



المعرفة
Knowledge



THE INDIAN HIGH SCHOOL-BRANCH INDIAN CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Garhoud
	Opening year of school	1988
	Website	https://ihsag.ihsdubai.org
	Telephone	97142823555
	Principal	Amita Kapoor
	Principal - date appointed	4/1/2014
	Language of instruction	English
	Inspection dates	25 to 29 September 2023



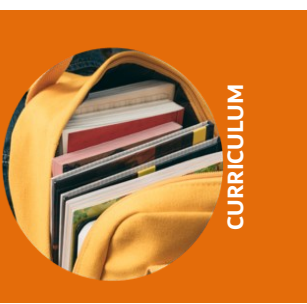
STUDENTS

	Gender of students	Boys and girls
	Age range	3-10
	Grades or year groups	KG 1-Grade 4
	Number of students on roll	4185
	Number of Emirati students	0
	Number of students of determination	193
	Largest nationality group of students	Indian



TEACHERS

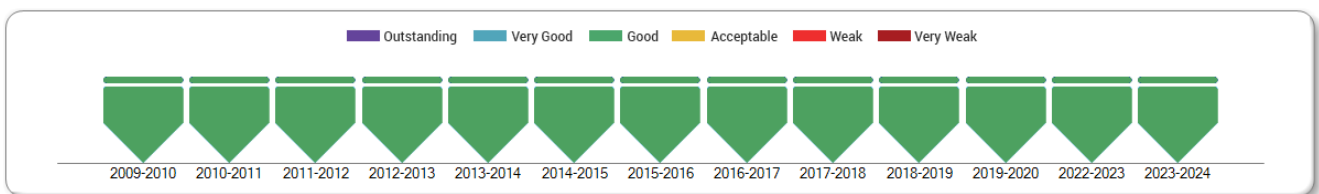
	Number of teachers	272
	Largest nationality group of teachers	Indian
	Number of teaching assistants	34
	Number of guidance counsellors	6



CURRICULUM

	curriculum	CBSE
	External Curriculum Examinations	ABT, IBT, CAT4 (Cognitive Abilities Test) ISA (International School's Assessment), NGRT (New Group Reading Test)
	Accreditation	NA

School Journey for THE INDIAN HIGH SCHOOL-BRANCH



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- In Primary, assessment information and lesson observations reflect a decline in students' attainment and progress in English, mathematics and science. Children in the Kindergarten (KG) perform very well in science. Students' progress and attainment in Arabic, remain acceptable. In Islamic Education, the majority of primary students make better than expected progress. The progress of students of determination is secure.
- Students' behaviour is a key strength. This is a result of the school's successful wellbeing initiatives for promoting good behaviour. Students across the school are strongly aware of Islamic values, that are embedded in the curriculum. Most students have an excellent work ethic. They appreciate opportunities to initiate projects, such as, planning and promoting events that develop cultural awareness.

Provision For learners

- In both phases, most teachers have secure subject knowledge. Teacher-student interactions are respectful and positive. In KG, teachers take account of the needs of different groups of children. Internal assessment processes are linked to the curriculum standards. In KG, accurate assessment information allows teachers to track the progress of children effectively. In Primary, there is a lack of clarity in teachers' use of assessment to measure students' progress.
- The curriculum provides ample opportunities to develop students' talents. In KG, the curriculum includes computer coding, Hindi, and Arabic. The curriculum is reviewed regularly to incorporate reading, technology and innovation programmes. Opportunities for creativity, social contribution and building community links are provided across the school. A variety of extra-curricular activities are offered to enhance students' academic and personal development.
- Health and safety procedures are excellent. All staff are trained in the safeguarding and protection of children. The school's cyber-safety measures have been recently updated. The wellbeing of the whole school community is a high priority. Very strong levels of mutual respect between teachers and students prevail. Systems for managing behaviour, attendance and punctuality are effective and efficient.

Leadership and management

- Led by the principal, leaders promote school improvement and the wellbeing of the school community well. Assessment practices do not always provide an entirely accurate view of the school's performance. Parents report that staff act promptly on their concerns and their views are sought regularly. Governors do not pay enough attention to the monitoring of teaching and students' progress. Children in KG benefit from a wider range of resources than students in Primary.

HIGHLIGHTS OF THE SCHOOL:

- The warm and nurturing classroom climate in KG that fosters children's engagement in learning.
- Students' self-discipline, deep appreciation of Islamic values and excellent work ethic.
- The well balanced curriculum that meets all statutory requirements.
- The child protection arrangements that are well understood by students, staff and parents.
- Parents high satisfaction with the feedback they receive on their children's progress and wellbeing.

KEY RECOMMENDATIONS:

- Ensure that the teaching of Arabic is matched to student's individual needs and is focused on improving their language acquisition skills.
- Improve the accuracy of the assessment of students' progress and attainment.
- Ensure that teachers plan learning activities that offer appropriate challenge and support to all groups of students in all lessons.
- Improve students' skills in assessing their own learning.











OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		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	Very good	Good ↓
	Progress	Very good	Good ↓
 Mathematics	Attainment	Very good	Good ↓
	Progress	Very good	Good ↓
 Science	Attainment	Very good ↑	Good ↓
	Progress	↑ Very good	Good ↓
		KG	Primary
Learning skills		Very good	Very good



02 Students' personal and social development, and their innovation skills

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

03 Teaching and assessment

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

04 Curriculum

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

05 The protection, care, guidance and support of students

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

06 Leadership and management

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

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

Focus Areas

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school - a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Not applicable

- There are no Emirati students enrolled in the school. The school improved its performance in the Progress in International Reading Literacy Study (PIRLS) in 2021 and exceeded the set target. The school is in the high international benchmark bracket. Girls outperformed boys. The school has introduced a wider range of texts in English lessons to engage all students in reading. The areas identified for development, such as characterisation, are now a focus within the curriculum.

C. Leadership: International and Emirati Achievement	Good	
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- Although action planning is in place, the targets are not always matched precisely enough to the areas of concern. For example, there are actions to improve reading literacy, but these are not linked to the low performance in the ISA and NGRT tests. Benchmark reports are used to adapt the curriculum effectively. However, there is less impact evident in lessons as changes recently introduced are not fully embedded in practice.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Not applicable

- Issues identified from assessments are addressed within whole class teaching. In lessons, a large majority of students use a range of sentence structures and a wide vocabulary. Most students read fluently. Two digital reading platforms have been introduced, which allow students to read books at their own level. An assessment must be successfully completed before students can move to the next level. Reading in many subjects supports greater engagement. For example, in mathematics, word problems are often based on students' interests.

Overall school standards in the National Agenda Parameter are: Good.

For Development:

- Ensure that reading literacy is fully embedded in all subjects and that texts and passages are matched to the students' reading levels.
- Ensure that all teachers make full use of assessment information to plan learning experiences that meet the needs of all students.



Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a good level.

- The principal, governors and wellbeing leadership team are committed to the development of wellbeing principles, as evidenced in the implementation of supportive policies. The development of wellbeing is guided by assessments of the impact of wellbeing initiatives and informal feedback from students. The school is embedding the wellbeing philosophy through a process of self-review, monitoring, and the professional training of teachers.
- Concern for the care of students is very apparent across the school. The use of assessment, surveys and professional training assists the gathering of data and other information. In Primary, students understand how wellbeing initiatives positively influence a healthy lifestyle.. A group of students interviewed during the inspection spoke about several school initiatives to help to reduce levels of anxiety.
- The school encourages students to think about how they can support the wellbeing of others. They participate in a variety of fundraising and cultural and family events. In KG, curriculum planning ensures that daily wellbeing activities promote positive classroom environments. In Primary, curriculum planning to promote the wellbeing of all students is underdeveloped.

For Development:

- Ensure that curriculum planning in Primary includes activities that promotes the wellbeing of all students.

UAE social studies and Moral Education

- The school uses the Moral, Social and Cultural Framework (MSCS) textbooks and has allocated two lessons a week for UAE social studies and one for moral education.
- The ministry textbooks are introduced from Grades 1 to 4. UAE social studies is taught as a standalone subject and topics are also integrated with other subjects.

Arabic in Early Years

- Arabic is taught in KG2 for one 35 minute lesson a week. The school uses a simplified form of the Arabic for additional language learners, curriculum. During lessons, children are engaged in a range of activities for instance, songs and language games, in which they learn the letters of the alphabet, numbers, the names of animals, and greetings. A wide range of resources are available, which include outdoor activities. Teachers do not make enough use of formal and informal assessments to ensure that learning activities are matched to children's needs.



Main Inspection Report

1. STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- A majority of students demonstrate better than expected knowledge and understanding of the subject in lessons and in their recent work. The school's assessments of students attainment are higher. There are no significant differences between the attainment of boys and girls.
- Students' understanding and application of Islamic values are strong. However, their knowledge of the Holy Qur'an, Hadith and Seerah and, their ability to extract evidence from them, is less well-developed.
- The school has allocated additional curriculum time to improve students' Holy Qur'anic recitation skills. The impact on students' outcomes is not yet evident, particularly in the upper grades.

For Development:

- Ensure that all areas of learning in the subject are linked with the Holy Quran, Hadith and Seerah.
- Improve students' recitation and memorisation skills of the Holy Qur'an.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- In lessons and students' recent work, most students attain the expected curriculum standards. School assessments show a higher level of attainment. Girls' generally achieve better than boys and students in the lower grades make stronger progress than those in the upper grades.
- Students' ability to listen is the strongest language skill. They understand teachers' instructions and respond to them, although with some help. Students' independent writing and speaking skills are less well developed.
- The increased opportunities given for students to practice Arabic in everyday situations and, the use of extra resources is helping to improve students' reading and listening skills. However, writing and speaking skills are insecure with most students unable to express themselves freely and at length.

For Development:

- Improve students' writing and speaking skills by providing more opportunities for them to practice them extensively.
- Ensure that students understand what they read and use key vocabulary in meaningful sentences.

ENGLISH

	KG	Primary
Attainment	Very good	Good ↓
Progress	Very good	Good ↓

- Children in KG make very good progress in all four language skills. From often little or no familiarity with English on entry, most become confident and articulate speakers.
- In Primary, assessment data and lesson observations show declining levels of attainment and progress. Most students develop a wide vocabulary and read and speak confidently. However, teachers do not pay enough attention to students' comprehension skills across all grades.
- Although students' reading and writing are generally good, they are not as strong when they are writing in more detail or in different styles. This is because they have too few opportunities to read and write extensively.

For Development:

- Ensure students' comprehension skills are more consistently developed in primary lessons.
- Increase opportunities for primary students to read and write extensively.

MATHEMATICS

	KG	Primary
Attainment	Very good	Good ↓
Progress	Very good	Good ↓

- Internal assessments indicate that the large majority of students across the school are achieving above curriculum expectations. This is not apparent in Primary students' work in lessons and workbooks. Only in Grades 3 and 4 do international benchmark assessments support the school's assessments.
- A large majority of children in KG are able to create and read bar graphs, and calculate single digit additions mentally. The majority of students in Primary are secure with the four operations of number and aspects of shape. They can apply their understanding skilfully to everyday problems.
- The school has sharpened the focus on the learning of mental arithmetic in Primary, as this remains a barrier to solving problems more quickly. This is an ongoing priority for improvement.

For Development:

- Improve students' recall of number bonds, multiplication facts and mental arithmetic calculations.

SCIENCE

	KG	Primary
Attainment	Very good ↑	Good ↓
Progress	Very good ↑	Good ↓

- Students achieve better in KG than in Primary because they benefit from an enquiry-based approach to learning. Assessment information is not consistently used to plan activities which support and challenge students sufficiently. Consequently, progress is slowed. Students across the school enjoy practical science activities.
- Most students understand and use scientific vocabulary well. In Grade 2, students learn the meaning of transparent, translucent, and opaque. From KG onwards, students learn to observe, predict, test, and record their findings. Primary students lack appropriate opportunities to conduct investigations independently.
- The limited use of critical thinking skills in Primary has contributed to the decline in students' performance this year. Students do not have enough opportunities to expand their scientific skills by explaining and justifying their predictions.

For Development:

- Provide students in Primary with more opportunities to create and independently test their own hypotheses.
- Ensure that all students, particularly the higher attainers in Primary, are challenged to critically reflect, explain, and justify their predictions.

LEARNING SKILLS

	KG	Primary
Learning skills	Very good	Very good

- Students, in both phases, have well-developed learning skills. Children in KG have many opportunities to develop these skills in lessons. Students in Primary have more opportunities to develop and apply their learning skills in project work outside of the classroom.
- Students, in both phases, are enthusiastic and motivated learners. They can work independently, take responsibility for their learning, and collaborate effectively. They regularly make connections with everyday life and can communicate their learning clearly. Problem-solving is a strength in primary mathematics.
- Strengthening primary students' skills in technology, through lessons on coding and the development of digital citizenship, is a particular focus this year. Good examples are evident in the students' models on the theme of 'endangered animals.'

For Development:

- Improve primary students' skills in assessing their own strengths and weaknesses, so that they can play a more active role in progressing their own learning.



2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary
Personal development	Outstanding	Outstanding

- In both phases, students demonstrate very positive and responsible attitudes towards learning and the school. They are self-reliant and demonstrate high leadership skills. They are sensitive to, and show genuine concern for, the needs of others.
- Students' behaviour is a strength of the school. This is a result of many of the schools' initiatives for promoting good behaviour, for example, the 'buddy' programme and 'star student of the month'. Students are punctual to classes and their attendance rates are very high.
- The school's initiatives such as, 'Eat Your Veggies Day', 'Fruit Break', and 'Nutrition Week' have helped to raise students' awareness of healthy living. Most students make healthy choices for their food and drinks and participate enthusiastically in the school's physical activities.

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

- Students in both phases are strongly aware of Islamic values and understand their relevance to the modern society of the UAE. These values are embedded as part of the school's curriculum and enhanced in many of the school's activities such as, the 'Helping Hands' and Islamic values projects.
- Students are proud of their cultural heritages and speak knowledgeably about their history and traditional art and food. Older students can give details about world cultures. For example, they talk knowledgeably about the Great Wall of China, English literature and Japanese food.
- Students' understanding of UAE heritage and culture is having a more positive impact this year. Across the school students can give details about the history of the UAE, the leaders of the country, and places of interest to tourists.

	KG	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students participate in a range of activities that make positive contributions to the school community. They take on leadership roles and are actively involved in both school and wider community initiatives. Many students take part enthusiastically in interschool competitions.

For Development:

- Consolidate students' understanding of the interdependent nature of World-wide communities.

3. TEACHING AND ASSESSMENT

	KG	Primary
Teaching for effective learning	Very good	Good

- Most teachers, in both phases, have secure knowledge of their subjects and of how children learn. Teacher-student interactions are respectful and positive. In KG, teachers' planning takes account of the needs of different groups of children.
- In KG, teachers use questions, prompts and dialogue consistently that promote thinking and problem-solving. Children are encouraged to take responsibility for their learning. This is less consistent in Primary. However, problem-solving is a strong feature of primary mathematics.
- Lesson planning and the use of assessment, has been a focus for development in Primary this year. However, the learning objectives identified in lesson plans, often relate to the class as a whole and do not take account of the differing attainment levels of groups within the class.

	KG	Primary
Assessment	Very good	Good ↓

- Internal assessments are linked to the curriculum standards. In KG, assessment is coherent, and provides reliable information that allows the progress of children to be monitored accurately. In Primary, the assessment procedures lack clarity and data on students' progress are not reliable.
- Leaders benchmark the school's performance against international standards and adapt the curriculum where necessary. In Primary, not enough use is made of assessment information to guide lesson planning. Many teachers make skilful use of questioning to evaluate students' understanding.
- The marking policy is inconsistently applied in Primary. Comments often lack subject specific advice on the next steps that students need to take to improve their work. Student self-assessment is evident, but inconsistent. Students have few opportunities to assess each other's work.

For Development:

- Plan learning activities that have clear objectives and success criteria related to the differing attainment levels of groups within the class.
- Ensure that in Primary, assessments of students' progress and attainment are accurate.
- Ensure that teachers' marking enables students to know how to improve their work.

4. CURRICULUM

	KG	Primary
Curriculum design and implementation	Very good	Very good

- The curriculum has a clear rationale, is broad and ensures continuity and progression. Students build well on their prior knowledge and understanding and are prepared well for the next stage of learning. In KG, the curriculum ensures that children learn in a supportive and nurturing environment.
- The curriculum provides ample opportunities to develop students' talents and aspirations. In KG, the curriculum is enriched by a variety of additional learning activities. The Primary curriculum is reviewed regularly to incorporate enhanced reading and new technology and innovation programmes.
- Some cross-curricular links transfer learning between subjects but these are not uniform and lack rigour in Primary.

	KG	Primary
Curriculum adaptation	Very good	Good

- The school makes adequate modifications to the curriculum to meet the needs of most groups of students through differentiated activities in lessons. The curriculum offers a range of learning activities designed to motivate most students.
- Opportunities for creativity, social contribution and strong community links are provided in both KG and Primary. A variety of extra-curricular activities enhance students' academic and personal development. These include thematic assemblies that emphasise sustainability and the conservation of the environment.
- Coherent learning experiences are integrated through almost all aspects of the curriculum to develop a broader understanding of the UAE values and its diverse society.

For Development:

- Improve cross-curricular links and make these more meaningful to facilitate the transfer of learning.
- Adapt and modify the curriculum more consistently to meet the needs of students of differing abilities.

5. THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Student health and safety have a high priority in the school. All staff receive regular training on health and safety, safeguarding and child protection. School cyber-safety measures have been recently updated.
- Buildings and outdoor areas are routinely checked and rigorously maintained. Detailed and secure records are kept. Students' safety on school transport is stringently supervised.
- The school places high regard on students' physical fitness and healthy lifestyles, which are supported effectively by the clinic and physical education department. There are daily 'smile' times and water breaks, and regular checks that students are bringing healthy food to school.

	KG	Primary
Care and support	Good	Good

- The school operates in an atmosphere characterised by mutual respect between teachers and students, underpinned by a code of behaviour that is understood by the whole school community. Systems for managing attendance and punctuality are effective and efficient.
- Following admission, the school uses appropriate systems for the identification of students of determination. The school identifies students who are gifted and talented. The provision of differentiated learning activities for these groups of students, is not consistent.
- The school's staffing includes specialists, counsellors, learning support assistants and speech and language therapists. An additional counsellor has recently been appointed, increasing access to support for students' personal development.

For Development:

- Improve teachers' skills in supporting all students of determination and those with gifts and talents to enable them to make more sustained progress.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- The governing board and principal promote an inclusive ethos. This is reflected in many features of the school. An inclusion governor has been appointed to support provision. The inclusion team possess appropriate experience and qualifications.
- A range of formal and informal assessments are in place to identify accurately the needs of students of determination. External specialists contribute to improved identification procedures and the planning of curriculum provision.
- Home-school communication is given a high priority by both parents and teachers. Parents are regularly informed of their children's progress through both formal and informal communications.
- Supportive classroom cultures are common, promoting collaboration and engagement. Differentiated lesson planning and teaching, skills, are variable, resulting in inconsistent rates of student progress. Modified learning pathways support student retention and progression.
- Although the assessment systems assess accurately students starting points and next steps, the setting of achievement targets is variable. The ASDAN Life Skills Challenge which focuses on students' needs and abilities, is age-appropriate and increases students' achievement opportunities.

For Development:

- Ensure lesson planning and teaching is structured to provide students of determination and those with gifts and talents with consistent rates of progress.



6. LEADERSHIP AND MANAGEMENT

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

- Leaders at all levels, led by the principal, are committed to inclusion, school improvement and the wellbeing of all staff and students. They are effective in establishing a positive learning culture and in achieving high standards most notably in KG. Leaders ensure all compliance regulations and arrangements are in place. The monitoring of students' performance and teachers understanding of accurate assessment practices in Primary, are insecure.
- While self-evaluation arrangements are comprehensive, with information gathered from a range of sources, the analyses of the findings are not rigorous enough. The school has seen a decline in some indicators in the primary phase, particularly, in assessment and progress. The implementation of the school's assessment procedures and the impact on students' outcomes are not checked. The school has introduced a new performance management system intended to improve teaching in Primary.
- The school uses a wide range of methods, including digital platforms, to communicate with parents. Regular reports inform parents of their children's academic and personal progress. Parents are welcomed into the school and staff act effectively and promptly on any concerns. The views of parents are sought when the school is planning any new initiative. Cultural events are very much appreciated by parents and well attended during the school year.
- The governing board is supportive of school leaders and the school community. Communication with all stakeholders is regular and informative. This has led to shared and responsive decision making, helping to support change and improve resources. However, governors are not sufficiently aware of the quality of teaching and the impact on students' learning and progress, especially in Primary. The board ensures that all statutory requirements are met.
- Good communication between parents and staff supports the organisation of school activities and this results in little disruption to the delivery of the curriculum. While individual members of staff are well-qualified, a large group do not have a recognised teaching qualification. Children in KG benefit from a wider range of resources than their peers in Primary. Few classrooms in the primary phase have reading areas or provide students with modern learning resources in science and mathematics.

For Development:

- Ensure all leaders undertake a systematic review of the school's implementation of assessment practices and how they impact on students' outcomes.
- Establish more rigorous procedures for monitoring teaching and the impact on students' learning, especially in Primary.
- Ensure that all teachers have recognised teaching qualifications and there are more up-to-date learning resources for science and mathematics.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

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

The next 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