

Dubai Schools Inspection Bureau

IMPROVING SCHOOLS ANNUAL REPORT



2011



**In the name of Allah,
Most Gracious, Most Merciful**

Dubai Schools Inspection Bureau

Improving Schools

Annual Report

2011

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Dr. Abdulla Al Karam

Chairman of the Board of Directors and Director General
Knowledge and Human Development Authority

We have been inspecting schools in Dubai for three years now. Before 2008, the idea of teams going into the classroom to assess teaching and learning was unknown here. What a lot has changed in those three years.

Now, in 2011, we are seeing proof of a shift in our education community. We are all talking about schools – whether we are parents, the media, teachers, school owners, or ourselves at KHDA. But now, for the first time, we are all holding the same conversation.

We are all talking about quality.

We are seeing proof now that change can come from within; whether it is a teacher changing how they teach, or a principal changing how they lead their team, the outcome is the same. Change is being driven by the school for the school.

A good example of this ongoing conversation is the response we are now getting to the parents' online questionnaire we send out in the weeks leading up to each school's inspection. This year more than 58,000 parents took the time to answer our questions, and give us their comments about their children's experiences.

There is no doubt that the community now takes an active role in raising the standard of education in Dubai. Another exciting example of community support is the way schools are now building partnerships to swap best practices and share successes so they can all benefit from good experiences.

The data that we have collected over three years is invaluable for analysis. For example, private schools have seen a 13% improvement and public schools a 22% improvement in their performance since last year. This means that about 30,000 more children are receiving an improved standard of education this year than at the same time last year.

And that really is what inspections are about. Better schools mean a child has more choices. As we go into the fourth year of inspections, our students will remain at the centre of our thoughts. Your contribution is invaluable, and we look forward to our conversation continuing. Best wishes for the academic year of 2011-2012.

Jameela Al Muhairi

Chief of the Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

Welcome to the third Annual Report of the Dubai Schools Inspection Bureau (DSIB). We have now been inspecting public and private schools in Dubai since 2008, working alongside principals, teachers, parents and school owners. The process has given us a clear picture of how Dubai's schools are performing, their strengths and areas in need of improvement.

This year, more than 90 per cent of parents, teachers and school principals have said in our surveys that inspections have improved their schools. They have also helped schools to look closely at their own performance. This self-evaluation is a skill which will be invaluable to schools in the years to come as its importance within our inspection framework grows.

It is encouraging to see the progress that has been made in public and private schools over the past three years. Inspections are now telling a story of improvement and, importantly, these improvements have resulted from strong partnerships.

There is, though, much hard work ahead as we strive to raise the standard of those schools in Dubai which still fall into the acceptable or unsatisfactory categories. We will give them as much support as we can because at the heart of why we inspect schools is to help them to improve. In the coming year we will be inspecting every private school, whichever category it is in.

As we enter our fourth year of inspections, we look forward to working in partnership with parents and with our school colleagues to achieve further improvements and continued success.



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Introduction

The publication of this third Annual Report signals the completion of three rounds of school inspection in Dubai. Over the last three years DSIB has inspected the great majority of schools three times and the twenty or so Indian and Pakistani curriculum schools twice. This exercise has involved the observation of thousands of lessons, the completion of hundreds of interviews and the analysis of a huge amount of information supplied by schools. The views of a range of stakeholders including students, parents and teachers were taken into consideration as part of the inspection process.

All three rounds of inspection have been driven by the same key questions about the academic achievement and personal development of students, the quality of education (particularly the teaching) that schools provide and the effectiveness with which they are led and managed. This degree of consistency allows valid comparisons to be made across the three year period.

Inspections should challenge schools and not just measure them. Consequently, the framework we use has become more demanding in some respects. For example, there is now greater emphasis on evaluating students' attainment in relation to the standards that are expected internationally as well as by the curriculum they are following. Nevertheless, the key questions have remained essentially unaltered.

As a result, we now know far more than we ever did about the quality of education in Dubai. The analysis of data collected over a three year period enables us to go beneath the surface of the issues and draw more authoritative conclusions than is possible using information gathered in a single inspection round.

In particular, we are now able to detect and comment upon trends in the performance of students and in the quality of the education that schools provide. The data enable us to make valid generalisations about performance and practice that apply across the wide variety of schools in Dubai. And they also allow us to pinpoint and report on where specific strengths and weaknesses lie.

In general, the trend has been in the direction of improvement. The overall performance of schools has improved over the last three years in relation to most of the key questions that inspectors asked. In the main, standards have risen gradually but steadily in most of the key subjects. The quality of teaching has improved in many schools, although by no means all. School leadership and governance have improved a good deal, along with some aspects of management, such as the self-evaluation of schools' performance. For these reasons, the emphasis in this report is on reporting and applauding the improvements that have come about as a result of the hard work of many people in many schools. As in previous years, we include several 'success stories', which illustrate the kinds of improvements that have taken place.

Improvement has been less pronounced, or non-existent, in some other respects. Standards in English, mathematics and science have shown little improvement in the public schools. Standards in Arabic in private schools have not risen as much as in the other key subjects – among students

who are learning it as their first language as well as those for whom it is an additional language. There is still too much teaching that is below the quality expected in Dubai: up to half of it is no better than acceptable. And a small but persistent proportion of schools continue to provide an unsatisfactory quality of education for their students.

All these issues are described and analysed in this report.

As we enter the next stage of our work in challenging and supporting schools, we will focus increasingly on how DSIB can most effectively promote and encourage continued improvement. We will develop our inspection framework so that it sets clear expectations for good quality and produces incisive, constructive and practical recommendations in every inspection report. Starting in 2011-12, we will attach greater importance in our inspection methods to schools' own evaluations of their work: our inspectors will take full account of each school's judgements when forming theirs. And we will continue to find ways to publicise the good practice we encounter so that it can be learned and transferred between schools.

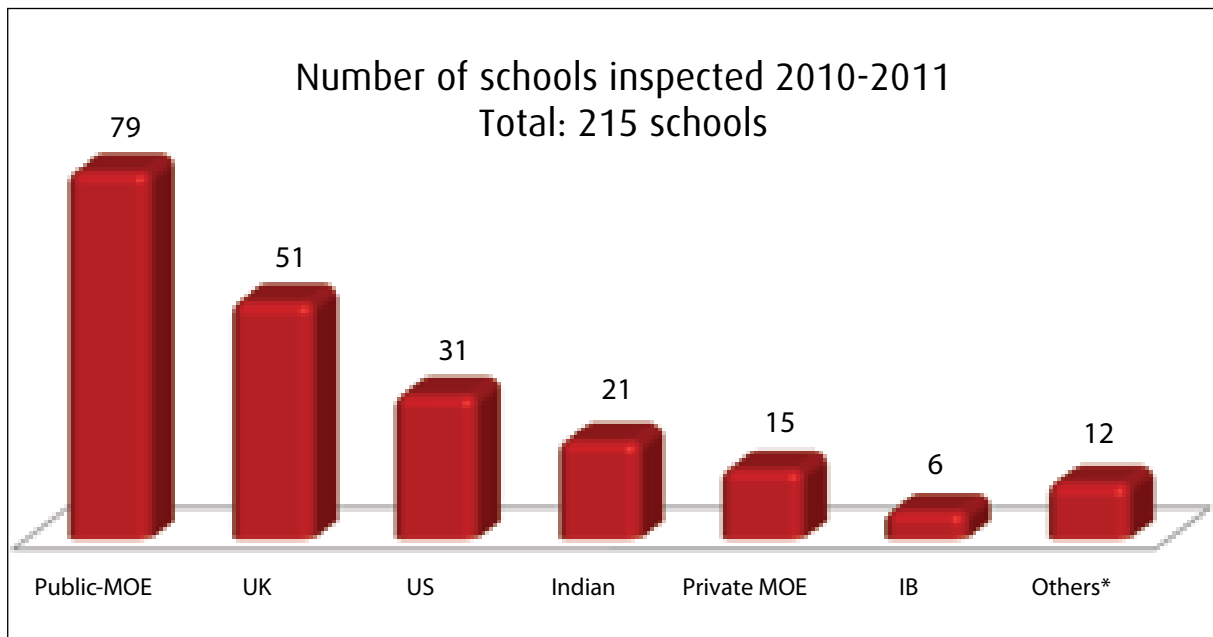
Above all, we will continue to report independently and transparently on the quality of the education we find in schools, in the interests of all students and their parents in Dubai.



Overview

Overview

Overview



*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

In 2010-11 Dubai Schools Inspection Bureau completed inspections of 79 public schools and 136 private schools. Inspectors visited around **16,000** classes and conducted some **2,400** interviews with students and staff during the course of full inspections.

Schools judged as providing, overall, an unsatisfactory quality of education received more regular inspections called 'Follow-Through Inspections'. There were **34** Follow-Through Inspections in 2010-11. Please see section 6 for further information.

Parents completed around **59,000** questionnaires on-line, confirming once more their strong commitment to their children's education.

In the inspection of every school, inspectors made and recorded judgements against seven quality indicators. They were:

1. The students' attainment and progress in key subjects

Islamic Education, Arabic, English, mathematics, science and the language of instruction when it is neither Arabic nor English.

Inspectors looked at the students' performance in tests and examinations, how well they were doing in lessons and how much progress they were making in relation to their starting points.

Inspectors paid particular attention to the levels of the students' knowledge, skills and understanding in relation to what is expected internationally of students of similar ages.

2. The students' personal and social development

Inspectors observed the attitudes and behaviour of students in lessons and around the school, and their relationships with the staff. They looked at attendance rates and punctuality.

Inspectors assessed how well the students, allowing for their age, understood and appreciated local traditions and cultures. They also paid attention to the students' knowledge and understanding of the place of Dubai and the UAE in the world and the implications of local and global environmental issues.

3. Teaching quality and how well the students are learning

Inspectors assessed the effectiveness of the teaching and the resulting quality of the students' learning: how well they engaged with the teacher and each other, how well they could apply what they were learning, their enquiry and research skills and their critical and higher order thinking.

Inspectors considered how well the teachers checked the students' work and how well they helped the students to improve its quality.

4. How well the curriculum meets the educational needs of the students

Inspectors looked at the breadth and balance of the curriculum in each school and how well it served the interests and abilities of the students.

5. How well the school protects and supports the students

Inspectors assessed each school's arrangements to ensure the health, safety and security of students in all parts of the school, on school transport and in other environments used by the students.

They looked at how well the school manages the students' behaviour and the quality of the support and care it offers to individuals. Inspectors assessed how well the school keeps a check on the students' progress in the subjects they are studying.

6. The quality of the leadership and management

Inspectors assessed how well each school was being led and managed, looking at how effectively the school's resources were being used for the benefit of the students. They assessed how aware each school's leaders are of its strengths and weaknesses and how effectively they make improvements. They looked at how well the school engages with the parents and the effectiveness of the school's governing body. Inspectors also assessed each school's role in its local and wider community.

7. The school's overall performance

Finally, inspectors made a judgement of the school's overall performance, concentrating on how well it was delivering its promises to the parents and its capacity to improve and develop further in the future.

Inspectors used a four-point scale to express their judgements. The four levels on the scale are defined as follows:

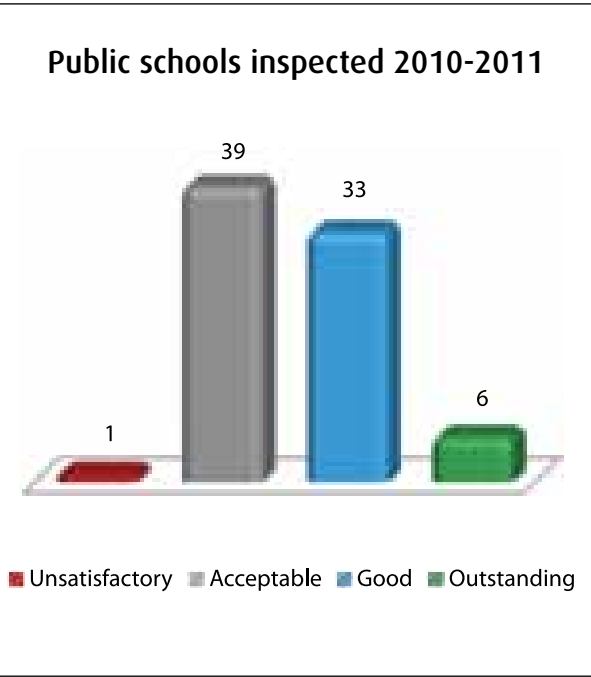
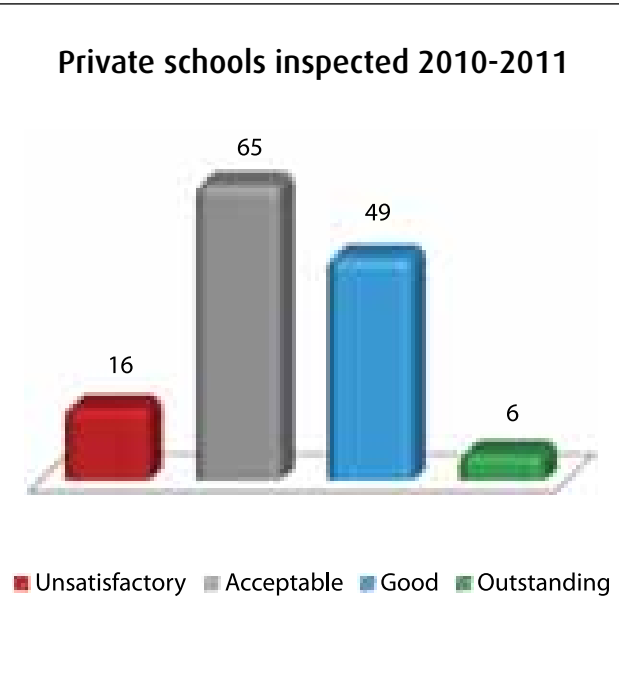
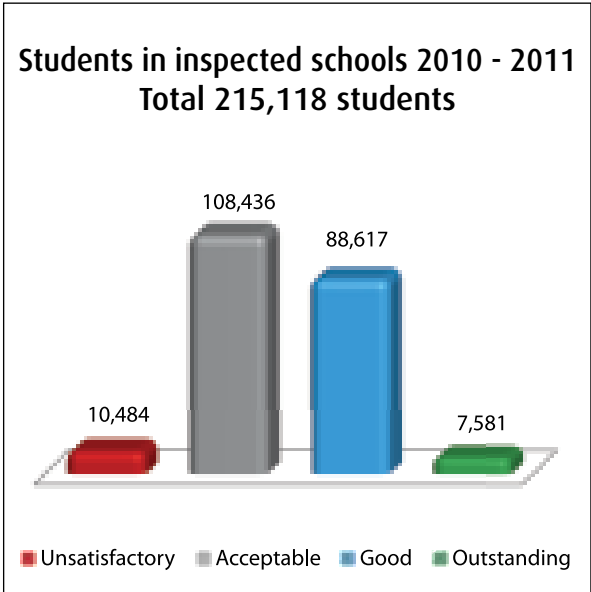
Outstanding quality	Exceptionally high quality of performance or practice.
Good quality	The expected level for every school in Dubai.
Acceptable	The minimum level of acceptability required for Dubai. All key aspects of performance and practice in every school should meet or exceed this level.
Unsatisfactory	Quality not yet at the level acceptable for schools in Dubai. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

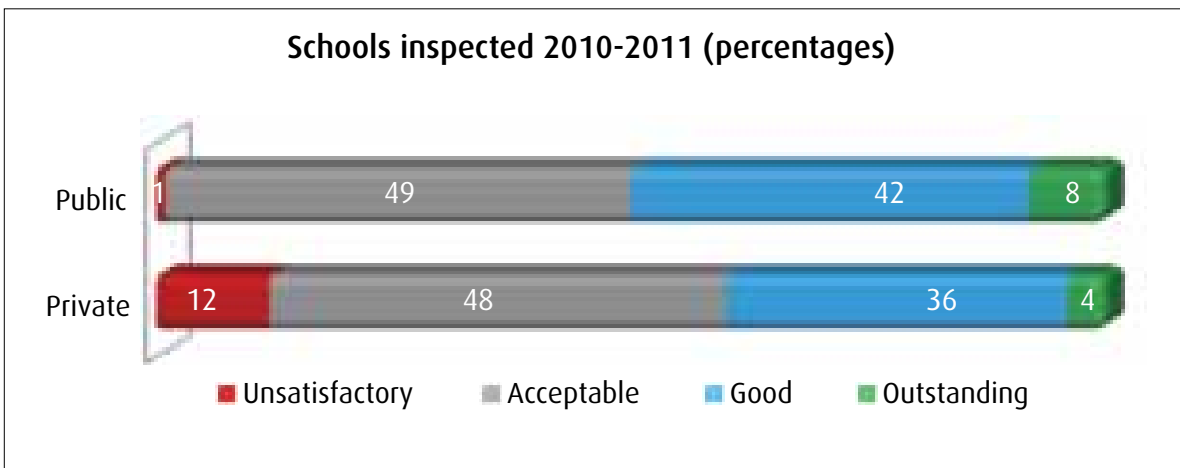
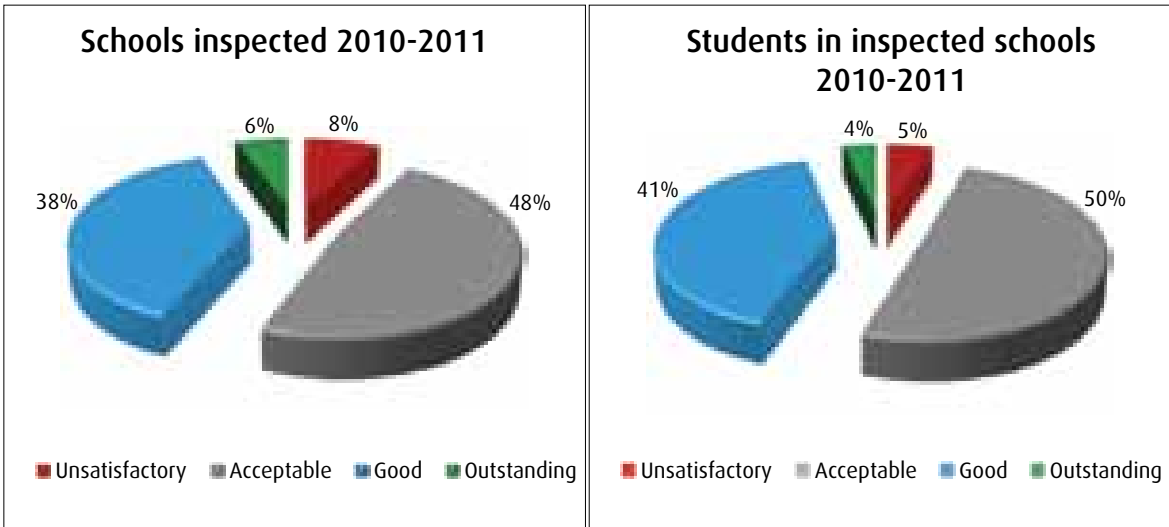
Notes on reading the charts

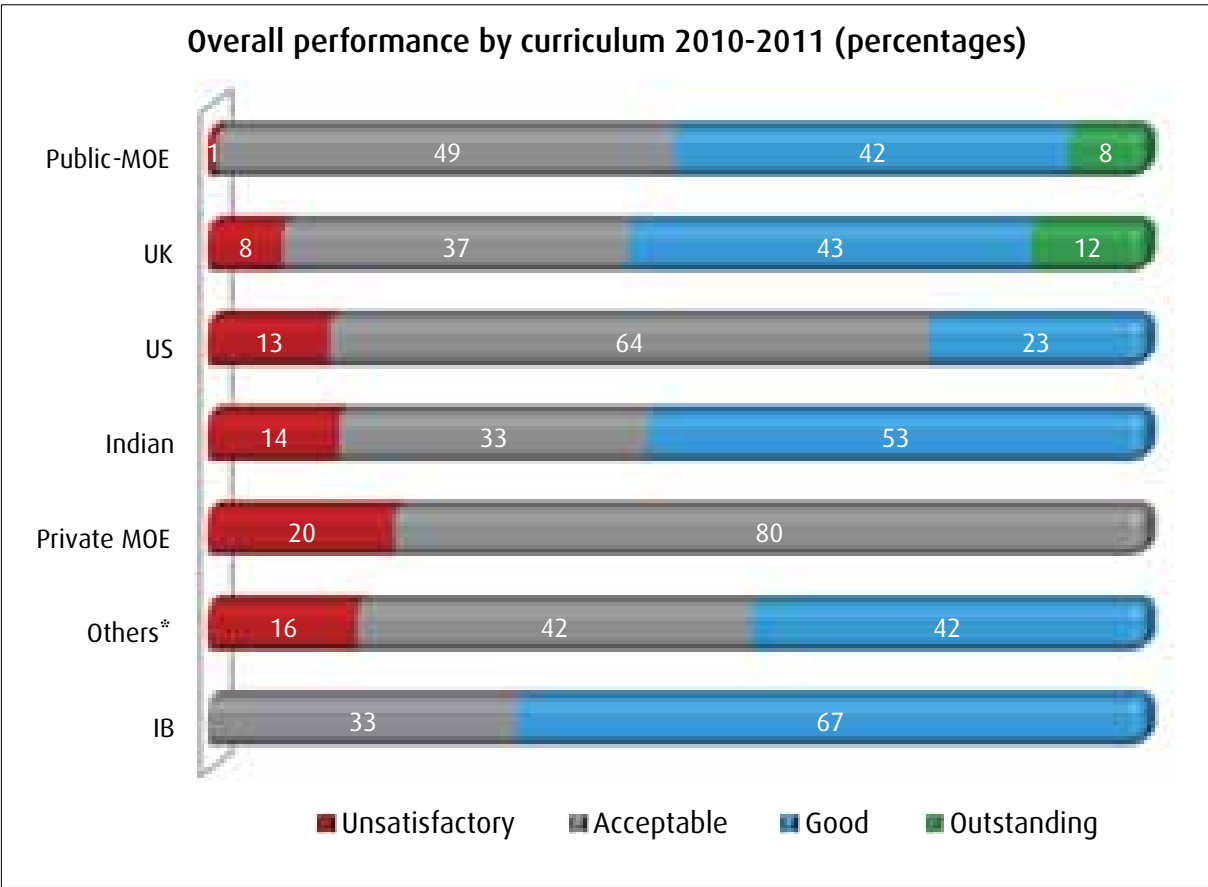
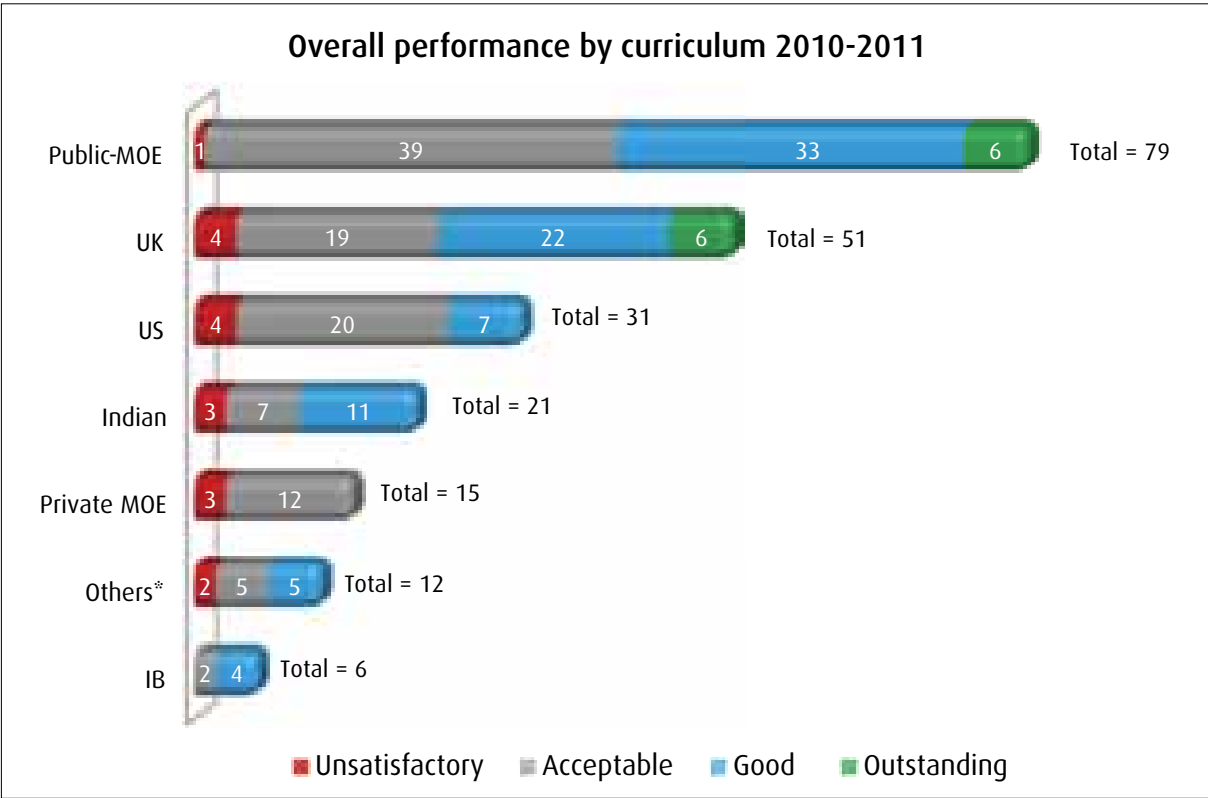
The number of judgements represented on each chart is considerably greater than the number of schools inspected. That is because the charts summarise **all** the judgements the inspectors made against each quality indicator. In most schools, inspectors make more than one judgement against each indicator. They make separate assessments of the performance of students in different age groups and of how well the school provides for each of them.

Except in the first ‘Overview of School Performance’ section, the charts refer only to the schools that received **full** inspections. They do not include data from the schools that, at the end of the 2010-2011 academic year, were still receiving Follow-Through Inspections.

Overview of School Performance 2010-11







*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

Overall performance

Most schools in Dubai have now been inspected three times in consecutive years. The only exceptions are the few new schools that have opened during that period; and the private schools that offer Indian and Pakistani curricula, which were not inspected in the first year.

The statistics presented in this section therefore illustrate the degree of improvement achieved by schools offering most types of curricula over the last three years.

In 2008-9, following the first round of inspections, we reported that:

There were no outstanding public schools.

Now, there are six public schools providing an outstanding quality of education, overall.

Around 20,000 students attended schools that provided an unsatisfactory quality of education.

Now, around 10,000 students attend such schools.

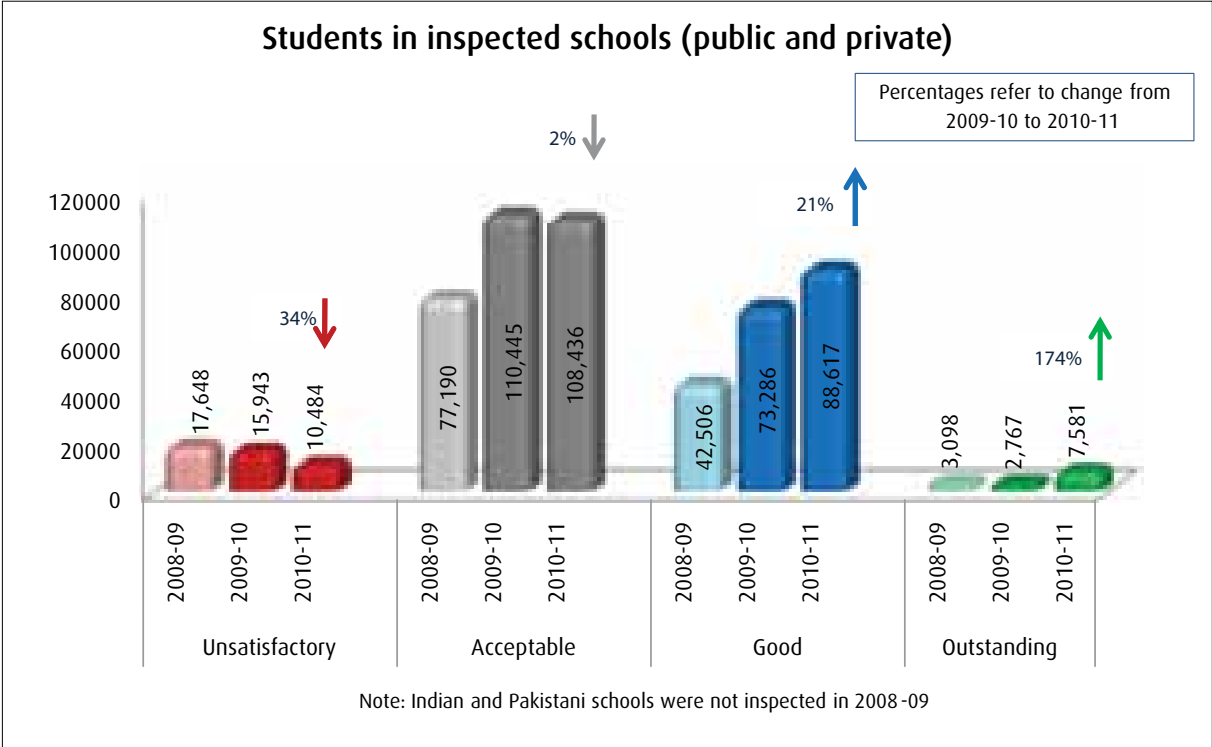
Four out of ten schools were good or outstanding.

In 2008-9, there were 72 schools judged to be providing a good or outstanding quality of education. Now this has increased to 94.

One in ten schools was rated unsatisfactory.

In 2008-9, 22 schools provided an unsatisfactory quality of education. Five were public schools and 17 were private. Now there are fewer unsatisfactory schools, 17 in total and only one public school in this category.

Between 2008-9 and 2010-11, a total of 49 schools improved their overall performance. 22% of students in public schools saw an increase in the overall performance of their school between 2009-10 and 2010-11.



Key Findings – Inspections 2008 to 2011

This section summarises the findings from three successive rounds of inspections of public schools and most private schools. In the case of Indian and Pakistani curriculum schools, the key findings are drawn from two inspection rounds.

Public schools

Students' attainment in English, mathematics and science has improved little over the last three years. Students' performance in mathematics and science remains low in relation to international standards. Standards in mathematics and science are good in between only 40 and 45 per cent of public schools. The attainment of girls in English is significantly better than boys. Students' attainment in English, in Cycle 3 boys' schools, is unsatisfactory in around one third of all public schools.

Standards in Arabic are good in relation to the expectations of the Ministry of Education curriculum in at least two thirds of public schools. However, students' performance in reading and writing Arabic, particularly that of boys, is low in relation to international standards.

Standards in all the key subjects are considerably higher in girls' schools than they are in those for boys. In most key subjects the gap in performance between girls and boys is greatest at Cycle 3 level.

There has been a considerable improvement in students' behaviour and attitudes over the last three years. Other aspects of students' personal development remain strong.

Teaching and learning are now of good quality in more than half the public schools and of outstanding quality in one in twenty lessons. They are at only the minimum level of acceptable quality in the remaining schools. The quality of teaching is better overall in girls' schools compared to boys' schools.

Assessment is good in more than a third of public schools – twice as many as in the last round of inspection. However, a high proportion of assessment practice remains of only acceptable quality.

More than half of public schools now offer a curriculum of good quality and in one school in ten it is outstanding. However, the curriculum is of only acceptable quality in the other public schools. Long-standing weaknesses persist, associated with the narrow range of subjects, the relatively short school day and limited choice for older students.

Arrangements to ensure students' health and safety have improved in a large number of public schools. They are now good or outstanding in nearly nine out of ten schools.

Leadership is of only acceptable quality in a third of public schools. The leadership of boys' schools, particularly in Cycles 2 and 3 is notably weaker than that of girls' schools.

Self-evaluation and improvement planning have improved substantially over the last three years. They are of good quality in 37 of the 79 public schools and outstanding in a further four.

The governance of public schools has improved overall since inspections began, and particularly

over the past year. Only a few schools still lack any effective oversight of their work from an advisory group or governing body.

Private schools

There has been a gradual but steady improvement in the overall performance of private schools.

Significantly more private schools in Dubai now provide education of the expected good quality than did so three years ago.

Almost all private schools have improved key aspects of their work substantially, although the degree of improvement has not always been sufficient to improve the overall rating of individual schools.

Almost all private schools have improved key aspects of their work substantially over this three year period, although the degree of improvement has not always been sufficient to improve the overall ratings of individual schools.

Seven private schools identified as providing an unsatisfactory quality of education overall in 2008-9 successfully improved their performance and were judged as acceptable in later inspections in 2009-10 or 2010-11.

There have been significant gains over three years in the overall attainment and progress made by students in the key subjects of English, mathematics and science.

Most of the schools in which attainment in English, mathematics and science is outstanding offer a UK curriculum.

The degree of improvement in students' attainment and progress in Arabic over this three year period has been considerably less than in the other key subjects.

Improvement has been particularly notable in the quality of teaching, learning and assessment in many private schools.

A significant minority of private schools has substantially improved the quality of the curriculum they offer, so that it closely matches the educational needs of their students.

Many private schools have introduced greatly improved arrangements to protect and support their students, often in direct response to the recommendations made by inspectors.

There is now significantly better leadership in private schools than there was three years ago. Leadership is now rated good or outstanding in more than two thirds of private schools, compared with less than half in the first round of inspections.

All of the schools offering a French curriculum were judged in 2010-11 as good; an improvement in overall performance from previous years.

Private schools that offer the Ministry of Education curriculum have not improved as quickly or as extensively as other private schools. The overall performance of these schools remains broadly the same as last year. Evaluations of attainment, progress, teaching, learning, the curriculum and leadership in these schools have not improved significantly over three years.

The performance of schools offering a Pakistani curriculum remains weak. The overall academic achievement of students in these schools is poor. Teaching, learning and leadership are, in most cases, unsatisfactory.



Recommendations for the Ministry of Education

We suggest that the Ministry of Education tackle the weaknesses in the structure and implementation of the Ministry of Education curriculum that have been identified and confirmed in three inspection rounds: lack of breadth; excessive rigidity; lack of choice for students; inadequate tuition time.

The weakness in all schools that offer the Ministry of Education curriculum in reading and writing Arabic, mathematics and science, and the very wide gap in performance between girls and boys are issues that require urgent attention at both individual school and system levels.

We suggest that the Ministry of Education provide systematic support to those public schools, mainly Cycle 2 and Cycle 3 boys' schools, where there has been no significant improvement since the first year of inspections. It is highly unlikely that standards in the key subjects will be raised substantially until much of the teaching and assessment practice that is currently of only acceptable quality in these schools has been improved to 'good'.

We suggest that the Ministry of Education review the widespread practice by which students of all ages are required to repeat one or more years of their education when they fail end of year examinations. This is particularly necessary in the cases of students whose age would normally place them in a different school. It is still the case that special curriculum consideration is rarely made for these students and, for many, it is clear that failure is being reinforced year on year.

We suggest that the Ministry of Education take steps to ensure that the food provided in public school canteens encourages students to practice good eating habits.

We suggest that the Ministry of Education provide systematic support to improve the effectiveness of leadership and management in those public schools where it remains below the good standard expected in Dubai. It is highly unlikely that the improvements in teaching, learning and assessment essential to raise standards in the key subjects will be possible unless leadership is improved further in these schools.

Recommendations for individual schools and groups of schools

Public schools

Devote urgent attention to improving student attainment in important aspects of key subjects: reading and writing Arabic and English, mathematical and scientific skills.

Address the underachievement of boys, particularly in Cycles 2 and 3.

Improve the teaching and learning where it is no better than broadly acceptable and where there has been no significant improvement since the first year of inspections.

Improve assessment practice where it remains below the expected good level by employing clear objectives and improving the quality of the feedback that students receive from teachers.

Raise teachers' expectations, particularly in Cycle 2 and 3 boys' schools, and improve the quality of the learning environment in those schools where classrooms have bare walls and students' work is not displayed.

Improve aspects of leadership and management where they remain below the expected good level of effectiveness, including the distribution of leadership responsibilities, the monitoring and evaluation of teaching and learning and improvement planning.

Where leadership is identified as strong, the Ministry of Education should give public schools more control over the management and deployment of teachers and resources for learning, in order to improve efficiency and raise standards.

Private schools

Standards of attainment in Arabic remain too low in many private schools. Private schools should raise students' progress and attainment and the status of Arabic, by:

- ensuring that school leaders take full responsibility for promoting the learning of Arabic as a key subject;
- employing effective teaching and learning strategies which engage students by using a range of appropriate resources, beyond the text book;
- enabling students to engage in meaningful dialogue, read and respond to a wide range of texts and write for different purposes and audiences;
- ensuring that Arabic is taught by qualified, well-trained teachers.

Improve students' performance in mathematics and science by devoting more attention to data-handling, problem-solving and the development of practical skills.

Improve the quality of teaching, learning and assessment in private Ministry of Education curriculum schools.

Develop better day-to-day assessment practices so that students receive helpful information about how they can improve their work in relation to clear objectives.

Ensure that all students achieve internationally recognised qualifications at the end of their school careers in order to facilitate access to as wide a choice as possible in their future educational pathways.

Make sure that policies for admission to private schools are in line with the Ministry of Education's strategic objective for students with additional needs. Ensure also that these students receive extra and individualised support to integrate them into the educational system and that all policies conform to the aim stated in the Dubai Strategic Plan to create and support inclusive education for students with special educational needs in the public and private sectors.

Ensure that all schools that admit students with learning difficulties possess the infrastructure to support their educational progress: good diagnostic arrangements, well-developed inclusive practices, well-qualified specialist staff and good access to assistance from external professional agencies.

Develop effective policies and procedures for child protection.

Introduce better arrangements to give students ready access to well informed advice and guidance about their future careers and higher education opportunities.

Improve aspects of leadership and management where they remain below the expected good level of effectiveness, including the distribution of leadership responsibilities, the monitoring and evaluation of teaching and learning and improvement planning.





Public schools

Public schools

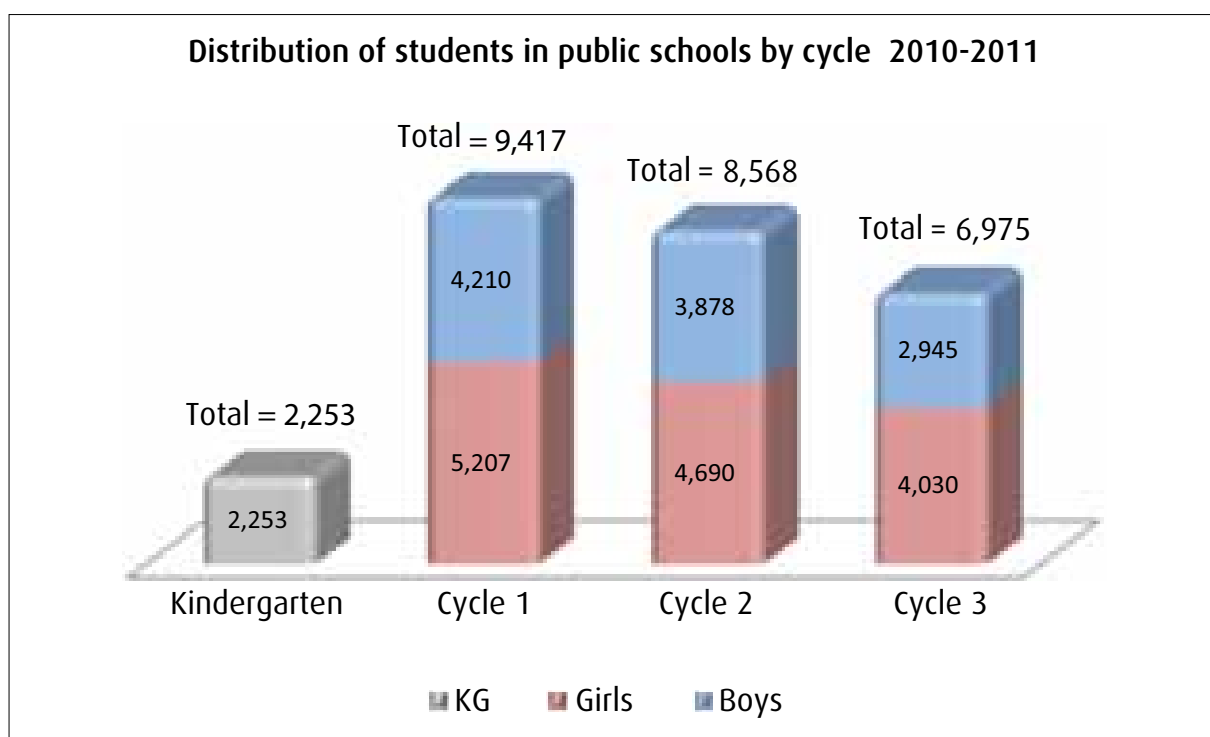
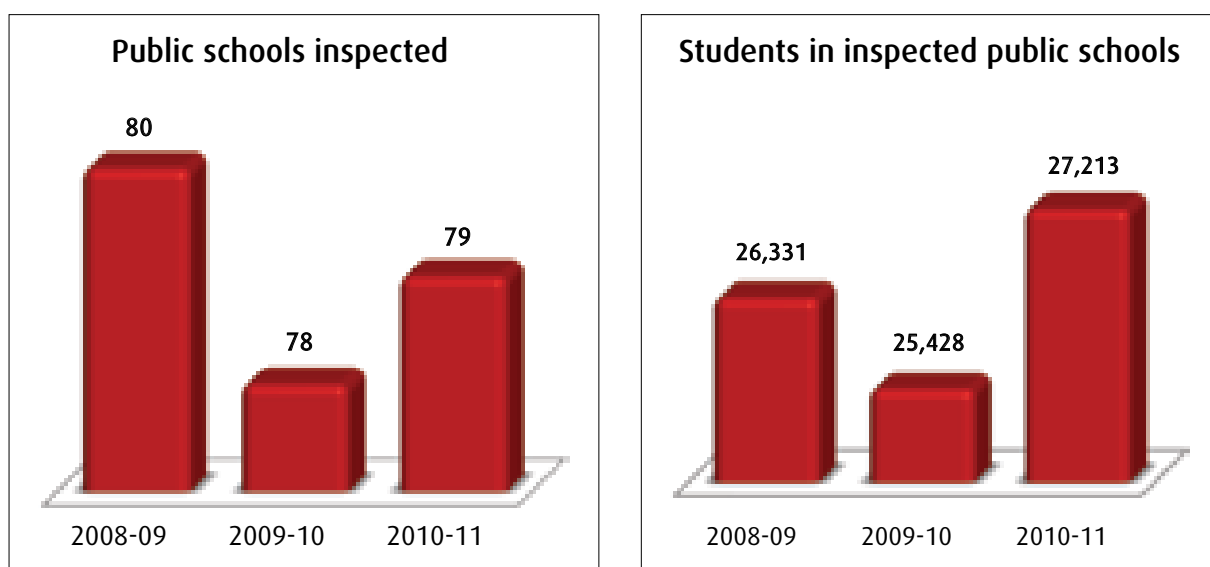
Public schools

Context

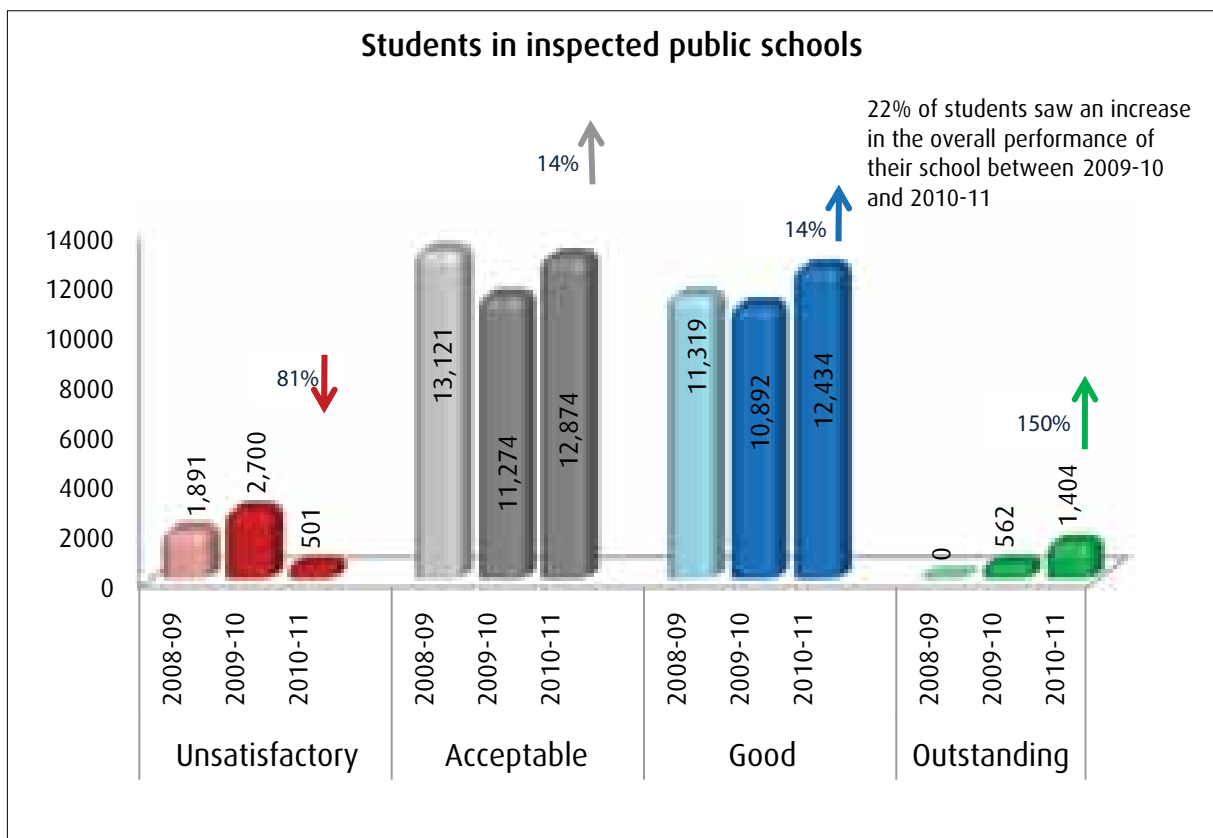
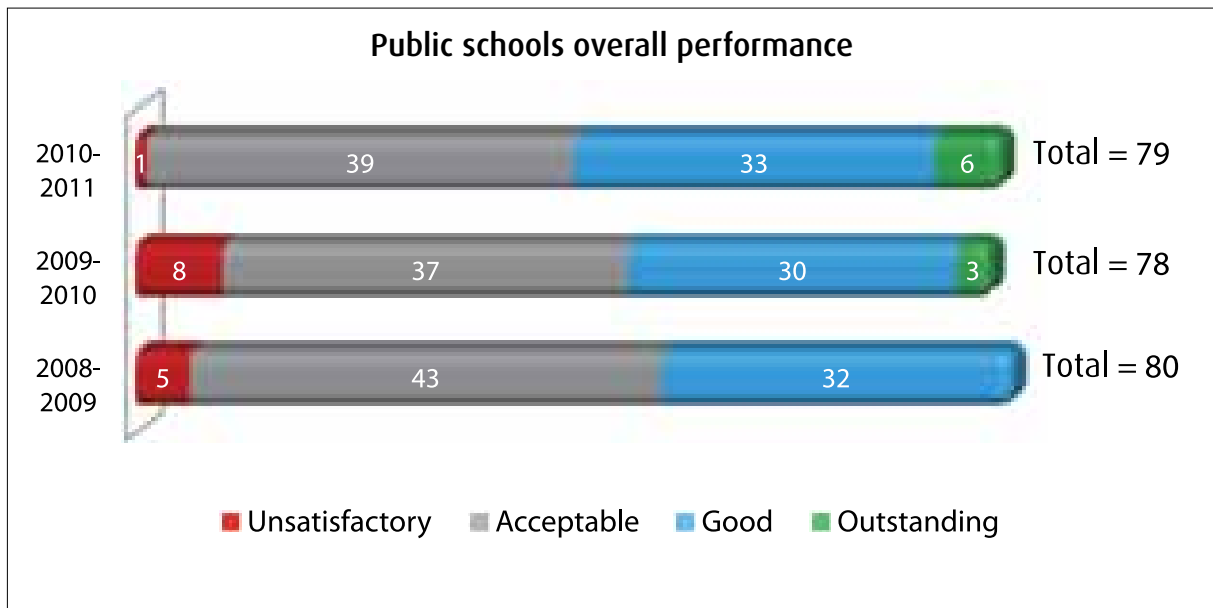
During the period January to April 2011 DSIB inspected all 79 public schools in Dubai.

The great majority of these schools have now been inspected three times over three consecutive years.

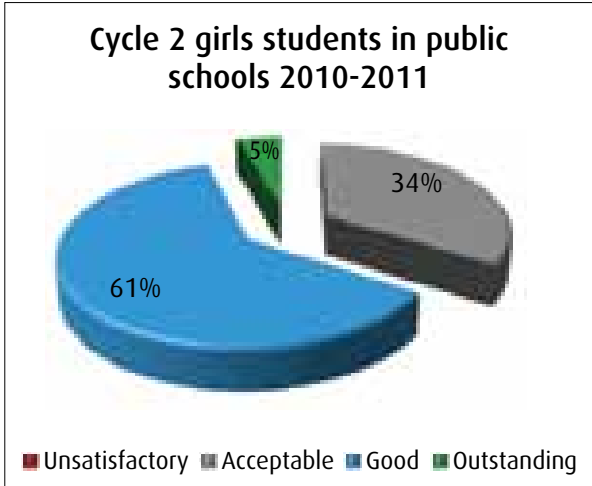
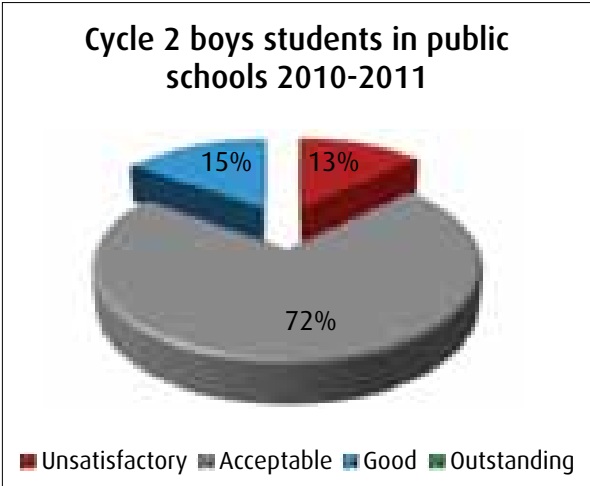
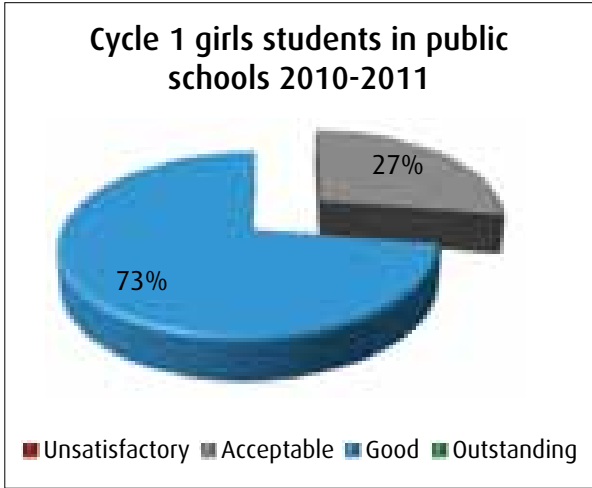
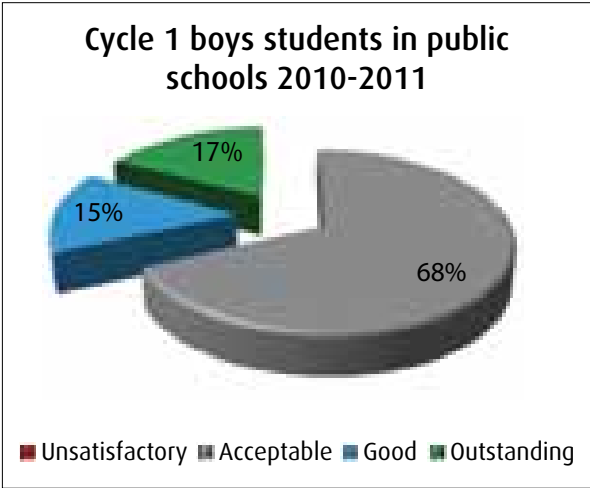
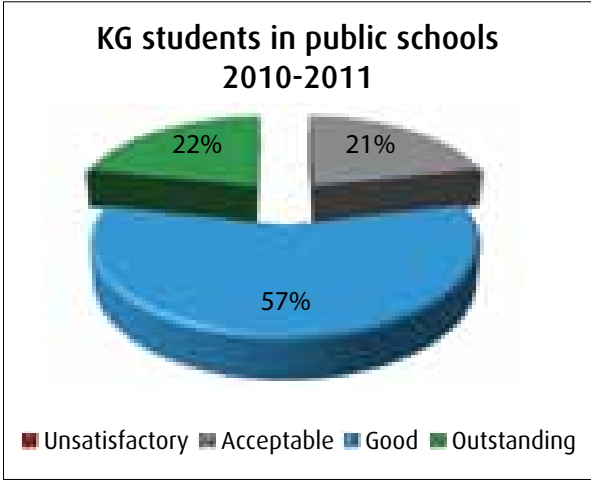
Eighty public schools were inspected in the first round of inspections in 2008-9. In the subsequent two academic years, three public schools have closed and two new schools have opened, giving the current total of 79.

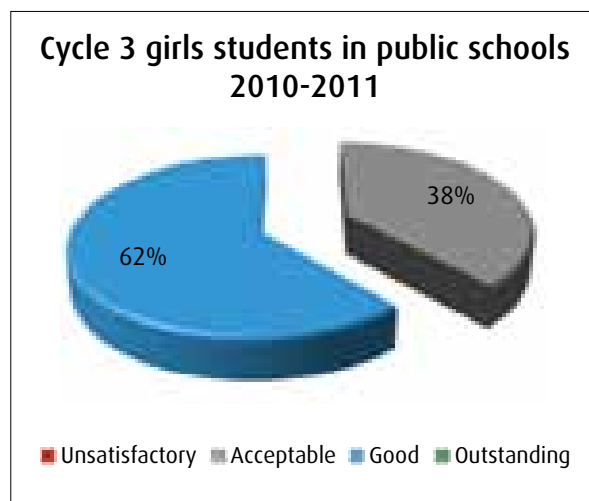
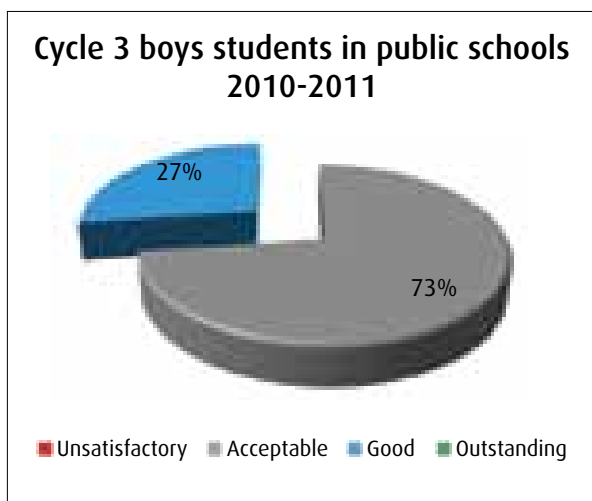


Overall performance



Percentages refer to change from 2009-10 to 2010-11





There are now six public schools providing an outstanding quality of education, whereas three years ago there were none. Three of these are Kindergartens, two are Cycle One schools and one is a Cycle Two school for girls. Two of them are Model schools.

A total of 21 schools have improved their rating for overall performance since 2008-9.

Although there are now two outstanding boys' schools, improvement in overall performance has been stronger in girls' public schools than in those for boys.

The proportion of good and outstanding public schools has increased from 40 per cent to 50 per cent over the last three years.

There have been significant improvements in Kindergartens. Three quarters of them now provide a good or outstanding quality of education, compared with less than half in 2008-09.

There are now fewer public schools (36 as opposed to 43 in 2008-9) that provide no more than the minimum acceptable quality of education.

There is now one unsatisfactory public school compared to eight in 2009-10 and five in 2008-9.

22 per cent of students enrolled in public schools saw an increase in the overall performance rating of their school between 2009-10 and 2010-11.

The number of students who attend unsatisfactory public schools has declined from 1,891 in 2008-9 to 501 in 2010-11.

Over the same period the number of students attending good and outstanding public schools has risen from 11,319 to 13,838.

Key messages for public schools

Students' attainment in English, mathematics and science has improved little over the last three years. Students' performance in mathematics and science remains low in relation to international standards. Standards in mathematics and science are good in between only 40 and 45 per cent of public schools. The attainment of girls in English is significantly better than boys. Students' attainment in English, in Cycle 3 boys' schools, is unsatisfactory in around one third of all public schools.

Standards in Arabic are good in relation to the expectations of the Ministry of Education curriculum in at least two thirds of public schools. However, students' performance in reading and writing Arabic, particularly that of boys, is low in relation to international standards.

Standards in all the key subjects are considerably higher in girls' schools than they are in those for boys. In most key subjects the gap in performance between girls and boys is greatest at Cycle 3 level.

The quality of the teaching and learning and the effectiveness of leadership and management are all higher in girls' schools than in those for boys.

There has been a considerable improvement in students' behaviour and attitudes over the last three years. Other aspects of students' personal development remain strong.

Teaching and learning are now of good quality in more than half the public schools and of outstanding quality in one in twenty lessons. They are at only the minimum level of acceptable quality in the remaining schools.

Assessment is good in more than a third of public schools – twice as many as in the last round of inspection. However, a high proportion of assessment practice remains of only acceptable quality.

More than half of public schools now offer a curriculum of good quality and in one school in ten it is outstanding. However, the curriculum is of only acceptable quality in many public schools. Long-standing weaknesses persist, associated with the narrow range of subjects, the relatively short school day and limited choice for older students.

Arrangements to ensure students' health and safety have improved in a large number of public schools. They are now good or outstanding in nearly nine out of ten schools.

Leadership is of only acceptable quality in a third of public schools. The leadership of boys' schools, particularly in Cycles 2 and 3 is notably weaker than that of girls' schools.

Self-evaluation and improvement planning have improved substantially over the last three years. They are of good quality in 37 of the 79 public schools and outstanding in a further four.

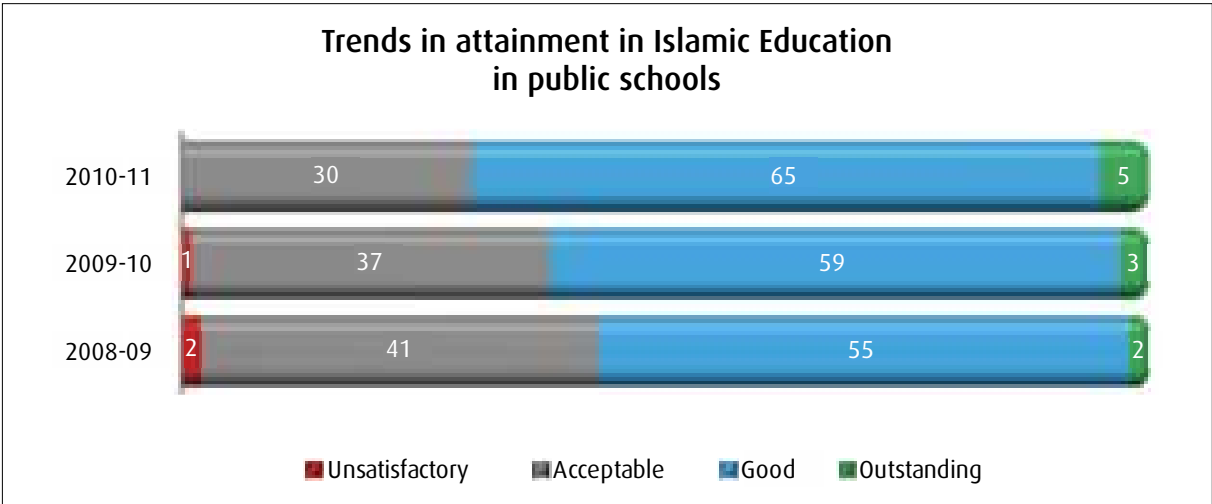
The governance of public schools has improved overall since inspections began, and particularly over the past year. Only a few schools still lack any effective oversight of their work from an advisory group or governing body.

The overall performance of students who attend public schools in the key subjects (Islamic Education, Arabic, English, mathematics and science) has remained broadly stable over the past three years.

Nevertheless, there have been improvements, although not all significant ones, in attainment and progress in all key subjects. Only in science has there been an apparent decline in standards over this three year period.

Attainment and progress in key subjects

Islamic Education



The performance of students in public schools in Islamic Education has improved over the three year period in which it has been inspected. A greater proportion of students now attain and make progress at a good or outstanding level (about 70 per cent) compared to a little over half three years ago; and no schools now produce unsatisfactory performance in the subject.

Attainment in Islamic Education is at least good in most Cycle 1 and 2 girls’ schools and in almost all Cycle 3 girls’ schools. Good attainment is achieved in only a minority of boys’ schools at all three cycles.

In the good and outstanding Kindergartens most children are able to recite short verses of The Holy Qur’an accurately from memory in assembly and in lessons. They understand the importance of showing respect and obedience towards parents and teachers.

In most Cycle 1 schools, boys and girls make good progress in the recitation of The Holy Qur’an. Only a minority can explain the Hadeeth in their own words, however. Most students can link Islamic values to their everyday lives. For example, they understand how Muslims should respect others and the meaning and the importance of the five prayers in a Muslim’s daily life.

By the time they leave Cycle 2 schools, the majority of students have a basic knowledge of Islam. Most students can explain the meaning of the verses of the prescribed Hadeeth in their own words. Recitation skills develop less strongly, however. It is apparent in many schools that Islamic values have a positive impact on students' behaviour and result in good relationships with adults.

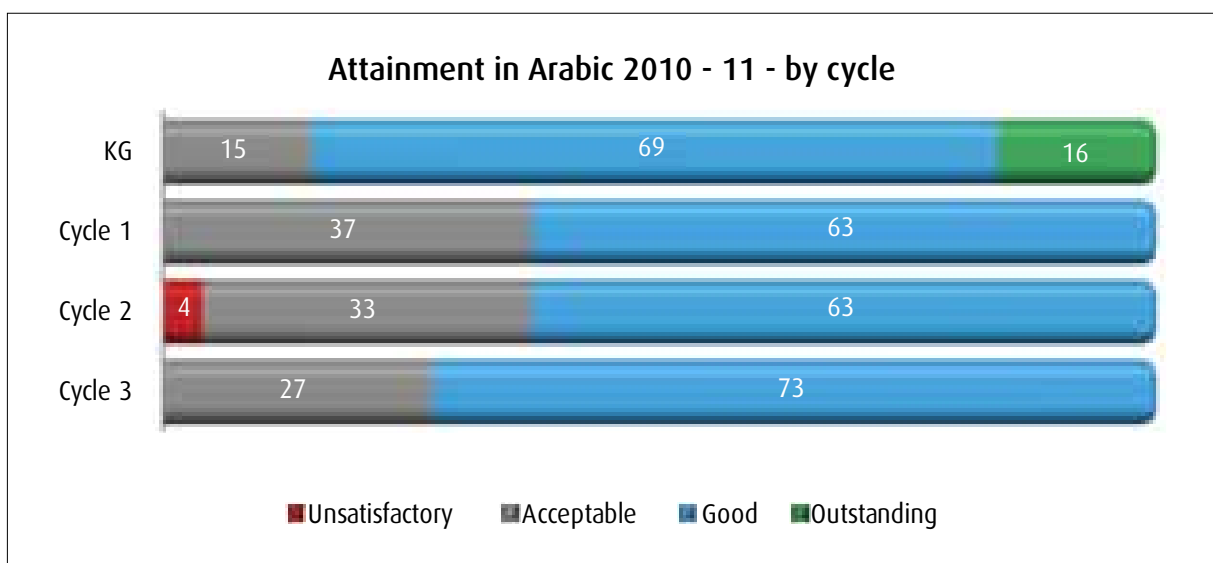
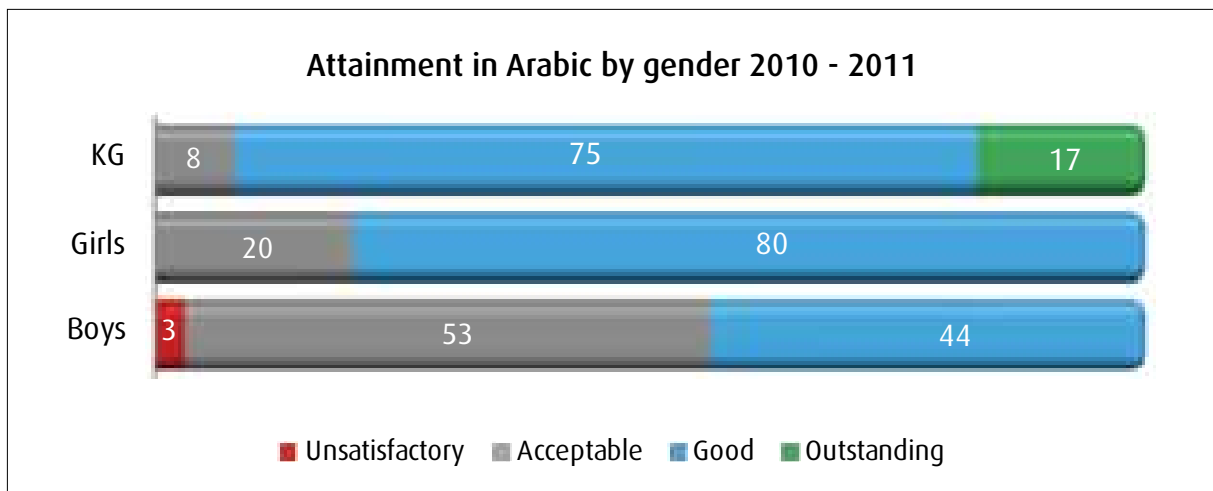
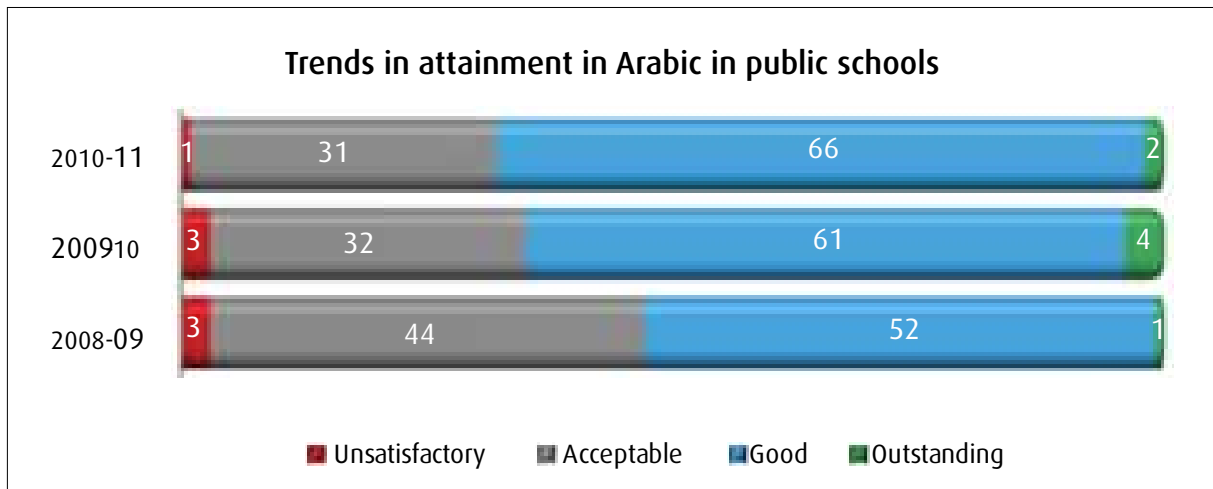
Most girls in Cycle 3 schools develop a mature understanding of Islam and Islamic values. Many have good recitation skills and can memorise longer verses of The Holy Qur'an well. Most have good knowledge of significant Islamic personalities and the early history of Islam. These strengths are far less apparent among boys in Cycle 3 schools. Relatively few older boys and girls understand the practical application of Islamic principles and values in everyday life

Areas for further improvement in the future

Recitation is a relative weakness among older students, especially boys. Further emphasis could be placed on the application of Islamic values in the everyday life of individuals and of communities.



Arabic



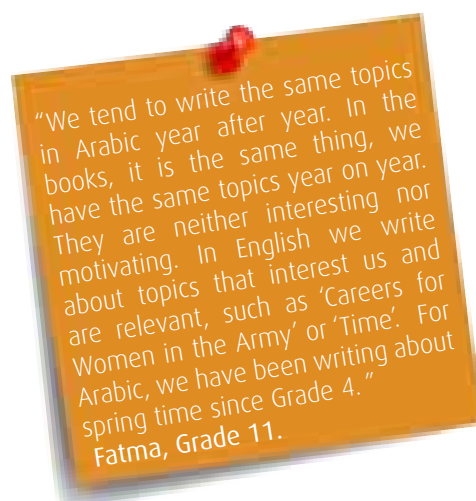
There has been little overall change over the three years in the performance of students in public schools in Arabic. However, the proportion of students attaining good standards in relation to the expectations of the MOE curriculum has risen steadily; two thirds of students now reach good or outstanding levels in relation to their ages.

The number of students failing to reach an acceptable level has fallen and now represents a very small proportion of the total.

Attainment in Arabic is at least good in the majority of girls' Cycle 1 schools, most girls' Cycle 2 schools and almost all Cycle 3 schools for girls. Attainment is good in only a minority of the boys' schools at Cycles 1 and 2 and in about half of boys' schools at Cycle 3.

In many of the Kindergartens children develop strong listening skills and are able to follow and carry out instructions given to them in standard Arabic. They can respond to simple questions and speak in short sentences. Most children in Kindergarten can write their names, and the more able children can write short sentences.

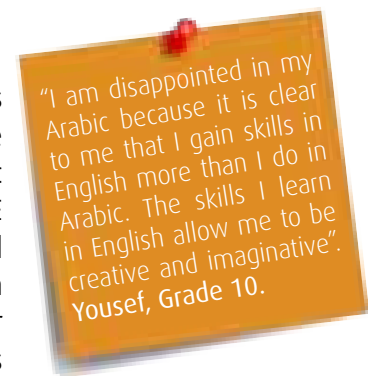
Students' speaking and listening skills continue to develop well in most Cycle 1 and Cycle 2 schools. By the time they leave Cycle 2, most students are able to express themselves using a wide range of vocabulary. Although most students can give accurate short answers to direct questions and participate in group discussions, relatively few can engage in long conversations about the work they are doing. Students' reading develops to at least an acceptable extent in most Cycle 1 and Cycle 2 schools. In only a few schools were students encouraged to read independently, however.



At Cycle 3 most students deal successfully with the demands of the Arabic language curriculum, girls more successfully than boys in general. Relatively few however develop the ability to use their language skills to communicate confidently and effectively in writing. By the time they leave secondary school, many students have had little experience of reading for pleasure and with appreciation. Few are skilled in writing for a range of audiences and for a variety of purposes. These deficiencies leave many public school students inadequately prepared for higher education.

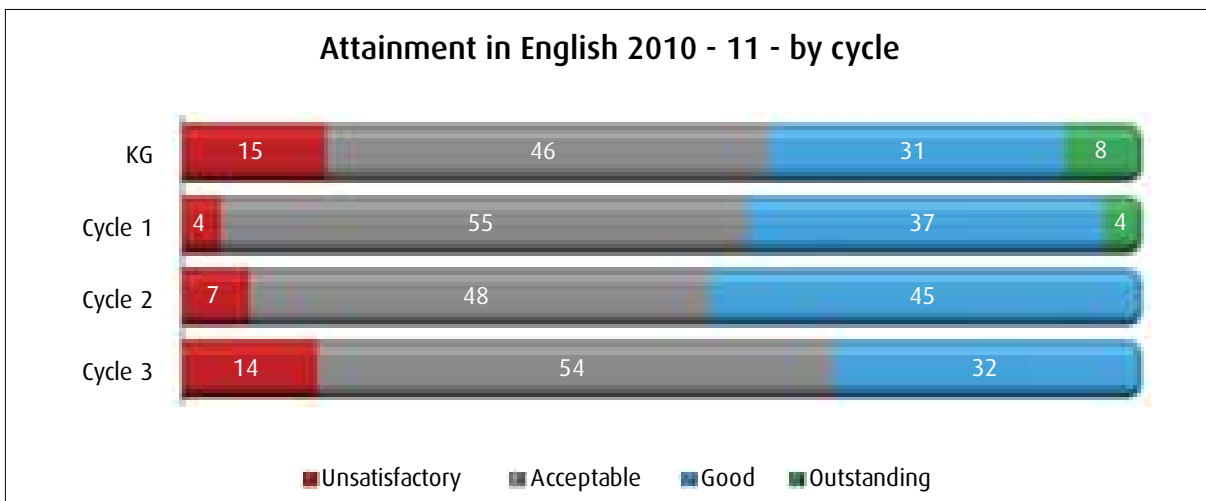
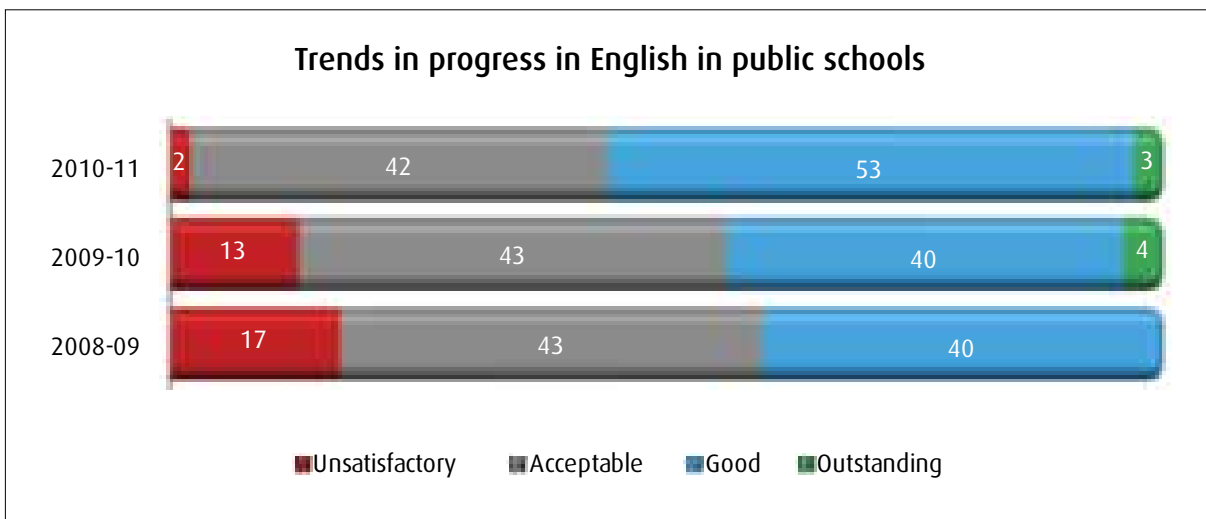
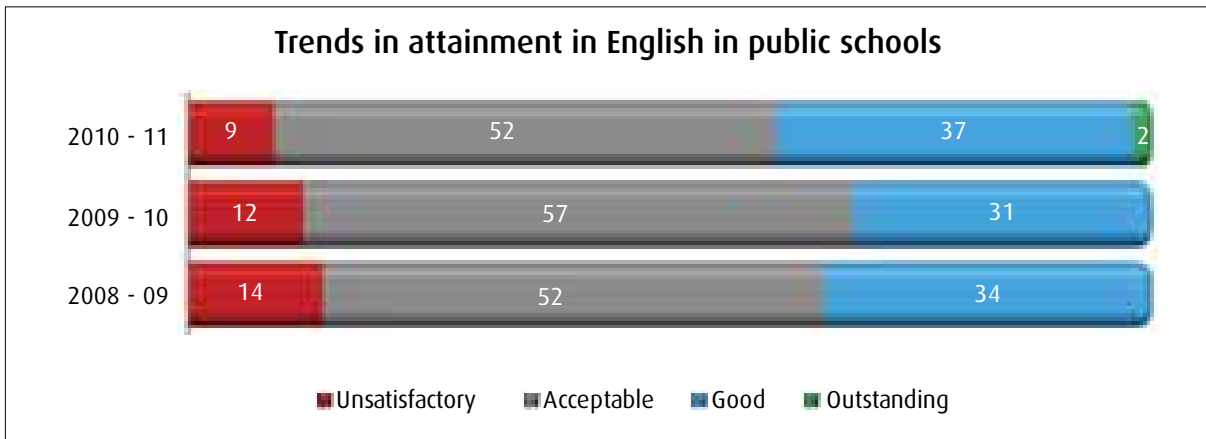
Areas for further improvement in the future

Reading and writing Arabic are weaker than speaking and listening. This is corroborated by the performance of students aged 15 in the Programme for International Student Assessment (PISA) in 2009. Students in public schools scored below those in private schools in reading (except MOE and Pakistani curriculum schools) and well below the international average. Girls outperformed boys in reading to a greater extent than in other types of school and to a far greater degree than in most other countries. The gap in performance in reading between girls and boys was particularly marked among lower attaining students. About 30 per cent of the public school students who took the PISA tests in reading were at or below the lowest international proficiency level.

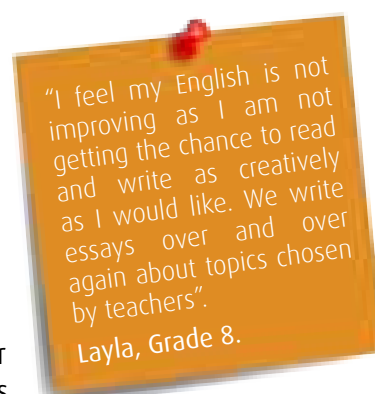


The weakness in reading and writing Arabic and the very wide gap in performance between girls and boys are issues that require urgent attention at both individual school and system levels.

English



Students' attainment in English in public schools has remained largely unchanged over the last three years. The proportion of schools in which attainment and progress are good has risen slightly, however, and the incidence of unsatisfactory attainment has declined similarly. A greater proportion of students are now making good or outstanding progress in the subject, which might indicate that higher levels of attainment are to be expected in the future.



"I feel my English is not improving as I am not getting the chance to read and write as creatively as I would like. We write essays over and over again about topics chosen by teachers".
Layla, Grade 8.

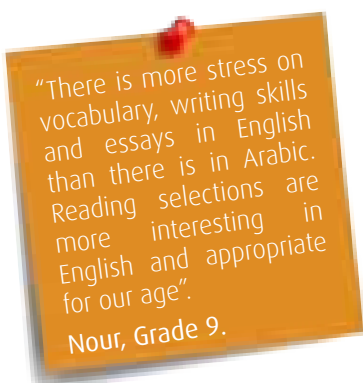
By the time they leave Kindergarten many children can follow their teachers' directions in English and speak confidently about stories they have heard. In the best Kindergartens the children develop sound early reading and writing skills. Many can write their names in English and caption their drawings with short words using well-formed upper and lower case letters. A few can write simple sentences phonetically.

Girls' overall attainment in English is stronger than that of boys at Cycle 1 and particularly at Cycle 2. Attainment in English is at least good in about half the Cycle 1 girls' schools and in about three quarters of Cycle 2 girls' schools. Attainment in English is good in only a quarter of Cycle 1 boys' schools and no Cycle 2 boys' schools.

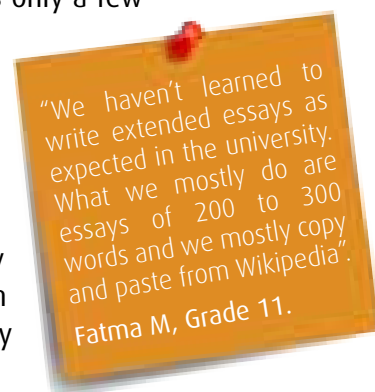
Most students continue to develop their ability to understand and respond to English spoken at normal conversation speed. Most students in all grades ask and answer simple questions using familiar language, often supported by visual clues. By the end of Cycle 2 most students speak English with confidence, choosing the right words and pronouncing them reasonably accurately. More able students use unfamiliar language readily in group and class discussions. Many students read and understand simple, short texts but in most Cycle 2 schools they rarely read extended prose in English. Most students in the majority of Cycle 2 girls' schools can write short sentences with accurate grammar and spelling. While the majority of boys and girls can, with help, write independently in English, they do not do so regularly in most schools. Few are taught how to draft, edit and revise their writing. In most schools only a few

students learn to write accurately at length in English. Most are able only to write simple responses to questions.

Many older students, boys and girls, expand their vocabulary to speak in longer sentences and express more complex ideas. Most Grade 11 and 12 students can engage in basic conversations and some can easily understand sophisticated speech. Most can identify the main points of information in short passages and a majority can read and extract simple, relevant information from progressively more demanding texts.



"There is more stress on vocabulary, writing skills and essays in English than there is in Arabic. Reading selections are more interesting in English and appropriate for our age".
Nour, Grade 9.



"We haven't learned to write extended essays as expected in the university. What we mostly do are essays of 200 to 300 words and we mostly copy and paste from Wikipedia".
Fatma M, Grade 11.

SUCCESS STORY

Jumeirah Model School for Girls, Cycles 1 and 2

Principal - Heira Al Muhairi

Drafting and editing in writing, together with feedback, led to improvements in extended writing in English



At Jumeirah Model School, students' writing skills in English have improved due to the introduction of the pre-writing, drafting and editing process developed during the last academic year. Acting on the previous inspection report recommendation to improve writing across the school, the senior leaders and head of department formulated an action plan which included progressive steps to help achieve the school's main target of improving writing skills. The school began by administering diagnostic tests to determine the levels of students' writing skills. Targeted training and workshops were provided to raise understanding among teachers about writing as a process and not just an outcome. Teachers also received training about the effectiveness of giving detailed feedback to students. The English department started implementing the 'My Writing, My Print' project where students became familiar with pre-writing activities.

Students began to brainstorm ideas collaboratively and then organize these in helpful visual diagrams, such as concept maps

and web diagrams.

The next step in the writing process is writing the first draft. Students received valuable and detailed feedback from teachers and their peers on their first drafts which they acted upon when editing and writing their final drafts. Teachers' feedback included comments on the use of grammar, quality of ideas, creativity and the use of targeted vocabulary words. In addition to the teachers' comments, which were used to improve the final outcome, students used rubrics to evaluate their writing and their peers' writings as well.

Although a few students still find it difficult to express their thoughts and ideas in English, this evolving process had helped all students understand that they are capable of writing at their own levels for a range of real purposes. Writing can be done in steps. It is a process. Students perform better now because they know they are supported through each step by their teachers and peers. They also understand the importance of self-reliance and self-evaluation to improve their writing.



"Writing is fun now, I like it when we watch video clips to inspire us because I get more ideas". Grade 5 student.

"The process is really important. We use the same process in Arabic as in English which helps us. I enjoy editing with my friends". Grade 9 student.



"I think the brainstorming really helps me. It organises our thoughts and the discussion before writing is good too; both help me to write easily". Grade 9 student.



"By teaching the process of writing, students gain enjoyment and understanding of how to write. They are more involved and are writing for real reasons". Teacher of English.

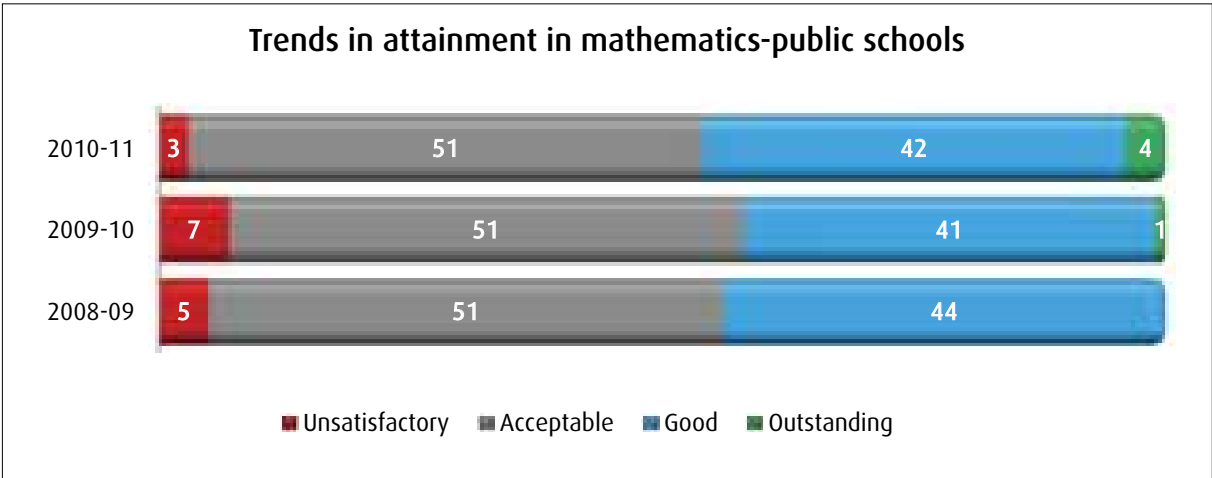
However, the difference in the levels of attainment in language skills is greatest among older students. Attainment in English is at least good in about half the girls' Cycle 3 schools but in only a few Cycle 3 schools for boys. The performance of boys in reading and writing English is considerably poorer than that of girls at secondary level.

Relatively few students – boys or girls – engage in personal reading in English beyond the prescribed texts. Writing is the least well developed aspect of English in Cycle 3 schools. Only the most able can write at length and accurately for a variety of real purposes.

Areas for further improvement in the future

Among students of all ages in public schools, reading and writing in English are less well developed than listening to and speaking the language. There is too little reading for pleasure and the range of texts used is too narrow. Too few students have the capacity to write effectively for a variety of purposes, at length. These important aspects of English require considerable improvement in most public schools.

Mathematics



There have been only relatively insignificant changes over the last three years in the attainment and progress in mathematics of students in public schools. The proportion of outstanding attainment and progress in the subject has increased but remains very small, although there has been a decline of similar size in the incidence of unsatisfactory performance.

By the time they leave Kindergarten, nearly all children can count in Arabic and English. Most understand simple mathematical concepts, such as 'bigger and smaller' and 'more and less'. Children in good and outstanding Kindergartens make very good use of practical equipment to learn about patterns, shapes, numbers and simple addition and subtraction. Most children in these Kindergartens enjoy mathematics, choose mathematical activities at playtime and confidently use mathematical language to describe the world around them.

Attainment in mathematics is good overall in about half of the Cycle 1 girls' schools and in the majority of girls' schools at Cycle 2. It is good in only about one third of Cycle 1 boys' schools and in only a few Cycle 2 schools for boys.

In many Cycle 1 and Cycle 2 schools boys and girls make only uneven progress in mathematics. The majority develop skills in manipulating numbers and making calculations in line with the expectations of the Ministry of Education curriculum. They learn the properties of geometric shapes and learn to recognise fractional values. Older students learn to use algebra to solve problems, although the majority of students in many schools rely too heavily on their calculators for the simplest of calculations and rarely check answers to see if they are correct.

Few students, however, develop a good level of problem solving, statistical and data handling skills. In many schools students memorise formulae and learn techniques, but rarely go beyond the prescribed textbook. They have too few opportunities to develop independent investigative skills in order to solve mathematical problems. There is little evidence of students being challenged to extend or apply their knowledge and skills to the real world.

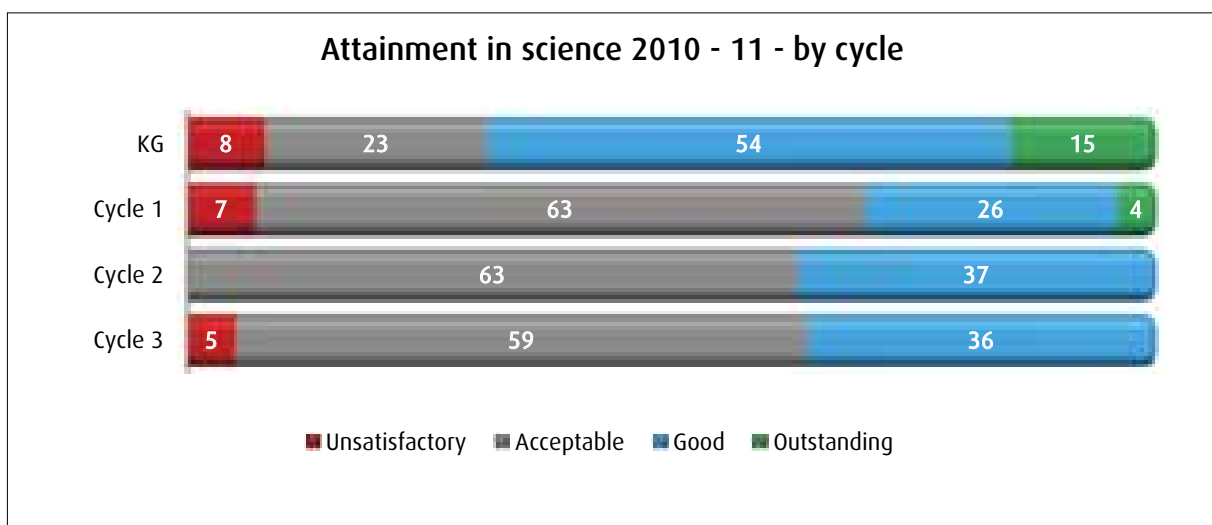
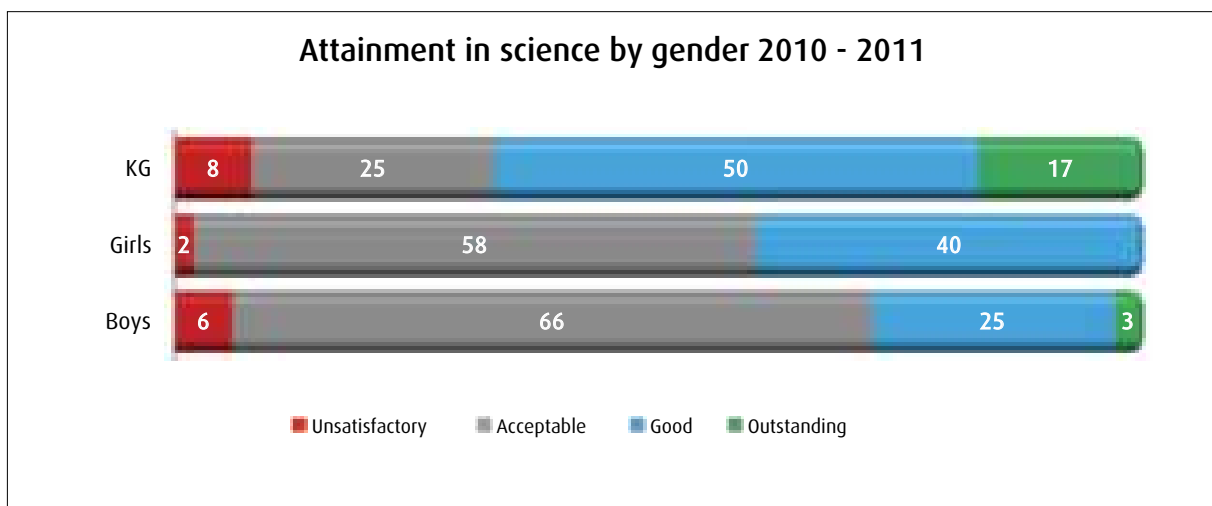
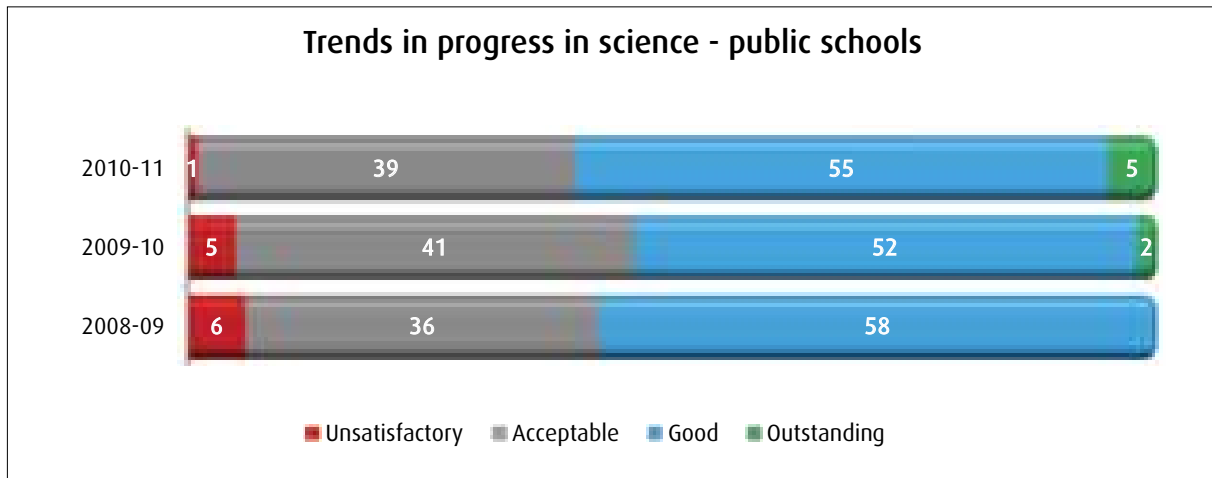
Overall attainment in mathematics is good in more than a half of girls' Cycle 3 schools and in a third of Cycle 3 schools for boys. The uneven performance continues, however, through Cycle 3, even in the best schools. Students generally achieve up to expectations in their use of numbers. This foundation enables them to develop competence in the use of algebra. In many schools, by Grade 10, the majority of students can solve quadratic equations and then use the information to draw the graph of the function. However, most students lack the ability to investigate mathematics independently and to find their own solutions to problems. Data handling and the application of mathematics, for example to the world outside school, are common weaknesses.

Areas for further improvement in the future

The performance of students aged 15 in the Programme for International Student Assessment (PISA) in 2009 demonstrates the need for further improvement in most mathematical skills. Students in public schools scored below those in private schools (except for private MOE and Pakistani curriculum schools) and well below the international average. About 40 per cent of the public school students who took the PISA tests in mathematics were at or below the lowest international proficiency level.

The weakness in mathematical skills among Arabic speaking students, according to international comparisons, is an issue that requires urgent attention at both individual school and system levels.

Science



There was an abrupt and apparently steep decline in students' attainment in science between the first and second rounds of inspection. This is explained by two significant alterations to the framework employed for the inspection of science that were introduced in 2009-10.

The first of these was the inclusion of the evaluation of the attainment and progress in science of students below Grade 7. Inspection in the previous year had concentrated solely on standards in secondary science.

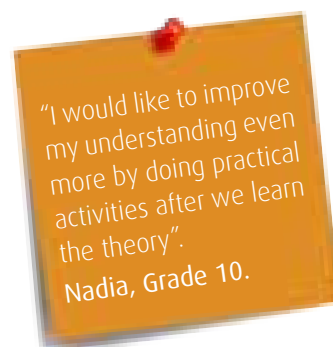
The second significant change was the greater attention paid to the evaluation of students' attainment and progress in science against international standards. These place considerable emphasis on students' practical and investigation skills, aspects of learning in science not traditionally accorded much prominence in public schools. The stress on these components of the subject contributed substantially to the lower ratings, particularly in Cycle 2 and Cycle 3 schools.

It is noteworthy that the evaluation of students' progress in science has remained far more constant through successive inspections. Progress was rated as at least good in sixty per cent of schools in 2011. Because this is a measure of the gains that students make in learning, taking into account their abilities and starting points, the relatively strong evaluation might indicate that improved levels of attainment in science can be expected in the future.

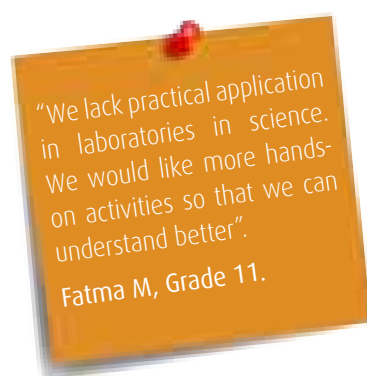
It is also worth noting that the proportion of schools with unsatisfactory standards in science has reduced considerably in the last year.

Children's scientific education gets off to a good start in many Kindergartens. Their investigative skills are particularly well developed in simple experiments such as mixing oil and water. Children learn to observe changes accurately and explain them to their classmates. They use scientific language to describe their findings. In the best Kindergartens children develop their own theories and suggest ways to investigate them.

At Cycle 1 attainment in science is good in about a third of boys' schools and a quarter of girls' schools. It is good in about a half the girls' schools and in about one fifth of boys' schools at Cycle 2. In the best Cycle 1 and Cycle 2 schools students continue to carry out practical investigations accurately and communicate their findings scientifically, but these aspects of science receive too little attention in the majority of public schools. Most students acquire scientific knowledge but lack the investigative skills to enable them to explore the scientific world critically. Many students receive little foundation in scientific method: observation, hypothesis testing and prediction. Relatively few are able to discuss scientific issues and engage in critical and higher order thinking in science.



Attainment is good in fewer than half of Cycle 3 girls' schools and in one third of Cycle 3 schools for boys. The same unevenness in many students' experience of science continues in Cycle 3. Practical work often consists of simply following instructions to demonstrate something that the students have already covered in class. Only in the best schools is emphasis placed on investigation, predicting and testing hypotheses.



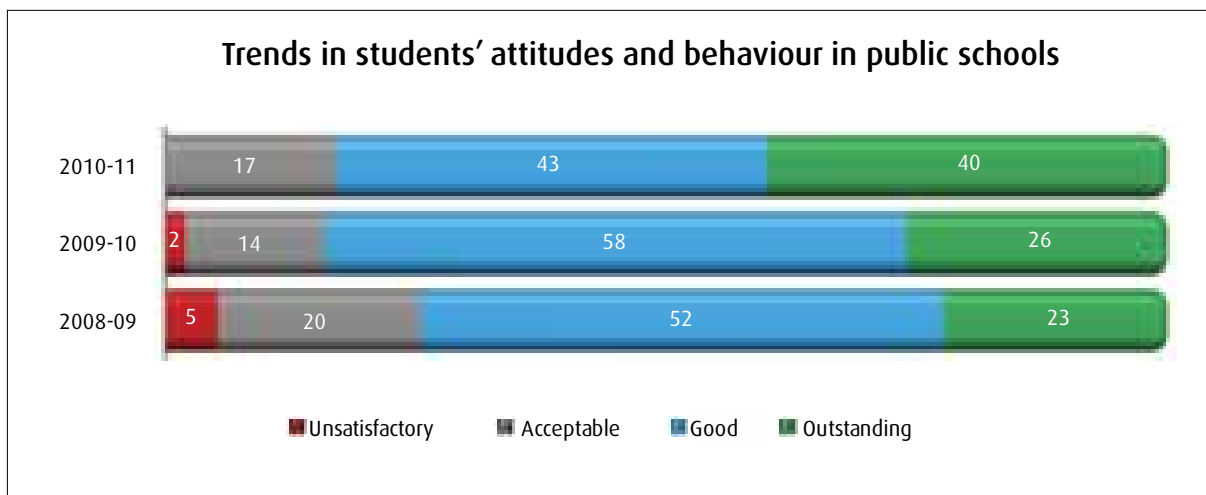
Areas for further improvement in the future

The performance of students aged 15 in the Programme for International Student Assessment (PISA) in 2009 demonstrates the need for further improvement in most scientific skills. Students in public schools scored below those in other private schools (except for private MOE and Pakistani curriculum schools) and well below the international average.

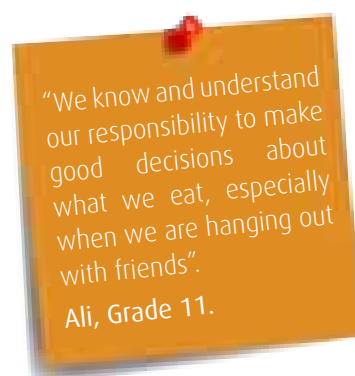
Girls outperformed boys in science to a greater extent than in other types of school and to a far greater degree than in most other countries. The gap in performance was particularly marked among lower attaining students. About 30 per cent of the public school students who took the PISA tests in science were at or below the lowest international proficiency level.

The weakness in scientific skills and the very wide gap in performance between girls and boys are issues that require urgent attention at both individual school and system levels.

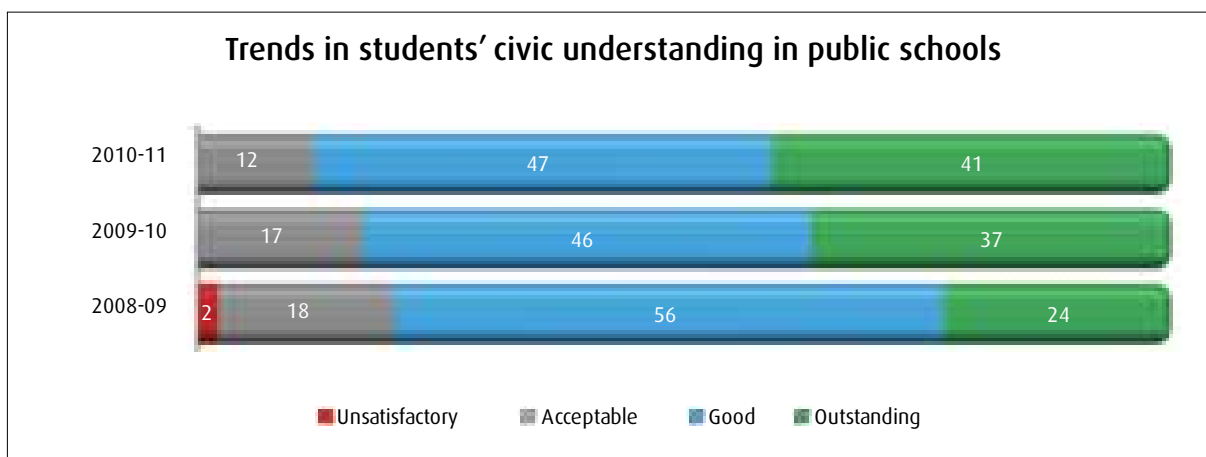
Students' personal development



Students' behaviour and attitudes have improved considerably in public schools over the period of the three inspection rounds. More than four in ten public schools are now outstanding in these respects and there are none where they are unsatisfactory. This improved picture is the result of firmer and more coherent management practices in many schools, in which better policies for student behaviour are now more consistently applied.



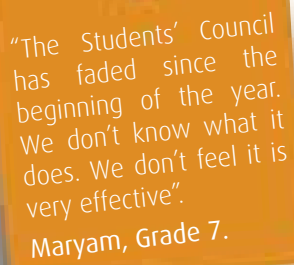
Attendance rates have improved generally in public schools, particularly so among the youngest children at Kindergartens. However, poor punctuality and attendance, leading to high drop-out rates, remain difficult issues in some Cycle 3 boys' schools.



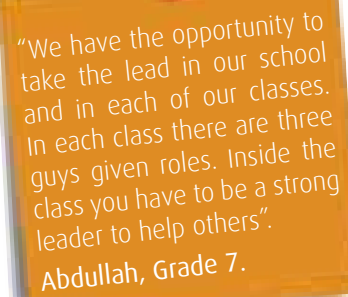
Public schools continue to develop successfully their students' Islamic, cultural and civic understanding. Considerable emphasis is placed on these themes in the curriculum of many public schools and their development is outstanding in more than four in ten.

One innovation that has contributed to students' civic understanding is the introduction of representative student councils in most public schools. These give their members the opportunity to learn about how

organisations take decisions, although in only a few cases do they have any real involvement in deciding how their school is run.

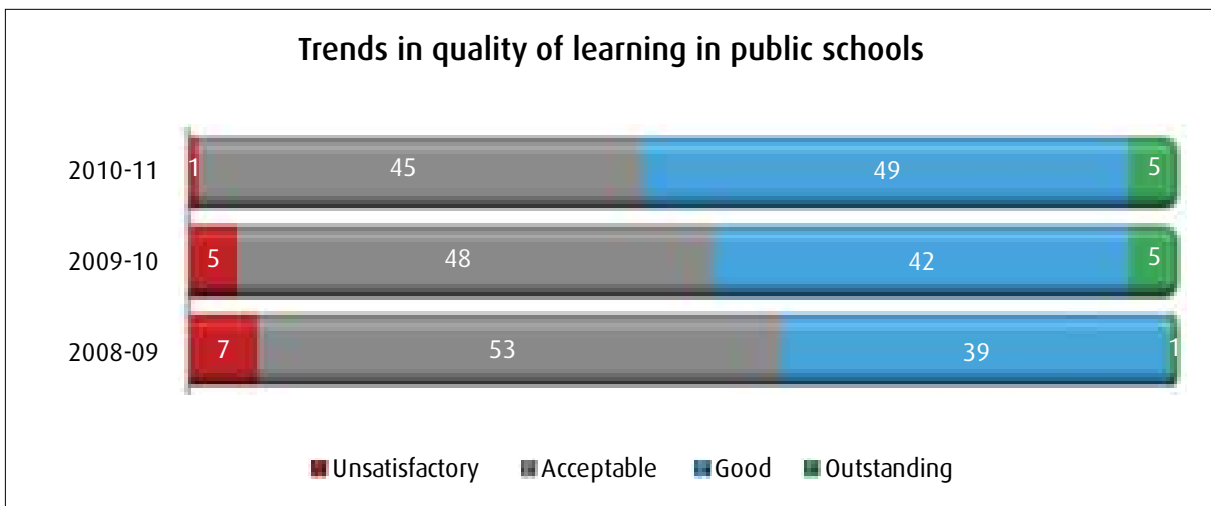
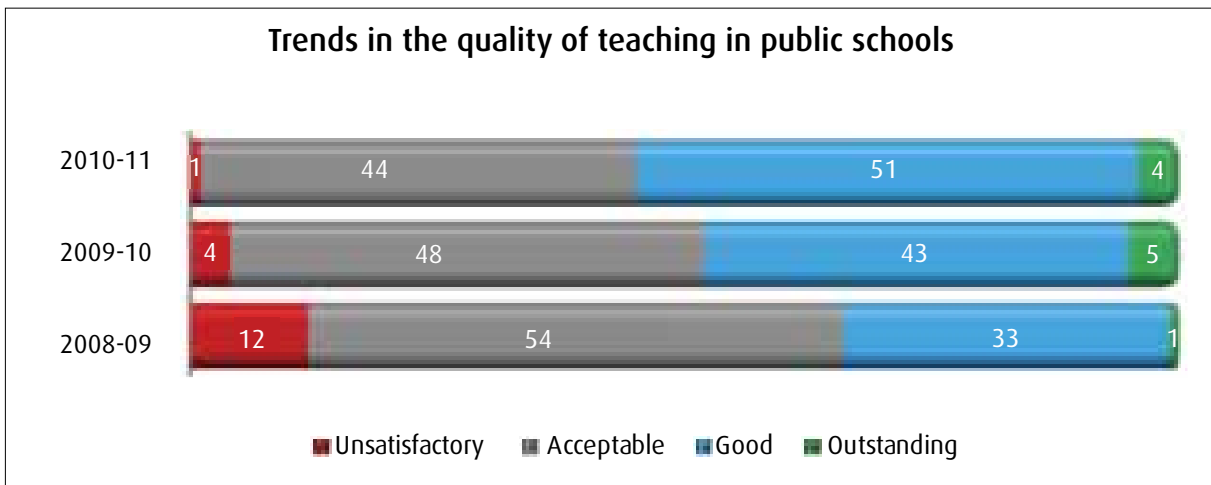


"The Students' Council has faded since the beginning of the year. We don't know what it does. We don't feel it is very effective".
Maryam, Grade 7.



"We have the opportunity to take the lead in our school and in each of our classes. In each class there are three guys given roles. Inside the class you have to be a strong leader to help others".
Abdullah, Grade 7.

Teaching, learning and assessment

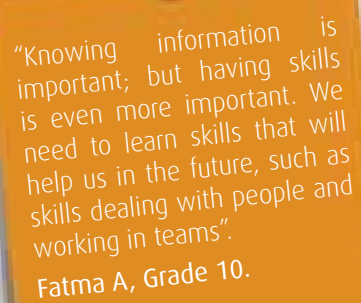


Improvements in teaching, learning and assessment have been identified across all public schools and particularly in Kindergartens and Cycle 1 and Cycle 2 girls' schools.

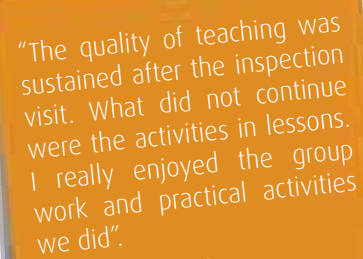
In 2010-11, inspectors found the quality of teaching and learning to be good or outstanding in around half of all lessons observed in public schools. There were far fewer unsatisfactory lessons than in 2008-09. The most notable improvements were observed in Kindergartens and Cycle 1 schools, where activities were better matched to the children's stages of intellectual and physical development.



These improvements have resulted from schools having placed deliberate emphasis upon developing their practice to match that seen in the best of schools internationally. More teachers now use a broader range of methods to engage the interest and participation of students in lessons, including group and paired work. It is now more common for students to be asked to find things out for themselves, sometimes using ICT independently of the teacher. Students in more lessons are able to draw their own conclusions from the work they have done and present them confidently to the teacher and to the rest of the class.



"Knowing information is important; but having skills is even more important. We need to learn skills that will help us in the future, such as skills dealing with people and working in teams".
Fatma A, Grade 10.



"The quality of teaching was sustained after the inspection visit. What did not continue were the activities in lessons. I really enjoyed the group work and practical activities we did".

Yasser, Grade 9.



SUCCESS STORY

Al Qeyam Model School for Boys- Cycle 1

Principal - Mona Abdallah

Teaching and Learning



Significant improvement has taken place in the quality of teaching and learning in Al Qeyam Cycle 1 Model School for Boys in Al Barsha. The school made teaching and learning its main priority, focusing on the recommendations from the previous inspection report. A programme for professional development for teachers was designed and implemented. Teachers supported this enthusiastically and looked forward to putting into practice what they had learned. An important early element in the success of this programme was the openness of all teachers to learn from one another. Everyone recognised that each teacher could lead on some aspect of good teaching and these methods were quickly shared across the school. A team examined how the curriculum could be adapted to better

meet the needs of the students. The school was aware of the challenges some students might face when asked to lead groups, use different resources, ask more questions or think in a different way to reach a higher standard. There was a high level of awareness in the school to vary the internal and external environment for the students, through trips for example, so as to better foster skills, knowledge and understanding. Students were encouraged across all subjects and grades to participate in different projects and assignments. Teachers felt it was important to give different students different roles and responsibilities as the projects developed in order to learn specific skills.

Learning was promoted in all lessons. Students were given time to express their thoughts and teachers succeeded in helping them to solve problems independently. The boys worked together and on their own to understand how their learning was linked to experiences in their own lives. They used resources and space outside their classrooms in the school. Teachers believed the connection with real-life situations was vital to the students' success. For example, work completed in measurement in mathematics showed that students understood why this was important in their day-to-day experiences. Teachers managed the initiative carefully. They selected learning objectives that suitably challenged the range of abilities in classes. They discussed the results with the students, giving them clear guidance about what was required to reach the next step to develop a skill or gain some new knowledge. Surveys were used effectively by the school to be sure that the needs of students were met. The school listened to what the students said and changed direction when appropriate. Now the school can celebrate sustained improvement in the quality of its work.



“The fact that all our teachers were able to do this together and move forward as one group was a key element in the improvement we have made”. Mona Abdallah, Principal.



“Our teachers tell us exactly what they want from us and then let us work alone”. Grade 5 student.



“We use every available resource, and at times we make our own, to help make learning more meaningful to the students”. English Co-ordinator.

“I enjoy English. We act what we learn and this helps us write about it”. Grade 4 student.

SUCCESS STORY

Al Manhal Kindergarten

Principal – Fawziah Al Janahi

Developing Quality Learning Experiences for Young Children



Based on the inspection report of 2009-2010 and on the quality indicators in the DSIB Handbook 2010-11, the school wrote a comprehensive development plan to improve every aspect of the educational process at the school. The plan included a programme for the professional development of teachers designed to enhance skills, develop teaching strategies and understand how young children learn. This has helped teachers develop their teaching methods and create activities which link the different curricular areas and meet the needs of all students.

The process of self-evaluation and the subsequent professional development has had a significant impact on the school. There has been a fundamental change in teachers' performance. They are more confident in applying a wider range of strategies and in using the available resources to motivate children to participate in and out of classrooms. Learning is more fun now.

The development plan included raising staff awareness of international standards in different aspects of learning. This, together with more suitable learning activities, has led to improvements in students' knowledge, skills and understanding in different subjects and to improvements in their language skills, in both Arabic and English. The learning environment has been transformed to promote and foster learning using a bi-lingual approach. An extensive curriculum review has led to the development of units of learning which are inter-connected and supported by interactive software to develop children's enquiry and research skills. A review of best practices in classroom organisation has helped ensure an attractive and learning environment. Each corner in the classroom is designed to encourage students' love of learning.

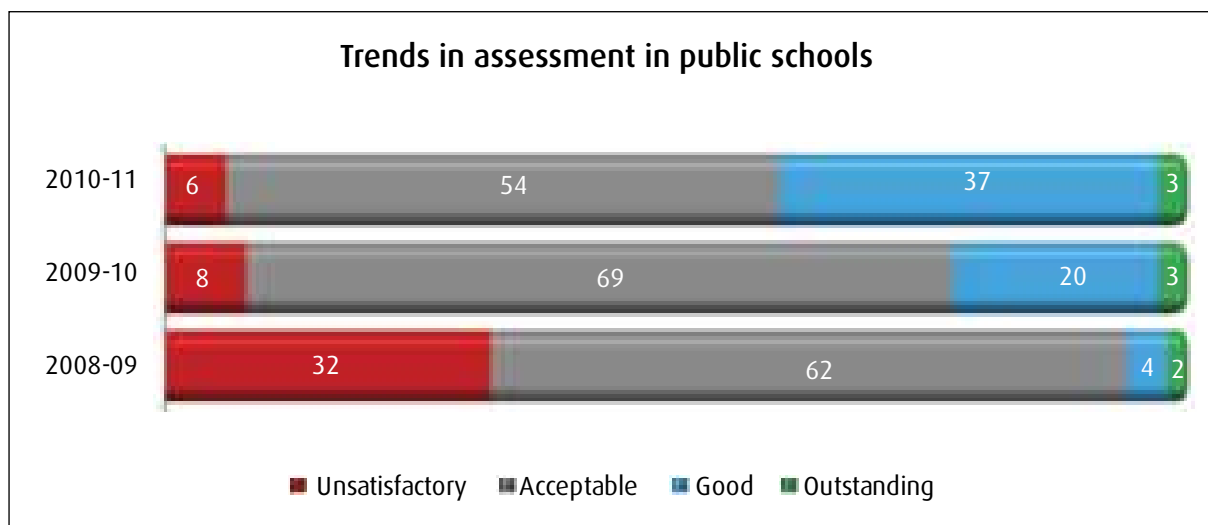
The impact of this transformation is evident in confident young learners who are independent of their teachers and able to learn through exploring and finding out. Teachers now know when to teach directly and when to facilitate learning. All areas of the school are seen as learning areas.



“Inspection played a significant role in promoting the curiosity which led to our teachers visiting other schools to consider best practice. Teachers are now more open to children suggesting what and how they might want to learn”. Nahda Almudharreb, Vice-Principal.



“Our teachers now have higher expectations of themselves and of our students. Successful learning has come about through a change of perception of how young children learn best from the principal to everyone who works in the school. We now open our doors to visitors as well as visiting other schools”. Ms. Fawziah Al Janahi, Principal.



Whereas, in 2008-9, assessment practices were unsatisfactory in over a quarter of public schools, arrangements are now at least acceptable in almost all of them. The number of schools where assessment is now judged as good has doubled in three years. These improvements are the result of more teachers using informal assessment methods in lessons to check the students' understanding and when necessary modifying their teaching in response.

Areas for further improvement in the future

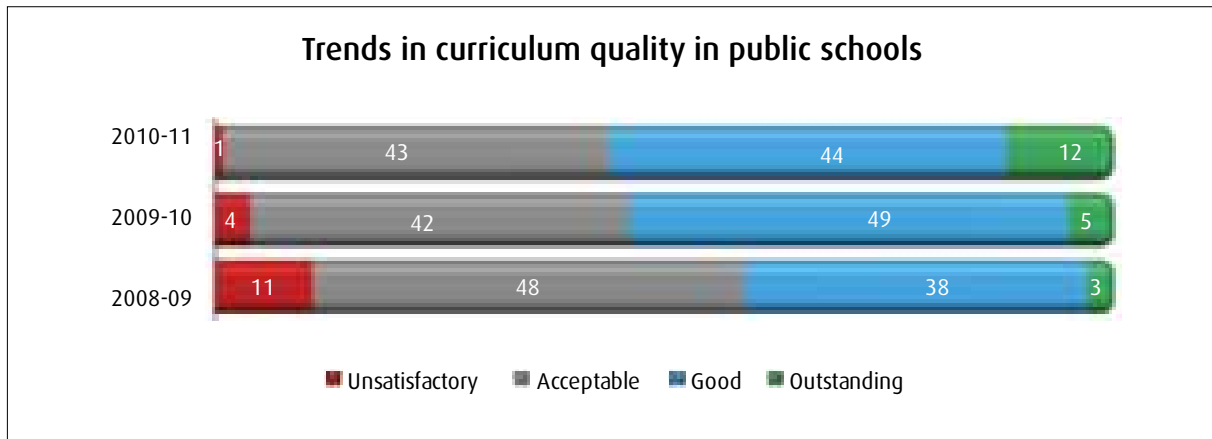
Despite the overall improvements in teaching, learning and assessment, much remains to be done. The proportion of teaching of only acceptable quality remains high (over 40 per cent) in public schools. There are still far too many lessons in which the textbook is the only resource, the teacher talks for too long and in which students remain inactive and under-challenged.

In Cycle 2 and Cycle 3 boys schools the quality of teaching is broadly acceptable and there has been no significant improvement from the first year of inspections.

The quality of assessment practice remains below the expected good level in well over half the public schools. There is still too little assessment against clear objectives and the quality of the feedback that students receive from teachers remains poor in many schools.

It is highly unlikely that standards in the key subjects will be raised substantially until much of the teaching and assessment practice that is currently of only acceptable quality has been improved to 'good'.

Curriculum



In 2010-11 the curriculum was judged as good or outstanding in around two thirds of all public schools. As a result of careful planning and enhancement, the Ministry of Education curriculum has been broadened, particularly in Cycle 1 and 2 schools, to include a more diverse range of extra-curricular activities for students. This is an encouraging development, which should be extended further.

Thanks to the initiative of several creative public school principals, the curriculum has become more flexible and less dependent upon text books in a number of Cycle 1 and Cycle 2 schools.

Nevertheless, the assessment of the Ministry of Education curriculum made in last year's Annual Report remains pertinent for most public schools: there is still too little breadth; excessive rigidity; lack of choice for older students and inadequate tuition time.

SUCCESS STORY

Um Suqaim Primary School- Girls- Cycle 2

Principal - Noura Saif

Enriching the Curriculum to Create Choice



As a result of inspection feedback, the staff and governors at Umm Suqaim School carried out a comprehensive curriculum review with a focus on creating greater choice for students. The involvement of governors and parents enhanced this process and ensured resources were made available to support the initiatives planned. Students' opinions were central to the review and informed decisions on which activities to develop. What became clear from the review was that the girls felt that boys had more exciting activities and chances to develop skills than they did. This was discussed as a key issue and resulted in the inclusion of activities which were traditionally practised by boys rather than girls.

The governors used their influence in the community to engage the support of the Dubai Police and other government organisations to train the girls in rifle shooting and horse riding.

The close partnership between the school and the parents ensured that families who were initially opposed to girls developing such skills began to understand the benefits of choice in the curriculum and became supportive of the initiatives emerging from the review process. Students now have an enriched curriculum which better meets their individual needs and they enjoy choices in a wide range of options which are linked to career choices and skill development. The curriculum review process also identified the need for improved links between and across areas of learning and opportunities to learn within the community. As a result, students enjoy experiences beyond the school and visits are planned as an integral part of the curriculum. Students believe the enhanced curriculum makes learning more interesting and enables them to explore preferences and develop skills and talents.



“The curriculum is much better now. We love practical science because when we find things out for ourselves we learn so much more”. Grade 8 student.



“I never thought I would be able to learn to shoot targets. I feel strong when I am shooting and proud of my country’s history. I am getting much better at it through practice. This has helped me consider the Police as a career”. Grade 9 student.



“Shooting is something new for our girls, they really enjoyed learning how to use rifles safely and how these are used by the Dubai Police in the execution of their duties. We are proud to be the only girls’ school which offers this option. Similarly, horse-riding is not often done by girls but by working closely with our families we have encouraged students to learn the basics of riding, a historical but male-dominated pastime”. Noura Saif, Principal.



“I really enjoy learning in other locations such as the beach as I feel I learn so much more”. Grade 9 student.

Areas for further improvement in the future

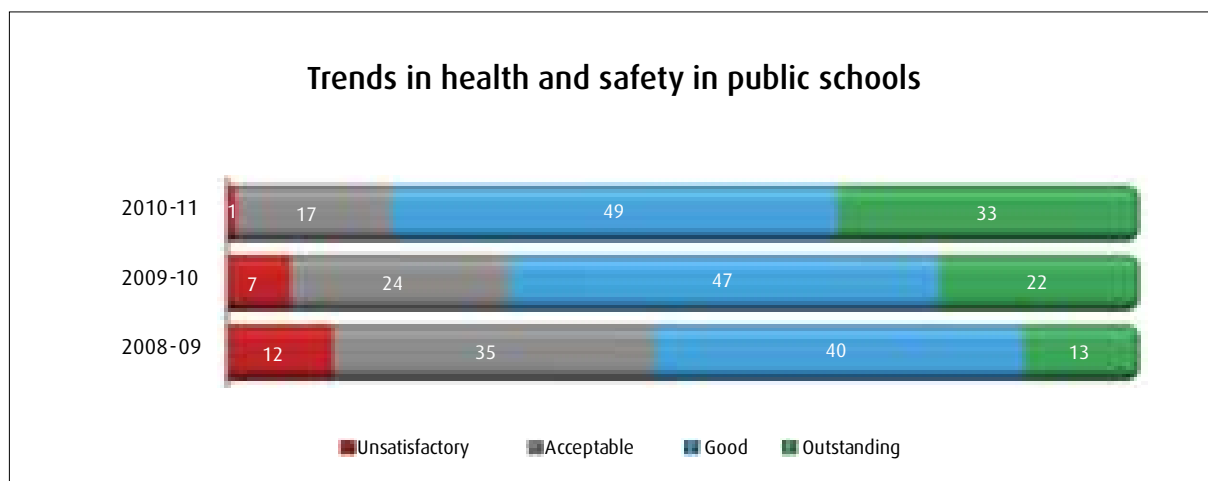
The narrow range of subjects offered and the limited choice of what to study remain features of the curriculum in public schools, especially for older students. These weaknesses in the structure and implementation of the MOE curriculum have now been identified and confirmed in three successive inspection rounds.

"We went to Abu Dhabi to the sustainable energy conference. We learned a lot from the projects we did afterwards. We had the choice to select our own projects".
Yaseen, Grade 8.

"We are not allowed to go on the same trips as the boys. Our parents and teachers don't respond quickly when we say we want to go on a trip. Our choices are limited because we are girls".
Asma, Grade 10.



Protection and support for students



The arrangements to ensure students' health and safety have improved since 2008-9. There are now considerably fewer examples of unsatisfactory practice and almost all public schools provide a safe and secure learning environment.

Improvement has been marked in Kindergartens, girls' schools and Cycle 1 boys' schools. Thirty-one public schools are now rated good or outstanding for their health and safety arrangements, but only one of these is a secondary school for boys.

"We really enjoyed the school's month of 'lifestyle and health'".
Rami, Grade 9.

"We value the opportunity to chat with former students. They share with us their experiences at university and prepare us for what to expect".
Fatma, Grade 12.

Most school buildings are clean and well-maintained. Some older buildings have been imaginatively modified and decorated to provide attractive environments for learning. However, many boys' schools at Cycle 2 and Cycle 3 continue to provide a dull environment for learning, with largely bare walls and very little work by students on display.

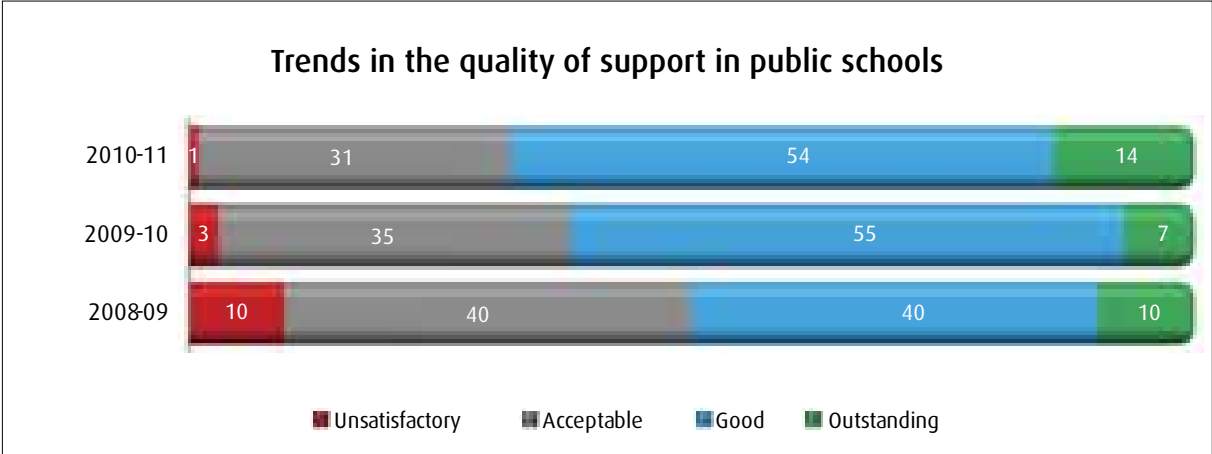
Arrangements for the transport of students have improved so that almost all students now travel on buses that are compliant with safety regulations and well supervised.

A few schools have made real progress in encouraging healthy eating habits among students. They have done so by paying attention to this topic in lessons in different subjects, in assemblies and at special events. However, in the majority of public schools, despite information campaigns, there has as yet been little impact on students' day-to-day choices of snacks and meals.

Schools take seriously their responsibility to monitor students' health and social circumstances. School nurses and social workers often work closely and collaboratively with students and their families.

"We appreciate that our teachers take care of us".
Rashid, Grade 7.

Child protection measures are becoming more clearly understood in most schools, but there is still not a comprehensive awareness of the issue in all schools. The procedures to be followed are not always fully understood or observed.



Students in more schools than three years ago are now supported effectively, with around two thirds of public schools judged good or outstanding in this respect.

A caring ethos, strong student-staff relationships and a genuine concern for students’ all-round personal development and welfare distinguish most public schools. Relationships are not so positive in some of the Cycle 2 and 3 boys’ schools, where the schools’ expectations about student behaviour are too low and informal advice and guidance are not readily available to them.

There are now better arrangements for tracking students’ academic progress in several public schools than in 2009-10. In many schools however, teachers still often do not have a clear idea of the reasons why individual students are making faster or slower progress and therefore lack the means to plan work accurately to match their needs.

A few schools have taken effective steps to meet the needs of students with special needs, particularly those of a physical nature. However, many teachers still have only a limited understanding of how best to meet the needs of students in their classes with learning difficulties. Many such students who fail to pass their end of year Ministry of Education tests are taught alongside others up to three years younger, including in some cases students whose age would normally place them in a different school. It is still the case that special curriculum consideration is rarely made for these repeaters and, for many, it is clear that failure is being reinforced year on year.

Areas for further improvement in the future

While most schools provide students with information about the benefits of healthy living and a balanced diet, the food provided in the majority of school canteens does not support students in practising good eating habits on a daily basis.

The arrangements for tracking students' progress remain under-developed. Schools keep test results but record little about the specific progress of individual students. This lack of information prevents teachers from matching the work they give students to their real learning needs. This affects the progress of students who are capable of more challenging work or who require more support for their learning.

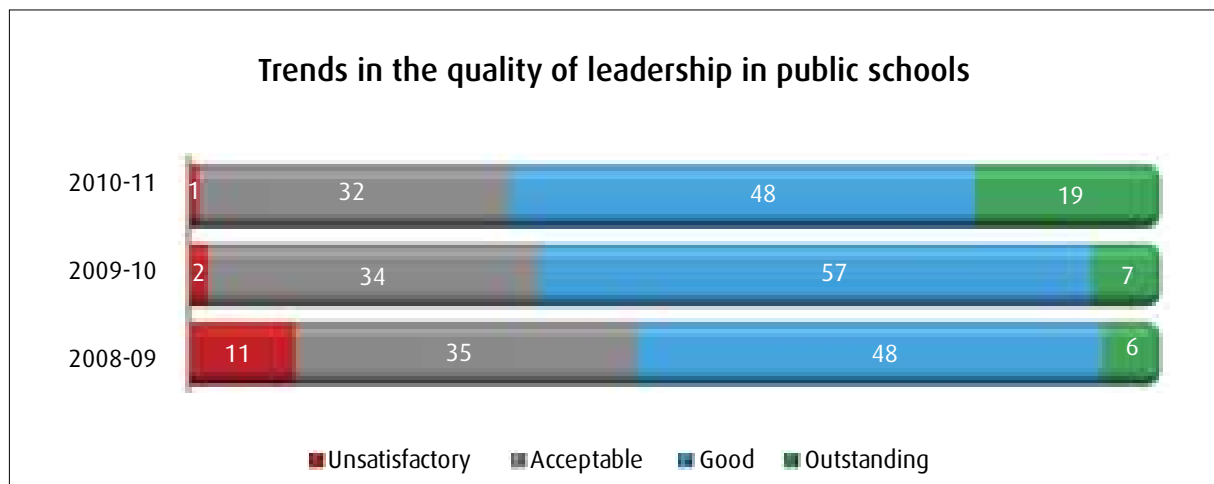
Expectations of a minority of teachers are not sufficiently high. This is reflected in the quality of the learning environment provided in a number of the boys' schools and where, for example, classrooms have bare walls and students' work is not displayed.



Leadership and management

Over the last three years, inspection has indicated that the quality of all aspects of school leadership and management in the public schools has steadily improved, year on year.

Although all aspects of leadership and management have improved across the board, progress has been greater in girls' schools than in those for boys.



More than half of all public schools now enjoy good or outstanding leadership. Whereas in 2008-9 one in ten schools had unsatisfactory leadership, it is now at least acceptable in almost all schools. Most girls' schools now feature good or better leadership, although fewer than half of the boys' schools do.

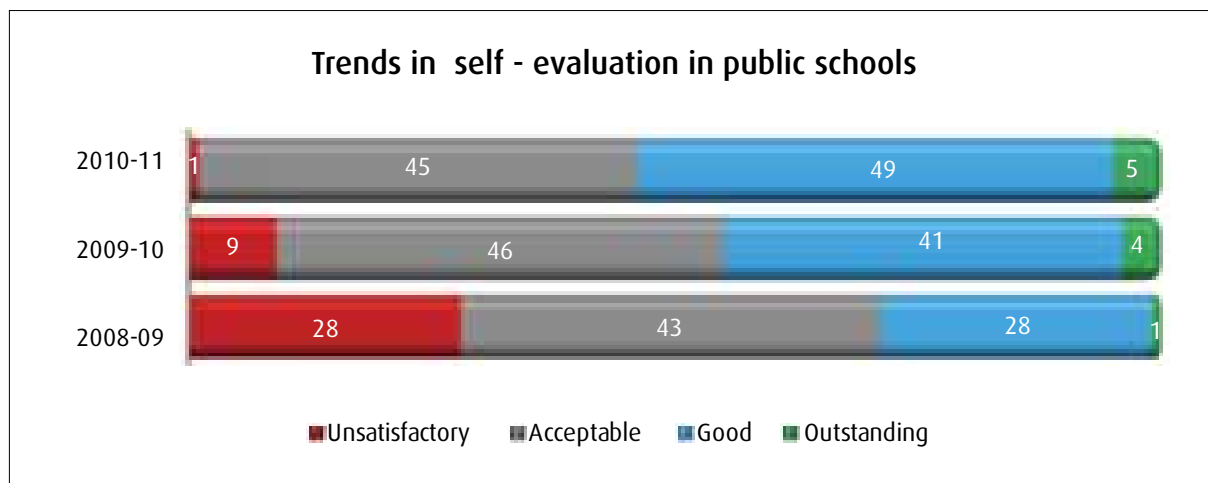
In most public schools, the appointment of subject leaders has led to better monitoring of standards, improved planning and the more regular and effective review of the curriculum in key subjects. The nature of their responsibilities varies considerably from school to school, however. In the better schools subject leaders participate in school-wide efforts to improve and have a solid understanding of the progress that students in all grades are expected to make.

However, in the majority of schools their role does not carry sufficient status to permit them to contribute strongly to strategies for whole school improvement. Subject leaders are frequently appointed as the longest serving teacher of a subject rather than on account of their suitability to lead the work of a team of colleagues. Many lack a secure knowledge of what students of all ages should be expected to achieve in their subjects and have little grasp of the standards that are attained internationally. Their use of assessment data tends to be weak; they seldom use them to diagnose strengths and weaknesses in students' performance.

"Our parents chose this school because Arabic, English and Islamic Education are strong. So that means there is a good balance".
Yaseen, Grade 8.

"The Principal guides us. He takes care of us. He takes all our ideas seriously and shares new ideas with us".
Majid, Grade 9.

Many public schools still lack a well developed management structure. The role of principal or vice principal is still often associated with administration rather than with responsibility for teaching, learning, assessment and the development of the curriculum. There is often no senior member of staff with overall responsibility for the academic progress and personal development of students within a range of grades.



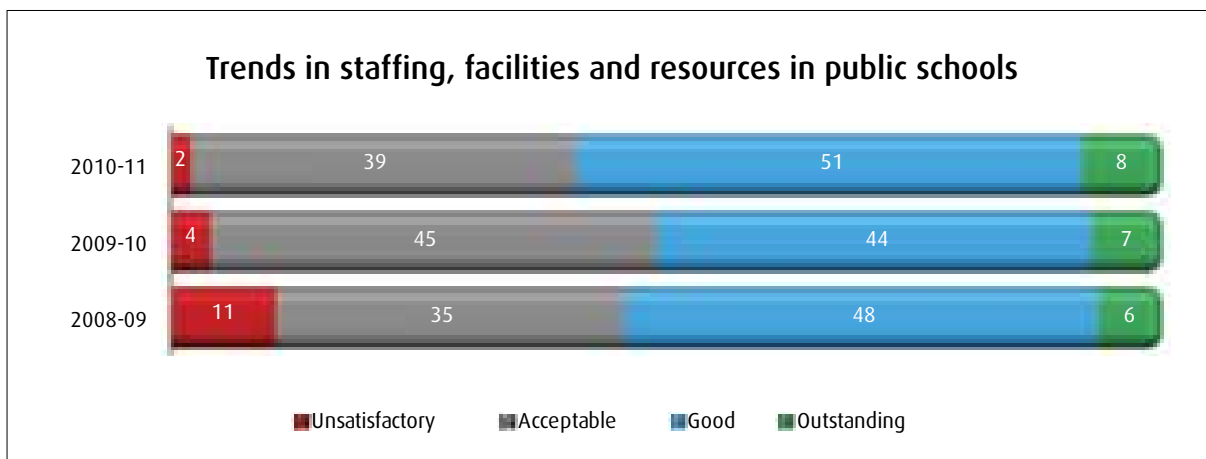
"During the inspection, the school was perfect. The food was better, the school was a lot cleaner, there were more garbage bins in sight and even the cracks in the walls were fixed".
Hussein, Grade 11.

The public schools have developed better arrangements for self-evaluation. Self-evaluation and improvement planning were unsatisfactory in over a quarter of public schools in 2008-9. From this very low starting point there has been significant improvement, more so in girls' schools than in those for boys.

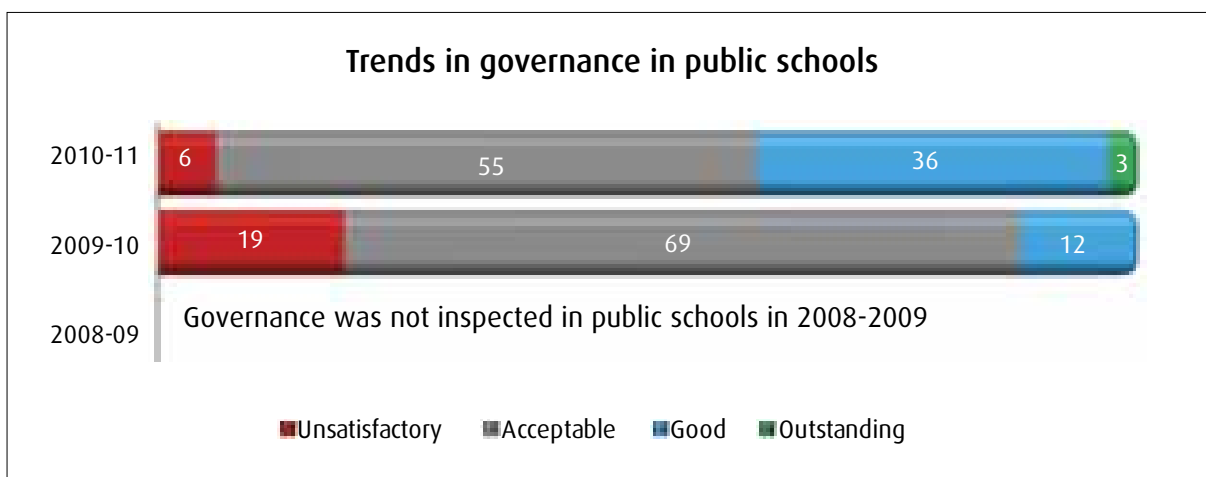
Almost all schools now have a more accurate view of their performance than they did three years ago, and an increasing awareness of best international practice. This has helped to quicken the rate of other improvements and has helped focus development plans and actions more securely upon identified priorities.

"In the high school, we have teachers' evaluation sheets. We were honest; we think some of our teachers are not well qualified to teach".
Hussein, Grade 11.

"The Principal shared part of the inspection feedback with us. The Principal was very happy about the quality of the relationships that exist at school; between staff and students and how we get along well".
Fatma, Grade 8.



Learning resources in public schools have improved steadily since the first year of inspections. More students now benefit from a richer range of learning resources than previously, especially ICT. Yet opportunities to use ICT across the curriculum are still too infrequent in the majority of schools, and a few lack sufficient numbers of computers for their students. Similarly, school libraries play a significant role in students' learning in too few schools. Both ICT and books provide students ways to learn independently and at their own pace, skills which remain underdeveloped in some schools.



The governance of public schools has improved overall since inspections began, and particularly over the past year. A majority of public schools now have functioning boards that provide a degree of oversight of school performance. A few of them work highly effectively to monitor key aspects of the work of their schools. On the other hand, a few schools still lack any effective oversight of their work from 'critical friends.' Inspectors found governance to be of good quality in twice as many girls' as boys' schools; only in boys' schools was it unsatisfactory.

All public schools have established beneficial links with parents and their local communities. The involvement of parents is strong in a majority of public schools; this aspect of school life is frequently of outstanding quality. Parents are more involved in girls' schools than in boys' schools. In a few girls' schools they are highly organised and meet every day to participate in school life.



SUCCESS STORY

Mariyah Qubutiyah Secondary School for Girls

Principal – Intisar Eesa

Creating an Effective Governing Body



Mariyah Qubutiyah School responded positively to inspection feedback by revisiting the school's vision and establishing a governing body which would support that vision and hold the school to account for its standards. The school communicated with potential partners, shared the vision, mission and future goals. School leaders made clear the expectations they had of the governors and detailed their role in school improvement. Consequently, governors who were elected were in no doubt as to the complexity of the role and the responsibilities they were agreeing to. The governing body therefore comprised of committed members who would best represent the views of the school community and whose experience and expertise would best support the school.

Once elected, governors were involved fully in the process of school self-evaluation, the setting of objectives and the agreement of priorities. Once the governing body was in place the role of this group was defined and individual roles and responsibilities agreed. The impact of the governing body on the life of the school and the students' experiences has been significant. Governors became regular visitors to the school and are directly involved in curriculum planning and innovation which has led to enriched learning experiences for the students. The school leadership, governors, teachers, parents and students work together to ensure planned initiatives lead to improved outcomes.



“The positive relationships with our governors together with self-evaluation processes have led to a vastly enriched curriculum for our students. They have far more experiences related to ‘real-life’ and our girls are better prepared for the next stage of education”. Intisar Eesa, Principal.



“We wanted a recital room so we gained the support of the governors in making one. This room provides an environment in which we can read The Holy Qur’an with an experience of faith, just like in a mosque”. Grade 10 student.



“Inspection ensured we worked really hard within a specific time line. Now we will have to continue to work hard but without the external support and pressure”. Teacher – Support Centre.



“There has been a huge impact on us from the support centre. If we miss a lesson because we are in a competition or other activity, we can come to the support centre to get help. There is always someone here to support us with any aspect of our learning”. Grade 12 student.

Areas for further improvement in the future

The quality of leadership in 25 public schools remains below the good standard expected in Dubai. It is highly unlikely that the improvements in teaching, learning and assessment essential to raise standards in the key subjects will be possible unless the effectiveness of leadership is improved further in these schools.

Most public schools still need to improve the effectiveness with which they monitor and evaluate teaching and learning. Most now make attempts to do this, but in many cases they are irregular, too informal and lacking in rigour. Only in a few schools is there a well developed and shared understanding of the characteristics of high quality teaching and learning that could be used to impose a consistent approach to lesson observation.

The quality of development planning in response to self-review is good or outstanding in more than half the schools, but there is still room for improvement. Although a majority of schools have made good progress in meeting the recommendations of their previous inspection report, the rest have made little or no progress with at least one recommendation. These schools' plans still fail to concentrate sufficiently on how the academic progress and personal development of students will be improved. They often fail to specify the responsibilities of different members of staff and frequently lack a clear indication of the time scale within which improvements are to be made.

In a majority of public schools at least one teaching position was vacant when the school year began in September 2010. These shortages, which in some cases lasted many weeks, affected students' progress in several subjects, particularly mathematics.

The views of parents

Year	2008-2009	2009-2010	2010-2011
Number of responses received from parents	6,763	6,742	10,371
Proportion of students whose parents responded	36%	37%	60%

A very large number of parents completed a questionnaire seeking their views on the schools their children attend. They were asked whether they agreed with a series of statements about their children’s academic progress and personal development and the quality of the education the schools provide.

In their responses to the questionnaire, the parents expressed overwhelming approval for the work of the public schools that their children attend.

Most parents agreed that their children were making good progress in all the key subjects. Approval was highest for progress in Arabic and lowest for progress in English.

There was very strong approval for the extent to which schools cared for students’ personal development. Most parents agreed that their school was helping their children to become independent and responsible, and a similar proportion agreed that the school cared well for their welfare, health and safety. Most agreed that the behaviour of students was good in their child’s school. Similarly, most agreed too that the school offered their children a range of enjoyable and stimulating extra-curricular activities.

Most parents agreed that they were well informed about their child’s progress, that they felt confident in approaching the school with a concern and that the school would do something about it if they did. The same proportion felt that the school was good at consulting them about decisions that affected their children. A slightly smaller proportion agreed that the school explained how parents could help their child with school work.

Most respondents agreed that the teaching in the schools their children attended was of good quality and about the same proportion felt that the schools were well led.

Examples of comments from a sample of parents submitted in questionnaires

Inspection

Thank you for giving us an opportunity to participate. This reflects KHDA's vision. We know that KHDA, the parents and the school share the same goal; which is our children's future. We are sure that our children are in safe hands.

We thank everyone working in school inspection, because of the positive impact it has made upon education in the UAE.

We would like to thank you for this survey, which made us feel that education in our schools is developing in the right way.

Our schools

I would like to thank the school for improving my child's achievement and for their careful attention to students' behaviour; this shows they care.

My daughter is a student with special educational needs. She needs special care. The school has provided her with psychological support and other kinds of assistance. My daughter was encouraged by the kind treatment she received and this has made her love the school.

The school has improved the children's skills in Arabic language. The students now speak fluently.

Thank you for my daughter's education, she has learned a lot and now knows how to play some sports such as volleyball and basketball. She has learned how to respect people. Teachers are always supportive and very helpful.

The teacher's communication with parents through e-mails is good, quick and simple. It helps the parents know about their child's strengths and weaknesses.

When I see my daughter I realize that the school is improving and is up-to-date with education. The school has improved the students' skills and is preparing them for the future. The teachers in the school are very good.

My child's school is excellent, overall. Teachers are highly qualified; they care for the students, and engage them in a positive way.

The future

We need Emirati teachers to help reinforce our children's language and their understanding of social and national culture.

The school's environment and leadership are good. I hope that they will put more effort into teaching Arabic language and Islamic Education and strengthening the children's sense of Emirati culture and values. Also, they need to teach English at an earlier age.

Greater attention needs to be given to teaching English as a second language, because it is the biggest obstacle for high school graduates and this sometimes limits their choices in their later educational careers.

More attention is needed on physical education. There is a need for more physical education sessions and art to improve students' physical and creative skills.

We need a modern curriculum which includes studying our past but also other cultures.



3

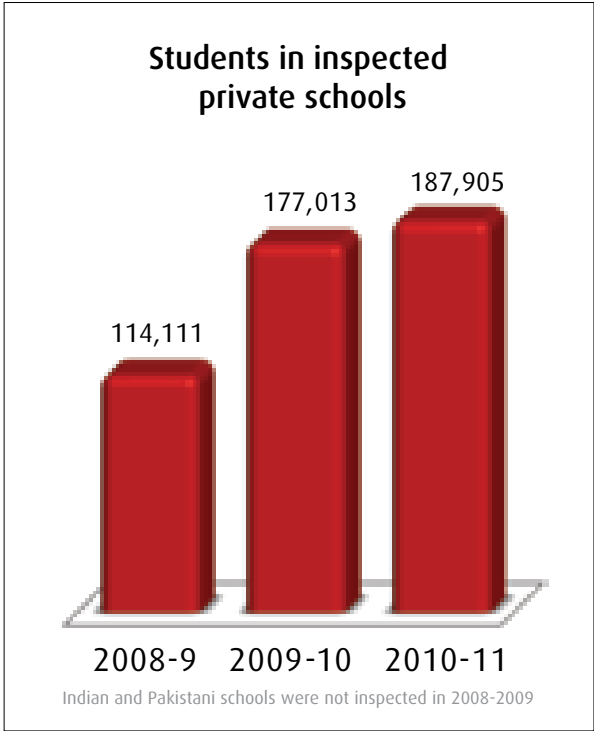
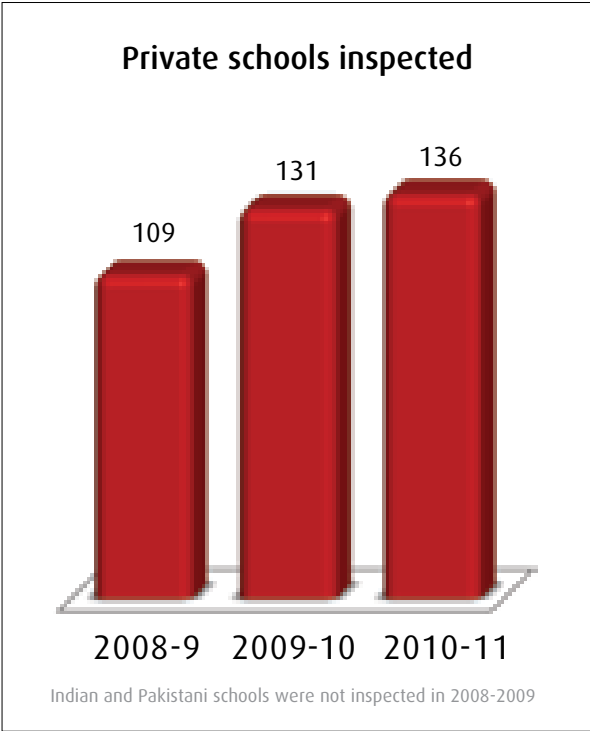
Private schools

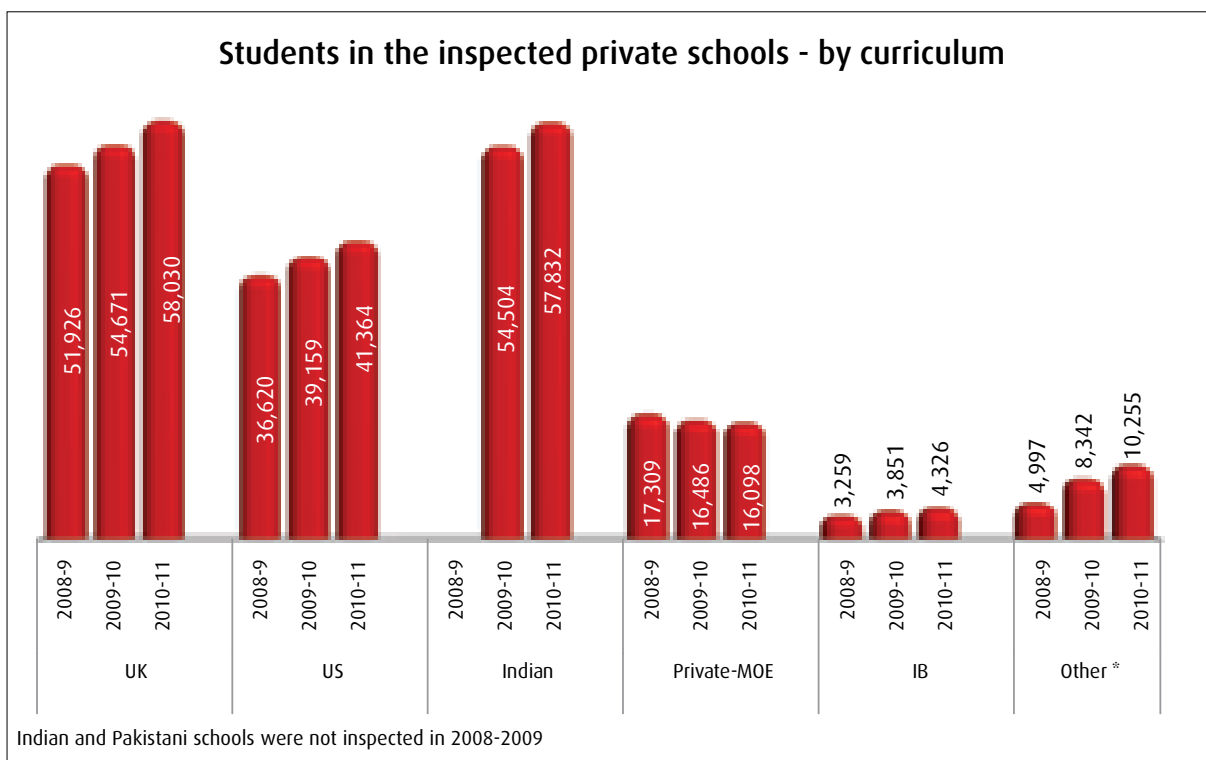
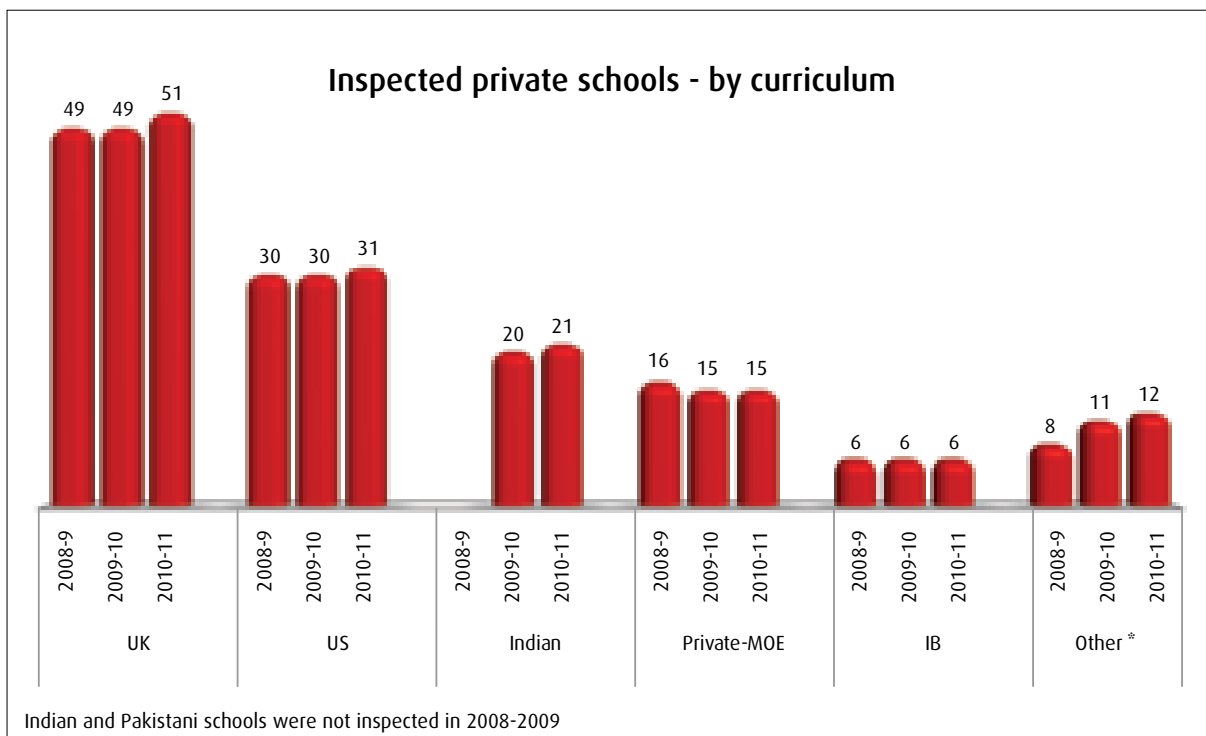
Private schools

Private schools

Context

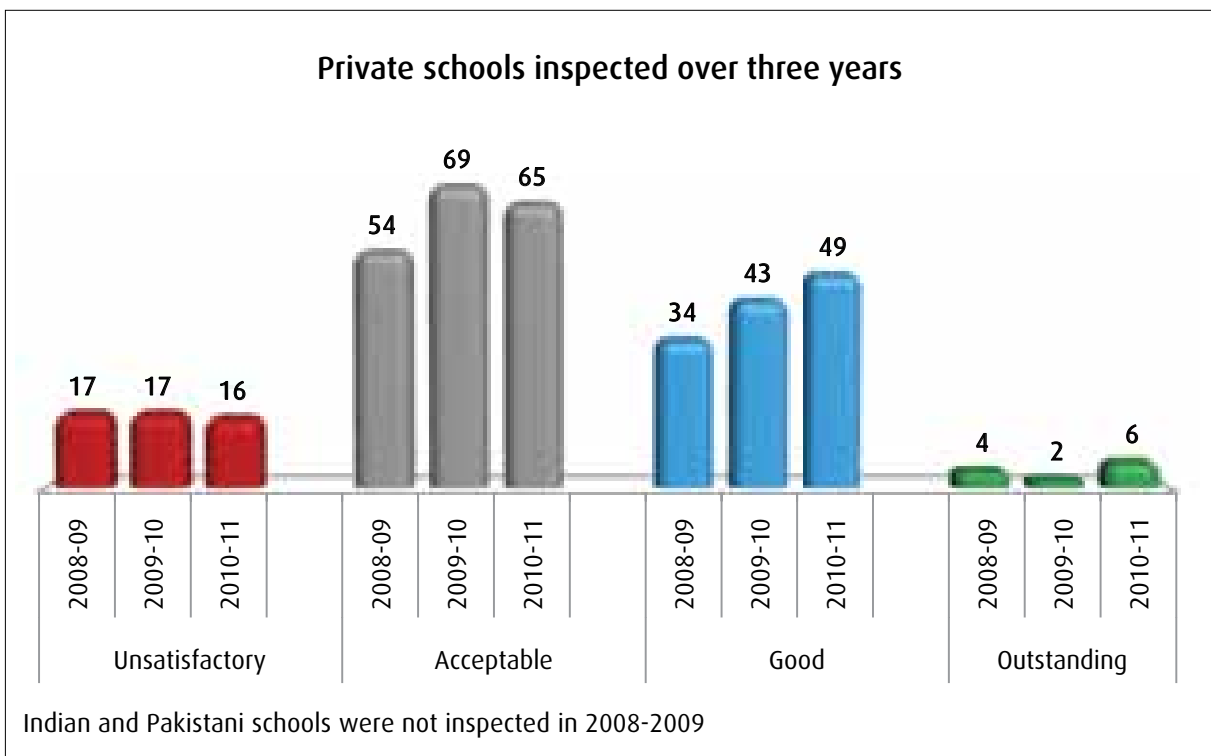
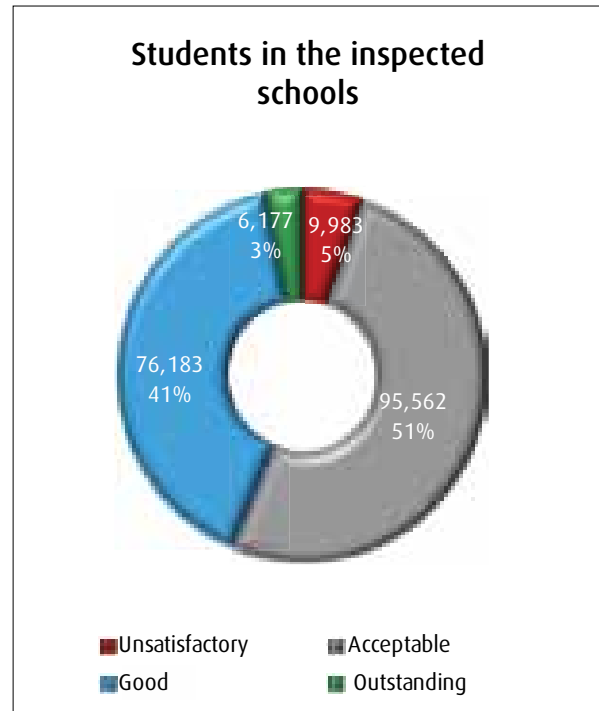
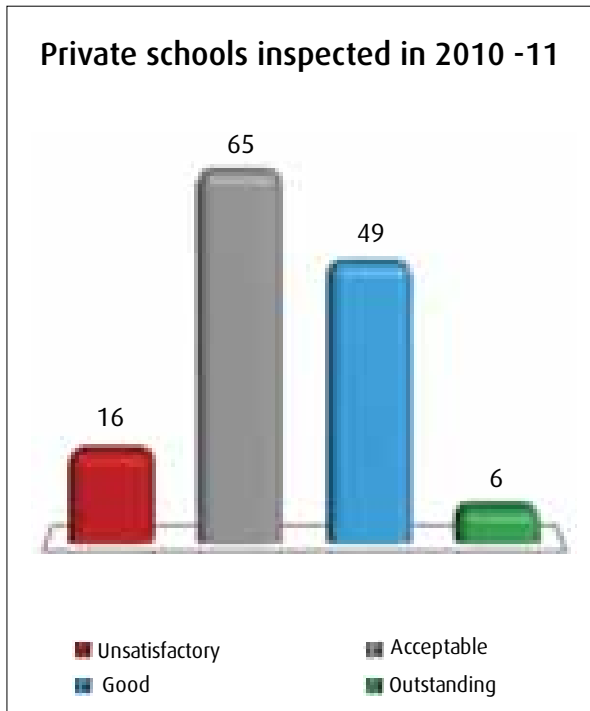
During the period October 2010 to April 2011 DSIB inspected 136 private schools. Most of these schools have now been inspected three times, once in each of the last three years. Private schools that offer an Indian or Pakistani curriculum were not inspected in 2008-09. These schools have now been inspected twice.



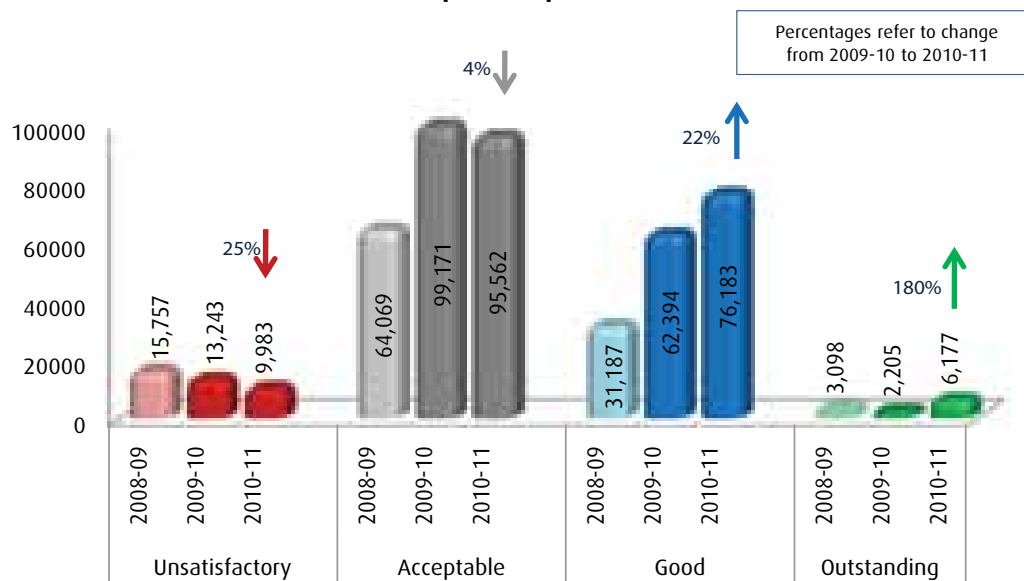


*The title 'other' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

Overall performance

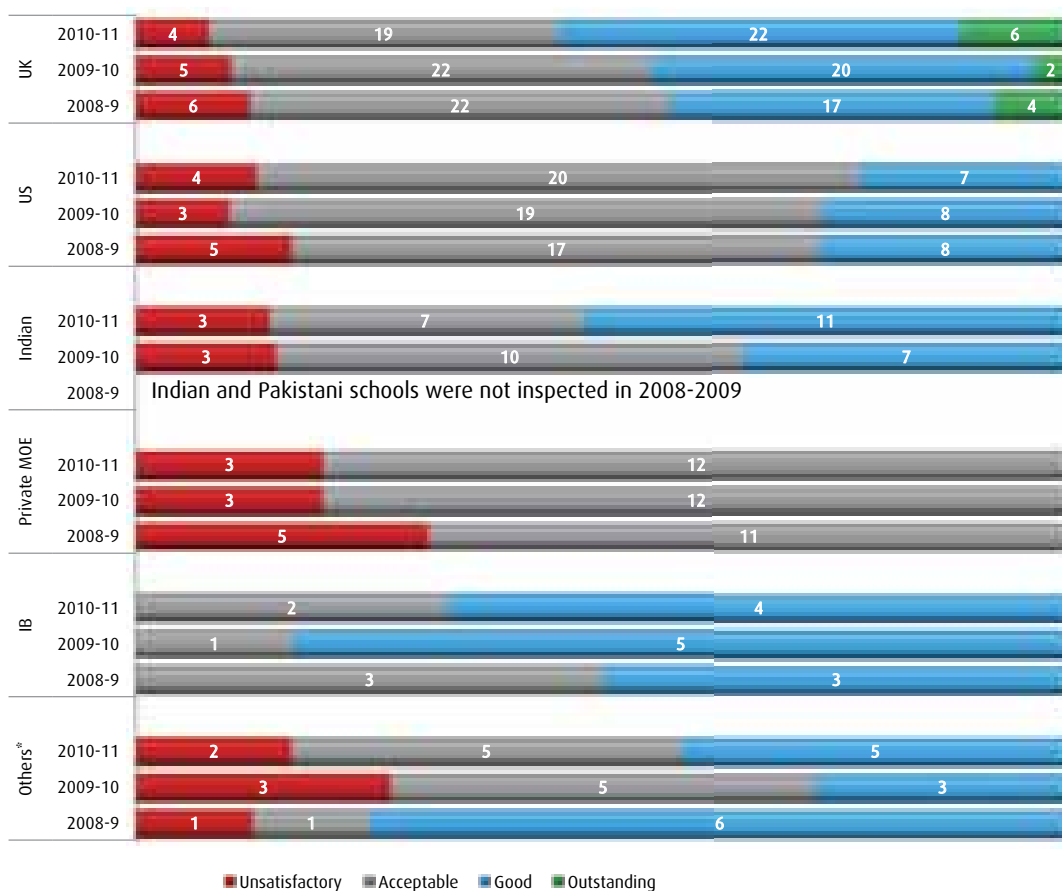


Students in inspected private schools

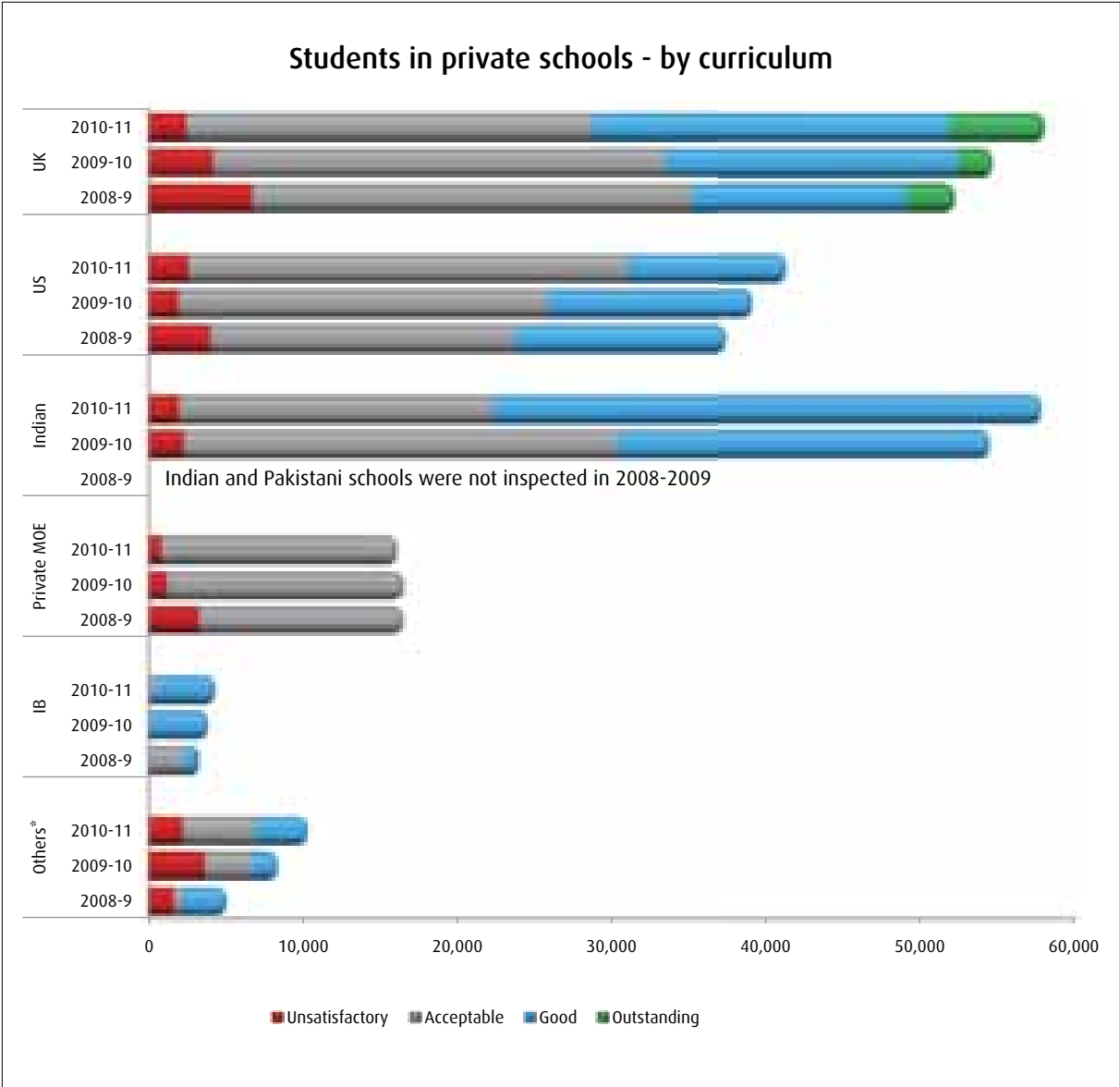


Note: Indian and Pakistani schools were not inspected in 2008-09

Trends in overall ratings by curriculum



*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).



*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

The findings from three successive rounds of inspection show a steady and gradual improvement in the overall performance of private schools.

Significantly more private schools in Dubai now provide education of the expected good quality than did so three years ago.

The number of students attending good or outstanding schools has steadily increased over the three years of school inspection.

Considerably fewer students now attend unsatisfactory schools. However, around half of all students attend schools providing, overall, an acceptable quality of education - the minimum level of acceptability required for Dubai.

The number of private schools rated outstanding has increased marginally from four to six since 2008-9, having declined to two in 2009-10. All of the private schools to have achieved this rating base their work on the English National Curriculum.

Seven of the sixteen schools rated unsatisfactory in 2011 have performed at an unsatisfactory level for three consecutive years.

Many schools have not been successful in improving their overall rating from year to year, despite underlying improvements in certain quality indicators.

The rate of progress of a few schools has been affected by the sharp growth in student enrolment and consequent changes in staffing. In these schools the changes in personnel, often as much of 60% of the teachers, meant that teaching quality also altered considerably. The rapid growth of such schools has not always been well managed by school owners in the last three years.

Key findings

Almost all private schools have improved key aspects of their work substantially over this three year period, although the degree of improvement has not always been sufficient to improve the overall ratings of individual schools.

There have been significant gains over three years in the overall attainment and progress made by students in the key subjects of English, mathematics and science.

Most of the schools in which attainment in English, mathematics and science is outstanding offer a UK curriculum.

The degree of improvement in students' attainment and progress in Arabic over this three year period has been considerably less than in the other key subjects.

Improvement has been particularly notable in the quality of teaching, learning and assessment in many private schools.

A significant minority of private schools have substantially improved the quality of the curriculum they offer, so that it closely matches the educational needs of their students.

Many private schools have introduced greatly improved arrangements to protect and support their students, often in direct response to the recommendations made by inspectors.

There is now significantly better leadership in private schools than there was three years ago. Leadership is now rated good or outstanding in more than two thirds of private schools, compared with less than half in the first round of inspections.

Private schools that offer the Ministry of Education curriculum have not improved as quickly or as extensively as other private schools. The overall performance of these schools remains broadly the same as last year. Evaluations of attainment, progress, teaching, learning, the curriculum and leadership in these schools have not improved significantly over three years.

Key messages for schools offering an UK curriculum

Overall performance of UK schools in 2010-11

Unsatisfactory	Acceptable	Good	Outstanding	Improved schools*
4	19	22	6	16

* Schools that have improved their overall performance between 2008-9 and 2010-11

All six private schools in Dubai that provide a curriculum of outstanding quality base their offer on the English National Curriculum. These schools adapt and enhance their curriculum to increase their students' understanding of the local context, in particular the United Arab Emirates.

Seven schools offering the English National Curriculum also offer the International Baccalaureate Diploma (IBD) at the post-16 stage, as an alternative to AS or A-level examinations. In a few schools, the transition from one type of curriculum to another is not always effectively managed to ensure the highest success rates for students.

A minority of schools claiming to offer an English National Curriculum do not, in fact, base the syllabus for each subject sufficiently firmly on the English National Curriculum programmes of study. Some do not employ the structure of level descriptions attached to attainment targets to assess students' progress, as required by the English National Curriculum.

A total of 12 UK schools improved their overall rating in the third year of inspection.

Most UK schools have made improvements in their provision for Islamic Education and Arabic over the last three years. Almost all of them now comply fully with government requirements for the time to be allocated for teaching these subjects. Seven schools are not yet fully compliant in either Islamic Education or Arabic or both subjects.

Students in UK schools learning Arabic as an additional language do not progress quite as well as students who are native Arabic speakers. Students' progress was judged as unsatisfactory in around one fifth of lessons for students with Arabic as an additional language.

Four UK schools provide an unsatisfactory quality of education, overall. These schools have made only slow progress in addressing the recommendations from the last inspection.

Key messages for schools offering a US curriculum

Overall performance of US schools in 2010-11

Unsatisfactory	Acceptable	Good	Outstanding	Improved schools*
4	20	7	0	4

* Schools that have improved their overall performance between 2008-9 and 2010-11

A majority of schools claiming to offer a US curriculum do not yet base the syllabus for each subject sufficiently firmly on any US state programme of study. Only a few high performing schools in Dubai follow recognised curriculum standards.

Although the overall performance of US curriculum schools remains largely unchanged, there have been underlying improvements in key aspects of the work of a few of the schools.

The overall quality of teaching and learning in US curriculum schools has improved and there is considerably less unsatisfactory teaching.

Almost all these schools now provide a curriculum which at least meets the educational needs of the students to an acceptable level, compared with less than four fifths of schools in the first round of inspections.

Most US schools have made some improvement in their provision for Islamic Education and Arabic. Almost all schools now comply with government requirements for the time to be allocated to these subjects. Two schools are not yet fully compliant in either Islamic Education or Arabic or both subjects. Students' progress in Islamic Education is now at least acceptable in around 90 per cent of lessons.

Students learning Arabic as an additional language do not progress quite as well as students who are native Arabic speakers. Students' progress is unsatisfactory in around one fifth of lessons for students with Arabic as an additional language.

In the last annual report it was noted that most US curriculum schools did not enable students to achieve internationally recognised qualifications and that the award of high school diplomas from schools did not always facilitate access to high quality university education. This remains a weakness in most US schools, although a significant minority of them has introduced recognised assessments to help check attainment and progress against international standards.

Four US curriculum schools provide an unsatisfactory quality of education overall. These schools have demonstrated significant weaknesses from the time of the first round of inspections. As a consequence of weak leadership and management, the schools have made only slow progress in addressing the recommendations made in the initial inspection report.

Key messages for schools offering an Indian curriculum

Overall performance of Indian schools in 2010-11

Unsatisfactory	Acceptable	Good	Outstanding	Improved schools*
3	7	11	0	3

* Schools that have improved their overall performance between 2009-10 and 2010-11

All of the Indian schools were inspected for the second time in 2010-11 and one new school was inspected for the first time. Inspectors found improvements in almost all of the schools. Three schools improved their overall rating and most of the other schools achieved some improvement in aspects of their work such as the quality of teaching, students' learning or leadership.

The quality of teaching has improved significantly. Thirteen schools improved teaching in at least one phase of the school. Most notably, schools had taken very seriously the identified weaknesses in Kindergarten and early primary teaching. A key success has been the prompt and effective response to inspection recommendations and the introduction of more age-appropriate and effective teaching strategies for younger students.

Students in the majority of Indian schools in Dubai perform highly in their CBSE (Central Board of Secondary Education) examinations in English, mathematics and science. Students in Dubai perform well compared to other students internationally following the CBSE and ICSE (International Certificate of Secondary Education) curriculum. Inspectors identified improved progress and attainment in all of these subjects and also in Islamic Education.

Students' attitudes and behaviour continued to improve. Inspectors judged attitudes and behaviour to be good or better in most Indian schools. Inspectors noted this as a particular strength in 2009-2010 in Indian schools and schools have continued to build on this success. Students regularly display an enthusiastic and mature approach to their learning and this, alongside positive relationships with their teachers, leads to an effective climate for learning.

Linked to the improvements in teaching has been the development of better assessment strategies in Indian schools. Teachers make better use of on-going assessment to help improve students' work. The quality of learning has also improved in 12 schools with, in particular, greater engagement of students.

Key messages for private schools that offer the Ministry of Education curriculum

Overall performance of private MOE schools in 2010-11

Unsatisfactory	Acceptable	Good	Outstanding	Improved schools*
3	12	0	0	1

* Schools that have improved their overall performance between 2008-9 and 2010-11

As was the case in the first year of inspections, there are currently no Ministry of Education private schools which provide a good overall quality of education.

Almost all of the teaching and learning in private Ministry of Education curriculum schools remains of broadly acceptable quality. Very little of it is good and none is outstanding.

Although attainment and progress have improved in Islamic Education and in Arabic, in other key subjects students' achievement remains broadly acceptable. In English and in science there has been little improvement in the performance of students since the first year of inspections.

The unsatisfactory curriculum has been improved in a few of the schools. However, the range of the curriculum remains narrow and older students in particular have too limited choice of subjects to study.

Health and safety arrangements for students are unsatisfactory in around one in ten of these schools.

Leadership in private Ministry of Education schools is broadly of acceptable quality. Although the incidents of unsatisfactory leadership have reduced since 2008-9, overall these schools continue to lack direction and shared vision.

Key messages for schools offering International Baccalaureate (IB) programmes

Overall performance of IB schools in 2010-11

Unsatisfactory	Acceptable	Good	Outstanding	Improved schools*
0	2	4	0	2

* Schools that have improved their overall performance between 2008-9 and 2010-11

Only a few schools in Dubai offer the IB curriculum across all phases of the school. Some schools provide, for example, the IB Diploma at the post-16 stage and follow other curricula at other stages. Schools offering IB programmes at all or most phases are classified for the purpose of this report as providing an IB curriculum.

Two thirds of the schools offering these programmes are of good overall quality.

Two thirds of these schools now offer an outstanding curriculum, representing an improvement from previous years.

Health and safety arrangements are outstanding in most IB schools, matched by good or outstanding support for students across all phases of education.

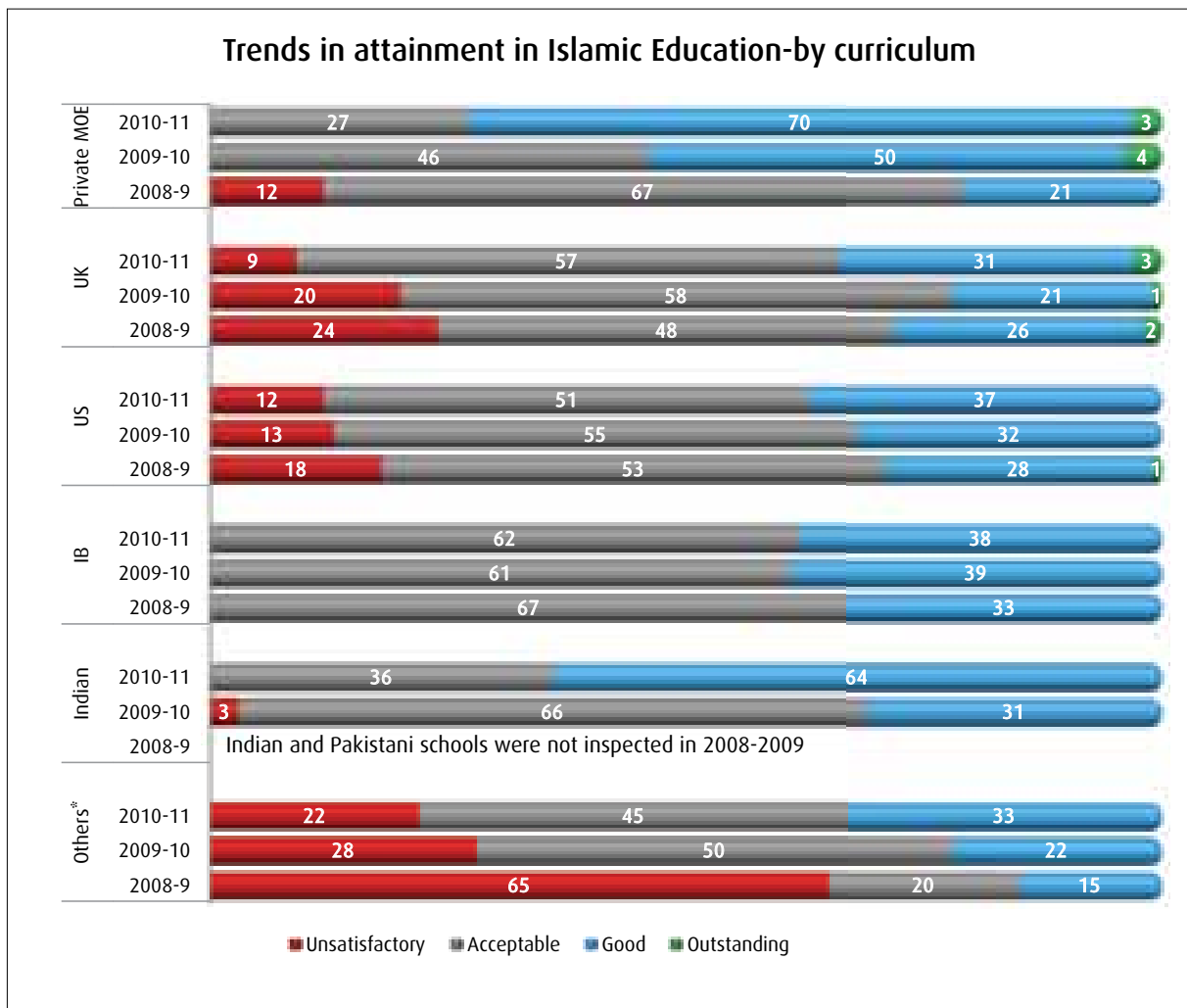
Leadership is outstanding in around a quarter of all IB schools. Improved arrangements for self-evaluation and better partnerships with parents and the community were also noted in the most recent year of inspections.

The quality of teaching and learning is good in the majority of IB schools, but a significant minority of teachers do not promote enquiry or critical thinking skills effectively in their lessons. This is at odds with the aims of the IB curriculum, which places central importance on the development of these skills. Assessment was evaluated as of only acceptable quality in a majority of IB schools.



Attainment and progress in key subjects

Attainment and progress in Islamic Education



*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

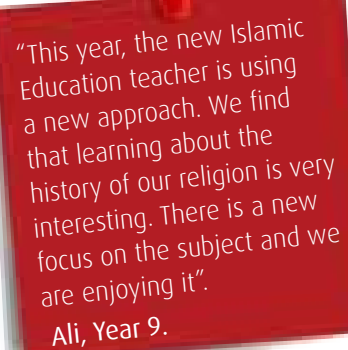
The number of private schools in which students' attainment and progress in Islamic Education is unsatisfactory has decreased significantly to around one in twenty. Attainment and progress are now good in just over half of private schools. They are good or outstanding in nearly three quarters of private schools that offer the Ministry of Education curriculum.

Almost all private schools now comply fully with Ministry of Education's requirements for the subject. In only nine schools was the students' progress limited by an insufficient allowance of time for teaching Islamic Education.

Most students of all ages in private schools of all types now demonstrate at least acceptable factual knowledge of Islam and of the major events in its early history. They understand its rituals, principles and values, although some of their knowledge remains superficial and is below expectations for their age.

Most students are able to read short chapters of The Holy Qur'an, following some recitation rules and conventions.

Although factual knowledge is still the main focus in most lessons, there have been some improvements in making links between the subject content and students' personal lives and with other subjects. More students are now able to make good presentations on aspects of Islam and their importance for the life of the communities in which they live.

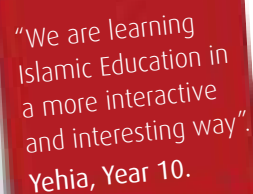


"This year, the new Islamic Education teacher is using a new approach. We find that learning about the history of our religion is very interesting. There is a new focus on the subject and we are enjoying it".
Ali, Year 9.

Areas for further improvement in the future

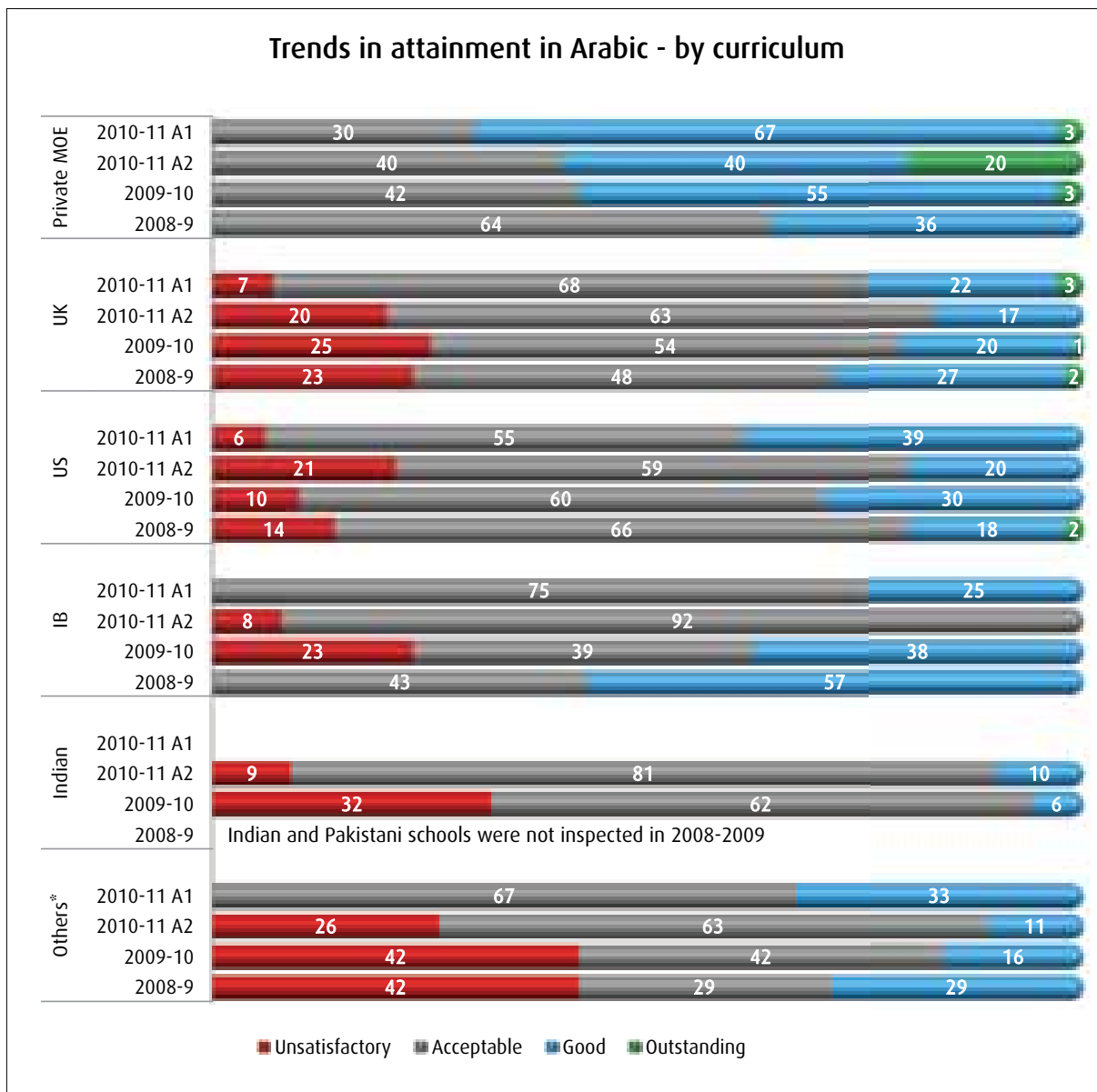
The skill with which many students of all ages are able to recite The Holy Qur'an is below the expected levels in many private schools. Many students struggle to recite sections of any length and make only limited use of recitation rules. These weaknesses apply both to native and non-native speakers of Arabic. Many students' pronunciation needs improvement, particularly that of non-Arab students.

Only a minority of students are able confidently to link what they learn about Islam to their life in the school, the wider community and the contemporary world in general. Many older students have only limited knowledge of the appropriate Islamic sources to support their points of view in discussions.



"We are learning Islamic Education in a more interactive and interesting way".
Yehia, Year 10.

Attainment and progress in Arabic



*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

A1 is Arabic as a first language and A2 as Arabic as a second language

In the first two rounds of inspection the attainment and progress in Arabic of all students were evaluated in single judgements. In the third round of inspection, a distinction was made between students whose first language is Arabic and those learning it as an additional language.

Almost all private schools now comply with government requirements for the length of curriculum time to be allocated to these subjects. This has helped to raise the profile and the status of the subject in schools in which the medium for teaching is not Arabic.

There is now far less unsatisfactory attainment and progress in Arabic in private schools than in the first two years of inspections. However, the rate of improvement in Arabic has been slower than that noted in other key subjects.

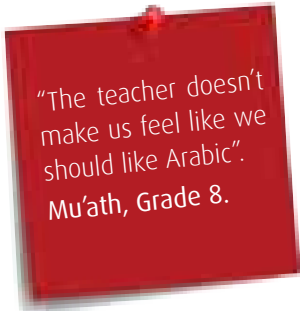
The performance of students in schools that offer the Ministry of Education curriculum is generally stronger in all aspects of the language than that of first language learners in other private schools.

First language learners' attainment and progress are better in speaking and listening than in reading and writing in all private schools. The standard of speaking and listening is at least in line with expectations in a majority of private schools. Most students listen and speak with confidence in an increasing range of contexts as they get older, using a widening range of vocabulary. Most can express themselves confidently although they frequently use colloquial Arabic, especially when expressing their feelings and opinions.

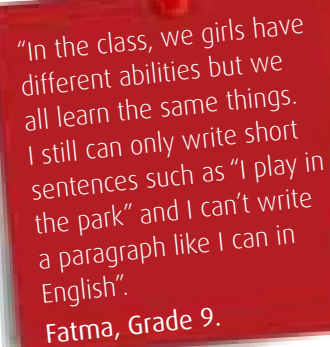
Reading is developed acceptably among first language learners in most schools. A majority of students can read through their textbooks with few mistakes and can use dictionaries to look up unfamiliar words. Most first language learners in a majority of private schools are able to read extended texts, suitable to their ages, and answer direct comprehension questions, both orally and in writing. The youngest students typically identify letters and their corresponding sounds and most of them read familiar words with acceptable pronunciation. Older students are able to read for a variety of purposes and, by the time they leave school, most are able to read texts with confidence and reasonable comprehension. Most students acquire a basic knowledge of grammar but only a few can apply the rules accurately and consistently in new situations.

Students of Arabic as an additional language now attain at least acceptable standards and make at least acceptable progress in most private schools. In private schools as a whole, younger students generally make better progress and achieve higher age-related standards than older students. Relatively few private schools have established a programme that allows students to build their skills systematically from year to year in relation to their starting points. In too many schools a significant number of students who have studied Arabic for some years still struggle to read, write and pronounce basic words and simple sentences.

As with first language learners, these students' understanding of spoken Arabic and their ability to speak the language develop better than their reading and writing.



"The teacher doesn't make us feel like we should like Arabic".
Mu'ath, Grade 8.



"In the class, we girls have different abilities but we all learn the same things. I still can only write short sentences such as "I play in the park" and I can't write a paragraph like I can in English".
Fatma, Grade 9.

By the end of the primary phase of education most students in private schools can say simple sentences and repeat simple phrases in response to what they see in pictures and hear from their teachers. Students learn how to respond to familiar instructions and in the better schools develop the ability to listen for meaning.

"In Arabic we only use two books. In English we have activities and many resources".
Mu'ath, Grade 8.

Most lower secondary students can answer simple questions using common phrases and expressions although, in some schools, the students' experience of speaking Arabic is limited to rehearsed sentences. In the more successful schools the majority of students in upper primary and lower secondary can follow lessons conducted almost entirely in Arabic. In these schools secondary students can give prepared talks about familiar topics

Most primary age students in private schools make at least acceptable progress in reading familiar texts. Most are able to recognise and correctly pronounce the letters of the Arabic alphabet and have some knowledge of grammar. Lower secondary students in most private schools can read short Arabic texts and answer comprehension questions, although in many schools their responses are mostly in English. Progress in reading tends to slacken among older secondary age students in many private schools.

Areas for further improvement in the future

Writing is the weakest area of language development among students of all ages who are learning Arabic, both as a first and as an additional language. Standards in writing are below expectations in many private schools of all kinds.

"We don't have many activities in Arabic, such as writing essays about interesting topics or doing oral presentations".
Fares, Grade 7.

The main weakness in writing is the inability of many students, despite several years of study of Arabic as either a first or an additional language, to write for a wide range of purposes and in a variety of forms independently and at length.

"The Arabic curriculum we study is not interesting. There are good stories in English but in Arabic it is old stuff and things that we wouldn't use in the future. The way it is presented does not reflect Arabic as a modern language".
Hussein, Grade 11.

While there are good examples of extended writing in some private schools, for example in several that offer the Ministry of Education curriculum and in a few UK curriculum schools, most first language learners' ability to write creatively and to a range of audiences is under-developed.

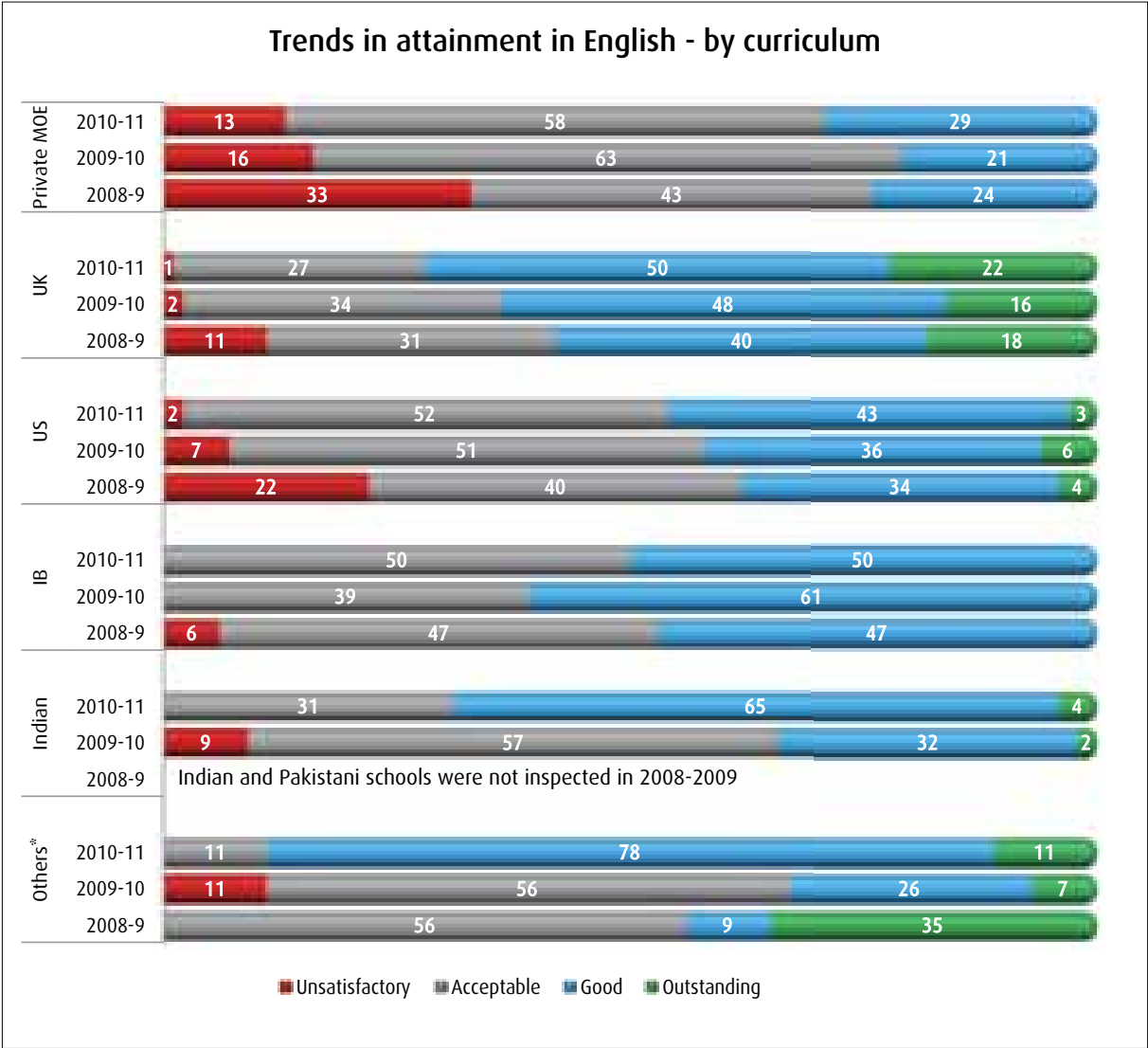
In many private schools, additional language learners at the primary stage of education learn to use an acceptable range of sentences in specific and familiar contexts. However, only a few students are able to construct grammatically correct sentences, using vocabulary they know, about familiar topics. Only a few are able to write words independently. By

the beginning of the secondary stage, few students can typically employ writing skills beyond the specific requirements of the textbook.

Many first and additional language learners' experience of writing in Arabic is limited for the most part to copying texts and to writing short answers in their workbooks. The lack of ability in writing inhibits the rate of many students' progress in the other language skills.

The performance in reading in the 2009 Programme for International Student Assessment (PISA) for 15 year old students in MOE curriculum schools was below that of students in other private schools in Dubai and well below the international average.

Attainment and progress in English



*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

There has been significant improvement in attainment and progress in English among students of all ages in private schools over the last three years. A majority of students now achieve at a good or better level in relation to the expectations of the curriculum they are following.



SUCCESS STORY

Rajagiri International School

Writing in English



At Rajagiri, children enter Kindergarten with low levels of spoken English. Teachers promote formal listening skills through a series of games, fun activities and “show and tell” opportunities. Their spoken skills develop rapidly due to the consistent focus on phonics, support for parents at home through the home links system and the regular pre-writing activities across the curriculum. By the end of Kindergarten 2, most children are using a wide range of vocabulary and are able to write sentences independently. With careful planning, teachers ensure that all students get regular, meaningful opportunities to expand their skills in handwriting, personal writing and creative writing. For parents in Rajagiri, the orientation programme sets out the intentions of the school from the start. The school designs its own specific CDs and English handbooks for parents of students in all grades. It is made very clear for parents what particular focus they need to have with their children at home in order to develop letter, sound and word recognition skills. As students progress through the school, they are exposed to many opportunities to use their English writing

talents. This is done, for example, through the “Discovering Science” books that help the students to write in a variety of genre.

The success of the school in improving English writing for students who are learning it as an additional language is down to outstanding planning. Teachers of all grades, Heads of Department and the senior leaders ensure that cross-curricular links, so important in the acquisition of early language and writing skills, are purposefully constructed and implemented for all students. The students are active participants in multi-sensory and trans-disciplinary learning experiences all of the time. They write independently, imaginatively and accurately in all subject areas by the end of the primary stage. The school attractively displays the writing completed by all students and the ICT laboratory is used to integrate all subject topics with the writing targets for each student. English writing in Rajagiri is excellent because the teachers link it well with listening, speaking and reading activities. All topics are used to promote English and students have great fun while they are learning!



English attainment has improved in schools irrespective of whether English is the language for teaching in other subjects.

Speaking and listening skills are generally strong, especially in schools where students are given frequent opportunities to make presentations and take part in discussions.

Many Kindergartens have adopted phonics programmes, resulting in improved skills in associating letters and sounds. The best progress is made when these language skills are developed through programmes rich in all forms of language: reading to children, songs and rhymes, opportunities to explore books and for writing.

There is outstanding attainment and progress in all four language skills among all student age groups in the high performing English-medium private schools. The standards achieved in these schools are well above those expected in the 'home' countries. These students are well prepared for the demands of university courses in the medium of English anywhere in the world.

Many private schools are successful in enabling second language learners to make good progress. In many schools students start with little or no English, but develop their understanding of the language well. In the French curriculum schools, for example, many students achieve beyond international expectations, gaining merits in international English Tests in advance of their age.

The performance in reading in the 2009 Programme for International Student Assessment (PISA) for 15 year old students was just above or just below the international average in private schools offering IB, UK, Indian or 'other' minority curricula. It was below average in schools offering a US curriculum.

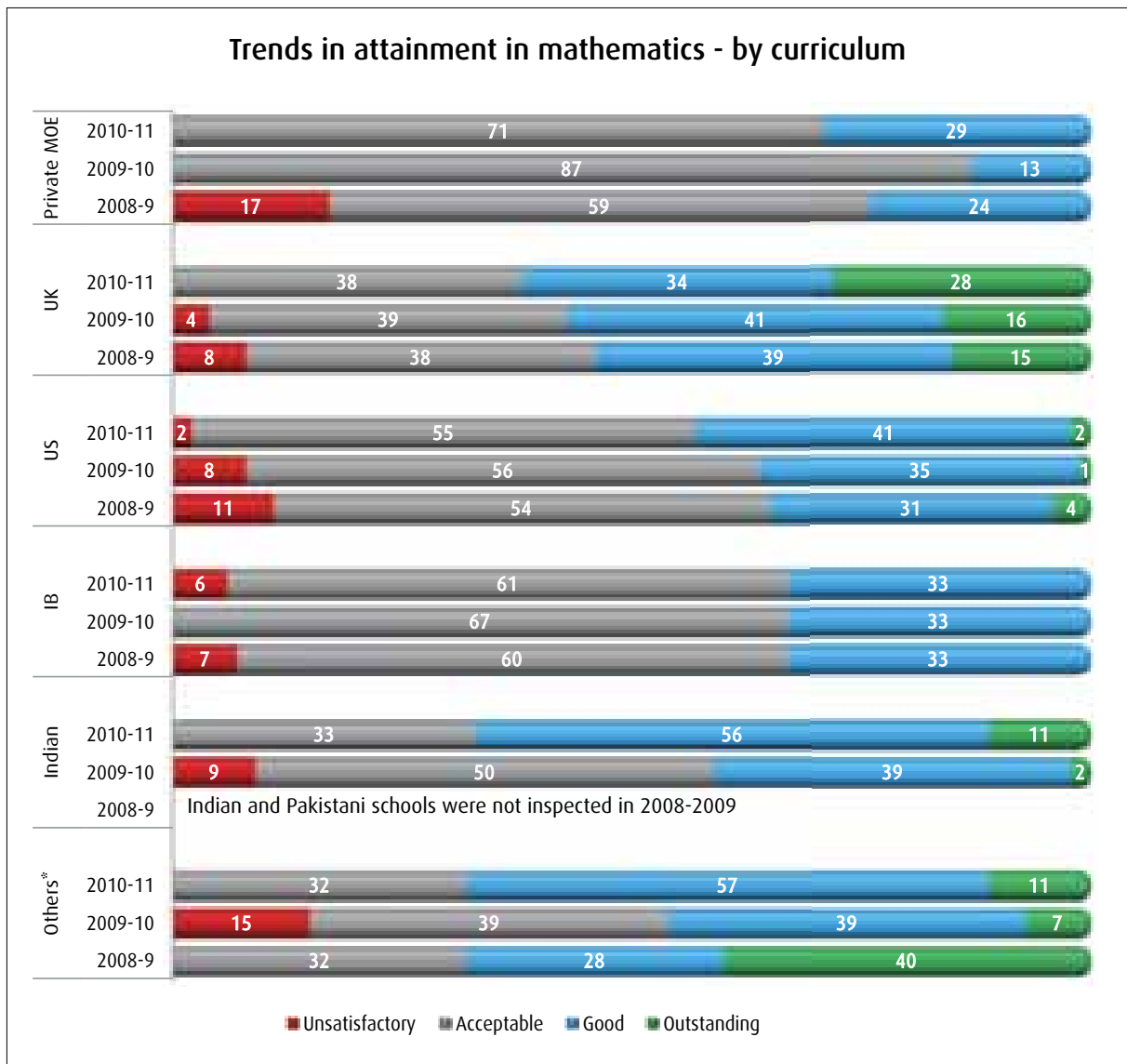
Areas for further improvement in the future

Overall, students' writing and reading in English are weaker than their speaking and listening. In many private schools students do not read a sufficient range of fiction and non-fiction books independently, nor do they have sufficient opportunities to write imaginatively or at length.

Successful writing development is promoted when students write regularly, beginning at the Kindergarten stage. When students are encouraged to share their thoughts and opinions in writing and when they receive structured support through devices such as writing frames, most develop greater fluency in reading and writing.

Many of the children who attend private schools offering the Ministry of Education curriculum have only limited opportunities to explore books and hear stories read aloud in the classroom. Their writing in Cycles 1 and 2 is usually limited to one-word answers or simple sentences.

Attainment and progress in mathematics



*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

There has been a significant improvement in private schools over the last three years in students' attainment and progress in mathematics. Unsatisfactory attainment is far rarer now than it was three years ago. This year no unsatisfactory judgements of attainment or progress were recorded in schools that offer a curriculum based on the English National Curriculum.

Improvements in attainment have been registered in schools offering almost all curricula and among all student age groups. Mental calculation is a strength among students of all ages in Indian curriculum schools.

The performance in mathematics in the 2009 Programme for International Student Assessment (PISA) for 15 year old students was just above or just below the international average in private schools offering IB, UK, Indian or 'other' minority curricula. It was below average in schools offering a US curriculum and well below in MOE private schools.

Areas for further improvement in the future

In a significant minority of schools teachers do not place sufficient emphasis upon teaching their students methods to improve the speed and accuracy of their mental calculation. In a few schools calculators are introduced at a stage when mental calculation skills should be promoted and encouraged.

Inspectors noted a strong focus in many private schools upon the development of students' skills in number. The broader curriculum of mathematics, including data-handling, shape, geometry, using measures and problem-solving are not planned in these schools with sufficient attention to ensure progression in learning. Many of the mathematics lessons observed during inspections did not involve students using mathematics in a real or meaningful context.

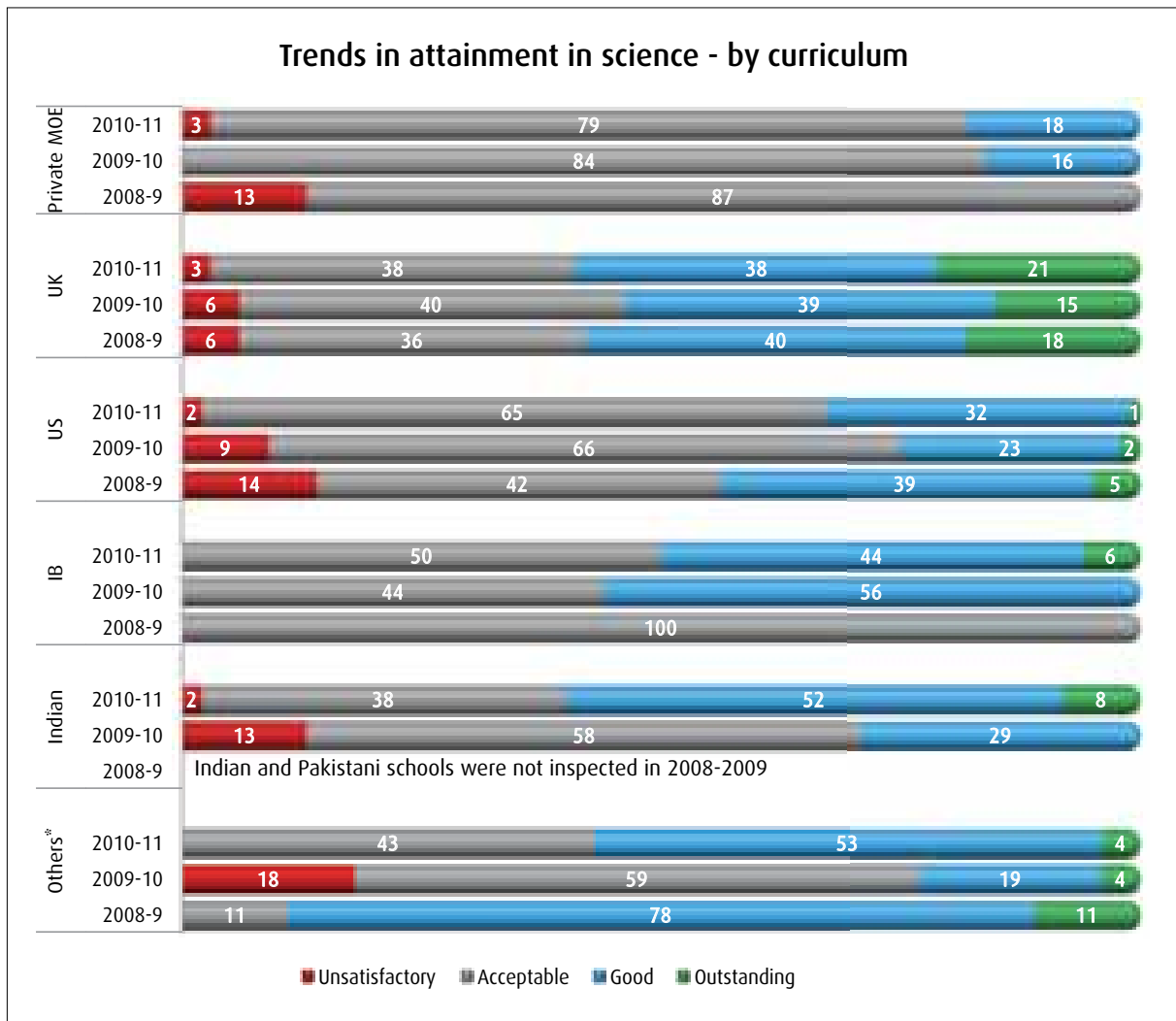
"We progress really well in mathematics. Teachers use regular tests to check how much we have understood. We find that really useful. Teachers also ask us challenging questions to extend our thinking".
Imogen, Year 9.

In private schools offering most curricula, students' problem-solving skills need to improve, especially the ability to apply mathematical solutions to practical problems in real life. The best IB, UK and US schools develop these skills early on, but not all such schools do it sufficiently well.

"I really like learning mathematics and science as they help me understand the world better. I can use what I learn in these subjects in real life such as shopping. Now I know how to calculate percentages".
Sarah, Grade 8.

"Mathematics helps me with my calculations when I go the market with my mother".
Saif, Grade 6.

Attainment and progress in science



*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

Attainment and progress in science in private schools has shown considerable improvement over the last three years. Almost half of the students of all ages now attain at a good or better level and more than half are making good or better progress. A notable feature is the decrease in unsatisfactory attainment and progress, which now applies to only a small minority of students. Improvement in science has been particularly marked in Indian curriculum schools.

Outstanding science lessons for all student age groups include frequent opportunities for students to develop their knowledge and understanding of the world through a practical approach. Students in these lessons plan investigations and critically evaluate alternative methods. They use techniques, apparatus and materials safely and well. In this way they develop a variety of scientific enquiry skills appropriate to their age: hypothesising, observing, drawing conclusions, interpreting data and providing explanations that convey scientific knowledge and understanding.

The performance in scientific skills in the 2009 Programme for International Student Assessment (PISA) for 15 year old students was just above or just below the international average in private schools offering IB, UK, Indian or 'other' minority curricula. It was below average in schools offering a US curriculum and well below in MOE private schools.

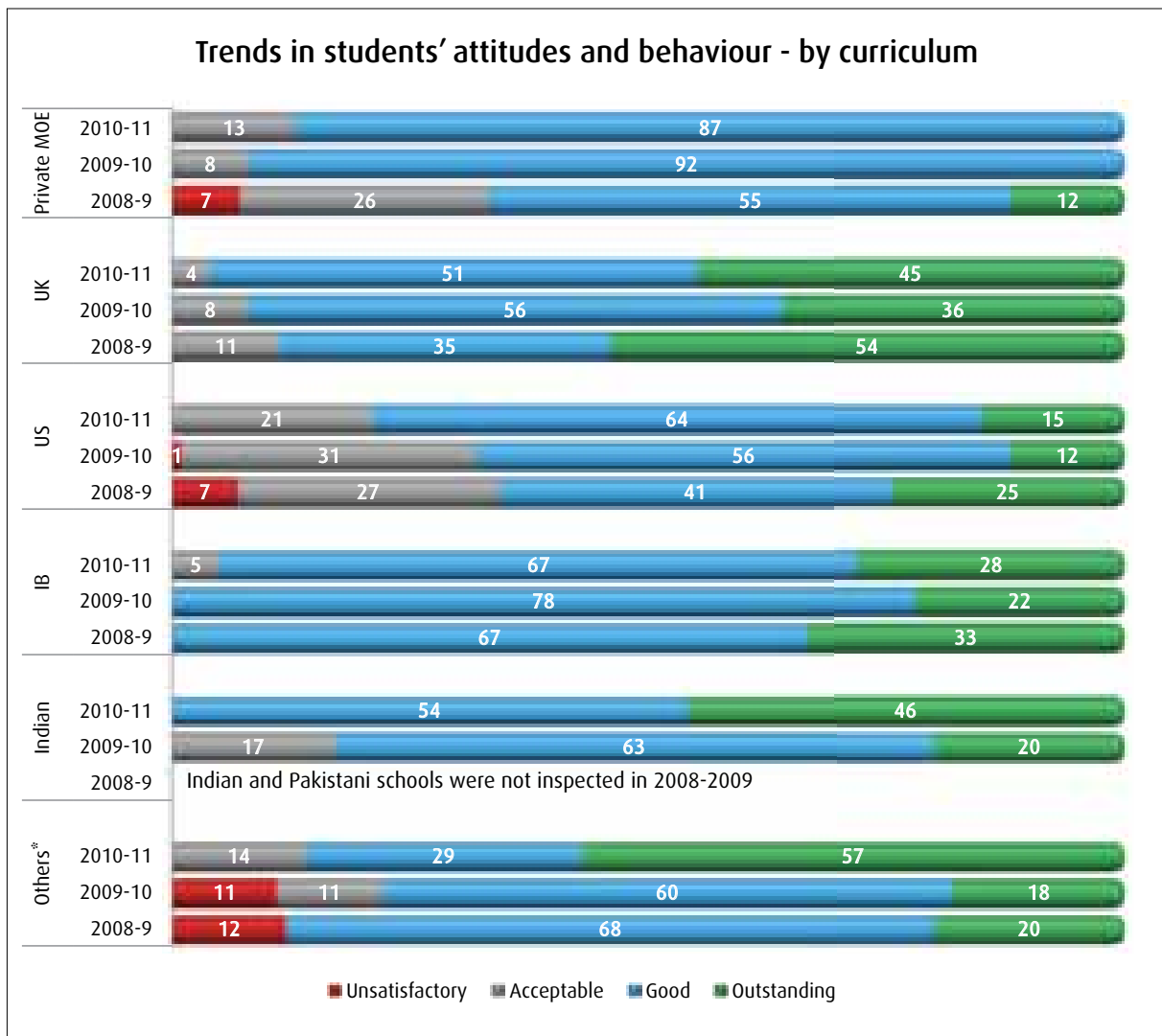
Areas for further improvement in the future

In many Kindergartens there are too few opportunities for children to develop skills in measuring, recording, reporting, sorting and problem-solving.

Students' scientific enquiry skills are under-developed at the primary phase in most schools. In the weakest examples, science lessons are restricted to memorising and recalling facts.

In many schools at the secondary phase, teachers talk for too much of the time in science lessons. This restricts opportunities for students to develop practical and investigation skills and scientific understanding. Often practical work is restricted to students reproducing the teacher's demonstrated experiment rather than investigating for themselves, testing hypotheses and drawing their own conclusions.

Students' personal development



*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

In the first round of inspections students' attitudes and behaviour were found to be only acceptable or unsatisfactory in around one fifth of private schools. Now, around nine out of ten schools are good or outstanding in this respect.

Students in all phases of education and in all types of private schools demonstrate good attitudes to learning. They value education and enjoy positive relationships with their teachers and peers.

A student council is now a feature of a majority of private schools. Such arrangements often help students to take increased responsibility and contribute to better civic understanding, skills and knowledge.

Students' contributions to decision-making in their own schools is an improving feature and evident in an increasing number of private schools. Students in many schools now contribute to plans to improve facilities and resources and support the planning of special events and activities.

Through initiatives such as 'playground buddies', monitors, prefects and class representatives, students of all ages gain experience caring for others and sharing responsibility for the support and welfare of others. In a few cases, older students contribute to school developments and initiatives through special projects such as classroom monitoring and 'young inspector' activities.

Attendance is now monitored more carefully and consistently in all private schools. Arrangements to reward good attendance and punctuality are a feature of the best performing schools. Parents are now more regularly involved in supporting good attendance in order to maximise the time available for learning.



SUCCESS STORY

Al Mizhar American Academy for Girls

Principal - Delice Ann Scotto

Strategies to Improve Attendance and Punctuality



Al Mizhar Academy for Girls [AAG] has significantly improved the attendance and punctuality rates of its students. School leaders involved the community in a plan that enabled 'all necessary measures to improve attendance and punctuality' as recommended in the DSIB Inspection Report of 2010. The emerging policy was communicated through SMS, e-mail, the school's website and parent-student-teacher conferences. The key element was linking attendance and punctuality with students' enjoyment of learning. Travel time between lessons was reduced to 4 minutes. Increased teacher supervision in corridors helped students to respond positively. In lessons, students now had more learning time and were on task earlier. Extra-curricular activities were expanded. Cross-grade participation in the school's 'Rock Challenge' display was a good example. Students from Grades 5 through 12 committed to an after-school dance and music presentation that proved to be an exciting and successful learning experience for all. The construction of

meaningful curriculum experiences benefited teachers as well as they got to reinforce their relationships with students outside the limit of classrooms and lessons.

Administration personnel gathered more accurate data on attendance and punctuality, enabling quicker responses to individual issues. Effective communication of the policy meant the community understood the implications of unexcused absences and lateness to lessons. Recent reports have commented on how students enjoy their learning experiences more at AAG. They do not want to miss any learning opportunities offered at school. Students wish to take part in as wide a range of activities as they can. The outcomes have been significant. Greatly increased attendance rates, reduced punctuality issues and a positive engagement with a broad range of learning experiences have resulted from the school's efforts. Students at AAG enjoy and value their time in school, understanding that good attendance improves their learning outcomes.



“Our students bring about change themselves”.
Delice Ann Scotto, School Principal.

“The Challenge brought the school together and used everyone’s skills to make learning come alive for the students. The whole community came together and made it a real family event”. Head of Physical Education.

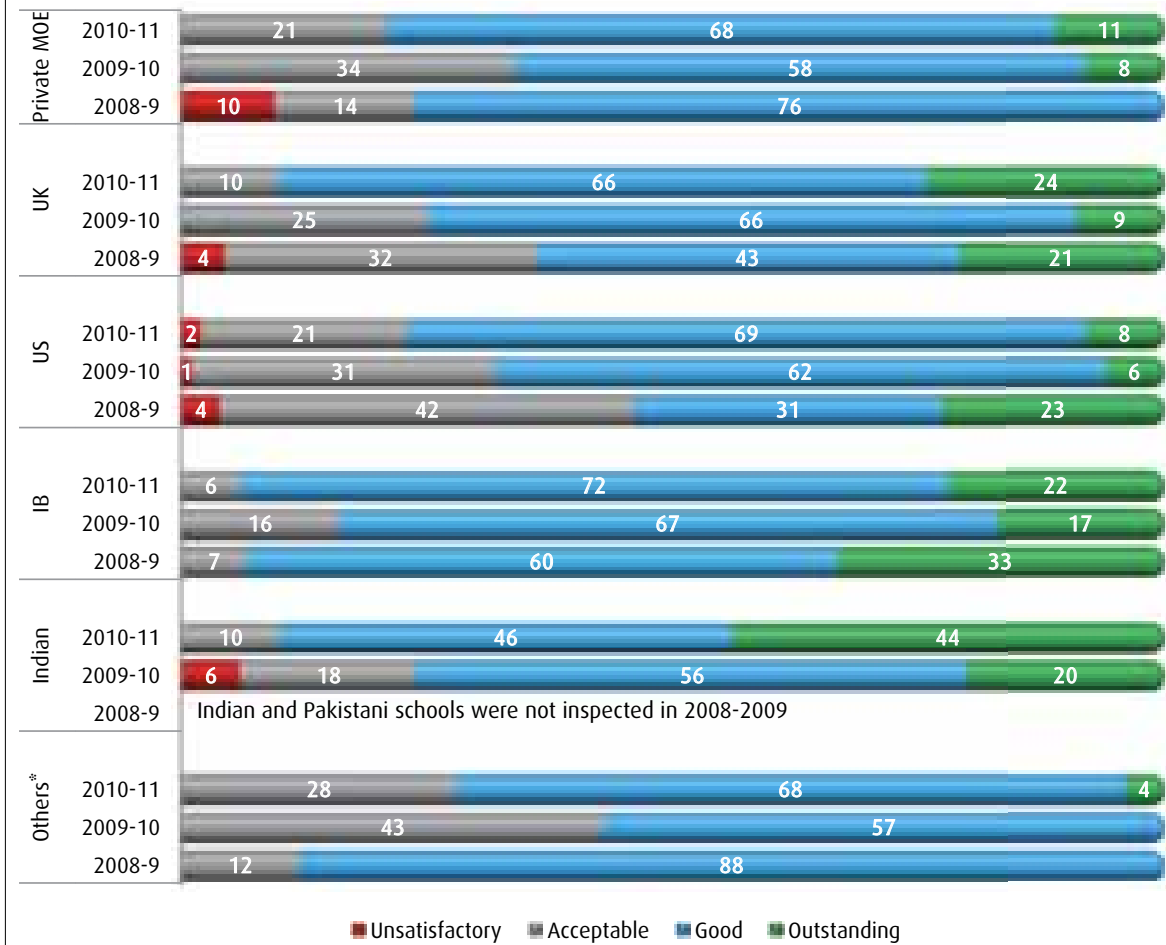


“We feel like a family and it gave us something to work for. Through the ‘Rock Challenge’ we were able to get to know our teachers so much better”. Grade 12 student.



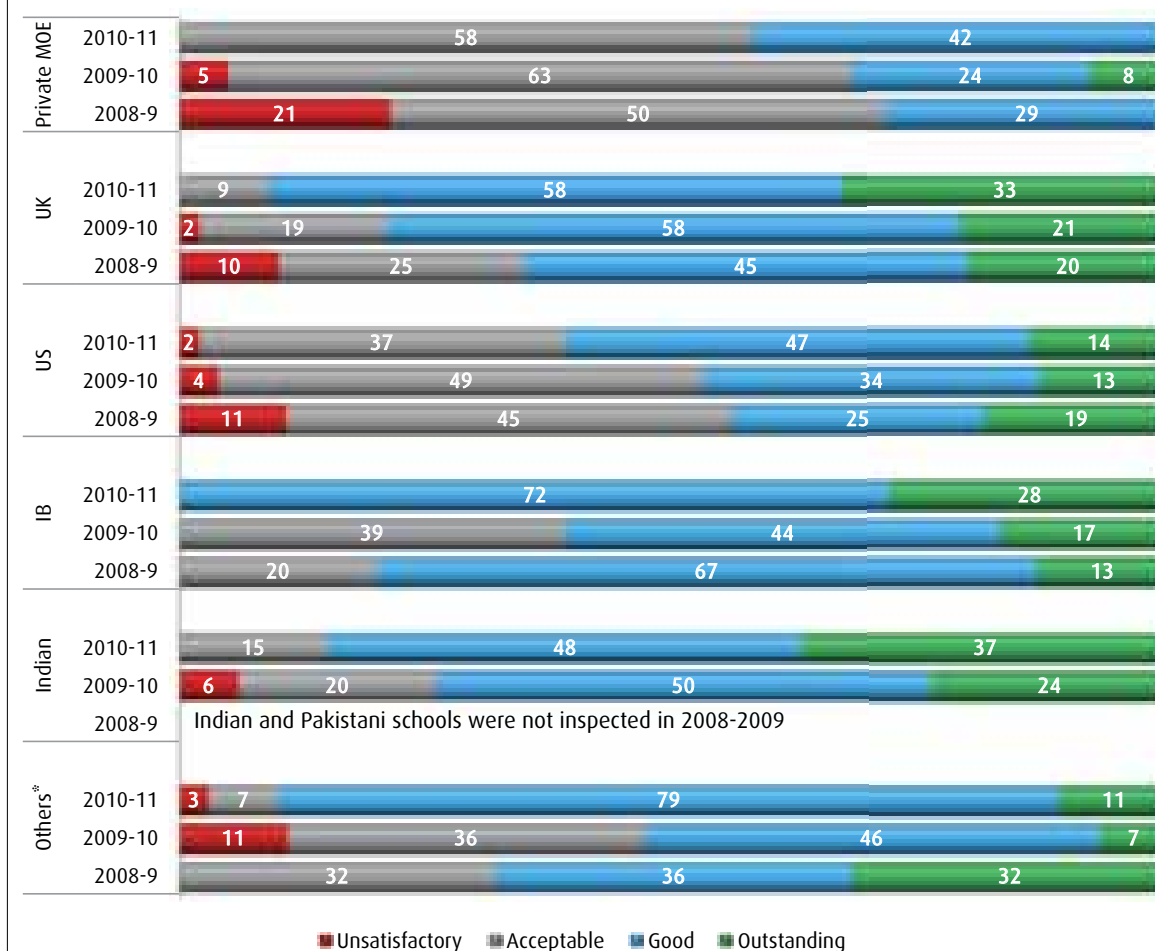
“We have so much to do and look forward to during the day. We don’t want to miss anything”. Grade 8 student.

Trends in students' civic understanding - by curriculum



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Trends in students' economic and environmental understanding - by curriculum



*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

Students' skills and understanding in other aspects of personal and social development have improved over the last three years. In the first year of inspection, for example, students' economic and environmental awareness was evaluated as unsatisfactory in around one in ten of the private schools. At that time such weak performance was compounded by the fact that many private schools did not comply with government requirements relating to the time allocated to teaching Islamic Education and Arabic. Consequently, students had limited opportunities to learn about the local traditions, culture and heritage of the UAE. This picture has now improved considerably, with around 80 per cent of evaluations good or outstanding.

"In geography, we have learned more about Dubai and the history of all the other Emirates. We also learned about other countries in the Middle East region. We learned the basis of Dubai's economy. It is not oil, it is tourism. Quite fascinating stuff!"
Rhadikha, Year 9.

Most schools recognise the importance of developing students' civic and Islamic understanding and the arrangements in most private schools have become more formalised and consistent from year to year. Most private schools now offer topics, visits, visitors and resources to help students learn about these important matters.

"I had the support from my teachers to go ahead and set up my own photography business. I am being encouraged to use my talents. I have made my first 300 dirhams".
Yehia, Year 10.

Most private schools have benefited from the development of environmental projects and activities, introduced by Emirates Environmental Group and other similar organisations. Most schools now have access to a number of inter-school competitions and activities which help promote students' environmental awareness.

"Dubai is a safe place. It is fast moving and things change quickly. I can remember when I could see the horizon from where I live".
Ellen, Year 9.



SUCCESS STORY

Jumeirah College

Principal - Fiona Cottam

Developing Students' Cultural Understanding



Two of the core values of Jumeirah College are global citizenship and universal values. The College wanted to go one step further and ensure that students had a deeper understanding of Dubai from a cultural perspective. In September 2010, they launched a new aspect to their curriculum Cultural Studies, for all non-Muslim students in Grades 7 to 11, was timetabled alongside Islamic Education. The course is broken down into three units: the UAE and Arabic culture, students' own cultural backgrounds and a focus on world cultures and global issues. The course was written by a member of the senior leadership team and delivered by a carefully chosen team of staff.

The results have had a far-reaching impact not only on students' awareness but also on their interaction with the UAE and other cultures. Students learned about Dubai's history, traditions and cultural diversity. Importantly, they had the opportunity and freedom to study aspects that intrigued them, such as food and drink, sport, fishing and art. Visits have been made to mosques, museums and Yas Island. There has been a sharing of cultures with other institutions, such as Dubai Women's College, Al

Khaleej School and Rashid School for Boys. Part of an impressive art exhibition at the school has clearly been influenced by local culture such as the dhow wharfages, textile shops and the fish market. Links with other cultures are apparent. The school's many overseas trips are increasingly geared towards supporting communities through, for examples, supplying mosquito nets, providing education for some street children in Cambodia and helping at an orphanage in Ethiopia.

The principal believes that the school's UK curriculum has been enriched by the greater use of the local context, and not just through subjects like art and geography. A planned addition to next year's curriculum is a focus on design and technology linked to specific structures, notably in Abu Dhabi. Perhaps more importantly, the Cultural Studies course has promoted a forum for discussions amongst students about their lives and experiences as residents of Dubai. It has broken down myths, opened minds and created a learning environment that has promoted improvements in the way in which students interact within the local and global context, as well as enhancing students' research and presentation skills.



“We’re living in this country. It’s respectful to learn about the ways of life here”. Grade 8 boy.



“The programme has succeeded in permeating all areas of the school”. Fiona Cottam, Principal.



“I enjoyed the work in these lessons. It encouraged me to learn Arabic so that I can understand the UAE customs better”. Grade 8 boy.

Areas for further improvement in the future

An exception to the general improvement in attendance rates is found in all three Pakistani curriculum schools, where they are unsatisfactory and significantly below the average level for Dubai. Irregular attendance, often with long periods of extended absence, contributes significantly to the low achievement among students in these schools.

"The school doesn't regularly give us a chance to express our opinions and views about the working of the school".
Fatma, Grade 10.

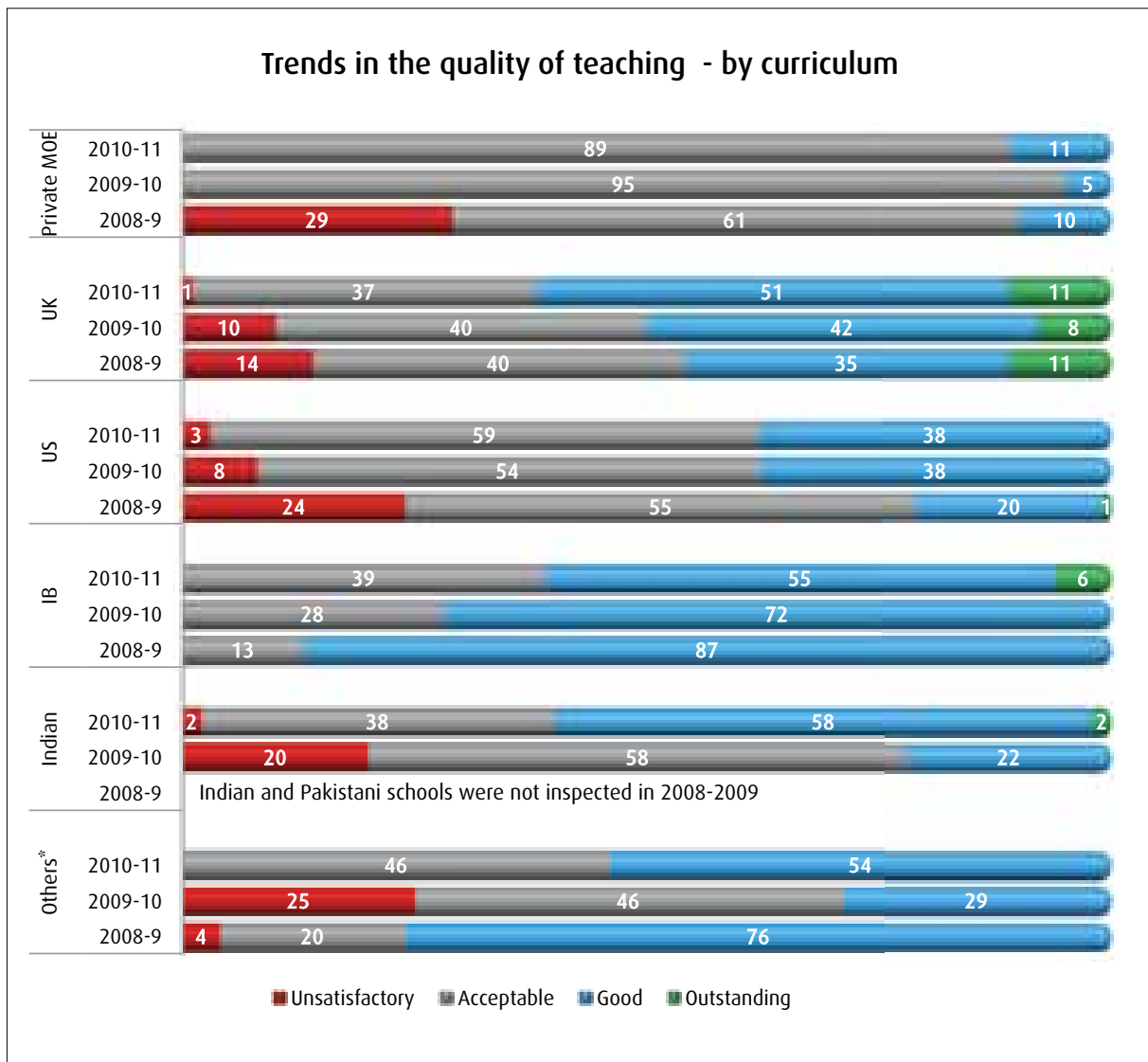
Although overall levels of attendance are acceptable across private schools, there remains significant variation between schools and between phases of education. Schools use a diverse range of methods to record attendance and inconsistencies remain in the classification of authorised and unauthorised absences. School management systems are not yet fully developed in a majority of private schools to ensure that poor attendance is recorded and tracked from year to year. This information is not consistently reported on transition or in reports to parents.

Private schools will often provide opportunities for students to contribute to society through community service. Although well developed in a few schools, there is not always a well-planned nor co-ordinated approach to ensure that students contribute regularly and in a range of local, national and international contexts. Schools should consider the range and type of community service available to students in order to successfully promote students' personal and social skills.

"The behaviour is good everywhere including the canteens. If there is a problem, the 'Discipline Committee' deals with it".
Nivea, Grade 8.

"We take part in the Clean-Up Campaign every year. We have a charity programme and organise different events throughout the year. Some are local fundraisers and others are more specific such as the orphans appeal".
Viraj, Grade 11.

Teaching, learning and assessment

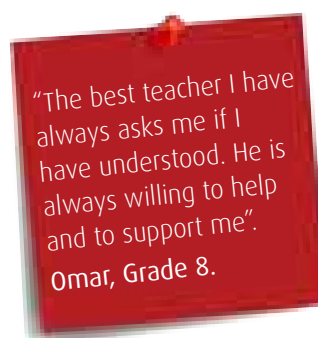


*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

There has been significant improvement in the quality of teaching in private schools across the three years of school inspections. Compared to other quality indicators, teaching for effective learning has shown the most significant improvement.

In 2008-9 teaching and learning in around 17 per cent of lessons in private schools were unsatisfactory and in only 38 per cent were they good or better. In 2009-10, the number of unsatisfactory lessons reduced and around two fifths of all lessons were judged to be good or better. Now the proportion of unsatisfactory teaching is far less and the teaching and learning in around half of all lessons are of good or better quality.

Most schools have introduced consistent approaches to planning lessons and this has helped teachers to ensure a clearer focus on what they want the students to learn. It has also led to improved time management with teachers ensuring that each lesson has an appropriate balance of time between teacher instruction and activity by students.

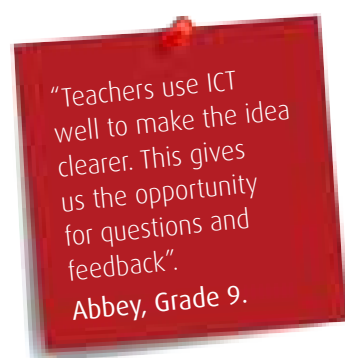


"The best teacher I have always asks me if I have understood. He is always willing to help and to support me".
Omar, Grade 8.

Lessons have become more interesting for students because teachers are less dependent upon using textbooks as the main resource in class.

In most cases, the textbook or worksheet is one of many possible resources which are selected by teachers to help explain the topic being taught.

Teachers now have improved access to, and make better use of, ICT as a tool for teaching. The increased availability of interactive whiteboards and class projectors means that more teachers now use video and other media as a routine part of their teaching. In a few private schools, particularly new schools, the facilities and resources now available to students are among the best in the world. In these schools teachers use high quality ICT resources well to promote students' skills of enquiry and research.



"Teachers use ICT well to make the idea clearer. This gives us the opportunity for questions and feedback".
Abbey, Grade 9.

In all private schools, but most particularly in high performing schools, there is a greater evidence of teachers planning activities for students which develop skills in meaningful and relevant contexts. In high performing schools, and particularly those where the curriculum is well developed and carefully planned, teachers now more often make links between subjects and this allows the students to transfer their learning from one subject to another.

There are now better arrangements in lessons to meet the varying needs of students, using a broader range of strategies. In particular, teachers more regularly plan tasks which provide challenge to higher achieving students. They also adapt activities to help those students requiring assistance with their learning.

In a majority of private schools teachers now plan more activities that require students to work together and learn from one another. In the best performing schools such arrangements are a regular and effective feature of lessons in all subjects. As a result, there are now better levels of engagement and participation by students in lessons than there were three years ago.



SUCCESS STORY

Lycée Libanais Francophone Privé

Principal - Joseph Salamé

Students' Communication Skills in Three Languages



Lycée Libanais Francophone Privé promises parents that their children will leave school being able to communicate fluently in three languages. The school lives up to its promise. As they move through the school, students become increasingly confident and skilled in Arabic, English and French.

The school's philosophy is that students should be able to 'réfléchir, parler, rédiger et vivre dans chaque langue' – to think, to speak, to write in each language. Students all begin with two languages in the Maternelle (Kindergarten) – Arabic together with French as the language of instruction. From Grade 3, English is added and the students become used to moving between three languages. All languages are heard freely in the playground and students automatically address staff in their different home languages. The school has three ways of ensuring its success in languages. Firstly, there is a strong emphasis on the core skills and grammar in listening, speaking, reading and writing. Often, teachers of French and Arabic teach the same skills in both languages in parallel lessons, for reinforcement. Secondly, teachers have high expectations of students' learning and differentiate work accordingly. The school regularly deploys an extra teacher to work in lessons so as to provide language experiences at the right level for all students. Finally, the school provides excellent

contexts, such as workshops, competitions and presentations, in which to use and develop language fully.

This year, students in secondaire from Grades 6 to 8 are performing two productions. Older students have been busy reading Shakespeare's 'Julius Caesar' and re-writing into an abridged version in their own English. They are then acting their play in front of an audience. Other students have been working on Arabic and French texts for 'The Last Days of Socrates', and researching his life in French. They are performing the play in Arabic, together with dances and songs, and a narration in French. Earlier this year, students developed debating skills in English having analysed articles in the UN Human Rights Convention. Students in primaire are preparing fables from three cultures in Arabic, French and English.

Students understand the value of learning languages. A Lebanese saying that 'every language is worth seven people' resonates with the students. Far from finding languages challenging or a barrier to learning, they warm to the freedom that fluency in several languages can bring. Students know that their learning at school can be readily reinforced outside school and they say that they take full advantage of the multi-cultural nature of Dubai to broaden and practise their skills.



'Learning a new language is like the beginning of a new life.' Joseph Salamé, Directeur.



'I don't find any language hard.' Grade 3 student.

Areas for further improvement in the future

Although there has been a reduction in the number of unsatisfactory lessons, the quality of teaching remains only acceptable in too many schools and in too high a proportion of lessons within each school.

Almost all of the teaching and learning in private Ministry of Education curriculum schools remains broadly of acceptable quality. Very little of it is good and none is outstanding. In such schools there has been minimal shift in the approaches to teaching. In such cases, lessons consist predominantly of lectures by the teacher; they are driven by the demands of a single textbook and provide insufficient opportunities for students to take an active part. A large proportion of US and UK curriculum schools have similar weaknesses.

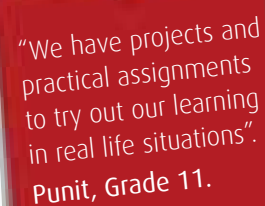
In a significant minority of lessons, teachers do not plan activities which effectively develop students' skills. There remains, notably in a minority of US, UK and Indian schools, the use of low-level tasks which lack challenge for students and which keep them busy but not always purposefully engaged.

In many private schools, including those that offer the IB curriculum, teachers often confuse research with enquiry. For example, they encourage students to gather information independently from sources such as the internet, but the work that results in often insufficiently critical or reflective.

As identified in the last annual report, opportunities for teacher training and professional development are limited in Dubai. Teachers report that the quality of courses organised within each school or family of schools is often poor. Schools have difficulty in accessing high quality professional training for staff at a reasonable cost and developments in curricula are not always communicated and introduced quickly or effectively to match international developments.

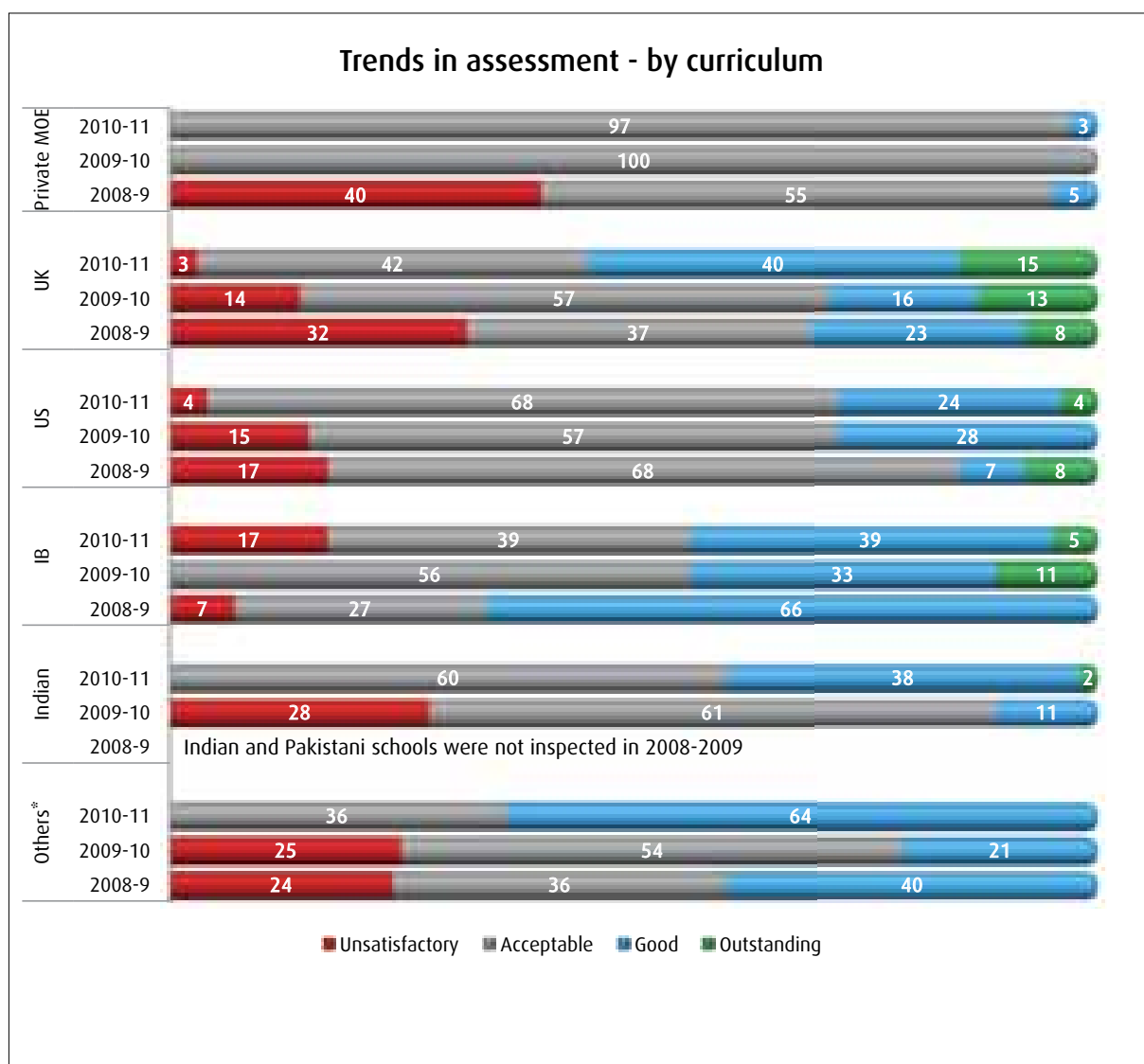
Although teachers now use ICT more regularly in their work, inspectors found that students had insufficient access to ICT to support their learning. Many students use ICT regularly only in discrete lessons and perhaps in an ICT suite. Their progress and independence in learning are not always promoted effectively by such arrangements.

Higher order skills including enquiry, critical thinking and research are not developed well in the majority of private schools. Even in schools where the curriculum demands a strong focus upon the students' acquisition of these skills, teachers do not always plan activities which effectively promote their sequential and progressive development.



"We have projects and practical assignments to try out our learning in real life situations".
Punit, Grade 11.

Assessment



*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

In the first round of inspections, one third of private schools had unsatisfactory arrangements for assessment and few examples of good practice were identified. There were notable weaknesses in schools offering the Ministry of Education curriculum: almost a half of them were found to have unsatisfactory assessment provision. Around one third of the schools offering a UK curriculum also had important weaknesses.

"After every lesson in PE, we reflect on our learning through HIPS (How I Progressed) and CATS (Can Achieve This)".
Yousef, Grade 9.

There have been very significant improvements from this low base line. In this third round of inspections only a few cases of unsatisfactory assessment were identified and around one third of schools were found to have good or outstanding arrangements.

Almost all private schools now employ regular, internally developed assessment to check the students' progress. In most cases these are linked well to the expectations of the curriculum being offered.

"Teachers share with us where we are in our learning. They also tell us how we can improve".
Matthew, Year 9.

A majority of private schools have also introduced externally devised assessments, which are used to help compare students' achievements with those of their peers in other schools in Dubai, the GCC and internationally. Senior leaders of schools are beginning to make use of this information, but it is not yet well used by class teachers to help improve the quality of students' learning.

In lessons, teachers assess students' progress to check their understanding of the topic being taught. This skill is important if students are to make good progress. This aspect of assessment is acceptable in most lessons in all private schools. As a result, teachers often work with individual students or small groups when required.

"Teacher appraisals help me to identify my mistakes. There are follow-up meetings to check our work. The teachers recognise students who are falling behind. There are additional remedial and enrichment classes for students on Saturdays and other opportunities".
Rahul, Grade 12.

Areas for further improvement in the future

The quality of marking remains weak in many private schools, where students are not given sufficient information about how they could improve their work. Peer and self-assessment are not developed well and older students in particular are not involved sufficiently in checking their work

against the agreed standards of the curriculum or the lesson objectives set by the teacher.

"Our school is part of a consortium with two other schools. We get a chance to compare our portfolios of activities and diagnostic worksheets with other students' work".
Anadita, Grade 12.

The assessment of students' skills in Islamic Education and Arabic is less well developed than those used in other key subjects.

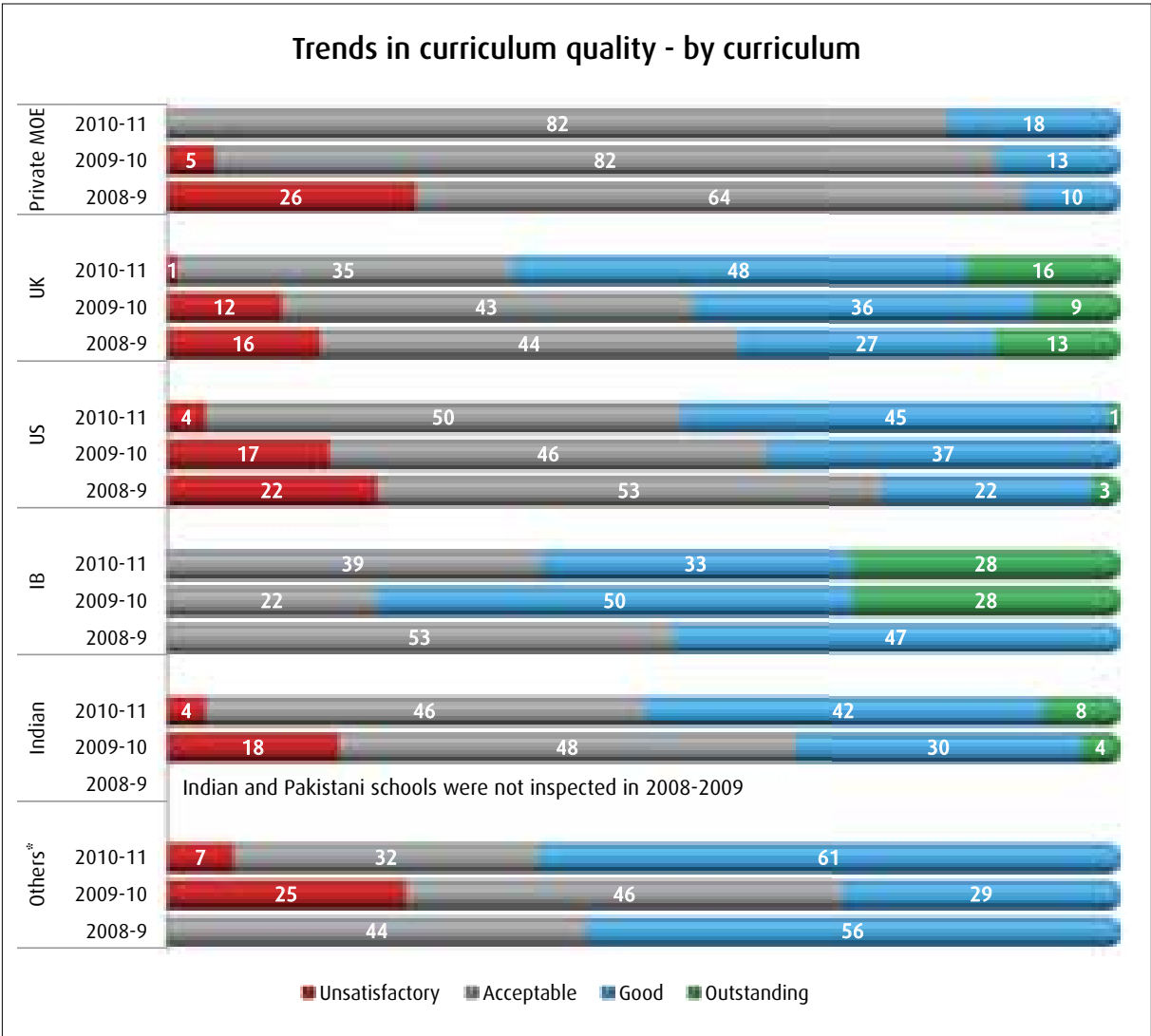
Private schools offering the Ministry of Education curriculum and most US curriculum schools create their own internal assessment methods. These are often devised by subject leaders, without any reference to other schools and without moderation from year to year. In a

few cases the assessments are very closely matched to activities recently completed by students and therefore are unlikely accurately to measure students' acquisition of knowledge, skills and understanding over the longer term.

"The subject portfolios and continuous evaluation have helped to improve our learning".
 Vinod, Grade 12.

Students in private schools following the Ministry of Education curriculum complete the same Grade 12 examinations as those undertaken by students in public schools. However, the private schools do not make effective use of the comparative data arising from the examinations to help them review the quality of teaching and learning.

Curriculum



*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

The quality of the curriculum is good or better in around half of private schools. This represents an improvement from the previous year, with a notable reduction in the number of unsatisfactory judgements and a slight increase in the number of schools in which the curriculum is of outstanding quality.



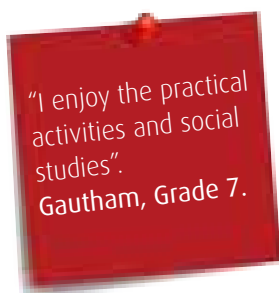
"We love the opportunities to take part in competitions and quizzes, debates and activities like yoga".
Anadita, Grade 12.

In the first round of inspections, the curriculum was unsatisfactory in around one quarter of all private schools offering either a US or Ministry of Education curriculum. By 2010-11 the number of unsatisfactory judgements has been reduced to only a few examples at certain phases in a small number of schools. Improvement in these schools has been the result of planning the curriculum more carefully, reducing duplication of content and using a wider range of learning resources besides textbooks.

Inspections in 2009-10 identified a restricted curriculum in a significant minority of private schools. There were schools that claimed to provide the 'national' curriculum of a particular country which in fact only used textbooks from that country and did not follow agreed standards or use relevant assessment tests. There has been some improvement in the last year, notably in a minority of UK curriculum schools and to a lesser degree in a few US schools. Of the 49 schools claiming to offer a UK curriculum, around three quarters now base their work broadly upon the key concepts and processes prescribed in the English National Curriculum programmes of study. Most schools employ the framework of attainment targets to measure and benchmark their students' progress against those in other schools.

Almost all private schools now comply with government requirements regarding the time allocated in the curriculum to Islamic Education for Muslim students and Arabic. Most private schools have taken significant steps to address weaknesses in their provision for Islamic Education and Arabic. There are promising signs that students' progress in these subjects has improved, due to better teaching and more effective curriculum planning.

In 2009-10, the DSIB annual report identified the fact that almost all private schools taught Arabic for non-native speakers without any agreed standards or curriculum framework. This led to low expectations and a lack of clarity among school leaders and teachers regarding the content of lessons and the nature of assessment in the subject. Most schools have made good progress in developing such standards in the last year.



"I enjoy the practical activities and social studies".
Gautham, Grade 7.

In the last annual report it was noted that most US curriculum schools did not enable students to achieve internationally recognised qualifications and that the allocation of high school diplomas from schools did not always facilitate access to high quality university education. This remains a weakness in most US schools, although a significant minority has introduced recognised assessments to help check attainment and progress against international standards.



SUCCESS STORY

American School of Dubai

Principal - Dr. Harold Fleetham

English Language Arts programmes



The Literacy programme at the American School of Dubai (ASD) has undergone extensive changes over the past six years as part of the school's improvement. At one time, the literacy program consisted of a 'suitcase' curriculum, that is, teachers brought in units/themes they taught at other schools or enjoyed teaching. The alignment of curriculum standards, quality of instruction and assessments were not guaranteed; teachers within a grade level planned and assessed student progress independently.

ASD teachers received some initial on-site training in 'workshop model' and they began using some strategies of this model in their classrooms. To fully implement the program across grades, the position of Elementary Literacy Coach was created. The Literacy Coach provided training, located resources, provided demonstration lessons, assisted with lesson planning, as well as introduced parent workshops to educate the parent community about what teachers did in class. There followed an extensive training programme to disseminate the approach across different stages of the school.

The Reading and Writing model used by the school helps students to be critical, analytical, thoughtful readers and writers and therefore

does not focus on rote learning. With each passing year, the group of students entering the next grade starts the year with a stronger skill set and a better ability to read and write at a more mature level. Students enjoy and are thus motivated by the workshop model and expect it from the teachers. Teachers are recruited who have experience using such strategies.

In order to support the workshop instructional model, ASD committed funds to purchasing developmentally appropriate reading books to create classroom libraries in each homeroom class. Each library has 1000 books in it so that children can access and read their 'just right' book during workshop time. The books cover a range of classroom reading abilities from Kindergarten 1 to Grade 5.

Parents, students and teachers report their enthusiasm with how the program has impacted on the quality of students' reading and writing. Most importantly, students demonstrate a high level of engagement and enthusiasm about the learning opportunities provided. ASD sets a high standard in honouring its mission to offer "what is best about American education in order to provide an educational experience designed to promote the maximum potential of its students".



“The focus is on the students. We are teaching them to be critical readers and writers. The vast majority of time in our workshops is independent time. Teachers meet students in plenary sessions, small groups and individually. Teachers can meet the needs of all students this way. We also train the classroom assistants to assess language learning”. Literacy Coach.



“I am teaching students to write as professional writers learn. I used to control what they wrote, but now we take their experiences and write from them. I allow the students to bring many different resources into their writing”. Grade 5 teacher.



“I just finished publishing a story called Getting Out. It’s about a fish who wants to get into a good school. He meets a wise frog who helps him, and by the end the fish gets into the school he wanted”. Grade 4 student.



“I sound out the words and use strategies like breaking the word into parts if it is too hard. My partner is like a coach. We use strategies to do the hardest work. I really think about what the sound might be. I try to get a Star Reader badge”. Grade 2 student.

Areas for further improvement in the future

A minority of schools that claim to offer a UK curriculum in fact only use textbooks and resources from the UK. They do not use the prescribed programmes of study for each subject or the structure of attainment targets to assess their students' progress.

There remains a significant minority of US curriculum schools where the curriculum offered lacks the choice and diversity that are the characteristics of a 'genuine' US school.

"We have a lot of extra-curricular activities. We have after-school mathematics and science clubs. They also take us on a lot of fieldtrips such as to Media City and DEWA. We learned a lot about real jobs during these visits".
Fares, Grade 7.

Despite some improvements, the Ministry of Education curriculum offered in private schools continues to display the deficiencies identified in previous years. In particular, the range of subjects offered is narrower than in many other private schools and there are fewer opportunities for older students to choose combinations of subjects that match their abilities and interests. There are too few extra-curricular activities available to students to enrich their experience of learning.

"Teachers don't have enough motivation to arrange and supervise after-school activities. In the girls' section it is better organised".
Zeyad, Grade 11.

Most private schools celebrate National Day and promote all students' understanding of Islam through the special activities linked to key national and religious events. In a significant minority of private schools, however, particularly those following a UK and US curriculum, the experiences provided year on year are not always sufficiently well planned to ensure a progression of students' understanding. In the best schools, the curriculum plans are adapted to include specific units of work linked closely to areas of learning related to the UAE, Islam or environmental matters. In such cases, schools are able to ensure that

students' learning builds on that of previous years. Such arrangements are not yet a characteristic of the majority of private schools.

Although good progress has been made in providing more regular lessons in Arabic, most private schools struggle to cater well for the variety of skill levels presented by students, particularly among those for whom Arabic is an additional language. Students of different ages present a very wide range of achievement levels either because they have recently arrived in Dubai or because they have previously made only slow progress in acquiring the language. Managing the range of ages and the need for appropriate content with the variety of skill levels presents a very significant challenge for school leaders. The most successful schools have addressed this challenge by using assessment information to construct age-appropriate groups with similar levels of achievement. This is a costly option, requiring additional teachers, and more classes often with fewer students in each group. Nevertheless, such arrangements have led to notable improvements in achievement for students and rapid progress for a significant minority.

"We would like more choice in subjects and more flexibility when selecting courses".
Hussam, Year 10.

Some private schools offer different curricula at different educational stages. For example, they may follow a curriculum preparing students for IGCSE examinations in the late secondary stage and then, at the post-16 phase, students may progress to the International Baccalaureate Diploma. In such cases students are often not well prepared for the next and differing stage of education.

Good curriculum planning is more evident in key subjects than in others, particularly physical education and social sciences. In these subjects in most private schools, the curriculum does not ensure continuity and progression from stage to stage.

The time allocated to physical education varies considerably between private schools. Some students experience only one session of around one hour each week. Other schools offer significantly more than this and also provide a rich breadth of extra-curricular sports activities. Not all schools pay sufficient attention to ensuring that their students have regular physical exercise as part of the taught curriculum. Similarly, the promotion of a healthy lifestyle is too often incidental and not part of the planned experiences of students within the curriculum provided by private schools.

"I wish we can have more flexibility in attending non-exam subjects. You know, to actually study subjects we are interested in".
Ellen, Year 9.

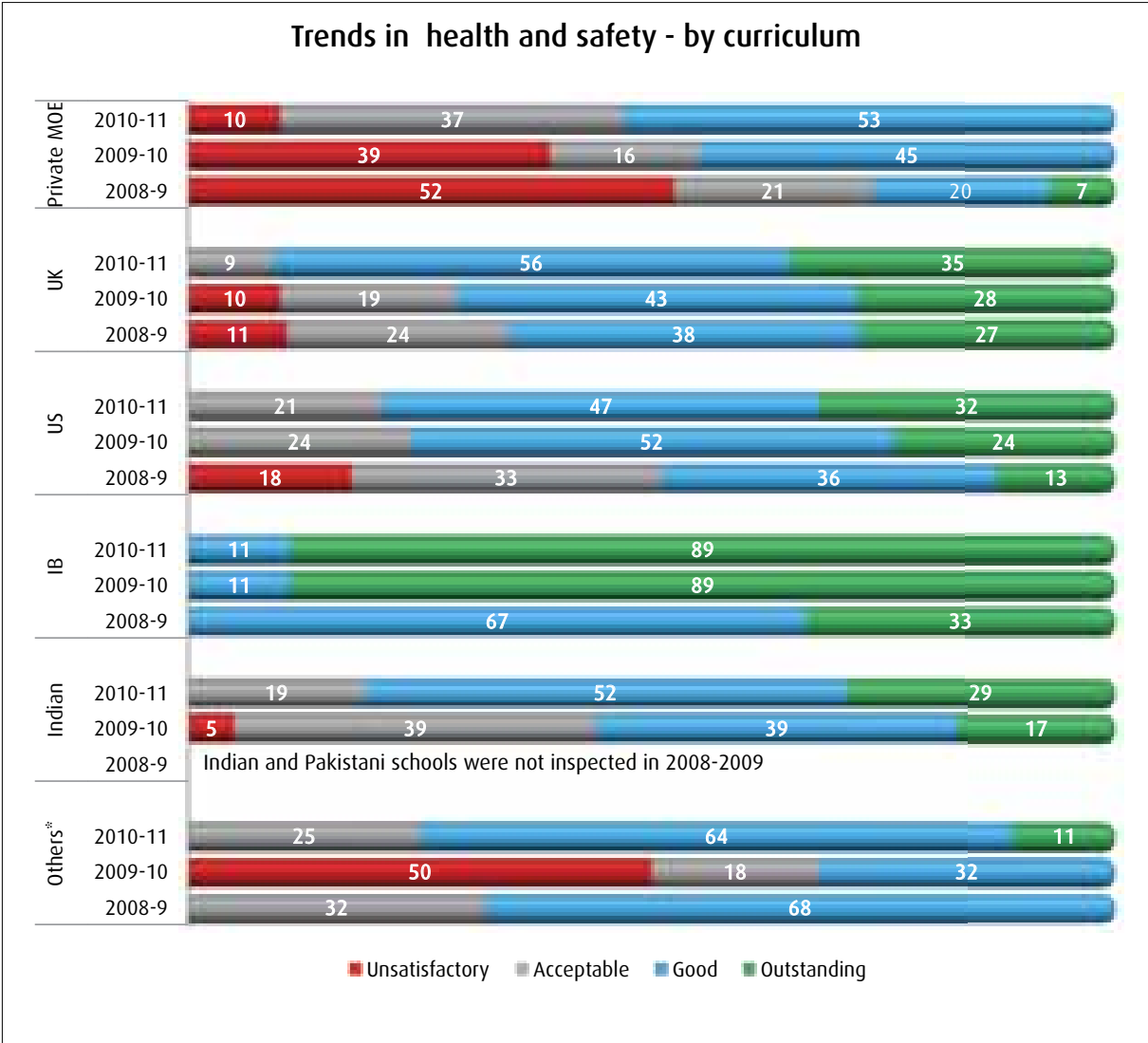
The IB Diploma programme is an increasingly popular curriculum choice for students in Dubai. Students take a mixture of languages, arts and sciences to a high academic level prior to undergraduate study at university. In order to make the programme suitable for more students, more schools should develop the vocational options that are available,

Although private schools make effective use of visits and visitors to enhance the curriculum, there is often insufficient emphasis given to community service as part of the planned curriculum experiences of students. The IB Diploma programme includes a community service element as a requirement of study, but this is not a consistent feature of other curricula. Where it does occur, it is not always sufficiently well integrated with other aspects of the students' study.

"We have many opportunities to showcase our talents in things like dance and sports".
Anadita, Grade 8.

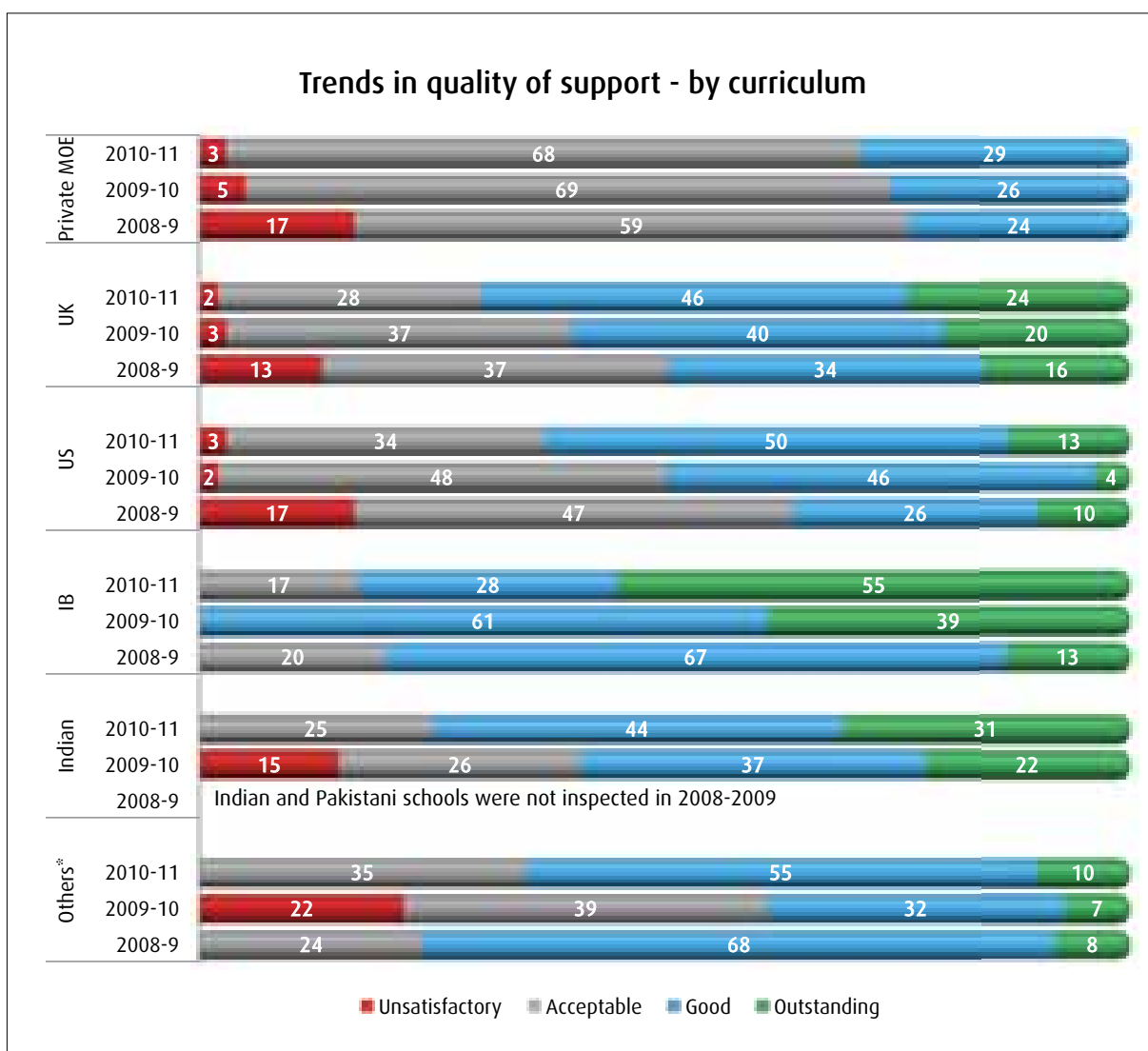
"We would like to have more choice in the activities we do in PE. We feel the curriculum is repetitive and old fashioned".
John, Year 10.

Protection and support



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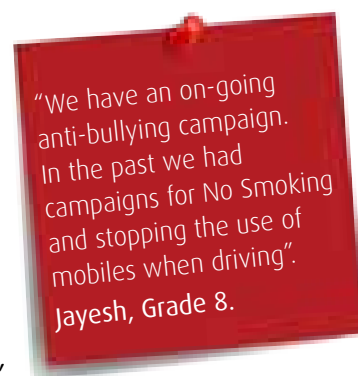
Trends in quality of support - by curriculum



*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

There have been substantial improvements in the arrangements to ensure students health and safety in private schools. The DSIB inspection framework in 2009-10 identified the need for better focus and attention to be given by all schools to students' health, fitness, diet and exercise. Most schools have responded positively with greater attention given in assemblies, in the curriculum and in planning special events and activities to promote healthy lifestyles.

Arrangements are now good in half of private schools and outstanding in around one third. This improvement is a consequence of schools' prompt responses to identified weaknesses, particularly in the arrangements for transport, supervision and management of behaviour. Better staffing levels and training of staff have helped to identify potential hazards at an early stage.



The arrangements for the transport of students to and from school have continued to improve. In 2009-10 the development of Road and Transportation Authority (RTA) guidance and specific requirements regarding staffing levels helped ensure better quality of facilities and safer arrangements across all schools. In response to these requirements, most schools have developed their own effective procedures to manage the safe collection of students.

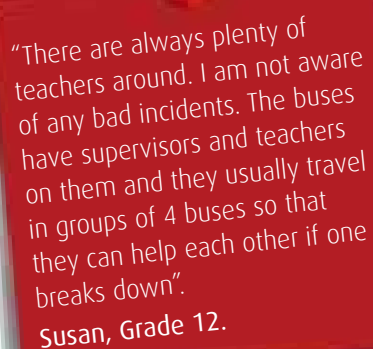
Most private schools continue to implement effective policies which deal with bullying and other forms of hurtful behaviour. Students report that incidents are infrequent and, in almost all cases, are dealt with promptly and effectively by teachers, when they do occur. The best performing private schools operate well developed procedures for child protection.

In the first round of inspections the quality of support for students was unsatisfactory in almost one fifth of private schools. There were weak arrangements in these schools in the support provided for students with special educational needs and in the ways in which students' progress was checked.

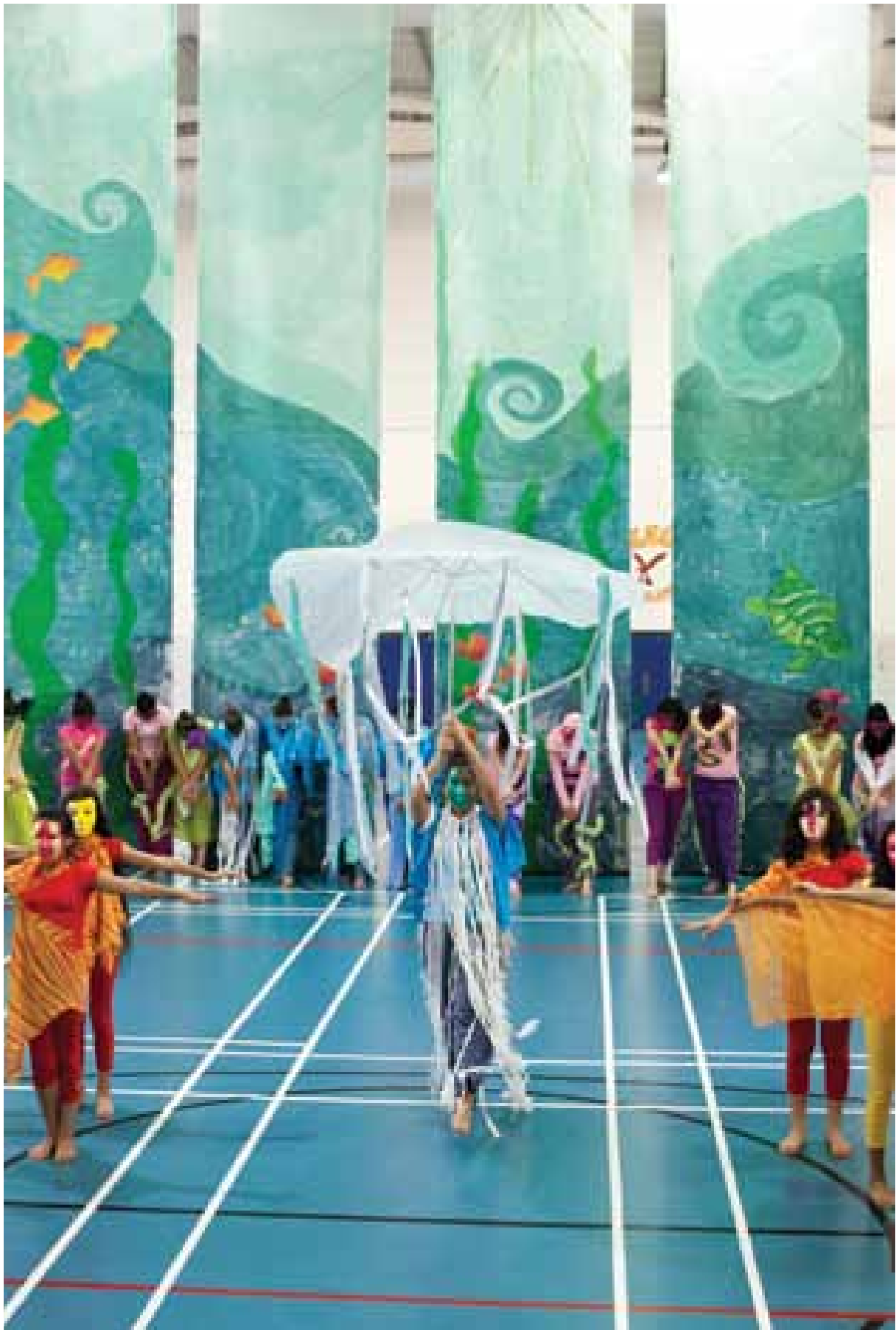
Good arrangements are now in place in most private schools to identify and support students experiencing difficulties in their learning. In particular, slow progress in reading and writing and aspects of mathematics are frequently identified by class teachers and referred to learning support or other specialised staff in schools. Most private schools now provide additional staff with this remit and parents are often required to pay additional fees to cover the cost of this support. These arrangements are effective in a majority of schools and assist students to make the required progress in important aspects of their learning, such as literacy. Outstanding practice is evident in a small number of Indian schools. These schools prepare individual educational plans for such students and establish strong links with specialist staff and parents.



"We feel that good safety arrangements have been sustained even after the inspection visits. Safety on buses, including the use of seat belts, changed during the inspection and is now a permanent feature of the school".
Nadia, Grade 10.



"There are always plenty of teachers around. I am not aware of any bad incidents. The buses have supervisors and teachers on them and they usually travel in groups of 4 buses so that they can help each other if one breaks down".
Susan, Grade 12.



SUCCESS STORY

Jebel Ali Primary School

Principal – Jonathan Price

Meeting the Needs of All Students



At Jebel Ali, a key criterion for success is enabling all children to achieve their learning goals. This belief is driven by the staff who are committed to accepting responsibility for the learning outcomes of all children. They identify the level at which their students are performing and provide suitably challenging opportunities for the range of abilities. The teachers have the knowledge and skills needed to select and adapt the curriculum and teaching strategies according to individual student needs.

The learning support staff are an integral part of the school who collaborate with the class teachers in the early identification of any issues that may hinder a child's progress. There is transparency between the work carried out by the Learning Support team and the class teacher.

Jebel Ali Primary School's policy for learning support clearly outlines the procedures that need to be in place to ensure the needs of all students are met. Initially a period of close observation

takes place. Following this, a decision is made as to whether or not the child requires additional support. If there is a need then specialist diagnostic screening tests are used by qualified staff to assess children who continue to experience difficulties so that teaching can be best targeted to meet their needs.

An open dialogue with parents is vital and the school works in partnership with the parents and any outside agencies that may be required to support the students. The individual education plans are the result of consultation between the students, class teachers and the learning support team. A register of children receiving additional support, including gifted and talented students, is reviewed on a regular basis. All children on the register have a Learner Profile which clearly outlines the child's strengths, areas of concern and strategies that can be used to best assist the child. The school also operates a number of additional specialist programmes that focus on particular areas of concern.



“Jebel Ali is proud of our well-rounded students, who are not afraid to tackle challenge, confident in their abilities and the knowledge that they are supported in their learning”. Jonathan Price, Principal.

“We use the learner profile as a reference to highlight strengths and areas needing support together with strategies to use to help the student”. Learning Support Co-ordinator.



“We work at levels we feel more comfortable with”. Year 6 student.



“We don’t mind working at a different level because this is what is good for us”. Year 6 student.

In 2009-10, the DSIB annual report noted that the arrangements for tracking students' academic progress were effective only in the best performing private schools. The majority of private schools have now begun to develop systems and link these well to the agreed standards and assessment information used by the school. There is a close correlation between improved assessment systems in schools and improved tracking and checking of progress. When schools develop effective systems for assessing and recording progress against agreed standards, teachers are able to predict and check progress from term to term and from stage to stage. In a few schools, the introduction of regular tests for example, in reading, mathematics and science helped teachers compare the progress of individual students with that of their peers around the world. In most cases, where such systems have been introduced they provide good opportunities for teachers to identify quickly those students requiring additional support in their learning. In most schools, however, these systems are still either in development or are not yet used effectively.

"The Head of 6th Form organised a prep session for Year 12 students to look into university choices and study programs".
Henry, Year 13.

"Subject teachers organised subject "clinics" where we got to ask questions of interest about a range of subjects we may want to study in university".
Elizabeth, Year 13.

Most private schools have made good progress in developing on-entry tests and other assessments to help ensure that students make good progress in key subjects. Such systems are helpful in tracking the progress of students at key points in their education. Many schools have purchased assessment materials which enable teachers to compare the achievements of their students compared to others internationally. School leaders, teachers and school owners are beginning to make effective use of the information not only to check progress but also to review and revise the curriculum provided by the school.

Areas for further improvement in the future

A significant minority of private schools still lack clear policies and procedures for child protection. Although the staff are caring and vigilant and students find their teachers approachable, there is a lack of specific training in child protection issues.

In a majority of private schools the choice of snacks and meals available to students in the canteen is at odds with the promotion in lessons of healthy lifestyles. Insufficient opportunities for physical exercise similarly detract from the promotion of healthy lifestyles.

A few private schools continue to implement poor and inappropriate practices for health and safety. They are unsatisfactory in around one in ten of the private schools that offer the Ministry of Education curriculum.

In a few schools, mainly Ministry of Education and UK curriculum schools, students report that teachers continue to use physical

"They (teachers) make us feel very much at home. They are approachable and interactive. They encourage us to be independent and give us the skills that are necessary for our futures".
Rahul, Grade 12.

punishment. Such incidents are rare but they must stop. In a few private schools, the classes of absent teachers are sometimes supervised by parents. Such arrangements are unsatisfactory.

Many parents of students with special education needs continue to experience very significant difficulties finding a place for their child in an appropriate school. Most private schools claim to be inclusive and state that places are offered to students when the child's individual needs can be met. However, realistically, most parents are unable to find places in high performing schools, particularly if their child's needs are complex or behavioural in nature. In practice, most private schools operate a process of selection, leaving parents with the difficult task of moving from school to school, paying fees for assessments and facing repeated rejection.

"The counsellor helps to coordinate support. Sometimes additional classroom support is provided by a teacher. A full time counsellor assists with SEN".
Gouri, Grade 7.

When places are found, they are not always in schools with well-developed systems for inclusion. They are often schools which have places available and admission arrangements are not sufficiently exact to identify accurately the specialised nature of certain students' educational needs. A significant number of students are placed in schools where their teachers and senior staff lack qualifications and skills in educating students with special educational needs. Not surprisingly, the progress of these students is slow. Specialist assistance from professionals is minimal, often very expensive and, consequently, regularly passed on to parents.

A small number of private schools in Dubai offer places for students with special educational needs in the form of units attached to and part of the school. The students attend most lessons in the specialist facility but are included in other mainstream activities with their peers. This model has been demonstrated to be effective in other countries but requires a number of conditions to ensure success. Current arrangements in most cases are not fully effective and progress for most students is only, at best, acceptable. Teachers and support staff in such classes often lack qualifications and expertise and find managing the wide range of physical, emotional and social needs of the students extremely challenging.

"More able students can try to get the 'Whizz Kid' award by being successful in enrichment tests".
Anandita, Grade 12.

"We can get good careers advice from the counsellors. They advise us on courses and workshops and help with our applications to universities. Universities make presentations at the school".
Maya, Grade 11.

SUCCESS STORY

The Millennium School – An Inclusive Approach



In The Millennium School, there is a focus on inclusion of students with special educational needs and the capacity of primary and secondary students to engage in community service actions. This is resulting in positive outcomes. Through the 'Best Buddies' and 'Round Square' programmes the school has succeeded in embedding the core principles of inclusion and community service firmly into the learning experiences of the students.

'Best Buddies' empowers students to work, share and play with students with special needs in the school and in other special schools. Through close and productive links with partner special schools, a wide range of programmes is available. Students work together in key academic subjects, they engage in sports, dance, art and music experiences and celebrate everyone's achievements. Students state that 'we see abilities rather than disabilities' and they understand very clearly that they can learn a lot from everyone. The students with special educational needs at The Millennium School have been at the forefront of this inclusive and innovative approach to education for all.

As part of the 'Round Square' project in the

UAE, The Millennium School has supported the community service aspect of their students' development very successfully. Through a series of global links with 80 other Round Square schools, the students have visited and learned with students in other schools across the region. They have visited South Africa, for example, to build classrooms, repair tsunami damage and give to others less fortunate. Self-managed, the students who lead the school's participation in the programme proudly say that they 'have come together for a global cause'.

Significantly, the students at The Millennium School do not wait for someone else to lead the way. There are several examples of students in primary and secondary stages of the school seeing global needs and designing programmes to gather funds and useful items for other students in socially disadvantaged settings. For example, one group of students sent 1,500 pairs of shoes to South Africa and collected books for those in need. The leading of these programmes by students themselves is admirable. Through the highly organised and passionate staff and leadership in the school, they have developed the capacity to act when necessary, plan carefully and inspire others to follow.



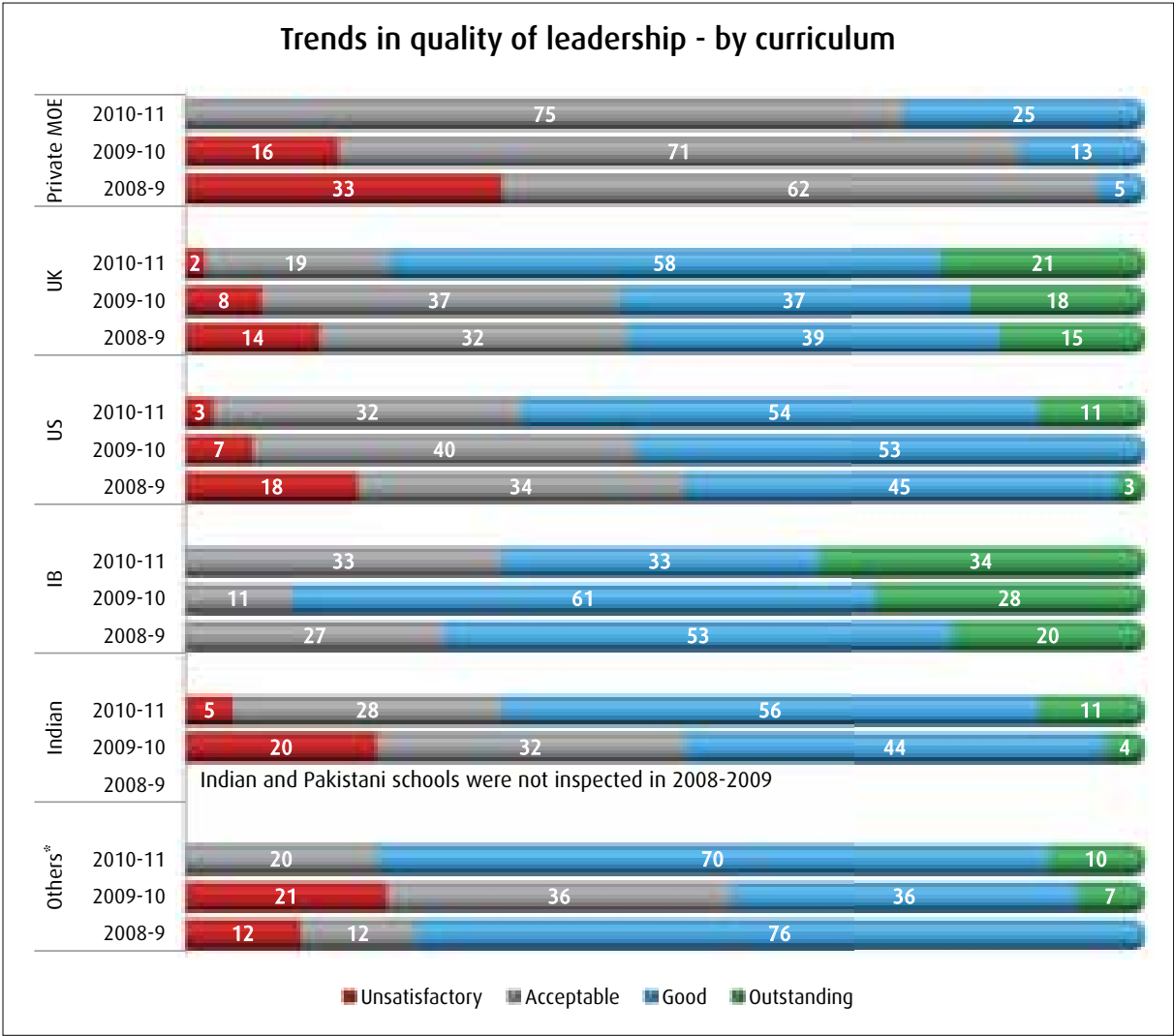
"We see abilities, not disabilities". Mr. Michael Guzder, Principal.

The quality of provision for students with particular talents and gifts remains variable between private schools. In the highest performing schools teachers provide special activities and modified tasks, but such measures are unusual and not always well co-ordinated or effectively managed.

A high proportion of students in Dubai transfer from one school to another during their school career, in addition to the usual transfer at key points such as into primary, secondary and post-16 education. Most schools have weak arrangements to support students’ transition from one phase of education to another and poor arrangements to ensure the transfer of key information about individual students from one school to another.

In 2009-10, DSIB identified the need for better arrangements to give students ready access to well informed advice and guidance about their future careers and higher education opportunities. There has been only limited progress in this regard and responsibility for such important work is too often dispersed among teachers, many of whom lack the specialist knowledge and information to guide students effectively.

Leadership and management



*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

There has been a significant improvement in the performance of private schools in Dubai over the last three years and much of this progress is a result of the vision and skills of school leaders.

In the first round of inspections about one fifth of private schools were found to have unsatisfactory leadership. This was the case in one third of private schools offering the Ministry of education curriculum and around one fifth of UK curriculum schools.

There is now weak leadership in only a few schools and it is good or outstanding in around two thirds of schools.

"Of course students are more cautious and on their best behavior during the inspection visit. That might have changed slightly; but the quality of teaching and our learning has not. It remains the same".
Ewan, Year 13.

The leadership of the best performing private schools in Dubai remains highly effective and is continuing to evolve. In such schools the role of middle managers, including subject and phase leaders, is well defined and often includes responsibility for the review of the curriculum. They share responsibility with senior leaders to help monitor students' attainment and progress and guide colleagues regarding best practice in teaching and learning. In such schools inspection reports and the information from other evaluative activities, such as accreditation, has led to rapid progress and improvement.

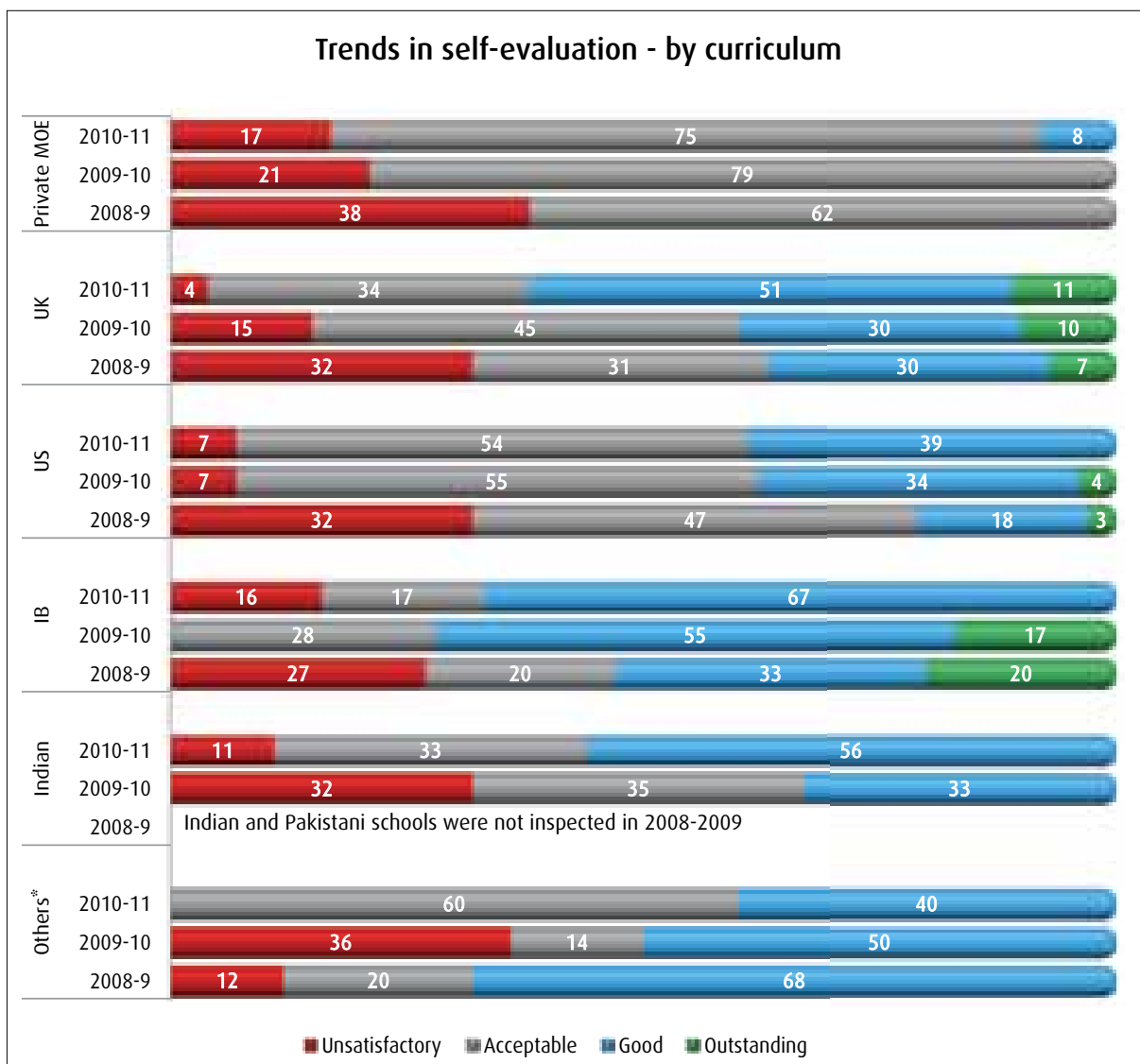
"Quite a number of teachers seek our evaluations at the end of each term. We requested more activities and these have occurred".
Omar, Grade 11.

"Our parents are quite pleased with what we are doing and with the school".
Joe, Year 9.

Most private schools now assign responsibility for phases or sections of the school to leaders at middle management level. In almost all cases such arrangements are effective and, where such leaders have curriculum knowledge and expertise, then the pace of progress within the section of the school can be significant.

A number of private schools have established effective partnerships with other schools and this has helped them to identify and share good practice. Partnerships between public and private schools have been developed through the 'Partner Principal Project' and other successful initiatives. They have led to better awareness across all participating schools of local excellence and have offered good opportunities for teachers and leaders in different schools to learn from one another.

"There are parent consultations each semester. The school uses an SMS to contact parents, and the Webstart is helpful in forward planning. Parents can make appointments to see a teacher but some just drop in. We have electronic and hard copy report cards for parents and a survey each term. The school listens because we all asked for a better sports complex and it is being built".
Jayesh, Grade 8.



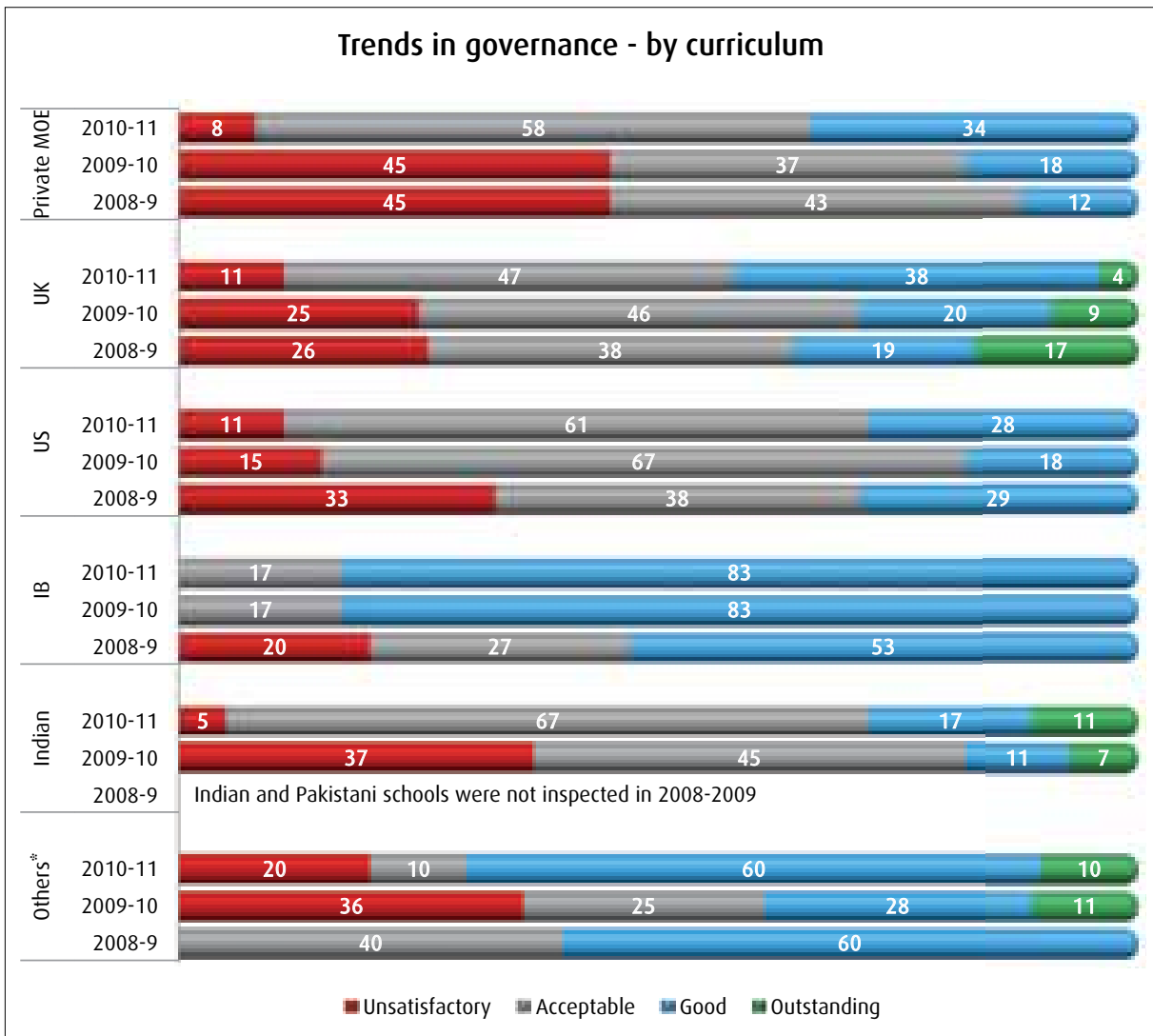
*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

In the first round of inspections, self-evaluation and improvement planning was unsatisfactory in around one third of private schools. Arrangements were particularly weak in private schools offering a Ministry of Education curriculum and in a significant minority of schools offering a UK, US and IB curriculum. In 2010-11, inspectors noted a significant improvement across all private schools and around one half of the schools were judged as good or outstanding in this respect.

Where schools use such self-evaluation tools including, for example, accreditation manuals or school self-review documentation, the arrangements for self-review are often more coherent and comprehensive and therefore effective.

"The Principal is seen a lot around the school, in all of the assemblies, on activity days, and visits our lessons briefly. Heads of Department observe teachers in their department. We see teachers observing each other".
 Viraj, Grade 11.

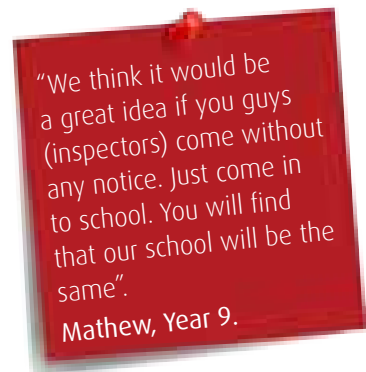
Trends in governance - by curriculum



*The title 'others' refers to four schools which follow a French curriculum, three schools offering a Pakistani curriculum, two Philippine schools and a further three schools which provide unique curricula (German, Russian and Japanese).

In the first round of inspections governance was found to be unsatisfactory in around one third of private schools. Almost half of those offering a Ministry of Education curriculum were found to have unsatisfactory arrangements for governance. Less than one in ten private schools were judged to have outstanding governance and these were restricted to high performing UK schools.

Governance is now much improved: it is good or outstanding in around 40 per cent of schools. Examples of outstanding governance were identified in a range of private schools including those offering an Indian, German and UK curriculum. Less than 10 per cent of schools were evaluated as unsatisfactory in this regard.



SUCCESS STORY

Indian High School & Branch – Shared Governance



The school has a very conscientious, well-established and experienced governing body with full responsibility for its strategic direction, providing an impartial, objective and supportive voice to the school. The governing body incorporates a range of representation from parents, staff and members of the local business community. Governors have appointed 15 honorary consultants, each an expert in their field, who provide excellent strategic guidance and executive decision-making in areas such as information and communication technology and e-learning. The recent development of the school's website has led to even greater

inclusion of parents in the life of the school through such initiatives as a digital edition of 'e-expressions'; an on-line project to encourage and share writing across the school community. The management team of governors and the Chief Executive Officer meet often to monitor the school's development, ensure accountability and manage events and initiatives throughout the academic year. Parents have good access to the chairman through e-mail and he visits the schools regularly. Families also benefit from direct involvement in school self-evaluation through the on-line portal for parents.



“The curriculum opportunities are better now, we can choose from a wide range of options which match our interests”. Grade 9 student.



“At our school, teachers place importance on each student and value their participation in their learning”. Grade 12 student.

SUCCESS STORY

Al Rashid Al Saleh

Principal - Sister Samira Boutros

Governance



At Al Rashid Al Saleh Private School in Oud Metha, very effective governance has had a strong impact on the life of the school. The school leadership made the development of a culture of consultation a priority for the whole community. A group of parents, former students and professional people from the worlds of banking, architecture and government was put in place. It was deliberate that people from outside education were included in the group. Short, medium and long-term targets were set and the group set about becoming 'part of the school, not just an addition to it.' Priorities were created to improve teaching, learning, citizenship and resources. Involving students, parents, teachers and the wider community in the decisions taken to promote the aims of the school was a key element in the work. All targets were set after extensive periods of listening, surveying, analysing and linking what the community said with the school's aims.

Charitable activities, debates and displays were all used to promote the mission of the school. By showing this type of leadership, the governors successfully developed a system in the school

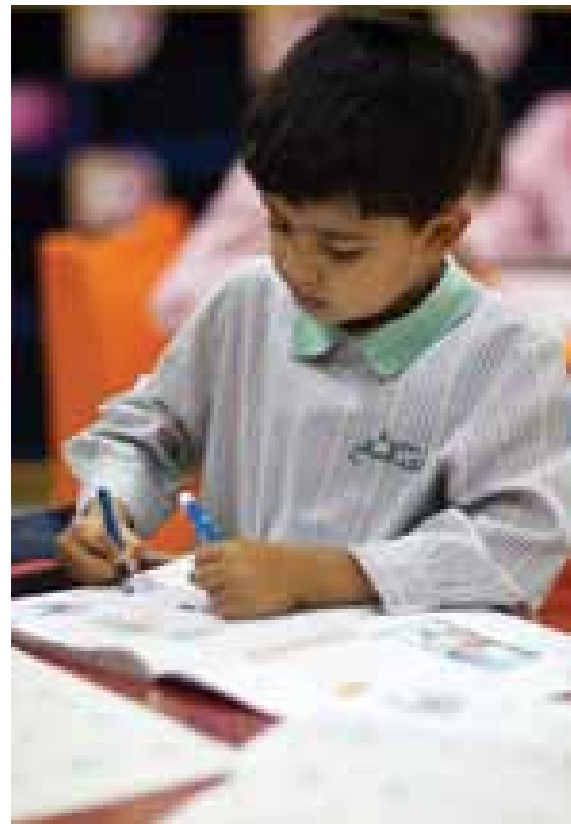
where opinions could be gathered and step-by-step processes put in place to ensure the tasks were completed in time. A keen focus on time management and accountability was central to this success. Governors realised that each decision they made had to result in a benefit to the school. This meant that the discipline of international standards such as ISO became useful in getting jobs done on time, within budget and gave everyone a real sense of achievement. Regular meetings to make decisions were supported by regular e-mail communication, school visits and discussions with everyone involved in the school. 'To manage the scale and quality of a job, we realised that sometimes students and teachers will reach the target their way, not necessarily our way. Our job was to support them and then set a new challenge' said Mr. Haddad, Chair of Governors. Now the school is displaying strong improvements in many aspects of its work. Students are participating in a range of active learning opportunities, teachers are developing new skills and the mission of the school has a real meaning for the community.



“The school gave us a chance to show that we can be creative. We know that our school wants us to follow our spirit”
Grade 10, female student.



“You must know and be committed to the school. We wanted people who understood the outcomes we hope for but knew the processes, time management and accountability required to get the job done. Short, medium and long-term targets were set and the group set about becoming part of the school, not just an addition to it”. Mazen Haddad, Chair.



“We talk with our students and school community, not to them”. Head of Secondary.

In the highest performing schools, principals and other senior staff keep the governors informed about the performance of the school. The group includes representatives from staff, parents and the community, including businesses. The meetings are minuted, publicised and help to promote a shared vision for school improvement.

In many other schools, the governance is often the responsibility of a central management board. This board may not include representation from all stakeholders, notably parents. In a few cases, organisations have developed innovative strategies to help key stakeholders participate in decision-making. For example, school parents groups have been established with the main function of communicating parents' views and suggestions through a representative to the central management board.

Overall, the broad range of school governance evident in Dubai schools is a healthy reflection of the breadth of educational provision available in the emirate. No single model of governance can be judged as applicable and transferable to all schools, but the most effective schools are developing systems which meet their requirements for accountability and representation at local level.

Areas for further improvement in the future

In many private schools subject and phase leadership is not yet well-established with clear job descriptions and assigned areas of responsibility. In many of the larger schools, the responsibility for subjects, such as English or mathematics, is shared among a team of teachers. In general, where roles are dispersed in this way, information is not shared regularly and students' progress is not checked effectively.

The flat management structure, noted in previous annual reports, remains in a significant proportion of private schools, particularly those offering a Ministry of Education curriculum. In such cases, the impact of school leaders is diminished and school improvement initiatives are slow in implementation.

In a minority of schools, particularly those offering Ministry of Education, US and UK curricula, the education of the youngest children lacks effective leadership. This leads to poor curriculum provision and poor teaching at this stage.

Most private schools produce detailed post-inspection action plans and school development plans. A focus on students' academic progress and personal development is not always sufficiently evident, however. Many plans fail to identify clearly how projects and initiatives will lead to improved achievement by students. It is not always clear how the proposed developments will result in improved outcomes for students, or how the school proposes to gauge the success of its initiatives.

Since the first round of inspections most private schools have established regular lesson observation to provide professional support and guidance for teachers and allow senior leaders to review the quality of teaching and learning in the school. In almost all cases these processes lack rigour. In most schools the observations do not include close analysis of students' achievement and focus primarily on teaching styles. There is insufficient attention given to the quality of students' learning and the outcome of teaching upon students' attainment and personal and social development.

Senior staff in Ministry of Education and US curriculum schools are beginning to become familiar

with the data provided by regular assessment of students' performance. This information is yet to be used regularly or effectively by teachers to support students' learning. Several US, UK and Ministry of Education private schools have yet to introduce such assessments.

Although the number of schools with unsatisfactory governance has reduced, around half of all private schools have only acceptable arrangements. Governing bodies or advisory groups have been established in many of the private schools but many do not yet have sufficient breadth of representation from a range of stakeholders, including parents.

Many governing bodies are not responsible for holding the school to account for its performance. To do this effectively they need comprehensive, accurate information. In a majority of private schools the information provided to governors is not sufficiently broad and analytical. They do not have the information they require to hold school leaders to account, particularly with regard to the comparative achievement of students against national and international benchmarks.

In a significant minority of private schools there remain very limited and infrequent opportunities for parents to share their views or contribute effectively to decision-making processes relating to school development.

The rapid growth of a school can adversely affect its progress from year to year. Private school managers and governors have not always balanced the financial pressures they experience with the need for systematic and effective growth and long term school improvement.

The DSIB school staff questionnaire completed by teachers and school principals in 2010-11 indicates an acute shortage of high quality professional training for teachers. School leaders need to work more effectively across organisations and in partnership together to provide local, relevant and up-to-date training for school staff.



SUCCESS STORY

The Kindergarten Starters – Working with Parents



At The Kindergarten Starters School in Garhoud, there has been significant improvement engaging parents regularly and meaningfully in the learning experiences of their children. The 'Parents in Partnership' programme has been very successful in designing opportunities for all parents to have the knowledge, purpose and skills necessary to play a central part in the education provided. Through focused long term activities and regular weekly projects, the school's senior management team has carefully monitored the parental role.

The curriculum review team identifies gaps in individual students' learning. A series of hands-on activities are then prepared that allow students and their parents to learn together. Teachers co-ordinate their work to ensure that the subject matter has enough breadth, balance and progression. Subject co-ordinators plan the wide range of possible links that can be used to meet the needs of all students. When this work has been completed, students, parents and teachers then learn together in Arabic,

English, art, mathematics and science through activity-based experiences. This programme is successful and highly effective because teachers, parents and students all have a chance to offer their thoughts and ideas. Cricket with Grade 5 students and their dads, talk shows, visiting speakers, a 'Cook Without Fire' programme, 'Playing the Games of Old', art and craft fairs and coffee mornings are all used to create learning opportunities for everyone in the school. Regular senior management team meetings with parents and teachers ensure that all information that can enhance the students' learning is captured and used productively.

Students in all grades lead their own learning conferences and parents enjoy the opportunity to celebrate their children's learning and the teachers' skills. Teachers see productive home school links supporting the learning process. The commitment of the entire school community to learning together ensures that all students make good progress.



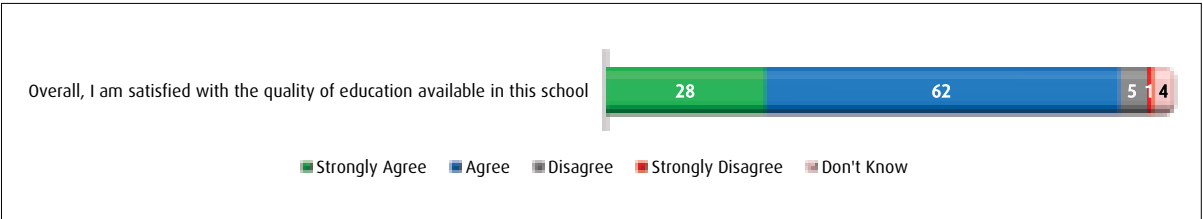
“We are here to celebrate and share good teaching and learning with our child”. Parent.

The views of parents

Year	2008-2009	2009-2010	2010-2011
Number of responses received from parents	15,174	45,963	47,721

A very large number of parents completed a questionnaire seeking their views on the schools their children attend. They were asked how well they thought their children were achieving in the key subjects and their views of the quality of the teaching and the opportunities the school provides. They were asked whether they agreed with a series of statements about how well the school cares for the children and its relationships with parents. They were also asked to identify the school's strengths and to indicate any area in which they felt it should improve.

A very high proportion of parents (90 per cent) expressed satisfaction with the overall quality of the education provided by private schools.

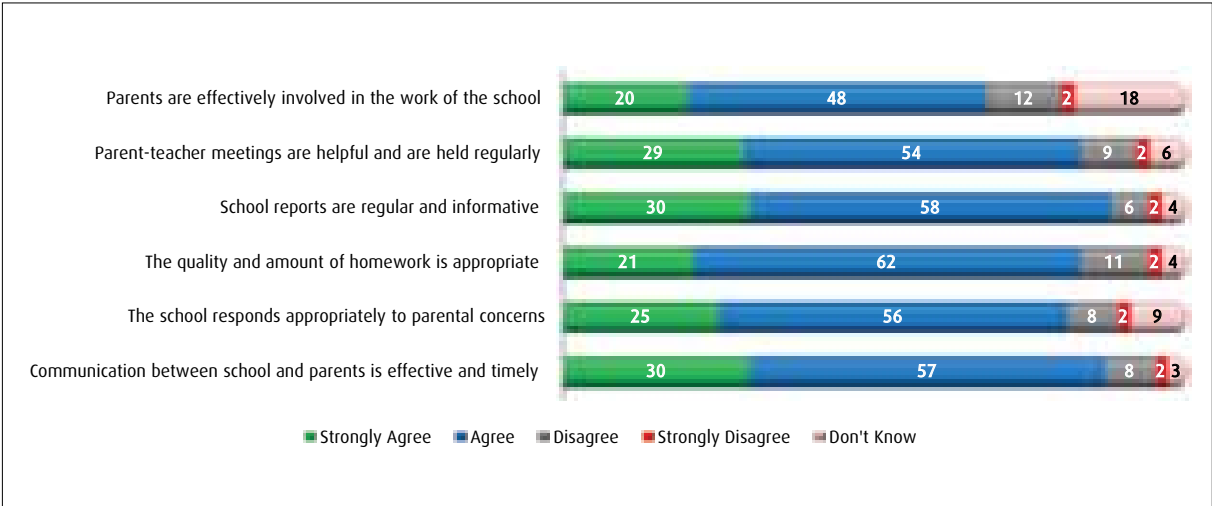


Most parents felt that their children were making good or excellent progress in English, mathematics and science. Far fewer expressed a similar degree of satisfaction regarding Islamic Education. A yet smaller proportion thought that their children were making good or excellent progress in Arabic, whether they were learning it as a first or additional language.

There is general approval among parents of the quality of the teaching in private schools. Around 75 per cent of those who responded to the questionnaire believed that the teaching their children received was of good or excellent quality. Of the remainder only around 4 per cent felt that it was poor. Parents expressed a similar degree of satisfaction with the behaviour of the students in their children's schools. Fewer parents were content with the equipment and resources available in private schools and about one in twelve thought they were poor. There was even less satisfaction with the range of extra-curricular activities provided: just over 60 per cent believed it was good or excellent and one in eight parents described it as poor.

Parents overwhelmingly supported the propositions that their children were kept safe at school and that they were treated fairly while there. Most agreed that the school helped their children to choose a healthy lifestyle. Only 55 per cent thought that the school dealt effectively with incidents of bullying, although around 40 per cent responded 'don't know', which might suggest that the issue is of little concern in many schools. Similar figures apply to the question concerning how well the school helps students to make good choices about further education and which careers to enter.

Most parents were satisfied with most aspects of their relationship with their children’s school. Eighty per cent and more thought that the school communicated with them regularly and effectively and that the school responded well to their concerns. A similar proportion approved of the reports they received about their children’s progress and of the regular meetings held with teachers. Rather fewer (about two thirds), however, agreed that they were effectively involved in the work of the school.



Teaching was identified by about 40 per cent of parents as their children’s school’s greatest strength. Substantial proportions (more than 10 per cent) of parents characterised the leadership of the school, its facilities and the behaviour and attitudes of the students in this way.

The teaching also featured as the element identified more frequently than others as most in need of improvement: about 30 per cent of parents did so.

4

Improvement
through inspection

Improvement
through inspection

Improvement through inspection

A key outcome of school inspections in Dubai is to generate useful information. Their purpose is to supply accurate and comprehensible information that others – parents, principals, teachers, school owners, governors and government policy makers – can use to raise standards and improve the quality of education for young people in Dubai.

Inspection can go a long way towards providing reassurance that children are being educated well and are in safe, skilful and caring hands, but inspection alone cannot improve individual schools.

Improvement results from the actions schools themselves decide to take to tackle their weaknesses and to develop their strengths. It cannot be mandated from outside.

Inspection reports make recommendations about what needs to be improved and why. They offer an objective, impartial view of performance against valid quality indicators. But the next steps lie with the staff of the schools and those who support them.

Our inspections can prompt and encourage improvement. They can promote the spread of good practice both informally and through the inclusion of ‘success stories’ in DSIB’s Annual Reports. The publication of reports on individual schools has enabled school leaders to compare the work of their schools with others in Dubai. This has encouraged many to seek support, guidance and assistance from other successful schools in order to address identified weaknesses.

Every bit as important as external inspection, school self-evaluation can provide an equally vital impetus to improvement. Research into school effectiveness indicates that self-critical and self-confident schools are, by and large, the most successful.

The performance of schools, like that of organisations in most other sectors, is boosted as a result of finding and acting on the answers to fundamental self-evaluative questions:

- How well are we doing?
- What are our strengths and weaknesses?
- How can we do better?
- What are our key priorities?
- What do we need to do to improve?

This section presents a discussion of these two drivers of school improvement – external inspection and internal self-evaluation – in the context of three completed rounds of inspection in Dubai.





SUCCESS STORY

Al Ameen Private School - Improvement Journey

2008-9 **Unsatisfactory**

2009-10 **Acceptable**

2010-11 **Good**

Principal - Fatima Martin
General School Improvement

The improvement journey at Al Ameen Private School has encompassed a wide range of initiatives and engaged all stakeholders. There has been a particular focus on improving the quality of teaching and learning; raising attainment and accelerating progress; improving the conditions for learning; and developing the school as a professional learning community.

The move from an unsatisfactory school in 2008 to a good school in less than three years has been driven by a strong leadership that is inspirational in providing clear vision and direction. The school has used the DSIB Inspection Handbook and the on-line self-evaluation tool as a means of monitoring, evaluating improvements. There is now a consistent cycle of monitoring and evaluation that has evolved to engage a wider range of strategies and stakeholders, with a clear focus on students achieving the highest possible outcomes.

The school's leaders ensure all members of the school community, including governors and parents, have high expectations of all their students and the staff. Teachers have grown in confidence and there is positive challenge between each other in their teams, across the departments and at the differing levels of leadership. The school has invested in staff as people – this has led to improved self-belief and improved staff morale.

The insistence on excellence in the quality of classroom teaching and the systems in place that enable leaders to know the strengths and weaknesses of all the teaching staff, have impacted directly on the students' learning experiences. Teachers use the students' positive attitudes towards learning to further enhance the learning experience. The sharing of learning objectives, and improving 'assessment for learning' skills, enables students to evaluate their own learning. This in turn leads to students



taking responsibility for their own learning, setting targets and evaluating themselves using tools such as the 'Learning Inventory' or 'I Can Statements'. This ultimately leads to students presenting their own learning outcomes during Parent Consultation Meetings.

The school has created strong links between the curriculum areas. Students take pride in being in Dubai and contribute to the community through a range of initiatives and educational visits. Their learning is enriched with a wide range of after school activities and interschool competitions. Building links with parents and local communities is integral to raising aspirations and ambitions at the school.

School leaders make sure that the continuing professional development programme for staff is relevant and high quality. Most of this professional development takes place in school and visits to other schools are encouraged. The school has taken confident steps along the improvement journey based around a collegiate culture in which problems are acknowledged and ideas for improvements are shared.



“With the improvements in the school I am more aware of my levels and have become more independent in my learning”. Year 10 student.



“The inter-school competitions and quizzes have meant that we meet many more students from different backgrounds and learn about their schools and lives. We have many more extra-curricular activities now at the school”. Year 9 student.



“Over three years I have enjoyed the increase in school visits and guest speakers, such as authors”. Year 6 student.



“The application of students’ skills to real life situations has been a major focus in our improvement planning. The inspection was seen as an integral part of our established development plan. The students, staff and parents have high aspirations and are positive about the school’s future”. Head of Section.

“The parents have been very supportive in the school’s development. They are pleased in particular with progress in the children’s speaking and listening skills. The improved overall judgement for the school has further motivated us all at the school”. Head of Kindergarten.

All inspection reports contain recommendations. They do not list everything that could conceivably be better, but concentrate on what the inspectors judge to be the matters with the most pressing need for improvement. Above all, they are restricted to those issues where improvement is considered feasible, given the circumstances of the school. There is no point in recommending something that cannot happen.

Inspectors' recommendations indicate what most needs to be improved and why. They do not instruct schools to take particular forms of action in response because that is a matter for the schools' leaders and those who support them. For this reason it would be unwise to claim a definitive causal connection between inspection and subsequent improvement. Nevertheless, it is apparent that many schools have made an earnest and determined response to the recommendations in inspection reports.

Some issues common to many sets of recommendations over the last three years have been tackled with particular speed and determination, producing in many cases an appreciable degree of success.

- Widening the range of teaching strategies, selecting those that are best suited to helping students achieve specific learning objectives.
- Improving the regularity and reliability of the assessment of students' work against external benchmarks.
- Ensuring compliance with government requirements regarding the time allocated in the curriculum to Islamic Education for Muslim students and Arabic.
- Paying greater attention to promoting healthy lifestyles among students in assemblies, in lessons and through special events and activities.
- Improving arrangements to ensure the health and safety of students on the school site and on their way to and from it.
- Taking steps to reduce overcrowding. Information gathered from annual school inspections is shared with the Regulation and Compliance Commission who revisit and monitor class sizes in private schools and ensure that plans to reduce overcrowding are implemented.
- Improving the quality of the governance of private schools.
- Developing partnerships between schools to allow teachers to visit one another's classes and share good practice.



SUCCESS STORY

Universal American School

Principal - Dr. Gunther Brandt

Preparation for Inspection: Creating a Positive Ethos



Preparing for the visit of the inspection team could be a trying and anxious time for school communities. School leaders, teachers, staff and students are usually occupied in a flurry of activities to make sure everything is just 'right' for the visiting inspectors.

The highest priority for the Director of the Universal American School, Dr. Gunther Brandt, however, was that the school should display its willingness to have a candid, co-professional and helpful dialogue with inspectors. 'Be yourself, confident, capable and professional' was the key message to the teachers and the rest of the school community at Universal American School of Dubai as it prepared for its DSIB inspection. There was a deep understanding of the benefits a professional dialogue could and bring.

School leaders carefully focused the preparatory work on the recommendations from last year and considered how best to gather and present the data and evidence that would give an

accurate view of the school. David Kostial, Head of Science at Secondary, said 'we prepared lesson plans to help inspectors, quickly and accurately, understand what we were doing. We gathered our data in binders to summarise attainment and progress levels and this approach led to engaging and high quality discussions with inspectors.' Teachers reported during and after the inspection that they were happy with their preparation, the quality of interaction they had with inspectors and the value they believed this independent and reliable voice had brought to the quest for improvement.

Being positive and organised in presenting the school's outcomes to inspectors enabled constructive communication to develop early with the DSIB team. 'Our faculty really co-operate well together' said Dr. Brandt. 'This meant that our effective preparation and communication of our view of the school created a real opportunity for the inspection process to be successful for the

school.' This preparation filtered right through the school community. Parents and governors were aware of the role they could play in ensuring the process was positive, accurate in its judgments and fruitful for the students' learning outcomes. Ahmed, a student in Grade 11, said 'we all knew the inspection was taking place. We were encouraged by teachers to be ourselves, work like we always do and help inspectors see what a regular day in our school is like. We understand that inspection helps teachers and students to

develop new ways of learning, like using ICT, and that helps everybody.'

Data and a range of other evidence was presented clearly. Teachers were ready and able to engage in meaningful professional conversations. This led to feedback from inspectors being viewed as helpful and focused. The high quality of inspection preparation at Universal helped set the stage for positive dialogue and interaction between the inspectors and the school community on the whole.



5

Self-evaluation

Self-evaluation

Self-evaluation: A way forward and the key to future success

Accurate self-evaluation is a pre-condition for school improvement. Without it, leaders do not have a realistic view of their schools' strengths and weaknesses. This means that action for improvement is unlikely to tackle the most important issues. The school's resources are likely to be poorly deployed because there is no sense of what the genuine priorities really are. Without a careful audit of current performance improvement plans are likely to address too wide a range of issues, with the result that none are tackled effectively.

After three years of inspections in Dubai, schools are better placed to use the information from inspections in combination with the outcomes of their own evaluations of their performance, to plan for the future.

The experience of inspection has prompted schools to look closely at their own performance and identify what they do well and what needs to improve. The quality with which schools evaluate their work and take action as a result is an element in the inspection framework: a judgement about it is made during the inspection of every school.

Many public schools have developed better arrangements for self-evaluation in the last three years. Self-evaluation and improvement planning was evaluated as unsatisfactory in over one quarter of them in 2008-9. In 2010-11 inspectors found that almost all public schools had an accurate view of their performance.

Many private schools too now operate effective processes for self-evaluation and improvement planning. In the first round of inspections they were unsatisfactory in around one third of private schools. In 2010-11, inspectors noted a significant improvement across all private schools and around one half of the schools were judged as good or outstanding in this respect.

From 2011, therefore, evaluations of their own performance will play a more important part in the inspection of schools.

In the inspection of schools, inspectors will use the self-evaluation information provided by each school as a starting point for their work. The key work of the inspectors will be to provide an external validation of the accuracy of the schools' own self-evaluations. Inspectors will work together with school leaders to determine each school's priorities for further improvement.

Schools performing overall at acceptable or unsatisfactory levels might not have the capacity necessary to evaluate their own work with sufficient accuracy. For this reason these schools will continue to receive annual full inspections and, in the case of the lowest performing schools, there will be more regular visits from inspection teams.

The DSIB inspection handbook provides a structure for self-evaluation which is comprehensive and which is now very familiar to schools in Dubai. It includes indicators which can be used to reach a professional judgement about the quality of performance. From 2011, all schools will be required to complete a review of their own performance against these indicators and submit that information to inspectors in advance of their next inspection.



Dubai Inspector Development Program

In 2010-11, KHDA introduced the Dubai Inspector Development Program. The project identified a number of Emirati school principals and provided training for these principals to support their understanding of the process of inspection. The long term aim was to extend and widen the membership of inspection teams to include Emirati colleagues. The project sought also to provide links between public and private schools in order to share best practice between schools.

The participants in the project were selected following inspections of their own schools. They were identified as colleagues with strong leadership skills.

The program, in this initial year, consisted of three main phases. During the first phase, participants attended a range of workshops about inspection. During these sessions the participants were trained to use the inspection framework as inspectors.

The second phase of the program consisted of a visit to a school with an inspection team where participants shadowed experienced inspectors. They co-observed lessons, attended meetings and listened to discussions with students and school staff. In addition, they attended the daily team meetings with the inspection team. As well as providing first-hand experience of inspection, this provided an exciting opportunity for experienced public school principals to observe best practice in private schools and to establish links between their own schools and the school being visited.

The third phase of the program consisted of more visits with inspection teams during the second block of inspections. Participants continued to shadow experienced inspectors, but with an added responsibility of recording their findings and discussing these with the Program Lead.

DSIB wishes to thank all the schools that were involved in the success of this program, particularly the host schools.

The comments from our Emirati school principals provide useful feedback about the potential benefits to both public and private schools of co-operation and sharing best educational practices.

“Being entrusted to join the IDP and work with inspection teams was to me a valued trust of confidence of which I am extremely proud. Yet truthfully, at the very beginning I was not very motivated to join maybe because of lack of understanding of the nature of this work”.

Khamees Marzouk, Principal at Al Shafie Primary School for Boys, Cycle 2

“During my visits with the inspection teams to schools, I got a closer look at how teams actually work and how team members are dedicated professionals who work hard to search for and secure evidence for their evaluations. I witnessed how teams have worked objectively and in a transparent manner to gather evidence from many sources to ensure solid basis for evaluations”.

Fatima al Zu’abi, former Principal at Al Bara’a Kindergarten and currently the Principal at Al Aqsa Primary School for Boys, Cycle 1.

“We have set up a partnership with some of the private schools and we have arranged visits to cover all aspects of the school. We had an opportunity to share practices about teaching, learning and assessment; the curriculum and enriching activities for each subject and we have scheduled visits for students as well”.

Khawla Mohammad, Principal at Al Nokhba Model School for Boys, Cycle 1

“My experience with the IDP has positively affected my professional journey, as it has helped me understand better the impact of quality on students’ learning. I am more aware of the effort and experience needed to evaluate objectively in order to improve the quality of students’ learning”.

Mona Abdallah, Principal at Al Qeyam Model School for Boys, Cycle 1

During visits to the school.. “we also got to consolidate our knowledge about best practices in school leadership and how to enrich students’ experiences with meaningful extra-curricular activities”.

Noura Seif, Principal at Umm Suqaim School for Girls, Cycle 2

“I applied what I gained in my school. This was well received by teachers and staff who are truly motivated to improve the educational process to its finest and best form. This experience with inspections has left its mark on my professional growth which will be hard to erase quickly”.

Khamees Marzouk, Principal at Al Shafie Primary School for Boys, Cycle 2

6

Tackling unsatisfactory
performance

Tackling unsatisfactory
performance

Tackling unsatisfactory performance

Schools whose overall performance is rated unsatisfactory receive one or more further visits from inspectors, known as 'Follow-Through Inspections'. They are scheduled at intervals of approximately three months. Schools subject to follow-through visits do not receive inspections according to the regular timetable until the improvements recommended have been made. They then return to the normal inspection cycle. Follow-through reports are provided to the schools and made available to parents.

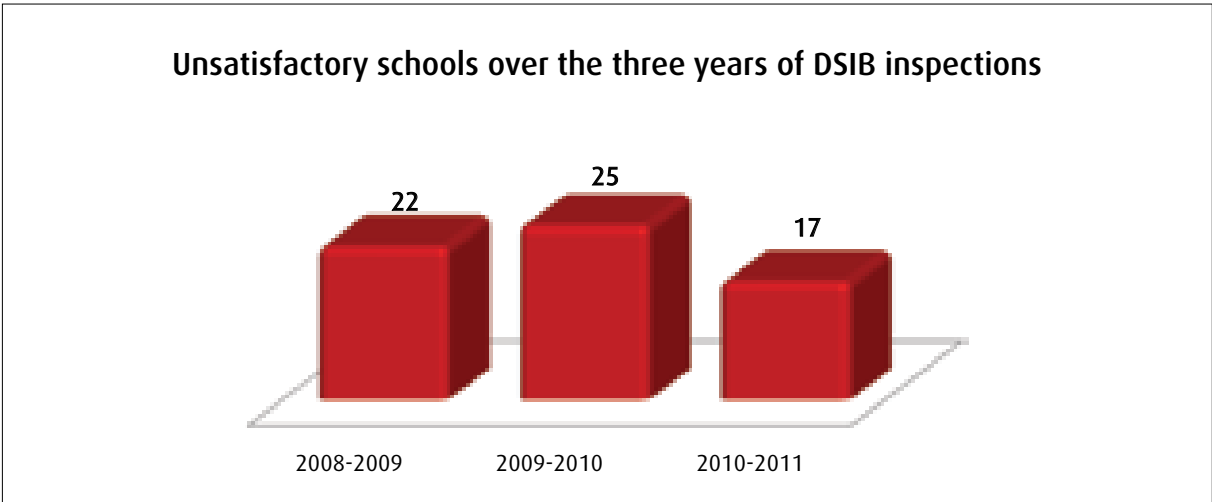
Follow-Through Inspections are not repeat inspections. DSIB undertakes Follow-Through Inspections to check the progress that schools are making in response to the recommendations for improvement made in their last report. Follow-Through Inspections assess the effectiveness of the actions schools have taken by evaluating the impact of those actions on the quality of the education the school offers; and on the academic achievement and personal development of students.

Follow-through inspectors look for evidence of the impact of the actions a school has taken, rather than relying on accounts of what has taken place. They consider what difference the actions taken have made to the quality of key aspects of the education the school provides, particularly to the quality of the teaching. Wherever possible, follow-through inspectors attempt to gauge the impact of changes to the school's provision on the academic achievement and personal development of the students.

They try, for example, to trace the effect of an improvement to an aspect of management, such as self-evaluation, through to improved teaching and better learning in the classroom. It is not always possible to establish a direct link of this kind, but inspectors exercise professional judgement in assessing the likelihood of better outcomes for students resulting from identified improvements in teaching, the curriculum offered, the support and guidance of students and leadership and management of the school.

Follow-Through Inspections

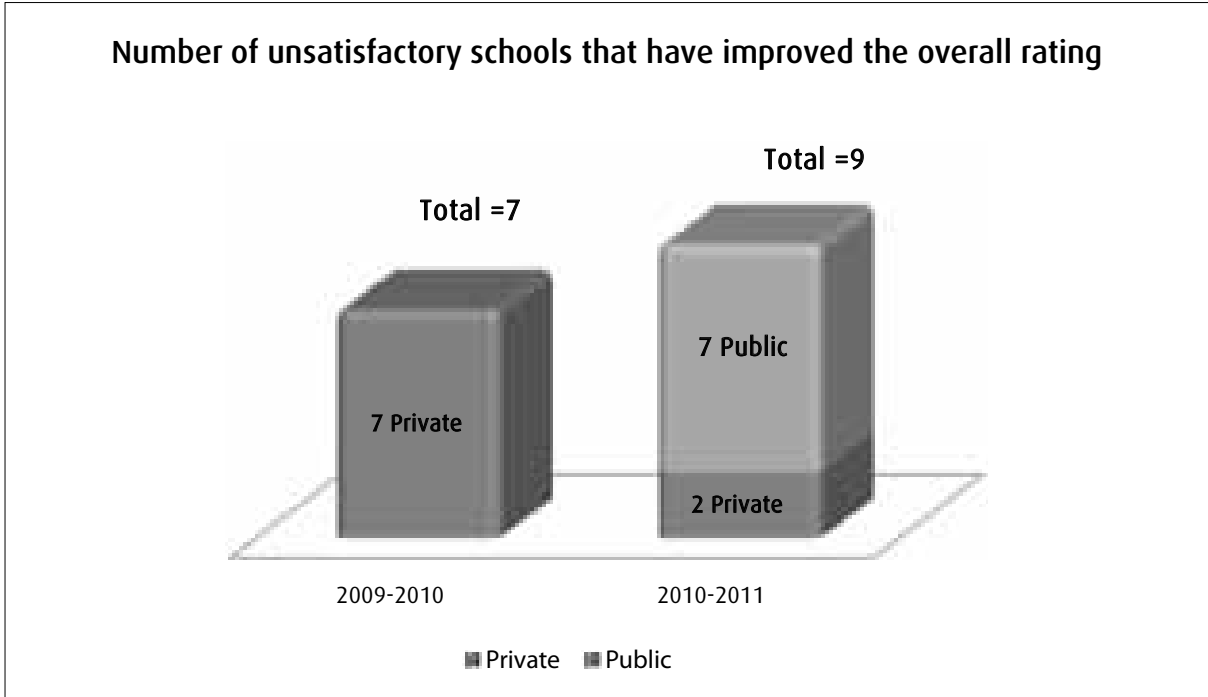
Over the three inspection rounds a total of 34 schools have been found to be providing an unsatisfactory quality of education, overall.



Twenty-two were identified in the first round of inspections; a further eleven were identified in the second round, including five Indian and Pakistani curriculum schools that were inspected for the first time; and one further school was identified in the third round of inspections.

Of these 34 schools:
One school has closed and another amalgamated with another school.

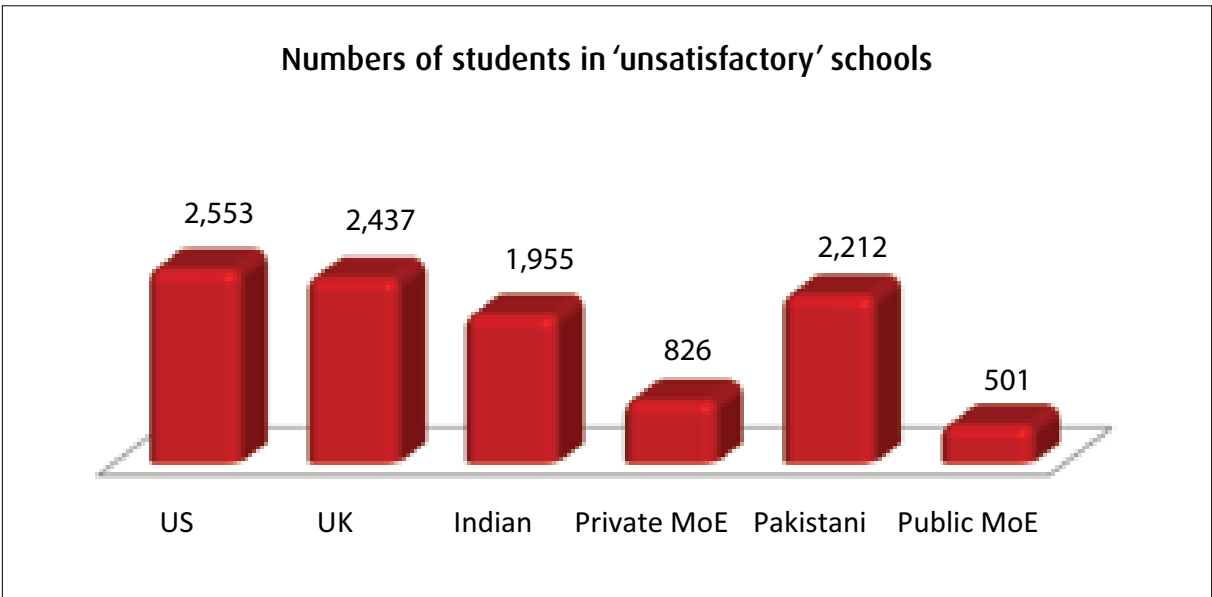
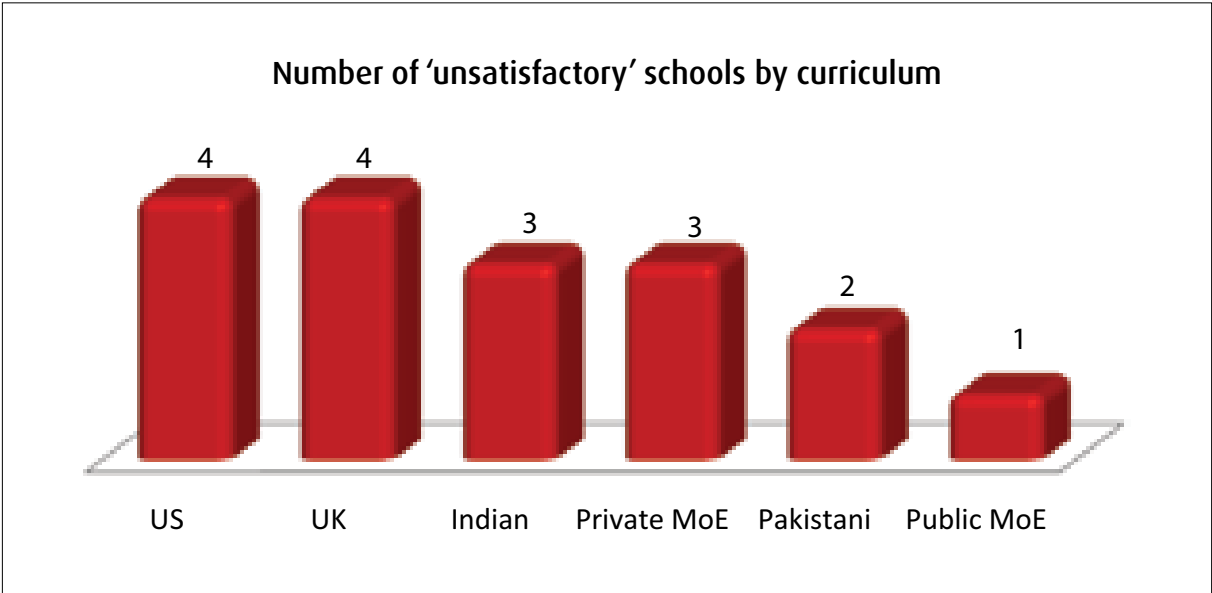
Sixteen schools (47 per cent) have successfully returned to the regular cycle of inspections and been found to be acceptable or good overall.



These 16 schools have a number of features in common. Most important, they have senior leaders who are determined to tackle the weaknesses identified with energy and rigour. Most of these schools made an immediate response to the inspectors’ recommendations: they did not wait for the first follow-through visit before commencing the work of improvement.

The leadership in these schools enjoys high credibility among the teachers and other members of staff. They have been able to exert influence on their colleagues that penetrates to the level of shaping practical improvements to teaching and learning in classrooms. Many of them have taken the deliberate step of investigating and learning from successful practice in other schools in Dubai.

Seventeen schools are still receiving Follow-Through visits. Sixteen are private schools and one is a public school.



of these, nine schools were identified during the first inspection round. These schools have multiple and complex difficulties – poor teaching, poor student behaviour, weak leadership – leading to low morale and falling student rolls. They require special intervention at management level to bring about the necessary improvements.



7

Appendices

Appendices

Appendix 1

Table of Inspection Results

School Name	Current year 2010-2011	2009-2010	2008-2009	Type	Curriculum
Al Bara'ah Kindergarten	Outstanding	Good	Good	Public	MOE
Al Manhal Kindergarten	Outstanding	Outstanding	Good	Public	MOE
Al Nokhbah Model School	Outstanding	Outstanding	Good	Public	MOE/ Model
Al Qeyam Model School	Outstanding	Good	Good	Public	MOE/ Model
Childhood Development Centre, Kindergarten	Outstanding	Outstanding	Good	Public	MOE
Dubai College	Outstanding	Good	Good	Private	UK
GEMS Jumeirah Primary School	Outstanding	Good	Good	Private	UK
GEMS Wellington International School	Outstanding	Outstanding	Good	Private	UK
Jumeirah College	Outstanding	Good	Outstanding	Private	UK
Jumeirah English Speaking School	Outstanding	Good	Outstanding	Private	UK
Kings Dubai School	Outstanding	Outstanding	Outstanding	Private	UK
Um Suqaim Primary School	Outstanding	Good	Good	Public	MOE
Al Alfeyah Primary School	Good	Good	Acceptable	Public	MOE
Al Ameen School	Good	Acceptable	Unsatisfactory	Private	UK
Al Anwaar Kindergarten	Good	Good	Good	Public	MOE
Al Dhahrah School	Good	Good	Good	Public	MOE
Al Ebdaa Model School	Good	Good	Acceptable	Public	MOE/ Model
Al Fadeelah Kindergarten	Good	Good	Acceptable	Public	MOE
Al Fardous Kindergarten	Good	Acceptable	Acceptable	Public	MOE
Al Hikmah Kindergarten	Good	Good	Acceptable	Public	MOE
Al Huda Kindergarten	Good	Acceptable	Acceptable	Public	MOE
Al Mizhar American Academy Private School for Girls	Good	Good	Good	Private	US
Al Rabeaa Kindergarten	Good	Good	Good	Public	MOE
Al Raya High School	Good	Good	Good	Public	MOE
Al Saadah Primary School	Good	Good	Good	Public	MOE/ Al Ghad
Al Sufouh High School	Good	Good	Good	Public	MOE

School Name	Current year 2010-2011	2009-2010	2008-2009	Type	Curriculum
Al Thani Min December Primary School	Good	Good	Good	Public	MOE
Al Waha Girls' Primary and High School	Good	Acceptable	Good	Public	MOE
Al Wasl Primary School	Good	Good	Good	Public	MOE
American School of Dubai	Good	Good	Good	Private	US
Anisah Al Ansariah Primary	Good	Acceptable	Acceptable	Public	MOE
Asma Bint Al Numan High School	Good	Good	Good	Public	MOE
Cambridge International School	Good	Good	Acceptable	Private	UK
Delhi Private School Dubai	Good	Good	-	Private	CBSE
Dubai American Academy	Good	Good	Good	Private	US/IB
Dubai British School	Good	Good	Acceptable	Private	UK
Dubai English Speaking College	Good	Good	Good	Private	UK
Dubai English Speaking School	Good	Good	Good	Private	UK
Dubai Gem Private School	Good	Acceptable	Acceptable	Private	UK
Dubai High School	Good	Good	Good	Public	MOE
Dubai International Academy	Good	Good	Acceptable	Private	IB
Dubai Modern High School	Good	Good	-	Private	CISCE
Dubai National School, Al Barsha	Good	Good	Good	Private	US
Dubai National School, Al Twar	Good	Good	Good	Private	US
Dubai Scholars Private School	Good	Acceptable	Acceptable	Private	UK
Emirates International School - Jumeira	Good	Good	Acceptable	Private	UK/IB
GEMS Royal Dubai School	Good	Good	Acceptable	Private	UK
GEMS Wellington Primary School	Good	Good	Good	Private	UK
GEMS World Academy	Good	Good	Acceptable	Private	IB
Ghurnatah Primary School	Good	Good	Good	Public	MOE
Greenfield Community School	Good	Good	Good	Private	IB
Greenwood International School	Good	Acceptable	Acceptable	Private	US

School Name	Current year 2010-2011	2009-2010	2008-2009	Type	Curriculum
Hessa Bint Al Mer Primary School	Good	Acceptable	Acceptable	Public	MOE/ Al Ghad
Hind Bint Maktoum School	Good	Good	Good	Public	MOE
Horizon School	Good	Good	Good	Private	UK
Japanese School in Dubai	Good	Good	Good	Private	JAPANESE
Jebel Ali Primary School	Good	Good	Good	Private	UK
JSS International School	Good	-	-	Private	ICSE
Jumeirah English Speaking School (Branch)	Good	Good	Outstanding	Private	UK
Jumeirah Model School	Good	Good	Good	Public	MOE/ Model
Khadija Bint Khuwailed Primary School	Good	Acceptable	Acceptable	Public	MOE
Latifa Bint Hamdan School	Good	Acceptable	Acceptable	Public	MOE
Lycée Francais International	Good	Good	Good	Private	FRENCH
Lycée Georges Pompidou High School	Good	Good	Good	Private	FRENCH
Lycee Georges Pompidou Primary School	Good	Acceptable	Acceptable	Private	FRENCH
Lycée Libanais Francophone Privé	Good	Acceptable	Good	Private	FRENCH
Mariyah Al Qubtiyah High School	Good	Acceptable	Acceptable	Public	MOE/ Al Ghad
Mohammed Bin Rashid High School	Good	Good	Good	Public	MOE/ Model
Nad Al Hamar School	Good	Good	Good	Public	MOE/ Al Ghad
Omar Bin Al Khattab Model School	Good	Good	Good	Public	MOE/ Model
Our Own English High School, Dubai	Good	Good	-	Private	CBSE
Our Own High School, Dubai	Good	Acceptable	-	Private	CBSE
Our Own Indian School	Good	Acceptable	-	Private	CBSE
Queen International School	Good	Good	Good	Private	UK
Qurtobah Primary School	Good	Good	Good	Public	MOE
Raffles International School - South Campus	Good	Acceptable	Good	Private	UK
Rajagiri International School	Good	Good	-	Private	CBSE
Regent International School	Good	Acceptable	Acceptable	Private	UK
Repton School Dubai	Good	Good	Good	Private	UK/IB

School Name	Current year 2010-2011	2009-2010	2008-2009	Type	Curriculum
Salma Al Ansaria Primary School	Good	Good	Good	Public	MOE
St. Mary's Catholic High School	Good	Acceptable	Good	Private	UK
Star International School - Mirdif	Good	Acceptable	Good	Private	UK
Star International School - Umm Al Sheif	Good	Good	Acceptable	Private	UK
Sultan Al Owais Primary School	Good	Good	Good	Public	MOE
The Elite English School	Good	Acceptable	-	Private	CBSE
The English College, Dubai	Good	Good	Good	Private	UK
The Indian High School	Good	Good	-	Private	CBSE
The Indian High School-Branch	Good	Good	-	Private	CBSE
The Millennium School	Good	Good	-	Private	CBSE
The School of Research Science	Good	Good	Acceptable	Private	UK
The Universal American School	Good	Good	Acceptable	Private	US/IB
Uptown School	Good	Good	Good	Private	IB
Zabeel High School	Good	Good	Good	Public	MOE
Zayed Bin Sultan Primary School	Good	Acceptable	Good	Public	MOE
Abu Hanifa Boys Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
Ahmad Bin Sulaim Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
Ahmed Bin Rashid Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
Al Ahmadayah Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
Al Aqsa Primary School	Acceptable	Unsatisfactory	Acceptable	Public	MOE
Al Arqam Private School	Acceptable	Acceptable	Acceptable	Private	MOE
Al Athbah Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
Al Aweer Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
Al Basateen Kindergarten, Al Khawaneej	Acceptable	Acceptable	Acceptable	Private	MOE
Al Diyafah High School	Acceptable	Acceptable	Acceptable	Private	UK

School Name	Current year 2010-2011	2009-2010	2008-2009	Type	Curriculum
Al Edrisi Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
Al Eman Private School	Acceptable	Acceptable	Acceptable	Private	MOE
Al Hudaibiah Primary School	Acceptable	Unsatisfactory	Unsatisfactory	Public	MOE
Al Ittihad Private School - Al Mamzar Campus	Acceptable	Acceptable	Good	Private	US
Al Ittihad Private School - Jumeirah	Acceptable	Acceptable	Good	Private	US
Al Jahidh Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
Al Khaleej National School	Acceptable	Acceptable	Acceptable	Private	US
Al Khansaa Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
Al Khulafaa Al Rashideen School	Acceptable	Unsatisfactory	Unsatisfactory	Public	MOE/ Al Ghad
Al Khulood Kindergarten	Acceptable	Good	Acceptable	Public	MOE
Al Kuwait Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
Al Lesaili School	Acceptable	Acceptable	Good	Public	MOE
Al Maaref High School	Acceptable	Acceptable	Acceptable	Public	MOE
Al Maaref Private School	Acceptable	Acceptable	Unsatisfactory	Private	US
Al Maktoum School	Acceptable	Unsatisfactory	Unsatisfactory	Public	MOE
Al Mawakeb School, Al Barsha	Acceptable	Acceptable	Acceptable	Private	US
Al Mawakeb School, Al Garhoud	Acceptable	Acceptable	Acceptable	Private	US
Al Mizhar Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
Al Mohallab Primary School	Acceptable	Unsatisfactory	Acceptable	Public	MOE
Al Nahda Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
Al Rashid Al Saleh Private School	Acceptable	Acceptable	Acceptable	Private	MOE
Al Razi Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
Al Sadiq Islamic English School	Acceptable	Acceptable	Acceptable	Private	UK
Al Saeedeya Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
Al Safa High School	Acceptable	Acceptable	Acceptable	Public	MOE/ Al Ghad
Al Safa Private School	Acceptable	Acceptable	Good	Private	UK
Al Salam Private School	Acceptable	Acceptable	Good	Private	UK
Al Salam School for Secondary & Elementary Education – Girls	Acceptable	-	-	Public	MOE

School Name	Current year 2010-2011	2009-2010	2008-2009	Type	Curriculum
Al Shaab Boys Primary School	Acceptable	Unsatisfactory	Acceptable	Public	MOE
Al Shaarawi High School	Acceptable	Acceptable	Acceptable	Public	MOE
Al Shafie Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
Al Shorouq Private School	Acceptable	Acceptable	Unsatisfactory	Private	MOE
Al Shurooq Kindergarten	Acceptable	Acceptable	Good	Public	MOE
Al Thuraya Private School	Acceptable	Acceptable	Acceptable	Private	MOE
Al Wahidah High School	Acceptable	Acceptable	Acceptable	Public	MOE
Al Watan Al Arabi School	Acceptable	Unsatisfactory	Unsatisfactory	Public	MOE
Al Worood Academy Private school	Acceptable	-	-	Private	UK
American International School	Acceptable	Acceptable	Acceptable	Private	US
Amna Bint Wahab High School	Acceptable	Good	Good	Public	MOE
Apple International School	Acceptable	Unsatisfactory	Acceptable	Private	UK
Arab Unity School	Acceptable	Acceptable	Unsatisfactory	Private	UK
Bradenton Preparatory Academy	Acceptable	-	-	Private	US
Crescent English School	Acceptable	Acceptable	-	Private	CBSE
Dar Al Marefa Private School	Acceptable	Good	Good	Private	IB
Deira International School	Acceptable	Acceptable	Acceptable	Private	UK/IB
Deira Private School	Acceptable	-	-	Private	UK
Dubai Carmel School	Acceptable	Acceptable	Good	Private	UK
Dubai International School, Al Garhoud	Acceptable	Acceptable	Acceptable	Private	US
Dubai International School, Al Quoz	Acceptable	Acceptable	Acceptable	Private	US
Dubai Modern Education School	Acceptable	Acceptable	Acceptable	Private	MOE/US
Dubai Police Children Kindergarten, Bur Dubai	Acceptable	Acceptable	Acceptable	Private	MOE
Dubai Police Kindergarten, Deira Branch	Acceptable	Acceptable	Acceptable	Private	MOE
Emirates English Speaking School	Acceptable	Acceptable	-	Private	CBSE
Emirates International School - Meadows	Acceptable	Acceptable	Acceptable	Private	UK/IB
GEMS Winchester School	Acceptable	Acceptable	Acceptable	Private	UK

School Name	Current year 2010-2011	2009-2010	2008-2009	Type	Curriculum
German International School, Dubai	Acceptable	Acceptable	Good	Private	GERMAN
Gulf Indian High School	Acceptable	Acceptable	-	Private	CBSE
Gulf Model School	Acceptable	Acceptable	-	Private	CBSE
Hamdan Bin Rasihd High School	Acceptable	Acceptable	Acceptable	Public	MOE
Hatta Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
His Highness Sheikh Rashid Al Maktoum Pakistani School	Acceptable	Acceptable	-	Private	PAKISTANI
International Academic School	Acceptable	Acceptable	Acceptable	Private	MOE/US
International School of Arts and Sciences	Acceptable	Acceptable	Acceptable	Private	US
International School of Choueifat-Dubai	Acceptable	Good	Good	Private	SABIS/UK/US
Islamic School for Education and Training	Acceptable	Acceptable	Acceptable	Private	MOE
Mirdif Private School	Acceptable	Acceptable	Unsatisfactory	Private	US
National Charity School	Acceptable	Acceptable	Acceptable	Private	MOE
New Arab Unity School	Acceptable	Acceptable	Acceptable	Private	US
New Indian Model School	Acceptable	Acceptable	-	Private	CBSE
New World Private School	Acceptable	Acceptable	Acceptable	Private	MOE
Nibras International School	Acceptable	Acceptable	Acceptable	Private	US
Otbah Bin Azwaan Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
Philadelphia Private School	Acceptable	Good	Acceptable	Private	US
Princess Haya Bint Al Hussain Girls School	Acceptable	-	-	Public	MOE
Pristine Private School	Acceptable	Acceptable	Acceptable	Private	UK
Raffles International School - West Campus	Acceptable	Good	Acceptable	Private	UK
Rashid Bin Saeed School	Acceptable	Acceptable	Acceptable	Public	MOE
Sakina Bint Al Hussain School	Acceptable	Acceptable	Acceptable	Public	MOE
Sarah Primary School	Acceptable	Acceptable	Acceptable	Public	MOE
School Of Modern Skills	Acceptable	Acceptable	Acceptable	Private	US
Sharjah American International school	Acceptable	Acceptable	Acceptable	Private	US
Star International School - Al Twar	Acceptable	Acceptable	Unsatisfactory	Private	UK

School Name	Current year 2010-2011	2009-2010	2008-2009	Type	Curriculum
The Central School	Acceptable	Acceptable	-	Private	CBSE
The City School International	Acceptable	Acceptable	Acceptable	Private	UK
The Dubai Russian Private School	Acceptable	Acceptable	Good	Private	RUSSIAN
The Kindergarten Starters	Acceptable	Acceptable	-	Private	CBSE
The Oxford School	Acceptable	Acceptable	Unsatisfactory	Private	UK
The Phillippine School	Acceptable	-	-	Private	PHILIPPINE
The Private Religious Institute	Acceptable	Acceptable	Acceptable	Private	MOE
The Religious Institute	Acceptable	Acceptable	Good	Public	MOE
The Sheffield Private School	Acceptable	Acceptable	Acceptable	Private	UK
The Westminster School	Acceptable	Acceptable	Acceptable	Private	UK
United International Private School	Acceptable	Unsatisfactory	Unsatisfactory	Private	PHILIPPINE
Uptown High School	Acceptable	Acceptable	Acceptable	Private	IB
Al Basateen KG Hatta	Unsatisfactory	Unsatisfactory	Unsatisfactory	Private	MOE
Al Falah Model Private School	Unsatisfactory	Unsatisfactory	Unsatisfactory	Private	MOE
Al Farooq Pakistani Islamic School	Unsatisfactory	Unsatisfactory	-	Private	PAKISTANI
Al Hesn Private School	Unsatisfactory	Unsatisfactory	Unsatisfactory	Private	MOE/US
Al Majd Indian School	Unsatisfactory	Unsatisfactory	-	Private	CBSE
Buds Public School	Unsatisfactory	Unsatisfactory	-	Private	CBSE
Dubai American Scientific School	Unsatisfactory	Unsatisfactory	Unsatisfactory	Private	US
Dubai Arab American School	Unsatisfactory	Unsatisfactory	Unsatisfactory	Private	US
Dubai First School	Unsatisfactory	Unsatisfactory	Unsatisfactory	Private	US
Dubai Infants School	Unsatisfactory	Unsatisfactory	Acceptable	Private	UK
English Medium School (Pvt), Dubai	Unsatisfactory	Unsatisfactory	Acceptable	Private	UK
Little Flowers English school	Unsatisfactory	Unsatisfactory	-	Private	CBSE
Mohammed Noor School	Unsatisfactory	Unsatisfactory	Unsatisfactory	Public	MOE
New Academy School	Unsatisfactory	Acceptable	Acceptable	Private	US
Pakistan Education Academy	Unsatisfactory	Unsatisfactory	-	Private	PAKISTANI
The European School	Unsatisfactory	Unsatisfactory	Unsatisfactory	Private	UK
The Grammar School	Unsatisfactory	Unsatisfactory	Unsatisfactory	Private	UK

Appendix 2

Curricula offered in Dubai

Curriculum	MoE - Ministry of Education (public schools)	
Brief Description	National Ministry of Education curriculum for public schools in the United Arab Emirates Kindergarten 4 -5 years of age; Cycle 1 6-11 years of age; Cycle 2 12-15 years of age; Cycle 3 16-18 years of age.	
Certificate	Certificate of Completion of Secondary Education	Age Group
Associated examination/ tests	National Ministry of Education examinations. Certificate of Completion of Secondary Education examinations in Grade 12. On-going assessment and tests in subjects in each term for 3 terms. Compiled percentage score of three terms.	16-18 years
Useful web link	http://www.moe.gov.ae/english/pages/default.aspx	

Curriculum	UK - United Kingdom	
Brief Description	National Curriculum for England, Wales, Northern Ireland. Infant school, Junior school, Secondary school, College/sixth form. Foundation: Nursery, Reception: 3 -4 years of age; Key Stage 1, Years 1 and 2 5-6 years of age; Key Stage 2, Years 3 to 6 7-10 years of age; Key Stage 3, Years 7 to 9 11-13 years of age; Key Stage 4 GCSE, Years 10 and 11 14-15 years of age; Key Stage 5 (Post-16), AS and A-level Years 12 and 13 16-17 years of age.	
Certificates	General Certificate of Secondary Education [GCSE]; International General Certificate of Secondary Education [IGCSE]; A levels / Advanced level General Certificate of Education [GCE].	Age Group
Associated examination/ tests	UK Board examinations: GCSE: 2-year course; seven to ten subjects; Higher (A-D); Foundation (C- G); Cambridge examinations: IGCSE: 2 year course - core and extended levels; international. A-levels : Advanced Subsidiary [AS] at end of first year; A2 modules at end of second year. 4 or 6 modules over 2 years; used as a pre-university requirement.	14-16 years. 14-16 years. 16-18 years.
Useful web link	http://curriculum.qcda.gov.uk/	

Curriculum	US – United States	
Brief Description	Curricula from the United States such as the California Standards; the Virginia Standards; the Massachusetts Standards; The Common Core State Standards.	
Certificate	High School Diploma. [Received after completion of a certain number of credits in mandatory and elective subjects].	Age Group
Associated examination/tests	<p>[optional tests] Early years to Grade 8: Iowa Test of Basic Skills.</p> <p>Final year of school: Tests administered by The College Board (USA): Preliminary Scholastic Assessment [PSAT] – practice for the SAT; Scholastic Assessment Test: Reasoning [SAT I]; Scholastic Assessment Test: Scholastic Assessment Test: Subject [SAT II]. [SATs are pre-college tests]. Advanced Placement [AP]: examinations for attainment of college credit.</p>	<p>4-14 years</p> <p>16-18 years</p>
Useful web link	http://www.collegeboard.org/	

Curriculum	National Curriculum of India	
Brief Description	Indian National Curriculum boards. Curriculum Board for Secondary Education [CBSE]; Indian Curriculum for Secondary Education [ICSE]. Pre-primary 3- 5 years of age; Primary , Grades 1 - 8 6-13 years of age; Secondary, Grades 9 and 10 14-15 years of age; Higher Secondary, Grades 11 and 12 16-17 years of age.	
Certificates	Secondary School Leaving Certificate [Grade 10]; Higher Secondary Certificate [Grade 12]	Age Group
Associated examination/tests	All India Senior School Certificate Examination [AISSCE], Grade 10. All India Senior School Certificate Examination [AISSCE], Grade 12.	14-15 years 16-17 years
Useful web link	http://www.cbse.nic.in/	

Curriculum	MoE - Ministry of Education (private schools)	
Brief Description	National Ministry of Education curriculum for private schools in the United Arab Emirates Kindergarten 4 -5 years of age; Cycle 1 6-11 years of age; Cycle 2 12-15 years of age; Cycle 3 16-18 years of age.	
Certificates	Certificate of Completion of Secondary Education [16-18 years].	Age Group
Associated examination/ tests	National Ministry of Education examinations. Certificate of Completion of Secondary Education examinations in Grade 12. On-going assessment and tests in subjects in each term for 3 terms. Compiled percentage score of three terms.	16-18 years
Useful web link	http://www.moe.gov.ae/english/pages/default.aspx	

Curriculum	IB – International Baccalaureate	
Brief Description	<p>The Primary Years' Programme [PYP] aged 3-12 [3 authorised and 5 candidate schools];</p> <p>The Middle Years' Programme [MYP] aged 12-16 [2 authorised and 3 candidate schools];</p> <p>The Diploma Programme [DP] last 2 years of school [12 authorised schools];</p> <p>International Baccalaureate Career Certificate (IBCC), last 2 years of school [1 authorised school];</p> <p>The IB Diploma is a 2 year course of study in subjects at higher and standard levels, plus 3 other core requirements.</p>	
Certificate	The IB Diploma	Age Group
Associated examination/ tests	<p>The Middle Years' Programme is school assessed internally and externally moderated.</p> <p>The International Baccalaureate Diploma Examinations.</p>	<p>12-16 years</p> <p>16-18 years</p>
Useful web link	http://www.ibo.org/	

Curriculum	National Curriculum of Iran		
Brief Description	Kindergarten Elementary education/Dabestan, Lower-secondary/Rahnamayi, Upper-secondary/Dabirestan, Pre-University course	Grades 1-5 Grades 6-8 Grades 9 -11	5-6 years of age; 6-11 years of age; 11-14 years of age; 14-16 years of age; 17-18 years of age.
Certificates	High School Diploma / Diplom-Metevaseth for University entrance.	Age Group	
Associated examination/ tests	Unified State Examination (USE) – standardized testing of high school graduates for tertiary studies. University entrance examination (Konkoor).	Last year of school.	
Useful web link	http://www.medu.ir/Portal/Home/		

Curriculum	National Curriculum of France	
Brief Description	L'école maternelle, L'école Elementaire, Le collège, : Cours Préparatoire [CP] Cours Élémentaire [CE1] Cours Élémentaire [CE2] Cours Moyen [CM1] Cours Moyen [CM2] College [Sixième, Cinquième, Quatrième, Troisième] Lycée [Seconde, Première, Terminale]	6-7 years; 7-8 years; 8-9 years; 9-10 years; 10-11 years; 11-15 years; 15-18 years.
Certificates	Diplôme National du Brevet /French Brevet [Grade 9]; French Baccalaureat [Grade 12].	Age Group
Associated examination/tests	Cours élémentaire première année [CE1, Grade 2]; Cours moyen deuxième année [CM2, Grade 5]; Brevet , Grade 9 [Troisième]; Baccalaureat, Grade 12.	7-8 years; 10-11 years; 14-15 years; 17-18 years.
Useful web link	http://www.education.gouv.fr/	

Curriculum	National Curriculum of Pakistan	
Brief Description	Nursery [KG] and Kindergarten [prep] Primary, Grades 1-5 Middle, Grades 6-8 High, Grades 9-10 Intermediate [FA/FS], Grades 11-12	3-5 years; 6-10 years; 11-13 years; 14-15 years; 16-17 years.
Certificates	Secondary School Certificate [SSC], grade 10; Higher Secondary (School) Certificate [HSC], grade 12, leading to a diploma in arts [FA] or diploma in science [FS];	Age Group
Associated examination/ tests	Examination Boards: Federal Board of intermediate and Secondary Education [FBISE]; Board of Intermediate and Secondary Education [BISE]. Standardised tests, Grade 9; Secondary School Certificate test, Grade 10; Higher Secondary Certificate test, Grade 12.	14-15 years. 16-17 years.
Useful web link	http://www.moe.gov.pk/nchd1.htm	

Curriculum	National Curriculum of Philippines	
Brief Description	Kindergarten Elementary school Junior High school Senior High School	3-6 years; 6-12 years; 12-16 years; 16-18 years.
Certificates	High School Diploma	Age Group
Associated examination-tests	National Achievement Test (NAT). College Entrance Examinations (CEE) administered by higher institutions.	12 years. 18 years.
Useful web link	http://www.deped.gov.ph/search.asp?searchcat=m&textfield=curriculum	

Curriculum	German Curricula	
Brief Description	Kindergarten 3-5 years of age; Grundschule / Primary, grades 1-4: 6-10 years of age; Secondary, Grades 5 -10: 11-16 years of age; Hauptschule /Secondary General Grade 11 and 12 part-time vocational schools,16-17 years; or Realschule/ Intermediate School Grade 11 and 12 full- time vocational schools,16-17 years; or Gymnasium / Grammar School Grade 11 and 12 continue Gymnasium, 16-17 years; or Gesamtschule /Comprehensive School Grade 11 and 12 continue Gesamtschule,16-17yrs; Hauptschule and Realschule vocational; Gesamtschule vocational <u>or</u> Grade 13 Arbitur preparation, 17-18 years university; Gymnasium Grade 13 Arbitur preparation, 17-18 years of age	
Certificate	Arbitur University qualification [for university entrance after completion of Gymnasium or Gesamtschule].	Age Group
Associated examination/tests	Examinations at Grade 10. Grade 13 and Arbitur preparation for the university entrance qualification examination [after Gymnasium or Gesamtschule].	15-16 years 17-18 years
Useful web link	http://www.bmbf.de/en/	

Curriculum	National Curriculum of Japan	
Brief Description	Kindergarten [Yochien] Elementary [Shogakkou] Junior High School [Chugakkou] Senior High School [Koukou; Koutougakkou]	3-5 years of age; 6-12 years of age; 12-15 years of age; 15-18 years of age.
Certificates	Japanese High School Certificate	Age Group
Associated examination/tests	Standardised examinations. Entry to a senior high school is by entrance examination.	12-18 years 15 years
Useful web link	http://www.mext.go.jp/english/a05.htm	

Curriculum	National Curriculum of Russia	
Brief Description	Kindergarten Elementary school Grades 1-4 Middle school Grades 5-9 Senior School Grades 10-11	5-6 years of age; 6-9 years of age; 10-14 years of age; 15-16 years of age.
Certificates	Certificate of Secondary Complete General Education.	Age Group
Associated examination/tests	Unified State Examination (USE) – standardized testing of high school graduates for tertiary studies.	Last year of school.
Useful web links	http://eng.mon.gov.ru/	

Appendix 3

Plain language guide to the Quality Indicators (QI)

Inspectors use the quality indicators to evaluate the performance of schools.

QI 1 – How good are the students’ attainment and progress?

This quality indicator is divided into two aspects:

- Attainment in each key subject in relation to curricular and international standards – what students know, understand and are able to do in relation to each of the key subjects compared to children of a similar age internationally.
- Progress over time – the gains made by students in knowledge, skills and understanding in relation to their starting points and over a period of time, as well as progress in lessons.

QI 2 – How good is the students’ personal and social development?

This quality indicator covers three aspects:

- Attitudes and behaviour – how the students behave, what relationships are like between them and teachers; their sense of responsibility and the extent to which they adopt a healthy lifestyle, as well as how regularly the students come to school and whether they arrive on time to school and lessons.
- Understanding of Islam and appreciation of local traditions and culture of Dubai – how well students understand the importance of Islam in daily life; how well they appreciate Dubai’s local traditions and cultures, and value the UAE national identity; and how well they appreciate the multi-cultural nature of Dubai and culture generally.
- Civic, economic and environmental understanding – how well the students understand their responsibilities in school and as members of a wider community; the extent to which students understand Dubai’s place in the world and how it has developed over time and the extent to which they understand local and global environmental issues.

QI 3 – How good are teaching and learning?

This quality indicator covers three aspects:

- Teaching for effective learning – how well the teachers know their subjects and how well they understand how children of all abilities learn best; how well lessons are planned and organised; the extent to which teachers use questions and resources other than the textbook to help all students learn and the extent to which teaching encourages the students to be independent and think for themselves.
- Quality of students’ learning – how well students are involved in their learning and how well they

work together without the teacher's help; the way in which students link their learning to real life and to other subjects; how well the students can find things out for themselves and whether they can solve problems and think in a critical way.

- Assessment – how well the teachers focus on how students are doing and let them know what they need to do to improve; the extent to which they allow the students themselves to judge their own work and sometimes that of others; how well teachers know the students and how accurate the assessment information is; how well the teachers use this information to teach, modify the curriculum and provide support for students.

QI 4 – How well does the curriculum meet the educational needs of all students?

The curriculum includes everything a school deliberately teaches including such things as educational visits and extra-curricular activities. Inspectors judge the quality of the curriculum, its breadth, its range and the mix of subjects offered, how much choice there is for students, the challenges it presents for them and the extent to which the curriculum is enriched in lessons. Inspectors assess how relevant the curriculum is to the students' needs, especially those who are very young, have learning difficulties or who are very able. Inspectors also look at the opportunities provided for students to learn within the local area.

?QI 5 – How well does the school protect and support students

This quality indicator covers two areas:

- Health and safety – the arrangements the school makes to ensure that the students are safe, the suitability and safety of the buildings, safety on the school buses, how clean and hygienic the premises are and the medical care of students. Inspectors also investigate the extent to which schools promote a healthy lifestyle for the students, for example by educating them about diet and exercise. They also evaluate the extent to which students are cared for in all aspects.
- Quality of support – how good the relationships are between staff and students, how well staff handle student behaviour and the quality of the advice and guidance they provide. Inspectors judge the quality of support provided for students with special educational needs. Inspectors assess how well schools keep a check on the welfare and personal progress of individual students as well as the management of attendance and punctuality.

QI 6 – How good are the leadership and management of the school?

This quality indicator covers five areas:

- Quality of leadership – how well leaders provide vision and direction to staff to improve the school and whether they have the expertise and skills to bring about that improvement; the extent to which the school leaders share responsibilities for improvement to ensure everyone, including subject leaders, is focused on raising standards. Inspectors consider how well leaders identify the

professional development needs of their teams and manage their performance and the changes as the school improves.

- **Self-evaluation and improvement planning** – how well the leaders know the school’s strengths and weaknesses, and how effectively they plan to develop and improve the quality of the education the school provides. Also, how well the leaders have responded to the recommendations from the last inspection and the impact of any initiatives on the outcomes for students.
- **Parents and the community** – how well the school keeps parents informed and involved in their children’s education and reports on their progress. Inspectors also consider what the school does to link with the local and wider community in order to support students’ development.
- **Governance** – There is an expectation that all schools will have a governing body or advisory group. Inspectors consider its influence on the school, how well it supports the school’s leaders and holds the school to account for its quality and the extent to which this group represents members of the school community and listens to their opinions.
- **Management, staffing, facilities and resources** – how well the school operates on a day-to-day basis; the quality of the school’s environment for learning, how well it uses the facilities it has, the quality of its human and other resources and how well they are used to provide the best possible education for students.

Appendix 4

Glossary

This glossary is intended to make sure that all users all mean the same thing when speaking about a particular aspect of education. The meanings given here should not be regarded as definitive in all circumstances. However, for the purposes of school inspections, we recommend that words and definitions should be used according to the definitions given below.

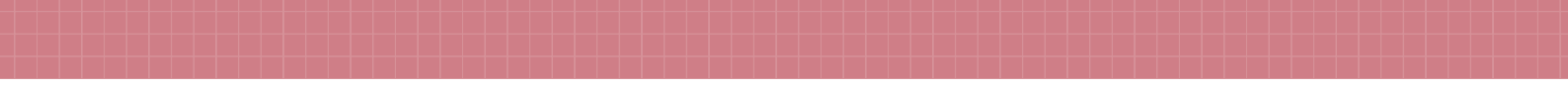
The list is not exhaustive and DSIB welcomes suggestions for further words to be included, with their suggested definitions.

Word or acronym	Meaning
Accountability	Schools being answerable for their actions and performance.
Achievement	A measure of the success that students gain in any area of learning or life. For example, academic, sporting, artistic and creative.
Accreditation	The system whereby a school or similar organisation is assessed against agreed standards and, if deemed as having achieved the standards required, is provided with some form of certification. Accreditation usually demonstrates the competence and performance capability of privately owned schools.
Assessment	The process of finding out how well students learn what they are taught. This is a continuous process using a variety of forms for different purposes. Formative assessment includes the regular marking and evaluation of students' work and includes feedback on how to improve. It also includes students' assessment of their own work and that of their peers. Summative assessment is a formal process at the end of a year or unit of work, often taking the form of public examination or internal testing.
Assessment for Learning	Assessment that goes beyond just marking and giving a grade. This is aimed at enhancing learning by telling students exactly what they need to do to improve their work, revisiting their progress in making these improvements. This process involves students in judging their own and others' work.
Assessment information	All information relating to what students know, understand and can do arising from verbal and written interactions, observations, photographs, test and examination data and students own evaluations of their achievements.
Attainment	The level students reach, usually measured by reference to benchmarks, such as test and examination results.
Benchmarking	Comparing levels of attainment with other schools in similar circumstances or following the same curriculum. International benchmarking is the process of comparing the school's performance with other schools around the world. Benchmarking provides a snapshot of the performance and helps schools to understand where they stand in relation to a particular standard.
Child Protection	Measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children.

Word or acronym	Meaning
Collaborative Learning	Learning activities which involve students working together in order to achieve a learning outcome.
Continuing Professional Development (CPD)	Any training or development designed to improve skills and understanding and develop expertise. This includes a wide range of opportunities including courses, seminars or observations of other teachers.
Creative Thinking	A way of thinking which uses the imagination to create new ideas or things.
Curriculum	Everything a school deliberately teaches, including subjects and activities inside and outside the classroom such as extracurricular activities and educational visits and visitors
Disability	A long-term physical, mental, intellectual or sensory impairment which, in interaction with various attitudinal and environmental barriers, hinders a person's full and effective participation in society on an equal basis with others.
Faculty	A division within a school which usually includes one or more subjects. For example, a Faculty of Communications may include languages, information technology, art, library studies, literature and other similar subjects.
Foundation Stage	In the English system this term applies to education for children before Key Stage 1, i.e. children aged below the compulsory school age, which in England is five years.
Governance	An objective system for managing a school which ensures it achieves what it says it will achieve.
Graduation	Commonly used as the process which ends a university student's studies and results in an award such as a degree. Graduation may include a ceremony but can also be used simply to mean that the student has completed his/her university studies. Graduation is also used similarly in many high schools to designate the end of that stage of education. It is even used to mean the end of each stage of education, e.g. primary school, secondary school.
Groups	Significant categories of students, for example those with learning difficulties and/or disabilities, girls, boys, high attainers, gifted and talented students.
Group Work	Learning activities carried out by a group of students who work together.
Healthy living	Making an informed choice which ensures a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.
Improvement Planning	The process of planning to make a school better. This should involve all those who have an interest in the school such as parents, students, teachers, leaders and owners.
Inclusion	Ensuring educational access, support for learning and equal opportunities for all students, whatever their age, gender, ethnicity, attainment and background.

Word or acronym	Meaning
International standards	Academic expectations arising from international comparative studies such as the Programme for International Student Assessment (PISA), Trends in Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).
Key Stage	The age-related year group in English curriculum schools. Key Stage 1 (ages 5 – 7 years), Key Stage 2 (ages 7 – 11 years), Key Stage 3 (ages 11- 14 years), Key Stage 4 (ages 14 – 16 years). The sixth form is sometimes referred to as Key Stage 5.
Kindergarten	Pre-school provision for children under the statutory school age.
Leadership	Leadership at any level (for example, principals/headteachers, governors/board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning and setting an example to others. It entails different skills from those required for management.
Learning	How students undertake the tasks that lead to gains in knowledge, skills and understanding. Most students have a preference for learning in an auditory, visual or kinesthetic way. Ways of learning also include a spirit of enquiry; researching, working independently of the teacher, alone or with others.
Management	The practical business of running a school, department or aspect of the school's work in an efficient and organised way.
National identity	An intensity of feeling towards one's country, and the level of attachment to the nation.
Off-site facility	Any place, outside the school, that is used to further students' learning, for example the location of a field trip; another school; the work place.
Partnership with parents and the community	The planned process through which student learning is enhanced by collaborative engagement between the school, the parents and the community.
Progress	The gains in learning between two points in time. Students may make unsatisfactory, acceptable, good or outstanding gains in relation to their starting point.
Reporting to parents	Ongoing, focused and detailed communications with parents about their child's learning and progress. This ensures that parents and the school have a shared understanding of each child's next steps for learning.
Quality indicators	Performance measures within the inspection framework against which inspectors evaluate schools.
School community	All those who work in partnership with the school to improve learning, including, students, leaders, parents, teachers, owners and community members.
Special Educational Needs (SEN)	Educational needs that are different from those of the majority of students. They include those who need additional support or challenge in their learning.

Word or acronym	Meaning
Tracking progress	Systematic processes which allow schools to check students' academic and personal development.
School self-evaluation	The identification by the staff of its strengths and weaknesses across the main areas of its performance. Effective self-evaluation focuses on the impact the school's work has on the outcomes for students. The findings from self-evaluation should be used to decide on the school's future priorities for improvement.
Self-assessment	Students making judgements about their work and their learning in order to improve.
Specialist support	Any expert advice or support provided by a professional to meet a student's needs eg psychologist, physiotherapist, speech and language therapist.
Staff	A reference to any person working within a school including senior leaders, teachers, office staff, bursar/business manager and social workers.
Standards	The levels of knowledge, understanding and skills that students should display at a particular point in time.
Teaching	All activities undertaken by the teacher aimed at enhancing students' learning.



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