Performance of Indian Schools in Dubai 2014-2015 Inspection Findings

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The purpose of this report is to provide the reader with an overview of the educational performance and standards found in Indian schools in Dubai during the 2014-2015 school inspection cycle.

This report highlights some important changes with regard to the way in which schools in Dubai are inspected and relates to changes in inspection reporting methods.

The quality of education experienced by students with special educational needs, and the quality of Early Years education is highlighted in this report.

How many students attend Indian schools?

During the 2014-2015 academic year, the 25 Indian schools in Dubai were responsible for educating 75,715 students, from Kindergarten to 18 years of age.

8,898   Teachers

75,715   students

25 Indian Schools in Dubai

Parents

57,182
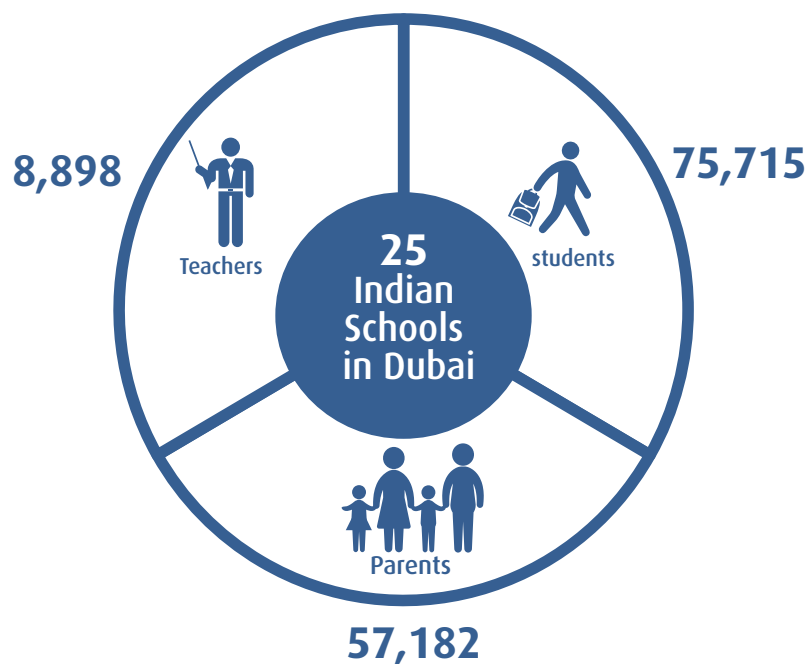
How well are Indian schools performing?

The Dubai Schools Inspection Bureau conducted 23 full inspections of Indian schools between September and October 2014. In addition, DSIB conducted a follow through inspection of 2 unsatisfactory Indian schools.

During the 6th year of inspection of schools, 40% of Indian schools were either 'Good' or 'Outstanding', and 60% of Indian schools remained 'Acceptable' or less.

	Schools	Students
Outstanding	8% 2 Schools	13% 9,635 Students
Good	32% 8 Schools	40% 30,611 Students
Acceptable	52% 13 Schools	41% 30,903 Students
Unsatisfactory	8% 2 Schools	6% 4,566 Students

Improvements and declines in overall performance

1 school improved from **Acceptable** to **Good**

1 school declined from **Good** to **Acceptable**

Although one Indian school improved from 'Acceptable' to 'Good' and another declined from 'Good' to 'Acceptable', the performance of Indian schools is static. The overall judgements are unchanged since 2013, with exactly the same number of schools in each performance category.

What is the performance of Indian schools in relation to the National Agenda targets?

H.H. Sheikh Mohammed Bin Rashid's UAE National Agenda Targets aim for Dubai to be placed among the 20 highest performing countries in PISA, and amongst the 15 highest in TIMSS by 2021. The Indian schools have shown significant improvements in their students' performance since 2007 and are moving closer to achieving the aspirational targets.

However, despite the average score in Grade 8 TIMSS assessments almost reaching the UAE target, the students still have significant gaps to close to achieve the other targets.

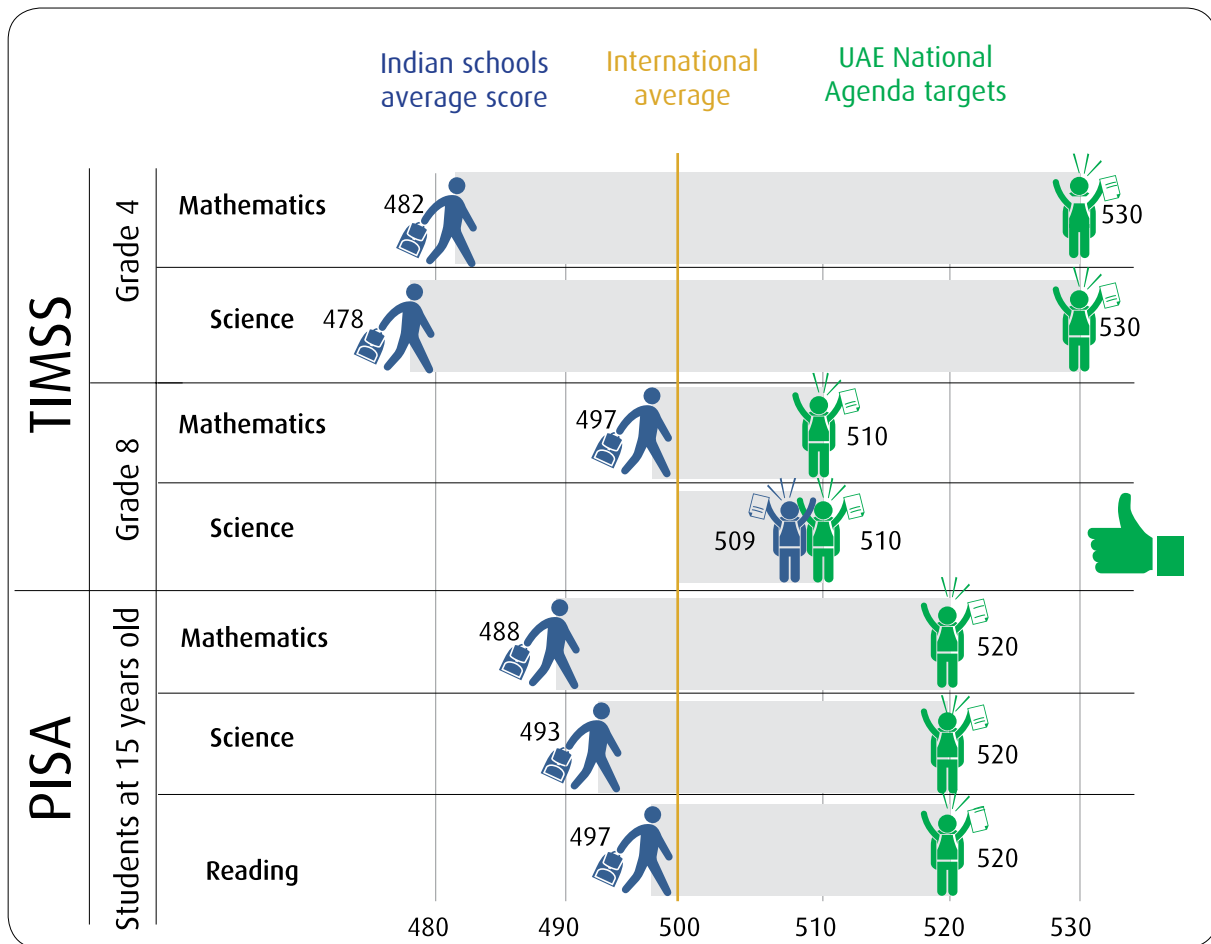|		Indian schools average score	International average	UAE National Agenda targets
TIMSS	**Grade 4**	Mathematics — 482		530
		Science — 478		530
	Grade 8	Mathematics — 497		510
		Science	509	510
PISA	**Students at 15 years old**	Mathematics — 488		520
		Science — 493		520
		Reading — 497		520

480   490   500   510   520   530

The most successful Indian schools are responding positively to the very challenging PISA and TIMSS performance targets set by KHDA in relation to Dubai and OECD averages. School leaders and governors are responding positively to the targets by ensuring that subject leaders have greater accountability for student performance, and developing shared ownership and commitment to meeting the targets.

The weaker schools are failing to provide their students with opportunities that will ensure success in the forthcoming international assessments . Weaknesses found in the quality of teaching in English, mathematics and science, poor curriculum quality, and the limited capacity of leaders to make the necessary improvements are some of the inhibiting features.

What is the quality of education provided for students with special educational needs?

Of the 75,715 students in Indian schools, only 2,700 (3.6%) were identified as having a special educational need. This is a low percentage of students identified with special educational needs as compared to the 7.5% average taken from across 12 other international countries.

3.6%

2,700
Students with special
educational needs
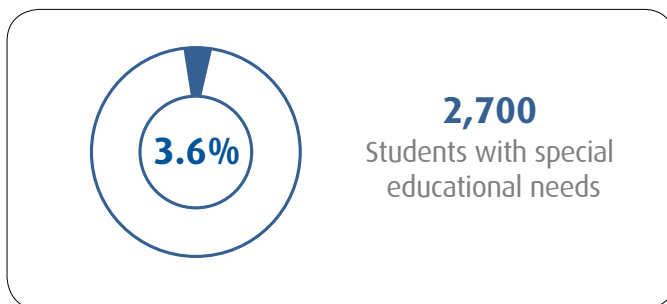
Although no Indian schools were judged as having 'Outstanding' SEN provision, 39% had 'Good' provision but 17% of schools had 'Unsatisfactory' provision.

The most successful schools had highly skilled and professionally qualified specialist staff who held senior leadership positions. They were responsible for training and developing teachers, and ensuring that students received appropriate support.

Effective teachers successfully adapted lesson plans to take account of students' individual learning needs, and good quality support was often provided to help students during lessons.

Quality of provision for students with special educational needs

Outstanding   0 (0%)

Good   9   39%

Acceptable   10   44%

Unsatisfactory   4   17%
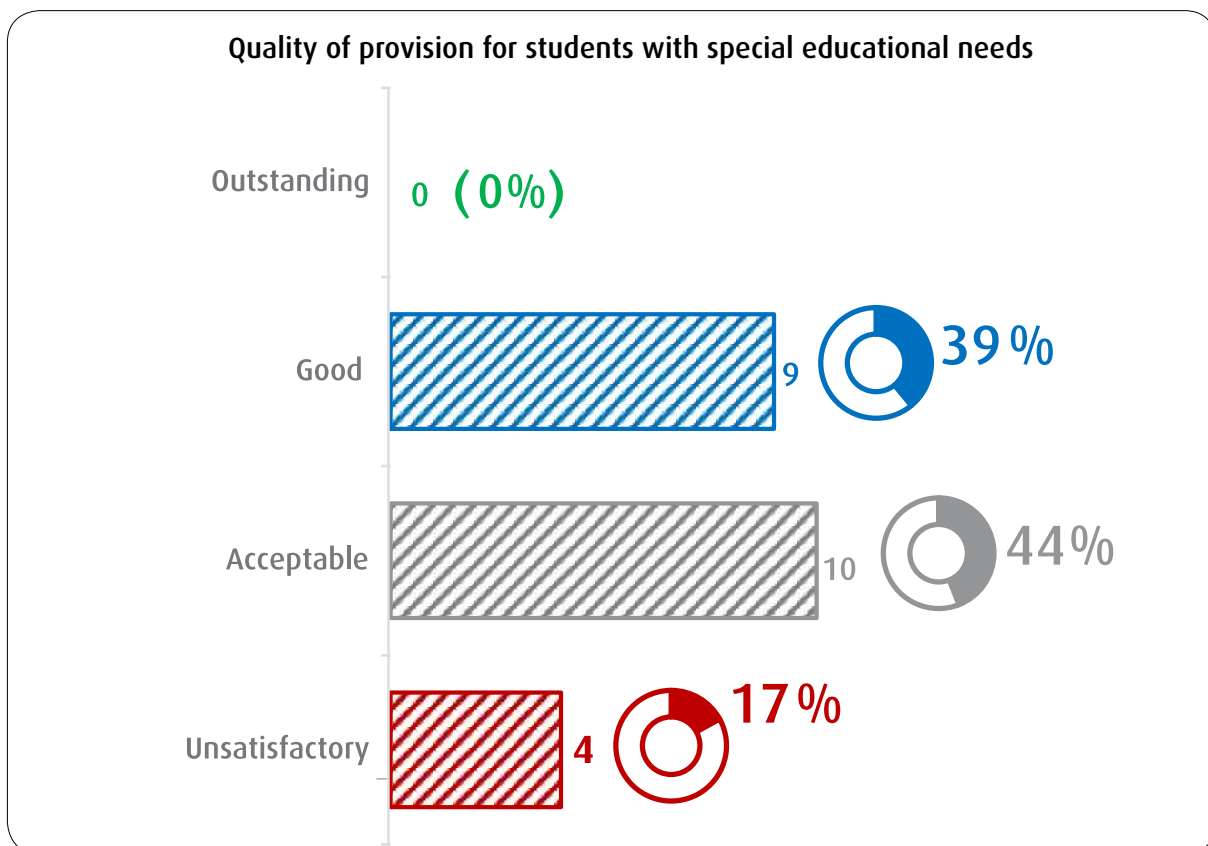
What is the quality of education provided in Early Years?

During the 2014-2015 school inspections, there was an increased focus on the quality of Early Years provision and in the outcomes achieved by children.

There are 15,095 children (19.9%) educated in the Early Years phase of Indian schools in Dubai. This phase is often referred as the Kindergarten or Foundation Stage.

19.9%

15,095
Children
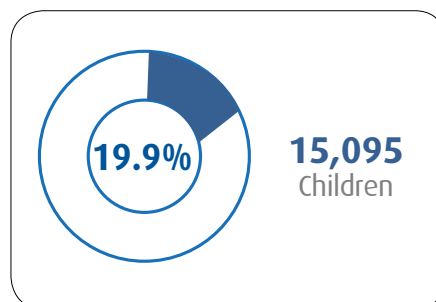
Over the past 3 years of inspections, there has been an improvement in children's attainment in English, mathematics and science in the Early Years phase of the Indian schools in Dubai.

During inspection, the overall quality of the Early Years' provision and improved outcomes for young children were found to be significantly influenced by three factors:

Children's personal responsibility

Quality of teaching

Design and quality of the curriculum.

Early Years Teaching

The most effective teachers adapted their teaching methods to track and assess individual children's development rigorously. They planned a more 'holistic' approach to children's development through an integrated curriculum. As a result of the improvement in the quality of teaching and assessment, children in the Early Years achieved better outcomes than previously. DSIB judged 58% of Early Years teaching in Indian schools in Dubai to be Good or better.

	Unsatisfactory		Acceptable		Good		Outstanding	
	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015
	14%	0%	43%	42%	29%	42%	14%	16%
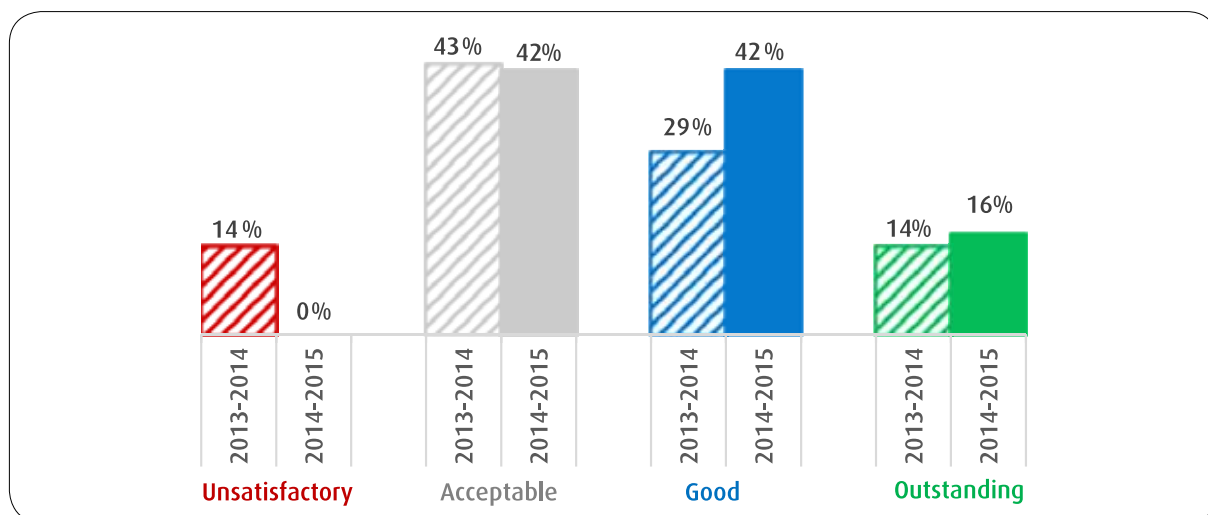
Early Years Curriculum

The most successful Indian Curriculum schools had introduced and used other international Early Years curricula to enrich children's learning experiences.

They had invested significantly in improving the quality of the learning environment and provided resources for children that promoted learning and development through play.

The quality of the Early Years curriculum in Indian schools in Dubai was judged as good or better in 63% of the schools.

	Unsatisfactory		Acceptable		Good		Outstanding	
	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015
	14%	0%	29%	37%	33%	37%	24%	26%
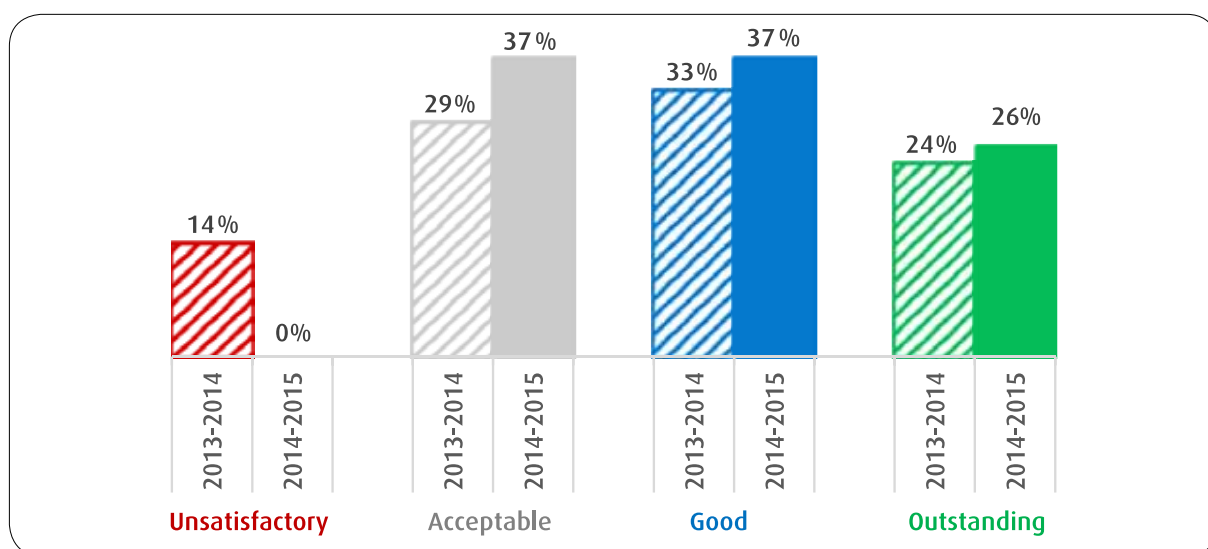
How do we consult with stakeholders?

DSIB takes very seriously the views and opinions of a wide range of stakeholders when inspecting schools. Two important groups are parents and students, and in particular the parents of students with special educational needs.

There has been an increased focus on the quality of educational experiences provided for students with special educational needs. The Dubai Schools Inspection Bureau, in response to the UAE National Agenda, is focused on ensuring that this key priority group receives a good standard of education.

During the school inspection process, inspectors consider the views of key stakeholder groups in order to arrive at a final judgement and use their findings to assist them in evaluating the overall effectiveness of the school. Inspectors analyse all stakeholder responses to KHDA surveys and hold meetings with members of the school community.
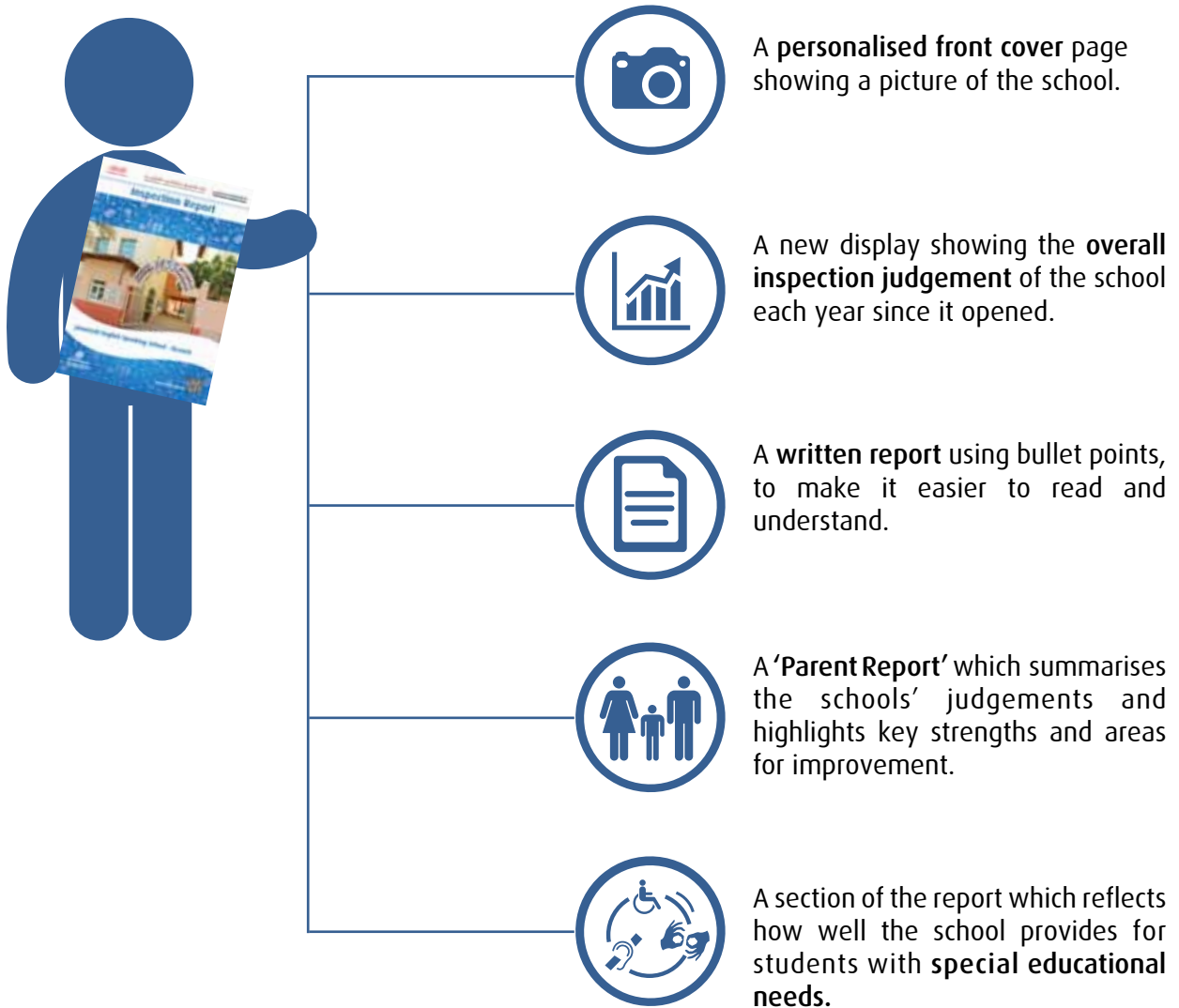
Inspectors meet with groups of students, particularly those with special educational needs, and with parents to seek their opinions and views about the quality of education provided by school and their experiences of the school.

KHDA surveys - Participation in Indian schools (2014-2015)

19,375 Parents

7,302 Students

2,821 Teachers
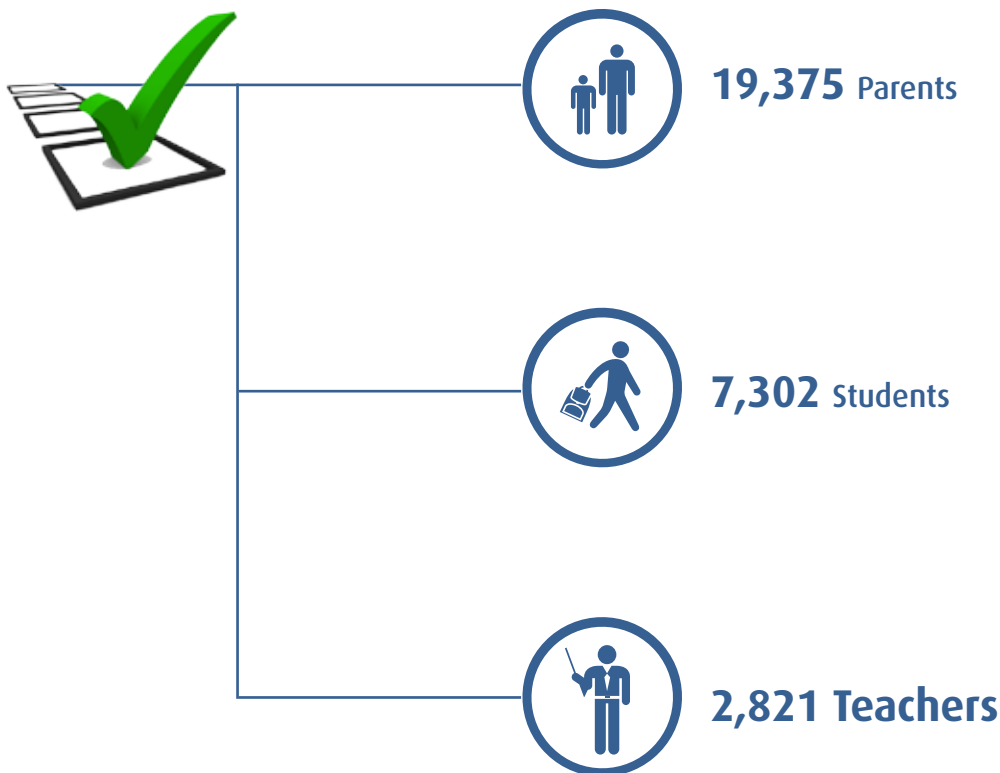
What is new in school inspection reports?

DSIB has improved the format of its school inspection reports which include the following:

A **personalised front cover** page showing a picture of the school.

A new display showing the **overall inspection judgement** of the school each year since it opened.

A **written report** using bullet points, to make it easier to read and understand.

A '**Parent Report**' which summarises the schools' judgements and highlights key strengths and areas for improvement.

A section of the report which reflects how well the school provides for students with **special educational needs.**

Overall performance of Indian schools in Dubai

School Name	Main Curriculum	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	Good	Good
The Indian High School 🏆	Indian(CBSE)	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good
Delhi Private School	Indian(CBSE)	Good	Good	Good	Good	Good	Good
GEMS Our Own English High School	Indian(CBSE)	Good	Good	Good	Good	Good	Good
Rajagiri International School Dubai	Indian(CBSE)	Good	Good	Good	Good	Good	Good
The Indian High School-Branch	Indian(CBSE)	Good	Good	Good	Good	Good	Good
The Millenium School	Indian(CBSE)	Good	Good	Good	Good	Good	Good
Our Own High School	Indian(CBSE)	Good	Good	Good	Good	Good	Acceptable
JSS International School	Indian(CISCE)	Good	Good	Acceptable	Acceptable	Good	Not inspected
JSS Private School	Indian(CBSE)	Good	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
GEMS Our Own Indian School	Indian(CBSE)	Acceptable	Good	Good	Good	Good	Acceptable
Elite English School	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Good	Acceptable
Emirates English Speaking School	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Gulf Indian High School	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
New Indian Model School	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
The Central School	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
The Kindergarten Starters	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Ambassador School L.L.C	Indian(CISCE)	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected
Buds Public School	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory
Little Flowers English school	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory
The Indian International School	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Ambassador Kindergarten	Indian(CISCE)	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected
The Indian Academy	Indian(ICSE)	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected
Crescent English School	Indian(CBSE)	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable	Acceptable
Gulf Model School	Indian(CBSE)	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable	Acceptable