

Key Findings

INDIAN & PAKISTANI SCHOOL INSPECTIONS



2011 - 2012



Contents

1. INTRODUCTION.....	4
2. OVERALL PERFORMANCE OF INDIAN SCHOOLS.....	5
What are the key results from the Indian schools inspections?.....	5
3. KEY IMPROVEMENTS IN INDIAN SCHOOLS.	8
How well are students doing now in key subjects?.....	8
What are the key areas that require further development?.....	9
4. THE OUTSTANDING SCHOOLS – A closer look.....	16
5. WHAT DO PARENTS AND STUDENTS THINK ABOUT INDIAN SCHOOLS?	22
6. THE WAY AHEAD – What do Indian schools need to do now?	25
7. OVERALL PERFORMANCE OF PAKISTANI SCHOOLS	30
8. THE WAY AHEAD - What do pakistani schools need to do now?.....	32
9. CONCLUSION	37
10. APPENDIX.....	38



Indian and Pakistani School Inspections

1. INTRODUCTION

The Dubai Schools Inspection Bureau has now completed three cycles of inspection of Indian and Pakistani curriculum schools. Twenty eight per cent of students now receive a better quality of education than in 2009-10. There are two schools which are now rated as outstanding. The overall performance rating of two further schools dropped in 2011-12 from good to acceptable.

60,565 students currently attend Indian schools inspected this year. This constitutes around 28% of the entire private school population in Dubai.

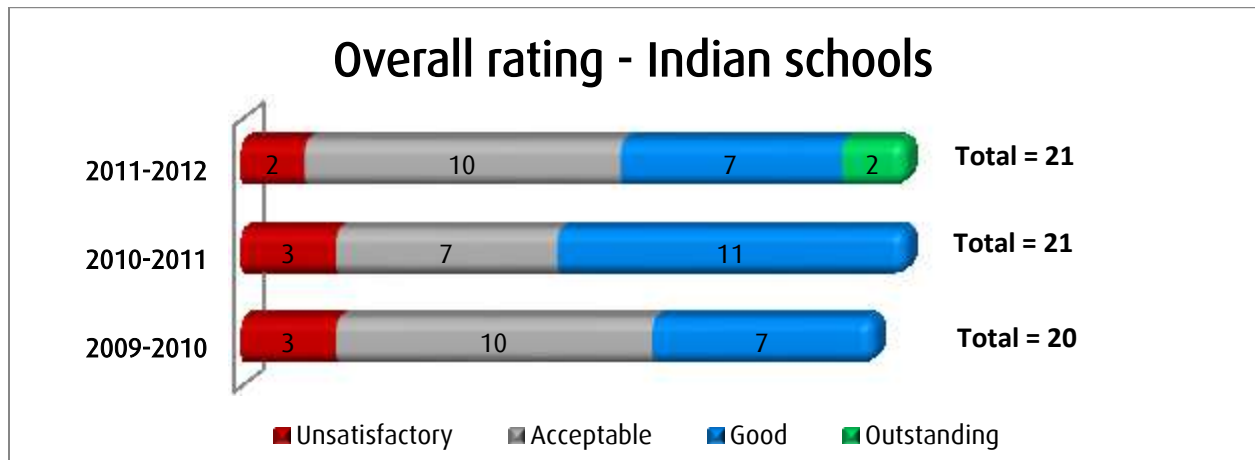
Of the 21 inspected schools offering an Indian curriculum in Dubai, most follow the Central Board of Secondary Education (CBSE) curriculum. A few schools are currently piloting the CBSE-I (International) curriculum in specific grades. A few Indian schools follow the International Certificate of Secondary Education (ICSE). In total, schools following an Indian curriculum currently serve 60,565 students. This accounts for around 28 per cent of the student population in private schools in Dubai. There are three schools offering the Pakistani National Curriculum. The overall performance of all three is evaluated by inspectors as unsatisfactory. When a school is evaluated as unsatisfactory it is removed from the regular inspection cycle for that year and placed in the Follow-Through Inspection cycle. This cycle ensures a regular review of each school's progress.

28% of students attending Indian schools now receive a better quality of education than they did in 2009-10.

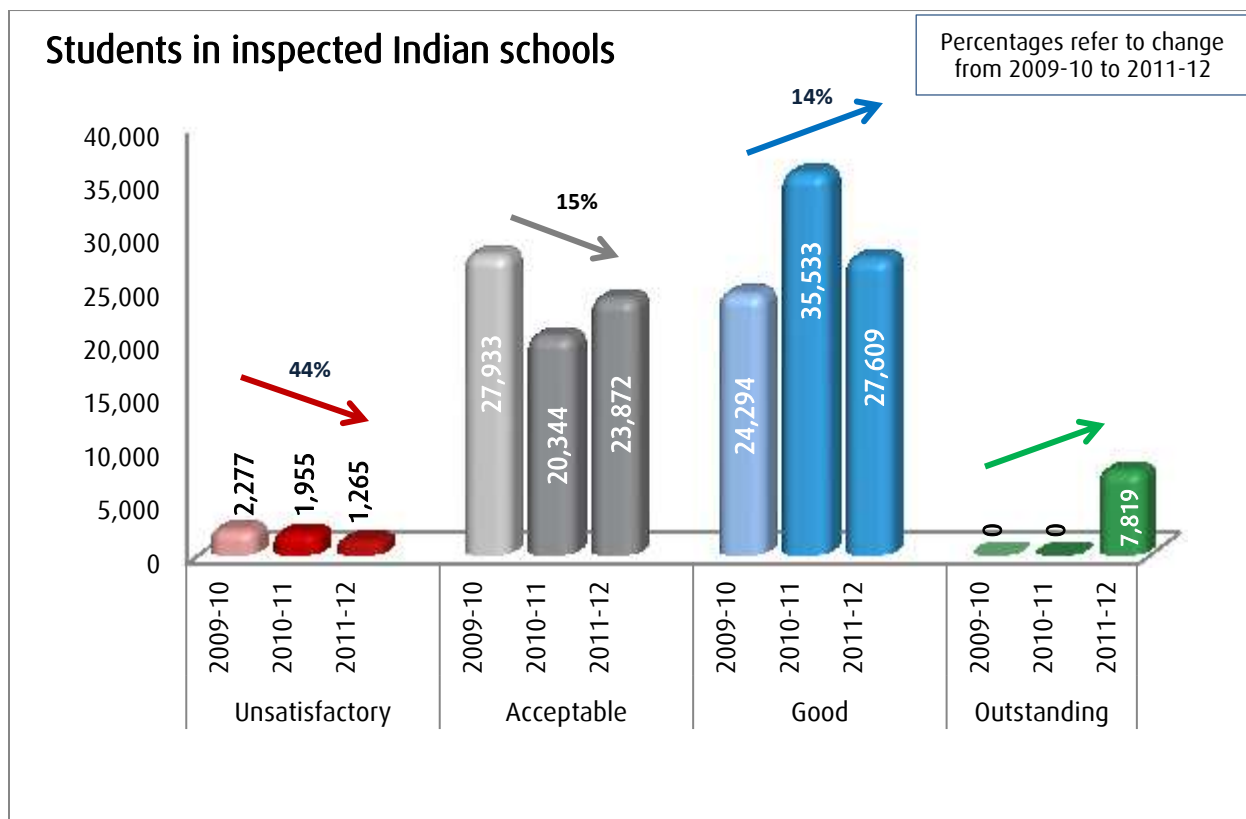


2. OVERALL PERFORMANCE OF INDIAN SCHOOLS

What are the key results from the Indian schools inspections?



16,230 Indian students now receive a better quality of education. This includes fewer children in unsatisfactory schools and, of course, more students in outstanding schools.



There are now two outstanding schools offering an Indian curriculum. In 2011-12, as well as the two schools providing an outstanding quality of education, seven schools were evaluated as good and ten were rated as acceptable. The increased number of good and outstanding schools hides an important fact. Following significant improvements between 2009 and 2011, more recently the pace of improvement has slowed. For example, no Indian schools moved from acceptable to good in the last round of inspections.

A second important fact is that there are still two unsatisfactory Indian curricula schools. This fact, coupled with the slow improvement in a few of the acceptable schools, means that there is a great deal still to be done to improve the quality of education provided to the students in these schools.

60,565 students currently attend schools offering an Indian curriculum in Dubai. Between 2009-2010 and 2011-2012, the number of students attending schools providing a good or outstanding quality of education increased from 24,294 to 35,428. Fewer students now attend acceptable schools. Similarly, the number of students attending schools providing, overall, an unsatisfactory quality of education reduced from 2,277 in 2009-2010 to 1,265 in 2011-2012.





3. KEY IMPROVEMENTS IN INDIAN SCHOOLS.

As well as there now being two outstanding Indian curricula schools, there have been improvements in the different aspects of the work of the schools. For example, inspectors noted improvements in the students' attainment and progress in English, mathematics and science. Students in the majority of Indian schools continue to perform well in external examinations in English, mathematics and science.

How well are students doing now in key subjects?

Students' attainment in Islamic Education has improved significantly since 2009.

This year, students in most schools are making much better progress than previous years and, in a few schools, this progress was outstanding. The quality of understanding and recitation of The Holy Qur'an has steadily improved, although the application of the recitation rules needs further development. Most students demonstrate good knowledge and understanding of Islam across most Indian schools.



Attainment in Arabic has shown minimal improvement.

Fifty-seven per cent of students in Indian curriculum schools only reach acceptable levels of attainment in Arabic, despite several years of study. Only a few students attain at good or better levels.

Students' attainment in English has shown some improvement since 2009. There has been a reduction in the number of schools where English attainment was unsatisfactory over the last three inspection cycles. Students have good skills in speaking, listening and the technical aspects of reading. They are less effective in reading for meaning and writing.

***Most students make
good progress in
English.***

Progress could be even better if students were enabled to use English more effectively in a wider range of real situations. Opportunities for students to read for pleasure are limited and whilst technical reading is often well-developed, students lack deeper understanding of texts. Throughout all phases of Indian schools, the process of writing - planning, drafting, editing - is often neglected and



students have too few opportunities to write at length for a real purpose, independently of the teacher. In Kindergarten, the teaching of writing is frequently over prescriptive and, at times, restricted to copying letters.

Students' attainment in mathematics has improved since 2009-10 but the rate of improvement has slowed in the last year. Most students in Indian schools now achieve good standards of attainment in mathematics and make good progress. Students are often



good at carrying out mental calculation. Nevertheless, there is too narrow a focus in Indian schools on only developing computational skills and not enough emphasis on other aspects of

Most students in Indian schools achieve good standards of attainment in mathematics.

mathematics, problem-solving and the real-life application of mathematical knowledge and understanding. Opportunities for younger children to explore concepts of estimation, measuring, and collecting data are often too limited.

Students' attainment in science saw some improvement since 2009-10 but less rapid improvement in the last year.

Students continue to perform well in external examinations in all aspects of science in the older grades. However, students in primary and lower secondary do not

In high performing schools, students develop skills such as hypothesising, observing, recording, analysing and drawing conclusions.

develop the skills of science such as hypothesising, observing, investigating, recording, evaluating and drawing conclusions, well enough. Inspectors noted that students rarely carry out investigations in science independently of their teachers and so do not gain the skills of experimentation. This means that despite success in external examinations by older students, science is not as well developed as it could be across all phases.



Students' attainment against international benchmarks

In 2009, 15 year-old students from Indian curricula schools participated in the PISA international assessment. The examinations checked students' skills in reading, mathematics and science. Overall, students in Dubai's Indian curricula schools performed in line with OECD scale average in all three subjects. The schools performed well above the Dubai average and, in a few schools, the students achieved in line with other high performing international schools in Dubai.

What are the key areas that require further development?

It is notable that, between 2010-11 (the second year of inspection) and 2011-12 (the third year of inspection), no Indian school has progressed from acceptable overall performance to good. Two schools remain unsatisfactory. In many of these schools the quality of leadership, self-evaluation, teaching, learning and assessment, remain weak and this has resulted in poor student attainment and slow progress.

QUALITY OF TEACHING

Inspectors identified a number of weaknesses in teaching in a significant minority of classes. In particular, inspectors noted that teachers often place most emphasis upon students learning facts rather than applying knowledge to new situations. Too many schools do not provide enough opportunities for students to collaborate, explore, investigate or find things out for themselves and there is limited choice to meet the range of learning and developmental needs of the wide range of learners. Consequently, students who are attaining at expected levels do not make good or outstanding progress against their starting points.

In the best performing Indian schools, teachers provide regular opportunities for younger students to be active in their learning.

The provision for young children requires further improvement. Inspectors noted that many lessons in Kindergarten and lower primary lack meaningful, hands-on learning activities suited to younger students. International best practice advocates that young children learn through practical activities, which enable them to explore the world about them. They benefit from questioning and talking to each other, handling materials, exploring measurements and shapes, creating their own pictures, sharing stories, making marks on paper to communicate meaning and observing simple scientific phenomena. In too many Indian curriculum classrooms, children sit listening to teachers for long periods of time and so do not develop the vital conceptual understanding or skills needed to extend their learning. Use of information and communications technology (ICT) by teachers to support the learning process is underdeveloped in most schools.

QUALITY OF LEARNING

The quality of learning is a key factor in the success of students. Around half of the Indian curricula schools demonstrate good quality learning. Students' demonstrate very positive attitudes to school

DSIB Definition

LEARNING

How students undertake the tasks that lead to gains in knowledge, skills and understanding.

Most students have a preference for learning in an auditory, visual or kinesthetic way.

Ways of learning also include a spirit of enquiry, working independently of the teacher, alone or with others.

and are eager to do well. However, students often lack independence and responsibility in their learning. They do not develop effective learning skills to enable them to apply what they have learned to new situations. When inspectors observed lessons which were dominated by teacher talk, students were often passive and uninvolved. When teachers used a wider range of strategies to

engage students and develop their learning skills, progress was often good. These strategies included group discussion, investigations, carrying out research or finding things out independently of the teacher, debating, role play plus many others. When teachers relied too heavily on the textbook and spent long periods talking, students became bored and disengaged and did not learn so well or make good progress. Rote learning and recall were common features of too many lessons. These strategies enabled students to retain enough information sometimes to pass an examination or test. It did not always equip them to understand what they were learning or apply their learning to new situations. Overall, the use of ICT by students to support their learning is still limited.

ASSESSMENT

Although around half of the Indian schools improved their assessment procedures over the last three years, assessment in Indian curricula schools is still an area requiring further improvement. Around two thirds of schools still have only acceptable arrangements for assessing students' attainment and progress with eight per cent of schools demonstrating unsatisfactory procedures. In most schools, assessment information is detailed in relation to curriculum standards but there are weaknesses in the quality of ongoing assessment practices in lessons. Inspection findings also revealed that teachers did not always use assessment information to modify their lessons. Feedback given by teachers to students was often not detailed or specific enough and so they did not know how to improve their work. In many Indian curricula schools, most teachers' understanding of how to evaluate progress accurately against international standards was underdeveloped.

Feedback to students is essential to help them identify their strengths and weaknesses.

QUALITY OF THE CURRICULUM

Overall, the improvements to the quality of the curriculum in Indian schools achieved in 2009-10 have not continued at any significant rate. Fewer schools now provide an unsatisfactory curriculum.

DSIB Definition CURRICULUM

Everything a school deliberately teaches, including subjects and activities inside and outside of the classroom, such as extra-curricular activities and educational visits and visitors.

Schools demonstrate a better understanding of how to enrich the curriculum to meet the needs of all students. The more effective Indian schools have further enhanced the curriculum to include a

wider range of learning experiences within and beyond the school. These include entrepreneurial tasks, work-based activities, charity events organised by students, leadership opportunities, environmental action and participation in international competitions. In two schools, where the CBSE-I curriculum has been implemented, teachers have placed a greater emphasis on students finding things out for themselves, working in groups and relating learning to real life. In these classes, inspectors noted that students were more excited about learning, more independent and discussed their work with each other. This resulted in better understanding and improved progress.

However, in the primary stages overall, inspectors identified a lack of stimulating, practical learning activities designed to develop independence and critical thinking. The curriculum in the secondary phases is often narrowly focused on examination content and so does not always meet the needs of students. Choices in examinations for older students are also often limited to mathematics and science, with a lack of arts subjects available.

SPECIAL EDUCATIONAL NEEDS

Inspectors noted that many teachers and school leaders working in Indian curricula schools do not share a common understanding of special educational needs, as defined internationally and as recognised by leading educational institutions and research organisations. In most Indian curricula schools in Dubai, the range of differing learning needs are not effectively identified and there are often very few students on a school's special needs register. In many cases there is poor support for such students in their classes and insufficient effective specialist advice.

Leaders and teachers in Indian schools sometimes have too narrow a view of what is meant by special educational needs.

The early and accurate identification of learning difficulties is crucial to ensuring that students are well supported in their learning and so make good progress. Students who are failing to attain at expected levels or make expected progress are often withdrawn from lessons to receive support or attend extra lessons outside of school hours. This support generally consists of students revisiting, in a small group, an aspect of the curriculum they have failed to grasp. This is successful in some cases for short periods of time. Nevertheless, the same students often attend these classes continuously without their real needs being identified and addressed effectively.

DSIB Definition

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.

Inspection evidence has shown that teachers in Indian schools do not always understand that these students need to learn differently rather than receive more of the same type of teaching in a smaller group.

Inspectors noted that students with learning difficulties do not always make the progress of which they are capable. Lessons are often not planned to meet the range of learners' needs that exist in a regular classroom. Withdrawal of students means that they often miss new work and feel excluded from their peers. This may result in students not graduating to the next class which significantly impacts on their self-esteem and affects their long-term educational success.

It is internationally recognised that if a student fails to progress with his or her peers this may result in low self-esteem and affect the student's long-term educational success.

The reasons for under achievement are often not identified accurately and students with specific needs, such as dyslexia, are either not identified or not well supported. The development of high achieving students is mostly dependent on competitions and activities beyond the classroom. These students are not challenged regularly in lessons to extend their thinking. They often waste time revisiting work that they already understand.

Outstanding schools have clear identification procedures and effective support for children with special educational needs who consequently make good progress.

Inspectors reported that schools are not always able to provide the specialist support the students need to make good progress. During the current year of inspection, the minority of schools who have gained outstanding recognition for the quality of support for their students are those who have very clear identification procedures and support for students with special educational needs. In these schools, students often make good or outstanding progress in key subjects.

QUALITY OF LEADERSHIP

International educational research acknowledges that leadership is a key factor in school improvement. Indian schools show improvements in leadership over three inspections, as good (or better) leadership was identified in half of the schools in 2009-10 and around three quarters in 2011-12. However, the quality of self-evaluation and improvement planning is only good in around half of Indian curricula schools. Whilst leaders are good at creating and communicating a vision for their schools and ensuring clear lines of responsibility, they are less effective at accurately evaluating their schools and planning improvements. This year, the school's own evaluation of their strengths and weaknesses is more

Leadership is a key factor in school improvement.

central to the inspection process. Inspectors examined this prior to inspections and seek evidence to support the school's judgements. School leaders are often over generous in their own evaluations of the performance of their own school and a few are simply inaccurate. Most schools do not use a sufficiently broad range of evidence, including international standards, to reach their judgements. A more in-depth analysis of student attainment information is needed in many schools.

MONITORING OF TEACHING AND LEARNING

The monitoring of teaching and learning by school leaders is not always rigorous or realistic enough and so does not bring about the required improvements. When leaders observe lessons they focus on what the teacher is doing rather than how well the students are learning. Often lesson observation records show that leaders are checking to see that procedures are followed rather than ensuring that students' needs are met and progress is made.

GOVERNANCE OF SCHOOLS

A significant improvement in the quality of governance occurred in Indian schools between 2009-10 and 2011-12. During 2009-10, around two thirds of schools in the regular inspection cycle were judged to be acceptable in this aspect. By 2011-12 two thirds of Indian schools had good or better governance. In most schools parents now have a role in the decision-making processes of the school. In a majority of Indian curriculum schools, governors are holding schools to account for standards and, in the best schools, governors are central to school improvement processes. In schools where governance was judged as acceptable, often the representation on governing bodies of parents and other stakeholders such as local business people or community members was limited. In many of these schools the governors are not as fully involved as possible in planning for improvements and therefore do not always hold the school to account for standards.





4. THE OUTSTANDING SCHOOLS – A closer look.

There are now two outstanding Indian curriculum schools in Dubai. These are **The Indian High School** and **Dubai Modern High School**. A number of specific factors have led to these schools being rated as outstanding.



- High levels of student engagement in their own learning and well-developed student leadership activities;
- A focused effort on improving the range of teaching strategies in line with international best practice, which led to most teaching being consistently evaluated as good or better;
- A clearer focus on the use of modern methods and resources in ensuring effective learning;
- Improved use of information and communications technology to support learning;
- More comprehensive tracking of student progress to support assessment practices;
- A vastly enriched curriculum which enabled students to learn beyond the school and in the local community;
- Consistently high quality provision in health and safety and support for students;
- Highly effective school leadership and improved self-evaluation processes;
- A continued, determined response to the recommendations from the previous inspection reports;
- High levels of parent involvement and successful engagement of stakeholders in the process of improvement;
- Improved governance, which holds schools to account for standards of attainment and progress.

Success Story

The Indian High School

The Indian High School provided an outstanding quality of education. It had many important strengths, which included attainment in mathematics and science in both phases and English in the secondary phase. The quality of teaching for effective learning, quality of students' learning and assessment were good in all phases. The curriculum quality in the secondary phase and support and protection for students in both phases were outstanding. Partnerships with parents, governance and staffing, facilities and resources were outstanding. Since the previous inspection, a number of initiatives had been introduced successfully to support those students deemed to have additional learning needs. The school had made significant progress towards addressing the recommendations from the previous inspection report and had significant capacity to improve further.

Creating Life-long Learners

Ongoing research into how students learn has given a new profile to the concept of creating 'lifelong learners.' Learners today need to constantly upgrade their skills to keep pace with emerging technologies. They need to be able to respond to new situations. The Indian High School recognises that students need to develop a wide range of relevant life and learning skills to enable them to become successful global learners.

The Indian High School introduced the CBSE-I curriculum to help promote learning skills. The curriculum emphasizes the role of students as 'creators of learning' rather than passive 'receivers of knowledge.' The school leaders have monitored the introduction of the CBSE-I curriculum closely to evaluate the impact of this on students' learning.



Expectations	Impact on students learning
Students are expected to research and analyse a range of written and other material related to the area of study.	Students find things out for themselves. The range of texts explored by students is greater. Knowledge and understanding are not confined to a narrow evidence base. Students are encouraged to form opinions rather than accepting what they read. Their skills at retrieving information have improved.
Students are expected to reflect on their research and share their findings with others.	Students think laterally, independently and express their ideas using their own experiences, knowledge and imagination rather than being text dependent.
Students are expected to question, form hypotheses and draw conclusions.	Students ask more questions, learn through research, reflect on their own thinking, discuss issues and interpret the world around them. Students develop their own “perspective” and are able to analyse and critically evaluate a particular issue using evidence.
Students are expected to monitor their own progress.	Students evaluate their own and each other’s work effectively and provide feedback. They manage their own learning through self and peer assessment.
There is a greater emphasis on reading for meaning than memorising text or information – students are not expected to learn by rote.	Students are not expected to reproduce text accurately but to think independently and construct meaning for themselves. Students demonstrate greater levels of understanding of key concepts and show improved skills of critical analysis. They are more confident about voicing opinions.
There is greater choice in the information examined by students.	Students see language not just as a functional tool but as an important part of self – development and inculcation of values.
Students are expected to collaborate and interact with each other.	The collaborative, interactive approach provides a more holistic form of education and better meets the needs of all learners.
Students are expected to develop their social interactions in a work setting. Social Empowerment through Work in Action is a compulsory component of the CBSE-I curriculum	Students relate their learning more closely to real life and show greater empathy towards others. They understand the impact of value systems on society and have a clearer idea on how they might contribute to improving our world.



The Indian High School-Comments from Students & Staff

"Education has a new meaning now for all of us. From receivers of knowledge we have risen to the stage of constructors of knowledge."

Student

"Instead of learning everything by heart, we research and explore the main concepts and then apply what we have learnt to new situations."

Student

"CBSE-I is one step ahead in the field of education."

Teacher

"The learners were engaged, they invested in their work, they developed skills to meet the challenges of tomorrow and they had fun while they learned...What more can I ask?"

Principal

Success Story

Dubai Modern High School

The Dubai Modern High School provided an outstanding quality of education. It had a number of outstanding features, particularly attainment and progress in the Kindergarten, students' personal development, good teaching, a high quality curriculum and excellent assessment practices. The school had a good track record of incremental improvement. It had built on its strengths and attended to its weaknesses. Its outstanding leadership had recognised the need to increase the rigour of analysis of some school data and improve planning further by using more measurable success criteria. The school had an excellent capacity for further improvement. Inspectors identified high quality student leadership demonstrated throughout the school.

Leaders of the Future

In Dubai Modern High, students contribute effectively and are often leaders of the quality of life at the school. This is achieved through their eager participation in the rigorous selection process to the Student Council or through involvement in other representative bodies or in the numerous student-led clubs. For example, the Debating Club is wholly operated and managed by students who choose the topics, pick the teams, cross-examine debaters and judge performances. Students have initiated many other projects to help bring about improvements to their school. These range from an anti-bullying campaign, the installation of sensor sensitive taps (to conserve use of electricity in the class rooms) to monitoring the quality of extra-curricular activities. Students are further empowered to participate fully in the life of the school through weekly meetings with the Senior Management Team, to discuss items from an agenda set by the students.

Students have initiated, managed and led many campaigns involving the wider community. For example, every last Saturday of the month, the students are hosts to children with special educational needs from a local foundation. Students have also set up a program to teach English and computer skills to the service personnel at the school. Students have also led many global projects to help support less fortunate communities in areas such as Bangalore.





5. WHAT DO PARENTS AND STUDENTS THINK ABOUT INDIAN SCHOOLS?

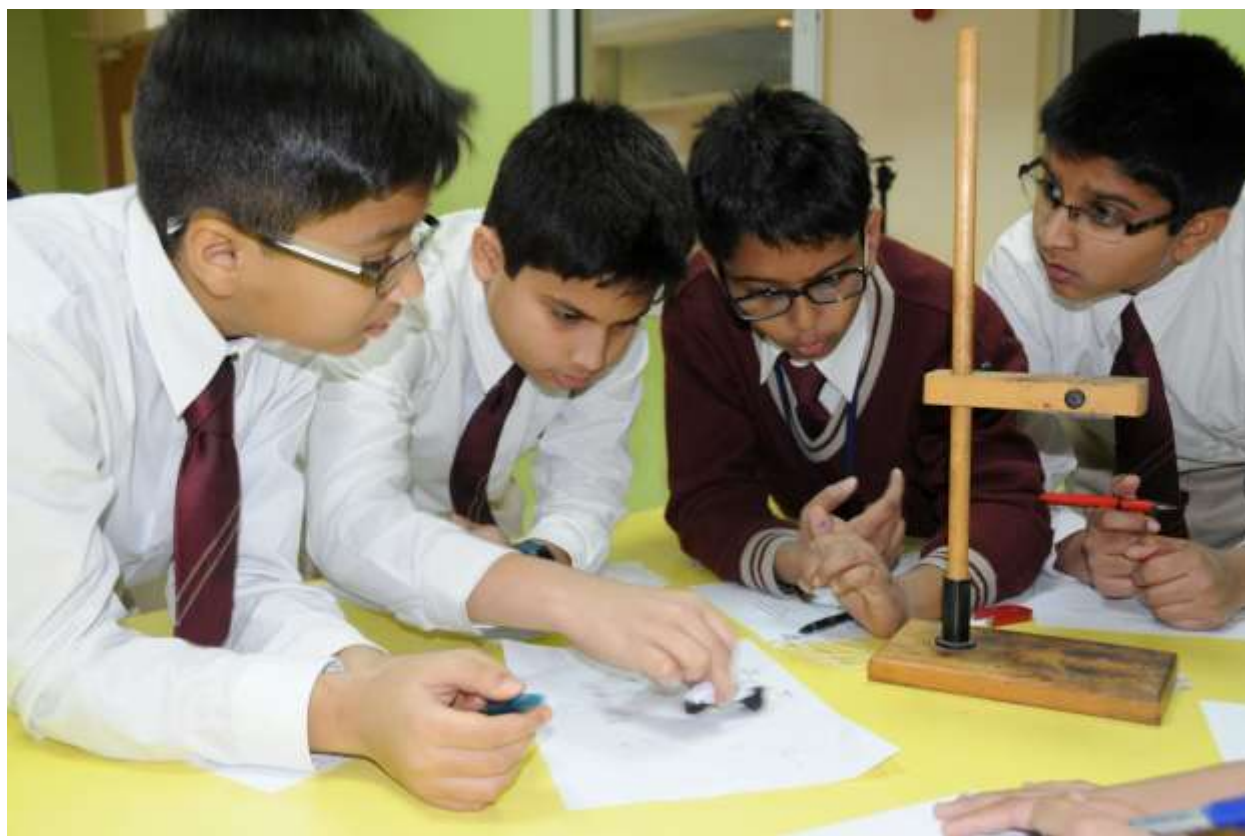
17,317 parents responded to surveys in Indian schools and 7,808 wrote comments.

The response rate was 43 per cent; an increase from last year's response of 33 per cent.

The Dubai Schools Inspection Bureau values the views of parents and students in helping review the work of each school. Parent and student contributions are collected prior to and during inspections using confidential on-line surveys. These are carefully considered and used by inspectors to prepare the inspection report. The views of parents and students are crucial to developing ongoing partnership with schools. The analysis of all survey data and comments from parents and students show that, overall, parents of students in Indian schools and the students themselves are very pleased with the education provided by their schools. Nevertheless, some parents are not always as aware of the inspection findings as they might be. The commentary below shows the key messages resulting from an analysis of the surveys completed by parents and students.

Key Question	Parents/ Students Opinions	DSIB Findings
How good are the students' attainment and progress?	Parents were positive about standards of attainment in English, mathematics and science.	Inspectors noted improved attainment in these three key subjects, though in mathematics and science, the rate of improvement was much slower in the last year.
How good are the teaching learning and assessment?	Most parents and students agree that teaching is good.	Inspection findings confirm that teaching is good or better in around half of the classes observed.
How well does the school support students?	Around 70 per cent of parents showed satisfaction with the school's support for students.	Support for students was positive overall but inspectors identified weaknesses in the provision for students with special educational needs. The two schools who gained recognition for the outstanding quality of support for their students were those who had very clear identification procedures and support for students with special educational needs.

Key Question	Parents/ Students Opinions	DSIB Findings
How good is the leadership of the school?	Parents were very satisfied with the quality of leadership in Indian schools.	The quality of leadership was evaluated as good or better in around 70 per cent of schools.
How well do schools involve parents in the children's education?	Around 70 per cent of parents stated that they were involved effectively in the school.	Partnerships with parents had improved in around one quarter of schools since the first year of inspection.
Reporting to parents.	About 90 per cent of parents found school reports helpful and informative.	Whilst 84 per cent of schools were judged to have strong partnerships with parents and their communities, reports to parents on student attainment and progress often lacked detail and were largely based on test results.



'Teachers check the progress of the students and that helps them to improve'.

Parent

'Lessons could be more interesting, sometimes teachers teach from the text book too much and it's difficult to remember then'.

Grade 12 Student

'The range of activities is good and we have a lot of responsibility so we help our school to improve'.

Grade 11 Student

'I think they need to make sure all the teachers can teach well. Some are much better than others'.

Grade 10 Student

'My son needs more help but they just tell me he needs to work harder'.

Parent

'I like the way the leaders listen to parents. Improvements have been made regarding suggestions from us'.

Parent

'The school provides monthly feedback about my child. It's not just a report at the end of the year'.

Parent

'Teachers of English need to use good pronunciation, grammatically correct English without an accent to provide good models for students'.

Parent

'We have seen good improvements after KHDA started rating and inspections'.

Parent



6. THE WAY AHEAD – What do Indian schools need to do now?

After a rapid improvement in most areas within Indian curriculum schools from 2009-10, the rate of improvement has slowed down and the overall judgements of schools have mostly stayed the same as last year. Despite an overall positive picture since the start of inspection, there are still areas which require further attention in order to reduce the number of acceptable schools and increase the number providing a good quality of education.

The key messages for Indian curriculum schools in their continued journey of improvement are detailed below:

Areas of concern in less effective schools	Effect on students	Key messages from outstanding schools in Dubai
Provision for additional language learners in English is weak.		
Schools often do not establish the English language proficiency levels of students on entry. They merely identify the numbers for whom English is an additional language.	Students' language development is weak. There is limited acquisition of language skills beyond speaking and listening and students do not develop higher order reading and writing skills effectively.	Recruit teachers of English who are expert in teaching additional language learners.
Lack of expertise of teachers in teaching English as an additional language.	Young children learn the mechanics of language but not how to use it effectively and consequently have difficulty accessing the curriculum.	Focus on reading for meaning in a range of genres and develop a love of books from Kindergarten.
Young children are not exposed to a wide enough range of activities to develop their communication and language skills.		Provide more opportunities for students to write for extended periods in many contexts from an early age.



Areas of concern in less effective schools	Effect on students	Key messages from outstanding schools in Dubai
Teaching and learning do not always meet the wide range of learners needs.		
Planning does not always take account of learner needs and teaching is too teacher directed.	Students are unable to apply their learning to real life contexts. For example, there are too few opportunities to write for meaningful purposes.	Use assessment information more effectively to group students.
Teaching is directed at the average achieving students. Students lack independence in their learning and many do not make the progress of which they are capable.	Students experiencing difficulties lack support and those who find learning easy are not challenged and so fail to make expected progress.	Provide professional development to teachers on how to plan activities which focus on learning and meet the needs of all learners.
Monitoring of lesson quality is not rigorous enough or focused enough on the learning.		
Monitoring of the quality of teaching and learning is not focused enough on the effect the teaching has on learning. Observations are often too focused on the teacher's management of the class and do not take account of the extent to which students are learning.	Students experience inconsistencies in the quality of teaching and learning from class to class. If a teacher is weak this could affect those students for a whole academic year.	Ensure greater consistency in teaching and learning quality through targeted observations. Provide honest feedback to teachers and targeted professional development linked to rigorous performance management. Enable teachers to observe good practice within and beyond the school so that they understand how students learn best.
Monitoring of the quality of teaching by leaders is not always supported by professional development focused on how students learn best.	Students experience a limited range of teaching strategies often based on listening to the teacher impart knowledge. Teachers fail to understand how to vary strategies to meet students' needs.	Provide targeted monitoring of teaching and accurate feedback to teachers related directly to the learning and progress of students. Provide high quality professional development related to best practice.

Areas of concern in less effective schools	Effect on students	Key messages from outstanding schools in Dubai
Provision for students with special educational needs is weak.		
Lack of effective support for students with special educational needs. These students are often withdrawn from lessons rather than teachers planning to meet their needs within regular lessons. Those who require challenge in their learning do not receive this in lessons.	A few students fail to make expected progress and experience low self-esteem. Higher attaining students do not achieve their potential or make the progress of which they are capable.	Use the DSIB categories for special educational needs more effectively to identify students who demonstrate learning difficulties or require further challenge. Provide targeted specialist support for students to address their needs within lessons and on a withdrawal basis, as necessary. Ensure teachers understand how to plan for the range of learners.
Curricula and teaching in Kindergarten do not meet the needs of young children.		
Kindergarten teaching and curricula do not meet the learning needs and are not appropriate to the age of the children.	Young children are often bored and restless and do not experience a broad enough range of activities designed to develop a wide range of skills and experiences. They have little choice and do not develop independence. Actively involved in their learning, practical and meaningful tasks. Children's language skills are not well developed through dialogue with their peers and teachers.	Provide professional development, including visits to other schools observing best educational practice, to enable teachers to understand the particular needs of young children. Review the curriculum to ensure experiences are activity based and thematic rather than narrowly based on subject content.
In Indian curricula schools students' inquiry, research or critical thinking is not developed well.		
Narrow focus on success in examinations at the expense of creating life-long learners. Lack of opportunities for the development of investigations, inquiry, research and critical thinking.	Students become expert 'test-takers' but find it difficult to apply knowledge to new situations, solve problems beyond the examination paper or think for themselves.	Work more closely with parents to enable them to understand the benefits of developing inquiry, research and critical thinking skills in students.

Areas of concern in less effective schools	Effect on students	Key messages from outstanding schools in Dubai
Lack of progress by students in Arabic.		
<p>Poor teaching, learning and assessment processes in Arabic.</p> <p>A few schools do not meet statutory requirements for teaching time in Arabic.</p>	<p>Progress in Arabic is slower than for other subjects. Often students cannot speak Arabic after several years of learning the language.</p>	<p>Recruit teachers of Arabic who demonstrate good subject knowledge and use effective, modern teaching methods.</p> <p>Ensure statutory requirements are met in relation to teaching time for Arabic.</p>
Staff turnover disrupts learning.		
<p>There is an unusually high turnover of staff in a significant minority of schools.</p>	<p>Students experience a lack of stability and learning progression is disrupted. New teachers do not begin from where the students actually are in their learning.</p>	<p>Reduce teacher turnover by improving recruitment processes, induction of new staff and ensuring high quality, ongoing professional development and career progression so that teachers remain in post longer.</p> <p>Improve assessment practices to ensure effective tracking of students, if teacher changes occur.</p>
High student-teacher ratios impact on learning.		
<p>In a few schools, the numbers of students in classes is often too large for the size of the classroom. In Kindergarten and lower primary, there are often no teaching assistants which means high student to teacher ratios.</p>	<p>High student to teacher ratios in lessons limit the range of strategies used by teachers. Teaching is dominated by teachers and does not allow for discussion, investigation or reflection and therefore impedes progress.</p>	<p>Implement a planned programme of reduction of numbers of students in affected classes.</p>



7. OVERALL PERFORMANCE OF PAKISTANI SCHOOLS

There are three schools offering the Pakistani National Curriculum. All three are unsatisfactory. 3,211 students attend these schools. One striking feature of Pakistani schools is the positive desire of most students to learn and improve their lives through education. Inspectors noted that all three schools have teachers with a strong commitment to improve. However, these teachers were rarely supported to do so. There were some fundamental areas of concern which were common to the three unsatisfactory Pakistani schools which meant that their capacity to improve was limited. In particular, the schools faced significant challenges in recruiting leaders and skilled, experienced teachers. Governance in these schools was ineffective, resources were lacking and leadership was weak.





8. THE WAY AHEAD - What do Pakistani schools need to do now?

The organisations which run Pakistani schools need to address the common weaknesses in their schools. They need to provide the investment, resources and support to school leaders to urgently bring about changes required for students.

Ensuring a stable, well-qualified and dedicated leadership team is the first requirement for achieving school improvement. Leadership teams need to gain an accurate picture of their schools through their own evaluations in relation to best international practice.

The second most important task is to ensure high quality teaching and learning. In Pakistani schools this depends on the recruitment of good teachers who understand how students learn. Resources need to be of good quality and plentiful enough to support students' learning.

International research shows that the involvement of parents is crucial to the success of students' learning. The parents of Pakistani children want a good education for their children and the children are committed to learning. School leaders, owners, governors and school management need to engage effectively with parents and students to gain their views about what is going well and what needs to be improved. These schools need to invest in their children.

Areas of concern	Effect on students	Key messages from outstanding schools in Dubai
Ineffective leadership and too many changes to leadership.		
Governance that is overly dominant and does not include sufficient representation from the school community. Lack of accountability systems by governors.	Lack of responsibility being taken by individuals or governors for school improvement.	The recruitment of high quality leaders with clear responsibilities relating to the day-to-day leadership and management of schools is crucial.
Leaders have little idea of which initiatives will best improve learning and progress.	Lack of autonomy of principals.	Support from governors in strategic advice and guidance, as well as holding the school to account needs development.
Little or no self-evaluation procedures and poor improvement planning.	Lack of stability of leadership and therefore cohesion.	Leadership should be better distributed throughout the school with defined roles and clear lines of responsibility.
Inconsistent monitoring of procedures and teaching quality.	Poor overview of standards and an unrealistic view of the school. Initiatives rarely impact on students.	The implementation of rigorous self-evaluation procedures would ensure leaders and governors know the school's strengths and weaknesses.
	Poor behaviour management by teachers and lack of discipline from students.	
	Lack of consistency in practice by teachers.	

Areas of concern	Effect on students	Key messages from outstanding schools in Dubai
Poor day-to-day management of people and systems.		
<p>Poorly developed systems for monitoring student attendance.</p> <p>Poor communication with parents.</p>	<p>Low student attendance rates and lack of punctuality.</p> <p>Lack of involvement of parents in the life of the school. Parents do not know basic information related to their children's education.</p> <p>Parents are unclear of how their children are doing and have limited involvement in decision-making.</p>	<p>Students benefit from high expectations for attendance and clear systems for monitoring individual attendance rates. First day communication with parents in case of absence supports this process well. An analysis of attendance trends would help school leaders develop strategies to improve attendance rates.</p> <p>Parents become more involved in their child's education if regular and useful information is given to them about how well their children are doing.</p> <p>Regular progress reports which include examination results and commentary as well as next-steps advice on how to improve are helpful to parents and students.</p>
Weak procedures for evaluating the school and poor improvement planning.		
<p>Poor quality monitoring of lessons by leaders.</p> <p>Limited staff development opportunities.</p> <p>No performance management systems.</p>	<p>Poor teaching with limited teaching strategies. Very little improvement to the quality of teaching and learning over three years.</p> <p>Uninspiring, text book driven lessons.</p>	<p>The DSIB Handbook (2011-2012) includes clear criteria for monitoring the performance of teachers. This is best achieved through systematic and spontaneous lesson observations.</p> <p>These observations should be supported by high quality professional development to enable teachers to improve.</p> <p>Visits by teachers to other schools to share best practice is also helpful.</p>

Areas of concern	Effect on students	Key messages from outstanding schools in Dubai
Weak arrangements to ensure health, safety and security.		
<p>School buses are over-crowded, lacked seatbelts and students are poorly supervised.</p> <p>Inappropriate measures are taken to discipline students.</p> <p>Teachers are unaware of child protection issues.</p>	<p>Students may be at risk when using school transport.</p> <p>Relationships between students and teachers are often negative. This results in poor behaviour and a lack of respect.</p>	<p>Many schools have improved transport arrangements by complying with RTA regulations and ensuring students are supervised by 'conductors' on school buses.</p> <p>Clear behaviour expectations agreed with students together with consistent and fairly applied practices help develop mutual respect and trust and lead to improved behaviour. Schools need a policy to ensure that students are protected. The policy should be understood and adhered to by all members of the school community.</p>
Weak assessment strategies and poor use of data.		
<p>Little analysis of data to identify trends.</p> <p>Limited understanding of international standards.</p> <p>Limited feedback to students.</p> <p>Poor marking systems.</p> <p>Limited tracking of student progress beyond test results.</p>	<p>Leaders have limited understanding of strengths and weaknesses of their schools in relation to students' attainment.</p> <p>Teachers do not know students' strengths and weaknesses and do not know how attainment compares to international standards or other students in schools in Dubai.</p> <p>Students have little idea of how to improve.</p>	<p>There are international benchmark tests against which schools can accurately evaluate student attainment and identify strengths, weaknesses and trends.</p> <p>Students have a clearer idea on how to improve their work if there is a clear marking policy which expects teachers to provide feedback to students on the next steps in their learning.</p>

Areas of concern	Effect on students	Key messages from outstanding schools in Dubai
Narrow curricula.		
Narrow curricula and a lack of provision for art, music or physical education.	<p>Poor levels of student motivation, little choice in learning.</p> <p>Lack of teaching time impedes progress in Islamic Education and Arabic especially.</p> <p>The needs of very young children are not met.</p>	<p>Reviewing the curriculum regularly ensures there is a balance of activities and subjects. Students' opinions about the curriculum support this process well.</p> <p>Kindergarten teachers can benefit from observing best practice in other educational contexts.</p>
Limited support for learning.		
Poor quality or no support for additional language learners and those with special educational needs or those experiencing difficulties in their learning.	Students make insufficient progress.	The DSIB categories for special educational needs are helpful in identifying students requiring additional assistance. Teachers need to understand these categories and devise strategies to support identified students and monitor their progress.
Low levels of resources including staff.		
<p>Insufficient staff and rapid staff turnover.</p> <p>High rates of teacher absence.</p> <p>Lack of cover teachers in case of absence.</p> <p>Limited quantity and poor quality basic resources to support learning. ICT resources are very limited.</p>	<p>There may be disrupted learning and poor progress for students. Some lessons are not covered by teachers.</p> <p>Students rarely use resources to support their learning or develop their thinking.</p>	<p>It is important for leaders to identify why staff leave or are absent. Schools who manage to retain good teachers invest in better qualified teachers and offer incentives to those teachers they want to keep.</p> <p>By ensuring clear strategies for providing quality cover for lessons in case of absence, schools can minimise the disruption to students.</p> <p>Good quality resources are needed to support student learning.</p>



9. CONCLUSION

Indian schools have made some encouraging improvements over the three-year inspection period until 2011-12. It is important that schools leaders and owners understand that the pace of improvement has slowed and address the issues raised in this report to improve their schools further. Leaders in Indian curricula schools need to focus on long-lasting initiatives which are known internationally to improve schools. This will ensure that changes are embedded and lead to improved attainment and progress for students. The outstanding practice in two schools and the good practice in seven means that there are plenty of opportunities for schools to form partnerships to support movement from acceptable to good, or from good to outstanding. The two unsatisfactory Indian schools and the weakest acceptable schools would benefit from linking with more effective schools to learn from their success. There is a great deal still to be done to improve the quality of education provided to the students in these schools.

There are currently 4,476 students in Indian and Pakistani schools receiving an unsatisfactory quality of education. There are currently 35,428 students in Indian schools receiving a good or better quality of education.

The three Pakistani schools are now in the Follow-Through Inspection cycle. This means that these schools will be monitored closely with regular visits from inspectors to check their progress and provide guidance for improvement. There are fundamental weaknesses in these schools in relation to basic resources, teaching quality and leadership. School owners and management organisations need to invest significant amounts of time, resources and expertise to improve the education for these students.



10. APPENDIX

Overall performance results.

Indian schools

School Name	2011-2012	2010-2011	2009-2010	Curriculum
Dubai Modern High School	Outstanding	Good	Good	ICSE
The Indian High School	Outstanding	Good	Good	CBSE
Delhi Private School	Good	Good	Good	CBSE
Our Own English High School	Good	Good	Good	CBSE
Our Own High School	Good	Good	Acceptable	CBSE
Our Own Indian School	Good	Good	Acceptable	CBSE
Rajagiri International School	Good	Good	Good	CBSE
The Indian High School- Branch	Good	Good	Good	CBSE
The Millennium School	Good	Good	Good	CBSE
Crescent English School	Acceptable	Acceptable	Acceptable	CBSE
Emirates English Speaking School	Acceptable	Acceptable	Acceptable	CBSE
Global Indian International School	Acceptable	-	-	ICSE
Gulf Indian High School	Acceptable	Acceptable	Acceptable	CBSE
Gulf Model School	Acceptable	Acceptable	Acceptable	CBSE
JSS International School	Acceptable	Good	-	ICSE
New Indian Model School	Acceptable	Acceptable	Acceptable	CBSE
The Central School	Acceptable	Acceptable	Acceptable	CBSE
The Elite English School	Acceptable	Good	Acceptable	CBSE
The Kindergarten Starters	Acceptable	Acceptable	Acceptable	CBSE
Buds Public School	Unsatisfactory	Unsatisfactory	Unsatisfactory	CBSE
Little Flowers English school	Unsatisfactory	Unsatisfactory	Unsatisfactory	CBSE

Pakistani schools

School Name	2011-2012	2010-2011	2009-2010	Curriculum
H.H. Sheikh Rashid Al Maktoum Pakistani School	Unsatisfactory	Acceptable	Acceptable	Pakistani
Al Farooq Pakistani Islamic School	Unsatisfactory	Unsatisfactory	Unsatisfactory	Pakistani
Pakistan Education Academy	Unsatisfactory	Unsatisfactory	Unsatisfactory	Pakistani



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