

INSPECTION REPORT

New Indian Model School

Report published in January 2013

Knowledge and Human Development Authority

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GENERAL INFORMATION ABOUT New Indian Model School

Location	Al Garhoud
Type of school	Private
Website	www.nimsdxb.com
Telephone	04-2824441
Address	P O Box 3100, Dubai
Principal	Dr Mohammed Aslam Khan Kabuli
Curriculum	CBSE
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-17 / Kindergarten 1 to Grade 12
Attendance	Outstanding
Number of students on roll	6,765
Students' nationalities	Indian
Number of Emirati students	0
Date of the inspection	14th to 18th October 2012

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The context of the school

The New Indian Model School is situated in Al Garhoud, and had a total roll of 6,765 students aged from three to 17 years. Almost all students were of Indian nationality, with six per cent of Pakistani origin.

The school followed the Indian Central Board of Secondary Education (CBSE) curriculum. From Grade 8 students are given the option to follow the CBSE or Kerala state syllabus up to Grade 12. Students took CBSE examinations at the end of Grades 10 and 12. A Montessori curriculum was offered in three Kindergarten classes, and the international CBSE-i was followed in six grades.

Almost all of the 339 teachers had appropriate teaching qualifications. They were supported by 13 teaching assistants. Students were grouped into 235 classes, organised in four phases: Kindergarten, primary, middle and secondary. The school opened in 1980. The present principal was in his fourth year in post. The school roll had reduced by less than one per cent since the previous inspection.

Overall school performance 2012-2013

Acceptable

Key strengths

- The good attainment and progress in Islamic Education;
- Students displayed outstanding attitudes and behaviour in all parts of the school;
- The good teaching and learning in almost all subjects in the secondary phase, as well as in the Kindergarten;
- Good, positive relationships between the staff and students.

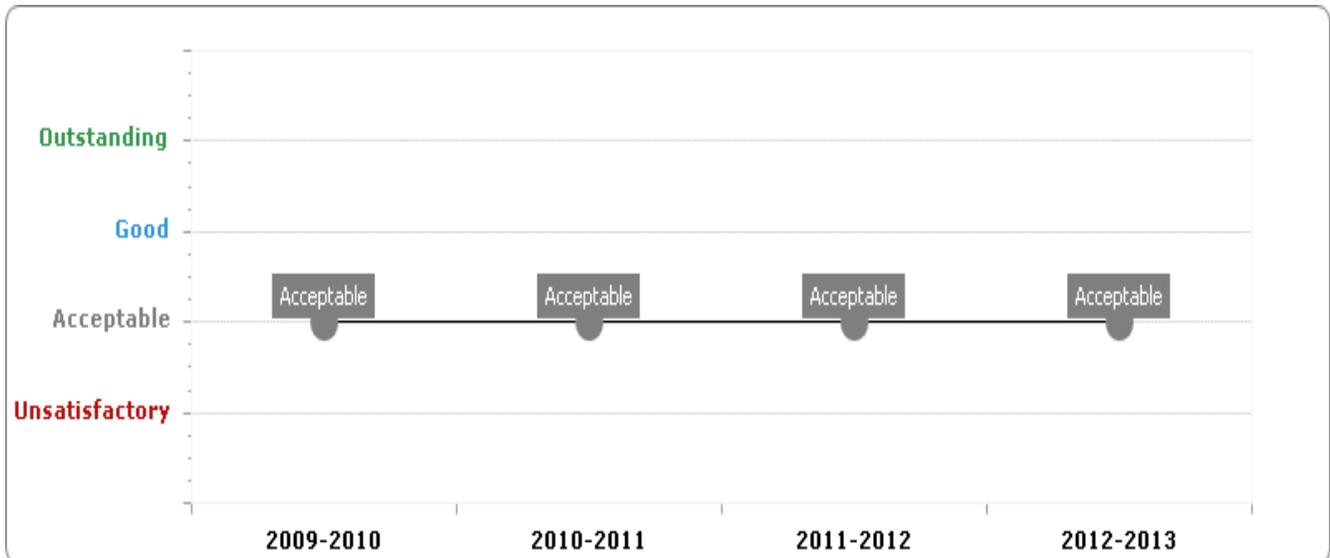
Recommendations

- Improve the quality of teaching and learning to meet the needs of all students, especially in Arabic as an additional language for middle phase and Grade 9 boys, by ensuring that teachers:
 - differentiate tasks to meet the needs of all groups of students in their lessons;
 - maximise opportunities for students to develop critical thinking and enquiry skills and raise their levels of attainment and progress.
- Continue to broaden and enrich the school's curriculum beyond the classroom;
- Ensure that the implementation of systems to safeguard students' safety and well-being are monitored rigorously and shortcomings addressed promptly, including the training of staff in child protection and awareness-raising activities for parents and students;
- Agree and implement a policy for special educational needs, including staff training, to ensure the learning needs of all students are met and that they make good progress;
- The leadership team and governors should further develop the self-evaluation process by:
 - monitoring more precisely the students' experiences and educational outcomes throughout the school;
 - carefully and consistently analysing of the school's performance against recognised criteria, leading to detailed action plans with well-focused and achievable goals;
 - analysing the progress of individuals and groups of students and using the information to improve their quality of learning.

Progress since the last inspection

- The improvement in English attainment and progress in the middle phase;
- The good quality teaching, learning and assessment in the secondary phase;
- Improvements in both male and female parental representation at committee level within the school's governance.

Trend of overall performance



How good are the students' attainment and progress in key subjects?

	KG	Primary	Middle	Secondary
Islamic Education				
Attainment	Not Applicable	Good	Good	Good
Progress	Not Applicable	Good	Good	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	Good	Acceptable	Acceptable
Progress	Not Applicable	Acceptable	Acceptable	Acceptable
English				
Attainment	Good	Acceptable	Good	Good
Progress	Good	Acceptable	Good	Good
Mathematics				
Attainment	Good	Acceptable	Good	Good
Progress	Good	Acceptable	Good	Good
Science				
Attainment	Good	Acceptable	Acceptable	Good
Progress	Good	Acceptable	Acceptable	Good

[Read paragraph](#)

How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Attitudes and behaviour	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and local, cultural and global awareness	Outstanding	Outstanding	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding

[Read paragraph](#)

How good are the teaching, learning and assessment?

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Acceptable	Good
Quality of students' learning	Good	Acceptable	Acceptable	Good
Assessment	Good	Acceptable	Acceptable	Good

[Read paragraph](#)

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

	KG	Primary	Middle	Secondary
Curriculum quality	Good	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

How well does the school protect and support students?

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

[Read paragraph](#)

How good are the leadership and management of the school?

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

[Read paragraph](#)

How good are the students' attainment and progress in key subjects?

Almost all students in all phases demonstrated a good knowledge of Islamic beliefs and rituals. In Arabic as an additional language, listening skills were the most developed skill in the primary phase. For the majority of students, writing was restricted to few short sentences that were often copied. In English, almost all students displayed oral proficiency and good reading skills and applied grammatical knowledge consistently. Written expression was modest and not enough scope was given to creative writing. Attainment in mathematics was good in Kindergarten and particularly strong in number. It was good in middle and secondary phases as students were able to develop a deeper understanding of concepts through investigation and problem solving. In the primary phase, attainment was acceptable as students learnt and applied facts but often lacked critical thinking skills. In the Kindergarten, science was integrated into well-chosen themes that linked science with English and mathematics. Learning about themselves, about home life, and about the environment were clearly reflected in Kindergarten assemblies and classroom activities. Secondary science students were confident in setting up their own investigations, making predictions and using their critical thinking and research skills to support their learning.

Most students demonstrated good progress in challenging Islamic Education lessons. Progress in Arabic as additional language was acceptable in all phases, with the majority of students making the expected progress over time in their listening, speaking and reading skills. Progress in English was acceptable in primary and good in the other phases. Confidence, accuracy and fluency in oral English were displayed by almost all students in secondary. In mathematics, progress in Kindergarten was good as children were continuously developing skills in number and shapes through a thematic approach. Progress in middle and secondary was good as discussion, group work and research were used effectively. In science, progress was hindered in the primary and middle phases by insufficient focus on the abilities of the students and matching these to challenging learning activities.

[View judgements](#)

How good is the students' personal and social development?

The attitudes and behaviour of the students were outstanding across the school. Students shared an excellent rapport with their teachers and peers, leading to harmonious relationships and a productive learning community. The school had a very good prefectural body with students taking on positions of responsibility for regular school activities and conduct of special activities such as exhibitions. The students had positive attitudes to healthy living. They were self-driven; consciously made the right food and lifestyle choices. Attendance for the current academic year was outstanding and also during the inspection period. Muslim students demonstrated a deep understanding of Islamic values and their faith played a very meaningful

role in their daily lives. For example, they understood the importance of turning to prayer in times of anxiety. Students very much appreciated living in Dubai and they valued it as a 'land of co-existence'. They were well aware of the diversity and richness of the traditions, history and cultures of the UAE and India.

The students' very strong work ethic had a positive impact on their learning. They relished the sometimes limited opportunities to take initiatives, for example leading assemblies and developing presentations. Prefects took their duties very seriously, maintaining discipline at breaks. Members of the School Council had improved the procedures to manage behaviour and students helped run clubs. Students showed a deep awareness of environmental issues including, for example, taking part in litter campaigns. Whereas there were broad links within the partner group of schools and other India curricula schools in the UAE, a majority of students had limited involvement with the local community.

[View judgements](#)

How good are the teaching, learning and assessment?

Teaching for effective learning was acceptable in primary and middle phases and good in Kindergarten and secondary. There were signs of recent improvement in all phases, for example more opportunities for activities. Good planning with shared learning objectives supported effective delivery of lessons, especially in English throughout the school. However, there was frequently insufficient differentiation of tasks to meet the range of students' needs in lessons. Supplementary worksheets and amended activities for higher achieving students were used to good effect in the best lessons. In the Kindergarten, best practice occurred when activities provided suitable opportunities for investigation, supporting independent learning and making their own choices about how they learned. Teaching strategies were improving and this assisted self-directed learning among students, especially in the primary and middle phases. Teaching of middle phase and Grade 9 boys was weakest in Arabic with an over-reliance on a teacher-directed style. Open questioning and investigative work were underdeveloped in mathematics and science in the primary phase.

The quality of boys' and girls' learning was acceptable in primary and middle phases, and good in Kindergarten and secondary. In the best lessons, the quality of student interaction was good, with students and children confidently asking as well as answering questions in some depth. In these lessons, students and children collaborated well in groups, assuming leadership and other roles confidently. They linked their learning well to real life. In secondary, the majority of students engaged in pre-lesson research. A minority of students was reluctant to engage fully in group discussion; as a result there was scope to

encourage greater participation in order to promote enhanced research, speaking and listening skills. In a minority of lessons in all phases the development of investigative and critical thinking skills was limited by lack of opportunity.

Assessment of students' progress was acceptable in the primary and middle phases. It was good in Kindergarten and secondary because progress was carefully assessed in class during group work and through skillful questioning in class. In good lessons this information was used as a basis for future lesson planning. The introduction of rubrics had begun to help students to identify the next steps they needed to take in learning. The school had a sound but cumbersome system in place to track students' progress in regular tests and assessments. Parents, teachers and students were involved in setting targets for further achievement. However, limited use was made of this information to identify the progress of different groups of students including, for example the gifted and talented. Teachers frequently encouraged students through praise during lessons, but less often provided them with clear information on how to improve their work.

[View judgements](#)

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

The curriculum in the Kindergarten was good, as it had become more child-centred, with the expansion of Montessori classes and a thematic approach to the CBSE curriculum. In the remainder of the school, the curriculum was acceptable, as it was developing an enquiry-based approach with the CBSE-I alongside the CBSE and Kerala curricula. While this provided an element of choice, it still offered insufficient opportunities for many students to develop critical thinking, collaborative learning and research skills consistently. The capacity for integrating information and communications technology had improved, but remained a limiting factor. The school had developed a number of clubs and activities, which tended to be classroom based and mainly creative. Occasional visits beyond the school, community projects, inter-school competitions and sports provided some enhancement, particularly for boys. Therefore the curriculum met the needs of most, but not all groups of students. The school recognised the need to include life skills and to extend opportunities for girls. It had begun to provide necessary structural and human resources to enable greater participation, whilst maintaining appropriate discretion.

[View judgments](#)

How well does the school protect and support students?

The school campus was secure. Requirements for maintaining students' health and well-being were in place but the monitoring of implementation of procedures was inconsistent. For example, safety procedures regarding school transport were not rigorously applied and emergency evacuation drills were not recorded formally. The school's clinic provided readily accessible medical expertise and facilities. The promotion of a healthy lifestyle featured regularly at assemblies, special seminars for students and in displays of students' work. Further steps required to be taken to ensure the canteen supplied only nutritious food. Opportunities for students to participate regularly in a range of physical and sporting activities were restricted. The soon-to-open sports hall was expected to address this shortcoming. A child protection policy was in place but staff had not been trained in its use.

Staff-student relationships were largely positive and purposeful. Behaviour was well-managed and students were respectful to staff and each other. Attendance and punctuality at lessons were promoted successfully. Staff knew students well and the two counsellors provided some individuals with additional support, although there was no systematic way of recording personal development. Senior students received some guidance concerning course choices and post-school destinations.

[View judgements](#)

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

The school was in the process of developing a policy for students with special educational needs. Students' learning needs were not identified upon admission. Early identification was subject to teacher referral. Not all of the students specific needs were identified accurately. Gifted and talented students had yet to be identified. Accordingly, work set was not always at an appropriate level. Classroom support to teachers and students was limited. Overall, students' progress was unsatisfactory.

How good are the leadership and management of the school?

The quality of leadership was good overall. There was a clear-sighted and shared vision for the school which most stakeholders understood. There was generally a positive team spirit within the senior and middle leadership teams. Effort and commitment by a majority of leaders had led to some improvements in teaching and learning throughout the school, most noticeably in the secondary phase. Subject leadership

was of inconsistent quality and this had slowed some aspects of attainment and progress in the key subjects. Overall, in terms of broad school leadership, there was a good capacity to improve.

The quality of self-evaluation and improvement planning was acceptable. Improvement plan structures were used but actions were not accurately evaluated or monitored. Self-evaluation engaged a broad range of stakeholders, but many evaluations were over-ambitious. Judgements were made subjectively without exemplar international benchmarks. Internal lesson observations were made as part of teachers' appraisal but there was a lack of rigour in evaluating students' learning. Acceptable progress had been made in responding to most of the recommendations of the last inspection report.

Relationships with parents and the local community were acceptable. A minority of parents elected a Parents' Council. It was proactive and views were offered to the Principal on the physical improvement of the school. Communication methods with parents were adequate though the dissemination of key policies was inconsistent. Parents appreciated discussions with staff on student progress and personal development. Written reports gave helpful information; however, career guidance lacked rigour at secondary level. Meaningful links with local businesses were underdeveloped. The school was involved with other schools in a few co-curricular activities and sports.

Governance was acceptable. The school had a hierarchical array of committees, with the Board of Governors having overall control. Whilst there was no direct parental representative elected to the Board, parents had options to express their views through the Parents' Council. There was some female representation on the committees since the last inspection. An Academic Council sat once a month, and its membership included senior leaders from the management group, academic professionals and school leaders. Written records of all individual committee meetings were not forthcoming. The school gained benefits from corporate support including, for example, shared professional development activities. The governors' long term vision to improve facilities was manifested itself in the recently built sports hall.

Staffing, facilities and resources were acceptable. Most teachers were suitably qualified. Almost one-third of the staff had been in the school for less than a year. Teaching assistants and ancillary staff assisted with the smooth running of the school. The school premises were generally in good condition, a new sports hall was in place awaiting formal opening, but a significant number of classrooms were too small to support practical lessons. The teachers increasingly had their own computers to assist lesson preparation. The students had limited opportunities to access computers in school to support their learning.

[View judgements](#)

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	1150	25%
	Last year	1839	40%
Teachers	204		60%
Students	236		28%

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

A smaller minority of parents completed this year's survey than last year. A majority of teachers and a minority of students completed their surveys. Almost all parents and most students agreed there was good progress in Islamic Education and English. Most parents and a majority of students agreed there was good progress in Arabic as a second language and mathematics. Most parents and students agreed there was good progress in science. Most students stated that they enjoyed school and thought the behaviour was good. All teachers agreed that Muslim students had a good understanding of Islamic values. A minority of parents and students agreed that students were actively involved in community projects in Dubai. Parents' and students' comments indicated concerns over the lack of extra-curricular activities, particularly for the girls. In the survey, a majority of parents and students agreed that students can choose from a wide range of subjects, topics and extra-curricular activities. Most parents and students agreed that teaching and learning were good at the school. Almost all parents, students and teachers agreed that students were well looked after and safe at the school, and that they were respected and valued. Most parents and students, and almost all teachers, agreed that the school was well led. A minority of parents and students did not feel that they were involved in decision-making at the school, or had their opinions about the school listened to. A common concern for teachers, parents and students was the maintenance of the toilets and air conditioners. A minority of students commented on the limited sports facilities.

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

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