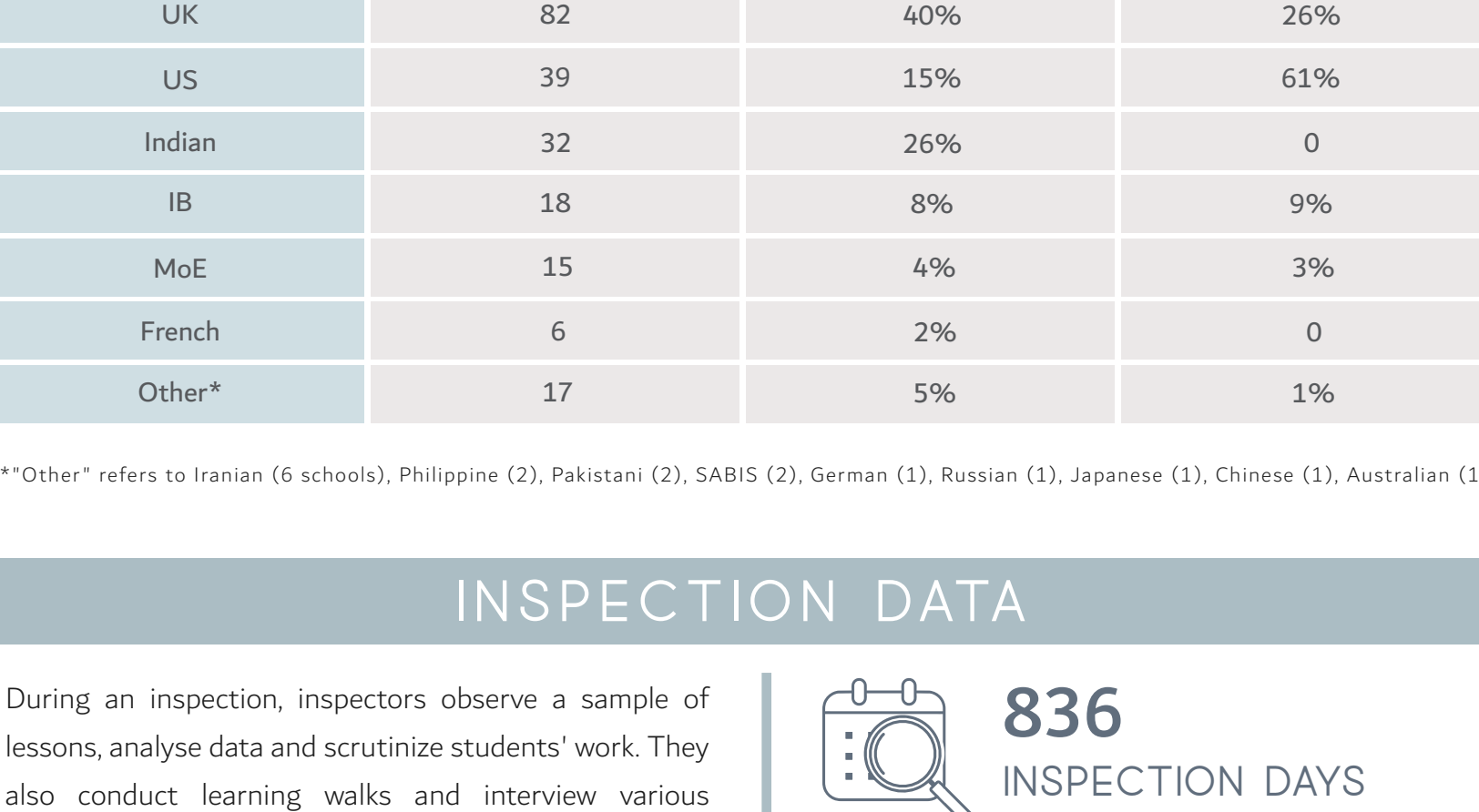




All private schools in Dubai are regulated by the Knowledge and Human Development Authority (KHDA), ensuring they meet high standards of education. The KHDA provides oversight to ensure schools offer diverse curricula and foster environments that support both academic excellence and holistic development. In the 2023-2024 academic year, nearly all private schools in Dubai that had passed their second year of operation underwent inspections by Dubai Schools Inspection Bureau (DSIB). Notably, ten schools received their first inspection since opening.

SCHOOLS AND DEMOGRAPHICS



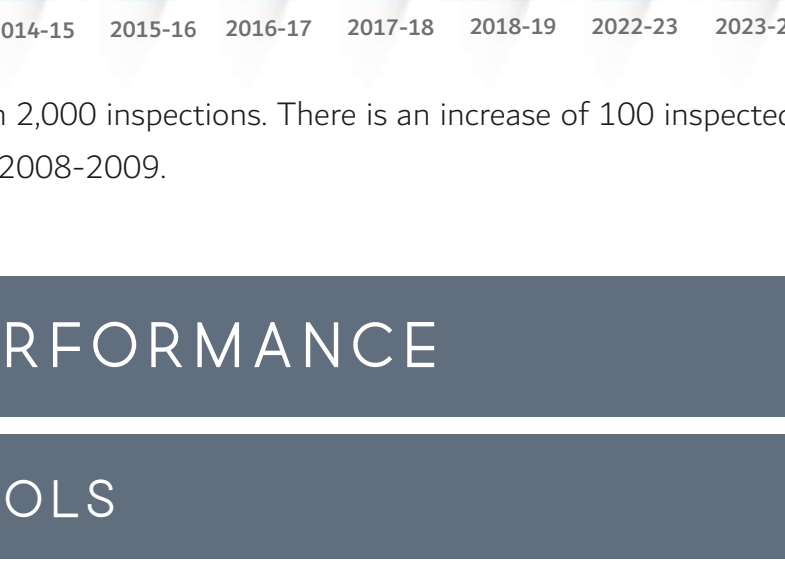
NUMBER OF SCHOOLS INSPECTED AND PERCENTAGE OF STUDENTS BY CURRICULUM

CURRICULUM	NUMBER OF SCHOOLS	% OF STUDENTS	% OF EMIRATIS
UK	82	40%	26%
US	39	15%	61%
Indian	32	26%	0
IB	18	8%	9%
MoE	15	4%	3%
French	6	2%	0
Other*	17	5%	1%

Other refers to Iranian (6 schools), Philippine (2), Pakistani (2), SABIS (2), German (1), Russian (1), Japanese (1), Chinese (1), Australian (1)

INSPECTION DATA

During an inspection, inspectors observe a sample of lessons, analyse data and scrutinize students' work. They also conduct learning walks and interview various stakeholders, including school leaders, teachers, governors, parents, and students, to gain a comprehensive understanding of the school's environment and performance.



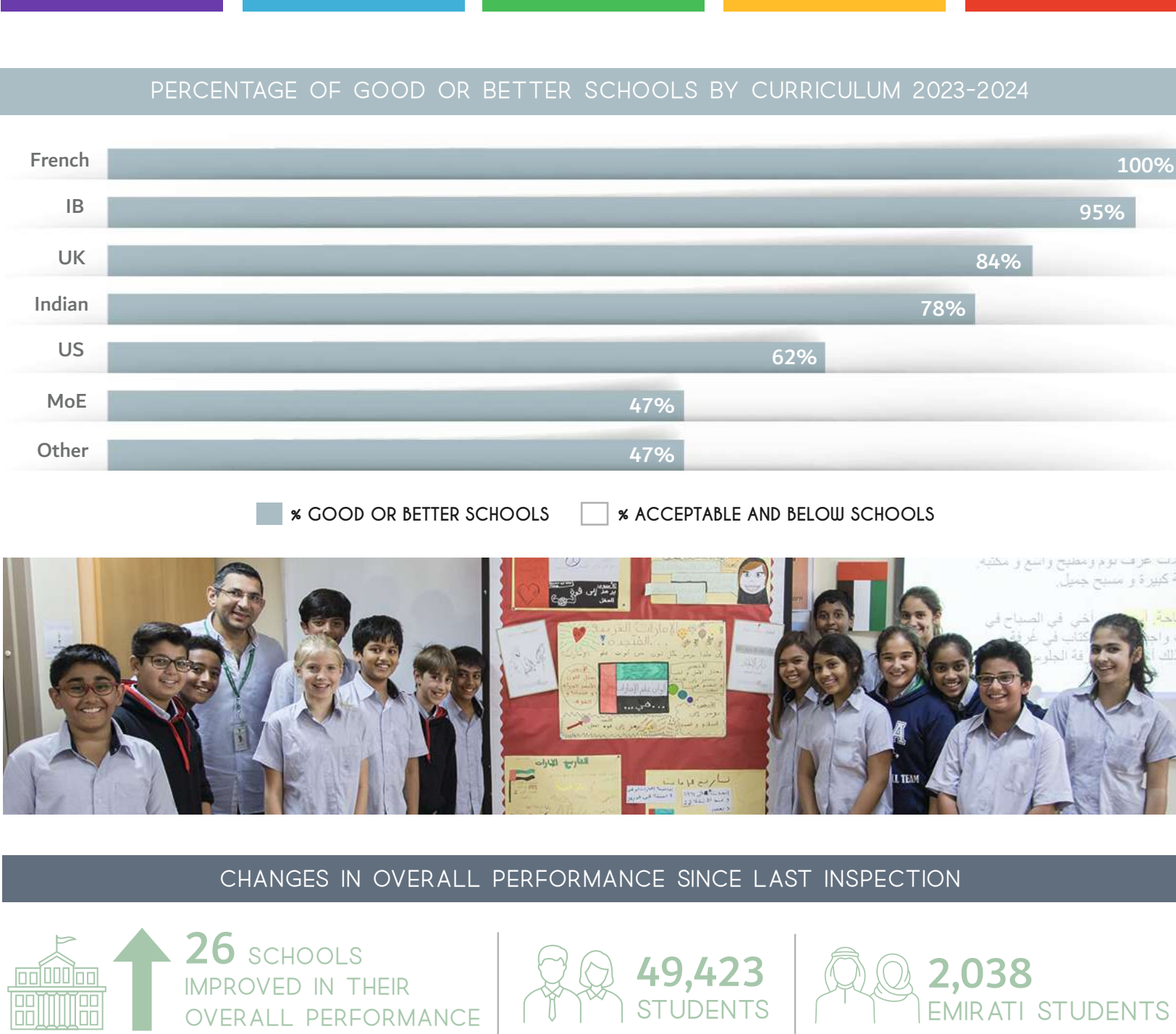
Since the start of inspection, DSIB has carried out more than 2,000 inspections. There is an increase of 100 inspected schools since private schools in Dubai were first inspected in 2008-2009.

OVERALL PERFORMANCE

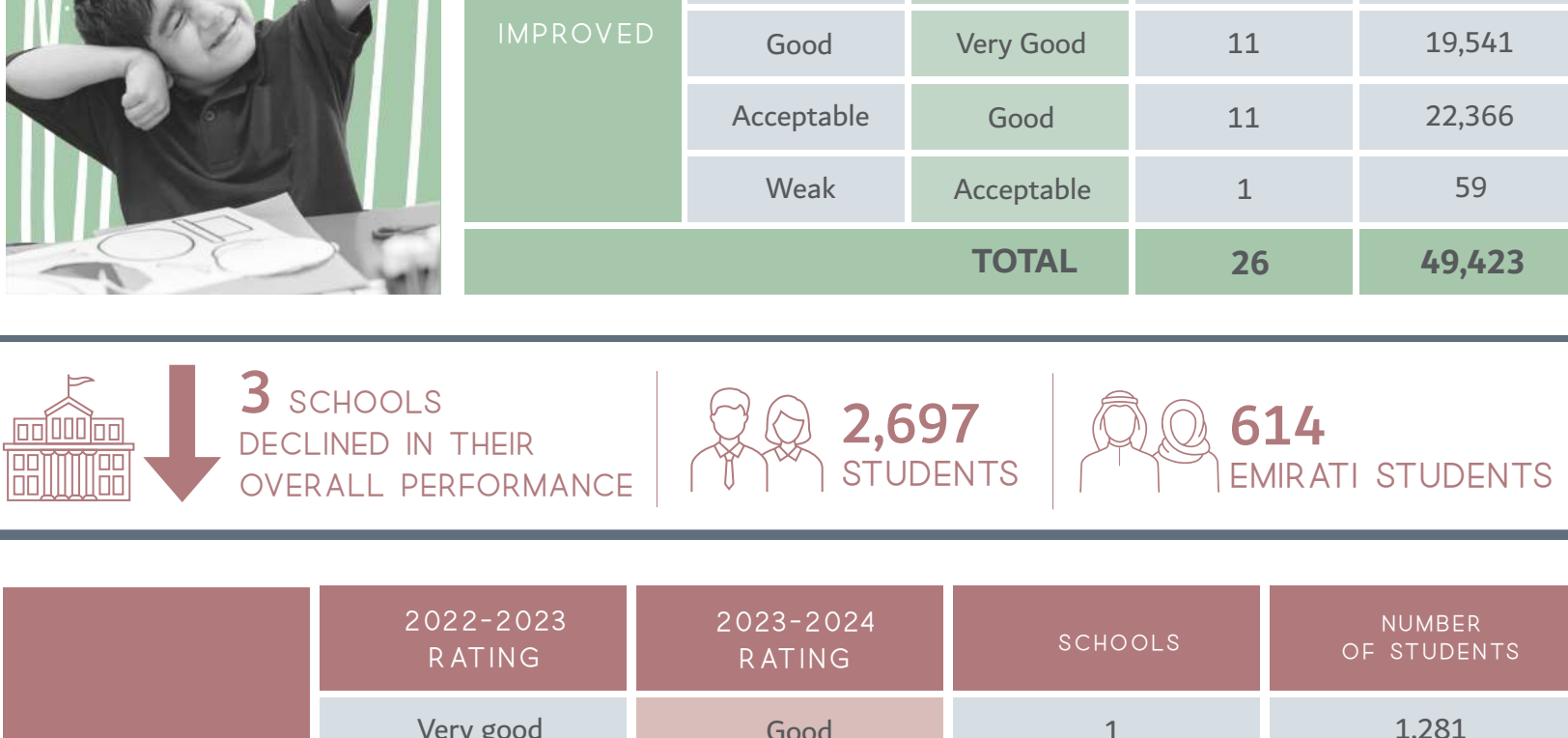
SCHOOLS

Over the years, there has been a positive trend in the quality of schools. Currently, 75% of schools are judged to be "Good" or better, an increase from 72% last year and a significant improvement from 35% in 2008-09 when inspections first began. Additionally, there has been a significant increase in the percentage of schools rated "Outstanding" and "Very Good." This percentage has increased from 20% in the 2015-16 academic year to 34% in the 2023-24 academic year, reflecting continuous improvement in education standards.

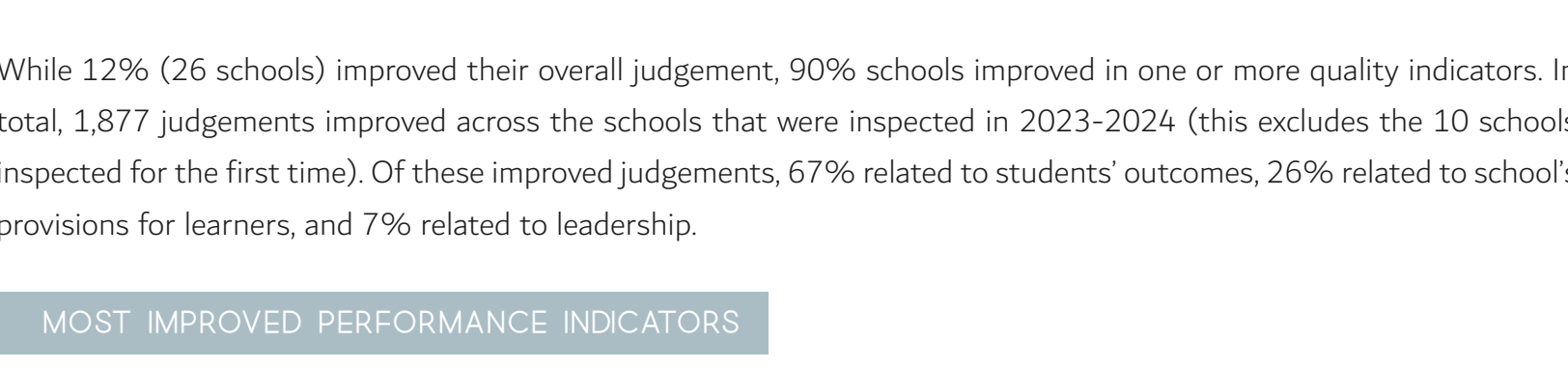
PERCENTAGE OF SCHOOLS BY RATING



OVERALL INSPECTION RATING



PERCENTAGE OF GOOD OR BETTER SCHOOLS BY CURRICULUM 2023-2024



CHANGES IN OVERALL PERFORMANCE SINCE LAST INSPECTION



IMPROVED

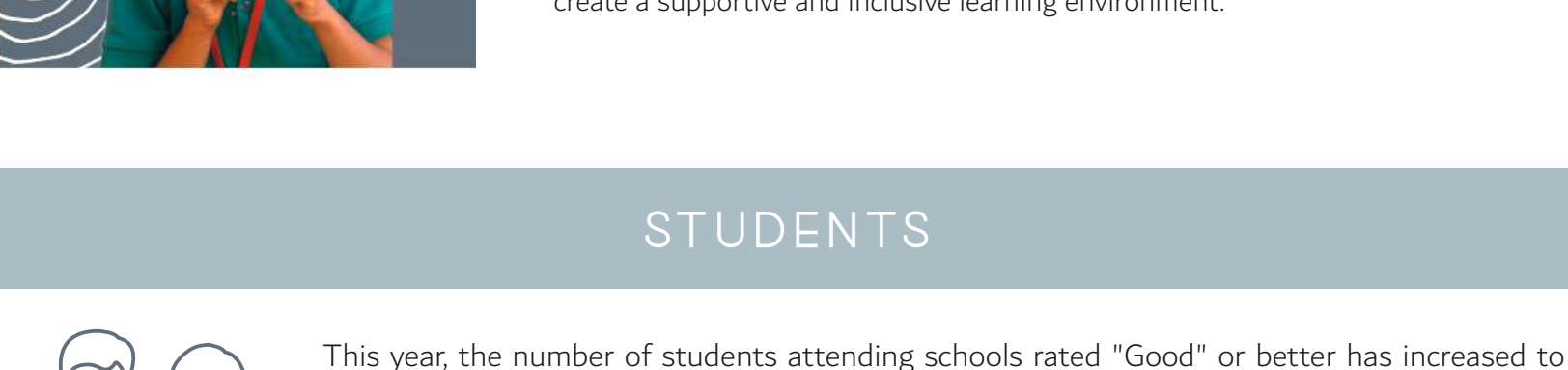
2022-2023 RATING	2023-2024 RATING	SCHOOLS	NUMBER OF STUDENTS
Very good	Outstanding	3	7,457
Good	Very good	11	19,541
Acceptable	Good	11	22,366
Weak	Acceptable	1	59
TOTAL	TOTAL	26	49,423

DECLINED

2022-2023 RATING	2023-2024 RATING	SCHOOLS	NUMBER OF STUDENTS
Very good	Good	1	1,281
Good	Acceptable	1	817
Acceptable	Weak	1	599
TOTAL	TOTAL	3	2,697

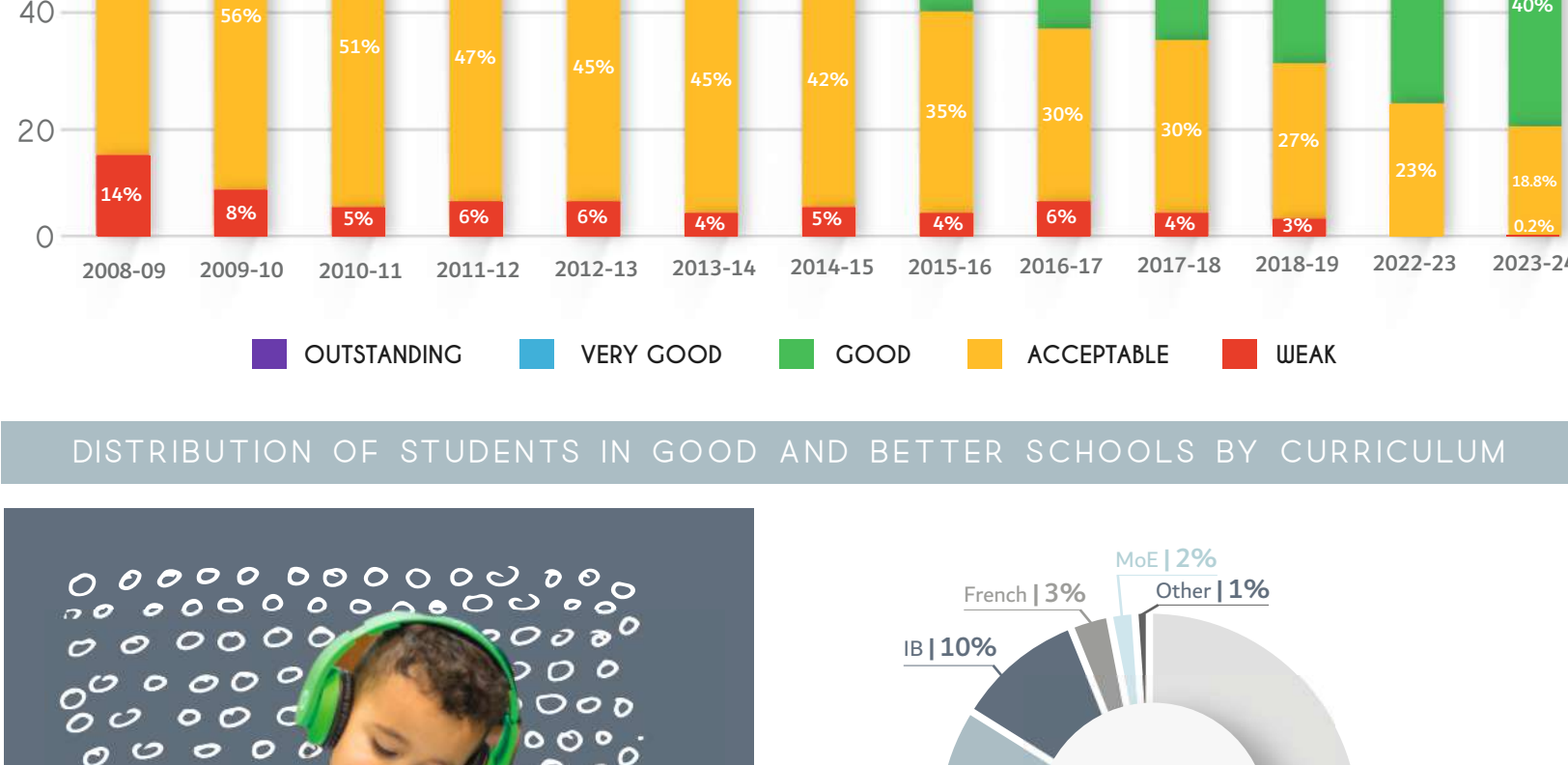
While 12% (26 schools) improved their overall judgement, 90% schools improved in one or more quality indicators. In total, 1,877 judgements improved across the schools that were inspected in 2023-2024 (this excludes the 10 schools inspected for the first time). Of these improved judgements, 67% related to students' outcomes, 26% related to schools' provisions for learners, and 7% related to leadership.

MOST IMPROVED PERFORMANCE INDICATORS



STUDENTS

This year, the number of students attending schools rated "Good" or better has increased to 292,158, compared to 244,868 in the 2022-23 academic year. Correspondingly, the percentage of students in these higher-rated schools has risen to 81%, up from 77% the previous year.

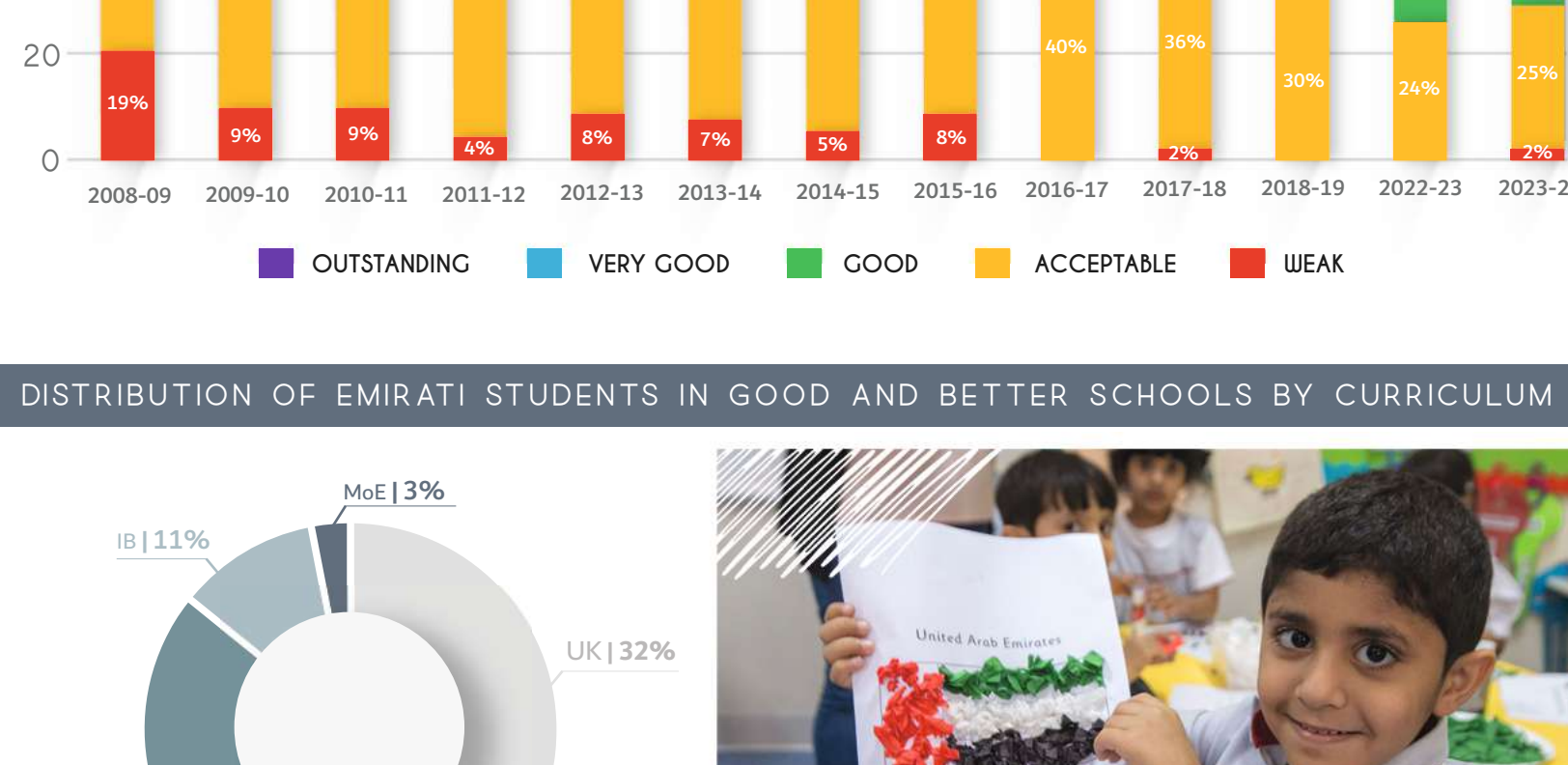


DISTRIBUTION OF STUDENTS IN GOOD AND BETTER SCHOOLS BY CURRICULUM

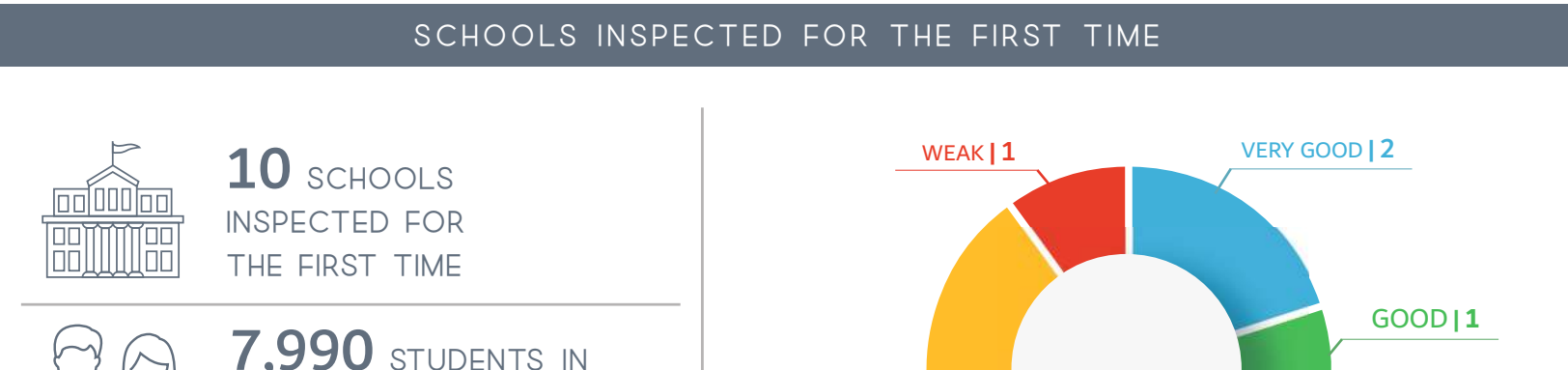


EMIRATI STUDENTS

The percentage of Emirati students in schools rated "Good" or better is 73% this year, compared to 26% in the 2008-09 academic year.



DISTRIBUTION OF EMIRATI STUDENTS IN GOOD AND BETTER SCHOOLS BY CURRICULUM



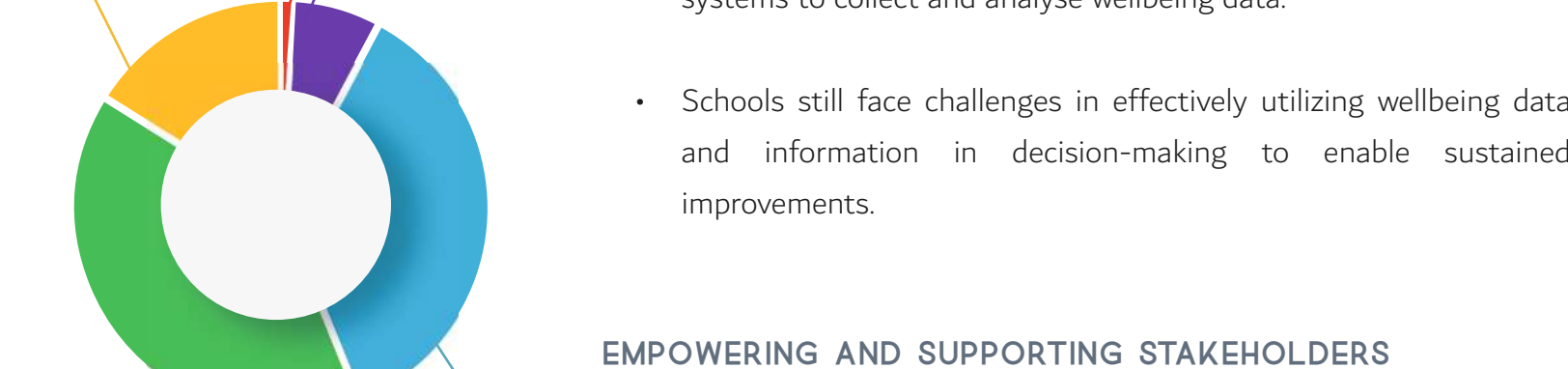
SCHOOLS INSPECTED FOR THE FIRST TIME



FOCUS AREAS

WELLBEING

The results show that overall, 83% of schools providing a good or better rating for provision for leadership and wellbeing. However, only 7% achieved an outstanding rating, 16% were rated as acceptable, and 1% were judged as weak.



LEADING AND PURSUING WELLBEING

- More than three-quarters of schools continue to set and pursue a wellbeing vision, supported by committed leadership and strong wellbeing principles.
- 77% of schools achieved good or better in the use of formal systems to collect and analyse wellbeing data.
- Schools still face challenges in effectively utilizing wellbeing data and information in decision-making to enable sustained improvements.

EMPOWERING AND SUPPORTING STAKEHOLDERS

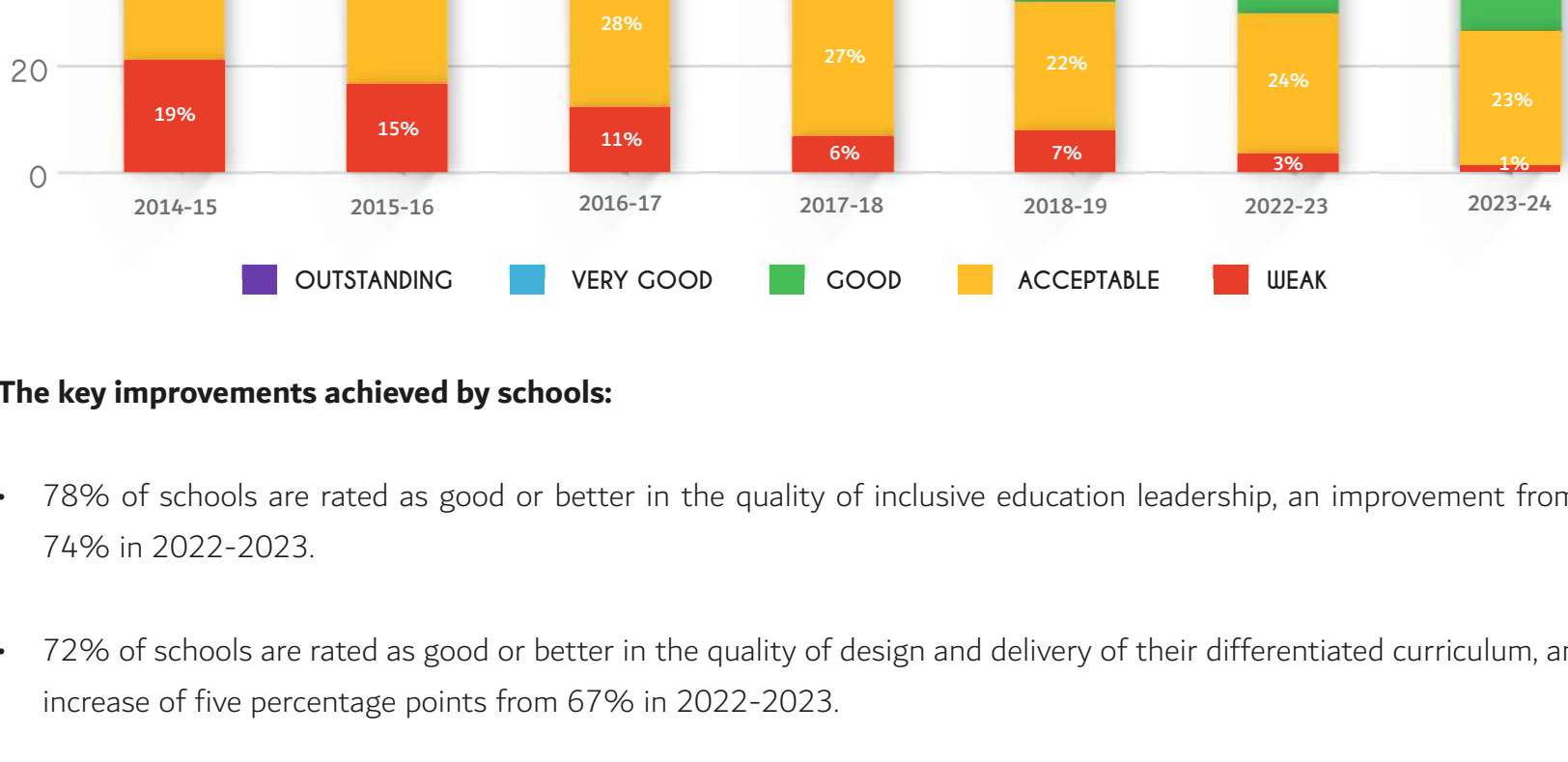
- 89% of schools rated as good or better in the schools' ability to engage and enable stakeholders.
- Schools need to provide better information and support to parents, enabling them to fully play their role in enhancing their children's wellbeing.
- Schools need to improve the guidance, information, and induction to their staff to better support work-life balance.

STUDENT WELLBEING AGENCY AND EXPERIENCES

- 84% of schools are rated as good or better in the quality of wellbeing initiatives and the engagement of students.
- 81% of schools are rated as good or better in the development of a well-modified curriculum to promote student wellbeing.
- The quality and availability of targeted initiatives to reduce student wellbeing risks sometimes needed further development, impacting students' ability to be aware of and manage their own wellbeing.

INCLUSION

Seventy-six per cent of schools are now judged as good or better for the overall quality of inclusive education provision, marking a 3% increase compared to the 2022-23 academic year. Additional improvements have been observed across all evaluated elements of inclusive education provision and outcomes.



The key improvements achieved by schools:

- 78% of schools are rated as good or better in the quality of inclusive education leadership, an improvement from 74% in 2022-2023.
- 72% of schools are rated as good or better in the quality of design and delivery of their differentiated curriculum, an increase of five percentage points from 67% in 2022-2023.

DIFFERENTIATED CURRICULUM AND SUPPORT

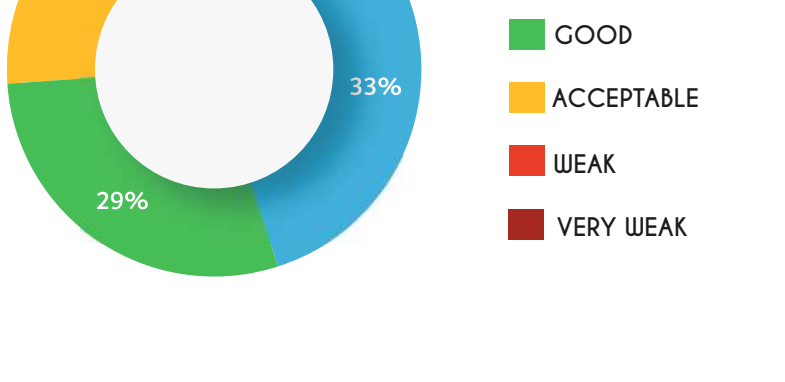


NATIONAL AGENDA PARAMETER

The National Agenda Parameter examined the school's performance in international assessments and its progress toward meeting its targets. It also emphasized student performance in external benchmark assessments for English, mathematics, science and reading literacy. This year, 74% of schools achieved a rating of good or better in the progression of the National Agenda Parameter.

However, the inspection also identified areas needing improvement:

- Enhancing the analysis and use of assessment data to refine the curriculum and improve teaching quality.
- Improving reading literacy and broader key skills to ensure all students have access to the curriculum.



#KHDADUBAI | #KHDA