' abilities to use language in different contexts is below curriculum standards.
- In Secondary, most students demonstrate the expected reading comprehension skills. Speaking is often limited to newly-introduced vocabulary. Students' writing is not always grammatically correct.
- Students' extended vocabularies, their general knowledge when speaking and their independent writing are weak in both phases. Data analysis is used to better effect in the middle phase to support teachers' planning of purposeful lessons.

For Development:

- Use assessment data more rigorously to provide students in Secondary with challenging tasks to develop a comprehensive range of key language skills.

English

	Middle	Secondary
Attainment	Very good	Very good ↓
Progress	Very good	Very good ↓

- External and internal assessments show that a large majority attains very good standards. Students' copy books demonstrate strong progress, but examples of successful, challenging work from the most able students are not common. Confidence when presenting and recalling information is a strength in both phases.
- Students' critical thinking skills underpin their strong reading comprehension. Students express well-justified personal opinions. Their grammar skills are developing above curriculum expectations. Through the study of literary texts, a large majority of students shows appreciation of English prose and poetry.
- Levels of challenge, especially in the secondary grades, do not address the needs of students of high ability. In lessons, students lack opportunities to engage in extended writing, research, and innovative work.

For Development:

- Plan and implement lessons that enable all students to make consistent progress over time.

Mathematics

	Middle	Secondary
Attainment	Very good	Very good ↓
Progress	Very good	Very good ↓

- In the middle phase, students' results in standardised assessments are better than those in Secondary, where students have not sustained high attainment. In the CBSE board examination, attainment by Grade 10 students is outstanding, while that by Grade 12 students has shown a slight decline.
- Students in both phases can confidently apply mathematical knowledge to a variety of questions linked to their daily lives. This skill supports better understanding of key mathematical concepts. Extending students' thinking to include analysis, reasoning and working with unfamiliar situations is developing.
- In both phases there is a systematic approach to problem-solving. However, students do not have enough opportunities for deep mathematical thinking to explore multiple approaches to solving challenging problems.

For Development:

- Ensure that teachers plan for sufficient levels of challenge and inquiry tasks.
- Provide more opportunities for students to find alternative ways of finding solutions to mathematical problems.

Science

	Middle	Secondary
Attainment	Very good	Outstanding
Progress	Very good	Outstanding

- Students' skills, knowledge, and understanding in science are strong. In the secondary phase, students' understanding of scientific knowledge and terms is very secure. They use technology to access information and to record their findings, with high levels of accuracy.
- In the middle phase, a large majority of students observes, analyses, and provides clear and precise scientific explanations. In Grade 5, students observe and record the differences between natural and genetically modified products. They use an extensive scientific vocabulary and show deep understanding of the contexts and real-life applications of science.
- Students in the secondary grades are adept at independent experimentation. They demonstrate the ability to predict and justify the accuracy of scientific instruments. In Grade 12, students apply correct formulae, calculate results accurately and record outcomes with precision, despite the laboratories being underused.

For Development:

- Use the science laboratories regularly and to good effect.

Learning Skills

	Middle	Secondary
Learning skills	Very good	Very good

- Students in both phases enjoy learning. They are motivated and participate willingly in lessons. They confidently communicate and collaborate effectively in groups. They show mastery of English. In the secondary phase, some learning skills in Arabic, English, and mathematics remain underdeveloped.
- A large majority of students makes regular, meaningful connections between different areas of learning when researching Indian and other world cultures.
- Critical thinking and problem-solving are becoming common features of learning. However, independent learning skills are still limited in some lessons, when the more able students are not provided with sufficient opportunities to demonstrate their potentials.

For Development:

- Provide more opportunities for all students to engage in self-directed learning.

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

	Middle	Secondary
Personal development	Outstanding	Outstanding

- Students have a strong sense of responsibility. They show independence and self-reliance. They thrive on giving and receiving feedback. They are punctual in arriving at school and for lessons throughout the school day.
- Students have a strong commitment to following safe and healthy lifestyles, and frequently initiate and participate in activities that promote them. They show responsibility and a strong work ethic.
- Students have very respectful relationships with their teachers. Considerate relationships among students are a common feature. Rates of attendance continue to vary.

	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding

- Students in both phases show excellent appreciation of Islamic values and cultural diversity. In both phases, students conscientiously put into practice what they learn from their teachers.
- Students can talk in detail about the cultural activities in which they have taken part, be it in assemblies or in a classroom setting. The school constantly promotes values such as empathy, wellbeing, and happiness.
- Students in both phases have extensive knowledge and strong understanding of their own culture. Emirati culture is well understood, celebrated, and respected. Students report positively on the welcome which they receive in the UAE. They are keen to be global ambassadors for the country.

	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students in both phases are highly resourceful and innovative, especially in science activities. They demonstrate an excellent work ethic, evident in both the boys' and girls' sections. Leadership skills are encouraged. A wide range of well-planned projects is having positive effects within the school.
- Volunteering projects are supported by parents. Students are caring and sensitive in their involvement in these community projects and are praised for their work, especially by the school's governors.
- Sustainability and environmental awareness have priority in the school. Students discuss the impact of economic decisions and global warming on the environment and on people. They readily discuss poverty and the daily challenges facing young people like themselves.

For Development:

- Extend the outstanding features of students' personal and social development.

3. Teaching and assessment

	Middle	Secondary
Teaching for effective learning	Very good ↑	Very good
<ul style="list-style-type: none"> In the middle phase, teachers know their students well and promote high-quality learning through motivating lessons. Open-ended questions and the development of critical thinking are becoming regular features in most subjects, particularly in science in the secondary phase. Teaching strategies vary in Arabic, English, and mathematics in the secondary phase. Some teachers do not challenge high-ability students sufficiently. While teachers have thorough knowledge of their subjects, a few lack the ability to convey their knowledge clearly and confidently in every lesson. 		

	Middle	Secondary
Assessment	Very good ↑	Very good
<ul style="list-style-type: none"> Assessment procedures follow the structure outlined by CBSE. In both phases, leaders use data from external assessments to validate students' rates of progress and to identify gaps in curriculum planning. Consequently, mapping of the curriculum is effective, but less so in the secondary phase. Based on data analysis, teachers have clear understanding of students' strengths and weaknesses. In some subjects, this knowledge is translated effectively into the provision of different tasks and ongoing assessments. However, in both phases, it is inconsistently applied. Teachers use the New Group Reading Test to help to develop students' literacy and reading ability. They also use the Benchmark Test for Arabic. 		

For Development:

- Ensure that there is consistency in teaching throughout both phases.
- Ensure that the information from assessments is used effectively to inform lesson plans and to improve outcomes for all groups of students in all subjects.

4. Curriculum

	Middle	Secondary
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum is fully compliant and meets all requirements. It is relevant and promotes innovation and challenge across all phases. Content and activities are well matched to the ages of almost all students. It is highly effective in the development of both knowledge and skills.
- The curriculum provides structured transition from Middle to Secondary, with extensive opportunities and choices that meet students' interests, talents, and aspirations. Cross-curricular links are meaningful, purposeful, and innovative, both in lessons and beyond the classrooms.
- The school conducts regular and rigorous reviews to identify learning gaps. Careful curriculum planning results in bridging gaps, and in upgrading resources to improve outcomes for all groups of students. The school prioritises the importance of students' wellbeing across the curriculum.

	Middle	Secondary
Curriculum adaptation	Very good ↑	Very good

- The school makes modifications to the curriculum to meet the needs of most groups of students. Students of determination are provided with personalised support in the form of individualised plans to help them achieve specific targets. Modifications for the more able students vary in quality.
- The curriculum is imaginative and offers a very wide range of opportunities for a large majority of students. It includes engaging opportunities for creativity, enterprise, and social contributions. A variety of extra-curricular activities, clubs and technology-integrated projects help students to develop innovation, problem-solving and decision-making skills.
- Display boards and themed assemblies extend students' appreciation of Arabian culture and heritage. Largely led and initiated by students, celebrations reinforce their awareness of Emirati history and culture.

For Development:

- Ensure that curriculum modifications consider the potential of the most able students and thus improve their overall progress.

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

	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- The school has rigorous safety measures in place to maintain a secure learning environment. Safeguarding policies and practices are fully documented and shared with stakeholders. The supervision of students is carefully planned to ensure their safety within the school and on school transport.
- Medical staff play key roles in supporting and promoting healthy lifestyles. They provide advisory seminars and workshops on good health practices to students, parents, and teachers. Medical records are sensitively managed and carefully stored.
- The school fulfils all regulatory requirements for evacuations and fire drills. Recorded incidents of bullying are very low, and effective measures are in place to protect students and staff.

	Middle	Secondary
Care and support	Very good	Outstanding

- Teachers have positive relationships with their students. Management of behaviour is mostly effective, but in the middle phase the management of boys in some lessons is less than secure. Approaches to promoting students' attendance are most successful in the upper grades.
- Established systems help to identify students of determination and those who are gifted and talented. The identification of specific needs is less accurate. Specialist teachers support a few students, who make expected progress. A few teachers do not match work to students' needs appropriately.
- The wellbeing and personal development of students are closely monitored. Trained counsellors offer effective personal support. Careers guidance begins in Grade 8 and increases for students and parents when decisions have to be made about course selections and further education.

For Development:

- Strengthen the school's approach to promoting better attendance rates.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- School leaders show commitment to providing for students of determination. Led by an inclusion champion, a specialist team works with students to support them. The school has an inclusive education improvement plan. There is no appropriately qualified governor for inclusive education.
- Students of determination are identified through assessments. Qualified specialists support students in individual sessions. Learning support assistants offer support to a few students in lessons. Class teachers are aware of students of determination, but the support which they provide is not consistently matched to individual needs.
- Parents are kept informed of their children's progress. The school makes regular contact with parents and involves them during the preparation of individual education plans (IEPs). Most parents feel suitably supported and are pleased with the provision for their children.
- Students' IEPs mostly include measurable academic goals and targets for social and behavioural development. Some teachers overlook the IEP targets when modifying lessons to meet the needs of individual students. Teachers and learning support assistants participate in regular professional training.
- Most students of determination are supported and make acceptable or good progress in lessons and over time. When lessons are not modified to meet the specific learning needs of individual students, progress is inconsistent and slower.

For Development:

- Secure the support of a qualified governor of inclusion to ensure that there is greater accountability for inclusion across the school.
- Improve the quality of support in classrooms to increase the progress made by students of determination.

6. Leadership and management

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

- Senior leaders, including the principal, work closely with students, parents, and other stakeholders to promote best educational practices. The recruitment and retention of high-quality teachers are key priorities. Relationships are professional. Leaders continue to devise and direct a range of improvement activities. Leadership responsibilities have been delegated to teams and individuals to achieve the school's vision and mission. Ensuring that all leaders are clear about their responsibilities and the subsequent effects on students' outcomes is a priority.
- Leaders gather information from a range of sources to inform planning. Developments within the school are managed carefully, with an appropriate focus on achieving realistic goals. In the middle phase, such planning results in improvements to teaching and assessment. In the secondary phase, information from teacher reviews and other sources is more aspirational than realistic. The evaluation of data and the monitoring of teaching in Arabic, English, and mathematics are not closely aligned to the UAE School Inspection Framework.
- In an open and welcoming manner, the school actively seeks the views of parents to guide development. Parents are highly supportive of school leaders and teachers. They report that the school effectively and promptly acts upon any concerns which they may have. Communication with parents is facilitated through a dedicated portal. Throughout the year, parents have opportunities to engage with students either through volunteering or by presenting sessions on life skills.
- The governing board operates on a not-for-profit basis. The chief executive officer reports to a management committee, headed by the chairman of the board and comprising representatives from all stakeholders. Board members hold regular meetings with senior leaders to discuss the school's performance and students' outcomes. This evaluation is based on the criteria of the UAE School Inspection Framework.
- All staff members and students are aware of the school's routines and requirements. The premises and facilities are appropriate. Many areas are well suited to extra-curricular activities. The provision of more spacious classroom environments for older students is an ongoing challenge for the school. In addition, more regular use of the science laboratories is advisable. The precise timetabling and appropriate deployment of teachers allow for smooth transitions between lessons. There are suitable arrangements for transport, break times, and assemblies.

For Development:

- Monitor and benchmark teaching, learning and assessment in line with the descriptors in the UAE School Inspection Framework.

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