حكومة دبي
GOVERNMENT OF DUBAI

هيئة المعرفة والتنمية البشرية
KNOWLEDGE & HUMAN DEVELOPMENT AUTHORITY

KEY FINDINGS

INDIAN & PAKISTANI SCHOOL INSPECTIONS

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Key Findings

INDIAN & PAKISTANI SCHOOL INSPECTIONS

2012 / 2013

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Table of Content

SECTION ONE 7

SECTION TWO 9

STUDENTS IN INDIAN CURRICULUM SCHOOLS 9

SECTION THREE: 12

KEY MESSAGES FROM INSPECTIONS 12

SECTION FOUR 23

LEADERSHIP AND SCHOOL IMPROVEMENT IN INDIAN SCHOOLS 23

SECTION FIVE 33

DISTINCTIVE FEATURES RELATING TO LICENSING AND SCHOOL ORGANISATION 33

WHAT DO PARENTS THINK ABOUT INDIAN CURRICULUM SCHOOLS? 35

What changes parents most wish to see 36

WHAT DO STUDENTS THINK ABOUT INDIAN CURRICULUM SCHOOLS? 37

What changes students most wish to see 38

SECTION SIX 40

KEY IMPROVEMENTS REQUIRED BY INDIAN CURRICULUM SCHOOLS 40

SECTION SEVEN 43

STUDENTS IN PAKISTANI CURRICULUM SCHOOLS 43

WHAT DO PARENTS THINK ABOUT PAKISTANI CURRICULUM SCHOOLS? 45

What parents like 45

What parents most wish to see 46

WHAT DO STUDENTS THINK ABOUT PAKISTANI CURRICULUM SCHOOLS? 47

What students like 47

What students most wish to see 48

APPENDIX ONE 50

OVERALL SCHOOL PERFORMANCE 50

SECTION ONE

Indian and Pakistani curricula schools in Dubai

Dubai Schools Inspection Bureau (DSIB) has now completed four years of annual inspections of Indian and Pakistani curriculum schools. There were two new Indian curriculum schools included in the inspection process at the start of the academic year 2012-2013.

There are currently more than 200,000 students attending all private schools in Dubai. Around 60,000 attend schools offering an Indian curriculum (approximately 30 per cent of all students) and just under 4,000 students attend Pakistani curriculum schools (around two and half per cent).

Most students in Indian curriculum schools follow the CBSE (Central Board for Secondary Education) curriculum. A few schools offer CBSE-I (Central Board for Secondary Education – International curriculum) in a few grades. A limited number offer the Indian Certificate of Secondary Education (ICSE). Pakistani schools follow the National Curriculum of Pakistan.

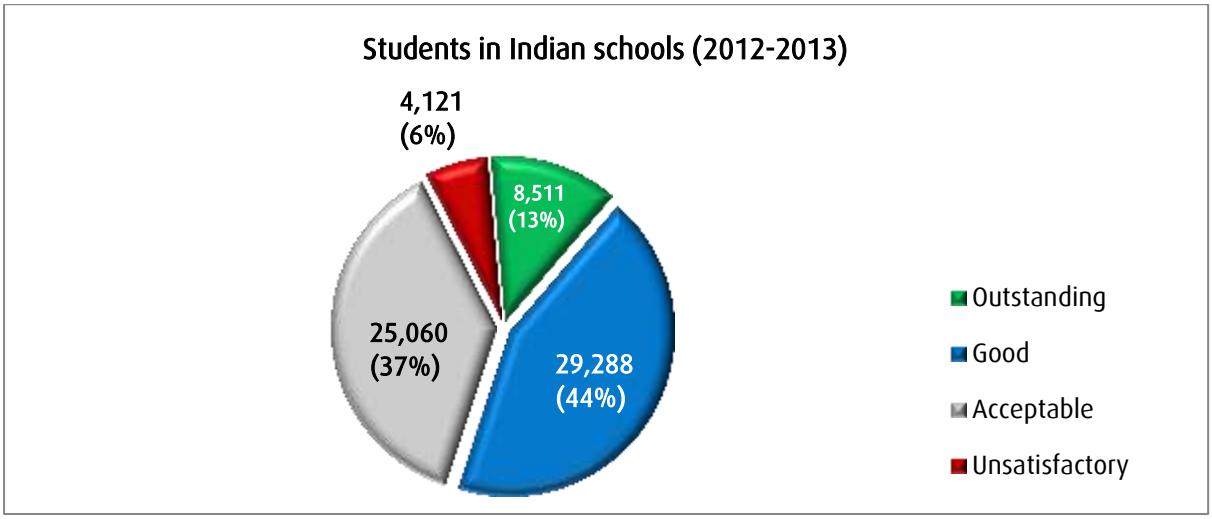
Knowledge and Human Development Authority (KHDA)

The KHDA works closely with schools, through inspection, to identify successful practice and identify areas for development. Each school report provides parents with regular and objective information on which to base decisions relating to education of their children.

This summary report provides evidence from all individual school inspection reports from 2012-13. The report will assist school leaders and owners to bring about the necessary changes required to ensure that students in Indian and Pakistani curricula schools make good progress.

SECTION TWO

STUDENTS IN INDIAN CURRICULUM SCHOOLS

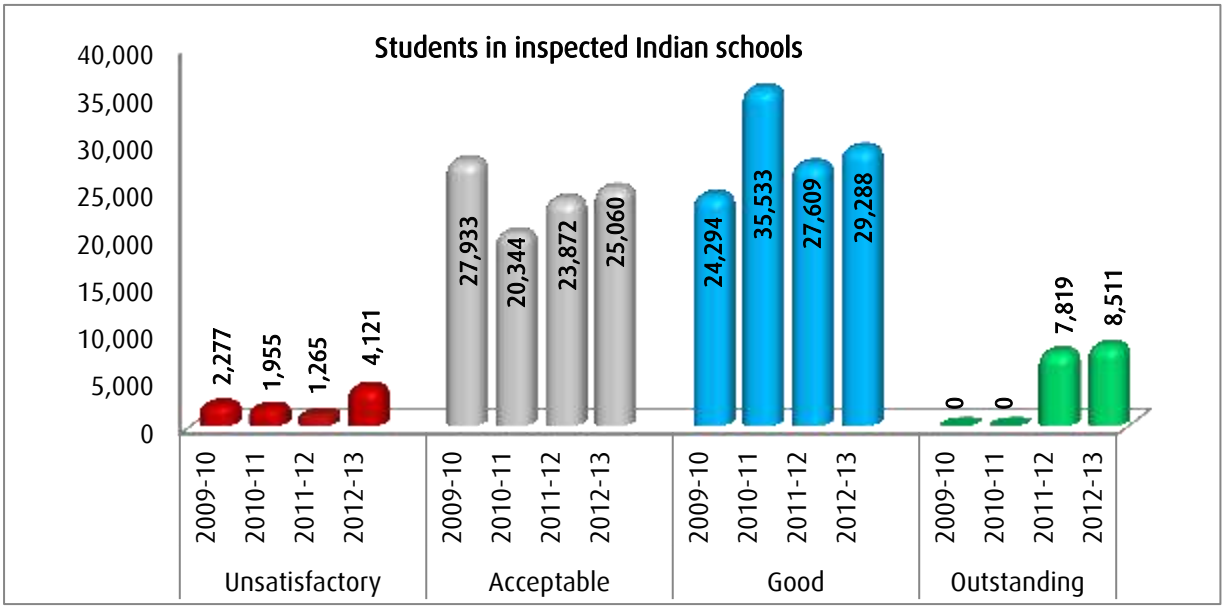


More than half of all students in Indian schools receive a good or outstanding quality of education. There has been a slight increase in the numbers of students attending good or better schools compared to last year (2011-12).

There are 23 Indian curriculum schools in Dubai. Thirteen per cent of students attend two schools that are rated as outstanding. Students in the two Indian schools rated as unsatisfactory represent six per cent of all students in Indian curriculum schools.

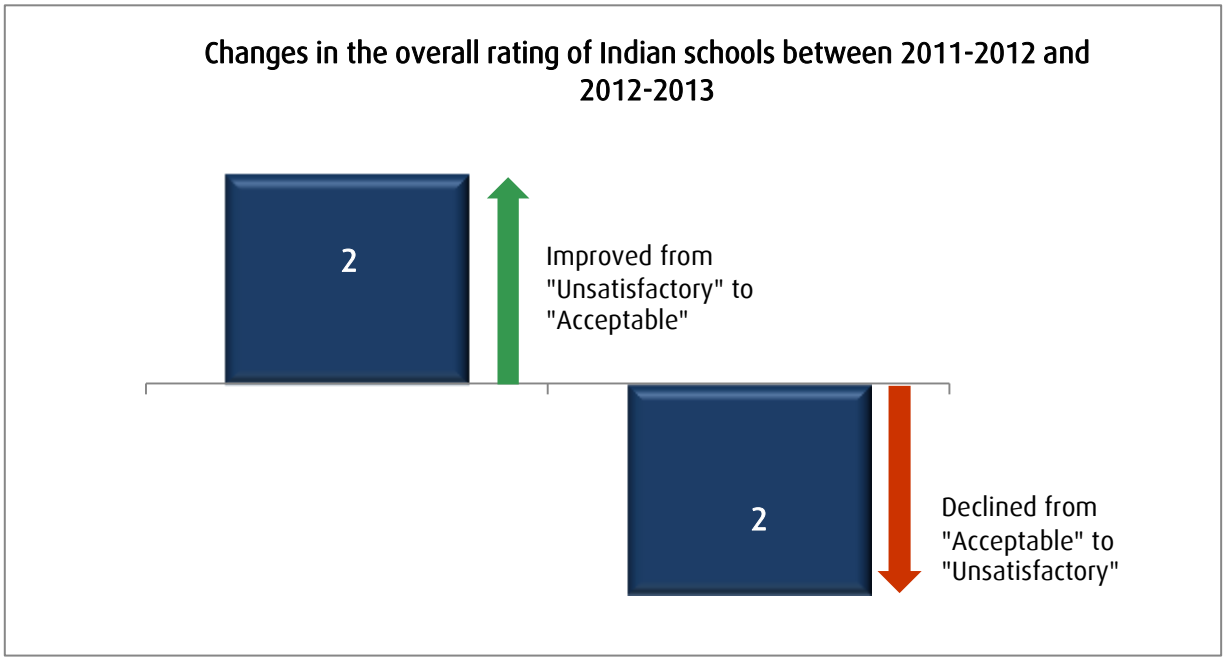
Since the start of the four year inspection period, the numbers of students in good or better schools has risen as shown in the chart below.

Significantly, however, there are now more students, almost double, in unsatisfactory schools than in 2009-10.



The overall performance of Indian curricula schools

There has also been no significant change in the overall performance of Indian curriculum schools from last year (2011-12) to this year (2012-13).



Schools rated as unsatisfactory

Schools rated as unsatisfactory have further Follow-Through Inspections when they are monitored closely and their progress is evaluated on a more regular basis. After three years of Follow-Through Inspections, these schools are given a full inspection.

In 2012-13, two of the previously rated unsatisfactory Indian curriculum schools were judged to have improved sufficiently and were evaluated as providing an acceptable quality of education overall.

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SECTION THREE:

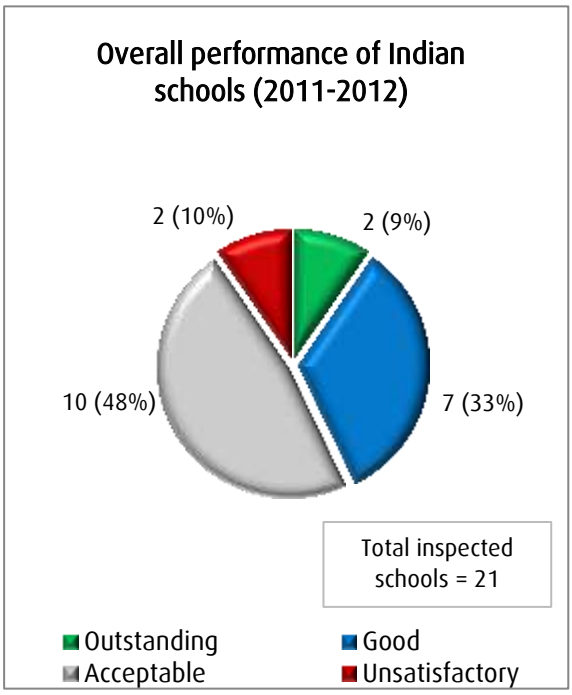
KEY MESSAGES FROM INSPECTIONS

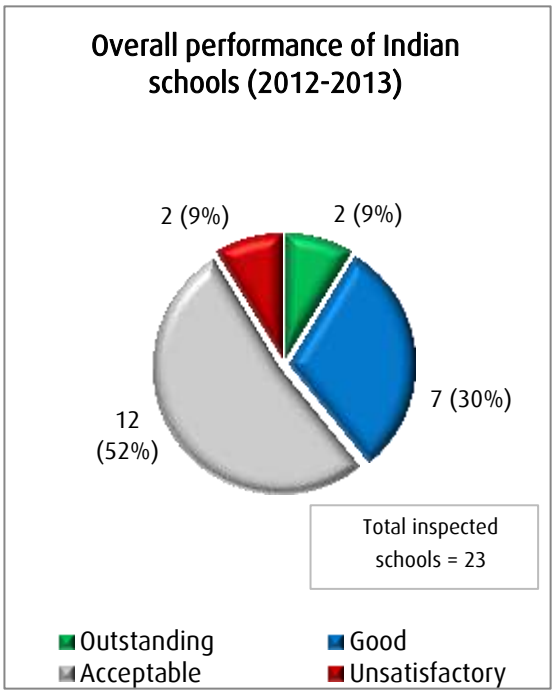
Looking at overall performance

The most important finding of the inspections carried out in Indian schools during 2012-13 is that there has been no significant improvement in the overall performance of Indian curriculum schools in the last year.

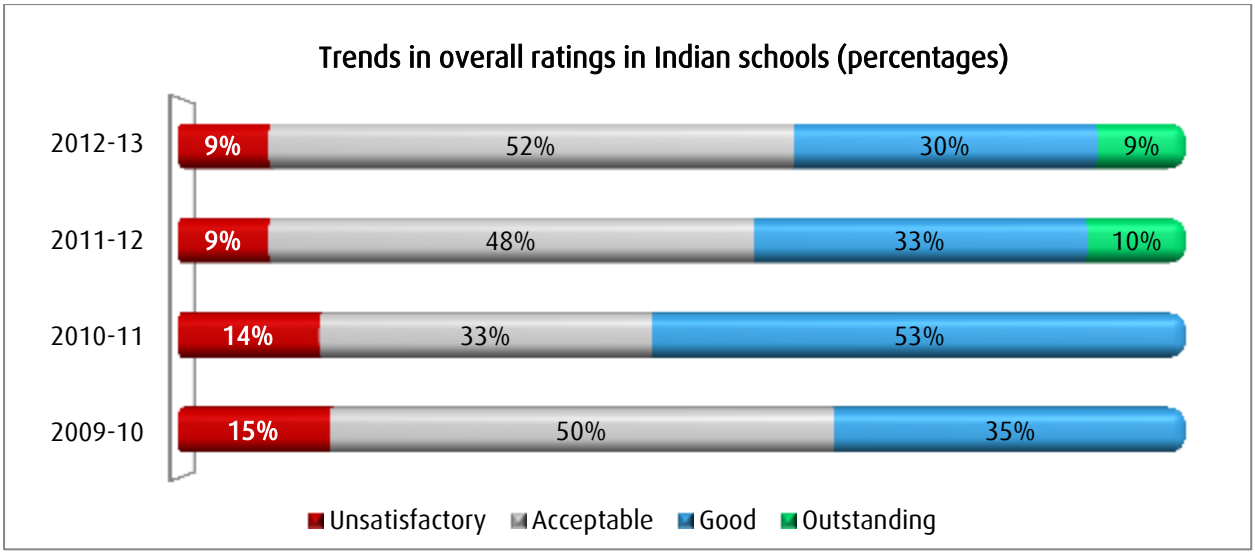
Two schools previously judged as unsatisfactory improved and were evaluated as acceptable. There was no similar movement from the rating of acceptable to good or from good to outstanding.

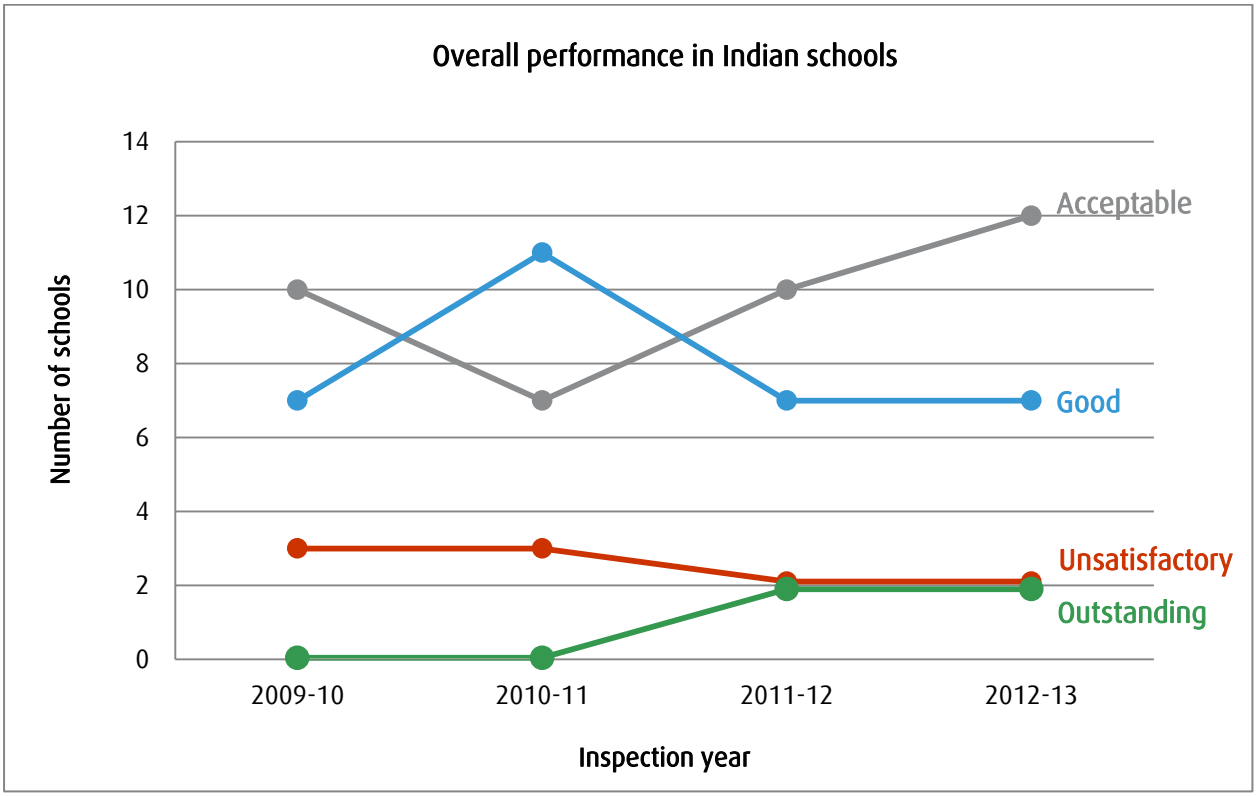
This means that despite undoubted efforts by school leaders to continue to bring about improvements, there has been little overall success.





The lack of overall improvement is not confined to one year. There has, in fact, been minimal change in the overall performance of Indian schools over the last two years of inspection.





Achievement in the key subjects

Students in Indian curriculum schools continue to perform well in external examinations in English, mathematics and science. These results reflect good or better attainment, achieved mainly in the upper phases of the schools.

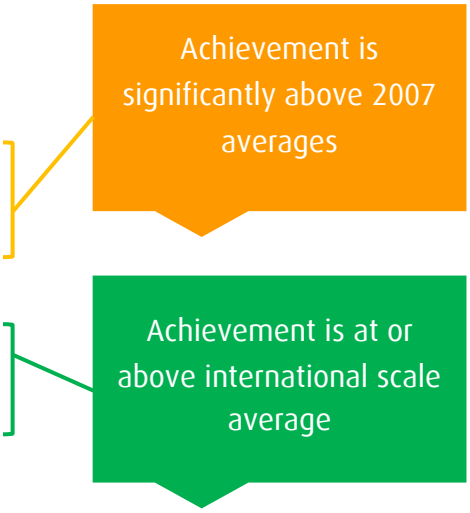
Attainment and progress in Islamic Education has strengthened in a number of schools compared to previous inspections.

International assessments, such as Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS), confirm that students in many of the Indian curricula schools achieve at least in line with and often above the international averages in mathematics, science and literacy.

Performance of Indian Schools in TIMSS 2007 and TIMSS 2011

Grade/subject	TIMSS 2007	TIMSS 2011
Grade 4		
Mathematics	422 (500)	**482 (500)**
Science	458 (500)	**478 (500)**
Grade 8		
Mathematics	474 (500)	**497 (500)**
Science	507 (500)	**509 (500)**

International Scale Average is 500 (as indicated in brackets)

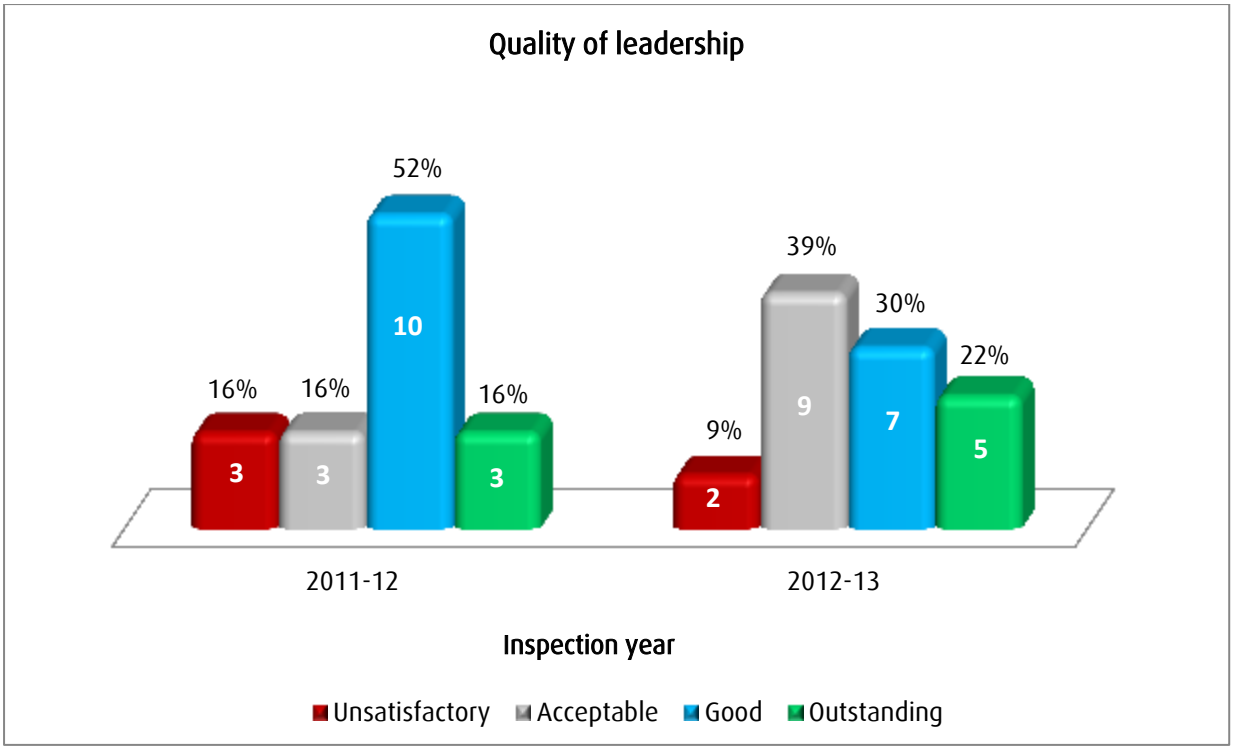


Results from TIMSS 2011 show that students attending Indian schools have made significant improvements in learning mathematics and science. Compared to TIMSS 2007 their achievement scores have increased in mathematics and science for Grade 4, and in mathematics for Grade 8. Their performance in science for Grade 8 in 2011 was not significantly different from 2007. Nevertheless, their achievement in science for Grade 8 was higher than mathematics.

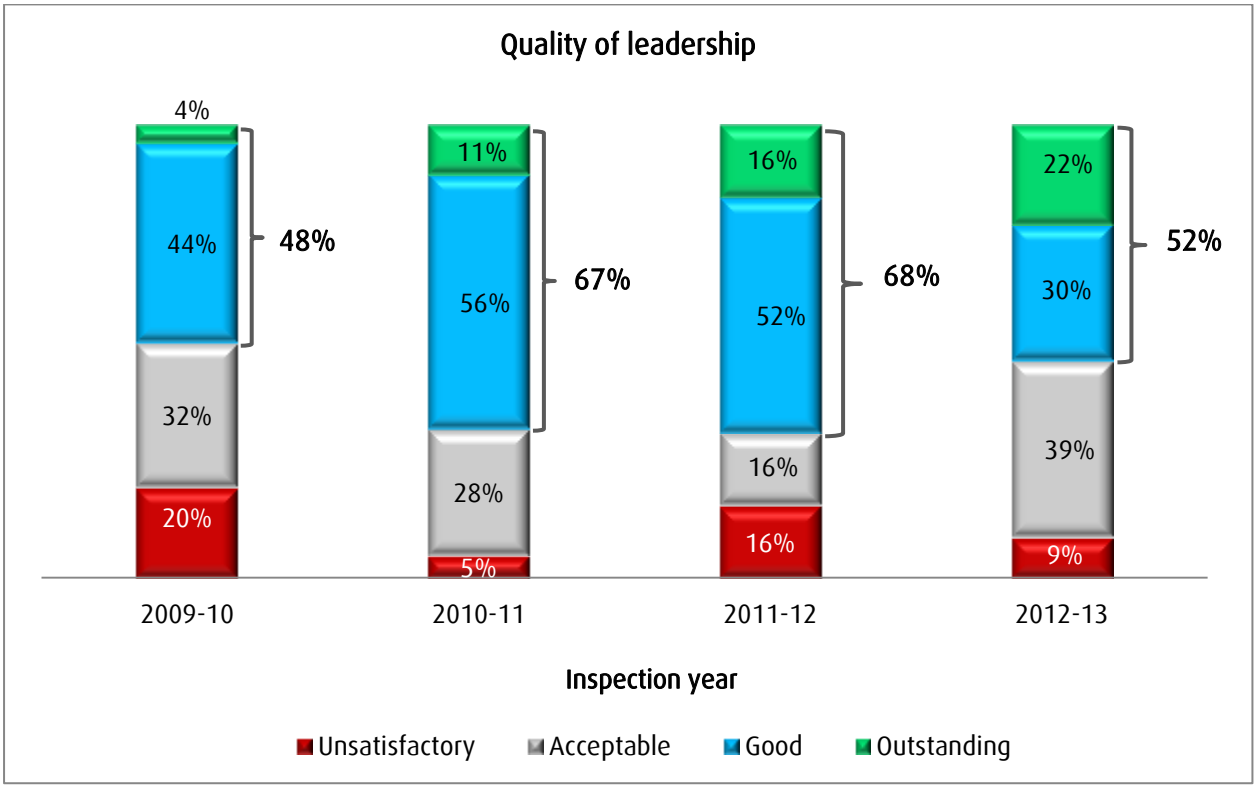
In PIRLS 2011, the performance of students attending Indian schools was only few points lower than the international average. Compared to the majority of students who were tested in PIRLS, their achievement was one of the highest in Dubai.

Quality of leadership

The quality of leadership is accepted internationally as a key factor in improving schools. Whilst there have been some improvements in leadership, in Indian schools leadership has not improved to the extent that is necessary to in order to bring about significant change.



Currently, around half of Indian schools have leadership which is less than good. The quality of leadership impacts on all other aspects of school life, especially the quality of teaching and learning and therefore, students' progress.



Quality of teaching

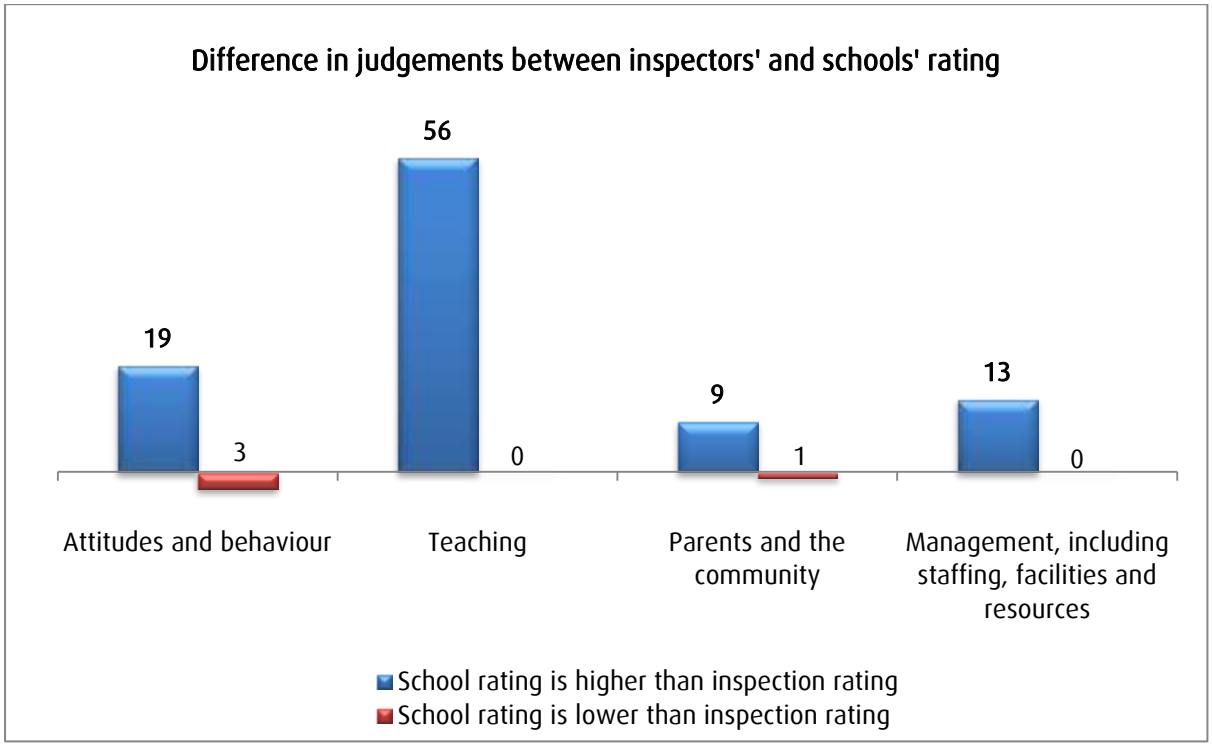
The quality of teaching in Indian schools has not improved significantly in the last year. The number of unsatisfactory lessons observed by inspectors has increased.

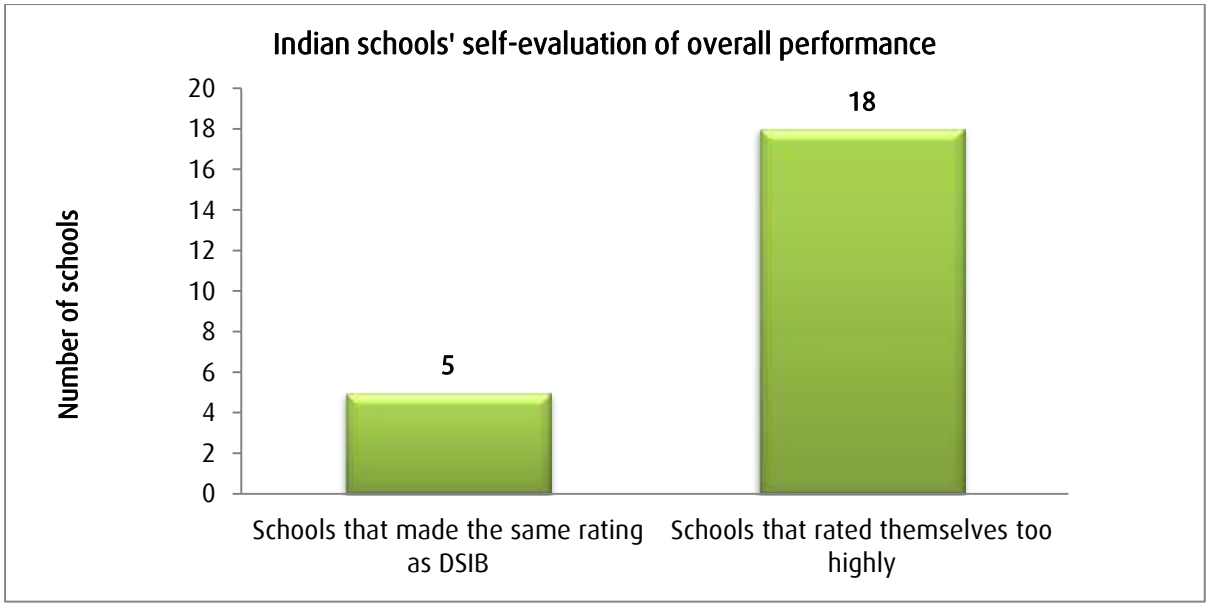
Teachers in Indian schools do not consistently demonstrate a confident grasp of best international practice. Also, school leaders in their work monitoring teaching quality demonstrate an inflated view of the performance of their staff. Appraisal systems are not sufficiently rigorous to ensure ongoing improvement in pedagogical practice.

Understanding the schools' relative performance, including strengths and weaknesses

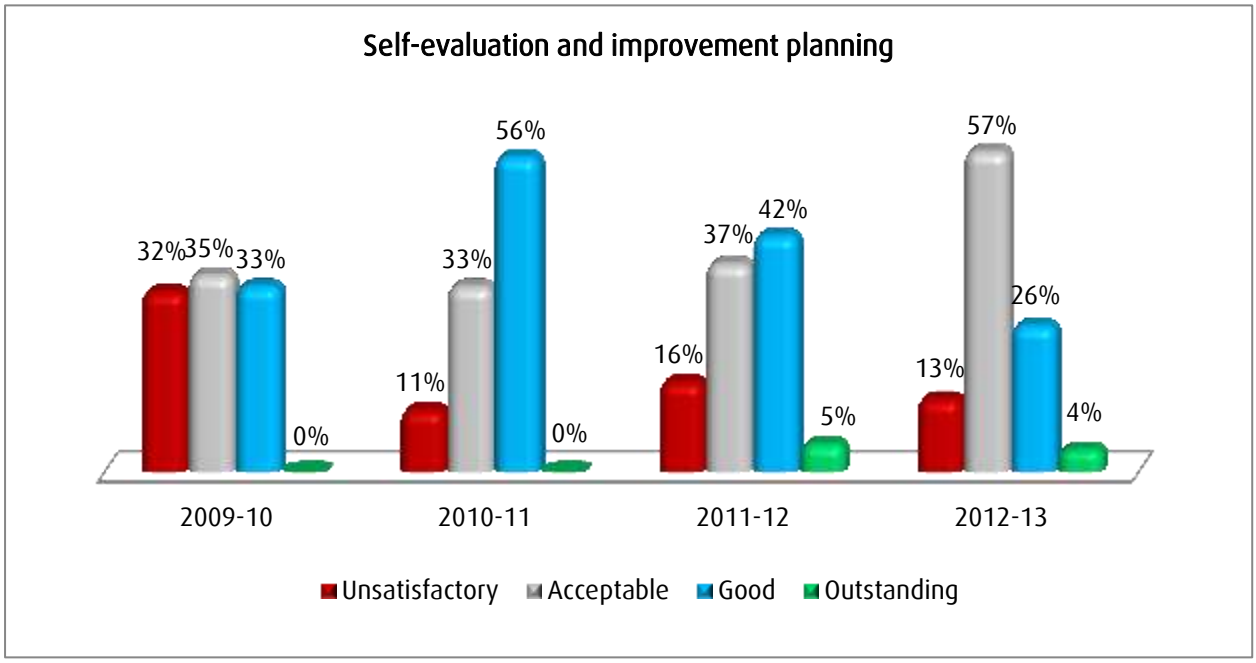
Inspectors evaluate the school's self-evaluation and improvement planning. They also judge whether the school has a realistic and accurate view of its own performance. There has been a decline since last year's inspection cycle in the proportion of Indian curriculum schools demonstrating good or outstanding self-evaluation practices. Only thirty per cent of schools now fall into the good or better categories in this aspect. The majority of schools therefore demonstrate acceptable practices.

Inspectors found that schools evaluated their own performance too highly. This was most notable in the weaker performing schools where teaching, learning and assessment were most often evaluated as good or outstanding, particularly in Kindergarten and primary. The schools demonstrated a limited awareness of best international practice in early years and primary teaching methods.





In too many Indian schools self-evaluation systems lack rigour and do not make reference to international best practice. The majority of schools are not sufficiently accurate in recognising their strengths and weaknesses. School leaders are often unrealistic about the school's strengths and, at times, understate or ignore key weaknesses. Consequently, school leaders do not develop a plan for improvement based on an accurate view of their school. Even in the higher-ranking schools, self-evaluation is often a weaker aspect of overall leadership, with self-evaluation evidence not being used effectively to create actions which impact directly on students' progress. Action planning is also a weakness in most Indian curriculum schools because the steps taken by the staff are not consistently reviewed through close analysis of students' outcomes.



Students with special educational needs

In 2012-13, all Indian schools completed a pre-inspection survey relating to the number of students on roll with special educational needs. Staff members in the schools were asked to indicate the range of learning and medical needs of the students concerned.

Following this, during school visits, inspectors observed those students and others and evaluated whether the arrangements for the students were effective.

Inspectors found a number of important weaknesses in the arrangements at almost all Indian curricula schools.

Most schools still lack an international perspective regarding special educational needs. In too many schools, the identification of students with special needs is too slow and inaccurate. The students' learning difficulties are not accurately identified by staff and students are not supported effectively in class by mainstream teachers.

The number of students with special educational needs reported by Indian curriculum schools is indicated in the table below. Given that identification processes are in the early stages in many of these schools, this data may not be entirely accurate or reliable.

Numbers of students in Indian curriculum schools identified with special educational needs (SEN)		
Category of need	**Number of students**	**Description of category**
Behavioural, social, emotional	**505**	Students whose behaviour presents a barrier to learning. Students who are experiencing emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) and syndromes such as Tourettes.
Sensory and physical	**36**	Blind students or those with partial sight. Deaf students or those with partial hearing. Students who are deaf and blind.
Medical conditions or health related disability	**758**	Medical conditions may lead to associated 'special need.' These conditions may be temporary but are more likely to be ongoing and include such illnesses as asthma, diabetes and allergies.
Learning - Specific learning difficulty (SpLD) - General learning difficulty 1	**824**	Specific learning difficulty (SpLD) – students who have specific difficulties with any of the following: • Reading, writing, spelling • Using numbers

- General learning difficulty 2 - Profound and multiple learning difficulties (PMLD)		General learning difficulty 1 – students whose attainment in well below expected levels in all or most areas of the curriculum. General learning difficulty 2 – students experiencing significant difficulties which have a major effect on their participation in mainstream schooling, without support. Profound and multiple learning difficulty (PMLD) – students who have been identified by a professional as having severe and complex learning needs as well as other significant difficulties. These may include physical disabilities or sensory impairment. These students are likely to require a high level of adult support.
Gifted and talented	**964**	Gifted and talented – students who demonstrate outstanding ability or aptitude in one or more areas of creative or academic achievement. These students would demonstrate performance which is distinct from their peers who are in the same age group. These students may demonstrate special talents and abilities in subject areas such as art, music or physical education.
Disabled	**26**	Disabled students are those who have a permanent or temporary condition resulting from illness or congenital disorder. A disability would impact on a student's ability to carry out everyday tasks such as speaking, listening or moving like other individuals.
Total number of students with special educational needs identified by Indian schools in Dubai	**3,113**	

The number of students identified by schools is 3,113. This is around 5% of the total Indian student population in private education in Dubai. This number is lower than that of other international education systems and indicates weak, imprecise identification processes.

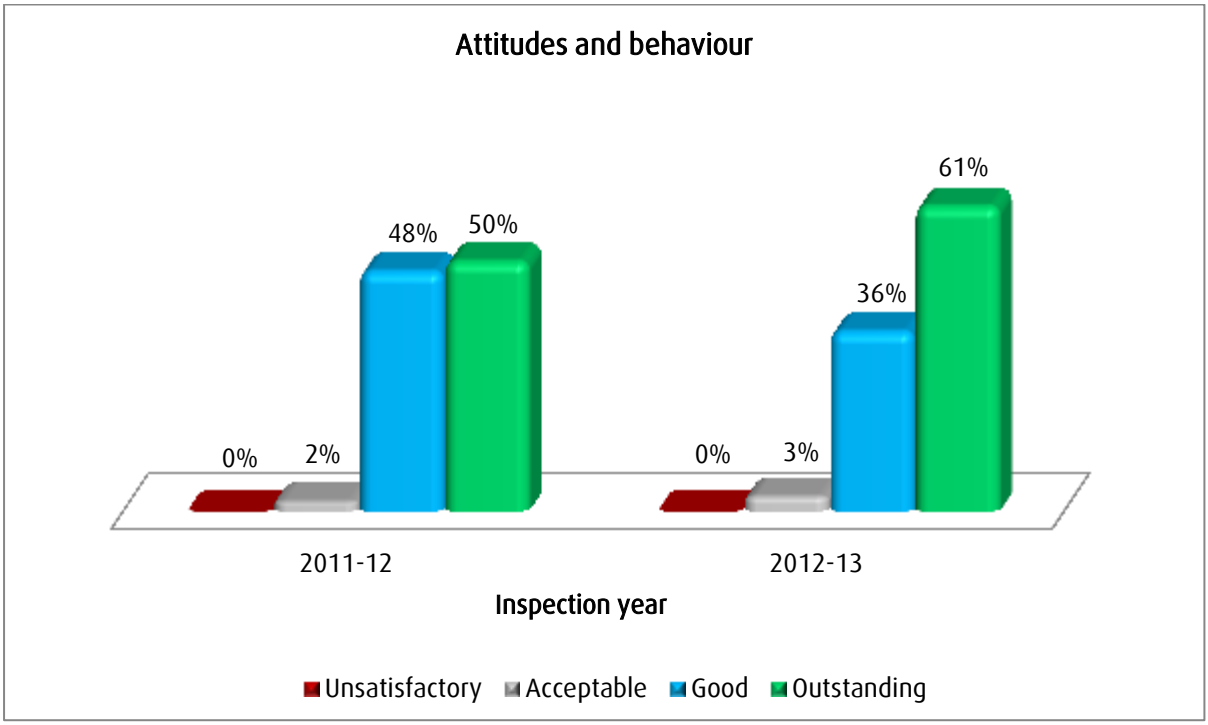
Teaching quality in Kindergarten classes

Teaching quality was evaluated in Kindergarten, elementary (Grades 1 to 5), middle (Grades 6 to 8) and high school (Grades 9 to 12). The quality of teaching in Kindergarten was found to be the weakest of all phases in most schools.

In a few schools, Kindergarten provision does lead to outstanding progress by children in English, mathematics and science. Interestingly, in these schools teaching, the curriculum, leadership and self-evaluation are also evaluated as good or better.

Students' personal and social development

Students' attitudes to learning and their positive behaviour remain important strengths in the majority of schools. This has improved over the last year, with attitudes and behaviour of students being evaluated as good or better in almost all schools. In around two thirds of all Indian curricula schools, student attitudes and behaviour are outstanding. Students in the best schools are highly motivated to do well, but motivation levels are better in the upper phases. There is a strong desire by most students in these schools to learn and improve their lives through education.



Students as leaders

Most, but not all schools provide regular and effective opportunities for students to develop as leaders. Formal duties such as house captain, prefect and school council representatives are well established in most Indian schools. In addition, greater decision- making roles and added responsibility for initiatives and projects are characteristic of the higher performing schools. In these schools, student's skills in leadership are enhanced and successfully promoted.

Respect for heritage and culture along with a positive work ethic and a strong sense of responsibility are evident strengths cited in inspection reports.

Health, safety and support for students

Overall, there is consistently high quality provision in health, safety and support for students in the majority of Indian schools.

However, more recently, there has been an increase in the number of schools providing unsatisfactory health and safety and quality of support for students. In 2012-13, significant weaknesses in the support for students with special educational needs were identified in around one in ten of the Indian curricula schools.

Well managed schools implement robust policies and procedures for ensuring that students are healthy and kept safe. Similarly, in the best schools, the quality of care and support is good and this means that students feel safe and cared for, know who to approach if they have a problem and receive appropriate support in their learning.

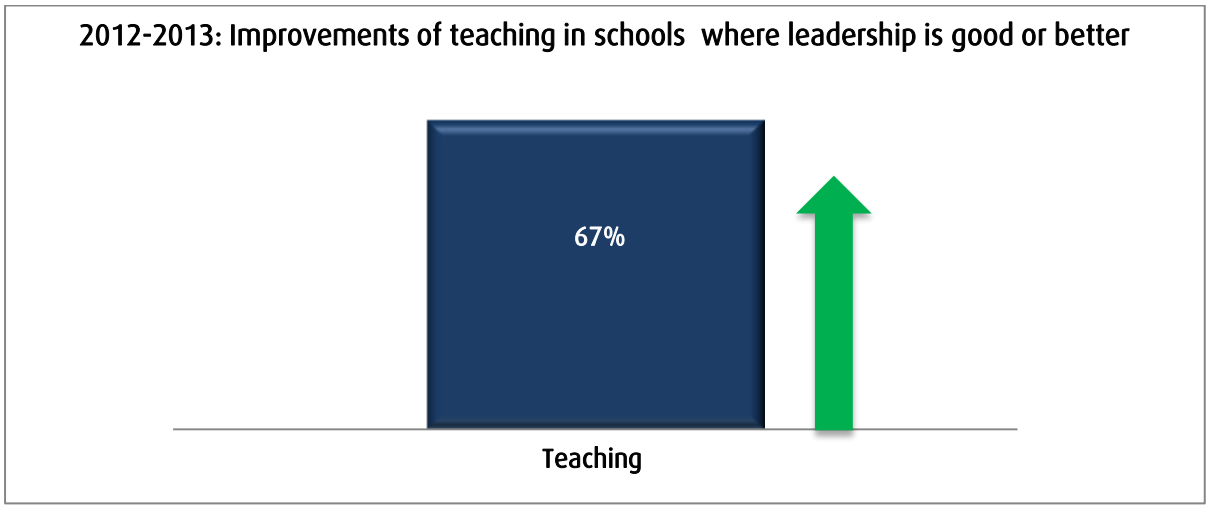
SECTION FOUR

LEADERSHIP AND SCHOOL IMPROVEMENT IN INDIAN SCHOOLS

Good school leaders make a difference

In Indian curriculum schools where leadership is good or better, the effects of senior leaders on other aspects of the school is more evident than in schools with weak leadership. Most importantly, where leadership is strong, then the quality of teaching quality often improves.

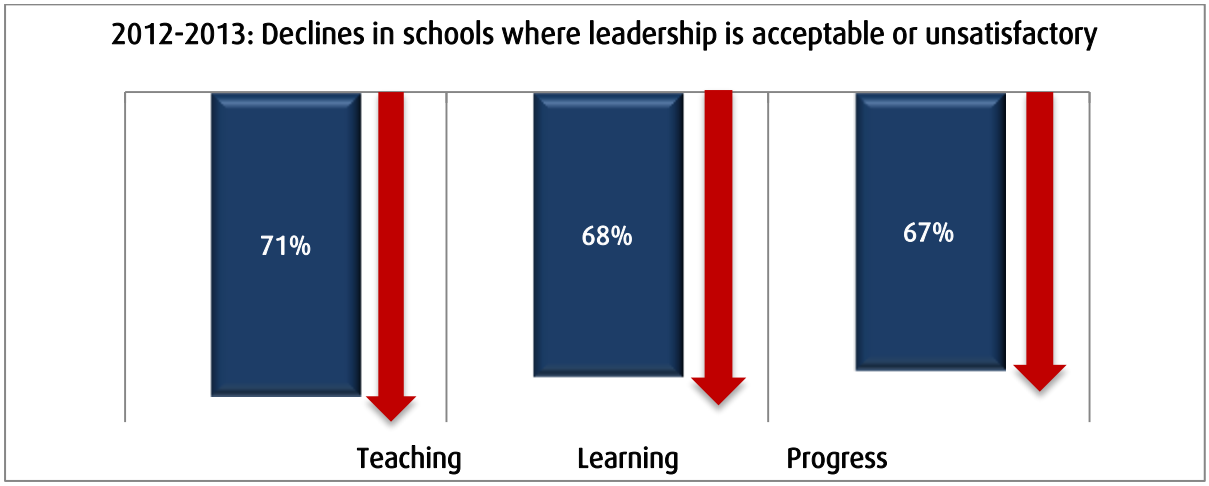
In these good or better schools, leaders have a clear vision for improvement and an awareness of best international practice. They adapt the curriculum well to meet the needs of students beyond strict examination requirements. In the best Indian curriculum schools, leadership is inclusive with staff contributing effectively to the development, vision and direction of the school.



Not all levels of leadership are fully effective in Indian curriculum schools. Leaders do not always recognise the essential factors that lead to improvements for learners.

In the best schools, the senior leaders share the leadership of the school through well-developed and empowered middle leaders. These leaders then take action to bring about improvements to the quality of teaching and learning. In too many Indian schools, however, school leaders place significant emphasis and time on the management and organisation of the school. Less strategic focus is given to improving the quality of teaching and ensuring good progress in all areas of learning.

As the chart below indicates, where leadership is weak, there is often a decline in the quality of key aspects of the work of the school, particularly teaching and the progress made by students in key subjects.

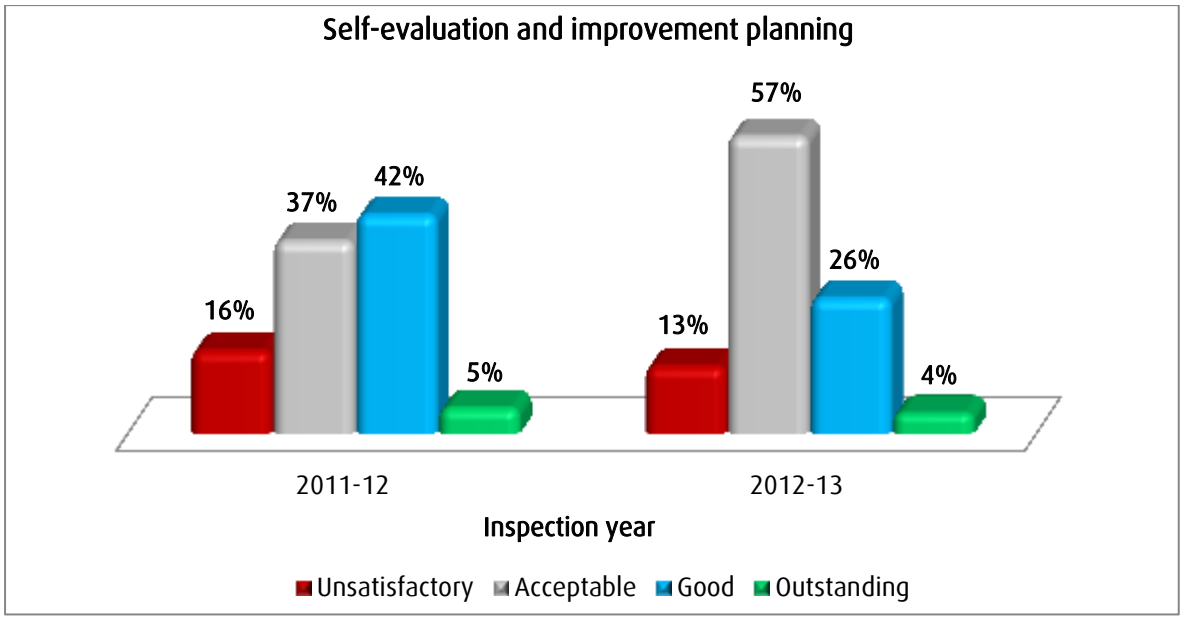


Effective leaders know the strengths and weaknesses of their schools

Schools that are able to identify strengths and weaknesses often have greater success in implementing changes for the better. With a clear idea of what needs to be improved, leaders are able to create action plans, which target priorities.

This aspect of leadership was weak when inspections commenced in Indian schools in 2009-10 and there has been little improvement from this low starting point.

In 2012-13, no school has improved its inspection rating in self-evaluation from acceptable to good. Similarly, no school improved its rating for self-evaluation from good to outstanding. Only one Indian curriculum school was rated as outstanding in this area.



Effective leadership involves delegating responsibility

Most Indian schools are organised with senior teachers managing sections of the school, either as department/section or subject leaders. They are often referred to as 'middle leaders'.

In the best performing schools, leaders, including subject and department heads, carry out careful analyses of how well the students are achieving. They identify factors that are barriers to students' better performance. They decide on required improvements, implement the appropriate changes and monitor the effect this has on the students' levels of attainment and progress.

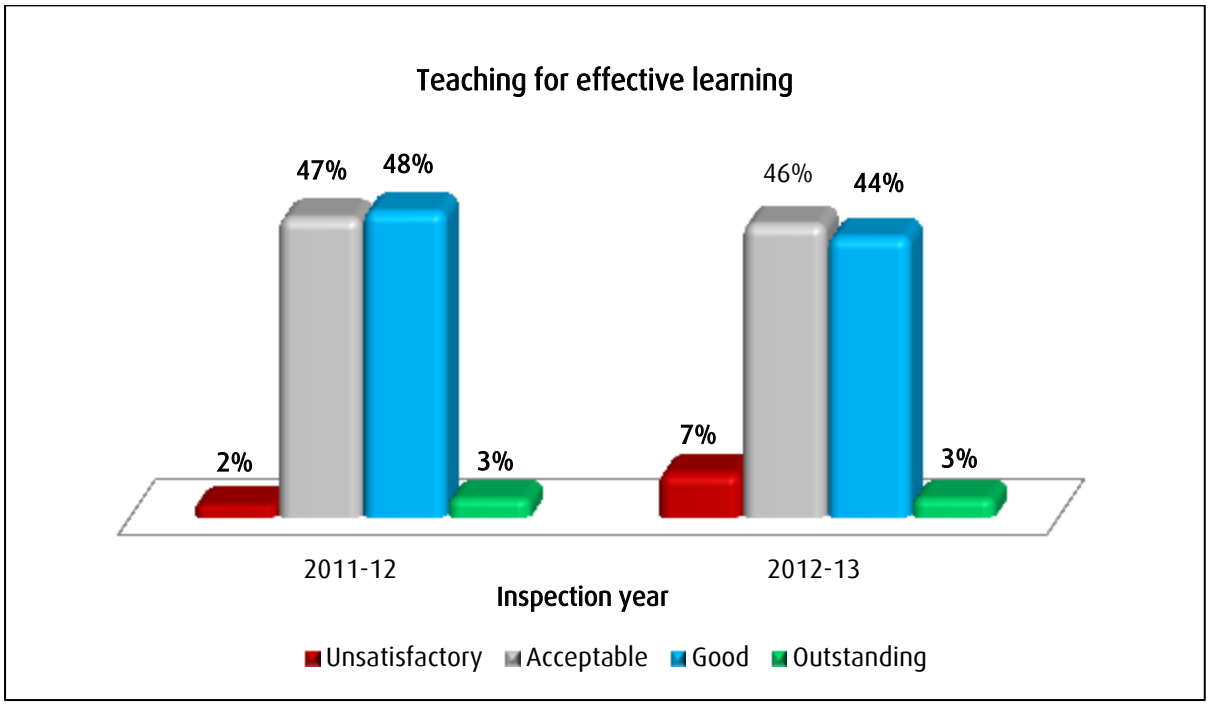
This approach is, however, not apparent in many Indian curriculum schools. It is a notable feature of the leadership of many Indian schools that the middle leaders do not effectively analyse student progress information. This means they are also unable to devise practical ways to improve teaching and learning. Also, too often, when middle leaders observe teachers they are unsure of what they need to look for and are not robust enough in their evaluations. In such cases, their feedback does not identify how the teacher might improve. This inability to pin point failings in teaching is often due to a lack of awareness of best international practice in teaching and learning.

Leadership by school governors

In the most recent inspections, the quality of governance in one school improved from good to outstanding, but in a significant minority of schools the quality of governance declined. Boards of governors are usually a central part of an Indian school's decision-making processes. However, not all governors have a strong enough educational background or experience to support school leaders in making strategic decisions which will lead to improvement in teaching, learning and students' progress.

Leading learning

The chart below shows that there has been very little improvement in the quality of teaching for effective learning in Indian curriculum schools since last year.



Good teaching is observed in Indian curriculum schools when:

- Teachers have high expectations of students;
- Teachers provide challenging activities which encouraged thinking;
- Teachers plan lessons with a range of objectives so that the needs of all learners are met;
- Teachers speak less and allow students to speak more;
- Teachers enable dialogue between teachers and students and students and their peers which helps understanding;
- Teachers use open-ended questioning to encourage students to think and give more complex answers.

Less effective teaching is observed in Indian curriculum schools when:

- Teachers over-direct learning and dominate the lessons;
- Students are not given sufficient opportunities to be independent or make choices about their learning;

- Teachers have weak questioning skills and so expect single word answers to closed questions;
- Teachers do not encourage students to ask questions;
- Teachers direct questions at the whole class and so students respond in unison – this means that teachers have little idea of who understands and who does not;
- Teachers do not enable students to work together in groups to discuss, investigate and solve a problem;
- Teachers aim their teaching at the 'average' child rather than planning a range of activities to meet the needs of all individuals and groups.

Leading the professional development of teachers

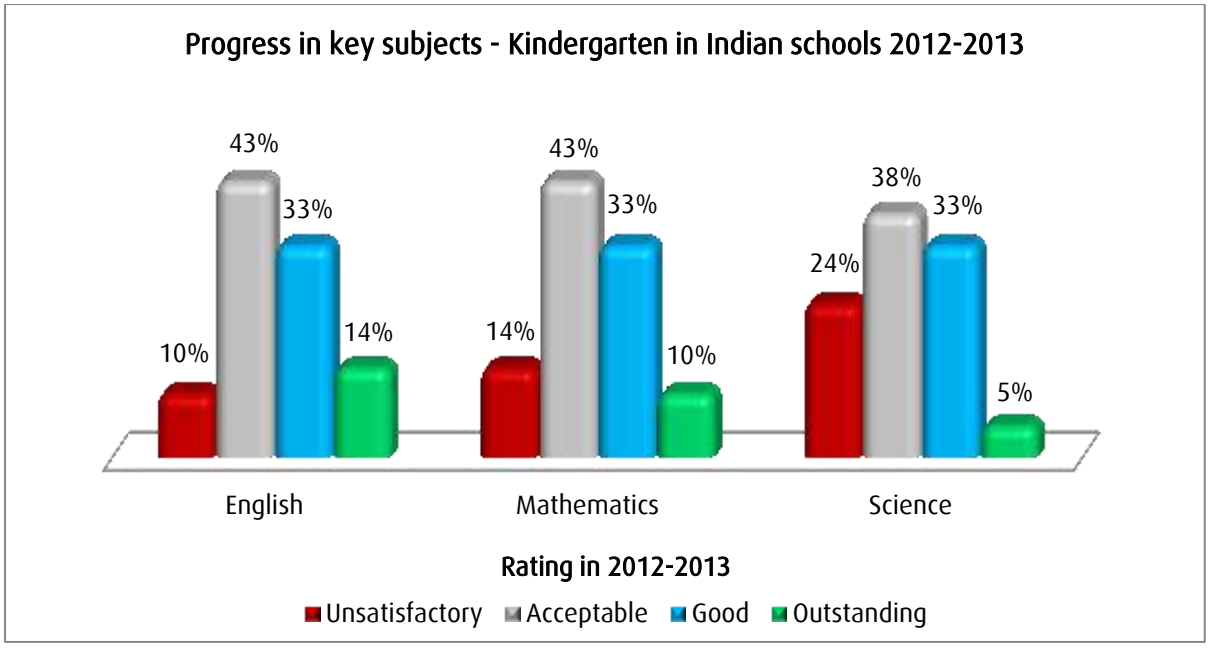
In Indian curriculum schools, there is often limited access for teachers to high quality training to enable them to develop their teaching or leadership skills. When there is training, it often does not lead to any real improvements, as teachers do not change their behaviour in lessons. Leaders in a few of the best schools support training effectively with targeted observations of lessons and helpful feedback to teachers.

Whilst most school leaders do observe lessons, their monitoring of teacher performance is often related to classroom management rather than improving teaching and learning. Very few Indian curriculum schools allow students to use laptops, electronic tablets or other technology to support their learning and teachers use of technology in lessons is often limited to data shows.

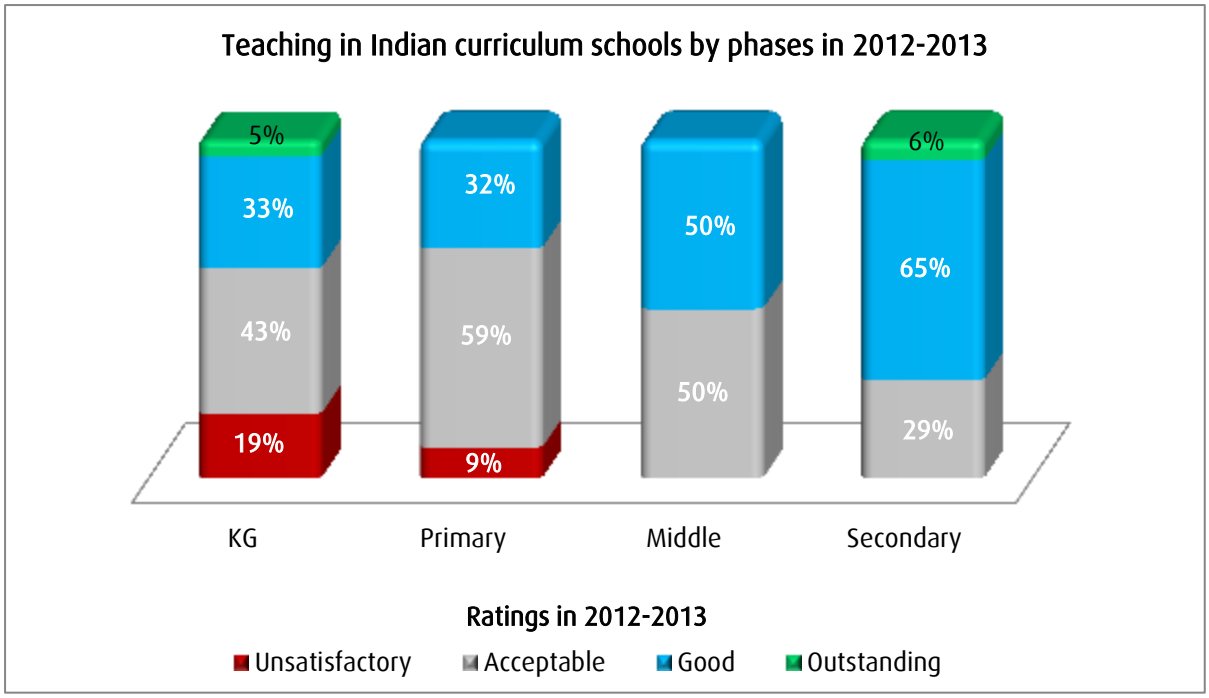
Leading teaching in the early years of schooling

Of the 23 Indian curriculum schools, all but two have a Kindergarten programme. Teaching in Kindergarten and primary years is often less effective than in the upper phases.

The most common teaching style in Kindergarten is direct class instruction by the teacher, which means that children sit passively, listening for long periods of time. Teachers of the youngest children often do not understand how young children learn best and so do not provide opportunities for them to communicate, think, and find things out for themselves. Teachers provide limited opportunities for children to exercise choice and independence in their learning. Play is too often seen as recreation following a period of learning rather than an integral part of the learning process. Consequently, around sixty per cent of children of this age in Indian curriculum schools fail to make good progress across all three subjects.

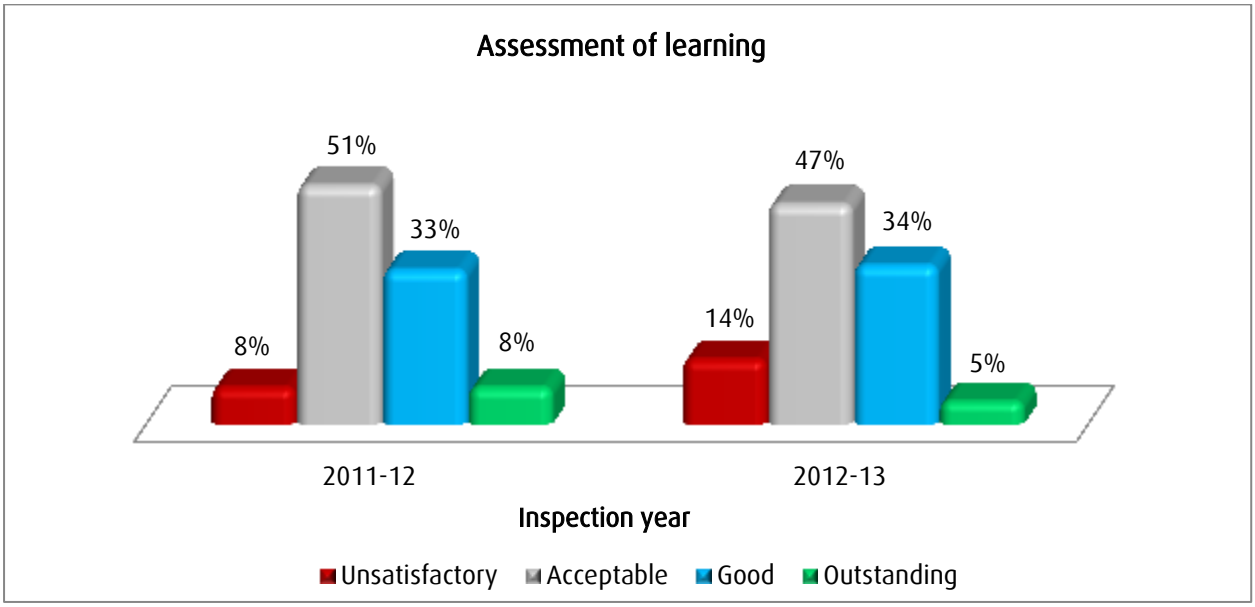


Children's limited progress in Kindergarten also impacts on progress in the primary phase. Inspectors reported a better quality of teaching in the middle and secondary phases. Around 20 per cent of the teaching and learning in Kindergarten in Indian schools is of an unsatisfactory quality. Good teaching and learning is seen in only half as many Kindergarten classes compared to secondary classes.



The leadership of assessment

In most Indian schools, there has been limited improvement in the schools' assessment arrangements



The majority of schools record assessment information thoroughly and in detail; teachers spend a great deal of time recording test results. A few schools assess their students on entry and at particular transition points throughout the phases. This helps teachers to track the progress students are making against their starting points. A few schools help students determine their targets and review progress over time.

In most schools, however, teachers do not use the extensive assessment information to plan lessons which meet the learning needs of all students. The analysis and the use of assessment data is rarely used to plan relevant and meaningful learning activities.

Leading developments in school to support students with special educational needs

In 2012-13, the 'DSIB Inspection Handbook' put emphasis on the identification of, and provision for, students who have special educational needs.

DSIB Definition of Special Educational Needs

"Educational needs that are different from those of the majority of students.

They include those who need additional support or challenge in their learning".

Almost all Indian curriculum schools began the process of identifying students with special educational needs using the KHDA categories this year. Around 20 per cent of the schools, including two outstanding schools, have accurate processes for identifying students with

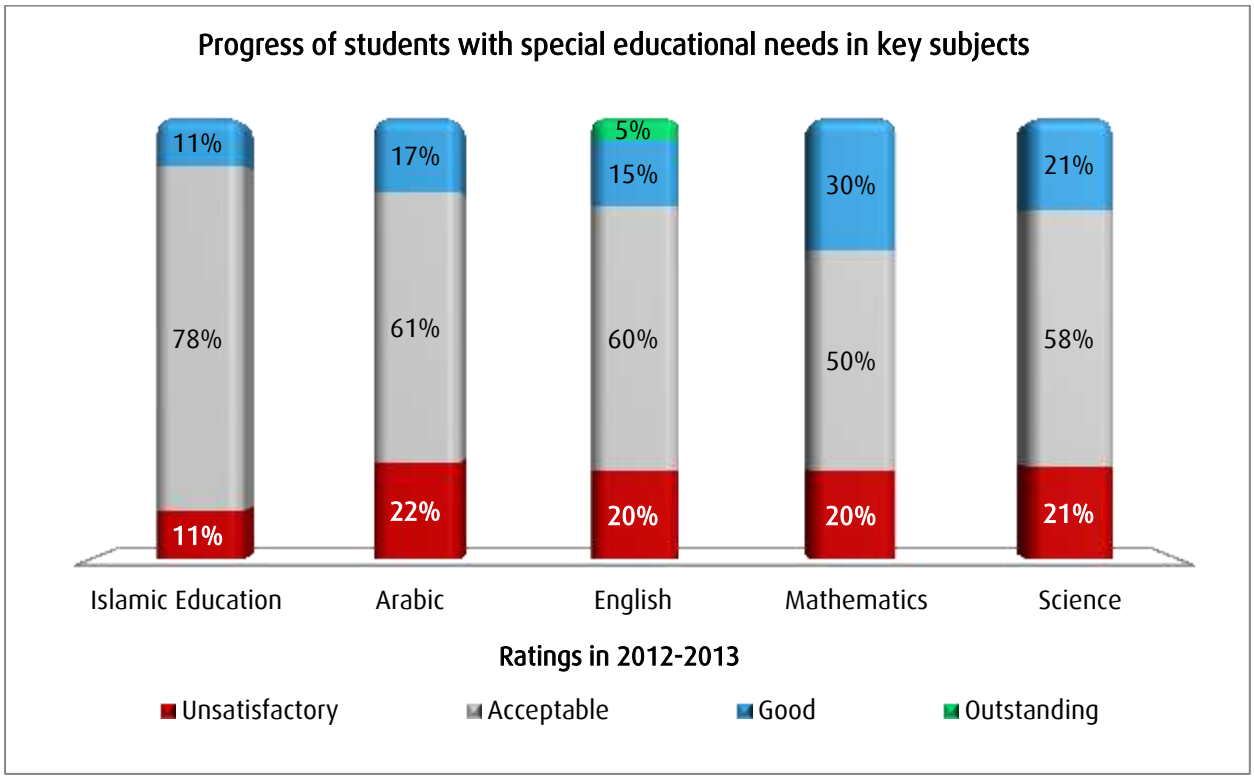
special needs. These schools provide effective support to the students to enable them to make good progress in most of the key subjects. However, around 75 per cent of Indian schools do not have effective processes for identification and do not provide the support needed to ensure good progress.

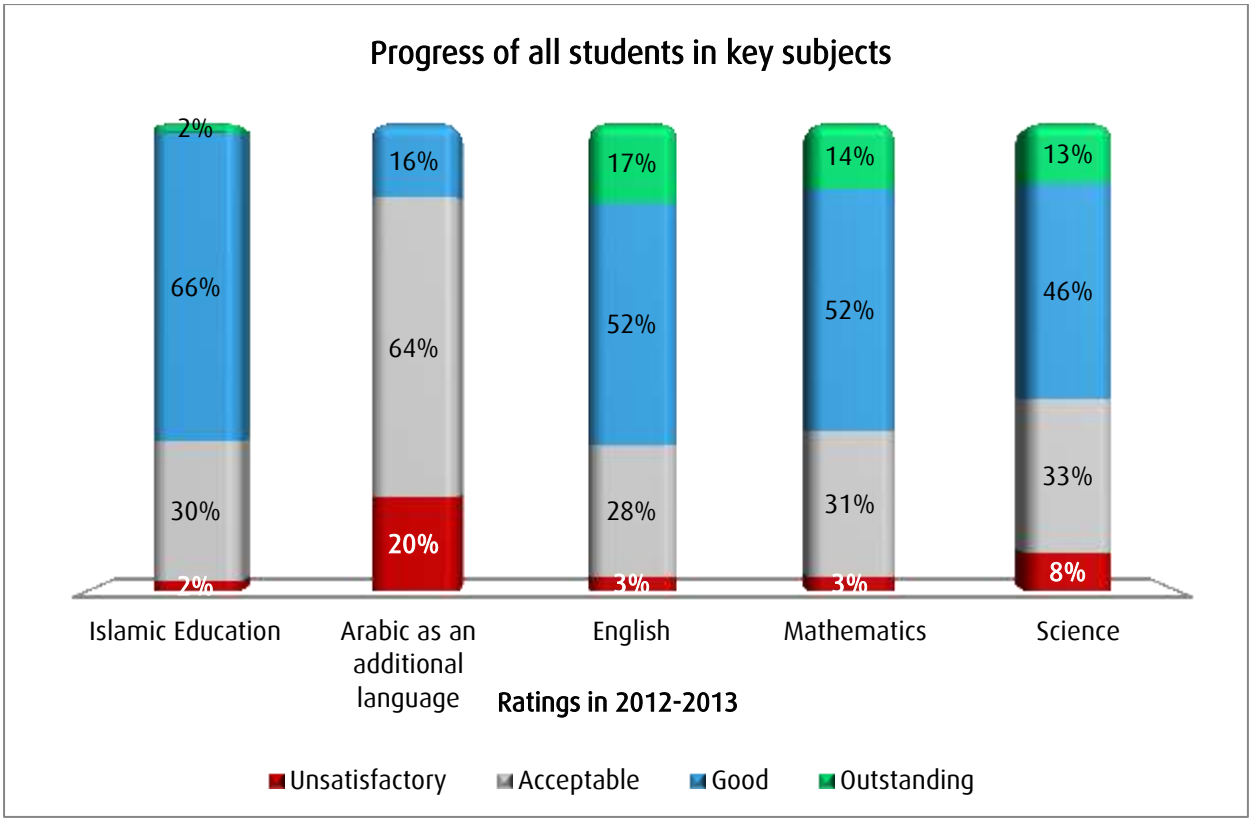
Indian school teachers lack expertise and specialised knowledge to support students with special needs in lessons. Inspection evidence identifies a similar concern with students who are achieving well above their peers but whose progress is slow. There is often insufficient challenge in lessons to extend these students and enrich their learning.

Indian school leaders often cite 'parental anxiety' as a barrier to the effective identification of students with special needs. School leaders and teachers need to work much harder and more creatively to persuade parents that this is in their child's best interests.

In the best performing schools in Dubai, accurate identification leads to improved understanding of students' strengths and weaknesses. Students are provided with an individual education plan. Teachers carefully modify the curriculum and target support so that students make good progress. Unfortunatley, most students in Indian schools rarely receive this level or quality of support.

There is a significant difference in the progress made by students in Indian curriculum schools with special needs, compared to their peers in other schools. In Islamic Education, English, mathematics and science, fewer students with special educational needs make good progress.





A significant barrier to meeting the needs of all learners is the rigidity of the curriculum applied by many Indian schools.

The need to achieve coverage of the content in order to prepare students for examinations often prevents teachers from adjusting the pace of lessons to ensure all students understand and make progress. Often the pace of learning is too rapid for some students. In a few schools, teachers sometimes try to provide extra lessons before or after school.

Usually, this support consists of a repeat of the regular lesson at a slower pace. There is little change to the approach to teaching to take little account of how the students learn best.

A few schools modify the curriculum by adjusting timetables and exempting students with special needs from learning other languages. However, often, extra support is offered at the expense of other subjects such as art, music and physical education.

Very few schools modify assessment or use technology effectively to better meet the needs of students with special educational needs.

What's Wrong?

SECTION FIVE

DISTINCTIVE FEATURES RELATING TO LICENSING AND SCHOOL ORGANISATION

Regulatory matters in Indian curricula schools

In every inspection, school inspectors report, where necessary, upon any aspect of the work of a school which is non-compliant with regulations. Concerns relating to health and safety are shared with relevant government agencies who undertake follow-up visits to check compliance. In the last round of inspections a number of common issues were identified. These are listed below.

- Inspectors report concerns over large classes and cramped learning conditions, especially in Kindergarten in a few schools. It is not uncommon, in Indian curriculum schools, for example, to find classes of more than 25 children in Kindergarten and more than 30 in the other elementary classes. A few schools have Kindergarten classes well over 30 students with 35 students in classes. These schools are failing to comply with licensing requirements.
- A few Indian curriculum schools fail to comply with the Ministry of Education requirements for the time allocated to teaching Arabic in a few grades. This shortage of teaching time is observed by inspectors to impact negatively on students' progress. In a few schools, it is also the case that Arabic teachers are not appropriately skilled or qualified.
- Inappropriate punishment continues to occur in a few schools. In a number of cases, students have made complaints against their school in relation to physical punishment. Behaviour management in these schools relied on negative, rather than positive reinforcement, with students feeling humiliated and, at times, disaffected.

'Double-shift' schools

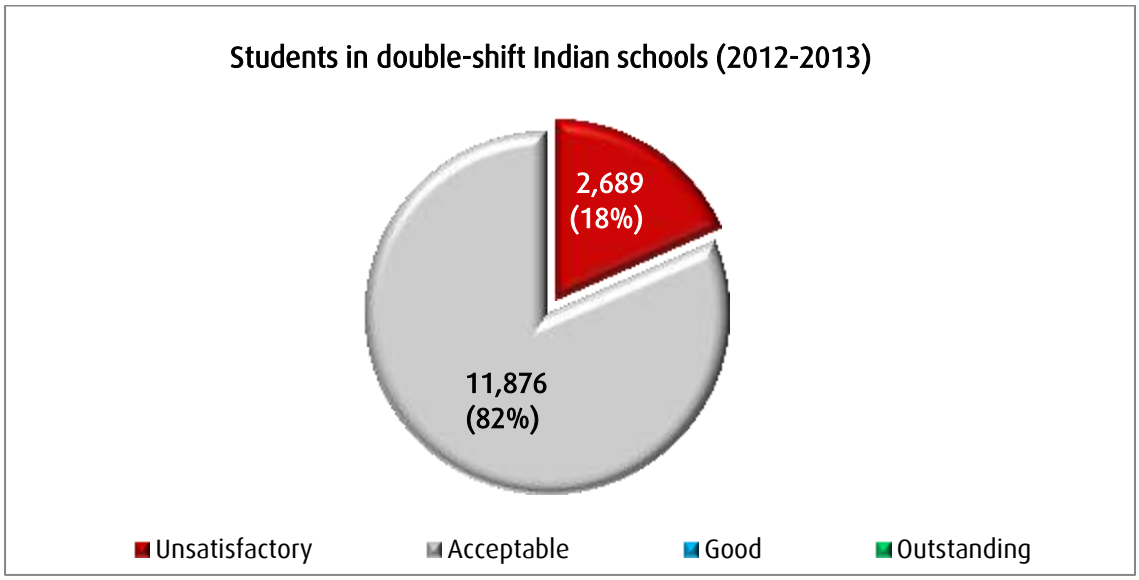
Four Indian curriculum schools have a two-shift day, which is a morning shift for approximately half the student population and an afternoon shift for the other half of students. Three of these schools are evaluated as acceptable and one is rated as unsatisfactory.

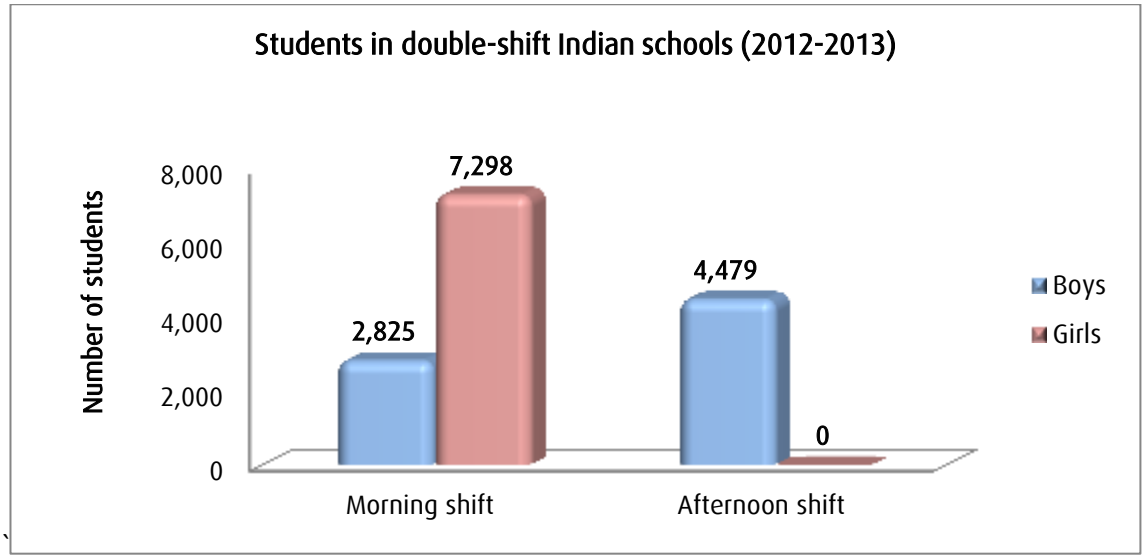
All four schools face considerable logistical challenges which can impact on students.

Parents of students in these schools voiced dissatisfaction in reference particularly to a perceived lack of equality of opportunity for students attending different shifts. Inspectors visiting these schools identified concerns including:

- High student numbers – up to 6,700 and high student turnover with significant fluctuations in numbers from term to term;

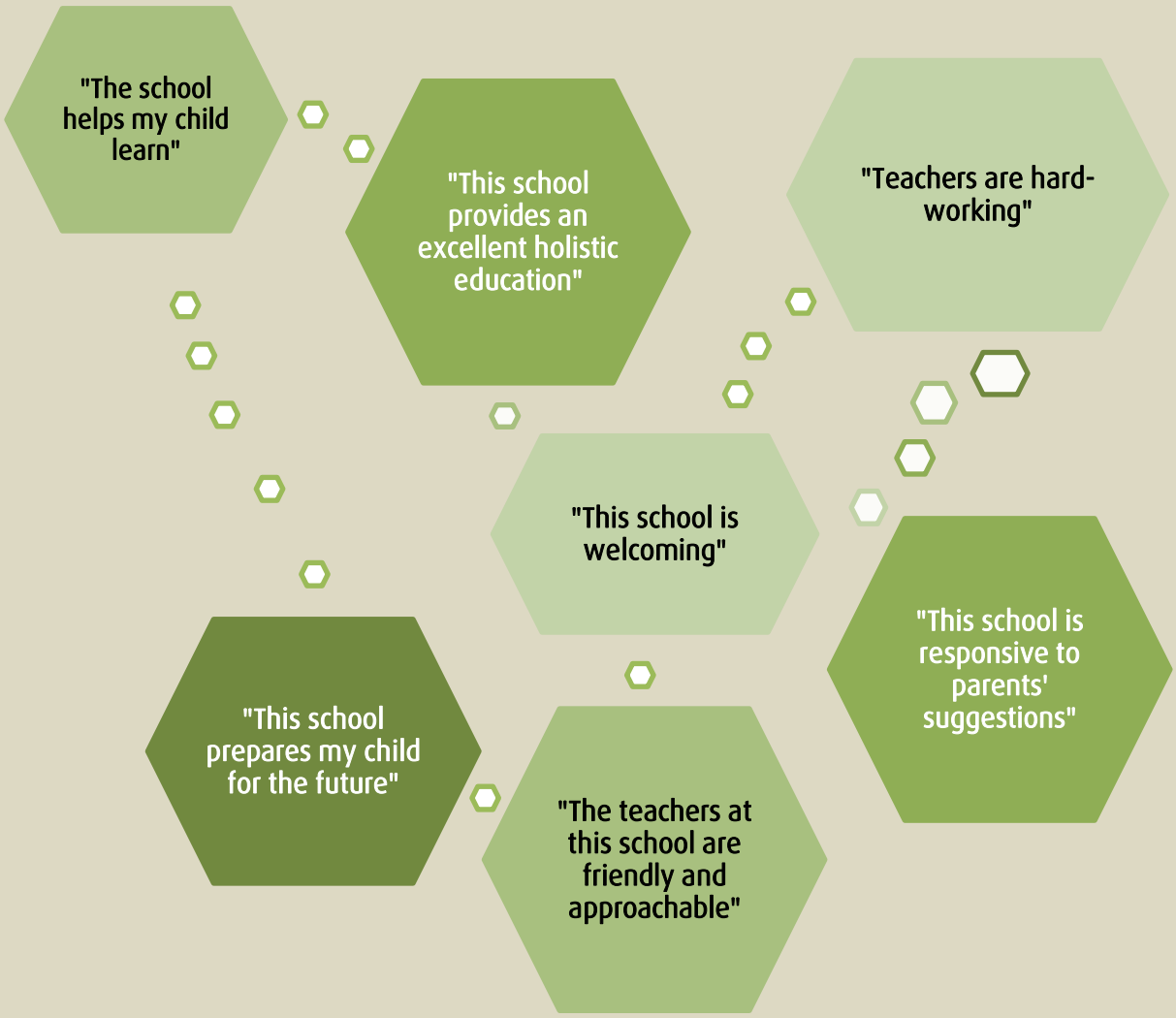
- Lack of space, high numbers of students in classes and overcrowded conditions;
- Teachers who teach both shifts and experience long working days;
- Teachers with multiple roles and unqualified teachers taking responsibility for classes;
- Variable teaching quality and high staff turnover;
- Insufficient space and subsequent use of inappropriate teaching spaces;
- Insufficient resources for learning;
- Limited identification of students with special needs and inadequate provision to meet their needs.



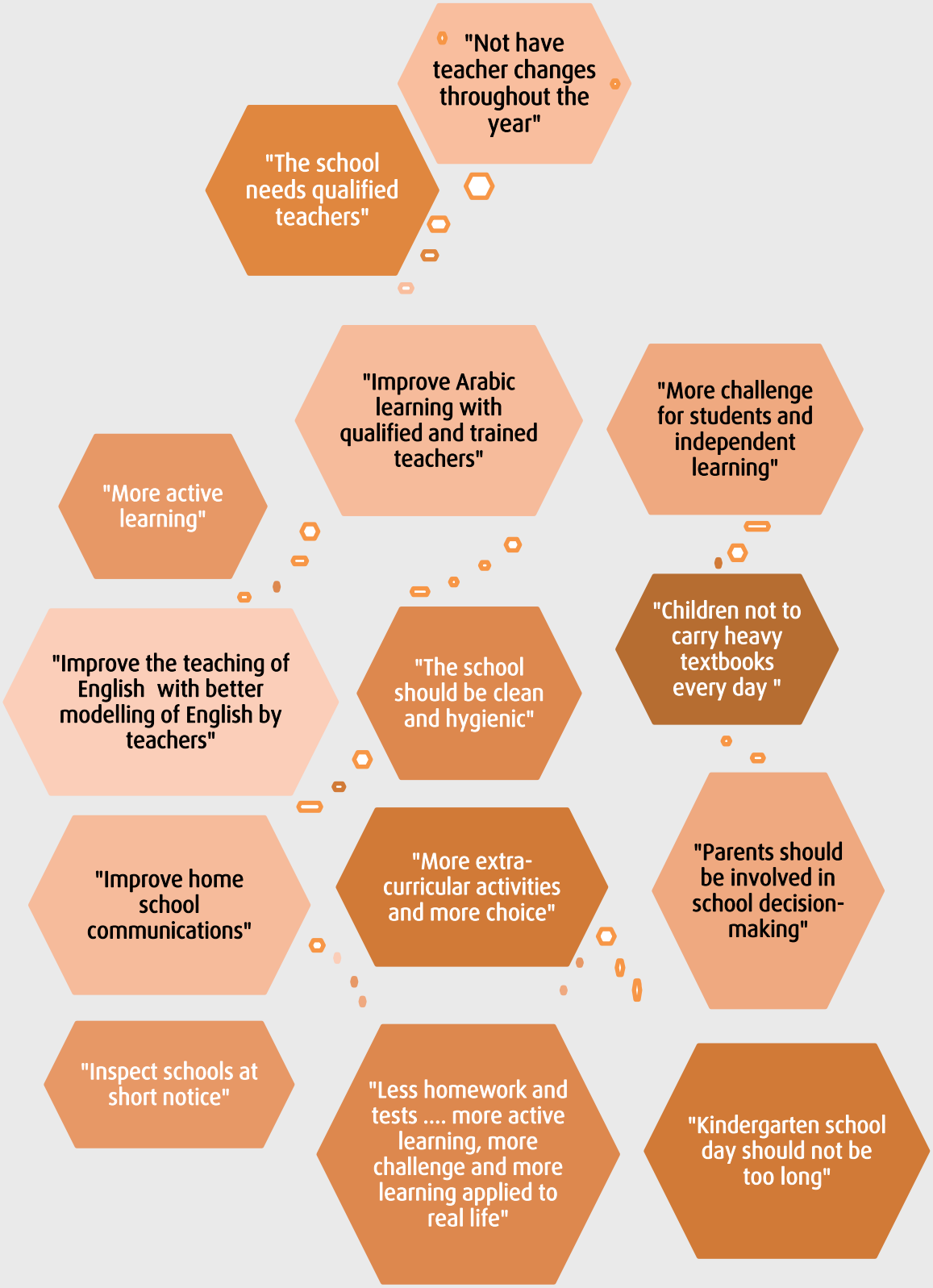


WHAT DO PARENTS THINK ABOUT INDIAN CURRICULUM SCHOOLS?

What parents like

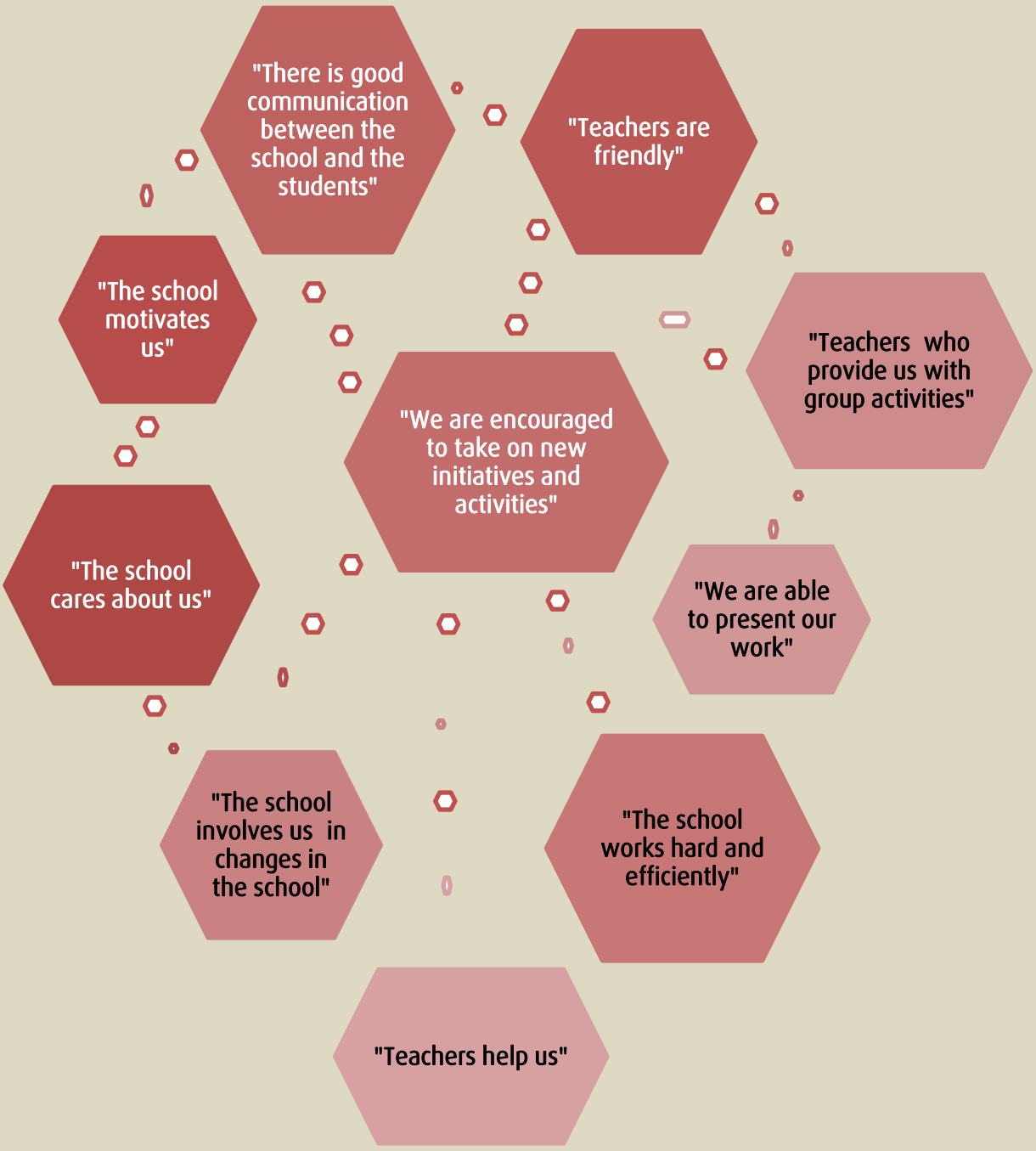


What changes parents most wish to see



WHAT DO STUDENTS THINK ABOUT INDIAN CURRICULUM SCHOOLS?

What students like



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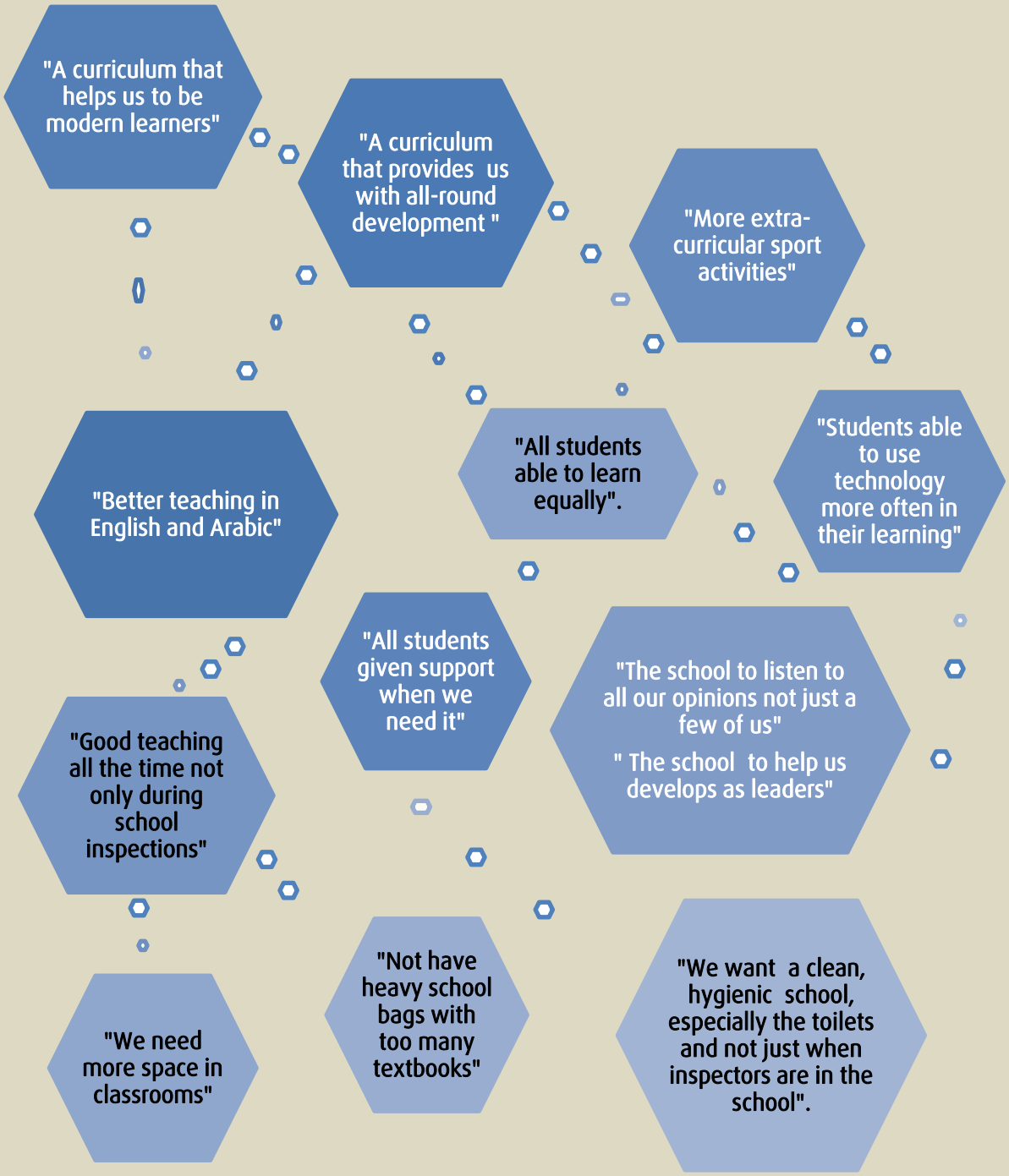


SECTION SIX

KEY IMPROVEMENTS REQUIRED BY INDIAN CURRICULUM SCHOOLS

In order to improve further, Indian curriculum schools now need to take steps to bring about more radical changes which will benefit students and lead to improved progress.

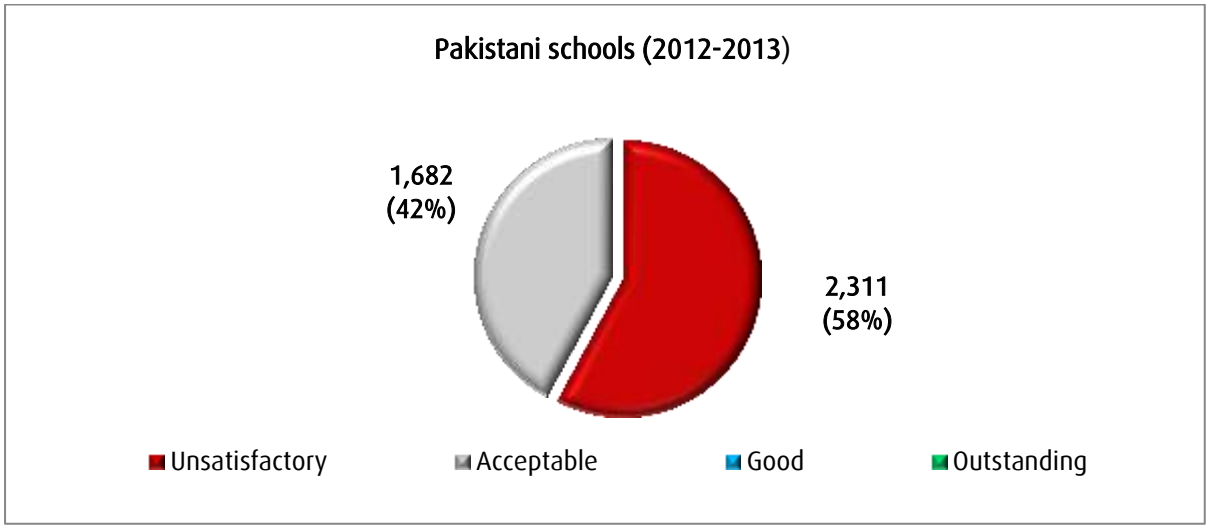
Key issues	The best performing schools
LEADERSHIP Vision and direction	Recruit or develop leaders with international expertise who are able to share a clear direction for school improvement. Ensure that improvements address weaknesses in student's attainment and progress.
Shared leadership	Develop middle leaders to take active roles introducing and developing school improvement and ensuring that teaching and student progress improves.
Roles and responsibilities.	Staff promotion should be for the most able staff members who will create and maintain improvements for students. Keep leadership roles relating to teaching, learning and the curriculum separate from management roles, such as timetabling and school organisation, to help key improvements happen more quickly.
SELF- EVALUATION Accurate identification of strengths and weaknesses	Use the 'DSIB Inspection Handbook' and the on-line self-evaluation tools to ensure the accurate identification of the school's strengths and weaknesses. Target the school's weaknesses for improvement.
Monitoring and evaluation	Set targets for school improvements by looking at accurate data. Set improvements for teaching and learning based on accurate analysis of data. Ensure that lesson quality and student learning improves.
Range of evidence	Use a wide range of evidence, including students' performance against international standards, for self-evaluation.

ASSESSMENT Using assessment information to plan for all students	Train teachers to use assessment information to plan different activities for different students so that the needs of all learners are met.
Ongoing assessment	Train teachers to use open questioning to assess students understanding during lessons and change their teaching so all students have opportunities to show their understanding.
TEACHING FOR EFFECTIVE LEARNING Developing students as 'active and independent' learners	Ensure that teachers use group work which allows students to be responsible for their learning. Evaluate teacher-talk and-ensure students are more independent. Ensure that learning is based upon more than the textbook.
Improving the levels of challenge in lessons	Ensure that the lesson content has challenge for all learners. Use different objectives for different groups of students based upon assessment information.
SPECIAL EDUCATIONAL NEEDS Accurate and early identification	Work closely with all members of the learning community to agree on a definition of special educational needs. Ensure early identification of learning difficulties. Have appropriate targets and support in place to ensure good student progress. Employ appropriately qualified staff or develop existing staff to accurately identify students with special educational needs. Seek support from other schools and suitably qualified outside agencies to support the identification process, when necessary.
Provision – teaching, learning, assessment, curriculum and support	Ensure that every teacher understands how best to make changes for the most effective support of students with specific educational needs. Monitor classes where provision is weak. Consider appropriate intervention strategies to enable students with special needs to make good progress.
Progress against clear starting points	Establish clear starting points for all students, including those with special educational needs. Set targets with students and provide suitable support. Monitor and record progress and change the support if it is not working.
KINDERGARTEN Teaching appropriate to the ages of children	Ensure that all Kindergarten teachers are suitably qualified and understand how young children learn best. Ensure that classrooms conform to international best practice for early years' learning. Plan and deliver activities including play, which stimulate children's expressive language skills and independence.

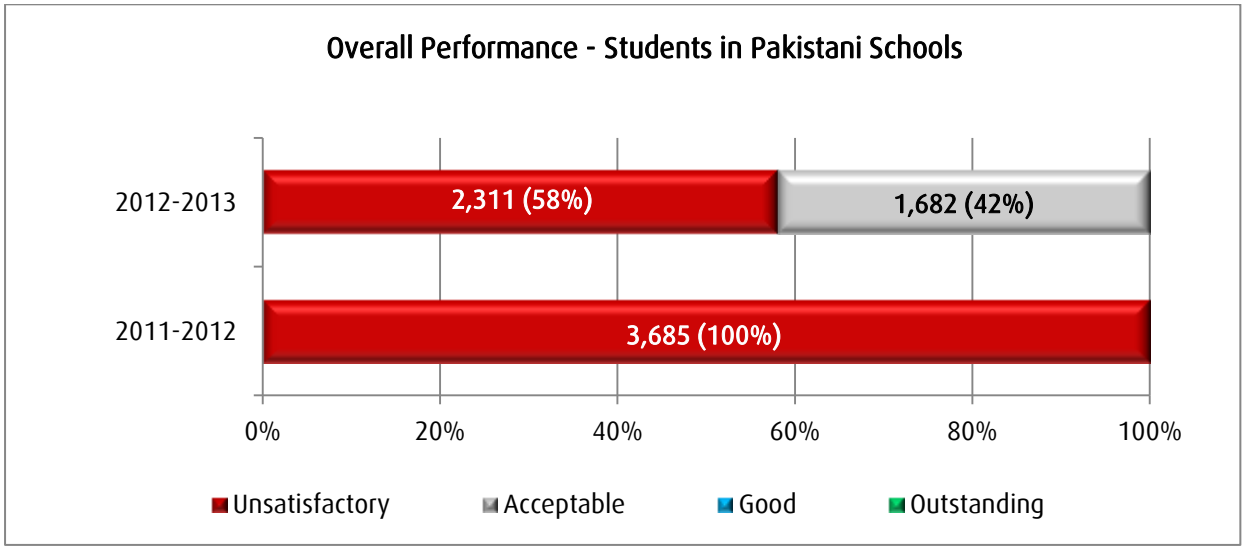
SECTION SEVEN

STUDENTS IN PAKISTANI CURRICULUM SCHOOLS

All three Pakistani schools in Dubai follow the Pakistani National Curriculum. One Pakistani school that was judged as unsatisfactory in 2011-12 is now acceptable, two are still unsatisfactory.



Inspectors report that very little progress had been achieved in the two unsatisfactory Pakistani schools.



Of the three schools, one school has failed to make any progress. In this school weak leadership, ineffective governance and very significant turnover of staff have contributed to minimal improvement.

The owners of the other two schools have appointed new leaders as part of their drive to initiate change. In both cases there has followed subsequent improvements.

One school has made sufficient gains in providing a better structure to the school day and delivering a safer and healthier environment for the students. This school has also established a governing body that has actively supported change within the school. In a recent inspection the school was judged to be providing an overall acceptable quality of education.

Common areas of concern

There are key factors common to all three schools, which affect their capacity to improve.

These are

- leadership;
- the quality of teaching and learning.

Two of the three schools have made changes in leadership which have helped to drive change and improve the quality of teaching for students.

All schools in this group continue to face significant challenges with the recruitment and retention of skilled teachers.

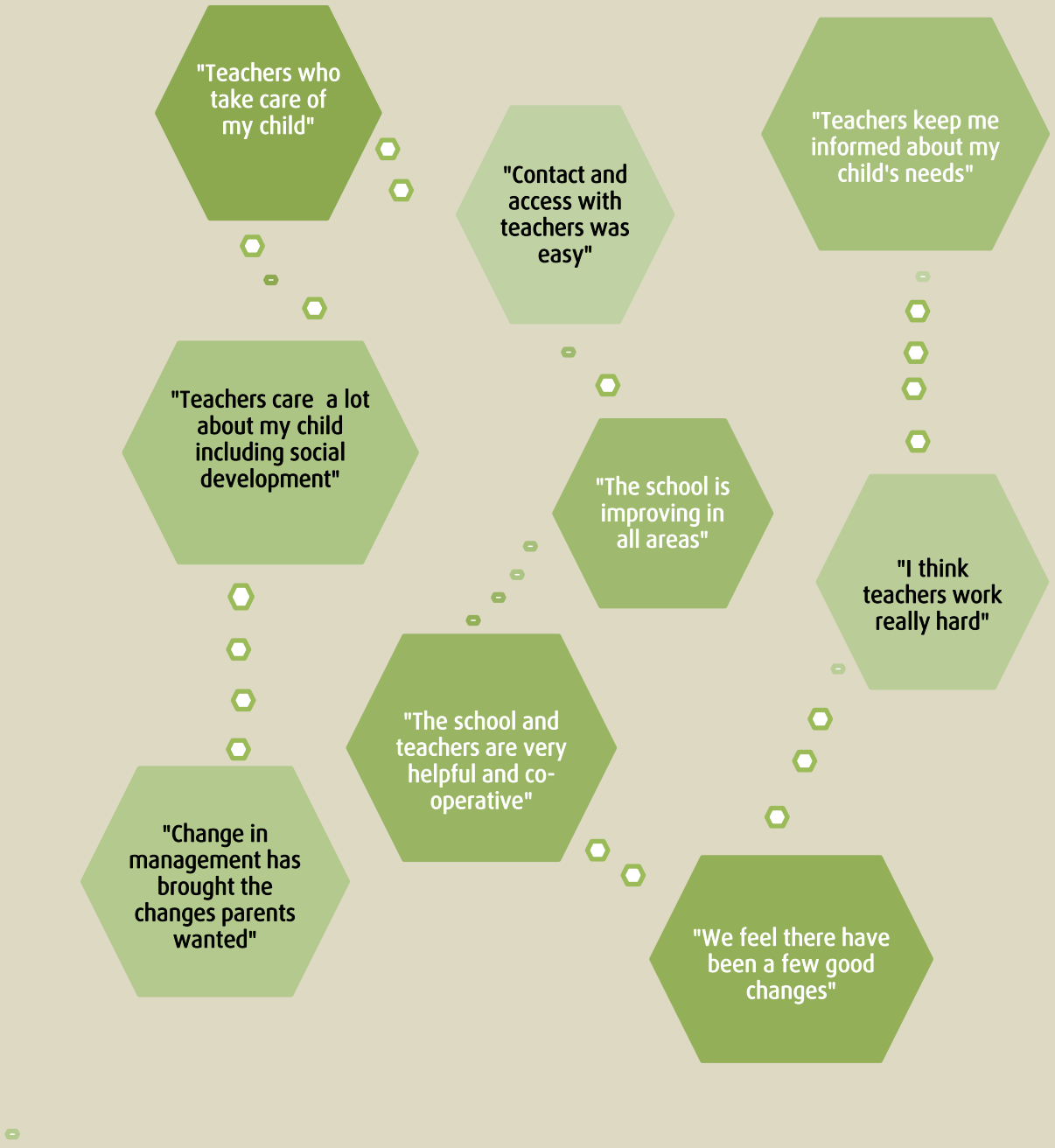
Support and care for students also remains a notable weakness in all three schools. There were significant weaknesses in the identification of, and provision for, students with special needs in all three schools.

There have been improvements in schools where;

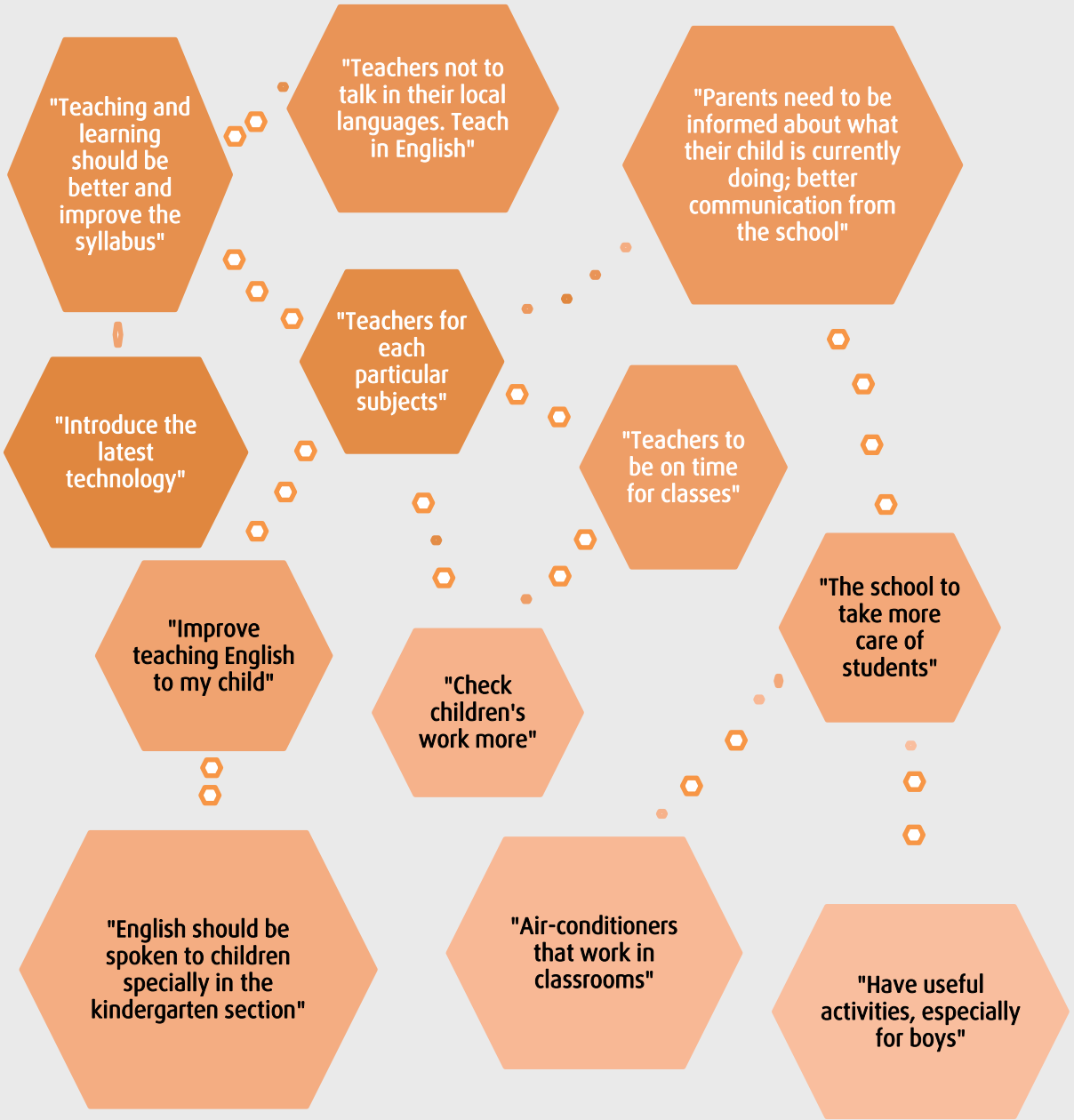
- the school leadership team communicated a strong vision for the future development of the school;
- there had been a positive response by the school and board of governors to the previous DSIB inspection reports;
- middle managers developed their expertise as evaluators of teaching quality, curriculum content and accuracy of student progress;
- the school listened to the views of parents, teachers and students to review the school's strengths and weaknesses;
- the school recognised the need to place greater focus upon student outcomes;
- the parents' council effectively supported home and school communication;
- the governing body included professional experience in education. They met regularly. They also met with parents and students to gather an objective view regarding the work of the school and areas for improvement. They became better at holding the school to account for improvement.

WHAT DO PARENTS THINK ABOUT PAKISTANI CURRICULUM SCHOOLS?

What parents like

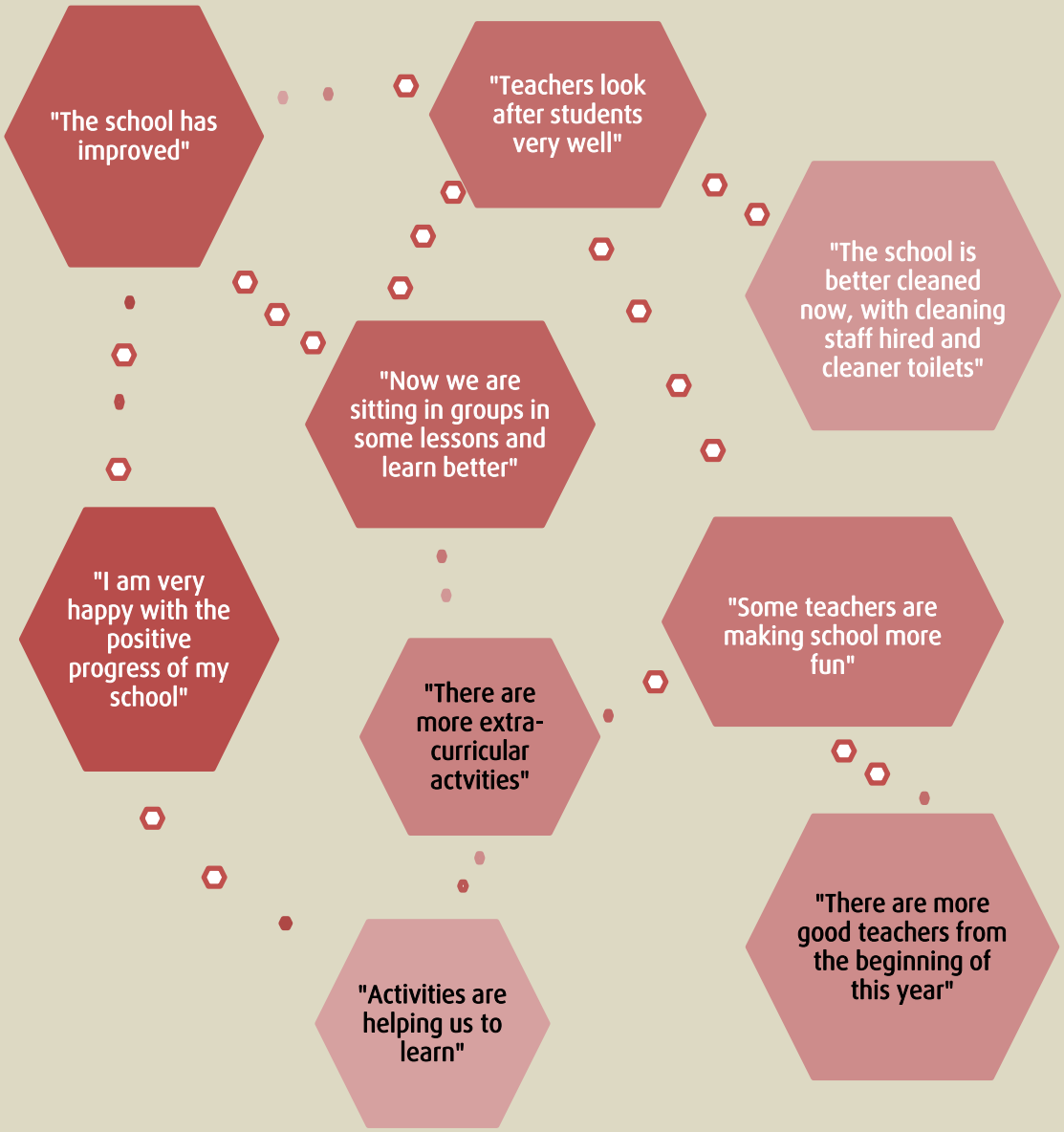


What parents most wish to see



WHAT DO STUDENTS THINK ABOUT PAKISTANI CURRICULUM SCHOOLS?

What students like



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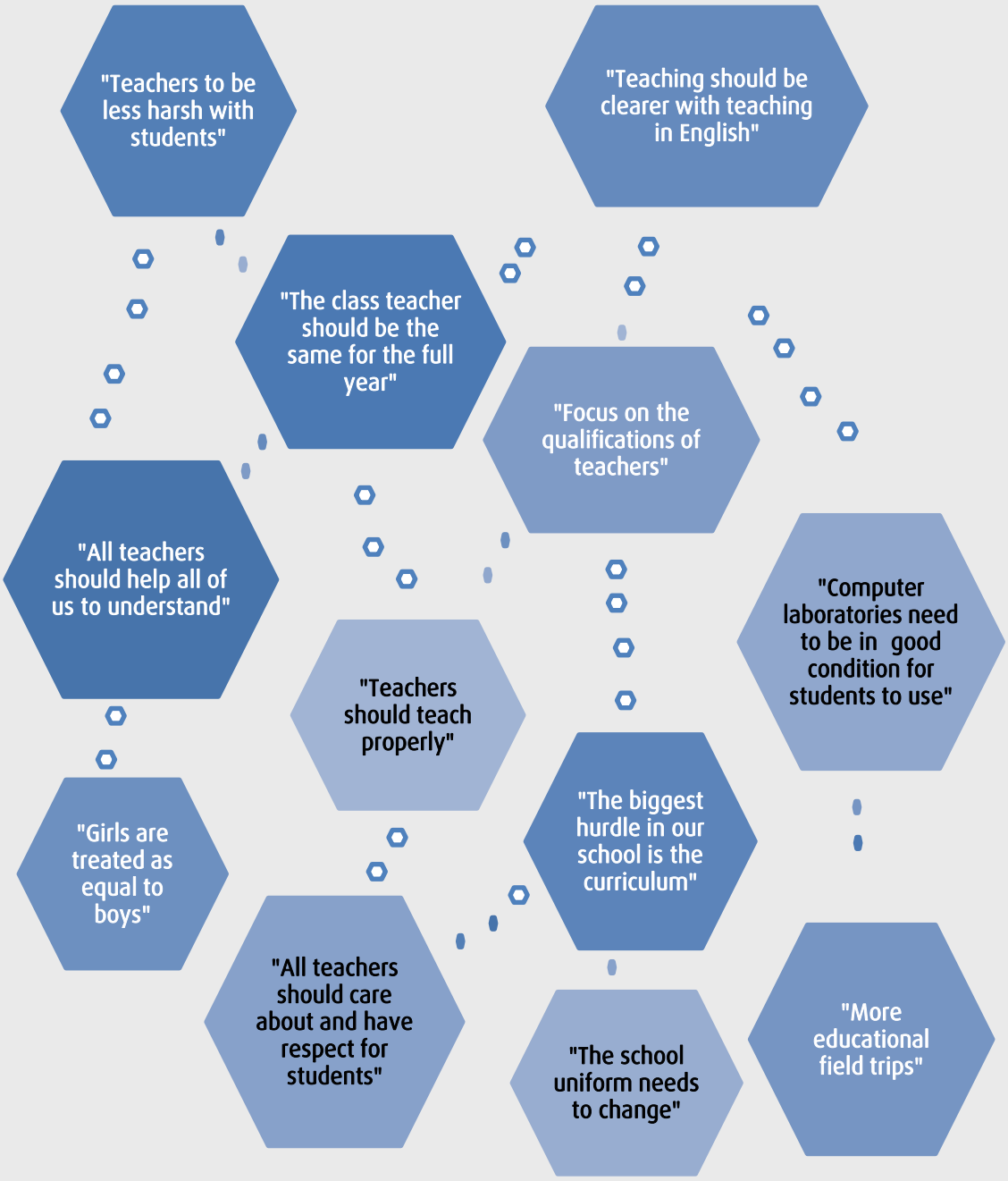

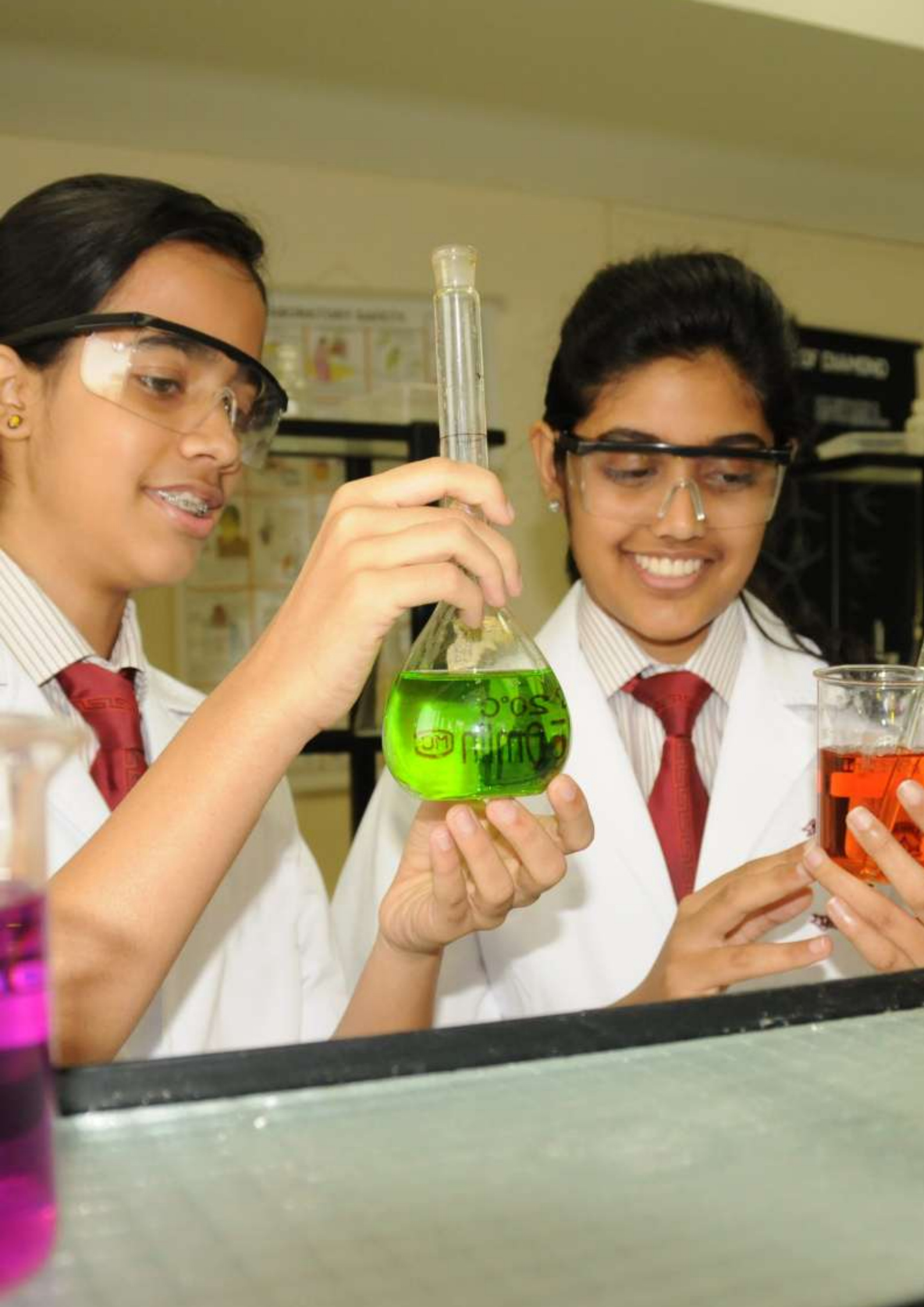

APPENDIX ONE

OVERALL SCHOOL PERFORMANCE

INDIAN CURRICULA SCHOOLS

School Name	Main Curriculum	Curriculum in analysis	2012-2013 overall rating	2011-2012 overall rating	2010-2011 overall rating	2009-2010 overall rating
Dubai Modern High School	Indian (ICSE)	Indian	Outstanding	Outstanding	Good	Good
The Indian High School	Indian (CBSE)	Indian	Outstanding	Outstanding	Good	Good
Delhi Private School Dubai	Indian (CBSE)	Indian	Good	Good	Good	Good
Our Own English High School - Dubai	Indian (CBSE)	Indian	Good	Good	Good	Good
Rajagiri International School	Indian (CBSE)	Indian	Good	Good	Good	Good
The Indian High School-Branch	Indian (CBSE)	Indian	Good	Good	Good	Good
The Millennium School	Indian (CBSE)	Indian	Good	Good	Good	Good
Our Own High School - Dubai	Indian (CBSE)	Indian	Good	Good	Good	Acceptable
Our Own Indian School	Indian (CBSE)	Indian	Good	Good	Good	Acceptable
The Elite English School	Indian (CBSE)	Indian	Acceptable	Acceptable	Good	Acceptable
JSS International School	Indian (ICSE)	Indian	Acceptable	Acceptable	Good	Not inspected
Emirates English Speaking School	Indian (CBSE)	Indian	Acceptable	Acceptable	Acceptable	Acceptable
Gulf Indian High School	Indian (CBSE)	Indian	Acceptable	Acceptable	Acceptable	Acceptable

School Name	Main Curriculum	Curriculum in analysis	2012-2013 overall rating	2011-2012 overall rating	2010-2011 overall rating	2009-2010 overall rating
New Indian Model School	Indian (CBSE)	Indian	Acceptable	Acceptable	Acceptable	Acceptable
The Central School	Indian (CBSE)	Indian	Acceptable	Acceptable	Acceptable	Acceptable
The Kindergarten Starters	Indian (CBSE)	Indian	Acceptable	Acceptable	Acceptable	Acceptable
Global Indian International School	Indian (ICSE)	Indian	Acceptable	Acceptable	Not inspected	Not inspected
Buds Public School	Indian (CBSE)	Indian	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory
Little Flowers English school	Indian (CBSE)	Indian	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory
JSS Private School	Indian (CBSE)	Indian	Acceptable	Not inspected	Not inspected	Not inspected
The Indian International School	Indian (CBSE)	Indian	Acceptable	Not inspected	Not inspected	Not inspected
Crescent English School	Indian (CBSE)	Indian	Unsatisfactory	Acceptable	Acceptable	Acceptable
Gulf Model School	Indian (CBSE)	Indian	Unsatisfactory	Acceptable	Acceptable	Acceptable

PAKISTANI CURRICULA SCHOOLS

School Name	Main Curriculum	Curriculum in analysis	2012-2013 overall rating	2011-2012 overall rating	2010-2011 overall rating	2009-2010 overall rating
Pakistan Education Academy	Pakistani	Pakistani	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory
His Highness Shaikh Rashid Al Maktoum Pakistani School	Pakistani	Pakistani	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable
Al Farooq Pakistani Islamic School	Pakistani	Pakistani	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

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