



DUBAI SCHOOLS INSPECTION BUREAU

## THE OVERALL PERFORMANCE OF PRIVATE SCHOOLS

Key Findings 2011-2012



[www.khda.gov.ae](http://www.khda.gov.ae)



# THE OVERALL PERFORMANCE OF PRIVATE SCHOOLS

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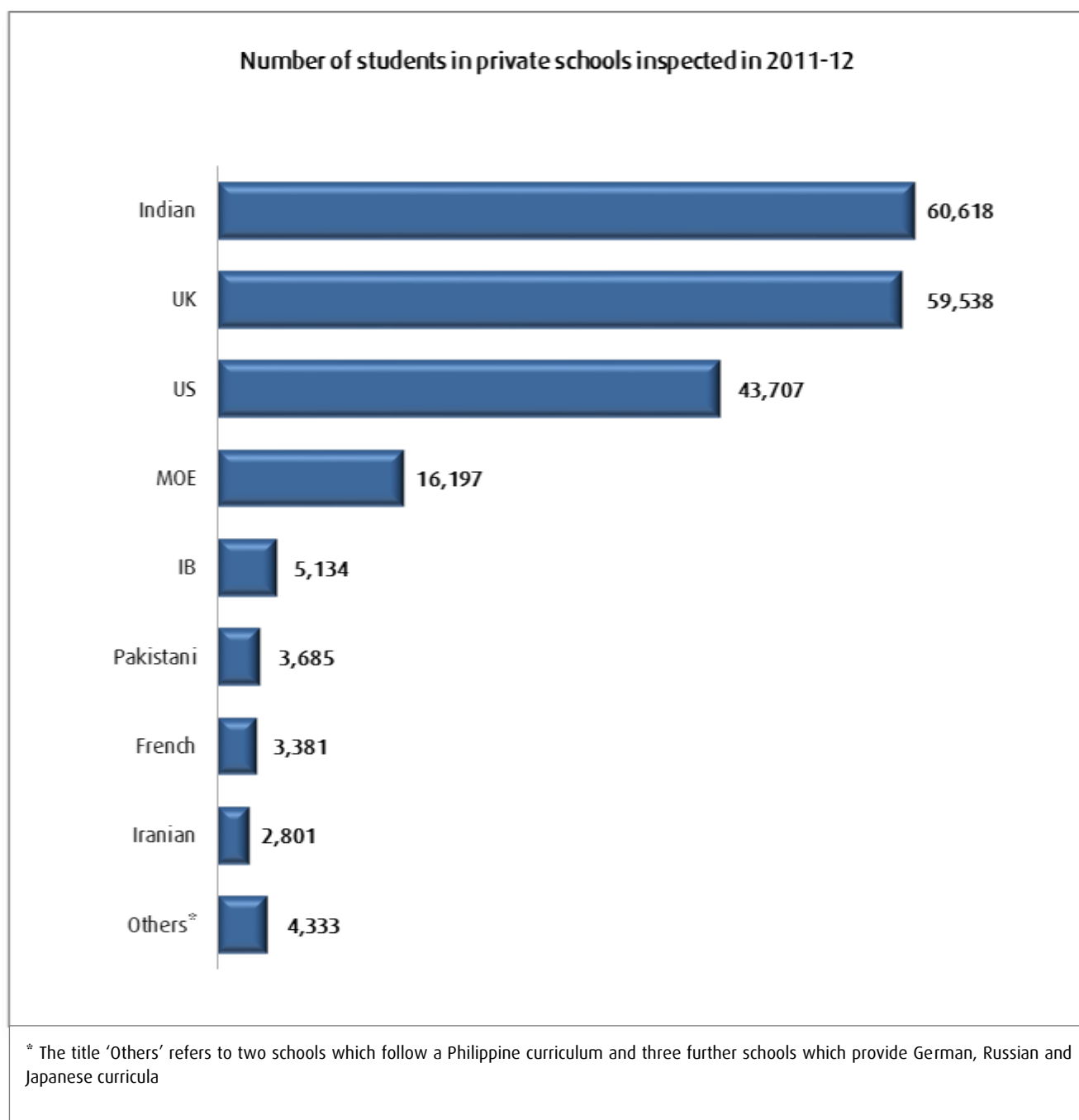
Key Findings from School Inspections 2009-2010	Private School Inspections Key Findings 2010-2011
	

## Our work with schools

The Knowledge and Human Development Authority (KHDA) seeks to improve the quality of education for all students in Dubai. Through effective engagement with stakeholders, KHDA aims to improve access to high quality education for all.

Dubai Schools Inspection Bureau (DSIB) works with schools to identify successful practices and areas for development. This work supports parents by providing accurate, objective and comprehensive information about school performance. In this way parents have better information about the quality of education available for their children.

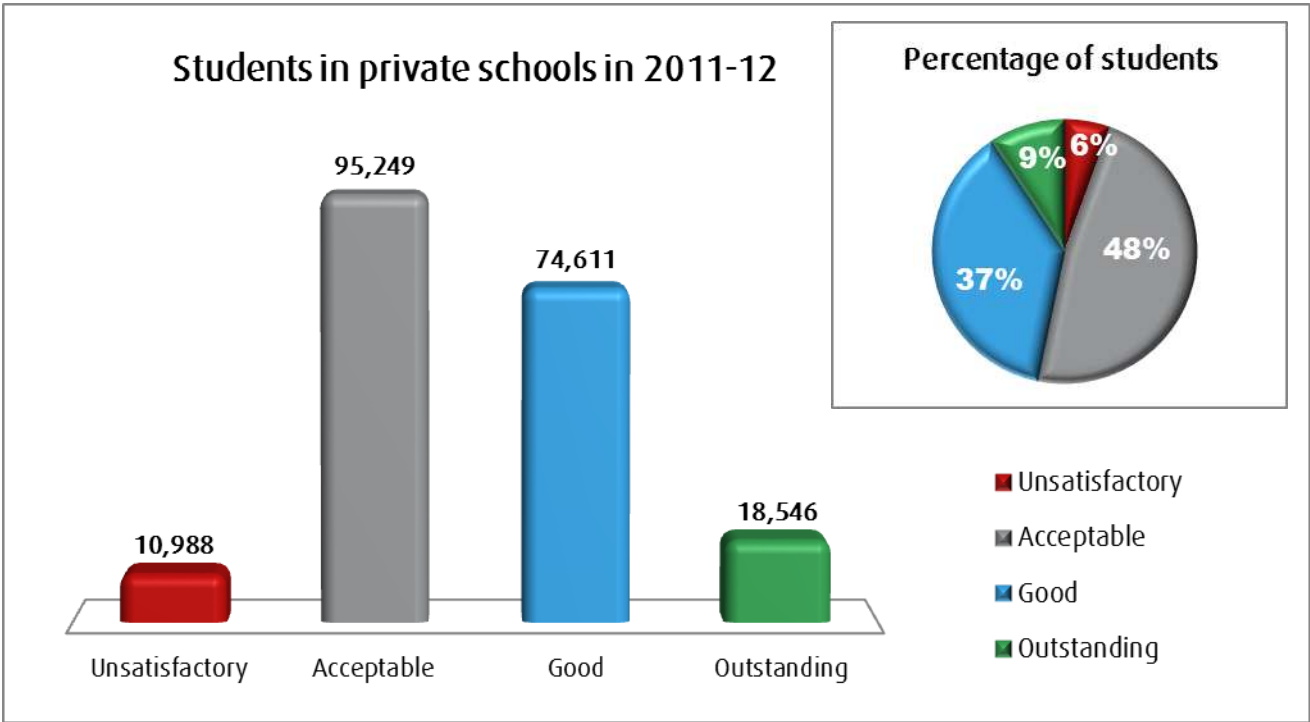
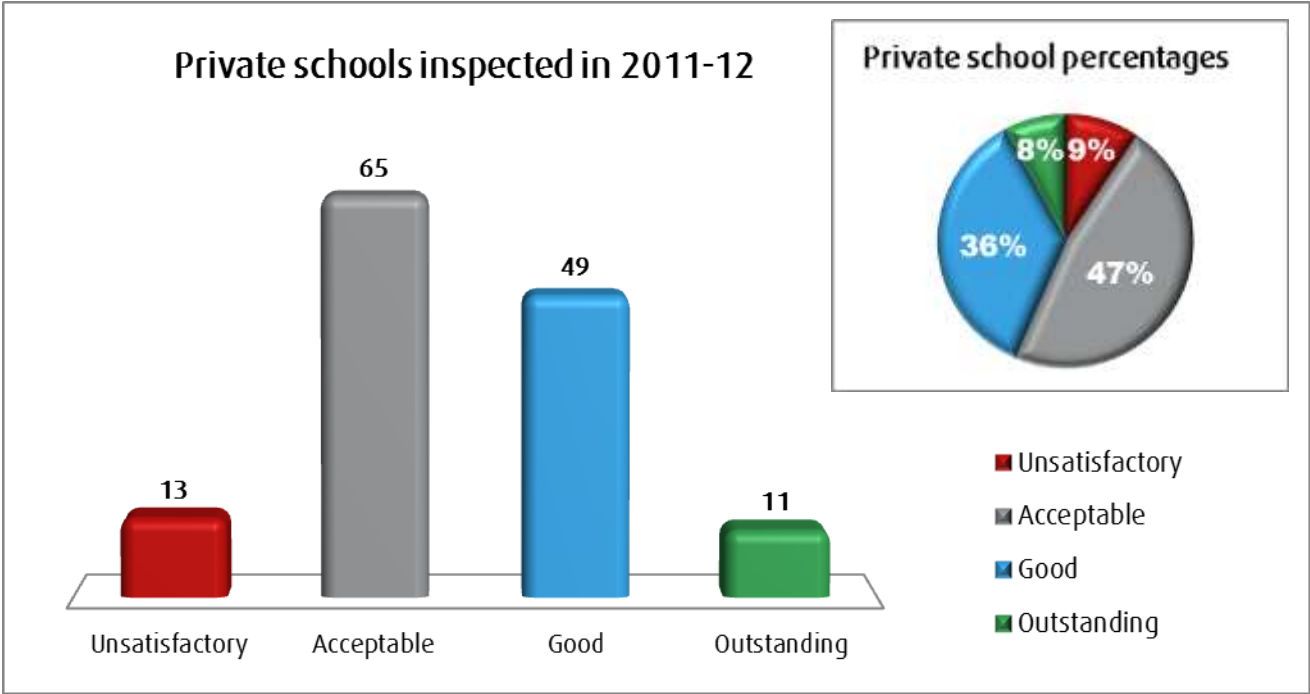
This summary report provides an account of the progress made by private schools over the last four years. It describes some of the best practice observed during inspection visits. It also provides direction regarding the way forward. It is our opportunity to identify and celebrate the highlights and work together towards building a better future for education in Dubai.



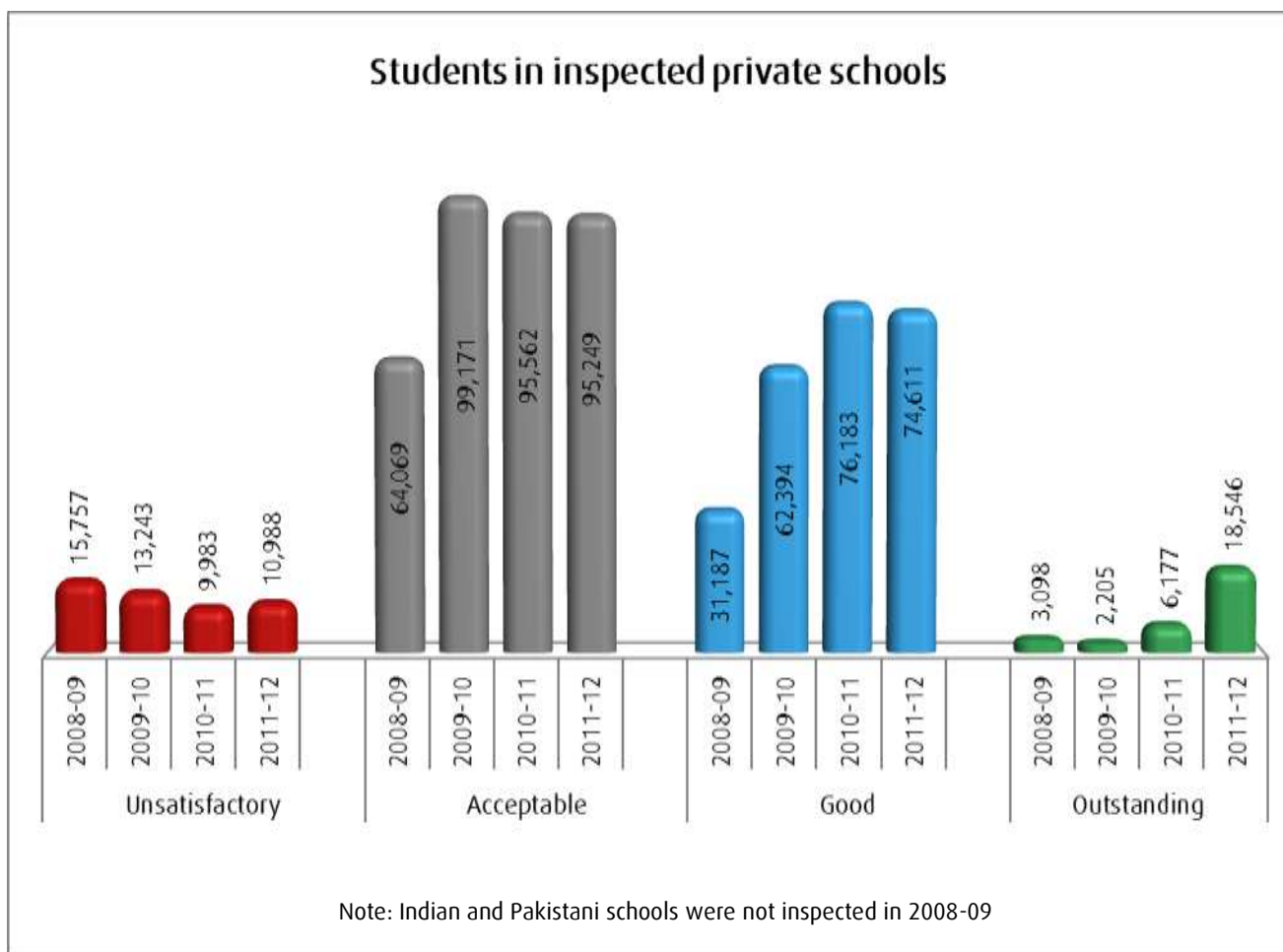
# The overall performance of private schools in 2011-2012

## Context

During the period October 2011 to March 2012 DSIB inspected 138 private schools. Most of these schools have now been inspected four times over the last four years. Private schools that offer an Indian or Pakistani curriculum were not inspected in 2008-9 and have therefore been inspected three times. Schools offering an Iranian curriculum were inspected for the first time this year.







Over the four years of inspection in Dubai there has been a steady increase in the number of students attending good or outstanding schools. More private schools in Dubai now provide education of the expected good quality than did four years ago, with 11 schools currently offering an outstanding quality of education. In 2008-9, there were 34,285 students attending good or outstanding schools. This number has now increased to 93,157. Between 2008 and 2012, the percentage of students attending good or outstanding schools has increased from 30 per cent to 46 per cent.

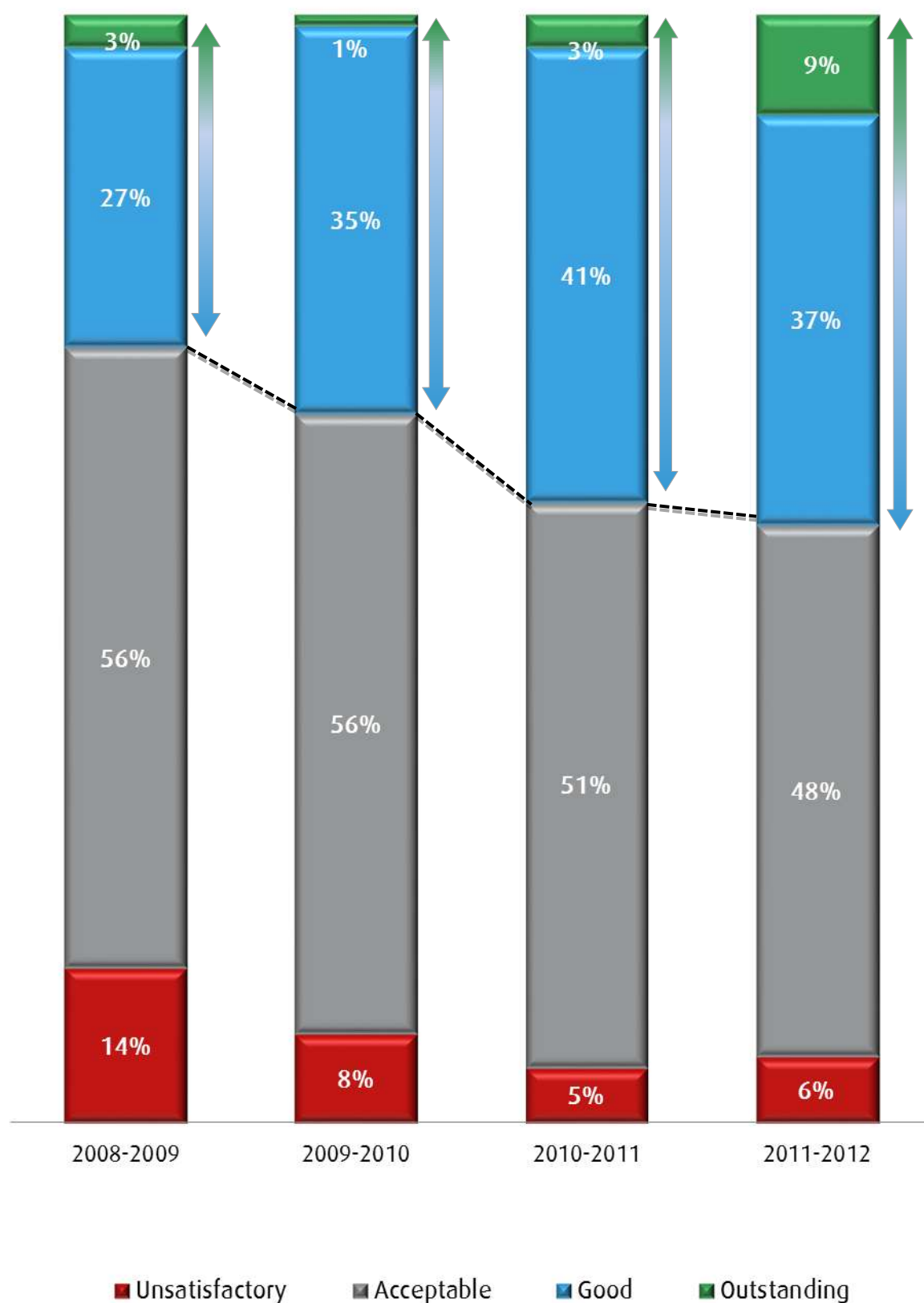
There are now 11 outstanding schools and the number of students attending the highest performing schools has also increased significantly from 3,098 in 2008-9 to 18,546 in 2011-12.

The number of private schools rated as outstanding has increased from six last year to 11 this year. Eight of the schools that have achieved this rating, base their work on the English National Curriculum, with two providing Indian curricula and one US curriculum. Three of the schools evaluated as outstanding also offer the IB Diploma in the final two years of school.

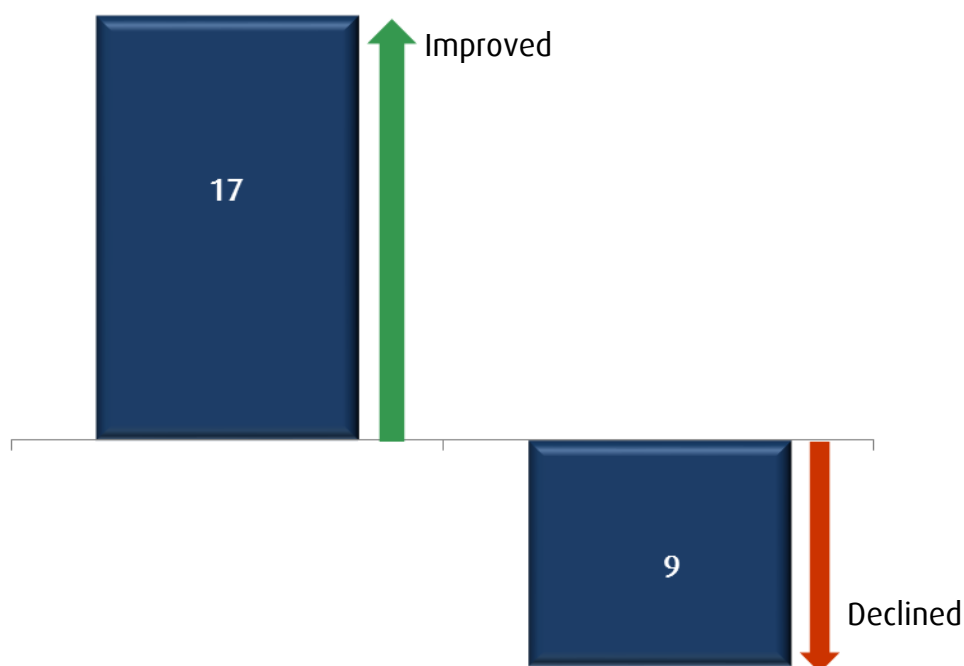
Over the four years, the number of students attending unsatisfactory schools has reduced. In 2008-9 there were 15,757 students attending such schools and this has reduced to 10,988.

Despite the notable improvements over the four year period of inspection, it is clear that the pace of improvement has slowed in the last year. In the previous year of inspection, 2010-11, around 56 per cent of students attended acceptable or unsatisfactory schools. This year this percentage has reduced only slightly to 54 per cent.

## Students in private schools over inspection years



## Changes in the overall rating of schools between 2010-11 and 2011-12



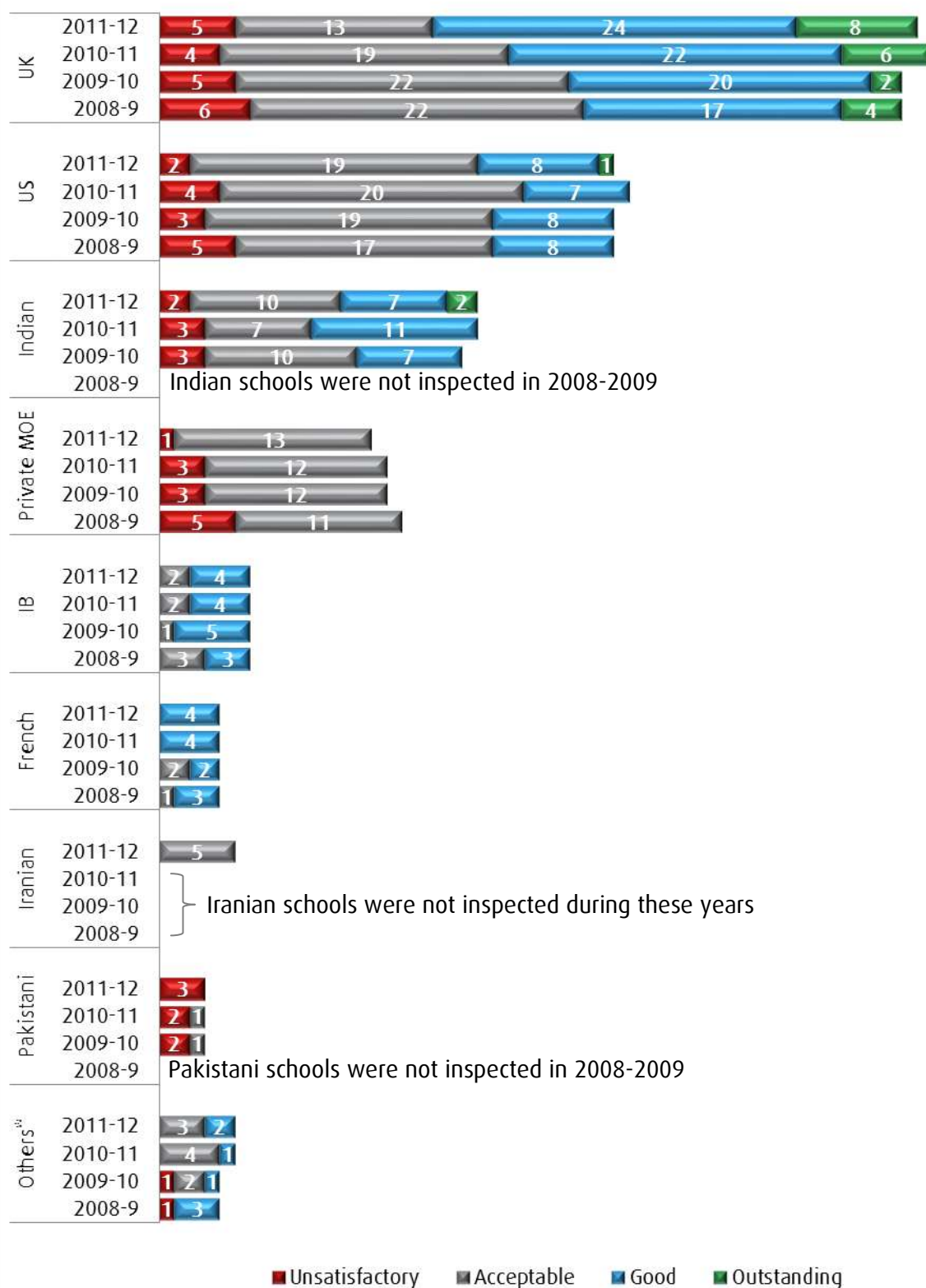
A few schools improved their overall grading in 2011-12, including the five schools that have progressed from a good to an outstanding judgement.

Just under half of Dubai's students still attend schools providing, overall, an acceptable quality of education. There are around 95,000 students in such schools and this is not significantly different from the previous year.

Thirteen schools are rated as unsatisfactory and although fewer students attend such schools in comparison with the first year of inspection, a significant number of these schools have been unsatisfactory over the full period of inspection.

Most schools have not been successful in improving their overall rating this year despite the rapid improvements noted in the first year of inspection. This indicates that improvements in overall performance have slowed, especially in acceptable schools. However, there have been underlying improvements in certain aspects of the work of all schools.

## Trends in overall ratings by curriculum



\* The title 'Others' refers to two schools which follow a Philippine curriculum and three further schools which provide German, Russian and Japanese curricula



Key Messages



## Key Messages

Almost all private schools have improved key aspects of their work over the four year period of inspection. There are now 11 schools evaluated as providing an outstanding quality of education. They are:

Schools rated as outstanding in 2011-12	Curriculum	2011-2012	2010-2011	2009-2010	2008-2009
Kings Dubai School	UK	Outstanding	Outstanding	Outstanding	Outstanding
GEMS Wellington International School	UK and IB Diploma	Outstanding	Outstanding	Outstanding	Good
Jumeirah College	UK	Outstanding	Outstanding	Good	Outstanding
Jumeirah English Speaking School	UK	Outstanding	Outstanding	Good	Outstanding
Dubai College	UK	Outstanding	Outstanding	Good	Good
GEMS Jumeriah Primary School	UK	Outstanding	Outstanding	Good	Good
Jumeirah English Speaking School - Arabian Ranches	UK and IB Diploma	Outstanding	Good	Good	Outstanding
Dubai American Academy	US and IB Diploma	Outstanding	Good	Good	Good
Jebel Ali Primary School	UK	Outstanding	Good	Good	Good
Dubai Modern High School	ICSE	Outstanding	Good	Good	Not inspected
The Indian High School	CBSE	Outstanding	Good	Good	Not inspected

### These schools have many common features:

- Highly effective and determined school leadership and improved self-evaluation processes;
- High levels of student engagement in their own learning and well-developed student leadership activities;
- A focused effort in improving the range of teaching strategies to include international best practice, which has led to most teaching being evaluated consistently as good or better;
- A strong focus on the use of modern strategies and resources in ensuring effective learning;
- Excellent use of information and communications technology to support learning;
- Effective tracking of student progress to support assessment practices;
- An enriched curriculum which enabled students to learn beyond the school and in the local community;
- Consistently high quality arrangements for ensuring the health, safety, security and support for students;
- A continued, determined response to the recommendations from the previous inspection report;
- High levels of parent involvement in their children's learning and successful engagement of stakeholders in school self-evaluation and the process of improvement;
- Effective governance, which holds each school to account for students' attainment and progress.

There are currently 49 schools providing a good quality of education. This means that around half of Dubai's students now receive a good or better standard of education.

There have been important gains over four 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 and a few of these also offer the IB Diploma in the final phase of the school. A few schools offering an Indian curriculum also demonstrate outstanding attainment in these subjects.

The degree of improvement in students' attainment and progress in Arabic over the four year inspection period continues to be considerably less than in other key subjects. Only Muslim students attend Islamic Education lessons and their attainment and progress has remained steady over the last year.

In general, the best teaching is seen in certain schools offering the UK or IB curricula. In these schools, overall, the majority of teaching and learning is good or better. Improvement in the quality of teaching, learning and assessment has slowed in Indian schools this year despite the initial rapid improvement seen in their first year of inspection. Schools continue to improve assessment practices. However, assessment practices in most US and Indian curriculum schools have shown little improvement since last year.

A significant minority of private schools still fail to meet Ministry of Education requirements for Islamic Education and Arabic. There are also a few schools which fail to ensure that first language Arabic students follow the correct programme. These students are taught as additional language learners, which means they are often not challenged or supported to reach the required levels in their mother tongue, of which they are capable.

Most private schools have improved the arrangements to protect and support their students. Most schools offering the IB curriculum have good or better arrangements to protect and support their students. However, an overall weakness in schools across all curriculum types is the provision for students with special educational needs. Most schools have weak arrangements to identify such students and often lack appropriate specialist support to assist students experiencing difficulties in their learning. In most cases, students with special educational needs are not provided with effective support within lessons. The progress of higher achieving students is limited in too many schools.

There are now two outstanding schools offering an Indian curriculum. However, overall, following significant improvements between 2009 and 2011, more recently the pace of improvement has slowed. For example, no Indian schools moved from acceptable to good in the last round of inspections.

Over 43,000 students attend schools offering a US-style curriculum in Dubai. Of the 30 schools, only around a third use official state standards from the United States to plan their lessons. In most of the US schools in Dubai, assessments are not aligned to any reliable international or US recognised standard. Consequently, in such schools, teachers, parents and students have little idea of how their students compare to their peers in the US or internationally.

Twelve schools in Dubai offer the International Baccalaureate Diploma programme in the final two years of school. In 2011-12, 1,447 students were following the programme in a total of 12 different schools. In the best performing schools, students achieved above the international average in their IBD examinations. Where the schools are relatively new to the IB - DP programme, inspectors noted achievement in the majority of key subjects that was broadly in line with that of other students internationally.

French schools have improved over the four years of inspection and all now provide a good quality of education for students. All four schools have responded positively to inspection recommendations and have acted promptly and effectively to address identified weaknesses. Through strong leadership and responsive governance, the French schools have made significant gains in the development of the curriculum. In all four schools students demonstrate excellent behaviour and positive attitudes to learning. There are currently 3,381 students attending the four French curricula schools in Dubai.

Schools offering an Iranian curriculum in Dubai were inspected for the first time this year. All five schools provide an acceptable quality of education, overall. They benefit from regular supervision which helps ensure assessments are undertaken to compare the achievement of students in Dubai with other students in Iran. A common weakness of the schools is the quality of teaching. Most teachers in Iranian schools do not use a sufficiently wide range of teaching strategies and most lessons are overly dependent on text books. There are currently 2,801 students attending the five Iranian schools in Dubai.

Private schools that offer the Ministry of Education curriculum improve less quickly and less extensively than other private schools in Dubai. The overall performance of these schools remains broadly the same as last year with almost all being evaluated as acceptable. There are 16,197 students attending the MOE private schools in Dubai.

There are three schools offering the Pakistani National Curriculum. All three schools are unsatisfactory. 3,685 students attend these schools. There are some fundamental areas of concern which are common to the three unsatisfactory Pakistani schools and which mean that their capacity to improve is limited. In particular, the schools face significant challenges in recruiting leaders and skilled, experienced teachers. Governance in these schools is ineffective, resources are lacking and leadership is weak.





Key messages for schools

## Key messages for schools offering a curriculum based on the English National Curriculum (referred to as 'UK curriculum' schools)

### Overall performance of UK curriculum schools in 2011-12

	Outstanding	Good	Acceptable	Unsatisfactory
<b>Schools</b>	8	24	13	5
<b>Students</b>	8,566	26,540	19,906	4,526

Nine schools offering a UK curriculum improved their overall performance in the last round of inspections. Two schools progressed from good to outstanding and seven schools progressed from acceptable to good. The overall performance of five schools dropped including two schools which were found to provide an unsatisfactory quality of education.

Most of the outstanding private schools in Dubai provide a curriculum based on the English National Curriculum. These schools adapt their curriculum to increase their students' understanding of the United Arab Emirates, as well as Islamic Education and Arabic.

Seven schools offering the English National Curriculum, also offer the International Baccalaureate Diploma (IBD) in the final two years of study, as an alternative to AS or A-level examinations. This year, most of the seven schools have strengthened the transition arrangements between the two types of curriculum to improve students' prospects in their final exams.

A minority of UK curriculum schools still do not, in fact, base the syllabus for each subject sufficiently on the English National Curriculum programmes of study. Some do not employ the assessment structure based on attainment targets to evaluate students' progress, as required by the English National Curriculum.

Almost two-thirds of UK schools are evaluated as good or better. Nine schools improved their overall rating in this fourth year of inspection. In five schools, however, the overall rating dropped. Common factors which contribute to the deterioration in overall judgement include frequent and often rapid changes in teachers and leaders, transient student populations and a lack of reliable evidence on which to base improvement planning. In these schools, professional development of staff including the training of new teachers was often under developed or challenging due to frequent changes.

Five UK schools provide an unsatisfactory quality of education. These schools have not made enough progress in addressing the recommendations from their last inspection. Three of the schools have been unsatisfactory for over two years.

In most UK schools, students' progress in Arabic as a first and as an additional language has improved this year. Progress in Arabic as an additional language was judged as unsatisfactory in only a small minority of UK schools. The improvement in students' performance in Islamic Education has been steady. However, overall, students' performance in Islamic Education and Arabic is not as good as in other subjects.

Most UK schools comply with Ministry of Education requirements for teaching time allocated to Islamic Education and Arabic, although a minority still do not.

In the majority of UK schools students, including those with special educational needs make good progress. Attainment in English, mathematics and science is usually a strength of UK schools, as are students' attitudes and behaviour, the quality of care and support for students and leaders' commitment to school improvement.

In all but the outstanding schools, there is a need to improve the consistency of teaching and learning, the use of assessment and the effectiveness of the self-evaluation process.

School Name	Main Curriculum	2011-2012 overall rating
Kings Dubai School	UK	Outstanding
GEMS Wellington International School	UK/IB	Outstanding
Jumeirah College	UK	Outstanding
Jumeirah English Speaking School	UK	Outstanding
Dubai College	UK	Outstanding
GEMS Jumeriah Primary School	UK	Outstanding
Jumeirah English Speaking School - Arabian Ranches	UK/IB	Outstanding
Jebel Ali Primary School	UK	Outstanding
Dubai English Speaking College	UK	Good
Dubai English Speaking School	UK	Good
GEMS Wellington Primary School	UK	Good
Horizon School	UK	Good
Repton School Dubai	UK/IB	Good
The English College - Dubai	UK	Good
Cambridge International School	UK	Good
Dubai British School	UK	Good
Emirates International School - Jumeirah	UK/IB	Good
GEMS Royal Dubai School	UK	Good
Star International School - Umm Al Sheif	UK	Good
The School of Research Science	UK	Good
Raffles International School South Campus	UK	Good
Dubai Gem Private School	UK	Good
Dubai Scholars Private School	UK	Good
Regent International School	UK	Good
Al Ameen Private School	UK	Good
Raffles International School West Campus	UK / IB	Good
Al Salam Private School	UK	Good

School Name	Main Curriculum	2011-2012 overall rating
Al Diyafah High School	UK	Good
Deira International School	UK/IB	Good
Emirates International School - Meadows	UK/IB	Good
The Winchester School	UK	Good
Deira Private School	UK	Good
Queen International School	UK	Acceptable
St. Mary's Catholic High School	UK	Acceptable
Star International School - Mirdif	UK	Acceptable
Al Safa Private School	UK	Acceptable
Dubai Carmel School	UK	Acceptable
Al Sadiq Islamic English School	UK	Acceptable
Pristine Private School	UK	Acceptable
The City School International	UK	Acceptable
The Sheffield Private School	UK	Acceptable
The Westminster School	UK	Acceptable
Arab Unity School	UK	Acceptable
Star International School-Al Twar	UK	Acceptable
The Oxford School	UK	Acceptable
Apple International School	UK	Unsatisfactory
Al Worood Academy Private School	UK	Unsatisfactory
Dubai Infants School	UK	Unsatisfactory
English Language Private School	UK	Unsatisfactory
Grammar School	UK	Unsatisfactory



## Key messages for schools offering a US curriculum

### Overall performance of US curriculum schools in 2011-12

	Outstanding	Good	Acceptable	Unsatisfactory
Schools	1	8	19	2
Students	2,169	12,805	27,514	1,219

Four schools offering a US curriculum improved their overall performance in 2011-12. The majority of schools still perform at an acceptable level overall and one has been rated as outstanding this year.

Only 30 per cent of US schools in Dubai use official state standards from the United States to plan their lessons. Examinations are not always aligned to any reliable international or US recognised standard which means that teachers and leaders have little idea of how students compare to their peers internationally.

In most US curriculum schools, students do not sit for externally recognised examinations. The outstanding and good US schools, however, ensure that most students gain appropriate qualifications to enable them to enter universities in the US and elsewhere. Too many US schools still do not provide an accredited diploma to students to enable them to achieve higher education placements.

Regarding the curriculum, the majority of US schools offer curricula of good or better quality, but in a significant minority of schools the curriculum is only acceptable with two schools evaluated as having an unsatisfactory quality of curriculum. Often the curriculum in less effective US schools is narrow, heavily dependent on text books, lacking links to real life or other aspects of learning and limited in choice. The curriculum in Kindergarten is too often inappropriate for young learners. The review of the curriculum in these schools rarely leads to changes which benefit students.

Despite some improvements in students' attainment in Arabic as a first or additional language, in the majority of US schools attainment levels in most key subjects remained stable in 2011-12. There was a similar picture in students' progress although those students learning Arabic as a first language made better progress than those learning Arabic as an additional language.

Teaching in a majority of US curriculum schools is of acceptable quality. Around a third of teaching is good but a small minority is unsatisfactory. Teachers in the weaker performing schools have an inconsistent understanding of how young children learn. They often fail to adjust their teaching to meet the needs of the wide range of learners in the class. This means that teachers often do not challenge students according to their needs, learning styles or abilities. In the majority of US schools, lessons are based primarily on the text book. Teaching is aimed at the whole class and overly directed by the teacher. This means that students often become passive in their learning; they lack motivation and engagement in their learning. In good and outstanding US schools students are enthusiastic when activities are related to their own lives and experience. When they are allowed to take responsibility to enquire and investigate independently, students are more effectively engaged in their work. Such learning opportunities are too infrequent.

The quality of assessment is acceptable in most US schools with common weaknesses across most schools. Ineffective use of assessment information to help provide appropriate tasks for students has been regularly observed by inspectors. Too often, teachers do not challenge and support their most and least able students at appropriate levels despite regular testing.

The arrangements made for the health, safety and protection of students are a key strength of US curriculum schools. The current year's round of inspections show clear improvements in several schools and no deterioration in provision. Measures to support students are inconsistent however, with weak identification processes for students with special educational needs in the majority of schools and a lack of specialist support for these children.

Leadership in US curriculum schools was again inconsistent in quality. Overall leadership and self-evaluation show more deterioration than improvement with school leaders being unrealistic about the performance of their schools and little reliable data to support improvement plans effectively.

School Name	Main Curriculum	2011-2012 overall rating
Dubai American Academy	US/IB	Outstanding
Al Mizhar American Academy Private School for Girls	US	Good
American School of Dubai	US	Good
Dubai National School - Al Barsha	US	Good
Dubai National School - Al Twar	US	Good
Universal American School	US/IB	Good
Greenwood International School	US	Good
Al Ittihad Private School- Jumeirah	US	Good
Dubai International School - Al Quoz	US	Good
International School of Choueifat - Dubai	US/UK/SABIS	Acceptable
Philadelphia Private School	US	Acceptable
Al Ittihad Private School -Al Mamzar	US	Acceptable
Al Khaleej National School	US	Acceptable
Al Mawakeb School - Al Barsha	US	Acceptable
Al Mawakeb School - Al Garhoud	US	Acceptable
American International School	US	Acceptable
Dubai International School - Al Garhoud	US	Acceptable
Dubai Modern Education School	US/ MOE	Acceptable
International Academic School	US/MOE	Acceptable
International School of Arts and Sciences	US	Acceptable
Nibras International School	US	Acceptable
North American International School	US	Acceptable
School Of Modern Skills	US	Acceptable
Sharjah American International school	US	Acceptable
Al Maaref Private School	US	Acceptable
Mirdif Private School	US	Acceptable
Bradenton Preparatory Academy	US	Acceptable
Dubai Arab American Private School	US	Acceptable
New Academy School	US	Unsatisfactory
Dubai American Scientific School	US	Unsatisfactory



## Key messages for schools offering an Indian curriculum

### Overall performance of Indian curricula schools in 2011-12

	Outstanding	Good	Acceptable	Unsatisfactory
Schools	2	7	10	2
Students	7,811	27,500	24,042	1,265

Indian schools were inspected for the third time in 2011-2012, with one new Indian school inspected for the first time. There has been improvement amongst the best schools with two schools now rated as outstanding. Schools have improved in particular aspects of their work but overall improvement has slowed. Most notably, no Indian school has moved from acceptable to good and the overall performance of two schools has declined from good to acceptable.

There is improvement in students' progress in English, mathematics and science, with most improvement in science. In a few schools, progress in these subjects is outstanding. Attainment has also improved. Attainment and progress in Islamic Education is also better but is not as good as in other key subjects. Students' attainment in Arabic as an additional language is far lower than all other key subjects. The majority of students learning Arabic as an additional language achieve only acceptable levels of attainment despite several years of study.

Students' attitudes and behaviour continue to be a major strength along with a significant minority of students who demonstrate outstanding civic and environmental awareness and understanding. However, the quality of support for students with special educational needs is weak, with students often not identified as requiring specialist support such as speech and language therapy or not having access to a full assessment by an educational psychologist. This means that the support provided is often inadequate for their needs.

The quality of teaching for effective learning has declined or remained the same in a significant minority of schools. Teaching too often requires learners to acquire facts rather than explore, investigate or find things out for themselves. There is a similar trend in learning with the weakest learning demonstrated in Kindergarten and lower primary grades. Most teachers in Indian schools have a limited understanding of how students learn best. They use a narrow range of teaching strategies and do not plan different activities for students at different levels of understanding. In these lessons few resources are used other than the text book. Kindergarten children, especially, often spend long periods of time listening to the teacher at the expense of learning through activities.

Linked to teaching and learning is assessment, which is only acceptable in the majority of schools. These schools do not effectively analyse assessment data to improve teaching and learning.

A few schools have an outstanding curriculum. However, the quality of the curriculum in the majority of schools is acceptable. In a few schools the CBSE-I curriculum has been introduced. In these lessons, students are more excited about learning, more independent and they discuss their work with each other, resulting in improved progress.

In a minority of schools self-evaluation is outstanding, but the majority have acceptable, or good, self-evaluation processes. Schools are often over-generous in their self-evaluation.

There has been a significant improvement in governance with the majority of schools rated as good or better. Parents are more often involved and schools are more effectively held to account for improvement.

School Name	Main Curriculum	2011-2012 overall rating
Dubai Modern High School	Indian (ICSE)	Outstanding
The Indian High School	Indian (CBSE)	Outstanding
Delhi Private School Dubai	Indian (CBSE)	Good
Our Own English High School - Dubai	Indian (CBSE)	Good
Rajagiri International School	Indian (CBSE)	Good
The Indian High School-Branch	Indian (CBSE)	Good
The Millennium School	Indian (CBSE)	Good
Our Own High School - Dubai	Indian (CBSE)	Good
Our Own Indian School	Indian (CBSE)	Good
The Elite English School	Indian (CBSE)	Acceptable
JSS International School	Indian (ICSE)	Acceptable
Crescent English School	Indian (CBSE)	Acceptable
Emirates English Speaking School	Indian (CBSE)	Acceptable
Gulf Indian High School	Indian (CBSE)	Acceptable
Gulf Model School	Indian (CBSE)	Acceptable
New Indian Model School	Indian (CBSE)	Acceptable
The Central School	Indian (CBSE)	Acceptable
The Kindergarten Starters	Indian (CBSE)	Acceptable
Global Indian International School	Indian (ICSE)	Acceptable
Buds Public School	Indian (CBSE)	Unsatisfactory
Little Flowers English school	Indian (CBSE)	Unsatisfactory

## Key messages for private schools offering a Ministry of Education (MOE) curriculum

### Overall performance of MOE curriculum private schools in 2011-12

	Outstanding	Good	Acceptable	Unsatisfactory
<b>Schools</b>	0	0	13	1
<b>Students</b>	0	0	15,904	293

There are currently no Ministry of Education curriculum schools providing a good or better quality of education. Almost all have an overall acceptable performance which is the minimum required for education in Dubai. There have been limited improvements made in almost all schools. One school progressed from unsatisfactory to acceptable overall performance. However, in a minority of schools, there was a noticeable decline in the quality of education provided since the last inspection. Most notably, areas of deterioration include teaching, learning and leadership. While most of the teaching and learning are broadly acceptable, the proportion of unsatisfactory teaching has increased since last year.

Leaders often do not recognise sufficiently the need to focus on improvements at classroom level and fail to monitor the quality of teaching effectively or bring about change in teaching methods. The often, rapid changes of staff also lead to inconsistencies in the quality of learning and this also affects students' progress. Overall, the understanding of how students learn is weak in these schools and leaders fail to implement strategies to improve learning experiences in classrooms. Students often lack motivation because lessons are uninspiring and repetitive.

The majority of the private schools that offered the Ministry of Education curriculum provide an unsatisfactory quality of education for Kindergarten children and offer narrow and limited learning experiences in this phase.

The curriculum offered by almost all schools remains narrow and schools provide limited choice of subjects. The development of enquiry, research, investigative and independent learning skills is not a strong feature of the curriculum of any of these schools. This means that the students are ill-prepared for later stages of their education.

In a little over a third of the schools, the arrangements for the health and safety of students have improved.

Almost all schools demonstrate limited capacity to assess the effectiveness of their work accurately and objectively; weak improvement planning is a common feature of almost all MOE curriculum schools.

In almost all schools, assessment results are generated internally. Systems to check the reliability and consistency of assessments are not sufficiently robust. This leads, at times, to inaccurate and incomplete evaluations of what students know, understand and can do. Internationally recognised assessments are not used to ensure that students' achievement is in line with international standards.

School Name	Main Curriculum	2011-2012 overall rating
Al Arqam Private School	MOE	Acceptable
Al Basateen Kindergarten - Al Khawaneej	MOE	Acceptable
Al Eman Private School	MOE	Acceptable
Al Rashid Al Saleh Private School	MOE	Acceptable
Al Thuraya Private School	MOE	Acceptable
Dubai Police Children Kindergarten - Bur Dubai	MOE	Acceptable
Dubai Police Kindergarten - Deira Branch	MOE	Acceptable
Islamic School for Education and Training	MOE	Acceptable
National Charity School	MOE	Acceptable
New World Private School	MOE	Acceptable
The Private Religious Institute	MOE	Acceptable
Al Shorouq Private School	MOE	Acceptable
Al Basateen Kindergarten - Hatta	MOE	Acceptable
Al Hesn Private School	MOE / US	Unsatisfactory

## Key messages for schools offering an International Baccalaureate (IB) curriculum

### Overall performance of IB curricula schools in 2011-12

	Outstanding	Good	Acceptable	Unsatisfactory
<b>Schools</b>	0	4	2	0
<b>Students</b>	0	3,799	1,335	0

There are 15 schools in Dubai offering an IB programme in one or more phases. However, just five schools in Dubai offer the IB curriculum across all phases of the school. Schools offering IB programmes at all phases plus the one school offering an IB/IPC (international primary curriculum) are classified for the purpose of this report as providing an IB curriculum. Three of these six schools have not yet achieved IB authorisation for all of the phases in which the programmes (PYP - Primary Years Program, MYP - Middle Years Programme and IBD - International Baccalaureate Diploma) are taught and therefore remain 'candidate' schools. Consequently, the programmes offered are not well developed and the IB approaches to teaching and learning are not always evident across all stages of the school.

Most IB schools provide a good quality of education and their overall performance has remained good over the last four years. In 2011-12, the overall performance of one school dropped from good to acceptable.

IB schools have responded positively to DSIB's recommendations. Most of the schools offering these programmes are of good overall quality.

Students' behaviour in almost all IB schools is outstanding. Students display responsible and enthusiastic attitudes toward their learning, they establish a strong rapport with one another and adults and their opinions are listened to by school leaders. Most students in IB schools have an excellent understanding of the world around them, including their own and local traditions and culture.

The quality of teaching and learning is good in most IB schools; however, there is variation between IB programmes within a few schools. Where programmes have been established for a longer time and have achieved IB 'authorised' status, the quality of teaching and learning is better. In these schools teachers have a clearer understanding of the requirements of the curriculum. A minority of teachers consistently promote the focus on independent investigation and critical and creative thinking which are central to the IB curriculum. Teachers in weaker performing schools lack expertise of IB curriculum requirements and understanding of IB approaches to education. Inquiry is therefore not always a feature of lessons in all schools, or all the programmes in any particular school.

Teaching, and consequently attainment and progress, in Islamic Education and Arabic have improved in most schools; however these lag behind other subjects.

Assessment is evaluated as good or better in almost all IB schools representing a significant improvement from previous years. Nevertheless, in the PYP and MYP phases particularly, most of these schools still do not compare the attainment of students against external international standards.

The quality of the curriculum in all but one of IB schools is rated as good or outstanding. The curriculum is enriched by learning from real life experiences and plentiful extra-curricular options. However, transition arrangements, as students move from one stage of the school to the next, for example between PYP and MYP, is a weaker feature in a few schools.

Inclusion and support for students is a strong feature of IB schools. Most IB schools have a very harmonious multi-national population. Nevertheless, strategies within classrooms to support these students are inconsistent in quality. The partnership with parents to support their children's learning is a positive feature of the most effective IB schools.

Leadership is outstanding in a third of IB schools and at least good in almost all. However, the ability of middle managers to monitor teaching and learning effectively requires improvement in a minority of schools.

School Name	Main Curriculum	2011-2012 overall rating
Uptown School	IB	Good
Dubai International Academy	IB	Good
GEMS World Academy	IB	Good
Jumeira Baccalaureate School	IB / IPC	Good
Greenfield Community School	IB	Acceptable
Dar Al Marefa Private School	IB	Acceptable

## Key messages for schools offering a French curriculum

### Overall performance of French curriculum schools in 2011-12

	Outstanding	Good	Acceptable	Unsatisfactory
<b>Schools</b>	0	4	0	0
<b>Students</b>	0	3,381	0	0

All four French curriculum schools provide a good quality of education overall. The four schools have maintained this level of performance for the last two years.

Students' attainment and progress in French, English, mathematics and science is good or outstanding in all four schools. Students attending French curriculum schools in Dubai achieve very highly in French public examinations and are often skilled tri-lingual learners when they progress to university education.

In all four schools, students demonstrate excellent behaviour and positive attitudes to learning. Inspectors judged attitudes and behaviour in all four schools to be outstanding in all phases of all four schools.

In comparison to the first year of inspection, in 2008-9, French schools have made significant gains in improving the quality of teaching. The curriculum and the arrangements to monitor the work of the school have developed in line with French government requirements and, consequently, self-evaluation is now more robust and comprehensive. Health and safety arrangements have also improved and are consistently good across all of the schools.

The quality of leadership in all of the French schools is good. All school leaders demonstrate strong vision for the improvement of their schools and work effectively with school governors to enhance the quality of the schools' provision.

Although the quality of teaching and learning is at least good in all French schools, the four schools do not all consistently meet the needs of all students with the same success. In particular, higher achieving students and those with special educational needs are not all supported well. Lessons do not always include sufficient challenge for the highest achieving students.

In a significant majority of classes in French schools, teachers and students do not have access to up-to-date information and communications technology to support the development of independent learning and enquiry skills.

The relatively high achievement of students in the key subjects of French, English, science and mathematics is not matched with equal success in Arabic. Also, Muslim students do not experience the good standard of teaching in their Islamic Education lessons as they do in most other subjects.

School Name	Main Curriculum	2011-2012 overall rating
Lycee Francais International	French	Good
Lycee Georges Pompidou High School	French	Good
Lycée Libanais Francophone Privé	French	Good
Lycee Georges Pompidou Primary School	French	Good

## Key messages for schools offering an Iranian curriculum

### Overall performance of Iranian curriculum schools in 2011-12

	Outstanding	Good	Acceptable	Unsatisfactory
<b>Schools</b>	0	0	5	0
<b>Students</b>	0	0	2,801	0

Iranian schools were inspected for the first time in 2011-12. All five schools offering an Iranian curriculum provide an acceptable quality of education.

In most of these schools, attainment in English, mathematics and science across most phases is acceptable. In two schools students in a few phases demonstrated unsatisfactory levels of attainment in Arabic as an additional language. Students with special educational needs are making acceptable progress across all phases and key subjects in almost all of the five schools.

A key strength of Iranian schools is the good attitudes and behaviour of students. Positive attitudes to learning are shown by almost all students. Students also have a good civic understanding and demonstrate strong appreciation of local traditions, culture and the multi-cultural society in Dubai. Attendance and punctuality in these schools is consistently good.

In most of the schools teaching and learning is acceptable across all phases. Most teachers do not use a sufficiently wide range of teaching strategies and most lessons are overly dependent on text books. Students' critical thinking, enquiry and research skills are not well developed. Nevertheless, students are highly engaged and responsive and enjoy learning. Despite having the skills to be able to work together, students rarely have the opportunity to collaborate and share ideas. Assessment is acceptable in four of the five schools and unsatisfactory in one. Basic assessment strategies are in place but there are weaknesses in using assessment data to improve teaching and learning.

All Iranian schools provide an acceptable curriculum based on the Iranian National Curriculum. However, UAE Ministry of Education (MOE) requirements regarding Islamic Education and Arabic are not met. The curriculum is narrow in these schools, especially for higher attaining students with a lack of choice in subjects. The curriculum lacks enrichment, cross-curricular opportunities and real life links.

Arrangements to ensure the health and safety of students are good in two schools and acceptable in three. School canteens in three schools lack healthy food choices. All staff are aware of child protection arrangements and the quality of support is good in four out of five schools. This support includes good guidance and counseling. Nevertheless, in most of the schools, the support for students with special educational needs requires improvement.



Leadership, self-evaluation and improvement planning are acceptable across almost all Iranian schools. Leaders' views of their schools, however, are somewhat unrealistic and the analysis of attainment data is not rigorous enough to inform improvement planning. Examination data from Iran is used to compare achievement with other Iranian schools in Dubai and in Iran but schools do not compare their students' achievement with other schools internationally. Four of the five schools are developing strong partnerships with parents who are very supportive of the schools. Parents appreciate the clear information about their children's progress. Links with the wider community are not well developed in any of the schools. Governance is acceptable across all Iranian schools with a wide range of stakeholders involved. Schools are managed well on a day-to-day basis. Facilities are adequate but specialist facilities are not well utilised. Information and communications technology resources and books are limited in all of the Iranian schools.

School Name	Main Curriculum	2011-2012 overall rating
Adab Iranian Private School (Boys & Girls)	Iranian	Acceptable
Khadija Al Kobra Iranian School for Girls	Iranian	Acceptable
Salman Al Farsi Iranian School	Iranian	Acceptable
Towheed Iranian School For Boys	Iranian	Acceptable
Towheed Iranian School for Girls	Iranian	Acceptable

## Key messages for schools offering a Pakistani curriculum

### Overall performance of Pakistani curricula schools in 2011-12

	Outstanding	Good	Acceptable	Unsatisfactory
Schools	0	0	0	3
Students	0	0	0	3,685

There are three schools offering the Pakistani National Curriculum in Dubai. All three schools were judged to provide an unsatisfactory quality of education for the 3,685 students currently in attendance.

Two of the three schools have been evaluated as unsatisfactory from the first year of inspection. These two schools have been re-inspected through the Follow-Through inspection programme since 2009. Insufficient progress has been made in addressing the recommendations from the initial inspection.

The third school was judged as unsatisfactory in this year's round of inspections.

In all Pakistani schools most students are keen to learn and the teachers demonstrate a strong commitment to improve. However, the teachers are not supported effectively either through professional development or by the provision of appropriate resources and materials to support teaching. In all three cases, the capacity of the school to improve is limited.

The three Pakistani schools face significant challenges in recruiting leaders and skilled, experienced teachers. Governance in these schools is ineffective, resources are lacking and leadership is weak.

School Name	Main Curriculum	2011-2012 overall rating
His Highness Shaikh Rashid Al Maktoum Pakistani School	Pakistani	Unsatisfactory
Al Farooq Pakistani Islamic School	Pakistani	Unsatisfactory
Pakistan Education Academy	Pakistani	Unsatisfactory



Areas for further improvement

## Areas for further improvement

Over the four year period of inspections there have been notable improvements in the key aspects of the work of most schools in Dubai. The number of outstanding schools has increased. Our outstanding schools offer a quality of education which compares favourably with the best international schools in the world. In most cases, these schools too are continuously improving. The approach of these schools to different areas requiring improvement is applicable and transferable to other schools in Dubai.

Areas of concern	Key messages from outstanding schools
Teachers use too narrow range of teaching strategies and do not always understand how students learn best.	Leaders ensure close monitoring of teaching and learning quality. Schools provide professional development which supports teachers' use of a range of teaching strategies appropriate to the age and educational needs of students, notably for children in Kindergarten and lower primary classes.
The provision for students with special educational needs is weak in too many schools.	Schools identify students with special needs effectively using the DSIB categories and provide support for these students to ensure they make good progress. Policies are developed to enable teachers and support staff to provide effective support within lessons and/or on a withdrawal basis, as appropriate. The school has a policy of open enrolment with a commitment to inclusion. An effective assessment process ensures that the school is able to meet the needs of students seeking admission into the school. Governors are active participants in developing the policies for admission.
Assessment is not always based on reliable evidence and does not inform the planning of learning experiences for children.	Schools develop rigorous and reliable systems for evaluating students' work and use this information to plan meaningful learning activities for the wide range of learners. Through such systems school leaders and teachers check students' achievement against agreed curriculum or examination standards.
The curriculum and related examinations are not based on any widely recognised or accredited system.	In high performing schools, agreed standards and moderated examination systems ensure confidence in the accuracy of assessment. Students' progress is tracked effectively and students leave the school with internationally recognised qualifications.

Areas of concern	Key messages from outstanding schools
The curriculum in many schools does not meet the needs of learners, is narrow and there is limited choice.	Schools carry out a review of their curricula to ensure it meets the needs of all groups and that there is appropriate choice for students in all phases. The curriculum provides regular opportunities for students to learn from experience and find things out for themselves.
The curriculum for Kindergarten children is often inappropriate for young learners.	The curriculum for the youngest students is carefully planned and based on best international practice. It places appropriate emphasis upon active learning, exploration and learning through play. Adults working in the classes all participate in supporting children's learning and are skilled in promoting the acquisition and development of communication skills.
Students make less rapid progress in Islamic Education and Arabic than in other key subjects.	School leaders monitor progress in Islamic Education and Arabic and take steps to improve the quality of teaching and learning in these subjects for all students. Timetables are checked at least annually to ensure compliance with Ministry of Education regulations.
Self-evaluation processes are inaccurate or weak in many schools.	Schools implement a regular cycle of self-evaluation involving all members of the school community and ensure changes are well planned and carefully monitored. These processes involve the use of reliable, valid and carefully analysed student attainment data.
Weak leadership and constant changes in leaders and teachers are key concerns in unsatisfactory and acceptable schools.	Governors and owners develop recruitment and retention practices to ensure that skilled leaders and teachers are appointed and encouraged to stay in the school. Professional development is linked to effective performance management to ensure the development of skills amongst staff in schools.





What do parents, teachers and students think?

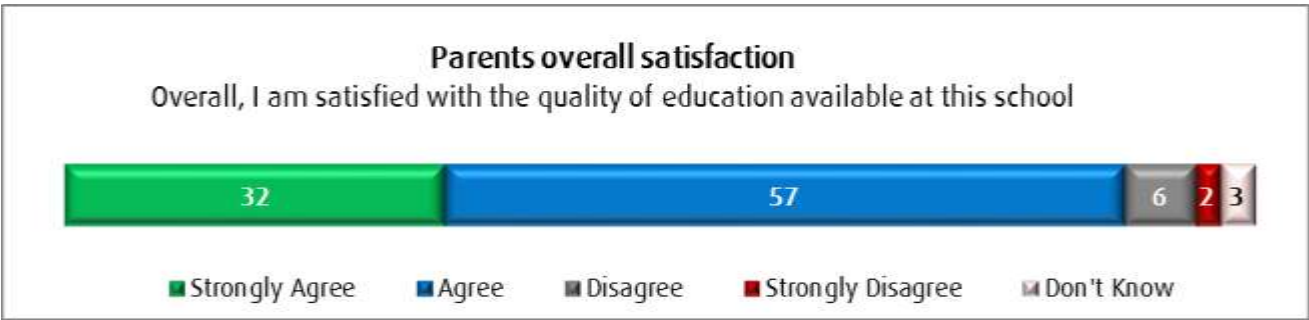
# What do parents think?

Prior to every inspection, parents were asked to complete a survey sharing their views about the work of each school. Parents were asked how well they thought their children were progressing in the key subjects. 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.

Over 37,000 parents completed the survey in 2011-12.

Even in the least effective schools, parents views were largely positive.

A very high proportion of parents who responded, 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 stated that their children were making good or excellent progress in Arabic as a first language. The lowest levels of satisfaction were noted in relation to students learning Arabic as an additional language.

*‘There have been improvements since the KHDA visit. The school is trying to help the teachers get better and there is more information sent home.’*

Parent – MOE curriculum school

*‘The school needs improvement in the Arabic. I am expecting a better level of Arabic language.’*

Parent- French curriculum school.

There is general approval among parents of the quality of the teaching in private schools. Most of those who responded to the survey believe that the teaching their children received was of good or better quality. Of the remainder only around five per cent stated that it was of poor quality.

*'The rapid changeover of teachers is a problem and not all the teachers are good enough.'*

Parent – US curriculum school

Parents expressed a similar degree of satisfaction with the behaviour of the students in their children's schools. Whilst most parents were happy with the quality of the curriculum provided in their child's school, a few felt there should be a wider range of subject choices for their children. A similar proportion of parents were not satisfied with the range or number of extra-curricular activities provided.

Parents overwhelmingly felt that their children were kept safe at school and that they were treated fairly. Most agreed that the school helped their children to choose healthy lifestyles. Around half of the parents who responded thought that the school deal effectively with incidents of bullying.

Parents were, in general, satisfied with most aspects of their partnership with their children's school. Most thought that the school communicated with them regularly and effectively and they were pleased with the reports about their children's progress and with the regular meetings held with teachers.

Whilst most parents believed the quality of leadership to be good, they were less sure about improvement planning and a few parents reported that they had little idea of the school's future plans.

A majority of parents believed that inspection had helped their school improve; a similar proportion to last year.

Parents felt that teaching was their children's school's greatest strength but this aspect also featured more than most others as being in need of improvement. Around 15 per cent of parents felt leadership and facilities were the best features of their children's schools.

*'My school has improved over the years. However, they could still increase the use of technology in the classroom.'*

Parent – UK curriculum school

*'The choice of after-school activities is better this year. Most children get accepted for the activities they choose.'*

Parent – IB curriculum school



## What do teachers think?

Dubai Schools Inspection Bureau surveyed the teachers in the schools as part of each inspection. Around 40 per cent of the teachers completed the survey and made comments about their schools. Overall, most of the teachers were satisfied with the quality of education available.



*'School managers should find ways to motivate teachers. For example more help in classes and resources could be provided. We need good IT resources in every class.'*

Teacher – MOE curriculum school

Almost all teachers reported that students behaved well and enjoyed their lessons. Teachers shared a widely-held belief in the quality of the assessment strategies used to identify the next steps for students and the range of subject and extra-curricular choices.

Teachers' views on student safety, handling bullying difficulties and healthy lifestyle choices differed from those of the students. In general, they felt that these were more positively managed than the students and they thought that almost all students had a high level of involvement in their education.

Almost all teachers commented favourably on the quality of school leadership and their own participation in the professional community within their school. They felt that the overall quality of the professional development they received was good and that they had good resources available for their teaching. A

*'Our school is a dynamic place to work. As a middle leader, I see how hard my staff work and how committed they are to raising the achievement of the pupils that they teach. Inspection has helped us focus even more on learning outcomes.'*

Teacher – UK curriculum school

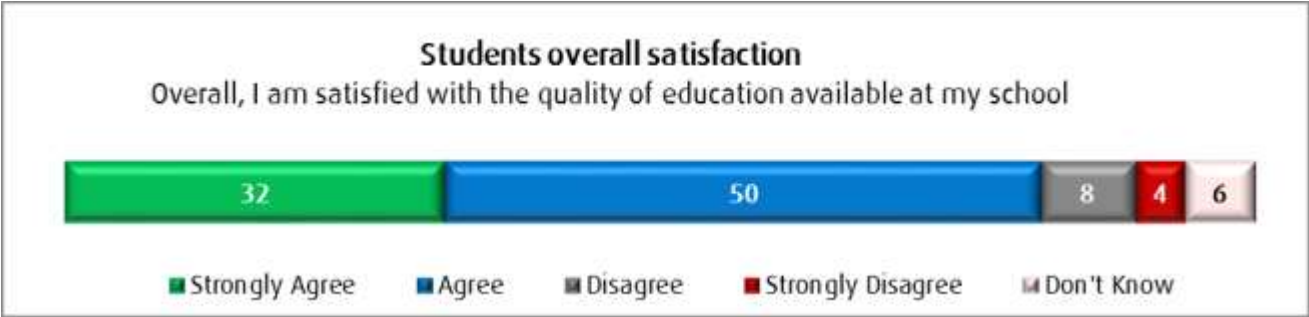
*'The best part of our school is the extra-curricular activities that take place that are outstanding. There is a constant endeavour on the part of the teaching fraternity and the students to improve the teaching and learning process.'*

Teacher – Indian curriculum school

large majority reported that the inspections have resulted in significant improvements in their school. Some common concerns that were mentioned by teachers included the need to ensure that there were sufficient resources available, developing more project opportunities for students, more effective teacher-administration relationships and better management of teachers' workload.

# What do students think?

Dubai Schools Inspection Bureau surveyed students in the three most senior grades of schooling. Overall, most of the students were satisfied with the quality of education available to them.



Most students were satisfied with the progress they made in the key subjects, with the exception of Arabic. Both speakers of Arabic as a first and additional language felt that their progress was not as strong as in other subjects. Most students enjoyed school and regarded the teaching and homework as good; they were happy with the information they received about what they needed to do to improve. A significant minority of students reported a lack of satisfaction with their options of subjects and after-school clubs.

Most students felt safe in the schools in Dubai. Despite this, a significant minority of students stated that

*'The school should provide a wider range of subjects in the future. Despite being an IB school, it surprisingly provides a narrow range of MYP and Diploma subjects, it would benefit students who wish a much wider range of subjects to take, such as Film.'*

Student – IB curriculum school

*'The school is good overall, the management care about us and the teachers work hard. Most of the students want to learn but a few just don't. The teachers need to spend more time helping those who do want to learn instead of disciplining those who don't.'*

Student – Indian curriculum school.

they did not regularly have access to an adult they trust. A similar proportion expressed concern regarding the capacity of the school to handle bullying. A large minority of students felt that their schools did not listen to their views on aspects of their education that directly affected them.

## Students have their say

'Inspectors should come without giving notice then they will see what schools are really like.'

'I love my school.'

'There should be more practical based studying; more field trips.'

'I'm proud to belong to a school like mine.'

'I feel that the Arabic language in the school is not well developed, as I myself feel it is not taught in the right way, along with some of my peers who regularly complain about the way it is taught.'

'Many students aren't able to keep up in class. Teachers do not acknowledge this fact or help enough.'

'The school has taken steps over the past year to improve upon their shortcomings and the students have actively participated in this transformation.'



## Overall performance of schools from 2008-9 to 2011-12

School Name	Main Curriculum	2011-2012 overall rating	2010-2011 overall rating	2009-2010 overall rating	2008-2009 overall rating
Kings Dubai School	UK	Outstanding	Outstanding	Outstanding	Outstanding
GEMS Wellington International School	UK/IB	Outstanding	Outstanding	Outstanding	Good
Jumeirah College	UK	Outstanding	Outstanding	Good	Outstanding
Jumeirah English Speaking School	UK	Outstanding	Outstanding	Good	Outstanding
Dubai College	UK	Outstanding	Outstanding	Good	Good
GEMS Jumeriah Primary School	UK	Outstanding	Outstanding	Good	Good
Jumeirah English Speaking School - Arabian Ranches	UK/IB	Outstanding	Good	Good	Outstanding
Dubai American Academy	US/IB	Outstanding	Good	Good	Good
Jebel Ali Primary School	UK	Outstanding	Good	Good	Good
Dubai Modern High School	Indian (ICSE)	Outstanding	Good	Good	Not inspected
The Indian High School	Indian (CBSE)	Outstanding	Good	Good	Not inspected
Al Mizhar American Academy Private School for Girls	US	Good	Good	Good	Good
American School of Dubai	US	Good	Good	Good	Good
Dubai English Speaking College	UK	Good	Good	Good	Good
Dubai English Speaking School	UK	Good	Good	Good	Good
Dubai National School - Al Barsha	US	Good	Good	Good	Good
Dubai National School - Al Twar	US	Good	Good	Good	Good
GEMS Wellington Primary School	UK	Good	Good	Good	Good
Horizon School	UK	Good	Good	Good	Good
Japanese School in Dubai	Japanese	Good	Good	Good	Good
Lycee Francais International	French	Good	Good	Good	Good
Lycee Georges Pompidou High School	French	Good	Good	Good	Good
Repton School Dubai	UK/IB	Good	Good	Good	Good
The English College - Dubai	UK	Good	Good	Good	Good
Uptown School	IB	Good	Good	Good	Good



School Name	Main Curriculum	2011-2012 overall rating	2010-2011 overall rating	2009-2010 overall rating	2008-2009 overall rating
Cambridge International School	UK	Good	Good	Good	Acceptable
Dubai British School	UK	Good	Good	Good	Acceptable
Dubai International Academy	IB	Good	Good	Good	Acceptable
Emirates International School - Jumeirah	UK/IB	Good	Good	Good	Acceptable
GEMS Royal Dubai School	UK	Good	Good	Good	Acceptable
GEMS World Academy	IB	Good	Good	Good	Acceptable
Star International School - Umm Al Sheif	UK	Good	Good	Good	Acceptable
The School of Research Science	UK	Good	Good	Good	Acceptable
Universal American School	US/IB	Good	Good	Good	Acceptable
Delhi Private School Dubai	Indian (CBSE)	Good	Good	Good	Not inspected
Our Own English High School - Dubai	Indian (CBSE)	Good	Good	Good	Not inspected
Rajagiri International School	Indian (CBSE)	Good	Good	Good	Not inspected
The Indian High School-Branch	Indian (CBSE)	Good	Good	Good	Not inspected
The Millennium School	Indian (CBSE)	Good	Good	Good	Not inspected
Lycée Libanais Francophone Privé	French	Good	Good	Acceptable	Good
Raffles International School South Campus	UK	Good	Good	Acceptable	Good
Dubai Gem Private School	UK	Good	Good	Acceptable	Acceptable
Dubai Scholars Private School	UK	Good	Good	Acceptable	Acceptable
Greenwood International School	US	Good	Good	Acceptable	Acceptable
Lycee Georges Pompidou Primary School	French	Good	Good	Acceptable	Acceptable
Regent International School	UK	Good	Good	Acceptable	Acceptable
Al Ameen Private School	UK	Good	Good	Acceptable	Unsatisfactory
Our Own High School - Dubai	Indian (CBSE)	Good	Good	Acceptable	Not inspected
Our Own Indian School	Indian (CBSE)	Good	Good	Acceptable	Not inspected
Raffles International School West Campus	UK / IB	Good	Acceptable	Good	Acceptable

School Name	Main Curriculum	2011-2012 overall rating	2010-2011 overall rating	2009-2010 overall rating	2008-2009 overall rating
Al Ittihad Private School- Jumeirah	US	Good	Acceptable	Acceptable	Good
Al Salam Private School	UK	Good	Acceptable	Acceptable	Good
German International School Dubai	German	Good	Acceptable	Acceptable	Good
Al Diyafah High School	UK	Good	Acceptable	Acceptable	Acceptable
Deira International School	UK/IB	Good	Acceptable	Acceptable	Acceptable
Dubai International School - Al Quoz	US	Good	Acceptable	Acceptable	Acceptable
Emirates International School - Meadows	UK/IB	Good	Acceptable	Acceptable	Acceptable
The Winchester School	UK	Good	Acceptable	Acceptable	Acceptable
Deira Private School	UK	Good	Acceptable	Not inspected	Not inspected
Jumeira Baccalaureate School	IB / IPC	Good	Not inspected	Not inspected	Not inspected
Greenfield Community School	IB	Acceptable	Good	Good	Good
Queen International School	UK	Acceptable	Good	Good	Good
St. Mary's Catholic High School	UK	Acceptable	Good	Acceptable	Good
Star International School - Mirdif	UK	Acceptable	Good	Acceptable	Good
The Elite English School	Indian (CBSE)	Acceptable	Good	Acceptable	Not inspected
JSS International School	Indian (ICSE)	Acceptable	Good	Not inspected	Not inspected
Dar Al Marefa Private School	IB	Acceptable	Acceptable	Good	Good
International School of Choueifat - Dubai	SABIS/UK/US	Acceptable	Acceptable	Good	Good
Philadelphia Private School	US	Acceptable	Acceptable	Good	Acceptable
Al Ittihad Private School -Al Mamzar	US	Acceptable	Acceptable	Acceptable	Good
Al Safa Private School	UK	Acceptable	Acceptable	Acceptable	Good
Dubai Carmel School	UK	Acceptable	Acceptable	Acceptable	Good
Al Arqam Private School	MOE	Acceptable	Acceptable	Acceptable	Acceptable
Al Basateen Kindergarten - Al Khawaneej	MOE	Acceptable	Acceptable	Acceptable	Acceptable
Al Eman Private School	MOE	Acceptable	Acceptable	Acceptable	Acceptable
Al Khaleej National School	US	Acceptable	Acceptable	Acceptable	Acceptable

School Name	Main Curriculum	2011-2012 overall rating	2010-2011 overall rating	2009-2010 overall rating	2008-2009 overall rating
Al Mawakeb School - Al Barsha	US	Acceptable	Acceptable	Acceptable	Acceptable
Al Mawakeb School - Al Garhoud	US	Acceptable	Acceptable	Acceptable	Acceptable
Al Rashid Al Saleh Private School	MOE	Acceptable	Acceptable	Acceptable	Acceptable
Al Sadiq Islamic English School	UK	Acceptable	Acceptable	Acceptable	Acceptable
Al Thuraya Private School	MOE	Acceptable	Acceptable	Acceptable	Acceptable
American International School	US	Acceptable	Acceptable	Acceptable	Acceptable
Dubai International School - Al Garhoud	US	Acceptable	Acceptable	Acceptable	Acceptable
Dubai Modern Education School	US/MOE	Acceptable	Acceptable	Acceptable	Acceptable
Dubai Police Children Kindergarten - Bur Dubai	MOE	Acceptable	Acceptable	Acceptable	Acceptable
Dubai Police Kindergarten - Deira Branch	MOE	Acceptable	Acceptable	Acceptable	Acceptable
International Academic School	US/MOE	Acceptable	Acceptable	Acceptable	Acceptable
International School of Arts and Sciences	US	Acceptable	Acceptable	Acceptable	Acceptable
Islamic School for Education and Training	MOE	Acceptable	Acceptable	Acceptable	Acceptable
National Charity School	MOE	Acceptable	Acceptable	Acceptable	Acceptable
New World Private School	MOE	Acceptable	Acceptable	Acceptable	Acceptable
Nibras International School	US	Acceptable	Acceptable	Acceptable	Acceptable
North American International School	US	Acceptable	Acceptable	Acceptable	Acceptable
Pristine Private School	UK	Acceptable	Acceptable	Acceptable	Acceptable
School Of Modern Skills	US	Acceptable	Acceptable	Acceptable	Acceptable
Sharjah American International school	US	Acceptable	Acceptable	Acceptable	Acceptable
The City School International	UK	Acceptable	Acceptable	Acceptable	Acceptable
The Private Religious Institute	MOE	Acceptable	Acceptable	Acceptable	Acceptable
The Sheffield Private School	UK	Acceptable	Acceptable	Acceptable	Acceptable
The Westminster School	UK	Acceptable	Acceptable	Acceptable	Acceptable

School Name	Main Curriculum	2011-2012 overall rating	2010-2011 overall rating	2009-2010 overall rating	2008-2009 overall rating
Al Maaref Private School	US	Acceptable	Acceptable	Acceptable	Unsatisfactory
Al Shorouq Private School	MOE	Acceptable	Acceptable	Acceptable	Unsatisfactory
Arab Unity School	UK	Acceptable	Acceptable	Acceptable	Unsatisfactory
Mirdif Private School	US	Acceptable	Acceptable	Acceptable	Unsatisfactory
Star International School- Al Twar	UK	Acceptable	Acceptable	Acceptable	Unsatisfactory
The Oxford School	UK	Acceptable	Acceptable	Acceptable	Unsatisfactory
Crescent English School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Not inspected
Emirates English Speaking School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Not inspected
Gulf Indian High School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Not inspected
Gulf Model School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Not inspected
New Indian Model School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Not inspected
The Central School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Not inspected
The Kindergarten Starters	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Not inspected
United International Private School	Philippine	Acceptable	Acceptable	Unsatisfactory	Unsatisfactory
Bradenton Preparatory Academy	US	Acceptable	Acceptable	Not inspected	Not inspected
The Philippine School	Philippine	Acceptable	Acceptable	Not inspected	Not inspected
Al Basateen Kindergarten - Hatta	MOE	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory
Dubai Arab American Private School	US	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory
Adab Iranian Private School (Boys & Girls)	Iranian	Acceptable	Not inspected	Not inspected	Not inspected
Global Indian International School	Indian (ICSE)	Acceptable	Not inspected	Not inspected	Not inspected
Khadija Al Kobra Iranian School for Girls	Iranian	Acceptable	Not inspected	Not inspected	Not inspected
Russian International School	Russian	Acceptable	Not inspected	Not inspected	Not inspected
Salman Al Farsi Iranian School	Iranian	Acceptable	Not inspected	Not inspected	Not inspected
Towheed Iranian School For Boys	Iranian	Acceptable	Not inspected	Not inspected	Not inspected
Towheed Iranian School for Girls	Iranian	Acceptable	Not inspected	Not inspected	Not inspected



School Name	Main Curriculum	2011-2012 overall rating	2010-2011 overall rating	2009-2010 overall rating	2008-2009 overall rating
His Highness Shaikh Rashid Al Maktoum Pakistani School	Pakistani	Unsatisfactory	Acceptable	Acceptable	Not inspected
Apple International School	UK	Unsatisfactory	Acceptable	Unsatisfactory	Acceptable
Al Worood Academy Private school	UK	Unsatisfactory	Acceptable	Not inspected	Not inspected
New Academy School	US	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable
Dubai Infants School	UK	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable
English Language Private School	UK	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable
Al Hesn Private School	MOE / US	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Dubai American Scientific School	US	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Grammar School	UK	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Al Farooq Pakistani Islamic School	Pakistani	Unsatisfactory	Unsatisfactory	Unsatisfactory	Not inspected
Buds Public School	Indian (CBSE)	Unsatisfactory	Unsatisfactory	Unsatisfactory	Not inspected
Little Flowers English school	Indian (CBSE)	Unsatisfactory	Unsatisfactory	Unsatisfactory	Not inspected
Pakistan Education Academy	Pakistani	Unsatisfactory	Unsatisfactory	Unsatisfactory	Not inspected



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