

INSPECTION REPORT

Global Indian International School

Report published in February 2012

Knowledge and Human Development Authority

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GENERAL INFORMATION ABOUT Global Indian International School

Location	Mankool
Type of school	Private
Website	www.giisdubai.org
Telephone	04-3983535
Address	PO Box 126924, 41A Street, Mankool, Dubai
Principal	Winston Gomez
Curriculum	ICSE
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-12 / Kindergarten to Grade 7
Attendance	Acceptable
Number of students on roll	804
Number of Emirati students	0
Date of the inspection	Monday 17th to Wednesday 19th October 2011

Contents

The context of the school	3
Overall school performance 2011-2012	3
How has the school progressed since the last inspection?.....	3
Key strengths	4
Recommendations	4
How good are the students' attainment and progress in key subjects?.....	5
How good is the students' personal and social development?	7
How good are the teaching, learning and assessment?	8
How well does the curriculum meet the educational needs of students?	9
How well does the school protect and support students?	10
How good are the leadership and management of the school?	11
What are the views of parents, teachers and students?.....	13
What happens next?	14
How to contact us	14
Our work with schools	15

The context of the school

Global Indian International School is a private school, located in Mankool. It provides education for boys and girls from Kindergarten to Grade 7, aged three to 12 years. The school opened in April 2010 and had not previously been inspected by Dubai Schools Inspection Bureau (DSIB). It had a total roll of 804 students. Almost a half of the students were of Kindergarten age.

The school followed an Indian curriculum, taught in English, leading to the Indian Certificate of Secondary Education (ICSE).

There were 54 full-time teachers, including the Headmistress. All teachers had suitable qualifications appropriate to the subjects they taught. Teachers in Kindergarten and primary sections were often assisted by one or more of the eight teaching assistants.

Overall school performance 2011-2012

Acceptable

How has the school progressed since the last inspection?

Global Indian International School provided an acceptable quality of education. It had a number of good features, which included attainment and progress in mathematics in all phases, English in the middle years, students' attitudes and behaviour, economic and environmental understanding in the primary and middle phases, the protection and support of students, the quality of leadership and the strong partnerships with parents. Students and staff said they were happy in the school, and there was a positive environment for learning. The quality of teaching was acceptable in Foundation Stage and primary but good in the middle years. There was a need to improve students' attainment and progress in Islamic Education and Arabic. Students did not have sufficient opportunities for writing for various purposes in English and their investigative and practical skills in science were underdeveloped.

An appropriate plan of action to secure improvement had been introduced. However, subject leaders were not required to monitor students' work, lessons and lesson planning. Consequently, the educational provision in these classes was not always appropriate, particularly for Kindergarten children and students with special educational needs. Nevertheless, the school demonstrated good capacity to improve further.

Key strengths

- Relationships were good and helped promote a good ethos for learning;
- The partnership with parents was good;
- Day-to-day management of the school was effective.

Recommendations

- Raise students' attainment in Islamic Education and Arabic;
- Develop students' skills in English further by providing more regular and purposeful contexts for writing, particularly in the primary phase;
- Review approaches to teaching in Kindergarten and early primary stages of the school, and ensure the curriculum meets the learning needs of the youngest children;
- Develop more effective assessment systems for use in classes and across the school to help teachers track progress against agreed curriculum standards;
- Improve the accuracy and rigour of self-evaluation.

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

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

Attainment was unsatisfactory in Islamic Education in both the primary and middle phases. In primary, students lacked the basic knowledge of Islam and were unable to explain the meaning of verses such as Al-Fatiha. In middle school, the majority of students could not list the six pillars of Iman, and their recitation skills were weak. In Arabic as an additional language, attainment was unsatisfactory in primary.

Students struggled to engage in simple conversations and most had poor writing skills. Attainment was acceptable in the middle stages. In English, students' attainment was good in the middle phase and acceptable throughout all other phases of the school. In Kindergarten and early primary classes, children demonstrated age-appropriate skills in speaking, listening, reading and writing. They used their phonic skills to read key vocabulary and, by the end of Grade 2, most could write short, simple sentences accurately. Most students in the later primary and middle years enjoyed reading and demonstrated good skills analysing texts and reviewing the work of different writers. In mathematics, attainment was good in all phases. Kindergarten children sang number songs and knew simple geometric shapes. By Grade 7, most students demonstrated good skills of everyday numeracy. Students used simple apparatus confidently and competently in order to understand and apply new concepts. Attainment in science was acceptable throughout the school. Students' knowledge and understanding of scientific concepts were mostly good, but they lacked the expected practical and investigative skills.

Progress in Kindergarten through to Grade 7 was acceptable in all subjects, except mathematics and English in the middle years which were good. Muslim students' knowledge and understanding of Islamic values improved as they progressed through school. In Arabic, by Grade 7, students' speaking and listening skills had developed to an acceptable level; but their reading and writing skills remained underdeveloped. In English, students' progress in writing was slow because teachers provided too few opportunities for students to write in meaningful and relevant contexts and for a range of purposes. In mathematics, students' progress was good in all phases. In science, most students made good gains in their knowledge and understanding of syllabus content but were unable to apply this to simple experiments or to everyday tasks using the scientific method. Students with special educational needs made good progress in their withdrawal groups and most made at least acceptable progress in mainstream classes.

How good is the students' personal and social development?

	Pre-Primary (KG)	Primary	Middle
Attitudes and behaviour	Good	Good	Good
Understanding of Islam and appreciation of local traditions and culture	Acceptable	Acceptable	Acceptable
Civic, economic and environmental understanding	Acceptable	Good	Good

Attitudes and behaviour were good across the school. Relationships between students and staff were positive. Most students had good awareness of healthy life styles. Attendance over the previous term was acceptable but good during the inspection. Punctuality was also good. Students knew the importance of Islam in the multi-cultural context of Dubai. They understood local traditions and valued the UAE national identity. Their civic and economic awareness was mostly good, but their involvement in community issues and projects was limited. Most students had a good awareness of Dubai's economic progress and its position in the world. Students took good care of the school environment, and a few older students had good ideas of how to improve this as well as sustain the local environment and its resources.

How good are the teaching, learning and assessment?

	Pre-Primary (KG)	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Good
Quality of students' learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

Teaching was acceptable in Kindergarten and the primary phase. It was good in middle school. In Grades 6 and 7 and in the work of several specialist staff, teachers demonstrated a good understanding of how children learn. Almost all lessons across all phases were well planned, and learning objectives were shared effectively with students. Teachers created successful working relationships with students, and a few used questioning techniques which challenged students to think carefully about their work. However, in Kindergarten and early primary classes, teachers lacked knowledge of the best strategies to actively engage young students. They were less skilled in promoting students' understanding through the activities. Across all stages of the school, teachers gave too few opportunities for students to find things out for themselves.

Quality of learning was acceptable across all phases of the school. Students enjoyed lessons, were keen to learn and showed good concentration. When given the opportunity to do so, students willingly contributed to lessons by asking questions; although in many sessions, these opportunities were infrequent. Teachers did not always use strategies which promoted independent learning, and students were too dependent on adults for support and guidance. When working in groups, students shared resources and took turns. When working collaboratively, they respected the ideas and contributions of others. However, most students were not sufficiently aware of what they needed to do to improve their work. Classroom assistants were not always effective in facilitating learning. They provided good levels of care but did not fully engage students effectively through discussions or facilitation of activities.

Quality of assessment was acceptable across all phases of the school. Most teachers knew their students well. The school had recently introduced whole school assessment systems, and these provided teachers and school leaders with helpful information about attainment and progress. Teachers regularly provided oral feedback to all students. Marking of students' work, however, was inconsistent. It did not fully contribute to guiding students' next steps in learning. Assessment was an integral part of almost all lessons, but information was not yet being used consistently enough to improve learning and progress. Children's records in Kindergarten classes included comprehensive information about achievements in key areas of learning. These required further development to include greater detail regarding aspects of the children's work that required closer attention or support.

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

	Pre-Primary (KG)	Primary	Middle
Curriculum quality	Acceptable	Acceptable	Acceptable

The quality of the curriculum was acceptable. It was mostly well planned in the primary and middle years to meet the requirements of the syllabus and it provided a good blend of academic and non-academic activities. Continuity and progression in the syllabus and learning were facilitated through the use of specialist teachers. Teachers regularly reviewed the curriculum and regular meetings in departments helped inform further developments. However, the curriculum in the early years of the school required review to ensure that all children experienced more regular and appropriate active learning experiences. At this stage of the school, teachers focused more on the completion of an activity rather than on children's learning. In the primary and middle phases, lesson planning often gave insufficient attention to students' learning outcomes and there was frequently insufficient detail regarding the knowledge, skills and understanding to be developed. Too few opportunities were provided for independent learning, research and critical thinking, particularly for students in the primary and middle years. The curriculum was enriched by a well-attended, wide-ranging selection of extra-curricular activities. However, curriculum and sporting links with other schools and the community were underdeveloped.

How well does the school protect and support students?

	Pre-Primary (KG)	Primary	Middle
Health and Safety	Good	Good	Good
Quality of Support	Good	Good	Good

The provision to ensure the health and safety of students was good. The school made frequent and thorough efforts to secure a healthy and safe environment. All staff took the issues surrounding health and safety seriously and their care of students in lessons and around the school was clearly evident. Arrangements for the transport of students to and from school were good. Drivers were properly qualified and RTA registered. Students were supervised on buses by adults and checked on and off buses safely. Regular fire drills were held, and staff were sufficiently aware of the steps to be taken in case of emergency. Medicines and students' medical records were securely kept. There were frequent talks in school assemblies about healthy eating, adherence to hygiene and healthy life styles. Although there were clear and appropriate procedures for child protection, these were not well documented.

The quality of support was good. Monitoring and individual support given to students with special educational needs who were withdrawn for extra help was good, but this did not extend effectively to normal class lessons. Nevertheless, the progress made by students with special educational needs was at least acceptable and often good. Teachers were knowledgeable about their students and cared well for them, but tracking of academic progress had only recently been developed and was not used as effectively as it could have been to plan for individual needs. Older students were led to explore different career options. This included appropriate visits, for example, to local hotels to understand hospitality management. In addition, a banker and an author were invited to speak to students about their work. Arrangements to monitor students' attendance and punctuality were effective, though senior staff did not check for trends in poor attendance or punctuality.

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	Good
Governance	Acceptable
Management, including staffing, facilities and resources	Acceptable

The leadership of the school was good. The Principal, ably assisted by the Headmistress, provided clear direction for the work of the school; and many responsibilities were wisely and effectively delegated through a wide range of committee heads and subject leaders. Parents played an active role in committees. The vision of the school was well understood by teachers and teaching was regularly monitored by the senior team as part of performance management arrangements. However, subject leaders were not yet fully empowered to monitor the quality of teaching in their subject and were not held sufficiently accountable for students' progress. There were well-developed plans for expansion of the school and school leaders demonstrated good capacity to improve.

Self-evaluation and school improvement planning were acceptable. The process of self-evaluation involved a number of key staff but had not been conducted with sufficient rigour. For example, there was no accurate assessment information for students at any stage and no clear written priorities for action from either assessment or tracking of students. The school improvement plan had not yet begun to be implemented.

The partnership with parents and the community was good. Involvement and levels of satisfaction of parents were strengths of the school. Almost all parents said they found teachers and school leaders approachable. They reported their children were happy at the school. Although the intranet was used very effectively to communicate with parents, it was not used sufficiently well to inform parents about their children's progress and reports were not as informative as they needed to be. The business community was well represented on the governing body and took an active role in the life and work of the school. Communications within the school and with parents and governors were frequent and effective. Parents' feedback was used to help improve the school's performance.

Governance was acceptable. The governors represented a number of groups from within the school community. They shared the vision for the school and took an active part in achieving it. For example, they were involved in the appointment of teachers, took an active role in school development planning and helped ensure the school provided good service to parents. However, they did not hold the school sufficiently accountable for academic achievement of students in the school.

Management, including staff and resources, was acceptable. Staff were suitably qualified and deployed appropriately and there were specialist teachers for most subjects. However, class assistants were not used effectively to promote learning. The premises were brightly decorated with good displays of students and other work. They were clean, well-ventilated and generally fit for purpose. They had good specialist facilities. However, the library had insufficient learning materials to support the curriculum.

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	433	58%
	Last year	0	0%
Teachers	35		80%
Students	There are no upper secondary-aged students in the school		

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

A majority of the parents responded to the survey. Most were satisfied with the quality of education available at the school and believed that their children were making good progress in the key subjects, with the exception of Arabic. In Arabic as a first or additional language, a few parents indicated that progress was less than good. A few parents believed that the homework given to their children was not suitable and that meetings with teachers were not helpful or regular. While most parents claimed to be involved in the life of the school, a few claimed that they were not. Most teachers completed the survey and they were very positive in their views about all aspects of the school.

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

Our work with schools

Dubai Schools Inspection Bureau (DSIB) inspects schools to inform parents, students and the wider community of the quality of education provided. Inspectors also give guidance to staff about how to improve the standard of education.

At the beginning of the inspection, we ask the principal and staff about the strengths of the school, what needs to improve and how they know. We use the information they give us to help us plan our time in school. During the inspection, we go into classes and join other activities in which students are involved. We also gather the views of students, parents and staff. We find their views very helpful and use them, together with the other information we have collected, to arrive at our view regarding the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well students are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

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