

INSPECTION KEY FINDINGS

2022-2023

Almost all private schools in Dubai that have passed their second year of operation were inspected in the 2022-2023 academic year. For six of the schools, it was their first inspection since opening.

215 SCHOOLS **326,001 STUDENTS** **32,327 EMIRATI STUDENTS**

199 SCHOOLS INSPECTED DURING THE 2022-2023 CYCLE **6 SCHOOLS INSPECTED FOR THE FIRST TIME**

319,137 STUDENTS IN THE SCHOOL INSPECTED **29,972 EMIRATI STUDENTS** **164,546 MALE STUDENTS** **154,591 FEMALE STUDENTS**

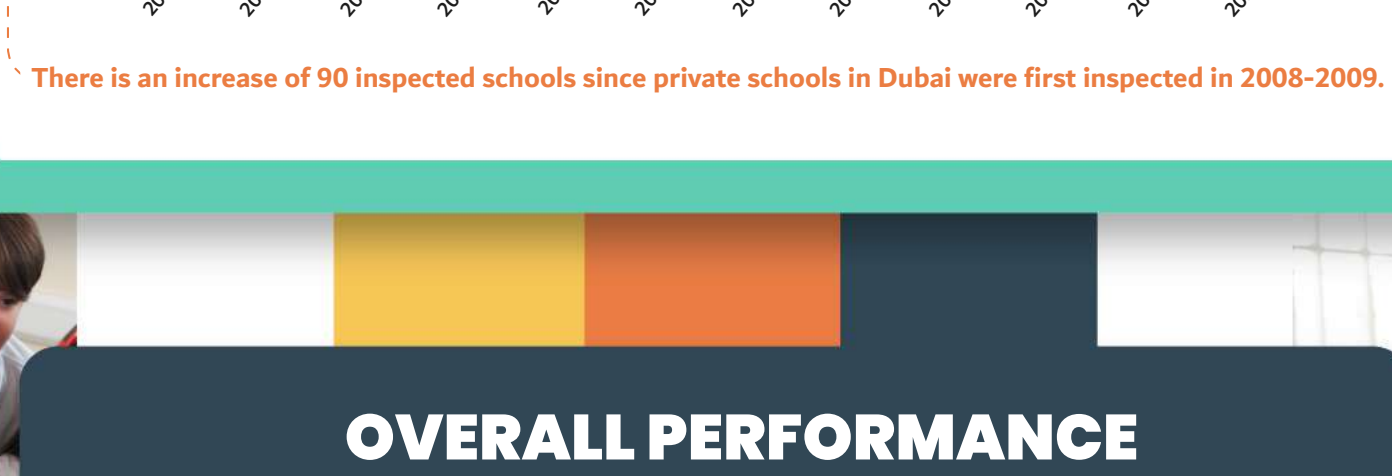
Number of schools inspected and percentage of students by curriculum

Curriculum	Number of Schools	% of students
UK	76	40%
US	36	15%
Indian	17	27%
IB	12	7%
MOE	15	4%
French	5	3%
Others*	16	5%

*Others refers to Iranian (5 schools), Philippine (2), Pakistani (2), SARS (2), German (1), Russian (1), Japanese (1) and Chinese (1).

During an inspection, a sample of lessons is observed, and students' work is scrutinised. Inspectors also take learning walks and interview leaders, teachers, other staff, governors, parents and students.

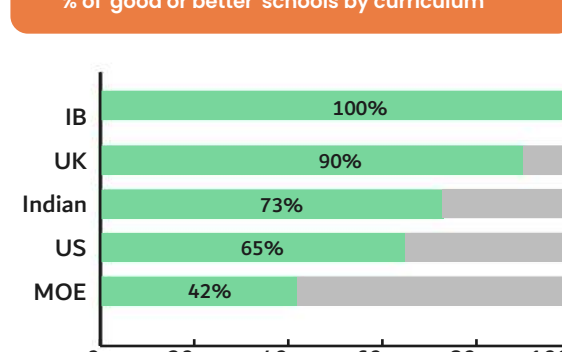
785 INSPECTION DAYS **19,763 LESSONS OBSERVED** **3,918 HOURS OF DISCUSSIONS WITH A RANGE OF STAKEHOLDERS**



OVERALL PERFORMANCE

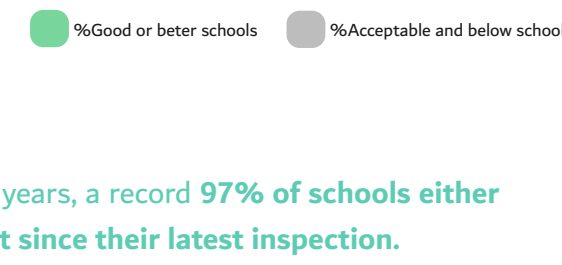
SCHOOLS

Schools are evaluated as being 'outstanding' to 'very weak'. There continues to be a year-on-year improvement in education standards across Dubai's private schools. 72% of schools are now 'good' or better compared to 68% in 2018-2019.



Number of inspected schools by rating

Overall performance	2022-2023	2018-2019
Outstanding	20	17
Very good	35	26
Good	99	78
Acceptable	95	92
Weak	1	5



Despite the global health challenges in the intervening years, a record 97% of schools either maintained or improved upon their overall judgement since their latest inspection.



25 SCHOOLS IMPROVED IN THEIR OVERALL PERFORMANCE

39,795 STUDENTS **1,589 EMIRATI STUDENTS**

IMPROVED

FROM	TO	SCHOOLS
Very Good	Outstanding	4
Good	Very Good	7
Acceptable	Good	12
Weak	Acceptable	2

3 SCHOOLS DECLINED IN THEIR OVERALL PERFORMANCE

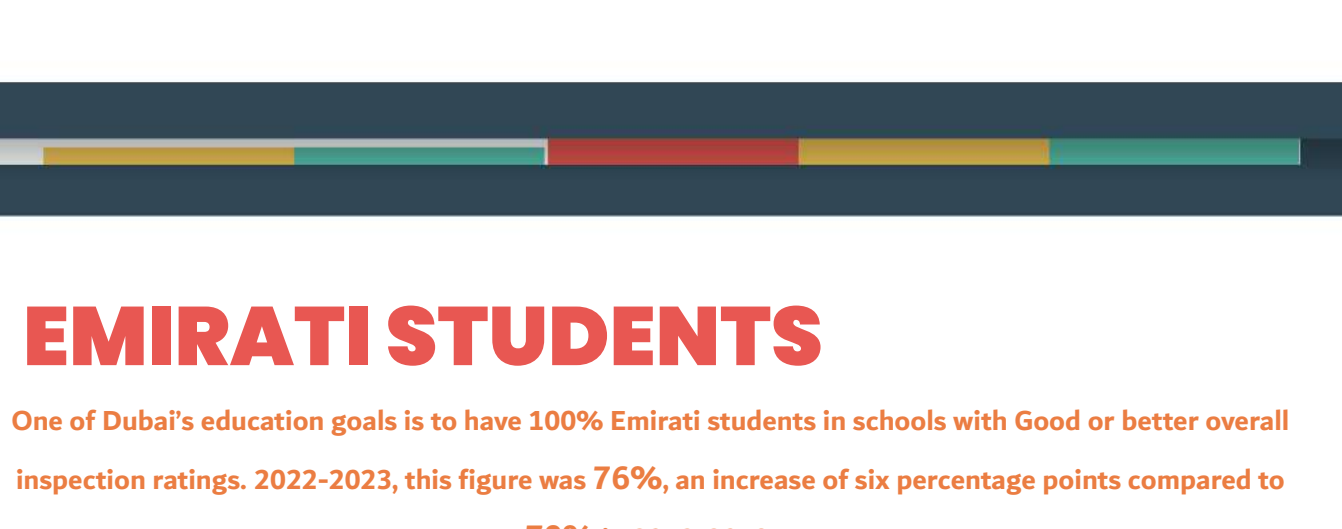
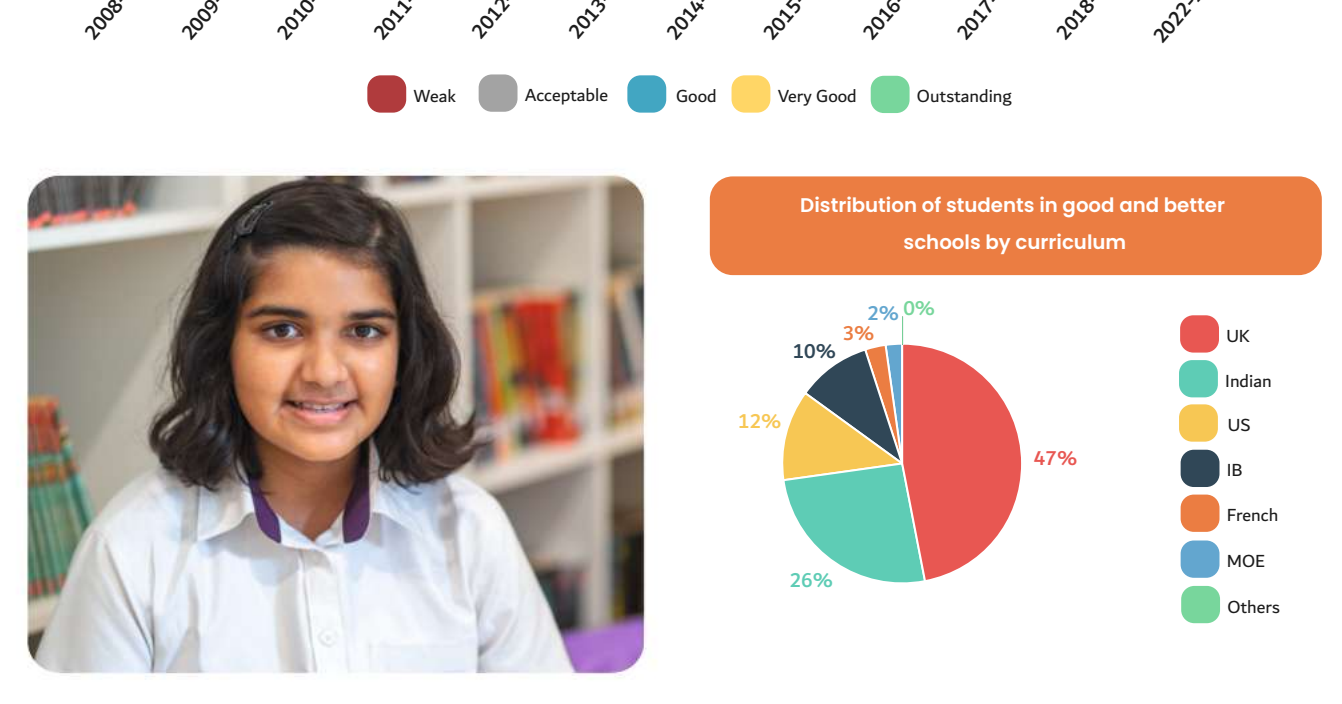
3,458 STUDENTS **259 EMIRATI STUDENTS**

DECLINED

FROM	TO	SCHOOLS
Outstanding	Very Good	1
Good	Acceptable	2

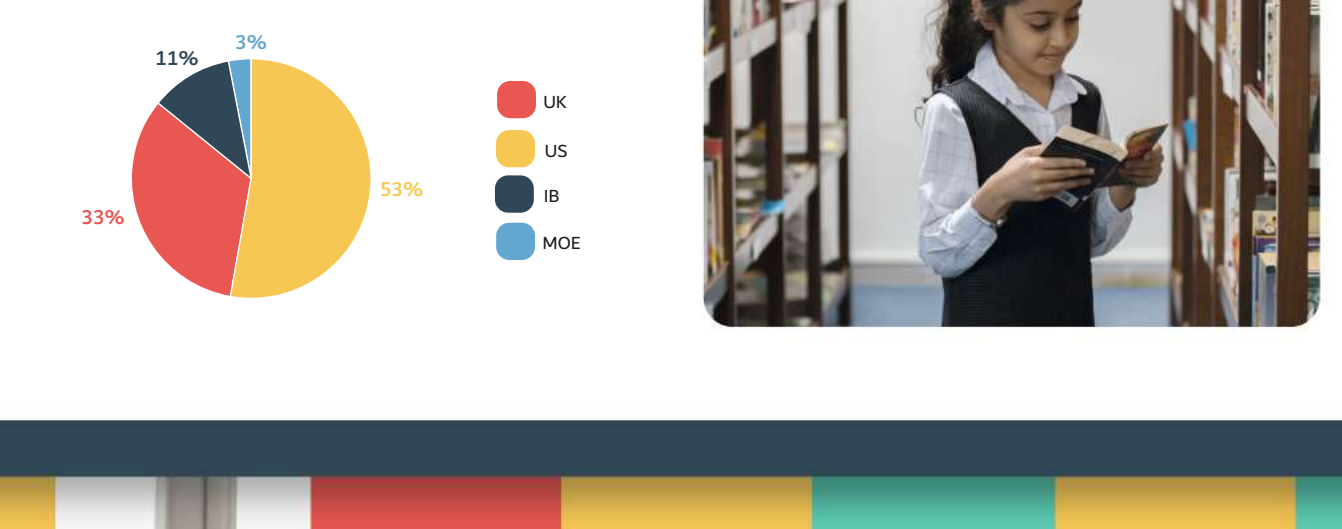
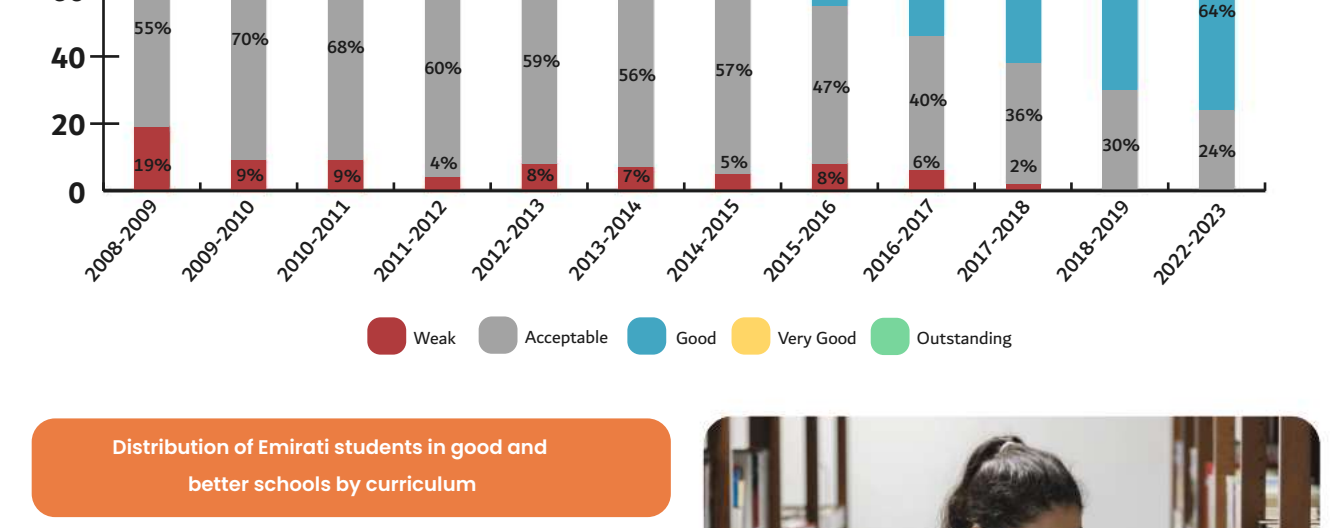
STUDENTS

77% of students are in schools with an overall 'good' or better rating, compared to 70% in 2018-2019.



EMIRATI STUDENTS

One of Dubai's education goals is to have 100% Emirati students in schools with Good or better overall inspection ratings. 2022-2023, this figure was 76%, an increase of six percentage points compared to 70% in 2018-2019.



Leadership in Dubai private schools continues to improve.

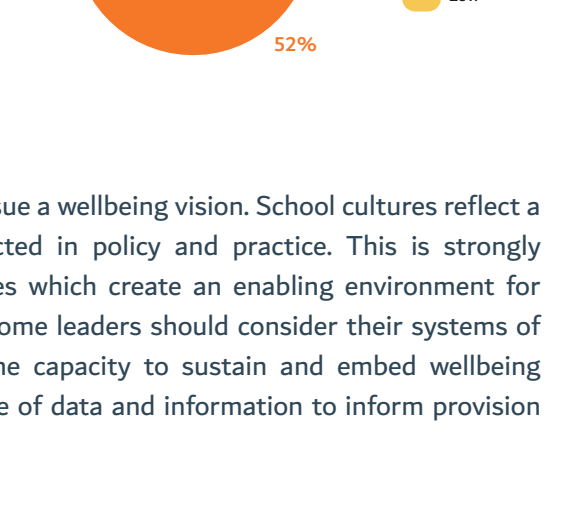
One of the key factors underpinning improvements in Dubai schools is the effectiveness of leaders. Inspection findings indicate that 77% of all Dubai schools benefit from good or better quality leadership. This is an increase from 2018-2019 when 72% of private schools were judged to have good or better leadership.

The quality of leadership 72% → 77% GOOD OR BETTER	Self-evaluation and improvement planning 64% → 67% GOOD OR BETTER	Parents and the community 90% → 93% GOOD OR BETTER	Governance 67% → 74% GOOD OR BETTER
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FOCUS AREAS

WELLBEING

Inspection 2022-23, the first year of wellbeing evaluations, shows that 74% of schools provide a high or very high level of wellbeing provision, with just over half providing a high level. Only 1% offer a low level of provision.



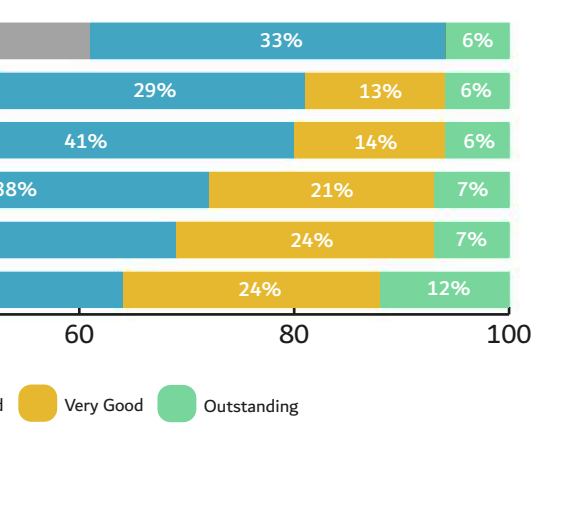
LEADING AND PURSUING WELLBEING
More than three-quarters of schools successfully set and pursue a wellbeing vision. School cultures reflect a solid commitment to wellbeing which is increasingly reflected in policy and practice. This is strongly promoted by well-managed routines, resources and activities which create an enabling environment for wellbeing. Conversely, as an area of comparative weakness, some leaders should consider their systems of evaluation, monitoring and review more fully to develop the capacity to sustain and embed wellbeing improvement over time. Within this process, the effective use of data and information to inform provision development is an important focus area.

LISTENING TO AND SUPPORTING STAKEHOLDERS
A key strength across schools is the consistent quality of care provided to students, with over 80% rated as at least high. Schools often accurately identify wellbeing issues, ensuring students access and benefit from high quality guidance and support trained and trusted adults provide. Although a strong feature for some schools, and a developing feature for many, the quality of care and commitment provided to ensure the wellbeing of teachers is not yet consistent across the sector. Critically, the attention given to engaging and listening to stakeholders and empowering them to influence provision development further is a crucial area for further development.

ENABLING WELLBEING EXPERIENCES AND OUTCOMES
A strong feature is the quality of student wellbeing experiences in school, with over 80% of schools ensuring that their students feel consistently, and often highly positive, about their time in school and enabling them to demonstrate their wellbeing through positive attributes, attitudes and engagement with the curriculum and with each other. Another strength seen in many schools is the students' inclination to choose safe and healthy lifestyles, with a significant proportion promoting their wellbeing and leading in developing that of others. For many schools, further developing a wellbeing curriculum is a key focus area as they build a broad, balanced and dedicated approach to holistic wellbeing development.

INCLUSION

During this inspection cycle, in 73% of schools there was found to be a 'good' or better quality of provision for students of determination, representing an increase of two percentage points since the last full inspection round of 2018-2019.

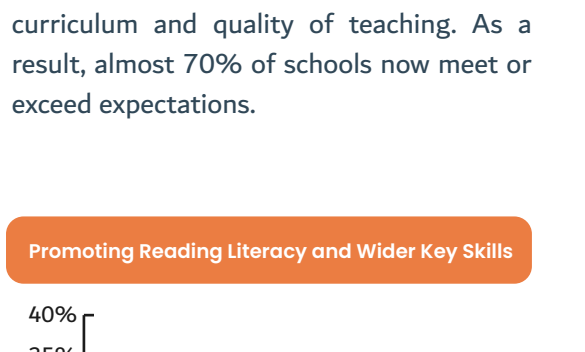


The number of schools judged as 'Outstanding' for inclusive education has increased from 7% to 12%, and those rated as weak decreased from 7% to 3%.

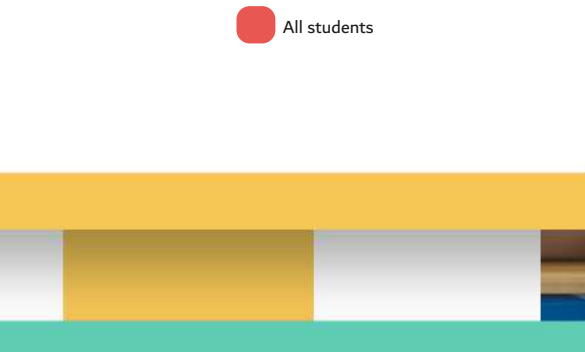


NATIONAL AGENDA PARAMETER

In addition to students' improving performance in international and benchmark assessments, a key National Agenda focus in 2022-2023 inspections was their progress in reading literacy and wider learning skills. Going forward, school leaders are expected to continue to drive improvement in these areas whilst placing an emphasis on continuing to raise the achievements of their Emirati students.



The data for all students showed that a record 75% of schools met or exceeded expectations in international (PISA/TIMSS) and benchmark assessments.



For schools' success in promoting strong reading literacy and wider key learning skills, more than 60% of schools met or exceeded expectations. Improving reading literacy and wider key skills remains a sharp focus in 2023-2024, for all schools and all students.

The key priorities for the sector going into the next academic year include the following:

- PERSONALISED STUDENT-CENTRED LEARNING:** Build on improvements in using assessment data to personalise teaching and learning for all students.
- RELIABLE INTERNAL SELF-EVALUATIONS AND IMPROVEMENT PLANNING:** Improve the rigour and reliability of school self-evaluation and improvement planning.
- PRIORITISE READING LITERACY:** All schools to prioritise improving standards of reading literacy for all students and making effective use of the data generated from the required reading literacy benchmark assessment
- CONTINUE IMPROVING EMIRATI STUDENT ACHIEVEMENT:** Schools with Emirati students on roll to continue prioritise improving their achievements overall, including in international and benchmark assessments.