

School Inspection
Key Findings
2015 - 2016

Indian Curriculum Schools



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Indian curriculum schools in Dubai at a glance

Total number of Indian curriculum schools:

32

Number of students in the 32 Indian curriculum schools:

78,716

Number of Indian curriculum schools inspected this academic year:

29

Number of students in the 29 inspected Indian curriculum schools:

77,431

New Indian curriculum schools not yet inspected:

3

Number of Indian curriculum schools inspected for the first time this academic year:

4

Number of students in the 32 Indian curriculum schools as a percentage of the total number of students in all private schools in Dubai:

30%

Number of teachers in Indian curriculum schools:

4,613

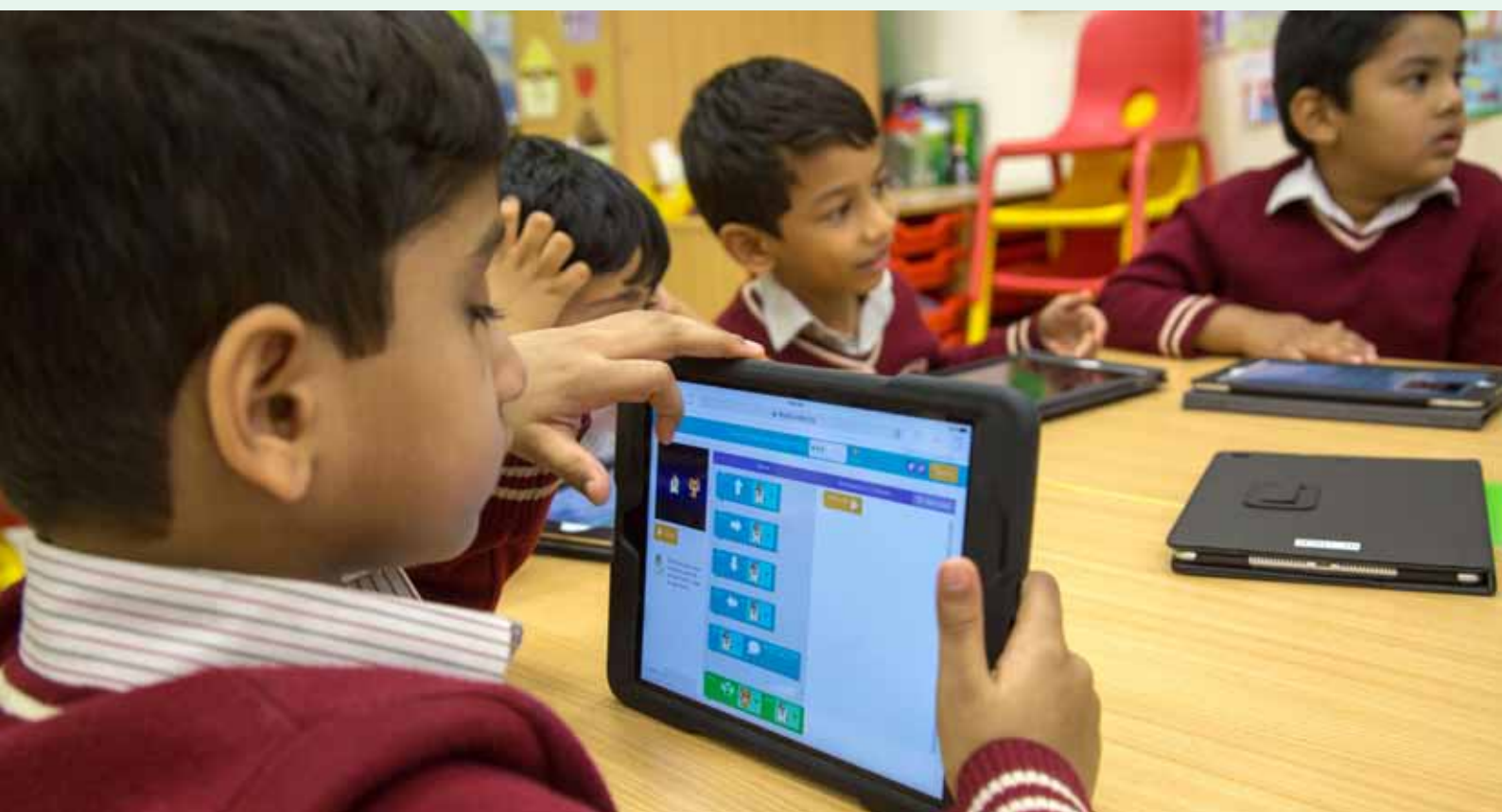
Foreword

This report provides an overview of the educational performance and standards of the twenty nine Indian curriculum schools in Dubai that were inspected during the 2015-2016 school inspection cycle. It also outlines the very significant improvements made by these schools since they were first inspected six years ago by the Dubai School Inspection Bureau (DSIB) of the Knowledge and Human Development Authority (KHDA).

This year, DSIB inspected schools using the *UAE School Inspection Framework 2015-2016*. This framework is based on comprehensive performance standards that define the essential aspects of a quality education. Each standard is broken down into specific indicators and elements which are intended to guide inspectors and schools to evaluate the quality of educational provision. Some of the changes in this framework include the addition of 'very good' and 'very weak' levels to the four quality descriptors that had been used until last year.

The framework has come at a critical point in the journey towards meeting the UAE National Agenda goals, with less than five years left to achieve them. Earlier in this academic year, KHDA introduced the UAE National Agenda Parameter, which is a method to help schools measure and monitor their progress towards achieving their individual UAE National Agenda targets. It required all schools to participate in international and external benchmarking assessments, other than TIMSS and PISA, on an annual basis. This report highlights the extent to which Indian curriculum schools have participated in this requirement and the extent of their readiness to work towards these targets.

Good leadership and self-evaluation are undeniably critical aspects of school effectiveness and improvement. This report looks at improvement in both of these important aspects over the past six years. The *UAE School Inspection Framework 2015-2016* also emphasises the importance of the role of governors, school leaders, specialists and teaching staff in ensuring the full inclusion of students with special educational needs and disabilities (SEND). The improvement in the quality of education experienced by students with SEND is also highlighted in this report.



Indian curricula offered in Dubai

The number of Indian curriculum schools in Dubai has increased over the years to meet the educational needs of the growing number of Indian students and their families. These schools are affiliated to three Indian examination boards.

Central Board of Secondary Education (CBSE)

The majority of Indian schools in Dubai are affiliated to the CBSE, which is based in New Delhi. This is a pan-India board with many schools spread across all states of the country and in 23 countries abroad. It is particularly suited for those children whose parents have transient jobs and who need to seek admission for their children in different states or countries. CBSE has introduced many progressive practices and a wide choice of subjects to enable its students to access university programmes in India and abroad.

Students are prepared to appear for the CBSE Board Examinations at Grades 10 and 12. At Grade 10 students can opt for either a school-based internal examination or the external board examination.

The CBSE-I curriculum is a different curriculum offered by the same board. It keeps all the significant components of the CBSE framework as its base and builds on the same to provide a more learner-centred, skills-based approach. The international curriculum also provides opportunities for extended learning, development of perspectives, research orientation, and Social Empowerment through Work and Action (SEWA). Twenty seven schools currently offer the CBSE curriculum in Dubai.

Indian School Certificate Examinations (ICSE)

ICSE schools, as they are more popularly known, are relatively fewer in Dubai and are affiliated to the CISCE, based in New Delhi. This is also a pan-India Board with many schools across the country and few abroad. The ICSE curriculum is project based, and special importance is given to the learning and acquisition of English speaking and listening skills. The Board offers a wide choice and deeper understanding of subjects to its students.

Students are prepared for the ICSE examination at Grade 10 and the ISC examination at Grade 12. Five schools currently offer the ICSE curriculum in Dubai.

Kerala State Board (KSB)

A few Indian curriculum schools in Dubai are affiliated to the KSB. This board mainly caters to the Indian community that hails from Kerala, a state in southern India. KSB is a regional board with schools spread across the state of Kerala and few in other states of the country. The curriculum is flexible and goes beyond the textbook. It includes leadership development, group learning and forms a firm foundation for higher studies and employment.

Students are prepared for the Secondary School Leaving Certificate (SSLC) at Grade 10 and the Higher Secondary Certificate at Grade 12. After this twelve-year period of study a student may enter a university for undergraduate studies, or may choose to pursue a shorter diploma course in a technical field of study. Two schools currently offering the CBSE curriculum also offer KSB certification.

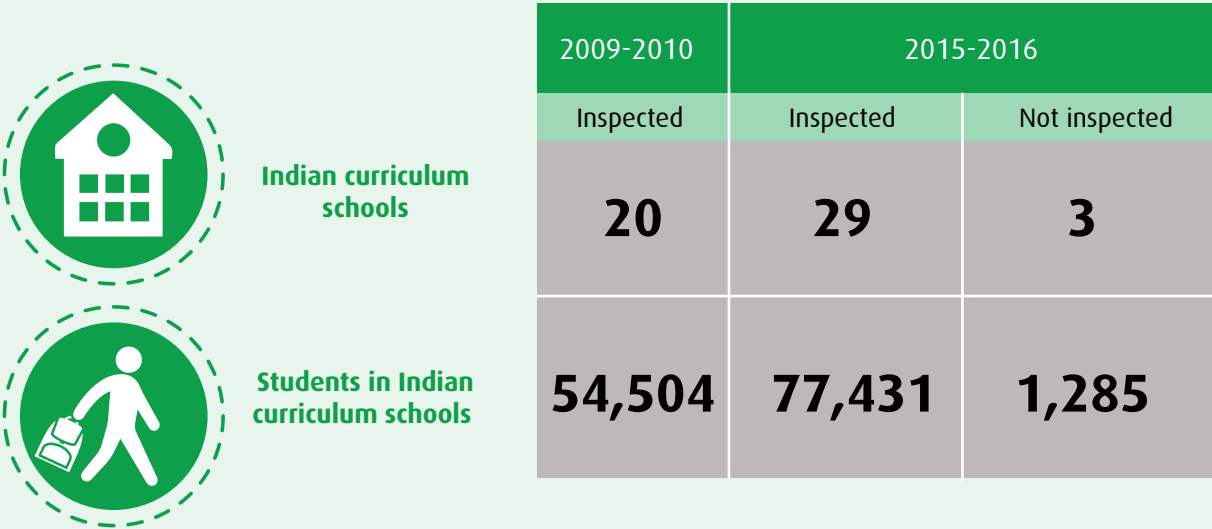


The educational landscape

During the 2015-2016 academic year, 29 Indian curriculum schools in Dubai were inspected. These schools were responsible for educating 77,431 students, from kindergarten to Grade 12. Three Indian curriculum schools that have opened in the last two years have not yet been inspected.

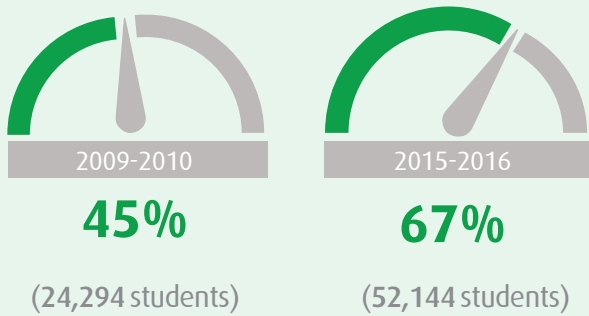
This is a significant increase of nine schools and almost 23,000 students since Indian curriculum schools were first inspected by the DSIB in 2009-2010. The growth in number of Indian curriculum schools has been partly in response to the increase in demand from Indian families moving to Dubai.

Growth of Indian curriculum schools since 2009




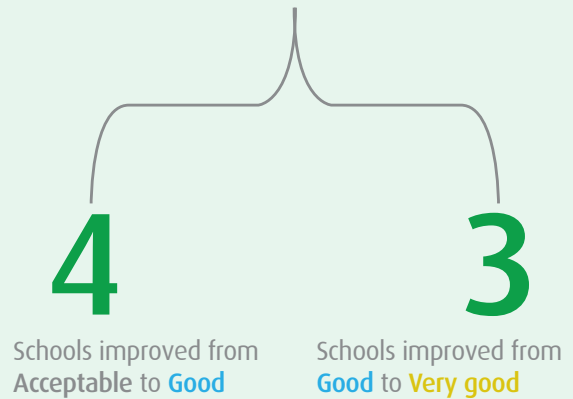
A positive picture of improvement for Indian curriculum schools

Sixty-seven percent of students (52,144) attending the 29 Indian curriculum schools that were inspected in 2015-2016 are in schools that provide a good or better quality of education. This represents a significant improvement of 22 percentage points since 2009-2010.

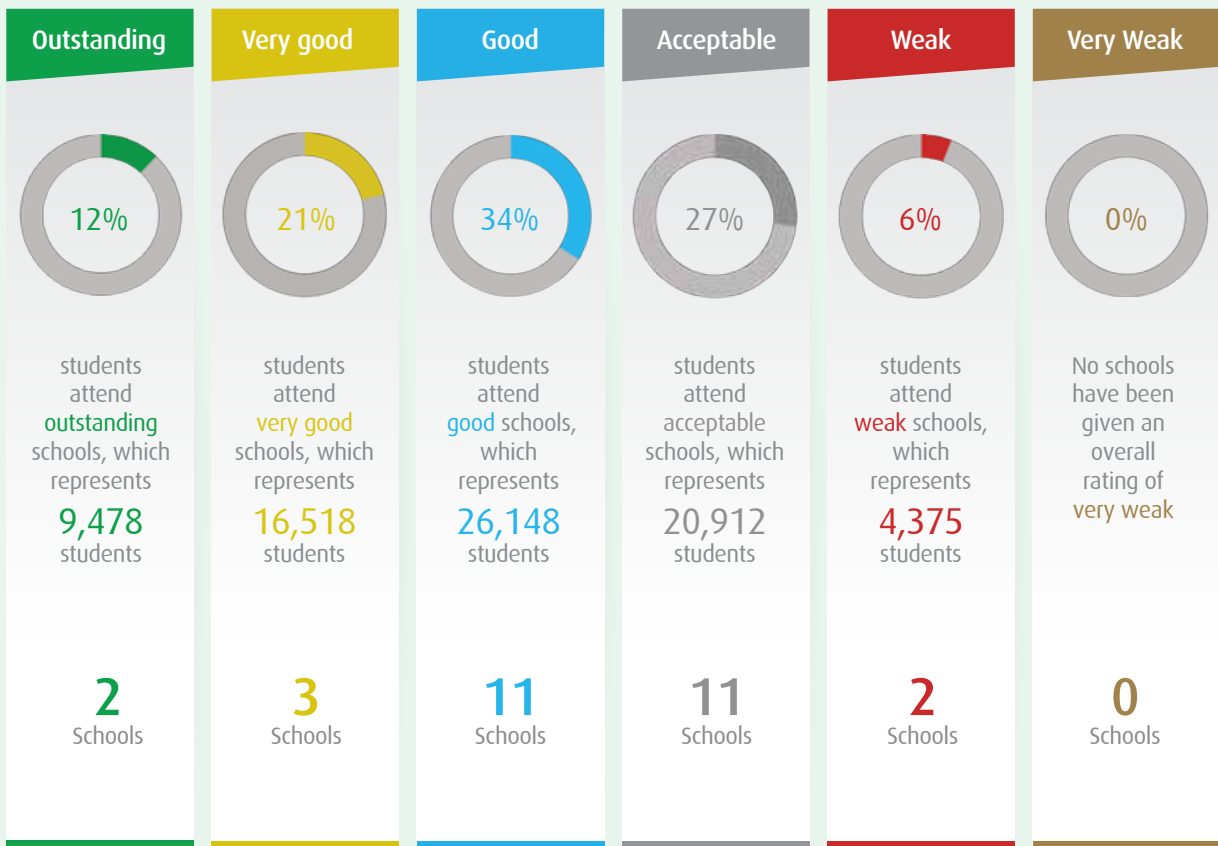


Students attending Indian curriculum schools that provide a good or better quality of education

7 Indian Curriculum schools improved their overall performance between 2014-15 and 2015-16. 



No schools declined in their overall judgements.



National Agenda Parameter – the journey towards 2021

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, launched the UAE National Agenda to help achieve the UAE Vision 2021 in time for the UAE Golden Jubilee celebration. The objectives underpinning the UAE National Agenda provide schools with concrete targets against which to measure the progress they are making towards achieving the aspirations of the UAE Vision 2021.

DSIB inspection findings over the past two years have indicated that some schools have been more successful than others in their efforts to meet National Agenda targets. These schools have been using external benchmarking examinations in addition to TIMSS and PISA to ensure they have reliable, regular assessment information against which they could benchmark their students' academic outcomes. KHDA introduced the UAE National Agenda Parameter in June 2015 to help ensure that all schools embark on this practice.

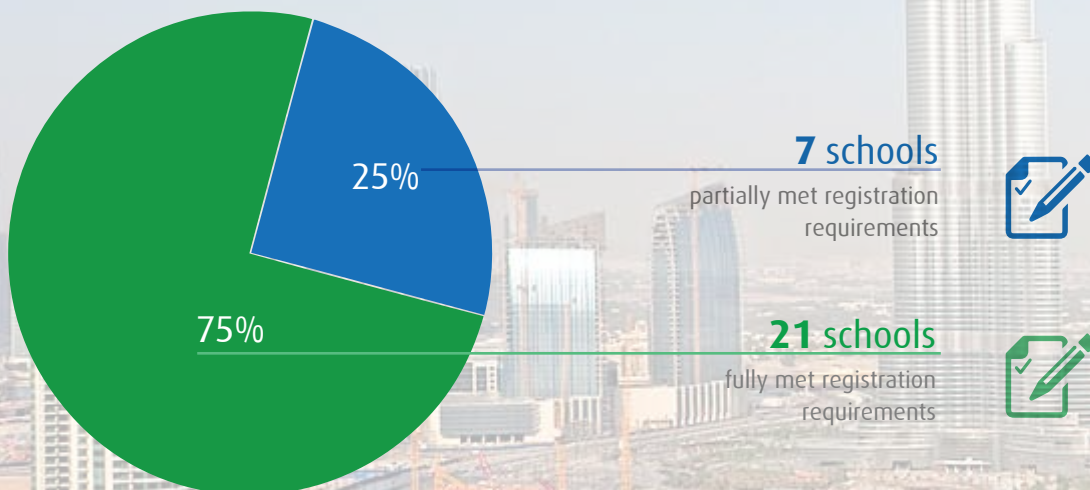
By the 2016-2017 academic year, it is expected that all schools will have access to valid, objective and reliable measures of their students' attainment and progress in mathematics, English and science. This information, together with data from the PISA and TIMSS tests, and feedback from inspection visits, should give schools a clear indication of the progress they are making towards meeting their National Agenda targets. It should also help schools better identify their strengths and weaknesses and priorities for improvement.

The focus of inspections this academic year has been to determine the:

- extent to which schools have participated, measured by the proportion of students enrolled from specific grades in external benchmarking examinations, and
- readiness of schools to meet their National Agenda targets.

Participation levels in the National Agenda Parameter

The chart below indicates the extent to which Indian curriculum schools have participated in the National Agenda Parameter at the time of this publication. Out of the 28 inspected schools that are eligible to participate, 21 have participated fully, and 7 partially (less than 50% of grade 4, grade 8 and grade 9 students have been enrolled for the benchmark tests).



Readiness of Indian curriculum schools to meet their National Agenda targets

This academic year inspectors have focused on four indicators that, when considered together, provide schools with an indication of the degree of readiness of each school to meet its National Agenda targets. The following is a brief summary of the findings for each of these indicators for the Indian curriculum schools.

1. Awareness and understanding of the National Agenda Parameter by the school community.

Most schools had developed a good level of awareness amongst governors, staff, parents and students.

- In the more successful schools, there was a clear understanding of the National Agenda targets and what needs to be done to achieve them. Clear support from all stakeholders was evident. In some cases, National Agenda committees were developed to monitor strategies to meet the targets.

2. Adaptation of the curriculum to include content and skills that underpin the PISA and TIMSS tests.

The majority of schools were making some form of adaptation to the curriculum to ensure that students were better prepared to take the PISA and TIMSS tests.

- The more successful schools adapted the curriculum vertically across year groups and horizontally across subjects, to ensure better progression and inclusion of the skills required to succeed in TIMSS and PISA tests.

3. Learning skills with a focus on students' research skills and use of learning technologies.

Only a few schools were successfully developing students' research skills and use of learning technologies.

- The more successful schools used teaching strategies that motivated students to do research, and provided them the necessary resources and learning skills to do so. For example, 'flipped learning' was used in lessons where students had to research a particular aspect of what they were learning. They were then expected to prepare, present and explain their findings to other students.

4. Teaching strategies, especially the promotion of students' critical thinking.

Only a few schools were successfully promoting critical thinking amongst their students.

- In the more successful schools, teachers planned activities and skilfully asked questions to elicit deeper understanding and promote critical thinking. They included open-ended problems and applications in their lessons and assessments.



**By 2016-2017:
Valid and objective
measures of progress**

By the next academic year, all private schools in Dubai should have a clear picture regarding the progress they are making towards meeting their National Agenda targets.

This should be possible through information gathered during school inspections and data provided by the National Agenda Parameter. This data should include:

- The 2015 PISA test results (together with the 2009 and 2012 results)
- The 2015 TIMSS test results (together with the 2007 and 2011 results)
- Data from international and external benchmarking assessments

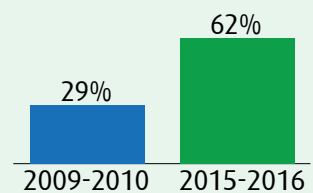


Summary

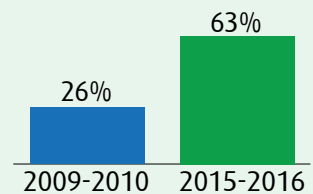
of significant changes in Indian curriculum schools since 2009-2010



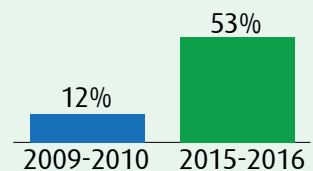
Students' **learning skills** were judged to be good or better in 62% of lessons observed. This is a significant improvement from 29% in 2009.



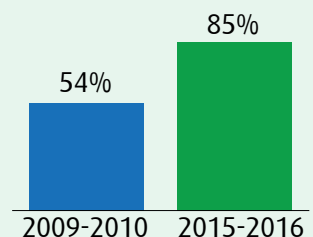
Sixty-three percent of lessons observed by DSIB inspectors have been judged as having good or better **teaching** this year, compared to 26% in 2009-2010.



Good or better **assessment** of learning is now a feature of 53% of Indian curriculum schools, as compared to only 12% in the first cycle of inspections.

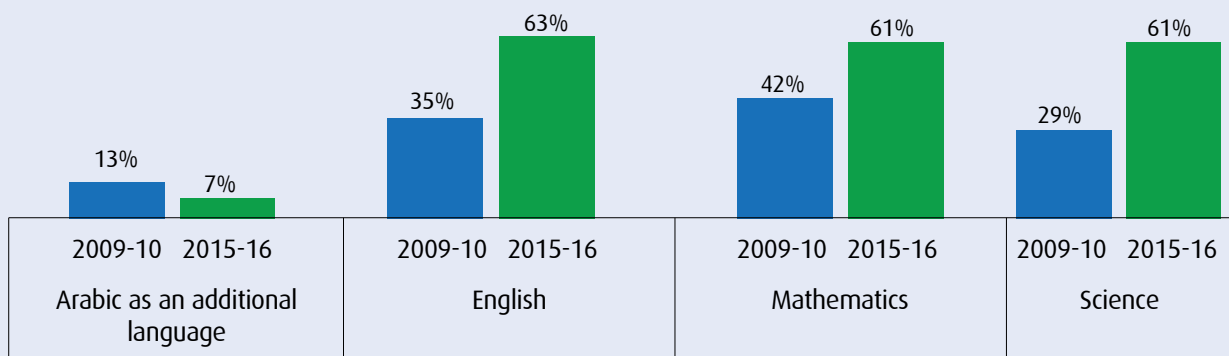


Provision for students' **health and safety** is good or better in 85% of schools; an increase of 31 percentage points since the first cycle of inspections.

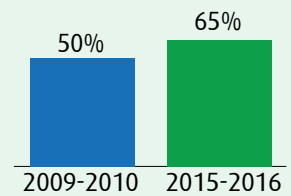




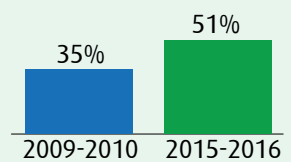
The percentage of good or better inspection judgements for attainment in English, mathematics and science have improved significantly since inspections of Indian curriculum schools started in 2009-2010. In contrast, there has been a marginal decrease in the case of Arabic as a second language, which remains a key concern and priority for KHDA.



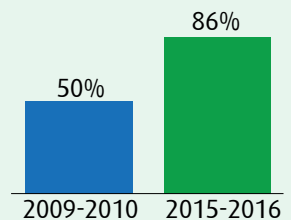
Sixty-five percent of Indian curriculum schools now benefit from good or better **leadership** compared to 50% during the first cycle of inspections.



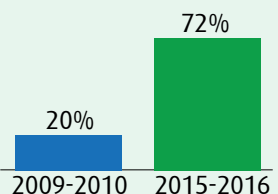
School **self-evaluation** is now good or better in 51% of schools, up from 35% in the first cycle of inspections.



Eighty-six percent of schools now enjoy good or outstanding **links with parents** and their local community, up from 50% in the first cycle of inspections.

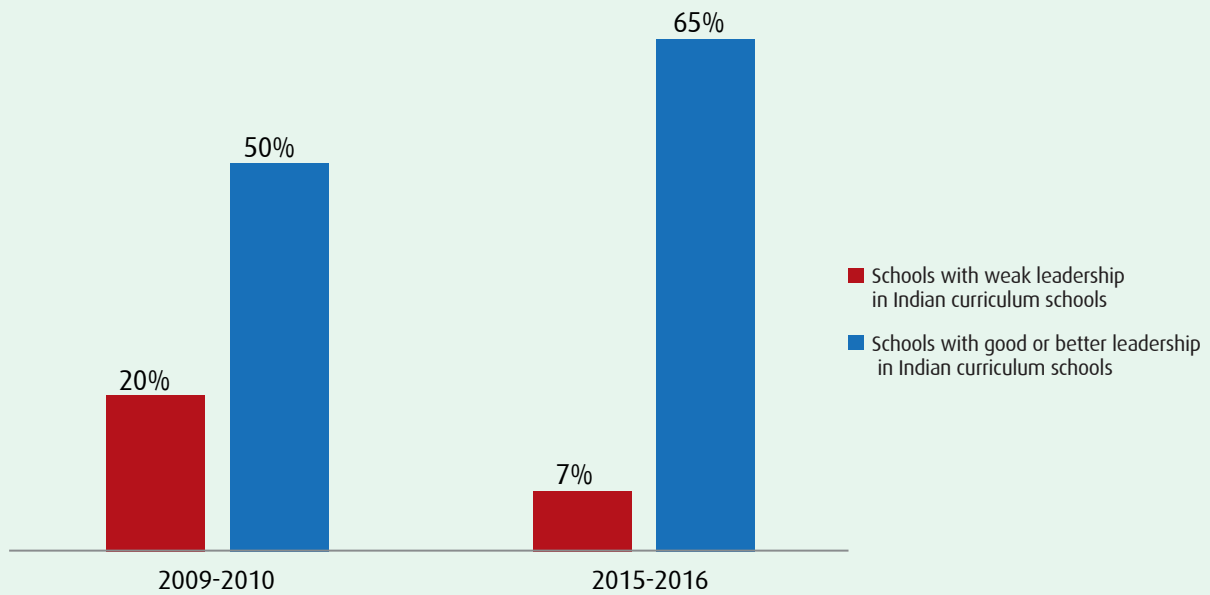


Seventy-two percent of Indian curriculum schools now benefit from good or better **governance**, compared to 20% during the first inspection cycle.



Leadership and school self-evaluation in Indian curriculum schools

One of the key drivers for the significant improvements shown on the previous pages has to be the improvement in leadership and school self-evaluation evident in Indian curriculum schools. Inspection findings indicate that almost all schools that have been judged to provide a good or better quality of education benefit from effective leadership. In these schools, school leaders work together to achieve a shared vision of the best quality of education for their students.

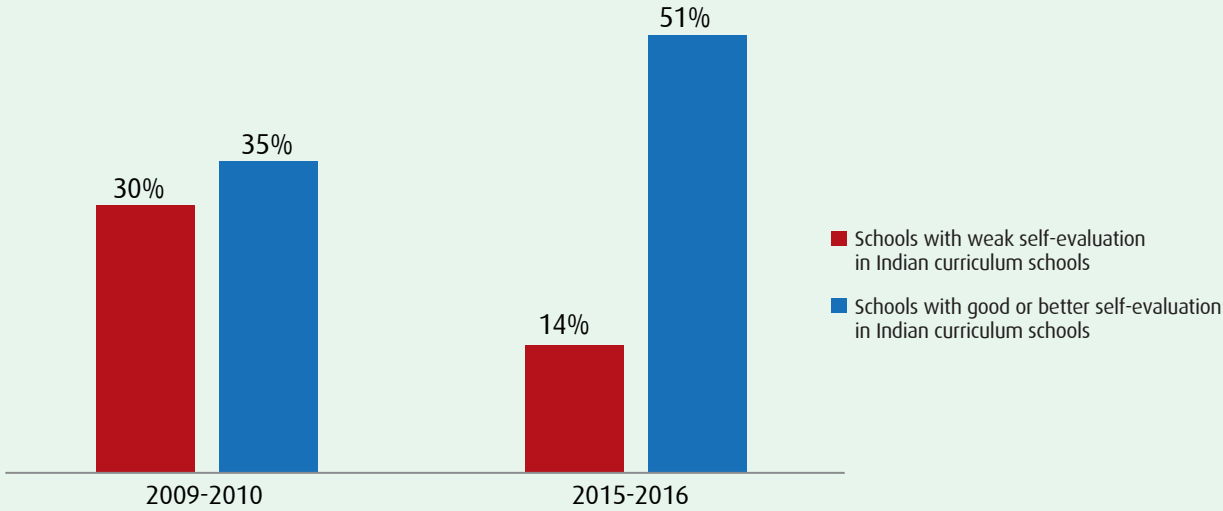


Quality of leadership

DSIB inspection findings clearly indicate that the quality of leadership of Indian curriculum schools has significantly improved since 2009-10. The prevalence of good or better leadership has increased by 15 percentage points while weak leadership has decreased by 13 percentage points.



School leaders who understand clearly and accurately their schools' strengths and weaknesses are in a much better position to effectively plan for improvement. This is why DSIB places firm emphasis on the need for all schools to become more familiar and confident with the processes of school self-evaluation and improvement planning.



Quality of school self-evaluation

After six years, Indian curriculum schools are better placed to use the information from previous inspections and their own evaluations to plan for the future. Good or better self-evaluation has increased by 16 percentage points while weak self-evaluation has decreased by 16 percentage points.

In many of the schools where the quality of leadership and school self-evaluation was judged to be good or better, boards of governors and principals had given a very high priority to the appointment, retention and development of effective leaders at all levels. Furthermore, governors and principals ensured that all educational leaders in the school developed a good understanding of the school's curriculum and of effective teaching and assessment strategies.



Special educational needs and disabilities

In November 2013, H.H. Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum, Crown Prince of Dubai, launched the 'My Community... A City for Everyone' initiative, which set out a clear objective for Dubai to become a disability-friendly city by 2020.

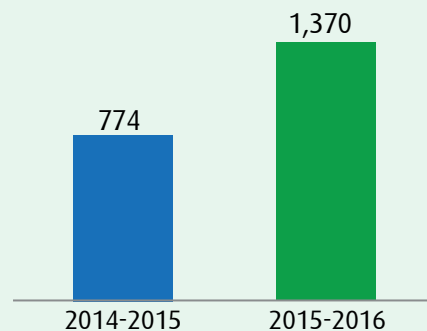
The achievement of this objective is dependent upon the implementation of inclusion development strategies across all authorities in Dubai, including the KHDA. This determination to ensure the complete inclusion for persons with disabilities places a particular emphasis upon improving the quality of provision for, and outcomes of, students with SEND. The *UAE School Inspection Framework 2015-2016* emphasises the importance of the role of governors, school leaders, specialists and teaching staff in ensuring the full inclusion of students with SEND.

Inspection findings indicate that there have been improvements in the provision for students with SEND since the last academic year.



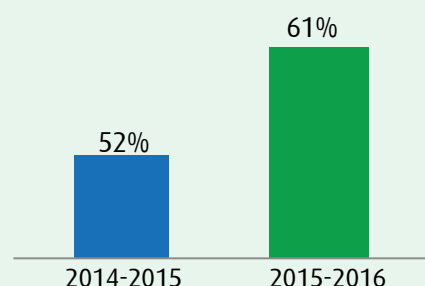
Even with the addition of six schools having their provision for SEND inspected this year, there has been significant improvement. The chart on the right shows that the number of students receiving a good or better provision for SEND increased by 77%.

Number of students receiving a good or better provision for SEND

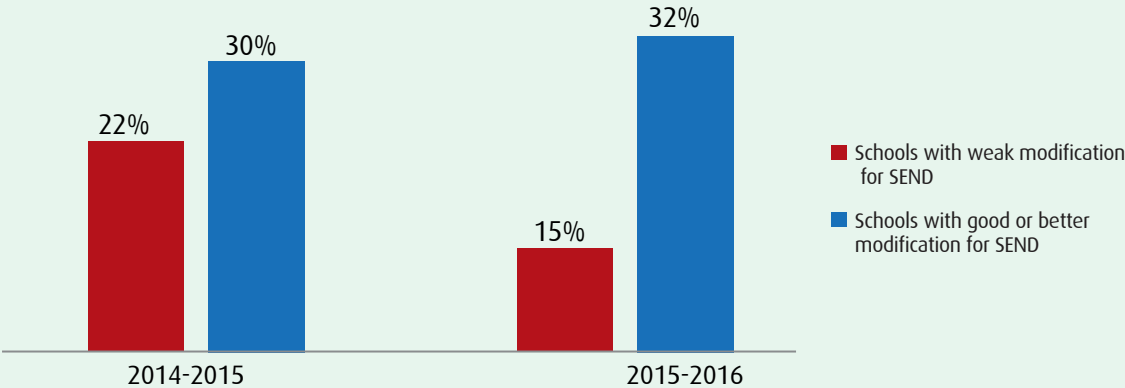


Sixty-one percent of schools now benefit from good or better leadership of provision for SEND, compared to 52% last year. This is an important factor in the improvement of provision and outcomes for students with SEND.

Percentage of schools benefitting from better leadership for SEND

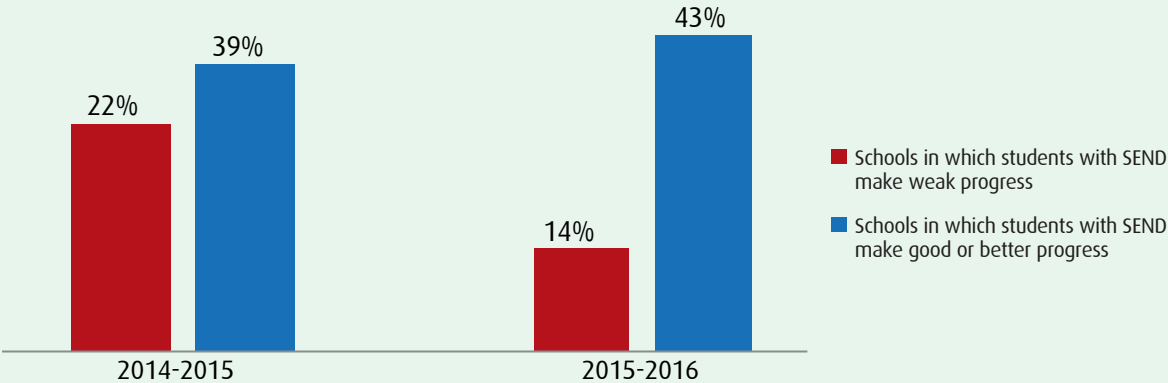


The impact of improved leadership of SEND provision is now beginning to positively impact on the quality of modification and support that students experience in their education. The number of schools that provide good or better support and modification for students with SEND has increased from 30% to 32%, while the number of schools providing a weak quality of modification has decreased from 22% to 15%.



Modification for SEND

Most importantly, students with SEND are making better levels of progress in their learning and development. Whilst there is a marginal improvement of 4 percentage points in schools where students with SEND make good or better progress, the proportion of schools in which students make weak progress has decreased from 22% to 14%.



Progress of students with SEND

School name	Main curriculum	2015-2016 overall rating	2014-2015 overall rating	2013-2014 overall rating	2012-2013 overall rating	2011-2012 overall rating	2010-2011 overall rating	2009-2010 overall rating
GEMS Modern Academy	Indian (CISCE)	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good
The Indian High School	Indian (CBSE)	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good
Delhi Private School	Indian (CBSE)	Very good	Good	Good	Good	Good	Good	Good
GEMS Our Own English High School	Indian (CBSE)	Very good	Good	Good	Good	Good	Good	Good
The Millennium School	Indian (CBSE)	Very good	Good	Good	Good	Good	Good	Good
Rajagiri International School Dubai	Indian (CBSE)	Good	Good	Good	Good	Good	Good	Good
The Indian High School-Branch	Indian (CBSE)	Good	Good	Good	Good	Good	Good	Good
Our Own High School	Indian (CBSE)	Good	Good	Good	Good	Good	Good	Acceptable
JSS International School LLC	Indian (CISCE)	Good	Good	Good	Acceptable	Acceptable	Good	Not inspected
JSS Private School LLC	Indian (CBSE)	Good	Good	Acceptable	Acceptable	Not inspected		
GEMS Our Own Indian School	Indian (CBSE)	Good	Acceptable	Good	Good	Good	Good	Acceptable
The Kindergarten Starters	Indian (CBSE)	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Ambassador School L.L.C	Indian (CISCE)	Good	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	
Ambassador Kindergarten LLC	Indian (ICSE)	Good	Acceptable	Acceptable	Not inspected			
GEMS New Millennium School LLC	Indian (CBSE)	Good	Not inspected					
Springdales School LLC	Indian (CBSE)	Good	Not inspected					

School name	Main curriculum	2015-2016 overall rating	2014-2015 overall rating	2013-2014 overall rating	2012-2013 overall rating	2011-2012 overall rating	2010-2011 overall rating	2009-2010 overall rating
Elite English School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good	Acceptable
Emirates English Speaking School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Gulf Indian High School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
New Indian Model School	Indian (CBSE/KSB)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
The Central School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Buds Public School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Weak	Weak	Weak
Little Flowers English school	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Weak	Weak	Weak
The Indian International School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected		
The Indian Academy	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Not inspected			
Delhi Private School Academy LLC	Indian (CISCE)	Acceptable	Not inspected					
Sabari Indian School LLC	Indian (CBSE)	Acceptable	Not inspected					
Crescent English School	Indian (CBSE)	Weak	Weak	Weak	Weak	Acceptable	Acceptable	Acceptable
Gulf Model School	Indian (CBSE/KSB)	Weak	Weak	Weak	Weak	Acceptable	Acceptable	Acceptable

The performance of Pakistani curriculum schools

Currently there are two schools in Dubai offering the Pakistani curriculum to 2,943 students. The overall picture for Pakistani curriculum schools in Dubai is less positive, and remains a concern for KHDA. One school has been rated by DSIB as acceptable since the 2012-2013 inspection cycle, while the other has been rated as weak since the 2011-2012 cycle. Given that there are only two Pakistani curriculum schools, statistics regarding trends in inspection judgements would not present a valid picture of change over time. Further information about the performance of each of these schools can be obtained from the inspection reports that are available on the KHDA website.

School name	Main curriculum	2015-2016 overall rating	2014-2015 overall rating	2013-2014 overall rating	2012-2013 overall rating	2011-2012 overall rating	2010-2011 overall rating	2009-2010 overall rating
Pakistan Educational Academy	Pakistani	Acceptable	Acceptable	Acceptable	Acceptable	Weak	Weak	Weak
H.H. Shaikh Rashid Al Maktoum Pakistani School	Pakistani	Weak	Weak	Weak	Weak	Weak	Acceptable	Acceptable





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