

INSPECTION REPORT

Gulf Indian High School

Report published in February 2014

Knowledge and Human Development Authority

P.O. Box 500008, UAE, Tel: +971-4-3640000, Fax: +971-4-3640001, info@khda.gov.ae, www.khda.gov.ae

GENERAL INFORMATION ABOUT Gulf Indian High School

Location	Al Garhoud
Type of school	Private
Website	www.gihsdubai.com
Telephone	04-2824455
Address	P.O.BOX:646 , DUBAI,UAE
Principal	MR.BALA REDDY
Curriculum	CBSE
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-18 / KG 1- Grade12
Attendance	Acceptable
Number of students on roll	2334
Largest nationality group of Students	Indian
Number of Emirati students	0 (0%)
Date of the inspection	7th October to 10th October

Contents

The context of the school	3
Overall school performance 2013-2014.....	4
Key strengths.....	4
Recommendations.....	4
Progress since the last inspection	5
Trend of overall performance.....	5
How good are the students' attainment progress and learning skills?	6
How good is the students' personal and social development?	7
How good are teaching and assessment?	7
How well does the curriculum meet the educational needs of all students?	8
How well does the school protect and support students?	8
How good are the leadership and management of the school?	8
How well does the school provide for students with special educational needs?	14
What are the views of parents, teachers and students?	15
What happens next?.....	16
How to contact us	16

The context of the school

The Gulf Indian High School, situated in Al Garhoud had a total enrolment of 2,334 students, aged 3 to 18, from Kindergarten to Grade 12. The school had a two session timetable with mixed gender students from Kindergarten to Grade 4 and girls from Grades 5 to 12 in the morning session. Boys from Grades 5 to 12 attended the afternoon session of the school. Almost all students were from an Indian background.

The school followed the Central Board of Secondary Education (CBSE) curriculum. Students in the upper grades took the CBSE external examinations.

There were 125 teachers and 10 assistants. The majority of staff had teaching qualifications. Staff turnover had decreased in recent years. The school provided education in the kindergarten, primary, middle and secondary phases in their three school areas of Kindergarten to Grade 2, Grades 3 to 10 and Grades 11 and 12.

A total of 31 students had been identified as having special educational needs. Information on these students was compiled by the school counsellor. An outside agency was employed to diagnose special needs and provide expert advice on appropriate education provision for these students.

Overall school performance 2013-2014

Acceptable

Key strengths

- Excellent attitudes and behaviour of students and their high levels of motivation and enthusiasm;
- Good attainment and progress of students in Islamic Education, English, mathematics and science in the secondary school;
- Students' strong understanding of Islamic values and local, cultural and global awareness in the middle and secondary school.

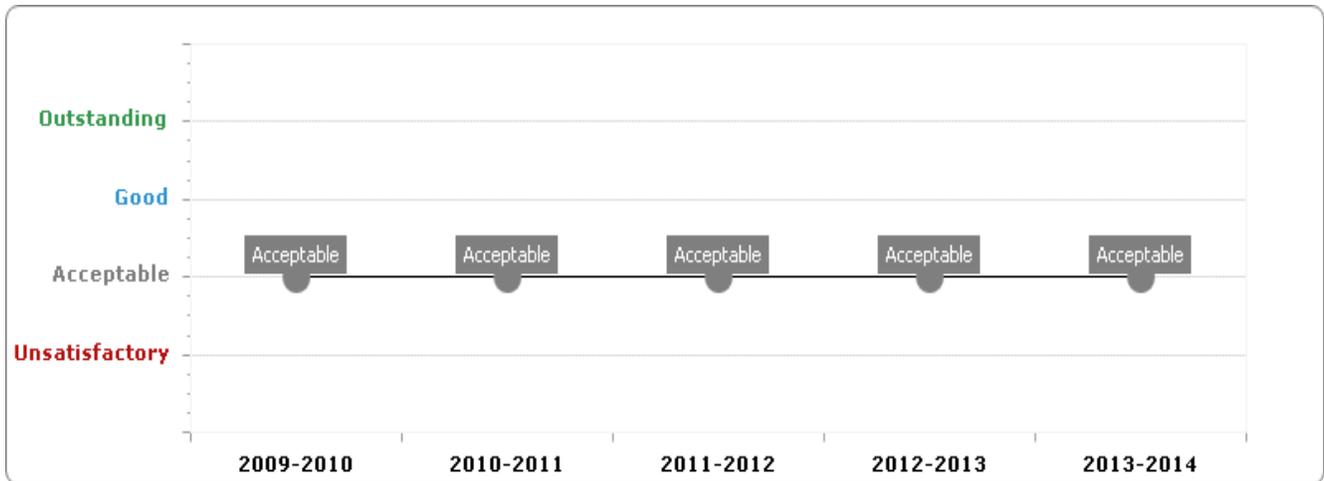
Recommendations

- Ensure school leaders are fully developed decision-makers, involved in the vision, direction and improvement of the school and that they accurately identify the strengths and weaknesses of the school so that they can make improvements where needed.
- Improve the quality of teaching and learning in Kindergarten, Primary and Middle;
- Improve attainment and progress in Arabic as an additional language, particularly in Middle and Secondary;
- Improve progress in Primary and Middle in Islamic Education;
- Improve learning in Kindergarten through child-centred activities which engage and stimulate all children.
- Ensure that teachers use assessment in lessons to provide different learning opportunities for groups of students.
- Provide better expertise in special educational needs so that identification, support and provision enables students to make progress;
- Comply with KHDA requirements for the teaching of Islamic Education and Arabic.

Progress since the last inspection

- Decline in progress in Islamic Education in the primary and middle phases;
- Improvement in progress in mathematics in the middle phase;
- Improvement in attainment and progress in science in the primary phase;
- Decline in personal responsibility in Kindergarten and the primary phase.

Trend of overall performance



How good are the students' attainment progress and learning skills?

	KG	Primary	Middle	Secondary
Islamic Education				
Attainment	Not Applicable	Good	Good	Good
Progress	Not Applicable	Acceptable	Acceptable	Good
Arabic as a first language				
Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Arabic as an additional language				
Attainment	Not Applicable	Acceptable	Unsatisfactory	Unsatisfactory
Progress	Not Applicable	Acceptable	Unsatisfactory	Unsatisfactory
English				
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics				
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Good	Good
Science				
Attainment	Acceptable	Good	Acceptable	Good
Progress	Acceptable	Good	Acceptable	Good

[Read paragraph](#)

	KG	Primary	Middle	Secondary
Quality of students' learning skills	Acceptable	Acceptable	Acceptable	Good

[Read paragraph](#)

How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Personal responsibility	Acceptable	Good	Outstanding	Outstanding
Students' understanding of Islamic values and their local, cultural and global awareness	Acceptable	Good	Outstanding	Outstanding
Community and environmental responsibility	Acceptable	Good	Good	Outstanding

[Read paragraph](#)

How good are teaching and assessment?

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

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

	KG	Primary	Middle	Secondary
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

[Read paragraph](#)

How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and Safety	Good	Good	Good	Good
Quality of Support	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

How good are the leadership and management of the school?

	Whole school
Quality of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, including staffing, facilities and resources	Acceptable

[Read paragraph](#)

How good are the students' attainment and progress?

Attainment was mainly acceptable. It was good in Secondary except in Arabic. In Kindergarten, children's acquisition of knowledge and understanding in English, mathematics and science was relatively weak. In Islamic Education, students across the school demonstrated good levels of understanding of Islamic concepts and laws. Arabic was acceptable in Primary but unsatisfactory in Middle and Secondary where the majority of students did not attain the levels expected, particularly in reading and writing. Attainment in English and mathematics was stronger in the secondary phase in the skills of language acquisition and in understanding and using calculation in mathematics. In English, in Primary and Middle, the skills of analysis, critical thinking, presentation and debate were weak. The practical applications of knowledge was the weakest aspect of mathematics. In science, attainment was good in Primary: students had developed strong investigative skills in a variety of activities but subject knowledge was better understood than the skills of enquiry and research.

Progress was weakest in Kindergarten where children's skills and concepts were under-developed. In Arabic, in the Middle and Secondary, students did not make expected progress particularly in reading and writing. There was steady progress in English in basic language skills in Primary and Middle but students should have made better progress with more challenging and extended work, which was evident in Secondary. Progress in science in Primary and Secondary was good as a result of challenging, meaningful and independent investigations. Progress in mathematics in the middle phase was better because of a student-centred and activity-based approach in developing students' understanding. Students made good progress in the secondary phase, in Islamic Education, English, mathematics and science because the majority of them were given better opportunities to extend their understanding.

Progress was unsatisfactory in all key subjects for students with special educational needs. In almost all lessons students were not supported well enough and curriculum modifications had not been made.

[View judgements](#)

Quality of students' learning skills

Learning skills were acceptable in Kindergarten, Primary and Middle and good in Secondary. In Kindergarten, children were cooperative and interested when offered challenging learning opportunities. However in poorly managed lessons, where interest and curiosity were not stimulated through creative play and hands-on activities, children were easily distracted. In lower primary lessons, students were less confident when there was a lack of independent, hands-on learning opportunities. Nevertheless, in the primary and middle phases, students were enthusiastic about learning. In a few subjects there were opportunities for critical thinking and relating learning to their own experiences. However this was not

consistent in all lessons. In the middle phase, students worked increasingly well in groups but their skills in enquiry, critical thinking and research were insufficiently developed. In the secondary phase, students showed greatest engagement in learning. There was more independence, collaboration and effective presentation skills and students were often reflective. They frequently took the lead in their learning. However, throughout all the phases, there was little independent use of Information Communication Technology (ICT).

[View judgements](#)

How good is the students' personal and social development?

Students' personal and social development were acceptable in Kindergarten, good in primary and outstanding in the middle and secondary phases. Children in Kindergarten were generally well-behaved but personal and social skills were poorly developed. Children often shouted in response to teachers shouting instruction. Students in Primary exercised self-control and self-reliance. Middle and secondary students were responsible, mature and strong role models for younger students. All students showed positive attitudes towards healthy living and keeping fit. Attendance was acceptable.

Understanding of Islamic values and local, cultural and global issues were acceptable in Kindergarten, good in Primary and outstanding in Middle and Secondary. Children in Kindergarten had an adequate understanding of Islamic values, local traditions and culture. Primary phase students knew about different Islamic rituals such as prayers, the Hajj and Islamic celebrations. Middle and secondary students showed a deeper understanding and appreciation of heritage and culture in Dubai. They could relate the influence of Islam such as prayer, Islamic celebrations and clothing. All students had a good appreciation of their own culture.

Children in Kindergarten had an acceptable understanding of community and the environment. This was good in Primary and Middle, and outstanding in Secondary. Kindergarten children demonstrated an acceptable involvement within the school community and an emerging awareness of environmental issues. Primary and secondary students were knowledgeable about different communities in Dubai. There had been a decline in community and environmental awareness, and responsibility in Middle. Students throughout the school were involved in fundraising and were enthusiastic about supporting community groups such as Dubai Cares. Secondary students showed a strong concern for their school and the wider world. They had a very good understanding of environmental issues within Dubai. Students in all grades demonstrated a positive work ethic.

[View judgements](#)

How good are teaching and assessment?

Teaching for effective learning was acceptable in Kindergarten, Primary and Middle and good in Secondary. Most teachers had strong subject knowledge. However there was wide range in understanding how to teach subjects and how students learned best. In Kindergarten there were few independent, hands-on learning opportunities. Across all phases, in the least effective teaching, there was poor classroom management and the pace of lessons was too slow or too fast, resulting in poor learning. Class activities did not always differentiate for the different abilities and enable all students to make sufficient progress. Teachers in Primary, Middle and Secondary were aware of different learning styles, but did not have a good enough understanding of how to use these effectively in lessons. Teaching in the middle and secondary phases showed better pace and a wider variety of activities to engage learners. There were high expectations of the oldest students with more searching questioning that provided challenge and extended learning through cross-curricular links. However in all phases there was a dominance of lecture-style teaching and over-reliance on textbooks resulting in passive learning. The level of challenge was not consistent across all areas of learning. The most able were not sufficiently challenged. A minority of teachers improved students' learning by providing ICT for use by students to enhance their learning. Teaching in non-key subjects was acceptable.

Assessment across all phases was acceptable. Most teachers gave feedback in lessons although this varied greatly across the phases. More specific evaluation and comments were given to older students following their presentations and discussions. In most subjects assessment was not used effectively in lessons to improve learning. Assessment was used to monitor progress in lessons and to mark workbooks but few teachers used it to identify what students needed to learn next. Teachers used examination results to group students as high, average or low attainers but did not specifically evaluate and address individual learning needs. Self and peer assessments were not part of routine assessment procedures. They did not play a part in improving students' understanding of their own learning.

[View judgements](#)

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

The curriculum quality was acceptable across the school. The curriculum followed the requirements of the CBSE and was largely driven by textbooks. There was continuity, progression and appropriate transitions between stages of learning. Departmental and lesson plans were thorough. However, not all the planned content was delivered in lessons. An annual review of the curriculum was made but modifications relied on CBSE changes rather than the needs of learners. There were cross-curricular links in a few subjects but these did not always link to real life experiences or provide opportunities for independent learning,

research and critical thinking. Extra-curricular activities and community links added some breadth to the curriculum but there was limited variety and enrichment. The curriculum was not compliant with KHDA requirements for Islamic Education and Arabic.

Throughout the school, curriculum design was unsatisfactory. It did not effectively meet the needs of different students. Early childhood provision did not stimulate or engage young learners with creative play, discovery or sufficient choice of activities. Across almost all subjects the curriculum was not effectively modified to meet the needs of all groups of students to engage and challenge them. High- and low-attaining students were not supported effectively. Provision for English as an additional language was mostly aimed at mechanical learning of language rather than providing opportunities to develop language understanding and use. For younger children, language learning was almost exclusively rote repetition. In almost all subjects the curriculum was not modified to meet the needs of students with special educational needs. The written curriculum was narrow and restricted opportunities to develop students' interests, talents and ambitions. The design of the curriculum provided little choice, particularly for older students. This lack of diversity restricted learning opportunities for most students.

[View judgements](#)

How well does the school protect and support students?

Throughout the school, provision for health and safety was good. The school was well maintained, clean and hygienic. Safety was a high priority including travel to and from school on buses. Fire precautions were comprehensive and there were regular fire drills. The clinic was well-organised and records were efficiently maintained. Students had regular medical checks. Students were given extensive information and opportunities to learn about the importance of a healthy life style. Healthy food options were encouraged. All staff received regular training in child protection.

Quality of support was acceptable in all phases of the school. Staff-student relationships were cordial. Behaviour was managed well except in Kindergarten where teachers did not always model calm behaviour. Attendance and punctuality were managed efficiently with parents able to view their children's attendance using the internet. Positive behaviour was encouraged through student involvement such as writing class rules. However opportunities for taking responsibility were mainly restricted to older students. Systems for monitoring students' well-being were acceptable. There was occasional guidance for older students regarding further study and careers.

A small percentage of students had been identified as having special educational needs. Support for these students was unsatisfactory in lessons. The curriculum was not modified, support was not provided and

students did not make expected progress. Temporary support from an outside agency was given to the school counsellor whose responsibility included provision for special needs' students. However, minimal advances had been made. Few students had detailed Individual learning plans with goals and timescales. Students had not been involved in writing their plans or setting targets.

[View judgements](#)

How good are the leadership and management of the school?

Leadership was acceptable. Several school leaders knew there was need for change and that immediate action was necessary. However, the whole leadership team had not agreed on areas of improvement and how these could be achieved. Roles and responsibilities for improvements were not clear to all members of the leadership team. Communication was not consistently two-way within the leadership team; the improvements that the school needed to make had not been made clear to parents, teachers and students. A few Heads of Departments were effective in some aspects of school improvement and a few improvements had been made in the school. However, the school had a limited capacity to improve.

Self-evaluation and improvement planning were acceptable. Evidence of self-evaluation was mostly through surveys of students, parents and teachers. There were regular meetings by leaders and systematic lesson observations to determine strengths and weaknesses in teaching and the professional development needs of teachers. However, the school's self-evaluation did not have improvements for students as success indicators. Teachers' professional development did not focus on improving learning and progress. School leaders did not accurately identify effective teaching and take appropriate action to reduce teaching that was not effective. Knowledge gathered about students was not used to bring about change in teaching and learning. There had not been sufficient response to the previous inspection recommendations.

Partnerships with the parents and community were good. Parents felt welcomed at the school. The school had developed productive links with the parents through effective communication, an open-door policy and parents' groups which were fully involved in school activities. There were regular meetings to discuss their children's progress. There were links with community groups and links with other schools were developing. However, the school had not established strong links with local businesses.

Governance was acceptable. There was wide representation on the Board of Governors and also an advisory group of business leaders and members of the community. The Board met regularly. It had had some impact on the school's improvement such as the development of a new building. It consistently sought the views of parents. However the Board of Governors had not held the school sufficiently accountable for improvements such as students' academic outcomes. It had not ensured statutory requirements had been met for the teaching of Islamic Education and Arabic.

Management, including staffing, facilities and resources were acceptable. Day-to-day school operations were efficient. Teachers were deployed effectively across subjects and classes. Facilities were adequate. There were several additional resources in a few subjects. However, there was a very limited range of learning resources for student use in lessons, including the use of ICT by students. Parts of the premises and facilities were not well-maintained. There was one small library and too few computers for more than 2,300 students. Student numbers in most classes were beyond what was expected. Many classrooms lacked sufficient space for the numbers of students. Classroom assistants were not used well to support teachers in their work with students.

[View judgements](#)

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

The progress of students with special educational needs (SEN) was unsatisfactory. Not all students with SEN had been identified accurately. There was a SEN policy in place but no evidence of it in practice. The policy guidance was inaccurate in terms of the role of governor representation on the SEN team. The school did not have a qualified leader of special educational needs and the school lacked the necessary understanding and expertise to provide appropriately for these students. External support from an outside agency was used as a temporary measure but had had little impact on staff development or progress of students with SEN. Resources were not adequate. The small number of students identified as having special educational needs had general education plans not individual education plans (IEPs). Students were not involved in writing their plans and setting their own targets. However, parents were involved in the initial stages of identification. The tracking of the progress of students was weak and progress was not sufficiently monitored. There was limited provision for students who were gifted and talented outside lessons with encouragement to join clubs and enter national and international competitions. However these students were not challenged in lessons.

What are the views of parents, teachers and students?

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

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	668	38%
	Last year	636	25%
Teachers	56		46%
Students	108		39%

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

The following statements were based on the survey response at the time of the inspection. The above response figures are the most up-to-date and accurate available prior to publication.

A minority of parents, about half of the teachers and almost all of the senior students responded to the surveys. Of these, a significant minority of parents and students were concerned about the quality of teaching in Arabic, mathematics and science. A common concern of the majority of students and parents was that lesson quality needed much improvement. The majority of parents were concerned about their children's progress in Islamic Education and Arabic. Most teachers stated that there was good progress in the other key subjects. A number of parents considered that students had insufficient access to technology. Most parents were not aware of international assessment results. A significant number of teachers said that school leaders had not discussed international assessment results with them. Both parents and students wanted more extracurricular activities, including more inclusive activities for all students. Despite these perceived shortcomings, there was support from parents, students and teachers for the new school leadership.

What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This 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 inspection will report on the progress made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

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

Copyright © 2014

This report is for internal use only and for the self-evaluation purposes of the school.
It should not be used for commercial purposes or in connection with a prospectus or advertisement.