



المعرفة
Knowledge



THE INDIAN HIGH SCHOOL INDIAN CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Oud Metha
	Opening year of school	1972
	Website	https://ihsom.ihsdubai.org/
	Telephone	97143358851
	Principal	Mala Mehra
	Principal - date appointed	7/7/2022
	Language of instruction	English
	Inspection dates	02 to 06 October 2023



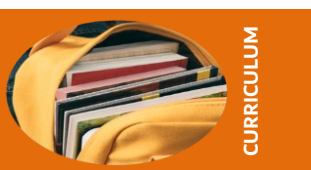
STUDENTS

	Gender of students	Boys and girls
	Age range	10-18
	Grades or year groups	Grade 5-Grade 12
	Number of students on roll	5309
	Number of Emirati students	0
	Number of students of determination	220
	Largest nationality group of students	Indian



TEACHERS

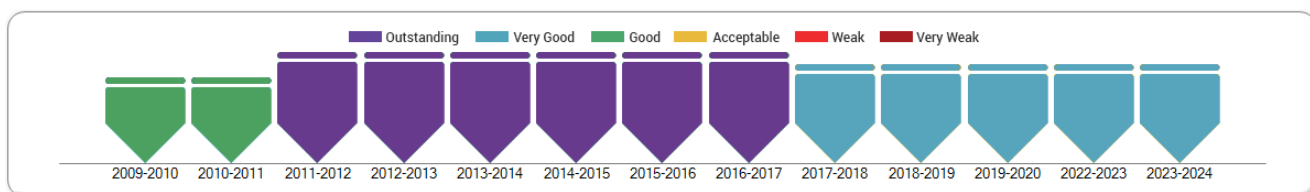
	Number of teachers	317
	Largest nationality group of teachers	INDIAN
	Number of teaching assistants	3
	Number of guidance counsellors	11



CURRICULUM

	curriculum	CBSE
	External Curriculum Examinations	ISA, NGRT, ABT, CBSE, CAT4
	Accreditation	CBSE

School Journey for THE INDIAN HIGH SCHOOL





SUMMARY OF INSPECTION FINDINGS 2023-2024

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

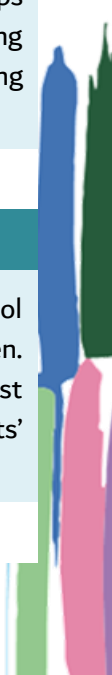
- Islamic Education is a strength in both phases. Along with Arabic, students’ outcomes have improved. Students in both the middle and secondary phases perform above international standards in science. In English, students in Secondary have excellent skills in literacy. They achieve consistently above the expected age-related levels. In mathematics, students’ attainment and progress are very good in both phases. Students of determination meet the targets set for them in their personalised plans.
- Students’ behaviour is exceptional. They are respectful and considerate. They show acceptance and empathy towards their fellow students and members of staff. Their appreciation and understanding of Islamic values are key strengths. Students in both phases demonstrate deep understanding of environmental issues and sustainability.

Provision For learners

- Teachers promote positive classroom climates. They encourage students and value their efforts. Teaching ensures that students are successful in their interactions, collaboration, enquiry, innovation and research activities. Assessment systems are very rigorous. They are varied and adhere to the requirements. These comprehensive approaches yield detailed evidence of students’ progress.
- An appropriate range of curricular choices provides considerable variety for all students. Secondary students are very well prepared for the world of work and higher education. They express interest in continuing to universities. Projects and initiatives make students aware of healthy habits and sustainable lifestyles. They develop leadership and entrepreneurial skills. A wide range of social, cultural, scientific and sporting activities allows students to extend their learning
- The school implements robust child protection policies to ensure the safety of all students. Implementation of a zero-tolerance policy for bullying is achieved through clearly defined procedures. Very strong relationships between students and members of staff permeate all aspects of school life. The school’s highly positive and caring ethos underpins very effective arrangements for students’ attendance and behaviour. Inclusion is a guiding principle for all.

Leadership and management

- Leaders at all levels, inspired by the principal, set a very clear direction. They engage in strategic school improvement planning. Parents are empowered as partners in promoting the wellbeing of their children. Governance fulfils all statutory requirements. Governors are keen for all students to achieve the very best outcomes. The daily operations of the school are smooth and systematic, aimed at maximising students’ achievements.



Highlights of the school:

- The improving performances of students in most subjects.
- Excellent relationships and interactions between teachers and students.
- The rich curriculum, which offers an excellent range of opportunities designed to inspire and motivate students.
- The coherent and realistic school improvement plans and the ambitious vision for the school.
- Improvements in both provision and outcomes.

Key recommendations:

- Focus on improving the quality of teaching so that outstanding practices are implemented in all grades and subjects.
- Ensure that well-chosen resources, including the library and laboratory facilities, are provided to students for many and varied learning opportunities.











OVERALL SCHOOL PERFORMANCE

Very good

01 Students' Achievement

		Middle	Secondary
 Islamic Education	Attainment	Good	Good
	Progress	Very good ↑	Very good ↑
 Arabic as a First Language	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Good	Acceptable
	Progress	Good	Good ↑
 English	Attainment	Very good	Outstanding ↑
	Progress	Very good	Very good
 Mathematics	Attainment	Very good	Very good
	Progress	Very good	Very good
 Science	Attainment	Outstanding ↑	Outstanding
	Progress	Very good	Outstanding
		Middle	Secondary
Learning skills		Very good	Very good

02 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

03 Teaching and assessment

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

04 Curriculum

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

05 The protection, care, guidance and support of students

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

06 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

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	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Not applicable

- International assessment data show improvements in students' overall mathematics scores between two assessment cycles. Sustained outstanding and very good attainment levels are recorded in English and science respectively.

C. Leadership: International and Emirati Achievement	Very good
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- Subject leaders are well informed about reports on the international and benchmark assessment results. The current analysis of data provided by the National Agenda Parameter (NAP) clearly identifies areas for improvement in English, mathematics and science. Curriculum content is modified by incorporating concepts which have been tested in international benchmarking examinations. The school conducts a skills tracking test for all students in all subjects. The National Agenda action plan has clear success criteria and realistic time frames, and identifies responsible personnel.

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

- Teachers are aware of the importance of reading literacy skills. Reading is purposefully incorporated in the form of case studies, reading texts and the exploration and interpretation of information, including graphs and pictorial representations. The extension of reading is particularly strong in science. Critical thinking and higher-order thinking are integral parts of lessons. The tiered challenge activities offer students opportunities to extend their abilities and to move to higher levels. This strategy is most effective in mathematics and science lessons.

Overall, the school's results in the National Agenda Parameters are very good

For Development:

- Increase the opportunities in mathematics for teachers to promote reading literacy.
- Provide more opportunities for open-ended enquiry, critical thinking, research and problem solving in English lessons.

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 very good level.

- Wellbeing is at the very centre of the school's ethos and culture. Leaders ensure that it is a highly visible feature in virtually all aspects of school life. The wellbeing leader oversees a very effective team which includes counsellors and students. It is very successful in addressing the wellbeing needs of students, members of staff and parents. The school gathers information from internal surveys and analysis of records to identify individual and whole-school wellbeing development needs.
- The very effective communication channels are well established. Parents can easily inform the school of any wellbeing concerns. They receive rapid feedback. Students have many ways to alert others to worries or concerns, through the QR (Quick Response) codes or through talking to student wellbeing managers. Members of staff are very well supported. As a result, there are high levels of morale and staff retention. Teachers believe that their contributions are valued.
- There is a large variety of highly effective wellbeing initiatives and innovative activities. 'Thrive lessons' promote wellbeing and encourage students to understand and share their feelings. Guided by student wellbeing champions and managers, students control their behaviour and conduct to a very high level. The wellbeing culture helps to create highly positive classroom climates which allow students to feel safe and to thrive.

For Development:

- Use external wellbeing surveys as well as the school's internal surveys to identify priorities for improvement in the school's wellbeing provision.

UAE social studies and Moral Education

- The Ministry of Education (MoE) curriculum is followed and integrated for Moral Social and Cultural Studies (MSCS) and UAE social studies. These two subjects are taught independently. Both are taught for 90 minutes per week in the middle and lower secondary grades. In the upper secondary grades, there are 45 minutes of instruction per week in MSCS.
- Teaching engages students in challenging and meaningful topics. Assessments of class work and extended activities, including projects and presentations, are undertaken. There are two annual tests.

Arabic in Early Years

- Arabic is not taught in the early years.



Main Inspection Report

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Middle	Secondary
Attainment	Good	Good
Progress	Very good ↑	Very good ↑

- In both phases, a majority of students attain levels that are above the curriculum standards. In the middle phase, students demonstrate strong understanding of Islamic principles and beliefs. Secondary students have a deep knowledge of Islamic rulings on topics such as marriage, divorce and adultery.
- A large majority of students make progress above expectations. Students in the middle phase have an excellent grasp of Seerah. In the secondary phase, students analyse Fiqh matters extensively. They are aware of the features of the Islamic economic system and their relevance to everyday life.
- Students' Tajweed recitation skills have improved. This skill has yet to be uniformly developed.

For Development:

- Improve students' Tajweed recitation skills.

ARABIC AS AN ADDITIONAL LANGUAGE

	Middle	Secondary
Attainment	Good	Acceptable
Progress	Good	Good ↑

- Students attain levels in line with and sometimes above the curriculum standards. Their reading and listening skills are well developed. They can read a wide range of texts accurately. However, the limited Arabic vocabularies of some secondary students hampers their comprehension of less familiar texts.
- In both phases, students can confidently read new texts, analyse them and convey their ideas through debate using standard Arabic. They can write meaningful, grammatically correct sentences relevant to their daily activities, using their expanding vocabularies.
- Students’ writing skills are improving in the secondary phase. Constructive written feedback is inconsistent between different teachers. Limited opportunities for extended writing hinder the progress of the more able students.

For Development:

- Provide additional opportunities for all students to strengthen their speaking skills.
- Improve all students' writing skills by providing activities for extended and creative writing.

ENGLISH

	Middle	Secondary
Attainment	Very good	Outstanding ↑
Progress	Very good	Very good

- External and internal assessment results are very strong in the secondary phase and reflect students’ excellent levels of attainment. Progress in the acquisition of most language skills is above expectations in both phases. Students’ workbooks show advances in their comprehension skills. The most able students can be insufficiently challenged by some tasks.
- Listening and speaking are the strongest skills in both phases. Students are highly articulate and eloquent. Opportunities for high-attaining students to extend their written work are limited. Students’ critical thinking skills are developed in all lessons, particularly in the secondary phase.
- The reading literacy programme is having good effects in both phases. It is comprehensive in scope and provides a breadth of opportunities for students to make progress in reading comprehension.

For Development:

- Ensure that students have time to develop their higher-order thinking skills in the middle phase.
- Develop extended written responses in workbooks and by writing successive drafts of essays.

MATHEMATICS

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

- Students’ attainment in the CBSE examinations is very strong, and good overall on the external examinations. The attainment of boys and girls is mostly equal throughout the school. All groups make rapid progress in their understanding of mathematical concepts.
- Students in the middle phase show improved skills and understanding in geometry. Coordinate geometry and trigonometry are among students’ strengths in the secondary phase. Problem-solving, critical thinking and reasoning skills are developing well in both phases.
- The school prioritises the application of mathematics to everyday situations, enabling students to have a better understanding of the role of mathematics in the world. Students in the secondary phase routinely use their knowledge to solve complex problems. This is evident to a lesser degree in the middle grades.

For Development:

- In the middle phase, strengthen students’ skills for solving challenging problems in unfamiliar contexts.

SCIENCE

	Middle	Secondary
Attainment	Outstanding ↑	Outstanding
Progress	Very good	Outstanding

- Students’ attainment is very secure throughout. Excellent progress is supported by students’ abilities to engage productively in written, digital and investigative activities. Tasks are designed to provide choices, but develop higher-order thinking skills inconsistently. Strong levels of progress are evident in both phases.
- Students in the secondary phase are accustomed to scientific enquiry. They can accurately demonstrate how light travels. They can explain rectilinear propagation of light using transparent, translucent and opaque objects. Designing a line of inquiry is an emerging feature, especially in the middle phase.
- The school has successfully implemented practical learning with laboratory activities. During a laboratory experiment, students were able to compare the experimental value of net resistance.

For Development:

- Provide students with higher-order learning objectives, especially in the middle phase.



LEARNING SKILLS

	Middle	Secondary
Learning skills	Very good	Very good

- Students in the middle and secondary phases are enthusiastic. They take responsibility for learning. They interact and collaborate purposefully and productively in a range of learning situations to achieve common goals. Learning skills in Islamic Education are emerging as a strength.
- Students in both phases apply their learning to the outside world and make connections to other learning. Critical thinking and problem-solving feature in many lessons. Students display innovative and enterprising skills.
- There is a focus in a large majority of lessons on tasks with different levels of challenge to improve students' research and enquiry skills. Projects developed by students reflect deep understanding of key concepts in mathematics and science.

For Development:

- In the middle phase, provide more opportunities in lessons for the development of critical thinking, problem-solving and independent learning skills.



02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Middle	Secondary
Personal development	Outstanding	Outstanding

- Students are highly satisfied with their school environment. They feel safe, valued and respected. They can approach any member of staff if they face difficulties. Students demonstrate positive attitudes towards their learning, showing confidence, self-discipline and strong leadership skills.
- Students' behaviour is excellent. They respect, accept and empathise with fellow students and members of staff. Consequently, there are strong and warm relationships within the school community and a positive and nurturing classroom climate.
- Students have good understanding of a healthy lifestyle. They choose nutritious food and participate in the school's various sporting activities. The overall rate of attendance is very good. Students are punctual for lessons and at the beginning of the school day.

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

- Students' appreciation and understanding of Islamic values is one of the school's key strengths. They willingly participate in Islamic occasions such as Ramadan and the birthday of the Prophet (PBUH). The entire school community is involved in donating Zakat Al-Fitr.
- Students are well informed about and deeply respect Emirati culture and heritage. They can provide detailed insights into the history, leaders and culture of the UAE. They engage in all national celebrations and events.
- All students take pride in their own cultures. They appreciate, respect and accept other cultures. They celebrate diversity through the curriculum and through various school events.

	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students foster robust social partnerships and engagements within and outside their school community. They participate in conferences and community service projects, demonstrating their commitment to making a positive impact on society.
- Students' unwavering work ethic is evident in initiatives like the "Charity for Honesty" project. They exceeded fundraising expectations, which gives them a sense of accomplishment.
- Students across both phases understand the importance of environmental issues and sustainability. They take steps to raise awareness, particularly focusing on sustainable development goals through school assemblies.

For Development:

- Strengthen students' sense of social responsibility.

03 TEACHING AND ASSESSMENT

	Middle	Secondary
Teaching for effective learning	Very good	Very good

- Most teachers demonstrate a thorough knowledge of their subjects and of how students learn. Teaching approaches in Islamic Education, English, mathematics and science ensure that students make very good progress.
- Teachers promote positive classroom climates. They encourage students to feel respected and valued. They prepare lessons carefully. Their lesson plans contain strategies for differentiation and refer to the appropriate use of assessment data. Teachers provide a range of activities which foster collaboration and independence.
- Teaching ensures that students are successful in their interactions and collaborations as well as in their enquiry, innovation and research activities. However, a few teachers are not mindful of the potential of all groups of students, especially the high-attaining ones.

	Middle	Secondary
Assessment	Very good	Very good

- Assessment systems are rigorous, use a range of methods and adhere to the established procedures. These comprehensive approaches yield detailed ongoing and final evidence of students' progress and attainment. They help to inform teachers' interventions and support for students.
- The analysis of international examination results features robust item analysis and insightful comparisons. It provides valuable insights that contribute to the enhancement of teaching methods and the ongoing refinement of the curriculum.
- Self- and peer- assessments, and evaluations following activities, are standard practices. Written feedback on students' work often suggests the next steps for improvement. Most students appreciate the clear guidance given by their teachers' marking.

For Development:

- Ensure that all groups of students make appropriate rates of progress.
- Provide clear guidance on how students' work can be improved and ensure that students respond to the advice given.

04 CURRICULUM

	Middle	Secondary
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum is a key strength of the school. It is balanced and compliant. The Arabic programme meets MoE requirements. Cross-curricular themes are thoroughly planned in lessons and beyond. Excellent student projects on sustainability, technology, innovation and entrepreneurship are integral parts of the curriculum.
- A comprehensive range of curricular choices provides considerable variety for all students, including those experiencing barriers to learning. Recent additions to curricular choices and enrichment activities offer encouragement for students to reach their potential.
- Curriculum reviews and self-evaluation processes ensure smooth transitions between the grades and phases. Secondary students are very well prepared for the world of work and higher education. They express interest in progressing to universities.

	Middle	Secondary
Curriculum adaptation	Very good	Outstanding ↑

- The curriculum is effectively planned so that all groups of students are engaged and appropriately challenged. The curricular activities create stimulating environments for participation and learning.
- Innovative projects and initiatives create awareness of healthy habits and sustainable lifestyles. They develop students' leadership and entrepreneurial skills, particularly in the secondary grades. The wide range of social, cultural, scientific and athletic activities allows students to enjoy and extend their learning.
- Short courses for students with gifts and talents are a common feature. Activities within and beyond the classrooms develop students' appreciation of Emirati culture and heritage, and of those of other societies. Assemblies led by students deepen their understanding of the traditions and culture of the UAE.

For Development:

- Involve more students in the middle phase in enhancement and entrepreneurial activities, such as sustainability or technological projects.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Robust child protection policies ensure the safety of all students. Implementation of a 'Zero Tolerance' policy for bullying is achieved through clearly defined procedures. Cyber security measures protect students from abuse on social media platforms.
- Safety checks are frequent. The supervision of students is effective. Regular fire drills are conducted. Training is provided to teachers throughout the year. School buildings and equipment are well maintained. Accurate records of incidents are kept and subsequent actions are noted.
- The promotion of safe and healthy living is a high priority, influencing all aspects of school life and wellbeing. Medical personnel promote a healthy and safe school climate. They undertake rigorous health and wellbeing checks. Meals and snacks consistently promote healthy choices.

	Middle	Secondary
Care and support	Outstanding ↑	Outstanding

- Very strong relationships between students and members of staff underpin all aspects of school life. The school's highly positive and caring ethos has helped to improve both attendance and boys' behaviour in the middle phase.
- Inclusion is a guiding principle for all. Efficient systems ensure early and accurate identification of students of determination. Support for students of determination and for those with gifts and talents is effective.
- A wide-ranging pastoral care system, supported by a qualified staff, ensures excellent guidance and support. The emphasis placed on personal development and on learning life skills for senior students, including students of determination, is very successful in preparing them for future careers.

For Development:

- Ensure that there is consistent support for students of determination and for those with gifts and talents.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Very good
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- The leaders' inclusive vision means that students of determination are welcomed into the school. The inclusion governor provides oversight but has yet to monitor the provision directly to gain evidence.
- Entry assessment procedures are well developed and identify a wide range of needs. Recent training has helped members of staff to recognise and provide for students' social and emotional needs. Planned interventions are implemented effectively in most classrooms.
- Parents appreciate the excellent care and support provided for their children. They are pleased with the regular information which they receive about their children's progress. They remark on the very positive changes which they have seen.
- The school provides a very supportive environment for students of determination in almost all classes, phases and subjects. Lesson planning and teaching ensure that these students are engaged in meaningful learning activities pitched at the right level in most classes.
- Effective systems to monitor students' personal and academic progress identify gaps in their learning or development. Feedback is usually specific enough for students to know what they are doing well, or what they should do to improve.

For Development:

- Ensure that governors gain first-hand evidence of the quality of provision for students of determination to enable them to challenge and support the school.
- Improve the consistency of provision and progress for students of determination in all subjects.



06 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

- Leaders at all levels, inspired by the principal, set a very clear direction and promote an ambitious vision that is shared by the whole school community. Senior leaders have revised the school's mission statement to align purposefully with KHDA guidance on wellbeing. Leaders implement professional training sessions and set strategic goals and actions to improve students' outcomes. Leaders are committed to improving teaching, to raising expectations, and to increasing students' achievements to outstanding levels.
- Systematic and rigorous self-evaluation processes involve detailed study of the previous inspection report. Leaders engage in strategic school improvement planning to select objectives, define results and plan ways to measure their progress. The principal has ensured a greater culture of accountability by redefining roles, providing resources and establishing clear expectations for improved practices. Based on an appraisal of teaching and learning, leaders are focusing on developing consistency in both phases.
- Feedback from parents is an important source of information in the school's decision-making processes. Information is gathered periodically through surveys. Parent representatives and open communications give additional inputs. Parents are empowered as partners, particularly in promoting their children's wellbeing. Parents value the confidential online referral procedures. The school has expanded parents' focus groups by adding grade representatives and parents of students of determination. Partnerships with external agencies have led to enriched school activities.
- School governance comprises representation from all stakeholder groups. The chief executive officer holds leaders to account through formal and informal meetings and through the analysis of specific key performance indicators. The school uses external consultants to support teaching, learning, Arabic and inclusion. Governors do not fully oversee the development of policies and strategies. Governance fulfils all statutory requirements and provides oversight for the school's educational and financial performance. Governors are ambitious for all students to achieve the very best outcomes.
- The daily operations of the school follow a systematic approach, aimed at maximising students' achievements. Effective timetabling ensures that students are meaningfully engaged. Meetings of heads of departments are scheduled within school hours. The school is appropriately staffed. Professional training is thorough and strategically focused. The newly-renovated school library, mathematics rooms and science laboratories support students' learning well. However, library facilities do not allow students in all grades appropriate or regular access.

For Development:

- Ensure that leaders focus on improving the quality of teaching, so that outstanding practices are implemented across all grades and subjects.
- Enable all school leaders to improve the existing policies and strategies, through interventions by governors.
- Expand resources, including library facilities, to provide students with multiple learning opportunities.



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