



INSPECTION OF PRIVATE SCHOOLS 2012-2013 KEY FINDINGS



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KEY FINDINGS

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SECTION ONE

Introduction

Knowledge and Human Development Authority (KHDA)

The Knowledge and Human Development Authority (KHDA) continues to seek ways to improve the quality of education for all students in Dubai. Through active engagement with schools and parents, KHDA aims to improve access to high quality education for all.

Dubai Schools Inspection Bureau (DSIB)

Since 2008, Dubai Schools Inspection Bureau (DSIB) has conducted inspections of private schools in order to identify successful practices and areas for improvement. Inspection reports are intended to provide parents with accurate, objective and comprehensive information about school performance, and the quality of education available for their children in different schools.

Report structure

This report highlights the main findings produced by the inspections of private schools undertaken between October 2012 and April 2013. It gives information about the overall quality of schools, their performance in certain key aspects of their work, and the performance of private schools offering different curricula. It concludes with some recommendations for further improvement addressed to those offering specific curricula.

Private schools in Dubai

There are currently more than 225,000 students attending private schools in Dubai. The schools offer 15 different curricula in total.

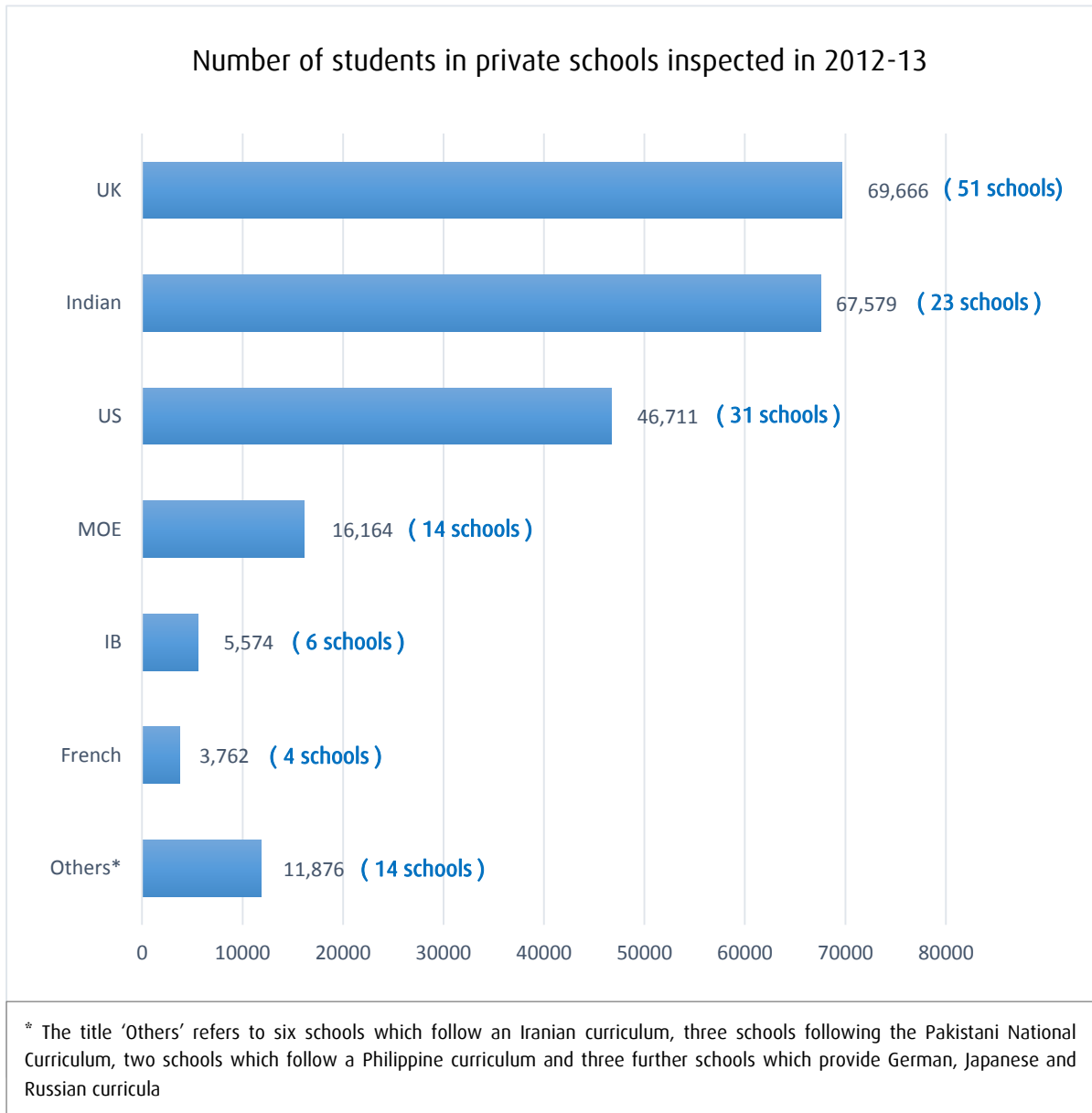
For the purpose of reporting inspection findings, private schools are grouped according to the main curriculum they offer:

1. UK - those offering a curriculum based on the National Curriculum for England;
2. US - those offering a US curriculum
3. Indian - those offering either Central Board of Secondary Education (CBSE) or Indian Certificate of Secondary Education (ICSE) curricula;
4. MOE - those offering the UAE Ministry of Education curriculum;
5. IB - those offering more than one of the International Baccalaureate programmes;
6. French - those following the National Curriculum of France;
7. Others - this category includes schools offering curricula based on programmes developed in 'home' countries: Germany, Iran, Japan, Pakistan, Philippines and Russia.

DSIB inspected 143 private schools between October 2012 and April 2013. Most have now been inspected five times in the last five years. Private schools that offer an Indian or Pakistani curriculum were not inspected in 2008-9 because the school year in those schools begins in April. These schools have therefore been inspected four times.

Students in private schools 2012-2013

There are currently 221,332 students attending private schools inspected in Dubai.





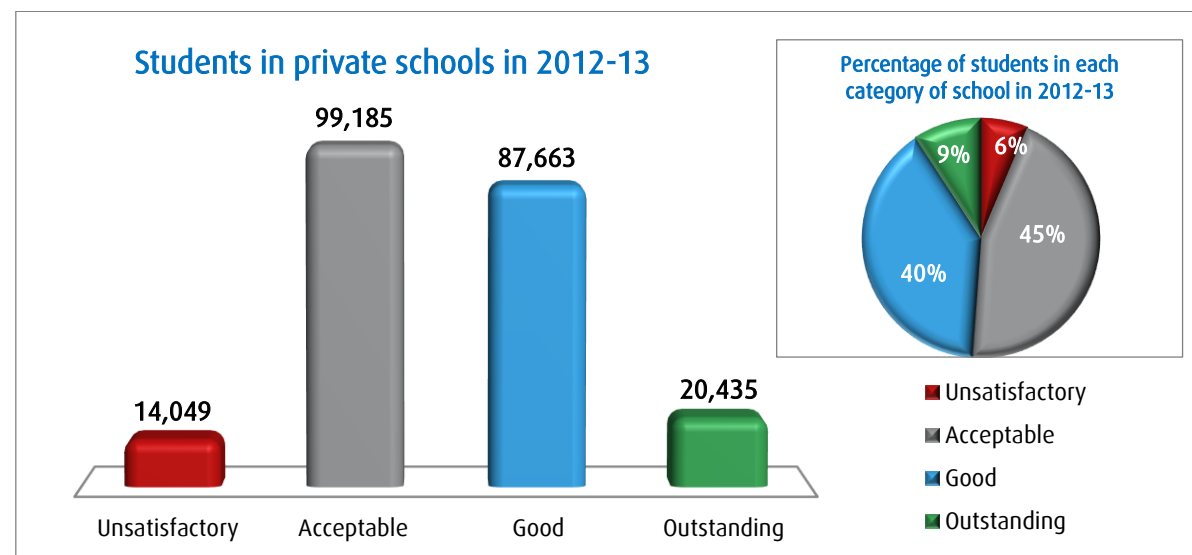
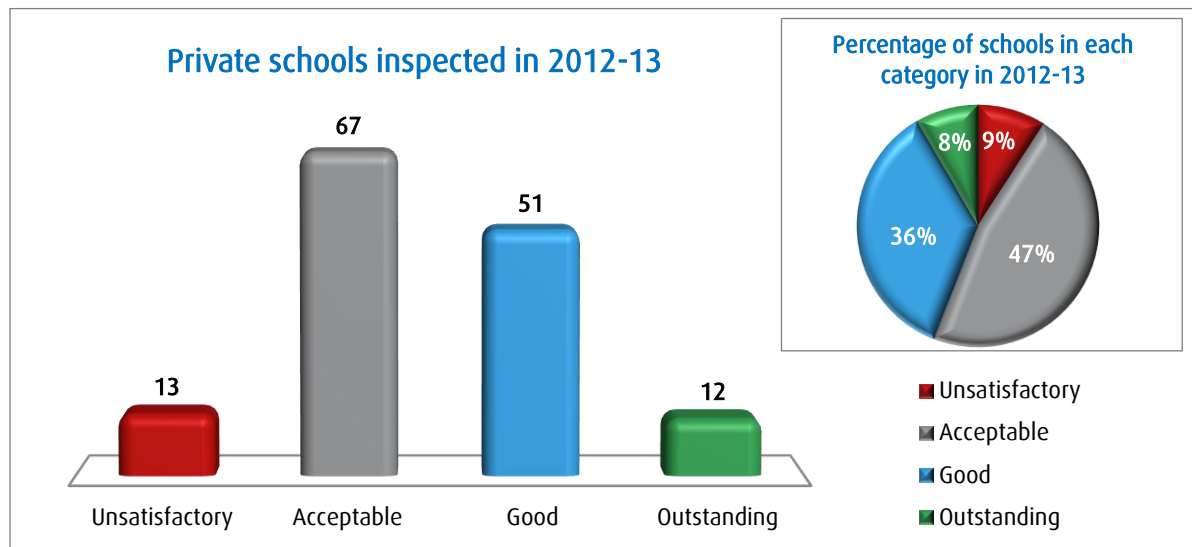
SECTION TWO

Overall performance of private schools 2012-2013

Key findings from school inspections

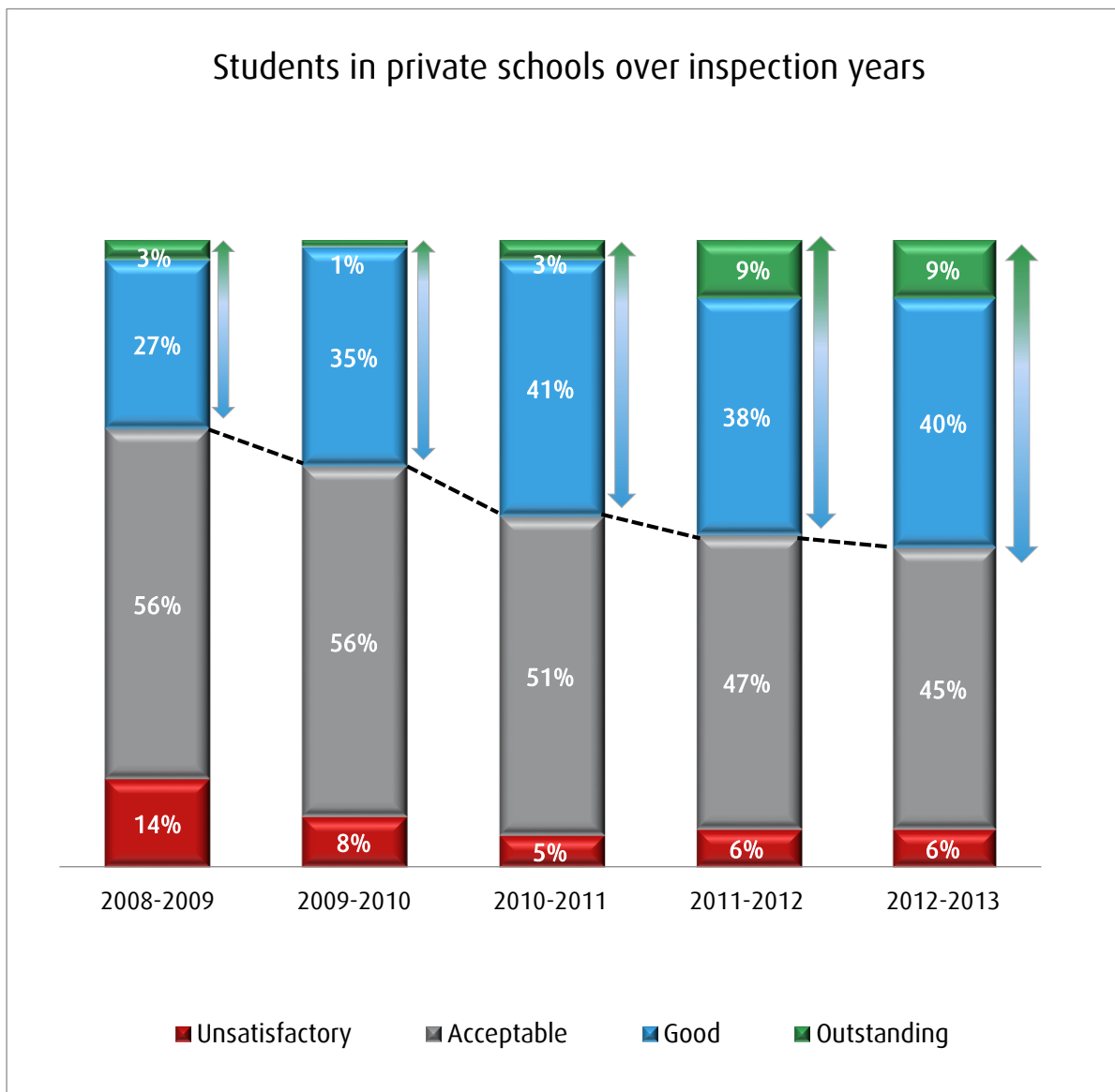
There are currently 63 private schools in Dubai offering a good or better quality of education, a similar number to last year. These schools educate approximately half the total number of students who attend private schools.

There are also 80 schools which continue to provide a quality of education below the expected 'good' level for Dubai.

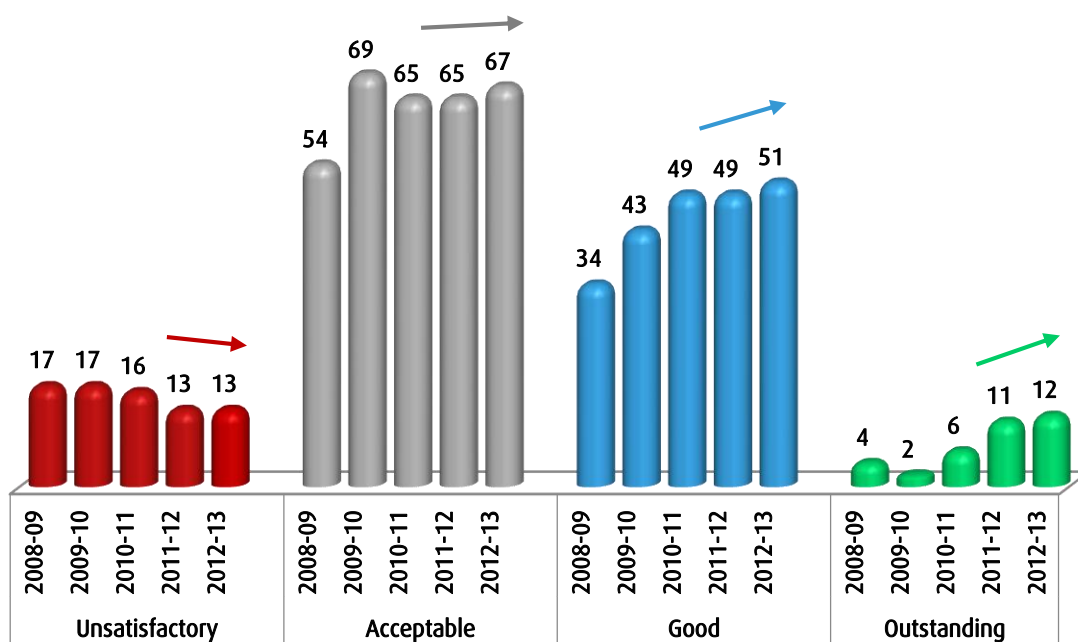


Ten schools improved their overall rating from 2011-12 to 2012-13. Four schools progressed from unsatisfactory to acceptable; four from acceptable to good; and two from good to outstanding.

On the other hand, eight schools achieved lower ratings than last year: one declined from outstanding to good, two from good to acceptable and five from acceptable to unsatisfactory.

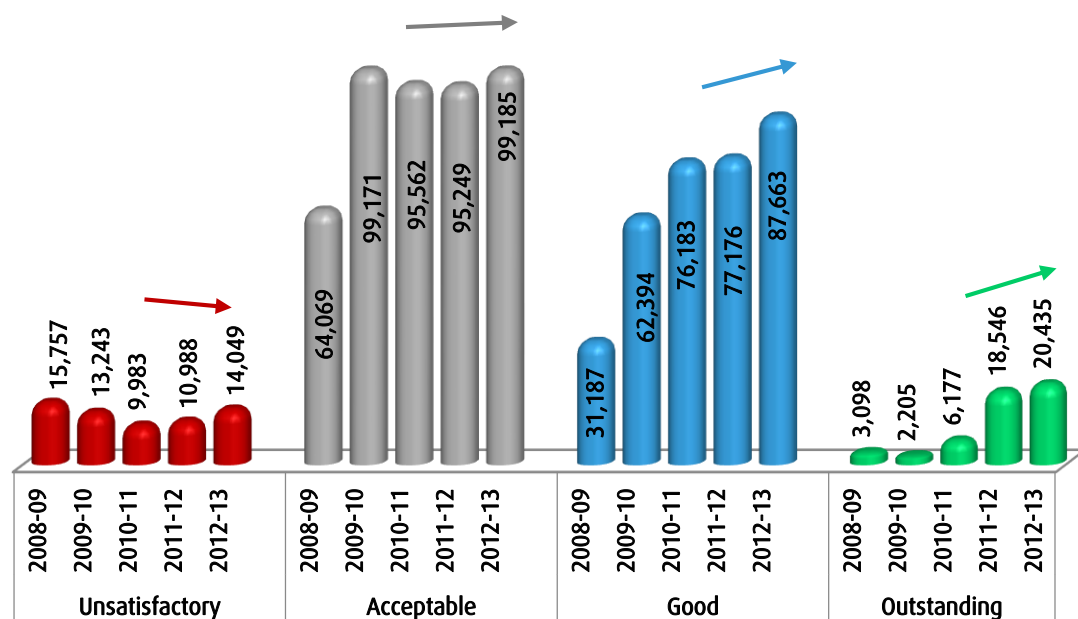


Trends in private schools inspected



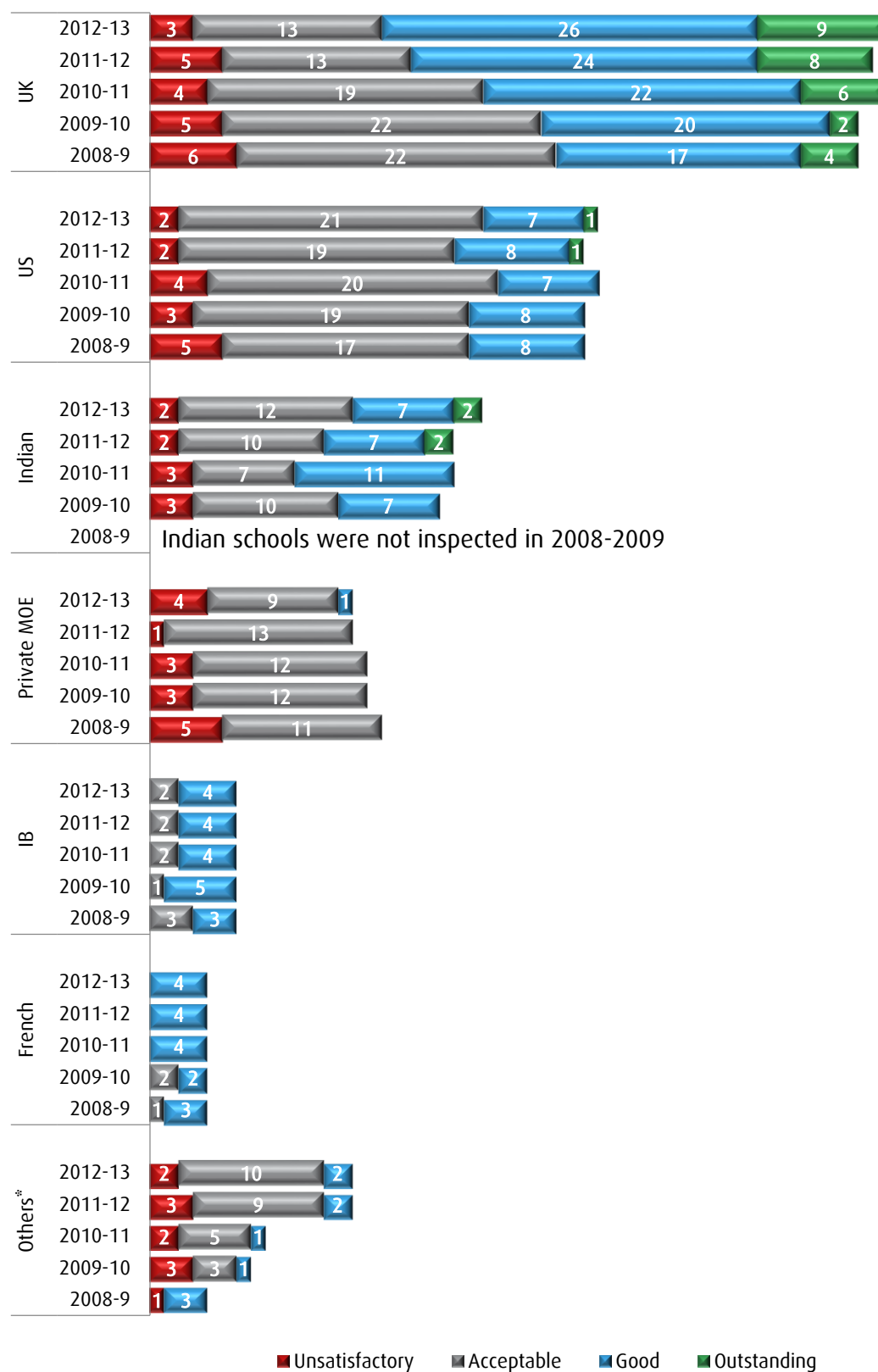
Note: Indian and Pakistani schools were not inspected in 2008-09

Students in private schools inspected



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

Trends in schools' overall ratings by curriculum



* 'Others' category includes: German, Iranian, Japanese, Pakistani, Philippines and Russian

Schools rated outstanding

Twelve schools were rated outstanding in 2012-2013. Nine of them are UK curriculum schools, of which two offer the IB Diploma in the final two years. Two of the outstanding schools provide an Indian curriculum and one school offers a curriculum based on US standards and also offers the IB Diploma in the final two years.

School Name	Main Curriculum	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Kings Dubai	UK	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
GEMS Wellington International School	UK/IB	Outstanding	Outstanding	Outstanding	Outstanding	Good
Jumeirah College	UK	Outstanding	Outstanding	Outstanding	Good	Outstanding
Jumeirah English Speaking School	UK	Outstanding	Outstanding	Outstanding	Good	Outstanding
Dubai College	UK	Outstanding	Outstanding	Outstanding	Good	Good
GEMS Jumeirah Primary School	UK	Outstanding	Outstanding	Outstanding	Good	Good
Jumeirah English Speaking School - Arabian Ranches	UK/IB	Outstanding	Outstanding	Good	Good	Outstanding
GEMS Dubai American Academy	US/IB	Outstanding	Outstanding	Good	Good	Good
Dubai Modern High School*	Indian (ISCE)	Outstanding	Outstanding	Good	Good	Not inspected
The Indian High School	Indian(CBSE)	Outstanding	Outstanding	Good	Good	Not inspected
Dubai English Speaking College	UK	Outstanding	Good	Good	Good	Good
Horizon School	UK	Outstanding	Good	Good	Good	Good
TOTAL		12	10	6	2	4

* Currently known as GEMS Modern Academy

Common features of outstanding schools

Outstanding schools provide high-quality education in almost all aspects of their work, leading to good or outstanding outcomes for students. Common features of outstanding schools include, but are not limited to:

- Highly effective school leaders, who pursue continuous improvement and make determined responses to recommendations in inspection reports;
- Leadership that is shared among a team of senior staff, which means that even if the Principal moves to another school, high quality is maintained;

- High levels of engagement by students in well-developed leadership activities and strong involvement in key decisions about their education;
- Teachers who have a good understanding of how students learn and employ a wide range of teaching strategies, based on the best international practice resulting in consistently high-quality teaching across all subject areas;
- Creative use of information technology to support and develop learning in all subjects
- A rich curriculum, which meets the needs of all students and enables them to learn beyond the school and in the local community;
- High-quality arrangements for supporting students, including those with special educational needs, and for ensuring their health, safety and security;
- High levels of parental involvement in their children’s learning;
- Accurate school self-evaluation, involving a range of stakeholders and resulting in ongoing improvement;
- Effective governing boards, which hold the schools to account for the students’ academic progress and personal development.

Schools rated unsatisfactory

Schools rated unsatisfactory are monitored closely by means of Follow-Through Inspections. Their progress is evaluated regularly and frequently. After three years of Follow-Through Inspections, they receive a full inspection.

In 2012-13, four of the schools in this category were judged to have improved sufficiently and were evaluated as providing an acceptable quality of education. Five schools, whose overall rating declined from acceptable to unsatisfactory, are now included in the Follow-Through Inspection cycle. There are now 13 schools in total providing an unsatisfactory quality of education.



SECTION THREE

Key findings from inspections of all private schools

Mathematics

The rate of improvement in students' attainment and progress in mathematics has slowed this year despite a previous upward trend. Inspection evidence demonstrates that most students are stronger in basic numeracy skills than in applying their understanding to new situations, and in solving mathematical problems.

Science

Improvement in the attainment and progress of students in science slowed in 2012-2013. Inspection findings continue to indicate a lack of opportunities in many schools for students to perform investigative science. This is particularly apparent in schools rated acceptable which offer a Ministry of Education or US curriculum. There has also been no significant improvement in scientific investigation in schools offering an Indian curriculum since last year.

English

Students' attainment and progress in English continues to follow a slight upward trend but there have been little improvements since last year. Inspectors noted continued weaknesses in extended writing across most schools.

Arabic as an additional language

Inspectors noted very slight improvement in students' attainment and progress in Arabic as an additional language this year compared to last year. Students' attainment and progress in this subject remain weak in a significant proportion of private schools in Dubai.

Arabic as a first language

The rate of progress of students learning Arabic as a first language remains slightly better than that of those learning Arabic as an additional language. Nevertheless, for those students learning Arabic as a first language, attainment and progress have shown little improvement since last year.

Islamic Education

Students' progress in Islamic Education has continued to improve steadily. Around half of the students studying Islamic Education (Muslim students) are now making good progress compared to only one third of students when inspections began five years ago.

Quality of teaching, learning and assessment

Most of the teaching and learning in UK curriculum and IB schools continue to be good or better.

Improvements in the quality of teaching and learning in other schools slowed in 2012-2013, but the trend continues to be positive.

Assessment practices have continued to improve in many schools, particularly in those offering a UK curriculum. However, in US, Ministry of Education and Indian curriculum schools, assessment has shown little improvement since last year.

The quality of teaching, learning and assessment remains weak in Kindergartens that offer Indian, Ministry of Education, US or 'Other' curricula.

Statutory curriculum requirements

In 2008-2009, there were around 60 private schools which did not comply with Ministry of Education (MoE) requirements for the teaching of Islamic Education and Arabic as a first and as an additional language. Now, most private schools in Dubai have now complied with the MoE requirements for both subjects. However, in 2012-2013, there are 17 private schools that still fail to fulfil the statutory requirements for one or more of these subjects.

Protection and Support

The quality of the arrangements to ensure the health, safety and protection of students continues to improve year on year, with most schools now providing good or better quality.

Provision for students with Special Educational Needs (SEN)

Support for students with special educational needs (SEN) continues to be an area of weakness in most schools. With the increased attention devoted to evaluating provision for students with SEN, the inspection ratings for the quality of support declined in 27 schools between 2011-12 and 2012-13.

Overall, the progress of students with SEN is broadly acceptable in key subjects across the different curricula in Dubai. Their progress is best in schools following a UK and IB curriculum.

There are still considerable weaknesses in the identification processes of SEN students in schools in Dubai. Most schools now use the SEN categories, which KHDA shared with all schools in 2012, to identify such students and this is considered a step forward. Although many schools have worked harder this year to recognise and identify students who may have barriers to learning, still only a minority of schools have identification processes rated good or better.

This year, inspectors found that the majority of schools are more active in engaging the parents of students with SEN in the educational process and provision for their children. Schools offering the UK and IB curricula in particular, continue to involve parents of SEN children to good or even outstanding levels. Inspection ratings of the quality of schools' partnerships with parents are now mostly good.

The majority of schools fail to modify the curriculum well enough to meet the needs of all learners, especially those with SEN. In most lessons in less effective schools, teachers do not plan activities for the wide range of learners in their classes. This means that students with SEN do not participate sufficiently and therefore fail to make progress.

Overall, monitoring the progress of students with SEN varies widely between schools. A minority – those that offer the UK and IB curricula – have more effective systems for monitoring and, as a consequence, the quality and reliability of students' progress are more secure.

Leadership

The overall ratings for the quality of leadership have changed little between 2011-12 and 2012-13, although there has been appreciable improvement over the last five years. The quality of leadership is now good or better, in 62 per cent of private schools, compared to only 50 per cent in 2008-9. Nevertheless, leadership quality is only acceptable or unsatisfactory in more than a third of private schools. It is significantly stronger in schools offering a UK, IB and French curriculum and weakest in those offering the MoE curriculum and in some schools offering 'other' national curricula.

An even more significant pattern of improvement is evident in the quality of school self-evaluation over the same five-year period. Nevertheless, self-evaluation remains a key area for further improvement among a large number of schools. Currently, the quality of self-evaluation varies significantly between schools and school types, with around half of the schools demonstrating good or better self-evaluation and the same proportion showing acceptable or unsatisfactory self-evaluation.

Inspection data show that the quality of self-evaluation in UK and French curriculum schools is now mostly good or better. Self-evaluation processes in MoE, Indian and US schools are the least effective and the quality of self-evaluation in Indian curriculum schools has not improved over time.

The accuracy of self-evaluation is impeded by low levels of expertise among school leaders, by a lack of understanding among teachers of what constitutes effective teaching and good learning, by support or pressure from owners and by the lack of international experience in best practice. An underlying problem in schools which have weak self-evaluation processes is the lack of meaningful assessment data, or the lack of expertise in using that information, to plan improvements to teaching, learning and, consequently, students' outcomes.

There have been steady improvements in the quality of schools' partnerships with parents and their communities. However, in a significant minority of schools, parents continue to express concern about their lack of involvement in school decision-making.

Inspectors noted some improvement in the effectiveness of school governance. Governing bodies with wide representation exerted a positive influence and held the professional leadership effectively to account in around half the schools.



SECTION FOUR

Key findings from inspections of schools offering different curricula

Schools offering a UK curriculum

	Total	Unsatisfactory	Acceptable	Good	Outstanding
Schools	51	3	13	26	9
Students	69,666	2,488	21,256	36,185	9,737

Six schools offering a UK curriculum improved their overall performance in 2012-13. Two moved from good to outstanding, three from acceptable to good and one from unsatisfactory to acceptable. The overall performance of two schools dropped: one from outstanding to good and the other from good to acceptable.

The majority of schools offering a UK curriculum continue to improve in all key aspects of their work.

The rate of students' progress in Islamic Education improved in most UK curriculum schools in 2012-2013, although levels of attainment in this subject have yet to rise significantly.

Inspectors noted little improvement in students' attainment and progress in Arabic in these schools in 2012-2013.

Overall, teaching and learning continue to improve, leading to better progress and sustained high attainment in English, mathematics and science.

While curriculum quality is now good in most UK schools, a small number of schools still do not base their school curriculum as firmly as they claim on English National Curriculum programmes of study and attainment targets.

Students in almost all schools offering a UK curriculum demonstrated strong personal and social development and benefited from the high quality of the care provided and from effective partnerships between schools, parents and the community.

High-quality leadership is the key strength of outstanding UK curriculum schools. Thanks to increasingly effective school self-evaluation, leaders are very well aware of how they can improve their schools. They recruit staff astutely to ensure excellent teaching and a rich curriculum, and they secure good, often excellent, facilities and resources.

The schools whose overall performance is only acceptable have features in common that inhibit improvement and prevent the achievement of a higher rating. These include deficiencies in the effectiveness of leadership, which depress the quality of teaching, learning and assessment. As a result, students' progress is rarely better than acceptable.

Three schools offering a UK curriculum provide education of unsatisfactory quality. Two have remained unsatisfactory for four years. The reasons for this poor performance include the reluctance or the inability of leaders to respond to inspection recommendations through rigorous self-evaluation. In some schools, a particularly high turnover of teachers has had a negative effect on the quality and continuity of students' learning.

Almost all UK curriculum schools now comply with the Ministry of Education's requirements for the teaching time to be allocated to Islamic Education and Arabic, although three still do not.

UK curriculum schools						
School Name	Main Curriculum	2012-2013 overall rating	2011 - 2012 overall rating	2010 - 2011 overall rating	2009-2010 overall rating	2008 - 2009 overall rating
Kings Dubai	UK	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
GEMS Wellington International School	UK/IB	Outstanding	Outstanding	Outstanding	Outstanding	Good
Jumeirah College	UK	Outstanding	Outstanding	Outstanding	Good	Outstanding
Jumeirah English Speaking School	UK	Outstanding	Outstanding	Outstanding	Good	Outstanding
Dubai College	UK	Outstanding	Outstanding	Outstanding	Good	Good
GEMS Jumeirah Primary School	UK	Outstanding	Outstanding	Outstanding	Good	Good
Jumeirah English Speaking School - Arabian Ranches	UK/IB	Outstanding	Outstanding	Good	Good	Outstanding
Dubai English Speaking College	UK	Outstanding	Good	Good	Good	Good
Horizon School	UK	Outstanding	Good	Good	Good	Good
Jebel Ali Primary School	UK	Good	Outstanding	Good	Good	Good
Dubai English Speaking School	UK	Good	Good	Good	Good	Good
GEMS Wellington Primary School	UK	Good	Good	Good	Good	Good
Repton School Dubai	UK/IB	Good	Good	Good	Good	Good
The English College - Dubai	UK	Good	Good	Good	Good	Good
Cambridge International School	UK	Good	Good	Good	Good	Acceptable
Dubai British School	UK	Good	Good	Good	Good	Acceptable
Emirates International School - Jumeirah	UK/IB	Good	Good	Good	Good	Acceptable
GEMS Royal Dubai School	UK	Good	Good	Good	Good	Acceptable
Star International School - Umm Al Sheif	UK	Good	Good	Good	Good	Acceptable
The School of Research Science	UK	Good	Good	Good	Good	Acceptable
Raffles International School South Campus	UK	Good	Good	Good	Acceptable	Good

School Name	Main Curriculum	2012-2013 overall rating	2011 - 2012 overall rating	2010 - 2011 overall rating	2009-2010 overall rating	2008 - 2009 overall rating
Dubai Gem Private School	UK	Good	Good	Good	Acceptable	Acceptable
Dubai Scholars Private School	UK	Good	Good	Good	Acceptable	Acceptable
Regent International School	UK	Good	Good	Good	Acceptable	Acceptable
Al Ameen Private School	UK	Good	Good	Good	Acceptable	Unsatisfactory
Raffles World Academy	UK/IB	Good	Good	Acceptable	Good	Acceptable
Al Salam Private School	UK	Good	Good	Acceptable	Acceptable	Good
Al Diyafah High School	UK	Good	Good	Acceptable	Acceptable	Acceptable
Deira International School	UK/IB	Good	Good	Acceptable	Acceptable	Acceptable
Emirates International School - Meadows	UK/IB	Good	Good	Acceptable	Acceptable	Acceptable
The Winchester School	UK	Good	Good	Acceptable	Acceptable	Acceptable
St. Mary's Catholic High School	UK	Good	Acceptable	Good	Acceptable	Good
Al Safa Private School	UK	Good	Acceptable	Acceptable	Acceptable	Good
Pristine Private School	UK	Good	Acceptable	Acceptable	Acceptable	Acceptable
GEMS Wellington Academy - DSO	UK	Good	Not inspected	Not inspected	Not inspected	Not inspected
Deira Private School	UK	Acceptable	Good	Acceptable	Not inspected	Not inspected
Queen International School	UK	Acceptable	Acceptable	Good	Good	Good
Star International School - Mirdif	UK	Acceptable	Acceptable	Good	Acceptable	Good
Dubai Carmel School	UK	Acceptable	Acceptable	Acceptable	Acceptable	Good
Al Sadiq Islamic English School	UK	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
The City School International	UK	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
The Sheffield Private School	UK	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
The Westminster School	UK	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

School Name	Main Curriculum	2012-2013 overall rating	2011 - 2012 overall rating	2010 - 2011 overall rating	2009-2010 overall rating	2008 - 2009 overall rating
Arab Unity School	UK	Acceptable	Acceptable	Acceptable	Acceptable	Unsatisfactory
Star International School - Al Twar	UK	Acceptable	Acceptable	Acceptable	Acceptable	Unsatisfactory
The Oxford School	UK	Acceptable	Acceptable	Acceptable	Acceptable	Unsatisfactory
Apple International School	UK	Acceptable	Unsatisfactory	Acceptable	Unsatisfactory	Acceptable
GEMS Winchester School	UK	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected
Al Worood Academy Private school	UK	Unsatisfactory	Unsatisfactory	Acceptable	Not inspected	Not inspected
English Language Private School	UK	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable
Grammar School	UK	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

Schools offering a US curriculum 2012-13

	Total	Unsatisfactory	Acceptable	Good	Outstanding
Schools	31	2	21	7	1
Students	46,711	1,009	32,227	11,239	2,236

The overall performance of the 31 US curriculum schools remains largely unchanged since the previous cycle of inspections. One school's overall performance has declined. Over five cycles of school inspections, the proportion of US curriculum schools performing at an unsatisfactory level has declined from 20 per cent to 5 per cent. The proportion of good and outstanding schools is similar to what it was in 2008-09.

Students' attainment in relation to US curriculum standards in the five key subjects is broadly acceptable and is largely unchanged in 2012-13. Attainment is strongest in English and weakest in Arabic. Arabic writing skills remain generally weak and the ability to write independently in English needs to improve. The skill of applying mathematics to real-life problems remains underdeveloped amongst many students, as are the practical skills of scientific investigation.

Teaching in the majority of US curriculum schools continues to be of an acceptable quality overall. Around a third of the teaching is good or outstanding, and there is less unsatisfactory teaching now than last year. On the other hand, a significant proportion of teachers still lack sufficient professional understanding to ensure that their students learn well. The weakest learning occurs in Kindergartens and the lower primary grades.

Although assessment practice is broadly acceptable in most schools, only a minority of schools assess learning in relation to appropriate standards developed in the US and by means of international standardised tests. Too few teachers use assessment data to understand what students have learned, and then modify their teaching or enrich the curriculum accordingly.

The curriculum is of good or better quality in around 60 per cent of schools and of acceptable quality in the rest. Students with special educational needs make no more than acceptable progress. The development of effective systems to identify and support such students is still at an early stage in many schools.

The overall quality of leadership remains acceptable in the majority of US curriculum schools, but the proportion of good or better leadership is slightly higher than last year.

Almost all schools offering a curriculum based on US standards now comply with the Ministry of Education's requirements for the teaching time to be allocated to Islamic Education and Arabic, although four still do not.

US curriculum schools						
School Name	Main Curriculum	2012-2013 overall rating	2011 - 2012 overall rating	2010 - 2011 overall rating	2009-2010 overall rating	2008 - 2009 overall rating
GEMS Dubai American Academy	US/IB	Outstanding	Outstanding	Good	Good	Good
Al Mizhar American Academy Private School for Girls	US	Good	Good	Good	Good	Good
American School of Dubai	US	Good	Good	Good	Good	Good
Dubai National School Al Barsha	US	Good	Good	Good	Good	Good
Universal American School	US/IB	Good	Good	Good	Good	Acceptable
Greenwood International School	US	Good	Good	Good	Acceptable	Acceptable
Al Ittihad Private School Jumeirah	US	Good	Good	Acceptable	Acceptable	Good
Dubai International School Al Quoz	US	Good	Good	Acceptable	Acceptable	Acceptable
Dubai National School Al Twar	US	Acceptable	Good	Good	Good	Good
The International School of Choueifat - Dubai	SABIS(UK/US)	Acceptable	Acceptable	Acceptable	Good	Good
Philadelphia Private School	US	Acceptable	Acceptable	Acceptable	Good	Acceptable
Al Ittihad Private School Al Mamzar	US	Acceptable	Acceptable	Acceptable	Acceptable	Good
Al Khaleej National School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Al Mawakeb School Al Barsha	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Al Mawakeb School Al Garhoud	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
American International School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Dubai International School Al Garhoud	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Dubai Modern Education School	US/MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
International Academic School	MOE/US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
International School of Arts and Sciences	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

School Name	Main Curriculum	2012-2013 overall rating	2011 - 2012 overall rating	2010 - 2011 overall rating	2009-2010 overall rating	2008 - 2009 overall rating
North American International School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Nibras International School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
School Of Modern Skills	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Sharjah American International school	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Al Maaref Private School	US	Acceptable	Acceptable	Acceptable	Acceptable	Unsatisfactory
Mirdif Private School	US	Acceptable	Acceptable	Acceptable	Acceptable	Unsatisfactory
Bradenton Preparatory Academy	US	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected
Dubai Arab American Private School	US	Acceptable	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory
Collegiate American School	US	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected
New Academy School	US	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable
Dubai American Scientific School	US	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

Schools offering an Indian curriculum

	Total	Unsatisfactory	Acceptable	Good	Outstanding
Schools	23	2	12	7	2
Students	67,579	4,326	25,664	29,127	8,462

There has been no significant improvement in the overall performance of Indian curriculum schools over the last year and little change in the last two years. While two schools have improved their overall rating from unsatisfactory to acceptable, two other schools have declined from acceptable to the unsatisfactory category. No Indian school moved from acceptable to good.

There has been a slight increase in the numbers of students attending Indian schools rated good or better, compared to the 2011-12 year. Currently, 57 per cent of students attending schools offering an Indian curriculum receive a good or outstanding quality of education.

Two schools are now rated unsatisfactory overall. They have not responded effectively to previous inspection recommendations. Weak self-evaluation prevents the leaders of these schools from identifying what needs to change and from making improvements. Assessment practice also is particularly weak in these schools.

Older students in Indian curriculum schools continue to perform well in external examinations in English, mathematics and science, although inspectors noted an overall decline in attainment and progress in mathematics and no significant improvement in science since last year.

There has been little change in the levels of students' attainment and progress in English, Arabic and Islamic Education.

The quality of teaching declined between 2011-12 and 2012-13. Less than half of the Indian curriculum schools provide teaching rated good or better overall.

The Kindergarten phase in Indian schools continues to cause concern. Only one third of Kindergarten teaching is good or better and there has been no improvement since the previous inspection cycle.

Provision for students with SEN is a common area for improvement in almost all schools offering an Indian curriculum. Whilst most schools have employed the SEN categories which were shared by KHDA with all schools in 2012, for identifying students with SEN, the process is often inaccurate and has not always led to effective provision. There is a marked lack of expertise in SEN among teachers in almost all Indian curriculum schools.

The quality of leadership in nearly half of these schools is rated acceptable or unsatisfactory. Deficiencies in leadership significantly impede necessary improvements in teaching, learning, assessment and curriculum. Leaders in the majority of Indian schools still lack the expertise to enable them to identify and articulate a clear direction for school improvement.

Indian curriculum schools					
School Name	Main Curriculum	2012-2013 overall rating	2011 - 2012 overall rating	2010 - 2011 overall rating	2009-2010 overall rating
Dubai Modern High School*	Indian (CISCE)	Outstanding	Outstanding	Good	Good
The Indian High School	Indian (CBSE)	Outstanding	Outstanding	Good	Good
Delhi Private School Dubai	Indian (CBSE)	Good	Good	Good	Good
GEMS Our Own English High School	Indian (CBSE)	Good	Good	Good	Good
Rajagiri International School	Indian (CBSE)	Good	Good	Good	Good
The Indian High School - Branch	Indian (CBSE)	Good	Good	Good	Good
The Millennium School	Indian (CBSE)	Good	Good	Good	Good
Our Own High School - Dubai	Indian (CBSE)	Good	Good	Good	Acceptable
GEMS Our Own Indian School	Indian (CBSE)	Good	Good	Good	Acceptable
The Elite English School	Indian (CBSE)	Acceptable	Acceptable	Good	Acceptable
JSS International School	Indian (ICSE)	Acceptable	Acceptable	Good	Not inspected
Emirates English Speaking School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable
Gulf Indian High School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable
New Indian Model School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable
The Central School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable
The Kindergarten Starters	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable
Global Indian International School	Indian (ICSE)	Acceptable	Acceptable	Not inspected	Not inspected
Buds Public School	Indian (CBSE)	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory
Little Flowers English school	Indian (CBSE)	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory
JSS Private School	Indian (CBSE)	Acceptable	Not inspected	Not inspected	Not inspected
The Indian International School	Indian (CBSE)	Acceptable	Not inspected	Not inspected	Not inspected
Crescent English School	Indian (CBSE)	Unsatisfactory	Acceptable	Acceptable	Acceptable
Gulf Model School	Indian (CBSE)	Unsatisfactory	Acceptable	Acceptable	Acceptable

* Currently known as GEMS Modern Academy

Schools offering International Baccalaureate programmes

	Total	Unsatisfactory	Acceptable	Good	Outstanding
Schools	6	-	2	4	-
Students	5,574	-	1,399	4,175	-

The overall performance of the schools offering IB programmes has remained largely unchanged over five years. Of the six schools, four are rated good overall and two acceptable.

All six schools maintained the same ratings in 2012-13 as in the previous year. Most ratings in the PYP (Kindergarten and primary) phases of these schools are good or outstanding. Despite the absence of change in their overall ratings, these schools have continued to make underlying improvements in most aspects of their work. This is noted in particular, in the Kindergarten phase, where almost all the teaching is of good quality and the improvement in the children's attainment and progress is strongest. In the two schools rated acceptable overall, the quality of teaching, learning and assessment in the Kindergarten and primary (PYP) phases is better than in the secondary (MYP and IBDP) phases.

Younger (PYP) students in most IB schools sustain good or better attainment and progress in English, mathematics and science. However, the attainment and progress of older (MYP and IBDP) students in these subjects are no better than acceptable in most of the schools.

Islamic Education and Arabic continue to be significantly weaker than all other key subjects in all schools offering IB programmes. In both subjects, students' attainment and progress are weakest in the MYP phase. Attainment and progress in Arabic as both a first and additional language are mostly acceptable.

Tracking the progress of individual students is strong in most schools offering IB programmes. However, the data regarding the attainment of groups of students are seldom used well to plan future learning.

Good or outstanding, as well as widely-distributed leadership, is a positive feature of all IB schools. Self-evaluation is good in the majority of these schools but has shown no improvement between the last two inspections. School leaders in these schools do not always take sufficient account of available evidence, such as, weaknesses in the teaching of Arabic, when determining their priorities for improvement.

IB curriculum schools						
School Name	Main Curriculum	2012-2013 overall rating	2011- 2012 overall rating	2010-2011 overall rating	2009-2010 overall rating	2008- 2009 overall rating
Uptown Primary School	IB	Good	Good	Good	Good	Good
Dubai International Academy	IB	Good	Good	Good	Good	Acceptable
GEMS World Academy	IB	Good	Good	Good	Good	Acceptable
Jumeira Baccalaureate School	UK/IB	Good	Good	Not inspected	Not inspected	Not inspected
Greenfield Community School	IB	Acceptable	Acceptable	Good	Good	Good
Dar Al Marefa Private School	IB	Acceptable	Acceptable	Acceptable	Good	Good

Schools offering the UAE Ministry of Education curriculum

	Total	Unsatisfactory	Acceptable	Good	Outstanding
Schools	14	4	9	1	-
Students	16,164	3,826	9,846	2,492	-

The overall performance of the nine schools rated acceptable remained unchanged this year. One school improved its overall rating from acceptable to good. The overall rating for three schools dropped to unsatisfactory and one school remained in that category.

Students' attainment and progress in Islamic Education and Arabic as a first language remain the stronger feature of all private MoE curriculum schools. However, there are certain aspects within both subjects, particularly Qur'an recitation and extended writing skills, which lag behind all other aspects and require further improvement.

Students' attainment and progress, particularly those of the boys, in mathematics and science and to a lesser degree in English, are still significantly weaker than in Islamic Education and Arabic in most MoE curriculum schools. Students' skills of investigation, enquiry and application remain particularly weak.

The quality of teaching and learning remains broadly acceptable in most schools. Inspectors detected no significant changes in the quality of teaching and learning overall, although they found a slight improvement in teaching in Cycle 3 in a few schools.

The quality of the teaching for Kindergarten children has improved from unsatisfactory to acceptable in two schools. However, provision for this phase remains a significant area for improvement in most MoE curriculum schools, where the range of learning activities for young children is too limited. Teachers' understanding of how children learn best is still a major area for improvement in most schools in this group.

Assessment in almost all schools remains unaligned with international standards and expectations across all key subjects. All schools in this category have done very little to improve the accuracy and use of their internal assessments.

The quality of arrangements to ensure the health, safety and protection of students has improved over time, but inspections registered a significant decline in the quality of support for students in a few schools. With the greater attention DSIB devoted to evaluating provision for students with SEN in inspections this year, inspectors found that most all schools in this category have failed to identify and address the needs of SEN students effectively.

The quality of leadership in private MoE curriculum schools has declined significantly this year. Little success has been achieved in addressing the recommendations from previous inspections. Because self-evaluation remains weak and inaccurate, most schools disregard international standards and expectations, and have an unrealistic view of their performance. This prevents improvements in teaching, learning and assessment and, consequently, students' attainment and progress.

MoE curriculum schools						
School Name	Main Curriculum	2012-2013 overall rating	2011 - 2012 overall rating	2010 - 2011 overall rating	2009-2010 overall rating	2008 - 2009 overall rating
Al Rashid Al Saleh Private School	MOE	Good	Acceptable	Acceptable	Acceptable	Acceptable
Al Basateen Kindergarten Al Khawaneej	MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Al Eman Private School	MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Dubai Police Children Kindergarten - Bur Dubai	MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Dubai Police Kindergarten - Deira Branch	MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Islamic School for Education and Training	MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
National Charity School	MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
The Private Religious Institute	MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Al Shorouq Private School	MOE	Acceptable	Acceptable	Acceptable	Acceptable	Unsatisfactory
Al Basateen Kindergarten Hatta	MOE	Acceptable	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory
Al Arqam Private School	MOE	Unsatisfactory	Acceptable	Acceptable	Acceptable	Acceptable
Al Thuraya Private School	MOE	Unsatisfactory	Acceptable	Acceptable	Acceptable	Acceptable
New World Private School	MOE	Unsatisfactory	Acceptable	Acceptable	Acceptable	Acceptable
Al Hesn Private School	MOE/US	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

Schools offering a French curriculum

	Total	Unsatisfactory	Acceptable	Good	Outstanding
Schools	4	-	-	4	-
Students	3,762	-	-	3,762	-

All four French schools provide a good quality of education overall, as they have done continuously for the past three years.

Students' attainment and progress are good or better in most subjects, with improvements evident in English and mathematics since last year. French is consistently good or outstanding in these schools. There has been little change in the standards achieved in science. Attainment and progress remain weaker in Islamic Education and Arabic than in other key subjects.

Students in the four French schools behave very well, demonstrating positive attitudes to learning and a strong work ethic. Their personal and social development is good or outstanding. Students' environmental and community responsibility is a strong feature of the French schools.

The overall quality of teaching and learning is improving in the French schools, although these remain weaker in Islamic Education and Arabic than in the other key subjects.

The French schools offer a good or outstanding quality of curriculum. This year all four schools made the necessary modifications to meet the new French Ministry curriculum guidelines, especially in the upper grades. Two schools in this group do not comply with the Ministry of Education's requirements for the teaching time of Arabic.

The quality of health and safety arrangements declined slightly this year, caused by concerns in some schools about the safety of students on buses and in private car pick-up areas.

The quality of support for students in the French schools has improved slightly since last year's inspections, but their provision for students with SEN remains limited and lessons do not always cater well for all students.

The quality of leadership has improved in most of the French schools. All four now benefit from effective leadership and accurate self-evaluation processes. Two schools now have better partnerships with parents and the community and two schools have improved the quality of their staffing, facilities and resources.

French curriculum schools						
School Name	Main Curriculum	2012-2013 overall rating	2011-2012 overall rating	2010 - 2011 overall rating	2009-2010 overall rating	2008-2009 overall rating
Lycée Français International	French	Good	Good	Good	Good	Good
Lycée Georges Pompidou High School	French	Good	Good	Good	Good	Good
Lycée Libanais Francophone Privé	French	Good	Good	Good	Acceptable	Good
Lycée Georges Pompidou Primary School	French	Good	Good	Good	Acceptable	Acceptable

Schools offering other curricula

	Total	Unsatisfactory	Acceptable	Good	Outstanding
Schools	14	2	10	2	-
Students	11,876	2,400	8,793	683	-

The overall rating for almost all of the schools in this category remains unchanged since last year's inspection cycle. Although most of the schools provide an acceptable quality of education, both the German and the Japanese schools continue to be rated good overall. Two Pakistani schools are unsatisfactory and one Pakistani school was successful in moving from unsatisfactory to acceptable in 2012-13.

Some aspects of work in these schools have improved but more have declined in quality. Aspects that have declined are: students' community and environmental responsibility; child protection; and provision for students with special educational needs.

Almost half the students in these schools make unsatisfactory progress and achieve unsatisfactory levels of attainment in Islamic Education.

The German school is the only one that offers Arabic as a first language, to a sufficient number of students, for inspectors to report on their attainment and progress; these were found to be good. However, attainment and progress in Arabic as an additional language, remain acceptable and little changed from last year.

There has been a slight improvement in students' attainment and progress in English, mathematics and science between 2011-12 and 2012-13 across this group of schools as a whole.

The quality of teaching, learning and assessment has improved slightly since last year but the overall quality remains only acceptable. The three quality indicators are all unsatisfactory in two of the three Pakistani schools.

There have been limited improvements to the quality of the curriculum provided in these schools over the last two years, and almost all schools do not meet the wide range of students' needs. Most schools following their own national curriculum still do not fulfil the Ministry of Education requirements for the teaching of Islamic Education and Arabic as an additional language. This has remained an issue for the last five years.

Apart from the two unsatisfactory schools, all other schools provide at least acceptable arrangements to secure the health and safety of students. The quality of support is variable, with most schools not clear about child protection procedures and unable to make appropriate provision for students with special education needs.

In this group of schools alone there are eight schools that do not yet comply with the Ministry of Education's requirements for the teaching time allocated to Islamic Education and Arabic.

Schools offering other curricula						
School Name	Main Curriculum	2012-2013 overall rating	2011-2012 overall rating	2010- 2011 overall rating	2009-2010 overall rating	2008-2009 overall rating
Japanese School in Dubai	Japanese	Good	Good	Good	Good	Good
German International School Dubai	German	Good	Good	Acceptable	Acceptable	Good
United International Private School	Philippine	Acceptable	Acceptable	Acceptable	Unsatisfactory	Unsatisfactory
The Philippine School	Philippine	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected
Adab Iranian Private School Boys	Iranian	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Adab Iranian Private School Girls	Iranian	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Khadija Al Kobra Iranian School for Girls	Iranian	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Russian International School	Russian	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Salman Al Farsi Iranian School	Iranian	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Towheed Iranian School For Boys	Iranian	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Towheed Iranian School for Girls	Iranian	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Pakistan Education Academy	Pakistani	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory	Not inspected
His Highness Shaikh Rashid Al Maktoum Pakistani School	Pakistani	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable	Not inspected
Al Farooq Pakistani Islamic School	Pakistani	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Not inspected



SECTION FIVE

Areas for further improvement

UK curriculum schools

A few schools still need to align what they teach and how they assess students' outcomes more closely to UK curriculum and standards.

A significant number of UK schools still need to improve students' attainment in Islamic Education and Arabic.

Schools leaders in the less effective schools need to develop teachers' understanding of what good learning looks like and ensure close monitoring of the quality of teaching for effective learning.

In a few schools, assessment information is not used well enough to plan the next steps in students' learning.

In the significant proportion of schools rated acceptable in this group, leaders should take greater account of inspection recommendations when planning for improvement. Self-evaluation processes in these schools need to be more closely related to students' outcomes.

US curriculum schools

Schools offering a US curriculum should, as a matter of urgency, reduce the significant proportion of students who are under-achieving in key subjects, especially mathematics and science.

School leaders should ensure that the curriculum and assessment are aligned to internationally recognised US curriculum standards.

Teachers in US schools should be provided with relevant, high quality professional training to ensure that they understand how students' learning benefits from the use of a wide range of teaching strategies.

Schools should provide Kindergarten children with a wide range of purposeful, hands-on learning and play experiences, appropriate to their stage of development.

Leaders should make increased efforts to ensure that students graduate from the school with internationally recognised qualifications, which enable them to join the best universities.

Indian curriculum schools

Teachers in most of these schools should reduce the amount of time they talk in lessons and increase opportunities for students to discuss, collaborate with each other, find things out for themselves and explore links between their learning and real-life contexts.

Schools should provide Kindergarten children with a wide range of purposeful, hands-on learning and play experiences, appropriate to their stage of development.

Leaders should develop expertise within their schools to identify students with special educational and ensure that they are well provided for in lessons.

International Baccalaureate schools

Schools offering IB programmes should strengthen students' attainment and progress in all key subjects at the MYP phase.

Schools should ensure that all teachers understand the expectation of the IB programmes and apply assessment criteria effectively, especially at MYP and IBDP levels.

Leaders should ensure more rigorous use of all assessment information to plan targeted improvements based on students' outcomes.

Ministry of Education curriculum schools

Schools should radically review the curriculum they provide to ensure that it is less focused on knowledge and that all students are provided with well-planned, meaningful opportunities to develop key skills in English, mathematics and science.

Schools should make sure that their internal assessments are based on international expectations and standards, so that they accurately reflect students' true attainment and progress levels. Leaders should seek ways to evaluate students' achievement using reliable, international assessments.

Leaders should develop expertise within their schools to identify students with special educational needs and ensure that they are well provided for in lessons.

Schools should improve the accuracy of self-evaluation to ensure leaders have a realistic view of the school on which to base improvement planning.

School leaders should provide opportunities for training so that teachers improve their understanding of how students learn best and of how to plan activities which provide a high level of challenge.

French curriculum schools

Schools should improve students' attainment in Arabic and Islamic Education to match that evident in other key subjects.

Schools should develop more flexible approaches to the curriculum, teaching and learning so that the needs of the wide range of learners are met in lessons.

Other curricula

Almost all schools offering other national curricula should improve the attainment and progress rates of students learning Arabic as a first and as an additional language.

Most schools should improve students' investigative skills in mathematics and science so that they achieve at international standards.

Leaders should to develop expertise within their schools to identify students with special educational needs and ensure that they are well provided for in lessons.

School leaders should pursue ways to provide better opportunities for training their teachers in order to improve their understanding of how students learn best and of how to plan activities which provide a high level of challenge.



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