

# Key Findings from School Inspections 2009-2010

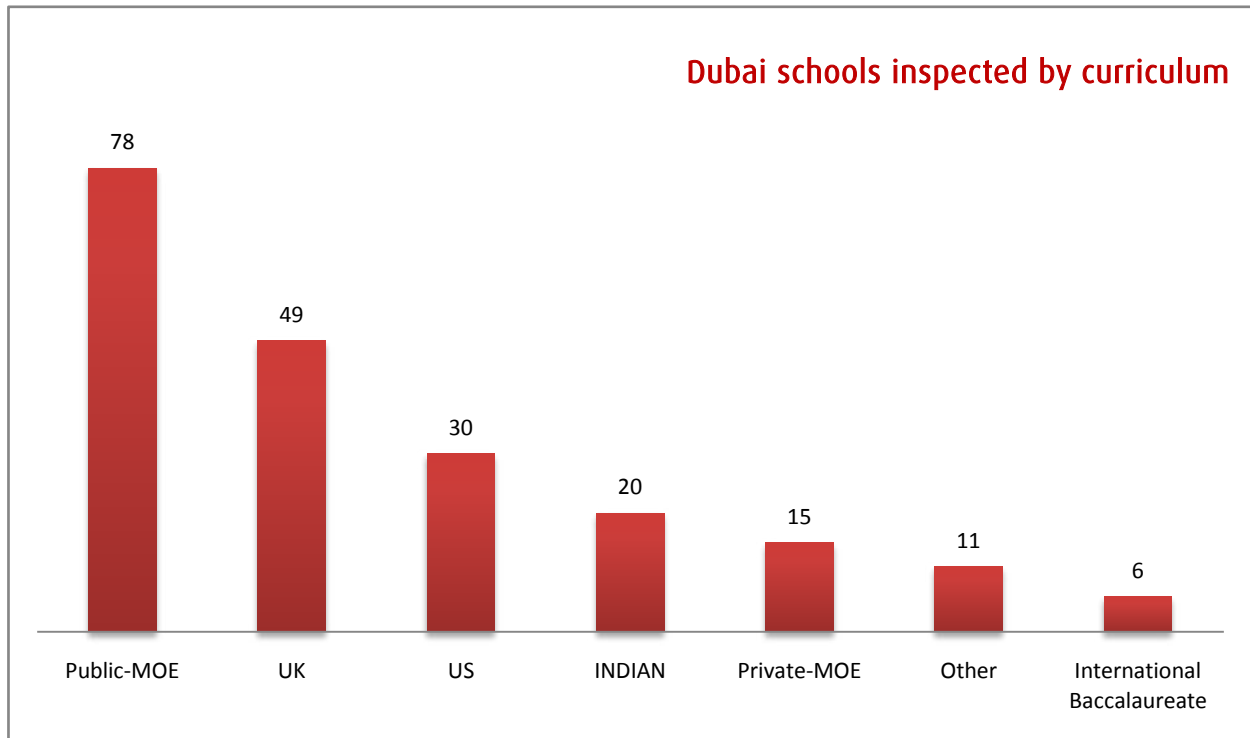


## Key Findings – Inspections 2009 to 2010

In the six months between October 2009 and March 2010, Dubai Schools Inspection Bureau (DSIB) completed a second year of school inspections. 209 schools in total were inspected during this period; 78 public schools and 131 private schools.

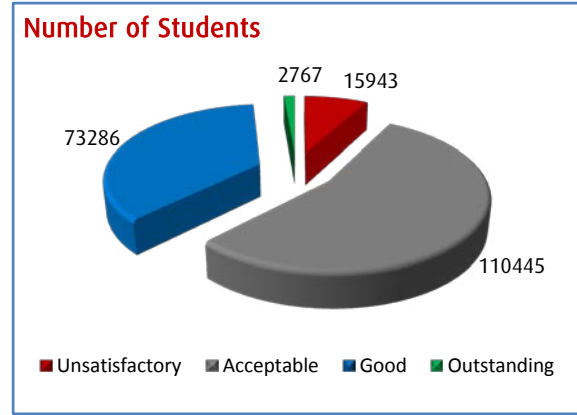
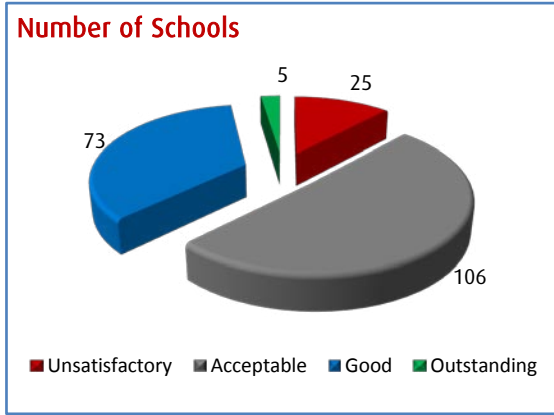
Inspectors visited around 15,000 classes and conducted some 1500 interviews with students and staff during the course of full inspections in schools. Parents of around 80,000 students completed questionnaires on-line, demonstrating once again their strong commitment to their children's education.

### How many schools were inspected?



The title 'Other' refers to 11 schools in total; four schools which follow a French curriculum, three schools following a Pakistani curriculum and a further four schools which provide unique curricula (German, Russian, Japanese and Philippine).

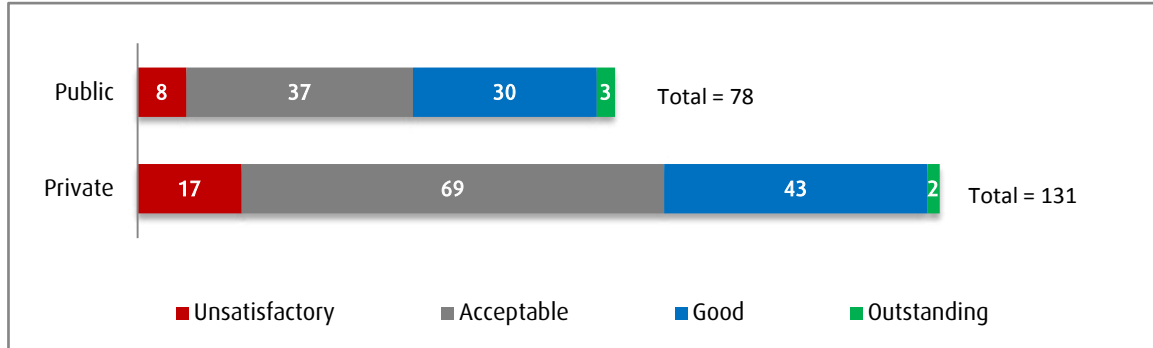
## How well did the schools perform in 2009-2010?



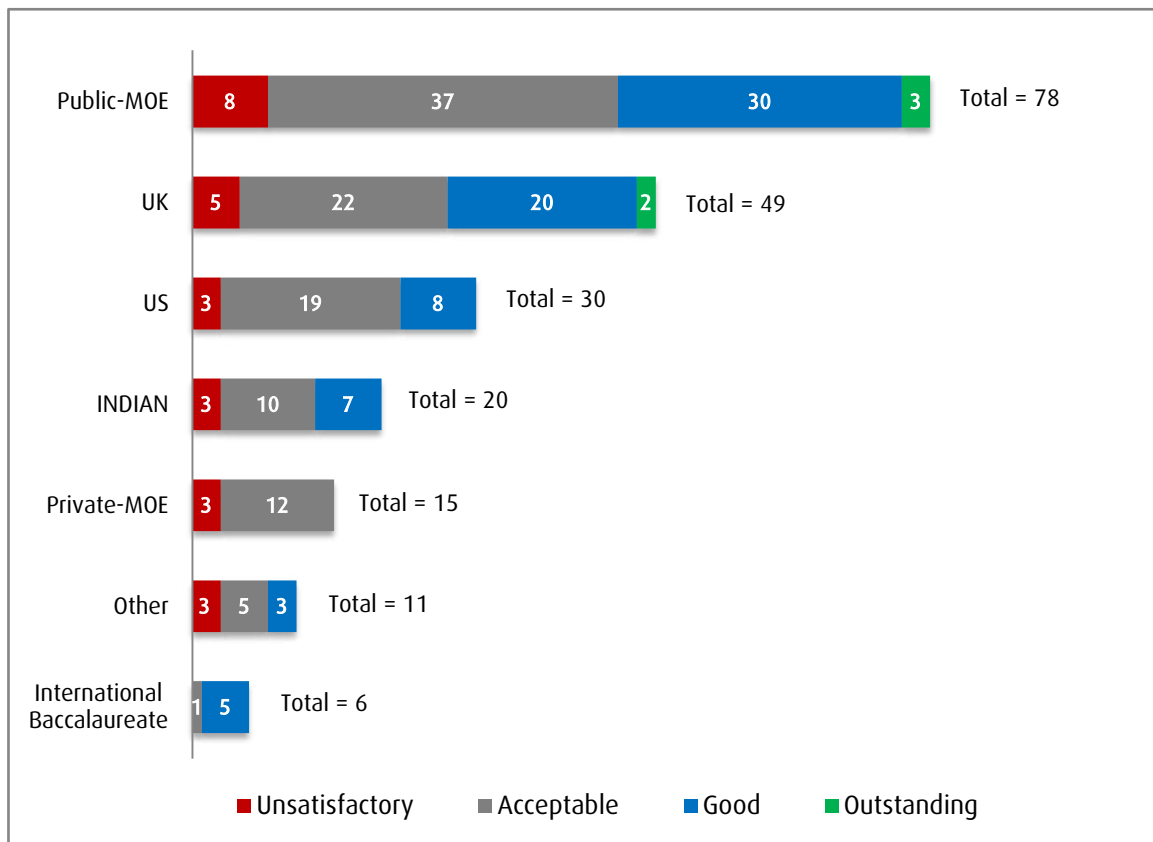
## School Performance in 2009-2010

| Rating         | Number of Schools | Number of Students | Proportion of Schools | Proportion of Students |
|----------------|-------------------|--------------------|-----------------------|------------------------|
| Outstanding    | 5                 | 2767               | 2.4%                  | 1.4%                   |
| Good           | 73                | 73286              | 34.9%                 | 36.2%                  |
| Acceptable     | 106               | 110445             | 50.7%                 | 54.6%                  |
| Unsatisfactory | 25                | 15943              | 12%                   | 7.9%                   |
| <b>TOTAL</b>   | <b>209</b>        | <b>202441</b>      | <b>100%</b>           | <b>100%</b>            |

## Overall performance; private and public schools



## Overall performance by curriculum



## Have the schools improved since last year?



Owing to the timing of their academic year, schools offering Indian and Pakistani curricula were not inspected in 2008 -2009 and therefore are not included in this data.

## Improvements in schools over the last year

Nine public schools and 19 private schools improved their overall rating by one level. These highly creditable performances include seven private schools judged unsatisfactory overall in 2008-2009.

Seven private schools judged as unsatisfactory in 2008-2009 improved their overall rating to acceptable.

In around a quarter of schools given the same overall rating in both inspections, inspectors noted improvements to the quality of the education. These improvements were not sufficient to raise the overall rating, but they are significant as well as encouraging.

Overall, between 2009 and 2010, inspectors found improvements across all schools in assessment, self-evaluation and the quality of support. The improvements apply equally to both public and private schools.

The overall ratings achieved by eight public and 17 private schools fell by one level. In the case of several of the private schools, an important reason for the drop in level was their inadequate provision for teaching and learning in Islamic Education and Arabic. The performance of their students in these key areas was well below that achieved in other subjects.

## Key findings from inspections 2009 to 2010

There are now three outstanding public schools.

Almost four out of ten schools in Dubai are good or outstanding.

More than half of the good and outstanding schools are private schools.

Almost nine out of every ten schools in Dubai provide an education of at least acceptable quality.

People in Dubai now have access to a good quality of education regardless of the curriculum they select. There are examples of good schools among those that offer all the **main** types of curriculum.

Many private schools are good and a few provide a world-class quality of education.

None of the private schools that offer the Ministry of Education curriculum was rated good overall.

More than one in ten of the private schools in Dubai are unsatisfactory.

A third of the unsatisfactory schools are public schools and two thirds are private.

Seven schools rated unsatisfactory overall in 2008-2009 have made marked progress, but the rest continue to offer students an unsatisfactory quality of education.

## Key findings regarding public schools

About four in ten of the good and outstanding schools in Dubai are public schools.

The effectiveness of the teaching in the public Kindergartens and the overall quality of the education they provide, has improved over the past year. Children are active in their learning and appropriate teaching strategies are used by teachers. In other public schools too, the proportions of effective teaching have increased and there is now less teaching of unsatisfactory quality.

The proportions of good and outstanding attainment and progress in Islamic Education and Arabic have increased over the past year.

Important aspects of students' personal development are outstanding in around a third of public schools. Their civic understanding, their understanding of Islam and their appreciation of local tradition and culture are particularly strong. High quality care contributes to the strong personal development achieved by many students.

There are areas requiring improvement in the Ministry of Education curriculum in Cycle Two and Cycle Three schools:

- The range of subjects offered is narrower than in many private schools;
- The teaching time is short in comparison to private schools;
- Few after-school activities enrich the curriculum offered to students in these schools;
- There are few opportunities for older students to choose combinations of subjects that match their abilities and interests.

Nevertheless, about half of all public schools inspected for the second time offer a curriculum of good quality. That is achieved through imaginative approaches that promote links between subjects and provide a good range of extra-curricular activities.

In comparison to students in high performing private schools, many students in public schools have poorly developed analytical and practical mathematical and scientific skills.

Only a minority of public schools give their students reliable access to systematic and well-informed advice and guidance about their academic progress and future careers.

## Key findings regarding private schools that offer the Ministry of Education curriculum

The shortcomings associated with the Ministry of Education curriculum in public schools apply equally in private schools which operate this curriculum. In particular;

- The range of subjects offered is narrower than in many other private schools;
- There are few opportunities for older students to choose combinations of subjects that match their abilities and interests;
- Few after-school activities enrich the curriculum offered to students in these schools.

Almost all the teaching and learning in private Ministry of Education curriculum schools is of acceptable quality, but very little of it is good and none is outstanding.

Health and safety are unsatisfactory in a high proportion of private schools that offer the Ministry of Education curriculum.

Key aspects of leadership and management are weaker than in other types of school.



## Key findings regarding schools offering a UK curriculum

More than half of the teaching and learning is of good or outstanding quality.

Most of the schools in which attainment and progress in mathematics and science are outstanding offer a UK curriculum.

A few schools have significantly improved their provision for Islamic Education and Arabic, although a significant number remain in breach of requirements for these subjects. These subjects are taught less well than others in most of the schools.

Some schools that claim to offer a UK curriculum do not base their work fully on the English National Curriculum. They do not use the programmes of study or assessments to help check their students' progress against those in other schools.

12 UK curriculum schools' overall rating declined in their second inspection. In a few cases, this is due to non-compliance with requirements for Islamic Education and Arabic and, in certain schools, ineffective teaching to large and overcrowded classes.

## Key findings regarding schools offering an US curriculum

The best schools provide parents with the results of regular standardised tests in the key subjects to indicate attainment and progress in an objective and verifiable way, based on the standards developed in US states.

There has been marked improvement in the quality of self-evaluation and improvement planning in US curriculum schools.

A few schools have significantly improved their provision for Islamic Education and Arabic, although a significant number remain in breach of requirements for these subjects. These subjects are taught less well than others in most of the schools.

Of the 30 US schools, only seven offer a curriculum with the choice and diversity typically found in the USA.

Most US curriculum schools do not enable their students to achieve internationally recognised qualifications, which is a major impediment to their progressing to high quality university education. Many do not use US assessments, such as SAT or Advanced Placement, to check attainment and progress against international standards.

## Key findings regarding schools offering an Indian curriculum

These schools were inspected for the first time during 2009-2010.

Students achieve higher grades in CBSE examinations in comparison to schools in India and elsewhere in the world.

The attitudes and behaviour of the students of all ages are distinctive qualities and a notable strength of the Indian curriculum schools.

The majority of schools are well led and around half enjoy good partnerships with parents and the community.

Although the teaching is not always dynamic or varied, students make good progress in most schools in the other key subjects. However, many students have poorly developed practical mathematical and scientific skills.

Attainment and progress in Arabic is unsatisfactory in around one third of Indian schools.

The teaching in Indian curriculum schools tends to be more effective for the older students than for the younger ones.

The curriculum for younger students lacks breadth and they are given insufficient opportunities to be active in their learning.

## Key findings regarding schools offering International Baccalaureate programmes

Almost all the schools offering these programmes are of good overall quality.

A higher proportion of IB schools offer an outstanding curriculum than any other type of school in Dubai, and most of the teaching and learning are of good quality.

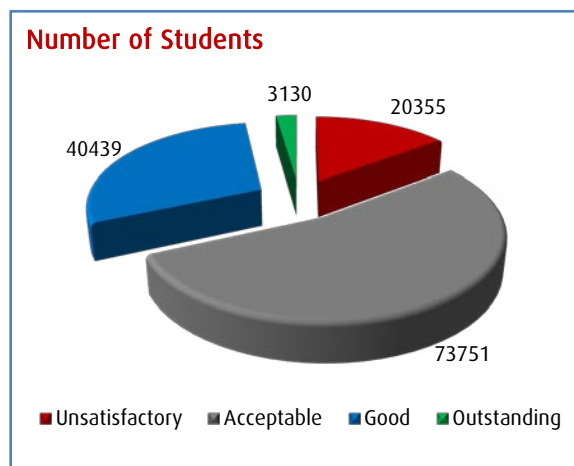
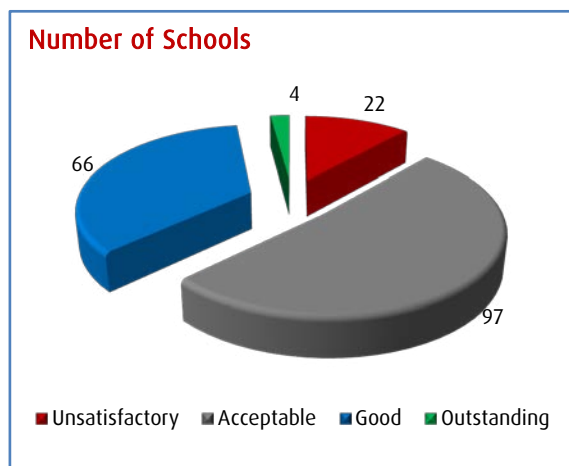
Health and safety standards are outstanding in IB schools.

Schools do not always ensure that older students with little academic ability are provided with worthwhile courses as an alternative to the Diploma programme.

Schools do not always employ regular measures of students' attainment in order to keep teachers and parents informed of their progress through IB programmes. The highest performing schools do this.

## Appendix One

How well did the schools perform in the academic year 2008-2009?

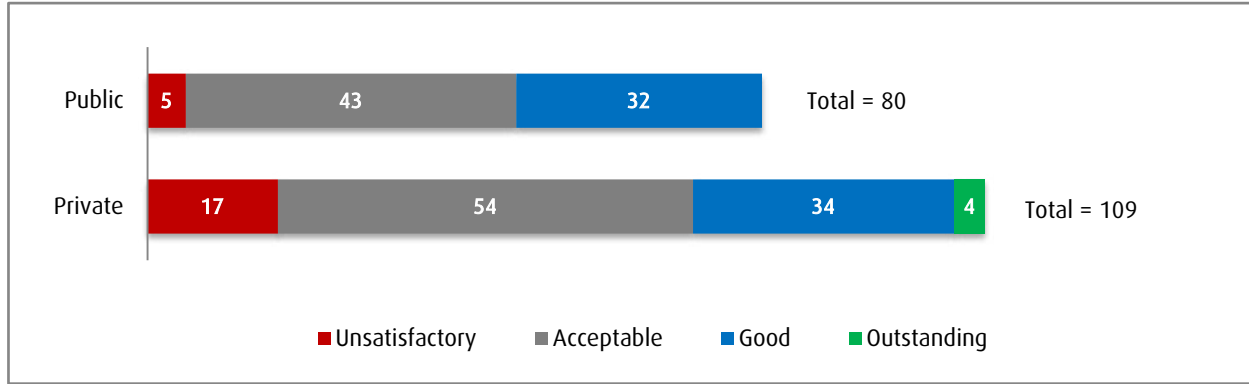


Owing to the timing of their academic year, schools offering Indian and Pakistani curricula were not inspected in 2008 -2009 and therefore are not included in this data.

| School Performance in 2008-2009 |                   |                    |                       |                        |
|---------------------------------|-------------------|--------------------|-----------------------|------------------------|
| Rating                          | Number of Schools | Number of Students | Proportion of Schools | Proportion of Students |
| Outstanding                     | 4                 | 3130               | 2.1%                  | 2.3%                   |
| Good                            | 66                | 40439              | 34.9%                 | 29.4%                  |
| Acceptable                      | 97                | 73751              | 51.4%                 | 53.6%                  |
| Unsatisfactory                  | 22                | 20355              | 11.6%                 | 14.8%                  |
| <b>TOTAL</b>                    | <b>189</b>        | <b>137675</b>      | <b>100%</b>           | <b>100%</b>            |

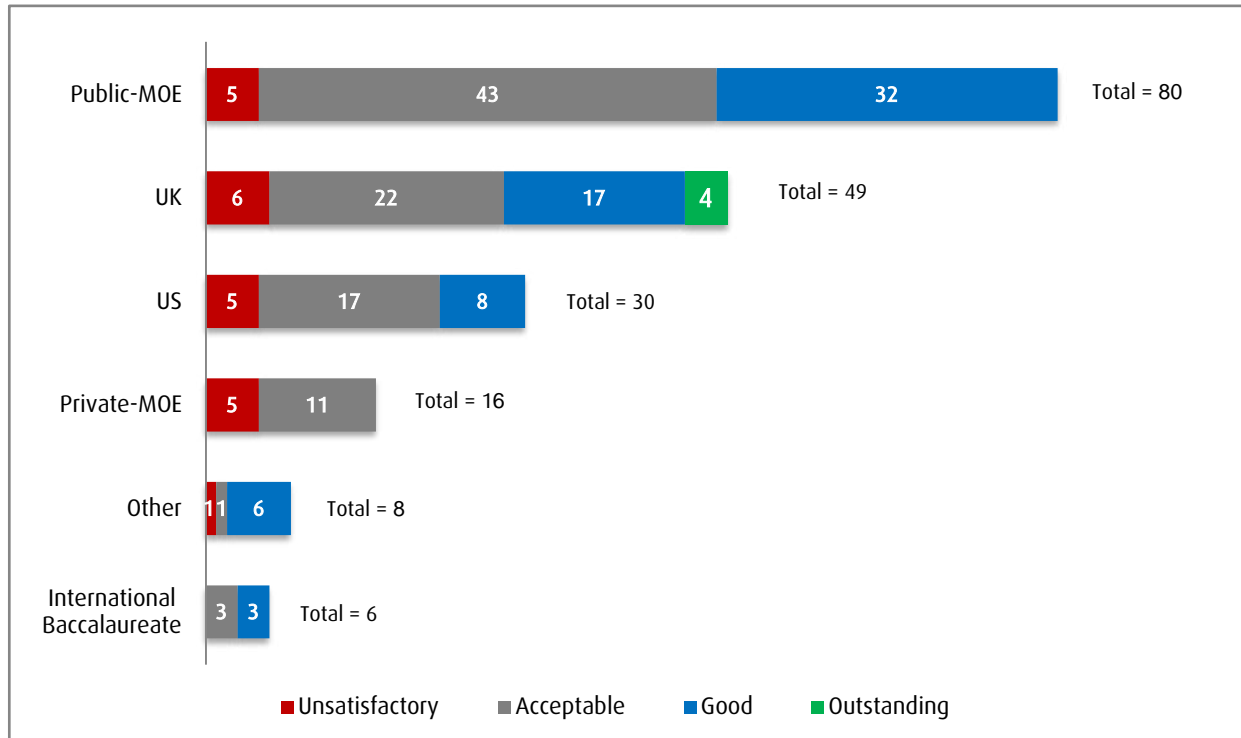
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## Overall performance; private and public schools



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## Overall performance by curriculum



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