

KEY FINDINGS 2013-2014



INDIAN AND PAKISTANI SCHOOL INSPECTIONS



Key Findings

Indian and Pakistani School

Inspections 2013-2014

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Introduction

DSIB has completed its fifth year of inspecting Indian and Pakistani schools. This report provides an opportunity to reflect on what is working well within these schools and what requires further improvement. This is also an occasion to celebrate the successes within many of the schools which have a positive impact on children and students.

This report is based on an analysis of the identified strengths and the recommendations provided to each school by inspectors.

There are currently more than 243,000 students attending all private schools in Dubai. Around 75,000 students attend schools offering an Indian curriculum (approximately a third of all students) and about 3,300 students attend Pakistani curriculum schools (around 1.4%). Most students in Indian curriculum schools follow the CBSE (Central Board for Secondary Education) curriculum. A few schools offer CBSE-I (Central Board for Secondary Education – International curriculum) in a few grades. A limited number offer the Indian Certificate of Secondary Education (ICSE). Students in Pakistani schools follow the National Curriculum of Pakistan.

Although in the majority of cases judgements awarded to schools by inspectors have not changed, there is some evidence that the provision is more secure. There is less variability within schools. However now is the time for these schools to reflect on what good and outstanding education looks like and make further improvements to their provision. Through this report, schools will be able to identify what more they need to do, where there has been little or no improvement and what leaders and governors must do to secure rapid improvements.



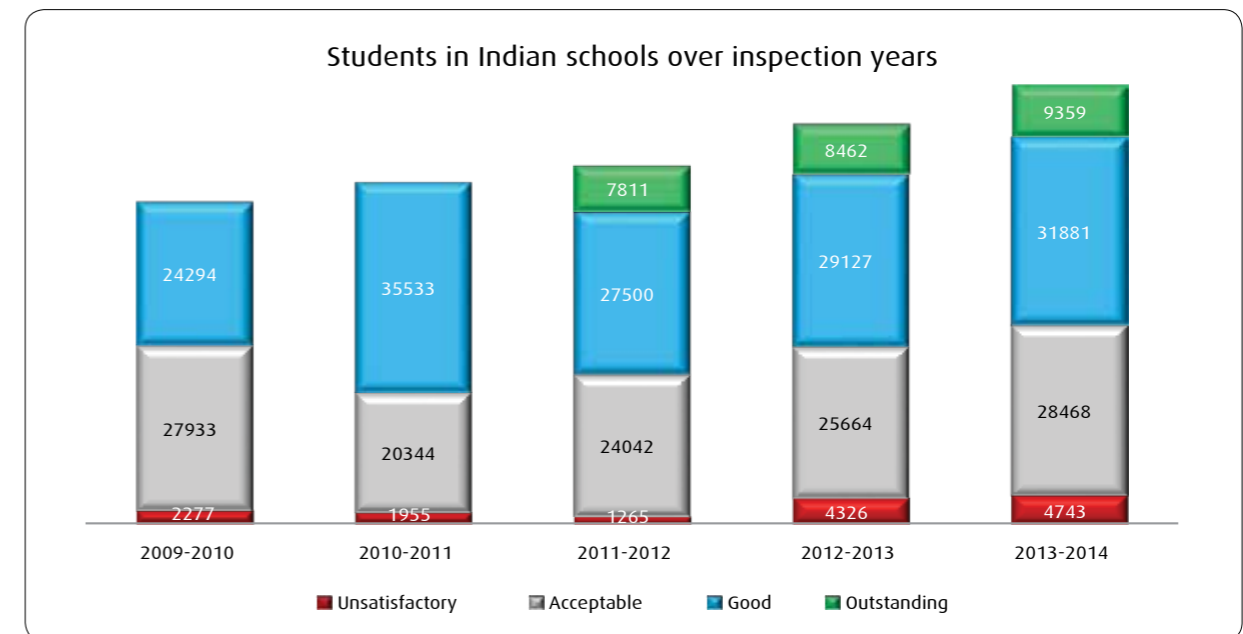
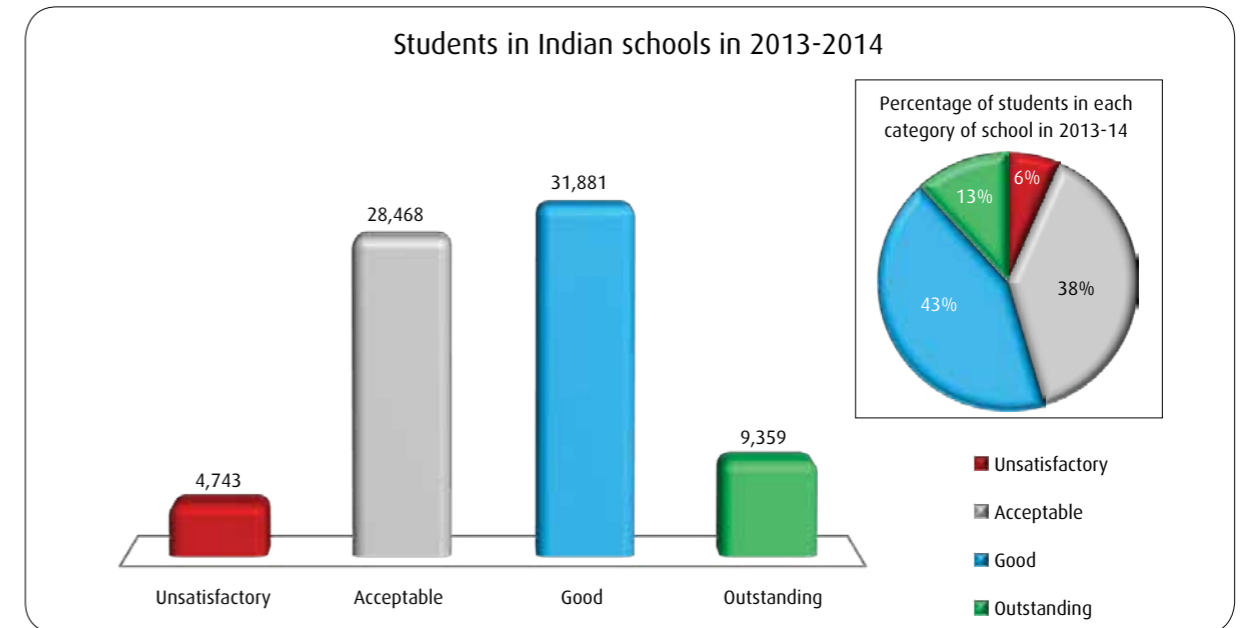
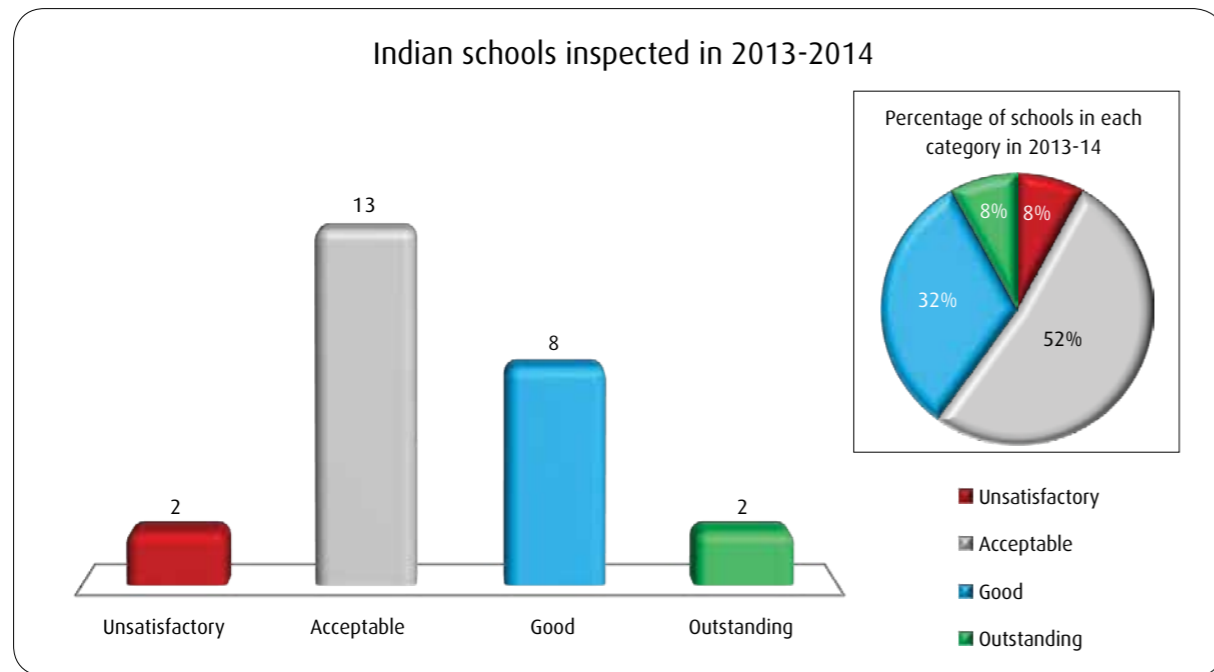
Indian Schools

There were 25 schools following the Indian curriculum that were inspected during 2013-2014. There were also four new Indian curriculum schools that opened in 2013; these have yet to be inspected. The proportion of schools judged to be outstanding and unsatisfactory had remained unchanged (at eight percent) since 2011. This accounts for two schools in each category. The proportion judged to be good and acceptable has also remained largely unchanged with only one school being awarded a higher overall grade, from acceptable to good. Sixty percent of the schools have remained acceptable or unsatisfactory since at least 2011.

Of the 75,000 students attending inspected Indian curriculum schools, 41,240 (56%) were in good and outstanding schools compared to 37,589 in 2012-13, an increase of over 3,600 students. Amongst the remaining students, 28,468 (38%) attended schools which were only acceptable and nearly 5,000 attended unsatisfactory schools.

Four of the Indian schools are the largest private schools in Dubai and together they provided education for over 28,669 students.

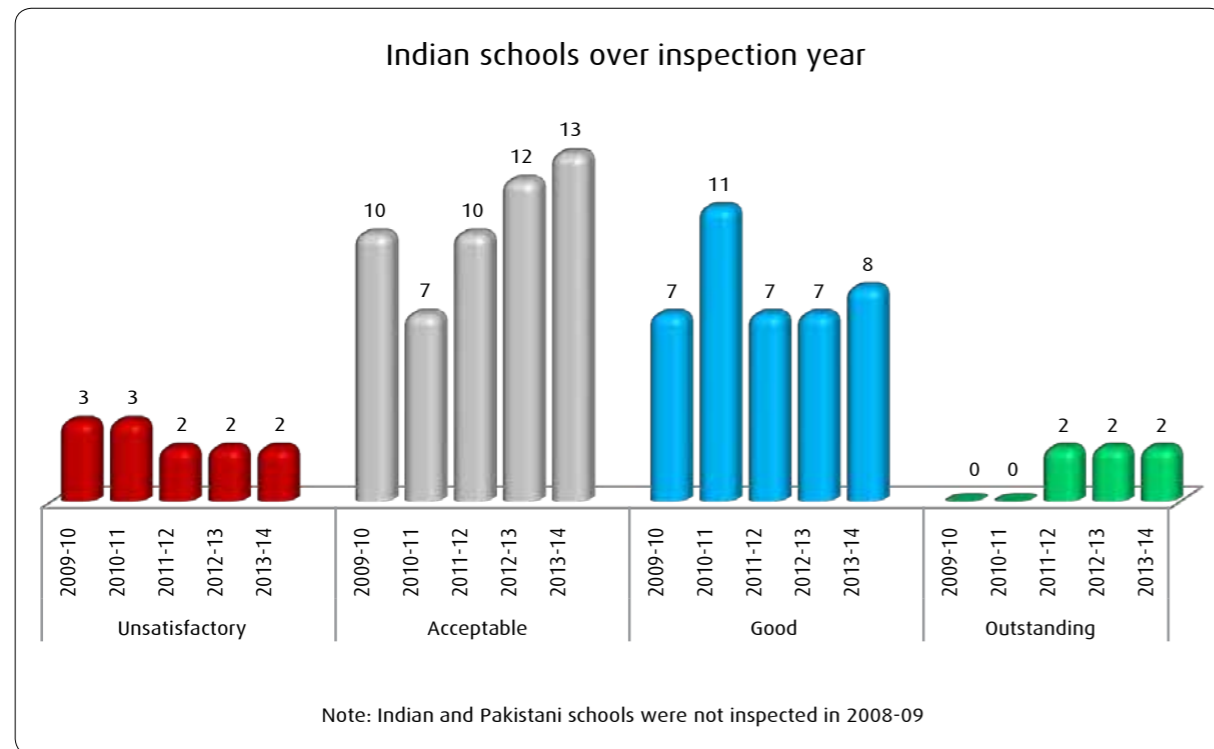
Despite the increase in numbers of students



attending Indian curriculum schools, the proportion of students receiving good and outstanding education has remained almost static over the last two years. In addition, as a result of increase in numbers, there were almost 500 more students in unsatisfactory schools than there were last year.

Good early years education for children has been widely recognised as having a beneficial effect on the rest of their school years. Therefore it is

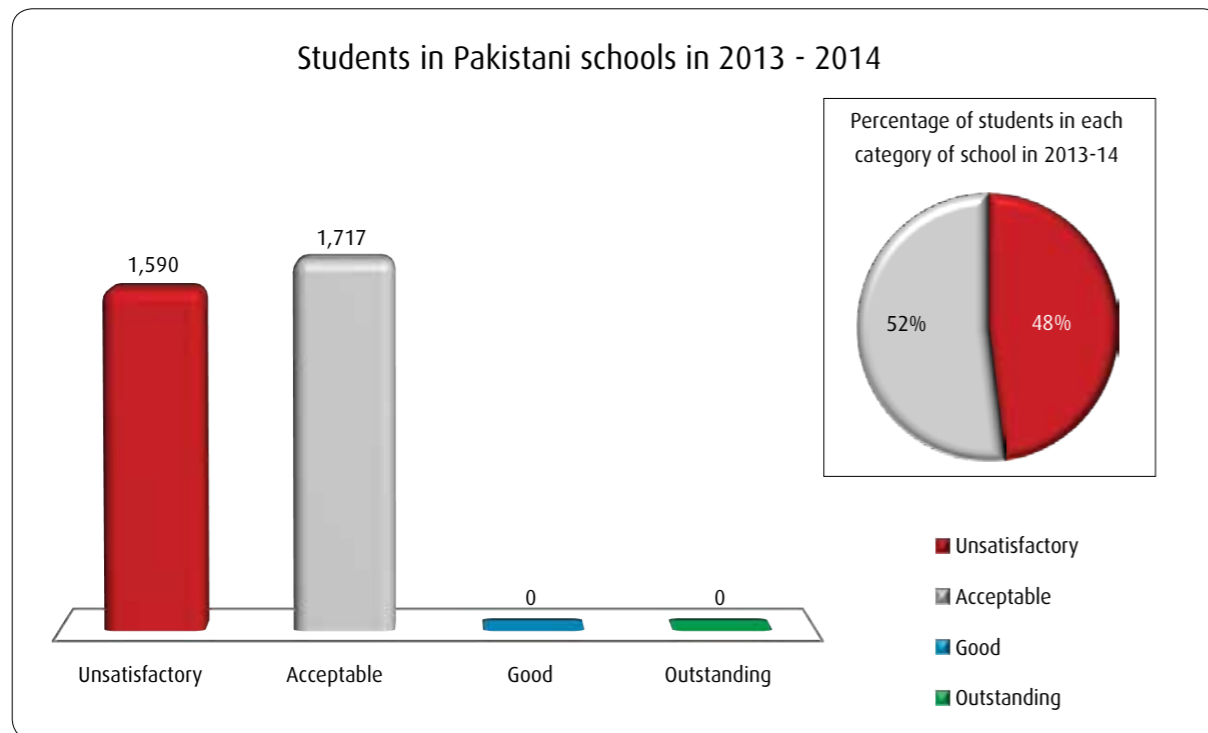
important that Indian schools in Dubai provide kindergarten children with the best possible start before they enter the main school. During 2013-14, over 20% of the children attended Kindergarten in Indian schools. Of these, only 39% received education which was good or better; 9,607 (61%) received acceptable or unsatisfactory provision. While this is an improving aspect of the work of schools, particularly of schools that are good or better, not enough schools deliver a good enough pre-school experience for their children.



Pakistani Schools

Currently there are only two private Pakistani schools operating within Dubai. One school achieved acceptable status in 2012-13 after having been graded unsatisfactory since inspections began in 2008. The remaining school continued to be unsatisfactory.

Another school, which had been unsatisfactory during the last five years of DSIB inspections, closed at the end of the last academic year. Almost half of the students in Pakistani schools in Dubai continue to receive an unsatisfactory quality of education.



Strengths of Indian Schools

Students' personal and social development

The attitudes and behaviour of students attending Indian curriculum schools continues to be a significant strength with over 95% of schools being judged good or outstanding in this aspect. Students' understanding of Islamic values and their local, cultural and global awareness have been judged to be good or better in over 85% of schools. In addition, an excellent student work ethic and a responsible contribution to their community and environment continue to be fundamental features of Indian curriculum schools.

Partnerships with parents and the community

Indian schools are highly effective in the way they engage and involve parents in their children's learning. They are good at soliciting the views of people who use the school and its services. Responses to the parental survey were particularly strong. Nearly a third of schools had over 40% of their parents respond to the KHDA survey. Some schools, but not all, respond well to their suggestions. A minority of schools are beginning to develop effective partnerships with communities and with other schools.



Care of students

The provision of safe and secure learning environments for their students is an effective feature of Indian schools. Over 86% were judged by inspectors to be successful in this aspect and, in particular, ensuring students were safe within school and on school transport.

Attainment in mathematics and science in the secondary phase

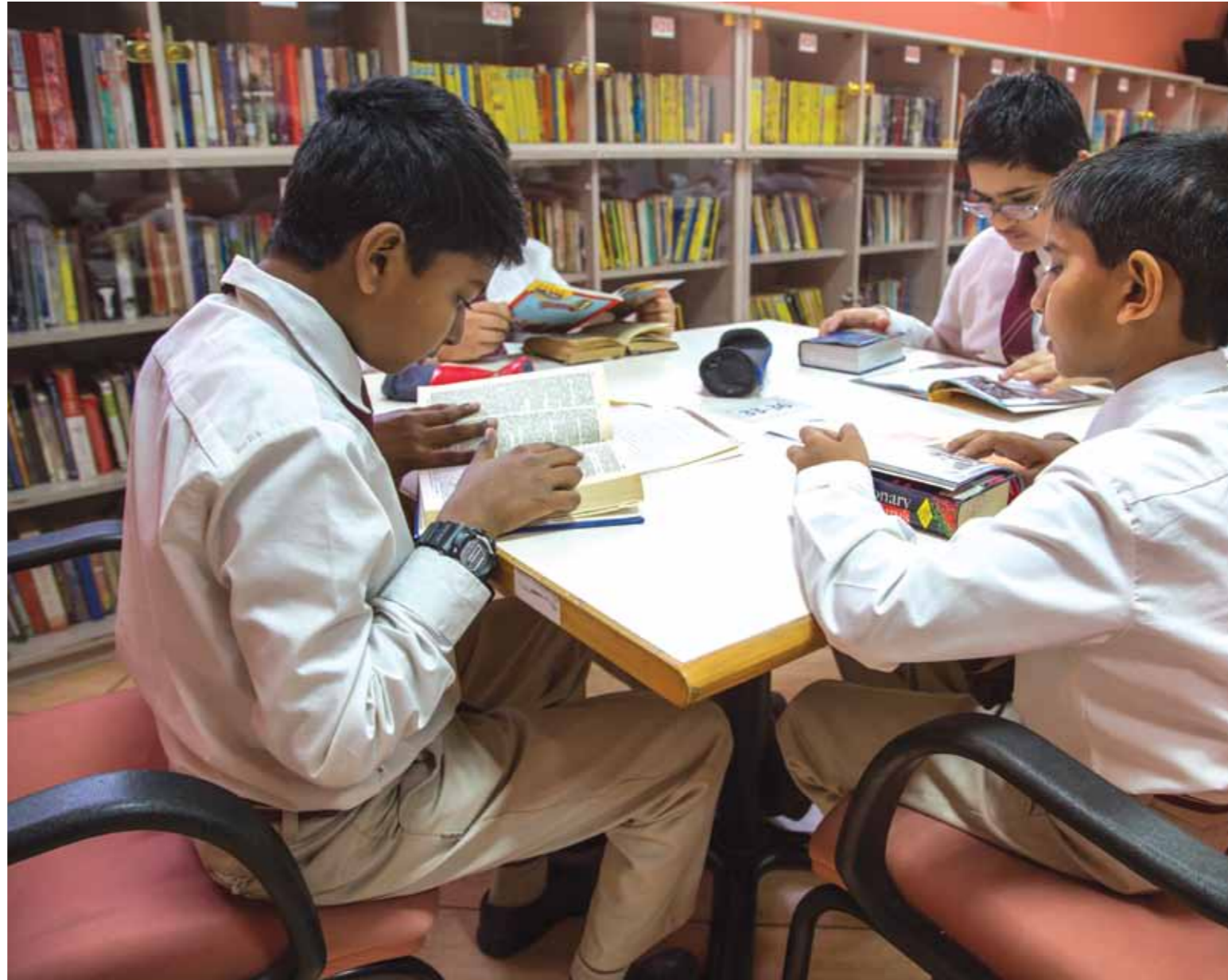
In approximately two thirds of Indian schools attainment in mathematics and science in the secondary phase was good or outstanding. This aspect is reflected by the students' performance in the most recent international assessments (TIMSS 2011).

Priorities for Improvement

During 2013-14 some schools continued to make improvements in key areas of school performance even though the overall judgements did not reflect these improvements. However, **too many schools remain persistently in the categories of acceptable or unsatisfactory.** In order for Dubai to meet its National Agenda targets for international assessments, the following shortcomings need to be addressed.

In order to improve, all schools should establish the following:

1. Schools must have **strong leadership** which establishes a clear direction for improvement, takes well considered decisions, sets the right pace for sustained progress and earns the commitment of staff. Schools must create an ethos that expects success and promotes ambition, combined with leadership based on experience and knowledge of best practice.
2. Schools must have **objective and rigorous self-evaluation** of strengths and weaknesses, conducted with a broad range of stakeholders and staff and tested by in-depth internal monitoring and evaluation. Schools should gather a range of evidence as the basis for their self-evaluations. The annual judgements from inspections are only a part of this evidence.
3. There must be careful implementation of a **school improvement plan.** The plan must include the



building of capacity for training good quality staff and a strategy for overall school improvement. It must ensure that targets are monitored and feedback is sought regularly to ensure that needs are being met, both for the individual student and for the whole school community.

4. There must be accurate identification and matching of **support to individual students.** The quality of support must be rigorously evaluated and monitored. This is particularly important in view of KHDA's priority to improve progress of students with special educational needs through better identification of, and provision for, their requirements.
5. **Teaching for effective learning** must be focused on a clear view of how students learn and based on international best practice. Schools should have effective systems for monitoring the quality of teaching and learning to ensure that students make the best possible progress.
6. **Assessment** must be rigorous and continuous and the outcomes of assessment must inform the students about how to make good progress. Assessments should be used by teachers to modify the curriculum and to adapt their lessons to meet the learning needs of different groups of students. National tests and international assessments give the school a strong guide to whether its aspirations are high enough.

Key Findings

An in-depth review of the outcomes of inspections of the Indian and Pakistani schools resulted in the following main findings:

1. Attainment and progress in key subjects

Eighty percent of schools were given a recommendation in 2013-14 to improve attainment and progress across all the reported subjects. There has been too little improvement in attainment and progress in English, mathematics and science, particularly in the primary phase. Improvements in English have not been as fast as in the other key subjects. Nevertheless, for the older high school students, inspectors reported improving attainment and progress rates in the key subjects. These students performed strongly academically. The rate of improvement in provision for students with special educational needs was too slow and the quality of support available to them was not good enough.

Islamic Education attainment and progress remained a key weaknesses with little or no improvement since 2010. Over 40% of schools have nearly half of their students who are Muslim and, of these schools, only 12% delivered Islamic Education rated good or better. Attainment and progress in Arabic as an additional language was only just acceptable in over two thirds of the schools. Just under a fifth of schools delivered unsatisfactory provision in Arabic as an additional language.



Key Messages

- Students in most schools are underperforming in key subjects, except in some schools in mathematics and science in the secondary phase.
- Attainment and progress in English, mathematics and science are improving but English remains the weakest subject.
- In Arabic as an additional language, attainment and progress of students in two thirds of schools are not higher than acceptable. In a fifth of schools attainment and progress are unsatisfactory.
- In Islamic Education, in most schools attainment and progress are no better than acceptable.

Results of TIMSS and PIRLS 2011 showed that almost half of the Grade 4 students attending Indian schools and almost all of students attending Pakistani schools scored at or below the low international benchmarks in mathematics, science and English. As students moved higher up the school to Grade 8, their performance improved. A quarter of students in Indian schools scored at or above the high international benchmark in mathematics and English in Grade 8. This compares with a mere 1% of students in Pakistani schools. In science, more than a quarter of the students in Indian schools achieved at or above the high international benchmark in science for Grade 8.

In TIMSS 2011, boys outperformed girls in Grade 4 in all the key subjects but girls had made up the ground in Grade 8 and were outperforming boys by at least 20 points. Students scored higher in 'reasoning' but lower in 'application'. This is the opposite of the scores in other curriculum schools.

2. Teaching for effective learning, and curriculum quality and design

Teaching

Eighty percent of schools were given a recommendation in 2013-14 to improve teaching. Forty percent were given a recommendation in 2013-14 to improve learning skills. Where small improvements have been made in teaching, this was almost entirely concentrated in the good and outstanding schools. There was little or no improvement in the quality of teaching within acceptable schools.

Where improvements in English were not fast enough, this was largely due to the inability of teachers to respond to the specific needs of students for whom English is an additional language. Many teachers for whom English is an additional second language, failed to model good language structure and intonation. This had impacted negatively on student attainment and progress. Too many teachers delivered didactic, uninspiring teaching that failed to engage students' interests or address the needs of students with English language difficulties. Too much undifferentiated and unresponsive teaching was provided. As a result progress of students was unnecessarily limited.

There has been too little professional development for many teachers and school leaders have failed to address or prioritise teaching methods.



Key Messages

- The quality of teaching had improved in Kindergarten but not in other phases except marginally in good and outstanding schools.
- Improvements in teaching English as an additional language was restricted by limitations in teachers' own English skills and shortcomings in their teaching methods.
- Most improvements in curriculum quality had been in Kindergarten. Curriculum quality in other phases in most schools had not improved.
- Almost all schools were at an early stage of adapting their curricula to meet the needs of all students.

Kindergarten outcomes have improved compared to last year. Improved progress was linked to improved teaching. The quality of teaching in Kindergarten (KG) improved by at least one grade in almost a quarter of the schools. This improvement matches an almost identical improvement in attainment and progress in English, mathematics and science for KG children.

The curriculum

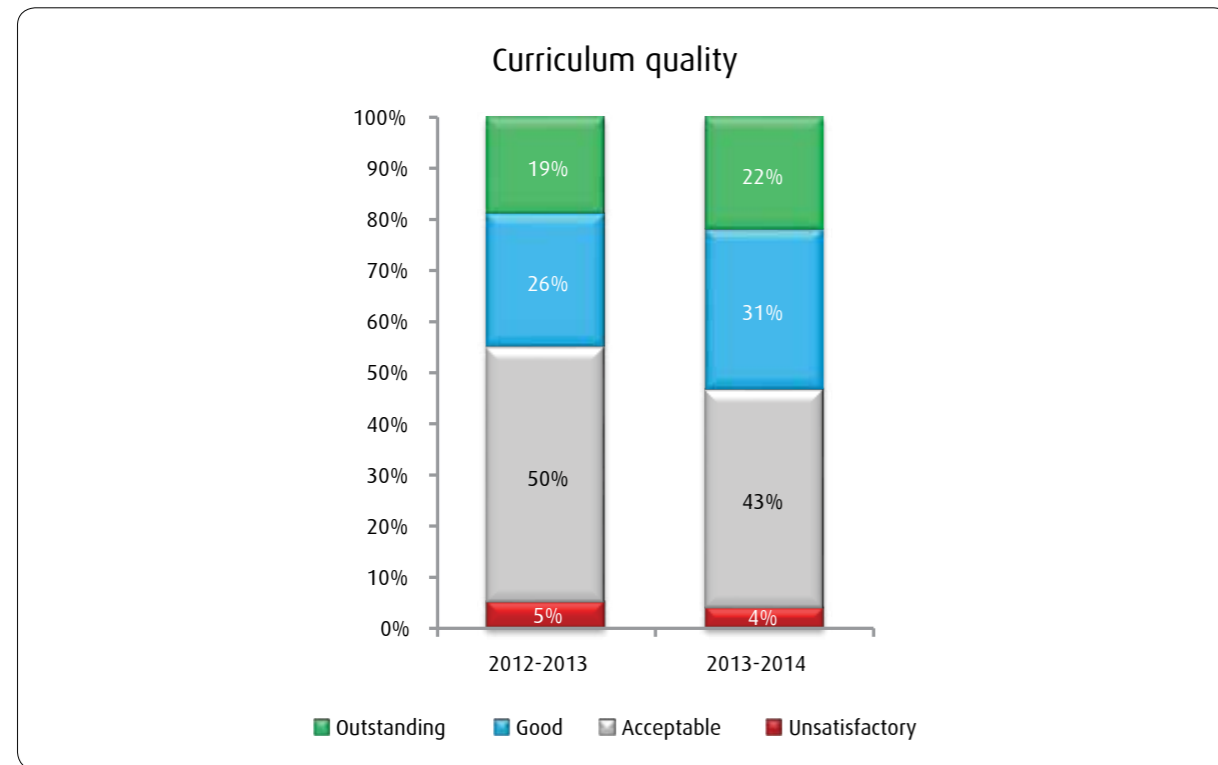
Ninety percent of judgments on curriculum quality remained unchanged from last year; 7.5% have improved and 2.5% have declined. Half of these changes were as a result of the improvements in KG provision.

Only one school improved its curriculum quality in more than one phase (KG and Middle). The improvements were a result of better curriculum breadth, continuity, coherence and progression to meet the needs of children. The school also successfully adapted the CBSE curriculum in the other phases and provided enrichment beyond the curriculum in the higher ones. Periodic school-wide curriculum reviews took place resulting in significant modifications, as required.

Curriculum design was acceptable in about three-quarters of schools and unsatisfactory in a fifth. These schools were in the early stages of adapting their curricula to meet the needs of all students, particularly those with special educational needs. Just one school (with over 5000 students) had an outstanding curriculum design in the secondary phase. Senior students at this school were prepared for “the world after school” through the offer of an extensive range of subject choices and learning that emphasised

critical thinking. It also had good information and advice services.

Only one school had unsatisfactory curriculum design in all of its phases. Across the phases the curriculum was not effectively modified to engage or challenge students. Neither did it meet the needs of students with special educational needs. The curriculum was narrow and offered restricted opportunities to develop students’ interests, talents, and ambitions.



3. Assessment for successful learning

Sixty-four percent of schools were given a recommendation in 2013-14 to improve assessment. Only one school was awarded an outstanding grade for assessment across all phases. Over half of schools still only have acceptable or worse assessment practices, a similar picture to last year. This relatively stable picture disguises a deteriorating picture in assessment practice and quality. Inspectors reported an overall decline in judgements for eight schools and an improvement for six schools across the phases.

Assessment is a key area for further development across the majority of Indian and Pakistani schools. In the good and outstanding schools, assessment is an essential component of good teaching and learning. It is also an important and vital management tool to highlight progress, or the lack of it, and to help evaluate the impact of support or challenge arrangements. This element is critically missing in too many schools and many school leaders, managers and governors failed to use assessment information to evaluate the effectiveness of the provision they deliver.



Key Messages

- Assessment practice and the use of assessment information remained an aspect for improvement in around two-thirds of schools.



4. Self-evaluation – a tool for continuous improvement

Almost half the schools were given a recommendation in 2013-14 to improve self-evaluation. Over 50% still only have acceptable or worse self-evaluation arrangements with one school's rating declining. Four schools have improved their rating this year. Only one school was awarded an outstanding grade for self-evaluation. In only about a fifth of schools, the self-rating of the overall grade for the school was the same as the inspection judgement. The remaining schools rated themselves too highly. Three schools had a self-rating two grades above the inspection judgements.

In the outstanding schools, inspectors highlighted the particularly effective arrangements which school leaders used when monitoring the work of departments with due account being given to the recommendations of previous inspections. Teachers worked together to evaluate and improve their own practices and there were highly effective staff development programmes which supported the improvement of pedagogy. Staff, parents, and students had opportunities to express their views to help in planning the future of the school.



Key Messages

- Self-evaluation was undertaken successfully and used well to develop the provision within those schools that were improving.
- It was a clear weakness in schools that were not improving.

In a school with unsatisfactory self-evaluation and improvement planning, inspectors identified a lack of valid and reliable student assessment information. Therefore, there was an ineffective system for determining key strengths and areas of development. Monitoring of teaching and learning was systematic but was insufficiently focused on students' learning outcomes. The school had had minimal success in addressing school improvements because the improvement plan was too narrow and was only based upon the 2012 inspection report recommendations rather than being an aspirational document based on school-determined areas for development.

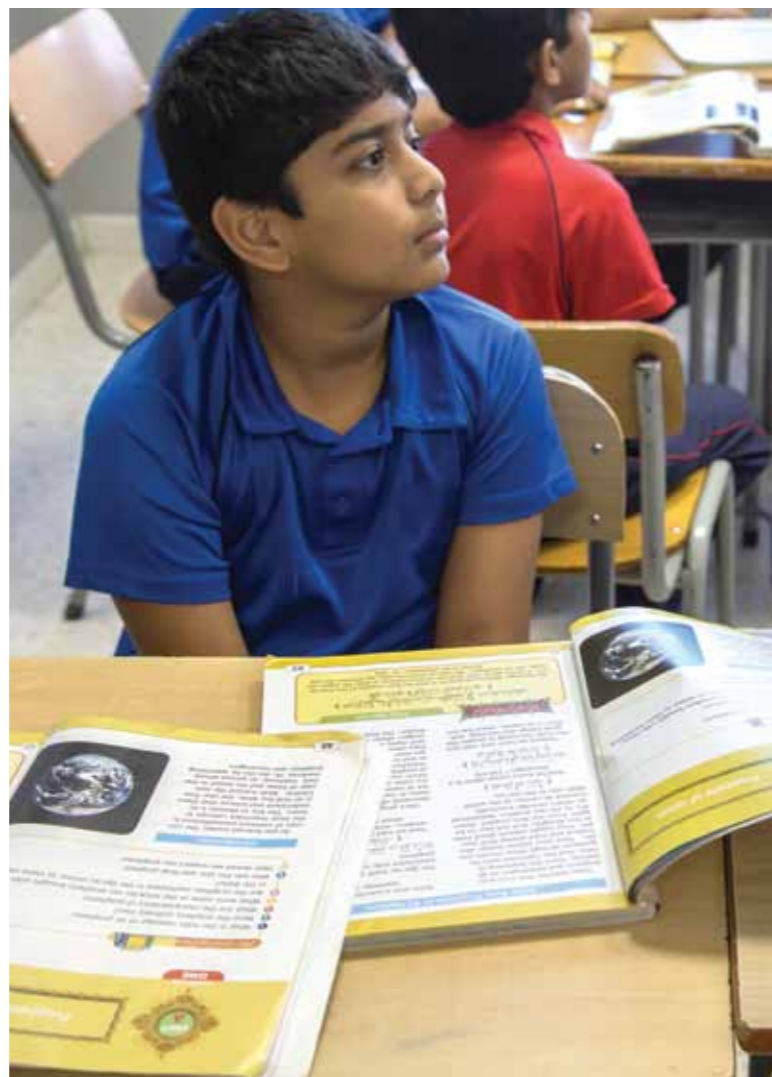
In the best schools, principals, senior leaders, managers and teachers evaluated the quality of the provision reliably, honestly and accurately to tackle the weaknesses to bring about improvement. They regularly monitored and assessed the impact of their own work on the achievements of their students and took action to bring about further improvement.

5. Quality of support

Most judgements of the quality of support remained unchanged. Only half of the Indian schools had good or better quality of support and over a third of schools were given a recommendation to improve the match of the curriculum to the needs of students. This is one of the main weaknesses of their provision and is a critical aspect which these schools need to address.

Although some small improvements have been made in some schools, the rate of improvement in provision for students with special educational needs was too slow and the quality of support available to them was still not good enough. Only one Indian school improved its quality of support across all four phases. The school had developed good systems to ensure that students with special educational needs were identified early so that their needs were quickly met.

Only two schools were identified as having an outstanding quality of support. Students in these schools have very respectful relationships with their teachers and felt valued and supported by them. Both schools had qualified teachers and counsellors, who provided individualised educational programmes for students with special educational needs. In addition, gifted and talented students were given the opportunities to excel beyond the curriculum.



Key Messages

- Schools were failing to improve the quality of support because their provision for students with special educational needs was not good enough.
- Schools must be able to benefit from consistently good or better teaching.



6. The importance of effective leadership and governance

Over a third of schools were given a recommendation in 2013-14 to improve leadership. Leadership, management, governance and self-evaluation have been the slowest features to improve. The judgements awarded to leadership have remained unchanged from one year to the next with only one school improving in this aspect. Strong, clear, visionary leadership with high aspirations for the school with a clear focus on student attainment were characteristic features with strong leadership and governance.

The relationship between the quality of the leadership of the school and the quality of teaching had been already identified. In one third of schools in which the leadership was good, the quality of teaching was also at least good. Slow improvements in the quality of teaching were seen where the quality of leadership was not improving. Although the majority of the schools stated that they had aspirations to improve their provision this is unlikely to happen whilst leadership remained acceptable or unsatisfactory.

Only 40% of governing boards were fulfilling their responsibilities effectively and these, like leadership, were found in the good or better schools. Lack of parental representation on governing boards, insufficient priority given to ensuring good quality teaching, learning and physical resources were areas for improvement within the schools where governance was a weakness.

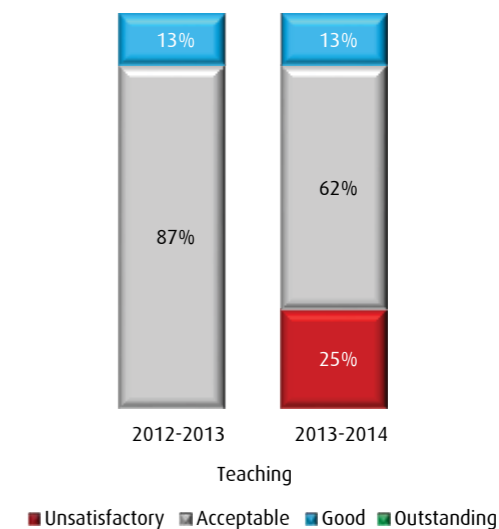


Key Messages

- Strong leadership was evident in schools with good quality teaching.
- Effective governing boards were found in the better schools.
- Parental representation on governing boards and participation by parents in decision making were characteristics of good schools.

Although parents were actively engaged and involved in a high number of schools, they were not represented on the key decision making bodies and therefore not easily able to hold the school leadership teams to account for the school's academic outcomes and other work. The only acceptable school delivering the Pakistani curriculum had developed a range of communication pathways and social events to engage the participation of more parents.

Teaching in Indian schools where governance has declined between 2012-2013 and 2013-2014



7. Conclusions

Last year's key findings report on Indian and Pakistani Schools highlighted the importance of effective leadership and its link to school improvement. Evidence collected during this year's inspections and from evaluating the work of highly effective leadership teams clearly reinforces the critical role of this relationship in school improvement. This report also highlights the priority which needs to be given to improving teaching, learning and the experience of each student. In outstanding and a number of the good schools, the impact of highly effective leadership teams in improving teaching, learning, attainment and progress for all learners is evident.

The most successful leadership teams began their improvement journey by focusing their own needs, established through self-evaluation. They set high expectations for themselves, their students, the teachers and the school. They encouraged, supported and facilitated teachers in being honest about the areas they needed to improve. Teachers were trained and professionally developed through targeted, good quality support in teaching pedagogy, including through many opportunities to observe outstanding teaching.



Good leadership teams spent a considerable amount of time in classrooms, they were visible around the schools. They had an in-depth knowledge of their students, teachers, parents and stakeholders. In the classroom, good and outstanding teachers made very good use of assessment to help students make the best possible progress. Leadership teams were able to provide advice and guidance on 'what outstanding teaching' looks like, because they had delivered it themselves.

The evidence linking highly effective leadership and equally effective teaching and learning and good outcomes for all students is indisputable. Good engagement with parents and the community ensures that students are leaving schools ready to meet the real world challenges having been prepared well by the schools they attended.



The performance of students in Indian and Pakistani schools in relation to the UAE National Agenda

By the beginning of 2014, H.H. Sheikh Mohammed Bin Rashid launched the UAE National Agenda, which includes a set of educational targets that pave the way towards the next phase of educational development in the UAE. The educational targets covered a wide range of areas affecting the quality of education and student achievement across the different phases. Two major targets were concerned with UAE ranking in international assessments; they are as follows:

- The UAE will be among the 15 highest performing countries in TIMSS
- The UAE will be among the 20 highest performing countries in PISA

In order to work towards achieving the TIMSS and PISA's targets in the UAE National Agenda, three targets were set as displayed in the last column in the table below. These three targets are important for Dubai and achieving them will ensure that Dubai is playing a significant role in accomplishing the UAE National Agenda. This section explores the performance of students in Indian and Pakistani schools in both TIMSS 2011 and PISA 2012 in relation to Dubai's targets in the UAE National Agenda.

Indian schools and the National Agenda

International assessment	Grade / Age	Subject	Average of students Indian schools	Dubai Targets for the upcoming cycles
TIMSS 2011	Gr 4	Mathematics	482	530
	Gr 4	Science	478	
	Gr 8	Mathematics	497	510
	Gr 8	Science	509	
PISA 2012	Students at 15 years old	Mathematics	488	520
		Science	493	
		Reading	497	

A more positive picture can be observed in the achievement of Grade 8 students in the Indian schools; the gap between their achievement levels and Dubai's targets in the UAE National Agenda is smaller compared to Grade 4. There is no statistical significance between their performance in science for Grade 8 (509) and the Dubai target for Grade 8. This indicates that schools offering the Indian curriculum in Dubai should not only maintain this high performance, but also work towards achieving more advanced levels in TIMSS, and exceed the expectations of Dubai's targets of the UAE National Agenda.

Compared to PISA 2009, there was no improvement in the performance of 15-year-old students in Indian schools in PISA 2012. Their achievement levels in PISA 2012 shows that there is a significant gap between their achievement in PISA 2012 and Dubai's targets of the UAE National Agenda.

This comparison is limited to the overall mean average of all students attending Indian schools who sat for TIMSS 2011 and PISA 2012. Leaders of Indian schools should examine the individual results of their schools and utilise such data to plan for improving the achievements of their students in the upcoming cycles of TIMSS and PISA. It is the duty of every school principal to ensure that their students are making steady progress towards achieving Dubai's targets for the UAE National Agenda.

Pakistani schools and the National Agenda

International assessment	Grade / Age	Subject	Average of students at Pakistani schools	Dubai Targets for the upcoming cycles
TIMSS 2011	Gr 4	Mathematics	360	530
	Gr 4	Science	324	
	Gr 8	Mathematics	371	510
	Gr 8	Science	360	
PISA 2012	Students at 15 years old	Mathematics	326	520
		Science	336	
		Reading	313	

Compared to the performance of students in private schools in Dubai, the performance of students attending Pakistani schools is the lowest in both TIMSS 2011 and PISA 2012. Analysis of results of these two international assessments showed that students in Pakistani schools lack basic skills for real life applications. Therefore, the gap between students in Pakistani schools and Dubai's targets for the National Agenda is large. Leaders of Pakistani schools have to work on improving their students' achievement levels gradually in order to be able to reach the international average of TIMSS and PISA (500 points) and then Dubai's targets for the National Agenda.

CASE STUDIES

Teaching, Learning and Assessment come First

Case Study: GEMs Modern Academy

Teachers' well-being is a very high priority for the leaders of GEMs Modern Academy. On arrival to Dubai and the school, each new teacher is provided with both social and academic buddies. The social buddy supports the teacher to settle into life in Dubai whilst the academic buddy provides ongoing professional support. The school helps with all transition arrangements to ensure that all the welfare and social needs of the teachers are well catered for; a genuine welcome to the school and Dubai. Teachers are therefore able to focus on the job of teaching the students at the school.

The school has strong continuous professional development programmes for all teachers including those new to their roles. Middle and senior leaders observe lessons regularly and identify the areas that require further improvement. Middle leaders attend external workshops on specific areas of teaching pedagogy and then come back to school to disseminate what they have learnt to other teachers. Differentiation in the classroom, for example, was the focus of one workshop. The notion of 'flipped classes' was the subject of another.

After trying the concept of 'flipped class' among themselves in a mock biology lesson, middle and senior leaders decided to try it in lessons.



In a flipped class, students were introduced to the concepts and ideas to be learned. They were required to conduct independent research to learn the concepts on their own. The teacher electronically provided them with beneficial resources. In the following lessons, students presented their findings and shared them with their classmates. The teacher's role was to give guidance and to focus the learning process on the requirements of the curriculum. Flipped classes are highly effective in promoting independent learning, investigative research, and critical thinking among students.

Another focus of training and development has

been assessment for learning. The school makes extensive, but relevant use of tests, as students start at the school and during each year. The school uses the assessment data resulting from these tests to identify students with special educational needs including gifted or talented. The results from tests and teacher assessment highlight each students' strengths and weaknesses and help to identify individual learning needs. The school skillfully uses this information to modify the curriculum and the teaching strategies required to better meet students' needs.

In the classroom there are regular formative assessments, mid-term reviews, summative

assessments and end-of-term exams. Teachers closely monitor students' learning. There is regular feedback to both the student and their parents. After the end-of-term exams, parents are invited back to school to discuss, if appropriate, the different ways in which academic performance of their child can be improved.

Students also take a 'learning styles assessment' once a year to help teachers understand their students' learning styles according to the theory of multiple intelligences. It also helps students understand how they best learn supporting their understanding of how to improve their own academic performance.

Teachers who did not perform well were asked discreetly and sensitively to join a "Care Cell". Here the teacher was provided with confidential one-on-one guidance and support from an experienced and high performing mentor. This colleague helped the teacher in planning lessons, in implementing lesson plans and in evaluating their teaching and its impact on student learning. When the teacher showed improvement, support continued but outside the bounds of the 'Care Cell'. The teacher then resumed and rejoined the school's normal cycle of teaching and learning observations, monitoring and review.

Overall, the leaders of the school, strongly believe that the teacher is the cornerstone of the school. The two most important activities in any school, are the teaching and learning. School leaders, therefore, use all the resources available to them to make sure that teaching and learning are of the highest quality.

CASE STUDIES

The journey of a Kindergarten (KG)

Case Study: Our Own High School

The principal along with his senior team and the head of KG are very keen to keep up with modern trends in education and to improve the standards in order to give children a good educational experience. They were motivated by last year's inspection findings and by performing their own analysis.

The school undertook many practical steps to reach their goal. They started their journey by visiting some of the outstanding schools in Dubai to get a better understanding of teaching and learning in the Foundation Stage and how to enrich the school's curriculum. An external professional expert was hired to provide KG teachers with training on how better to interact and motivate children to learn. KG teachers were observed by senior management and were given sufficient feedback to move them forward. Their progress against a development plan was actively monitored to ensure targets were met. Additionally, the school appointed new, qualified class teachers to make sure lessons were more effective.

The syllabus was revised to incorporate thematic teaching and hands-on activities for the development of essential, age appropriate skills. Discussion about topics was extended outside the classroom. Song,



story, mathematics, science vocabulary, music and aesthetics were all connected to the same theme. This was very interesting to the children.

The curriculum was further broadened to include art, music and PE. The school intended to boost the development of its children's fine and gross motor skills and develop self-confidence and creativity. Enrichment activities included Water Fun Day, Under the Sea, Fruit Salad Day and field trips. Additional specialist teachers were hired to support. This impacted positively on the children's personal and social development.

The school used areas in the corridors; referred to as Learning Corners, outside the classrooms, as part of their Free Flow learning initiative. Children used the learning corner where they were encouraged to take responsibility for their own learning. A separate activity room was also created to allow children more opportunities and choices.

Children were filmed creating a story and re-telling it and this was then shared with classmates and parents. This helped develop and broaden the children's imagination and encouraged self-confidence. This was a big change for the staff, the school and the parents. Parents were kept informed and involved, and reports were sent home, formally on a monthly basis and informally on a daily basis. Parents were provided with sufficient feedback to be able to help their children at home.

CASE STUDIES

The senior leadership team and their roles as Lead Learners

Case Study: Delhi Private School

The principal and her senior leadership team make full use of their strong pedagogical knowledge to review the school to move it forward. They use their excellent knowledge of the teachers and students gained from carrying out frequent surveys and lesson observations. The team and in particular the principal, are heavily involved in the professional development of teachers and staff. Surveys are administered regularly to collect information about various aspects such as quality of teaching, students' level of satisfaction, parents' opinions etc. Using that information and notes from teacher observations, the school leaders prepared and conducted training sessions in which weaknesses were addressed. A workshop for all staff took place at the beginning of the year with a focus on best practice and understanding of concepts in education such as cross-curricular links. The effectiveness of the workshops was evaluated through observations and feedback from students.

Best practice in the world of education is used to set the vision and priorities for the school with the aim to reach and maintain excellence in education firmly set as the goal. The improvements that the school made, recognised by inspectors during its annual inspection, strengthened further the already motivated teachers and staff to work



harder and more persistently. An atmosphere in which nothing is impossible dominates the school environment.

Many new teachers come to school from India with a didactic teaching style in which teacher talk dominates the lessons. Those teachers are matched up with the experienced teacher-mentors who help them to learn and apply teaching skills which provide students with opportunities to take charge of their own learning through hands-on activities.

The senior leadership team considers continuous professional development a priority for everyone irrespective of position or seniority. Teachers are able to grow as professionals as they develop their knowledge, expertise and pedagogy. Continuous professional development sessions for 75 minutes after school once a week are at the

heart of the school's improvement planning. Each senior leader takes responsibility for the training and professional growth of their team.

The senior leadership team collaborated with other schools, even those who deliver a different curriculum. For example, a partnership with Winchester School, a neighbour school which delivers the UK curriculum, helped to share good practice. DPS was able to raise the quality of teaching in Kindergarten from good to outstanding.

Through regular professional development, stakeholders are able to participate in curriculum reviews. Curriculum gaps are identified and modifications made to safeguard seamless transition between the phases. This type of review has allowed all teachers to have a say, for example in the breadth of the kindergarten curriculum. Best practice from other curricula, especially UK and

USA have been adopted. In some cases reviews have resulted in a broadening of subject options for example introducing psychology, marketing and humanities into the higher grades.

The school has adopted cross-curricular work which has brought alive the CBSE curriculum for the students. Sometimes special events and themes join together many disciplines in a meaningful way. Senior students participated in 'A Sign of Our Times' annual day. This theme offered several disciplines such as science, mathematics, drama, literature, ICT, dance, history and culture to join together in one performance. Students presented their work through documentaries, acting, talk show, models, power points and street plays. Such events boost student interest because they are contemporary and current.

The school curriculum is value-based ensuring the development of a range of skills very important in the development of global citizens. There has been a considerable shift from the acquisition of knowledge to its application in the curriculum.

The design of the curriculum offers learning opportunities for all students; supporting gifted students through an enriched curriculum and students with special educational needs through modified but nevertheless interesting curricula.

The school continually seeks feedback on the quality of the curriculum from students current and past. It is testimony to the quality of the curriculum that many students go on to study at some of the world's most high-ranking universities.

CASE STUDIES

Gifted and talented and Special Educational Students- in the Resource Centre (specialist unit)

Case Study: Elite English School

Special educational needs (SEN) teachers, a full-time psychologist, and a SEN coordinator support the work of the specialist unit for students with special educational needs in the Elite English School. The SEN coordinator, some of the teachers, and twenty out of the forty-three students with SEN moved to this school from a school that closed last year.

The special education unit has five resource rooms in addition to one speech room. Forty-three students use these rooms with no more than ten students using one room with two specialised teachers at any one time. The SEN coordinator believes in early identification and intervention. Therefore, students are identified in Kindergarten and provided with special provision as soon as possible. Some students with SEN stay in the mainstream classrooms, whilst others spend a brief time in the centre and others spend the whole day in the resource centre. They were organised in the resource rooms according to ability and type of disability.

Students with SEN at higher levels were provided with vocational opportunities that promoted their talents in drama, drawing, dancing, music, and other arts. They felt comfortable because



other students welcomed their participation in all school activities. This resulted in their improved self-confidence.

Students with appropriate support were able to demonstrate that they had a variety of talents. Some students demonstrated professional standard skills in dancing, some were able to design and assemble hand-made jewelry, some could draw artistically, and one student had an outstanding ability to manipulate dates and numbers with great accuracy. Students felt happy and excited in a specialised learning environment that provided them with the opportunities to learn independently and at their own pace.

All students with SEN had Individual Education Plans (IEPs) matched well to their abilities and their particular difficulties. The school was committed to giving all students a chance to progress in school. Students' progress is closely monitored through review of their IEPs. Fine adjustments are made to their IEPs to help them progress. Some students with SEN have progressed so well that they have been integrated back into the mainstream classroom. This aspect requires further development on the part of the school, however some minor successes include one speech-delayed student, in particular, finished one year under SEN provision in the resource centre then moved into mainstream grade 2, and now he is doing academically very well. Parents supported the school in the decisions it took concerning the education of their SEN children and appreciated the provision provided.

CASE STUDIES

Shared responsibilities - owned by all

Case Study: The Indian High School

The Indian High School has a broad representation of stakeholders on its Governing Body, including parents. The quality of governance was judged outstanding. The Board of Trustees, management, executive and special advisory committees meet regularly and serve the school well. Governance holds the school to account. The Board plays a very active and dynamic role in ensuring the school's needs are served and met.

Three years ago the Board devised a well-considered five-year strategy to digitize the school. Steps were taken to implement it starting with the installation of smart boards in every classroom, creating a wireless campus, creating a language lab and finally providing all teachers with laptops. These changes were supported well through training.

Parents play a significant role in driving changes in school. They meet regularly with school officials in focus groups to discuss concerns and improve standards. Their input to date has resulted in a number of changes. The school used the parents' expertise as dieticians to promote healthy eating and living. There is a sense of ownership that parents enjoy.

The Board meets twice a year to assess the school's strengths and areas for improvement. It has a sub-committee structure which enables management to make a strong contribution to strategic planning, by



providing a full range of professional advice and support. The Board created The Indian High School Endowment Fund to invest in the future of young people. So far, over three million dirhams have been raised. The fund plays a vital role in supporting academic innovation and assisting in the development of leadership and self-reliance in Indian youth.

The leadership of The Indian High School gives all stakeholders a sense of ownership. Parents are involved in decision-making on important issues through the various parents' focus groups. Teachers are on a leadership track through continuous professional development (CPD) that provides genuine opportunities for career advancement. Every teacher is required annually to undertake at least eighteen hours of CPD in ICT, team building, teaching and learning. Student leaders are involved in a variety of activities such as monitoring the movement of students on campus, distribution of materials, and morning assembly. They also efficiently lead efforts to raise funds for scholarships and managing scholarships.

The partnership with the Rashid Pediatric Centre for special educational students gave students the opportunity to raise monies on behalf of the Centre as well as spend time undertaking community service there. Students are actively involved in a wide range of fund raising ventures, many of them organised and led by themselves. Some of the money collected from these activities is used to help pay the school tuition fees of other less fortunate students.

The activities students were involved in prepared them very well to face the world beyond the school. They are immersed in a culture of belonging and giving. The overall result was young citizens who had a great sense of empathy and responsibility.

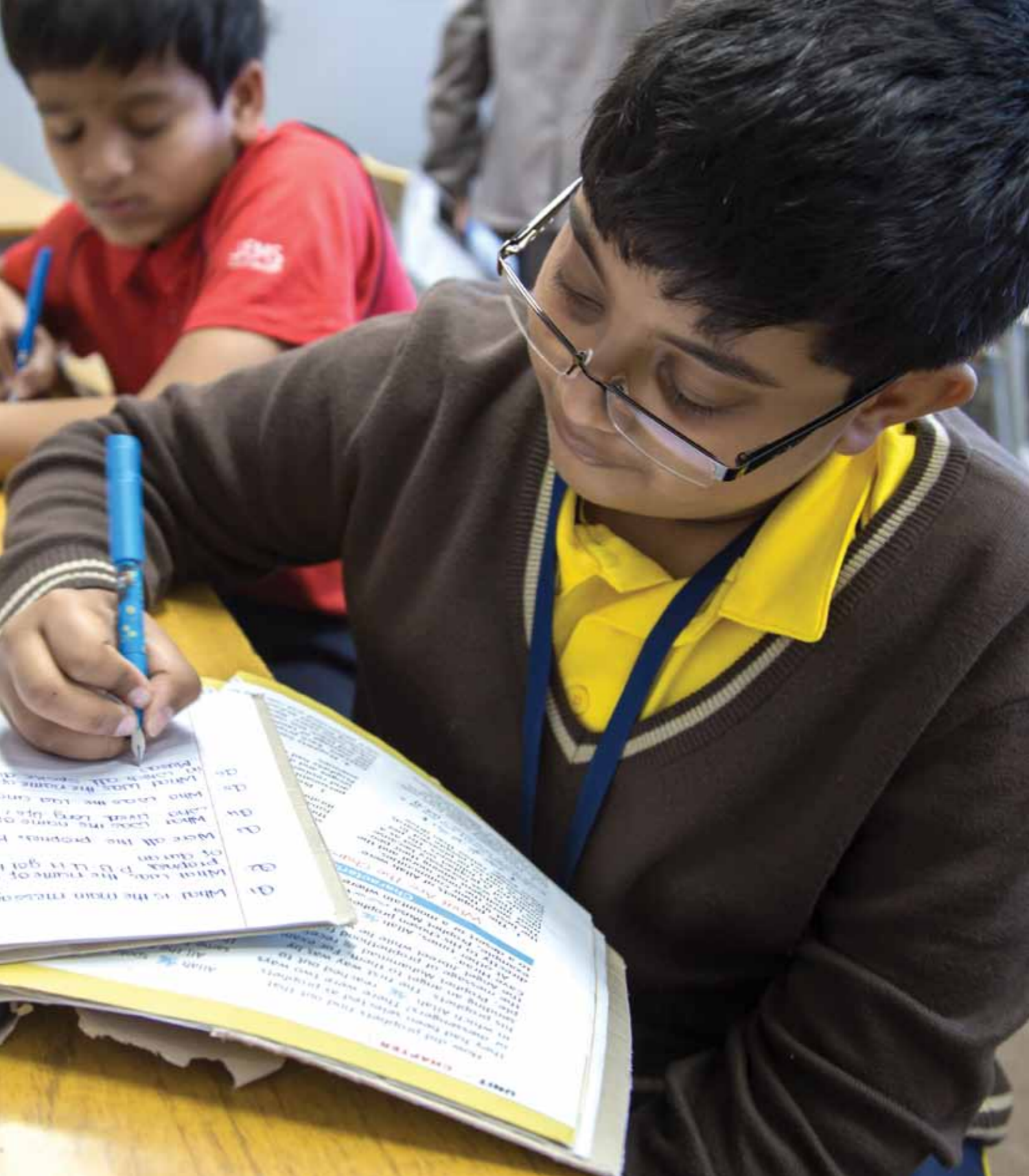
Indian Schools

School Name	Main Curriculum	2013-2014 overall rating	2012-2013 overall rating	2011-2012 overall rating	2010-2011 overall rating	2009-2010 overall rating
GEMS Modern Academy	Indian (CISCE)	Outstanding	Outstanding	Outstanding	Good	Good
The Indian High School	Indian (CBSE)	Outstanding	Outstanding	Outstanding	Good	Good
Delhi Private School	Indian (CBSE)	Good	Good	Good	Good	Good
GEMS Our Own English High School	Indian (CBSE)	Good	Good	Good	Good	Good
Rajagiri International School Dubai	Indian (CBSE)	Good	Good	Good	Good	Good
The Indian High School-Branch	Indian (CBSE)	Good	Good	Good	Good	Good
The Millenium School	Indian (CBSE)	Good	Good	Good	Good	Good
GEMS Our Own Indian School	Indian (CBSE)	Good	Good	Good	Good	Acceptable
Our Own High School	Indian (CBSE)	Good	Good	Good	Good	Acceptable
JSS International School	Indian (CISCE)	Good	Acceptable	Acceptable	Good	Not inspected
Elite English School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Good	Acceptable
Emirates English Speaking School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Gulf Indian High School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
New Indian Model School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
The Central School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
The Kindergarten Starters	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

Ambassador School L.L.C	Indian (CISCE)	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected
Buds Public School	Indian (CBSE)	Acceptable	Acceptable	Not inspected	Unsatisfactory	Unsatisfactory
Little Flowers English School	Indian (CBSE)	Acceptable	Acceptable	Not inspected	Unsatisfactory	Unsatisfactory
JSS Private School	Indian (CBSE)	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
The Indian International School	Indian (CBSE)	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Ambassador Kindergarten	Indian (CISCE)	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected
The Indian Academy	Indian (ICSE)	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected
Crescent English School	Indian (CBSE)	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable	Acceptable
Gulf Model School	Indian (CBSE)	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable	Acceptable

Pakistani schools

School Name	2012-2013 overall rating	2012-2013 overall rating	2011 - 2012 overall rating	2010 - 2011 overall rating	2009-2010 overall rating	2008 - 2009 overall rating
Pakistan Educational Academy	Acceptable	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory	Not inspected
H. H. Shaikh Rashid Al Maktoum Pakistani School-Dubai (English Lang)	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable	Not inspected





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