



Inspecting for school improvement:
A collaborative journey
2008-2015 Key Findings





1,017 Inspections



5,612 Inspectors



86,494 Lessons observed



44,791 Hours spent in classes



276,522 Parents surveyed



63,610 Students surveyed

7

**YEARS OF
IMPROVING
OUTCOMES
FOR
STUDENTS
THROUGH
INSPECTIONS**



The future is bright

This report outlines the journey undertaken by the Dubai School Inspection Bureau (DSIB) of the Knowledge and Human Development Authority (KHDA) over the past seven years in its pursuit to raise standards and improve the quality of education in Dubai's private schools. It is a story of close collaboration with schools, in which all stakeholders have shown great commitment to improve the provision of education for all 255,208 students currently in Dubai's private schools.

Seven years since DSIB started annual inspections of schools, we are pausing to look back, reflect on our journey and the improvements made by our schools, and strengthen our commitment to further improving the quality of private education in Dubai.



Students at the centre

DSIB's inspections and the self-evaluation undertaken by each Dubai private school have been centred on seven key questions that form the core of our inspection framework. These key questions have all been underpinned by one main aim: that of improving outcomes for all students. Students are, after all, the heart of the matter in all that we do at DSIB.

7 Inspection Key Questions

1

How good are the students' attainment, progress and learning skills?

7

How well does the school perform overall?

2

How good is the students' personal and social development?

6

How good are the leadership and management of the school?

3

How good are the teaching and assessment?

5

How well does the school protect and support students?

4

How well does the curriculum meet the educational needs of all students?



By reflecting on these key questions, DSIB and schools have endeavoured to determine the extent to which students' outcomes had improved from one year to the other. It has been a demanding process, however as the following pages will illustrate, it is leading to a number of significant improvements in the quality of education and educational standards.

Dubai context

It is important to understand the context of school improvement in Dubai; a dynamic, complex, rapidly-growing and diverse educational environment. Understandably, this level of complexity and change presents a number of challenges for schools which are embarking on a cycle of improvement.



Since the first inspections of 2008-09, the number of private schools has grown from 143 to 169, an increase of 18%.

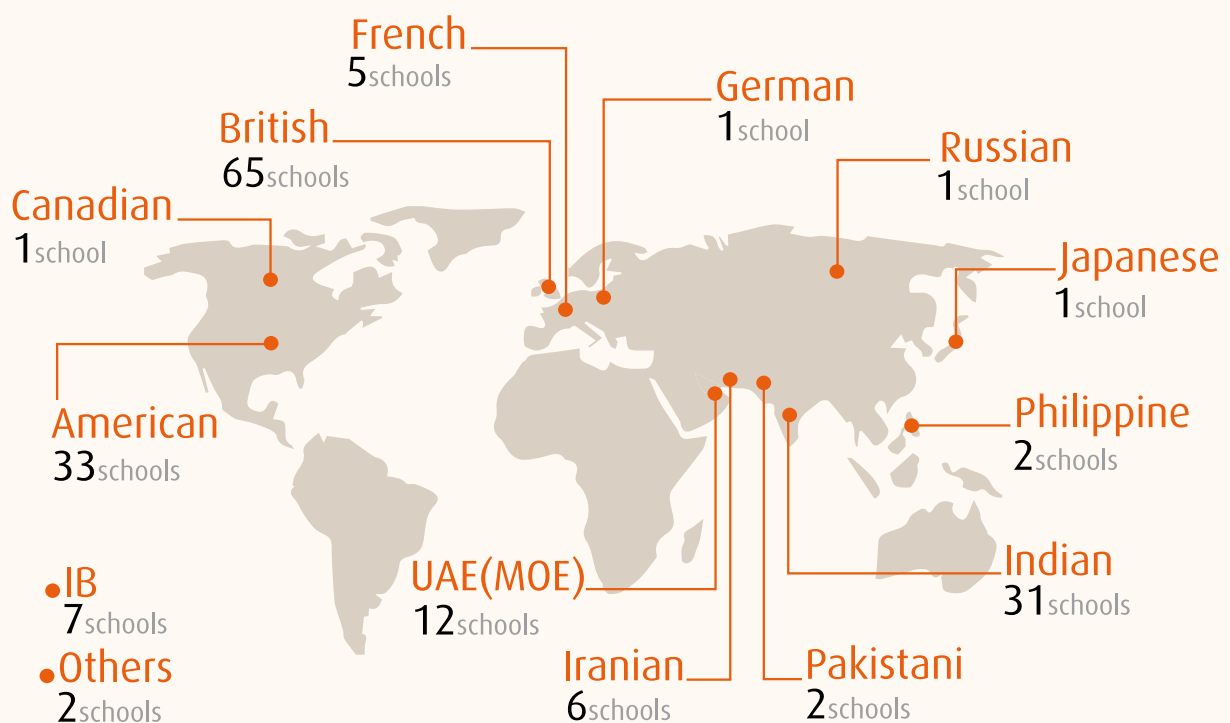


Over the same period of time, the number of students attending Dubai's private schools has increased from 177,587 to 255,208 or by 44%.

During this period, there has been constant renewal of the populations of students, teachers and leaders. This combination of growth and population turnover makes school improvement challenging, but the evidence shows that the entire education community is committed to improved teaching and learning in Dubai.

Dubai private schools in 2014-2015 by curriculum

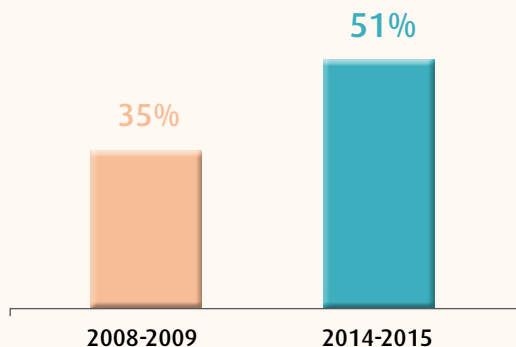
The chart below illustrates the diversity of choice of curricula offered by Dubai's private schools







Improvements over the years



The number of schools judged as good or outstanding overall in 2014-2015 was 73, or **51%** of the 143 private schools inspected during that year. This is a significant improvement from 2008-09, when only 38 schools, or **35%** of the 109 private schools inspected that year, were judged as 'good' or 'outstanding' overall.

The graph on the right indicates the significant positive shift of schools judged good or outstanding between 2008-2009 and 2014-2015.



The table below shows the **number** of schools inspected in 2014-2015 and in 2008-2009. The schools are distributed according to the overall inspection ratings.

	 Outstanding	 Good	 Acceptable	 Unsatisfactory
2014 - 2015	14	59	61	9
2008 - 2009	4	34	54	17

52  

of the schools that were inspected this year have improved their overall rating since their first year of inspection. This represents 36% of all schools inspected.

15  

of the schools that were inspected this year have declined in their overall rating since their first year of inspection. This represents 10% of all schools inspected.

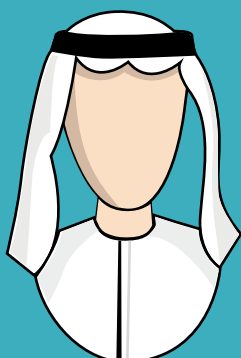
Performance of schools inspected in 2014-2015, according to the curriculum

Inspection findings show that schools following certain curricula seem to be doing better than those following others. The table below gives an overall picture of the performance of schools inspected in 2014-2015, grouped according to the curriculum followed.

Curriculum	Total schools inspected	Schools by overall performance in 2014-2015			
		Unsatisfactory	Acceptable	Good	Outstanding
UK	52	2	13	27	10
US	31		21	9	1
Indian	25	2	13	8	2
MOE	12	4	5	3	
Iranian	6		5	1	
IB	6			6	
French	4			3	1
Pakistani	2	1			
Philippine	2		2		
German	1			1	
Russian	1		1		
Japanese	1			1	

Emirati Students

The attainment and progress of Emirati students in Dubai’s private schools is a key priority for KHDA. It is important that Emirati students attain and progress to their potential, and that they learn in a school environment that values and celebrates Emirati culture and traditions.



11,017

Emirati students attended schools judged as good or outstanding overall in 2014 - 2015.



This represents 38% of Emirati students, a significant increase of 12 percentage points since inspections began.

Improved outcomes for students

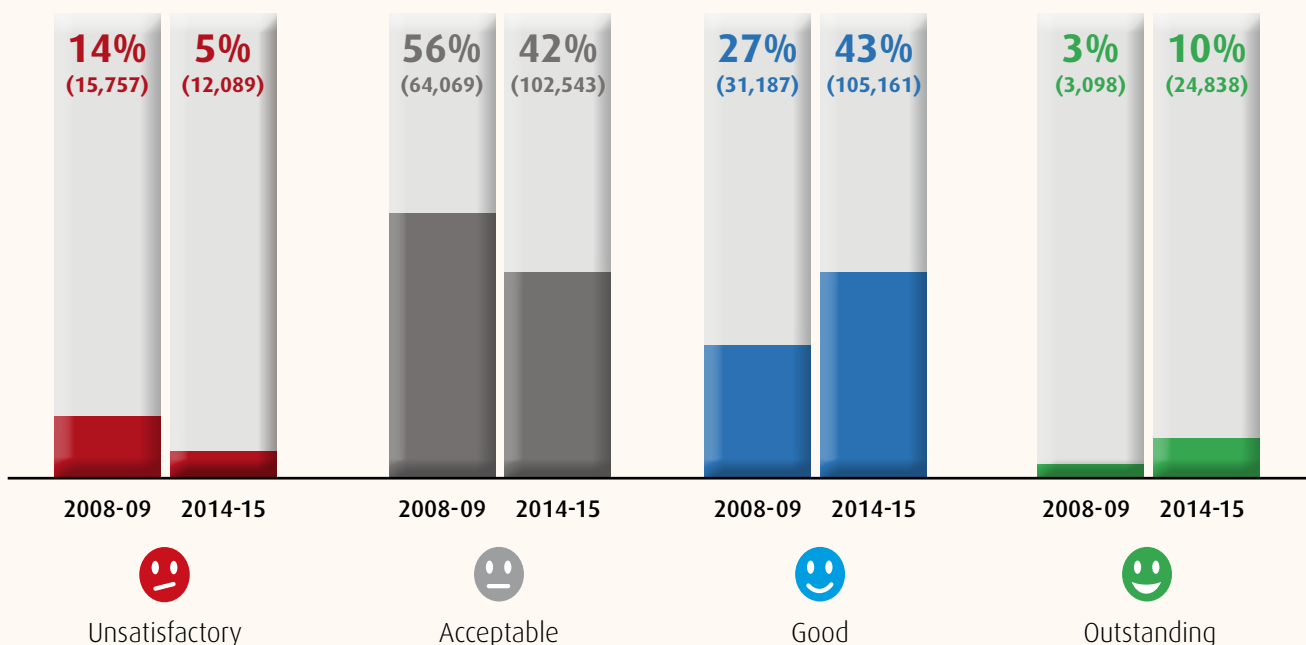


The percentage of students attending schools that were judged good or outstanding overall has increased from about 30% of the total number of students in the schools inspected in 2008-2009 to almost 53% in 2014-2015.

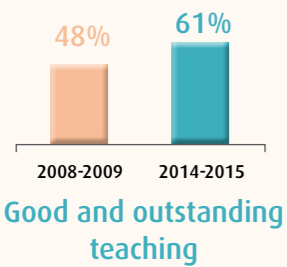
The number of students attending schools that were judged unsatisfactory has decreased from about 14% of the total number of students in the schools inspected in 2008-2009 to almost 5% in 2014-2015.

Over the past seven years, nine schools closed that were rated as unsatisfactory in their final school inspection.

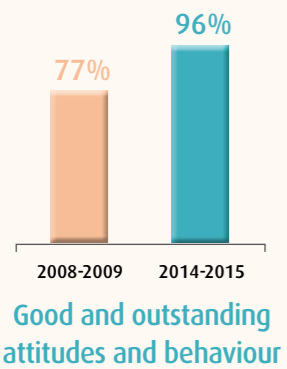
The graph below indicates the increased proportion of students receiving better quality education from 2008-2009 to 2014-2015.



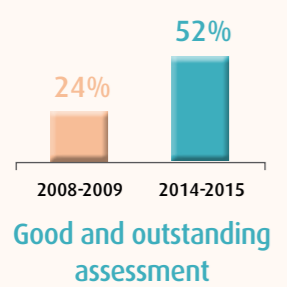
Summary of significant changes since 2008-2009



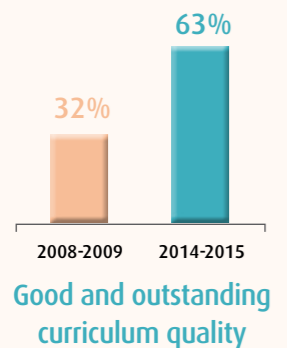
The proportion of good or outstanding **teaching** has increased significantly, but more than a third of lessons remain acceptable and a very few are still unsatisfactory.



96% of students showed good or outstanding **attitudes and behaviour** in 2014-2015.



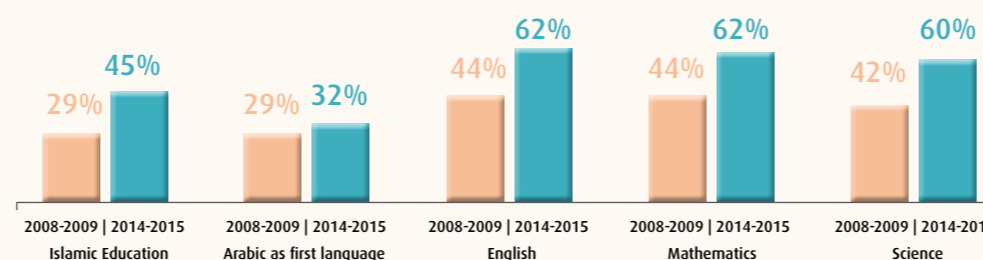
Good or outstanding **assessment** of learning is now a feature of 52% of schools, as compared with only 24% in the first cycle of inspections.



Good or outstanding quality **curricula** are now offered in 63% of schools, almost double the 32% in the first cycle of inspections.

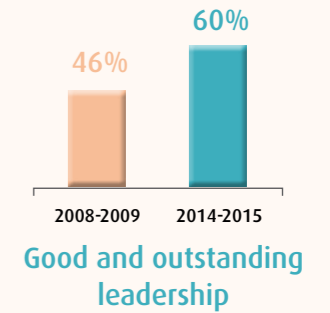


Good or outstanding judgements for **attainment** in English, mathematics, and science have improved significantly since inspections started in 2008-2009. In contrast, there has been no significant improvement in the case of Arabic as a first language, which remains a key concern and priority for KHDA.

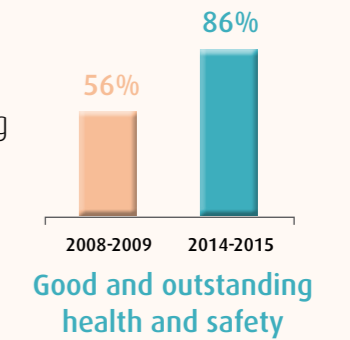


Good and outstanding attainment in key subjects

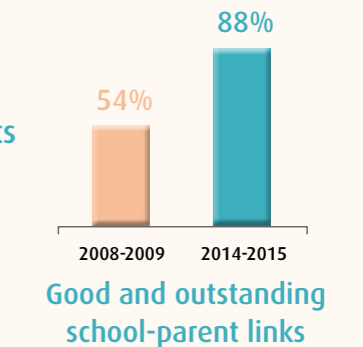
60% of schools now benefit from good or outstanding **leadership** in their schools, compared to 46% in 2008-2009.



Provision for **students' health and safety** is good or outstanding in 86% of schools; an increase of 30 percentage points since the first cycle of inspections.



88% per cent of schools now enjoy good or outstanding **links with parents** and their local community, up from 54% in the first cycle of inspections.



More than half of the schools inspected in 2014-2015 now enjoy good or outstanding **governance**, an increase of 18 percentage points since the first cycle of inspections.



Leadership of Dubai's private schools

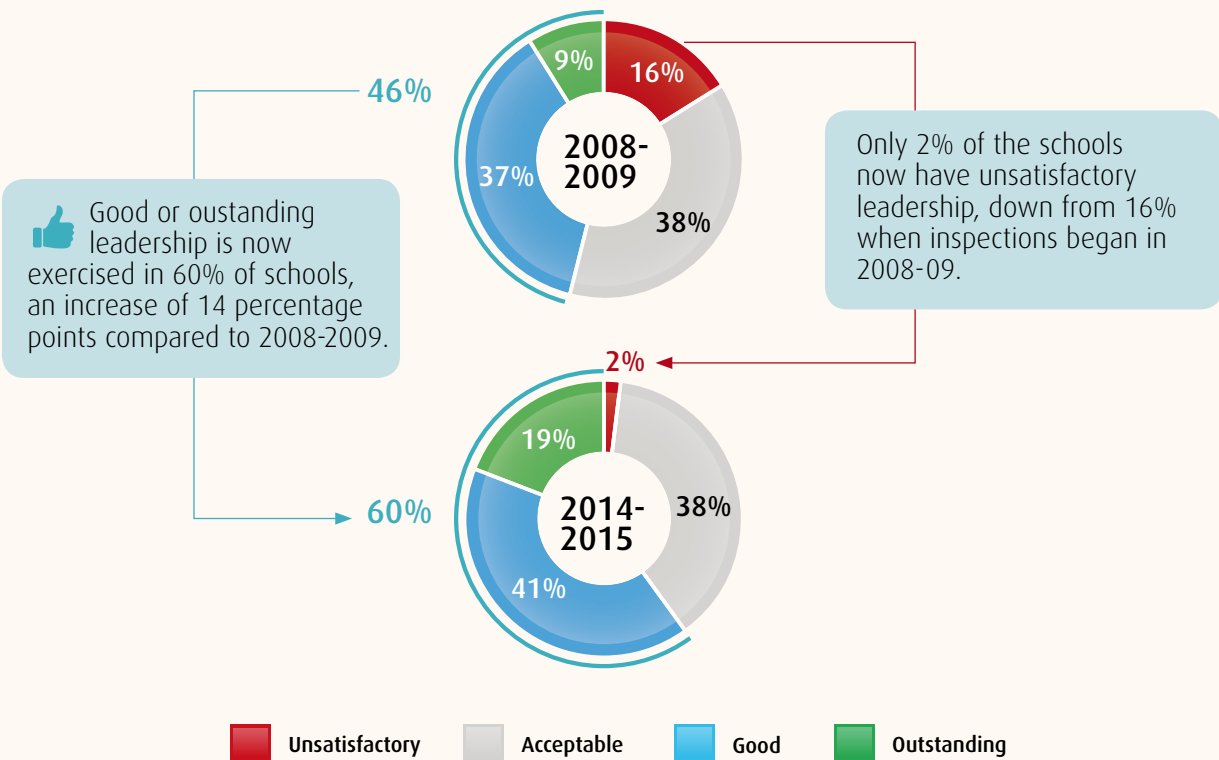


Good leadership is undeniably a critical aspect of school effectiveness and improvement. Seven years of inspection have shown that almost all good and outstanding schools benefit from effective leadership. In good and outstanding schools, leadership is effectively distributed across different levels and subject areas. In these schools, school leaders work together to achieve a shared vision of the best quality of education for their students.

DSIB inspection findings clearly indicate that the quality of leadership in Dubai's private schools has significantly improved since 2008-09. This is a remarkable achievement for our schools, especially since there has been a significant increase in the number of new schools.

DSIB inspection findings clearly indicate that leadership in schools that are good or outstanding overall, tends to also be judged as good or outstanding. This supports the view that good leadership is necessary to drive improvement in schools.

Improvements in the quality of leadership between 2008 and 2015



"القائد" أساس ومحرك التغيير نحو الأفضل.. "القائد الناجح" هو الذي يبدأ التغيير ولا يتجنبه..

صاحب السمو الشيخ محمد بن راشد آل مكتوم ، نائب رئيس الدولة رئيس مجلس الوزراء في دولة الإمارات العربية المتحدة ، حاكم دبي .

“A successful leader initiates change and doesn't avoid it.”

HH Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE, Ruler of Dubai.

Towards better practice...

DSIB inspection findings indicate that where school leadership has been judged as good or outstanding:

- Boards of Governors and Principals make consistent efforts to improve the leadership of their schools at both senior and middle levels. They ensure that school leaders are well versed with the philosophy and standards of the school's chosen curriculum. They also ensure that leaders are sufficient in numbers and that they have enough time in their daily schedules to lead others effectively.
- School leaders benefit from focused and high-quality professional development opportunities in different aspects of educational leadership and other relevant educational matters.
- School leaders make daily efforts to understand the true quality of teaching and learning that takes place in their schools.
- School leaders take collaborative approaches to improvement planning and the achievement of the main goals of their plans, using rigorous methods that include accountability measures.
- Schools identify and develop leaders for the future as part of their long-term capacity building and succession planning.

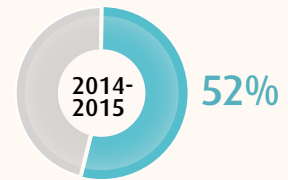
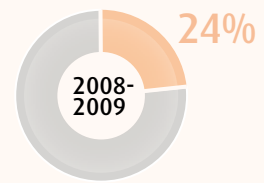


The quality of assessment

Improvement in Assessment



The quality of assessment was judged to be good or outstanding in 52% of the schools inspected this academic year, compared to 24% of schools in the first cycle of inspections. Notwithstanding this significant improvement in practice, there is still much to be done in many schools.



Good and outstanding assessment

Assessment for Learning

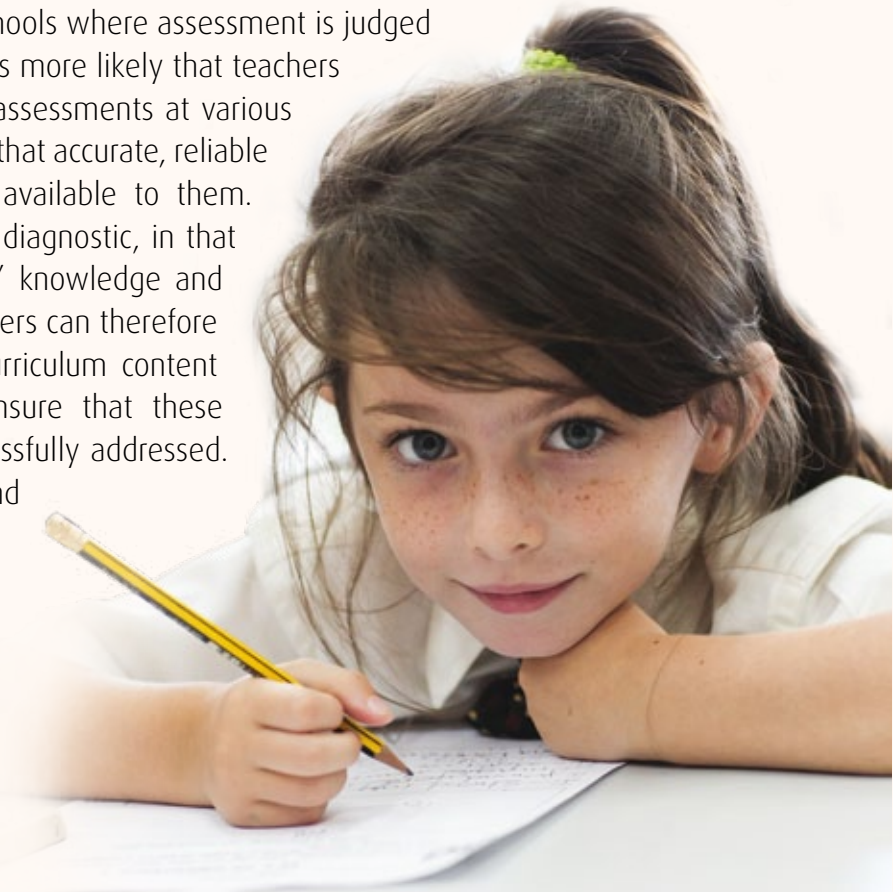


All of Dubai's private schools conduct assessments **of** learning, but only a minority of schools conduct assessment **for** learning. In other words, too many schools only test what students have learned to establish how well they have done. In schools where assessment is judged as good or better, it is more likely that students' learning is assessed on an ongoing basis so that teachers can make adjustments to the curriculum and their teaching strategies to meet the needs of all students.

External and International Assessments



Almost all private schools use external or international assessments at the end of the primary or elementary years and at the end of the secondary or middle school years. In schools where assessment is judged as good or outstanding, it is more likely that teachers make use of external or international assessments at various stages across the age-groups to ensure that accurate, reliable and valid assessment information is available to them. This assessment information is usually diagnostic, in that it points out specific gaps in students' knowledge and skills in the area being assessed. Teachers can therefore use this information to amend the curriculum content and their teaching approaches to ensure that these gaps in knowledge and skills are successfully addressed. Furthermore, students, parents and teachers can be confident in the quality of learning because they know that it measures well against external and international standards.



Focus: Assessment in US Curriculum Schools

There are currently thirty-one DSIB-inspected private schools offering a US curriculum in Dubai. Only 32% of these schools were judged as providing a good or better quality of education overall in 2014-2015. This was mirrored by the judgements on the quality of the schools' assessment, where only 31% of US curriculum schools were judged as having good or better assessment. Where US curriculum schools are judged to have good or outstanding assessment, there are likely to be stronger links between the curriculum standards and assessment. There are also regular external assessments of learning, such as the:

- International Benchmark Test (IBT)
- Scholastic Achievement Test (SAT)
- Measures of Academic Progress (MAP)
- Iowa Test of Basic Skills (ITBS)
- Test Of English as a Foreign Language (TOEFL)
- Advanced Placement Examinations (AP)

In reality, many US curriculum schools are not making sufficient use of external assessments to enable them to benchmark, or moderate their internal assessments to make them more accurate. Furthermore, too many teachers lack the knowledge and skills necessary to deliver a standards-based curriculum and assess their students' learning using these standards. The consequence of these two factors is that many teachers, students and parents do not have sufficiently-accurate knowledge of students' academic progress.

One other concern regarding assessment in US curriculum schools is the lack of recognition of high school diplomas. Only about one third of Dubai's US curriculum schools currently provide their graduating students with diplomas that are recognised in the United States. This fact, combined with the lack of external assessments of learning described above, means that too many students are leaving private schools unprepared for further learning or the world of work.

Towards better practice...

Based on the above, it is clear that a number of US schools need to:

- Test students' knowledge and skills using external assessments to evaluate their attainment and progress at the end of each phase of schooling.
- Provide teachers with professional development opportunities that will enable them to skilfully deliver a standards-based US curriculum and assess their students' learning using those standards.
- Acquire accredited status as soon as possible, so that all graduating students will have a diploma recognised in the United States and internationally.



Arabic as a first language

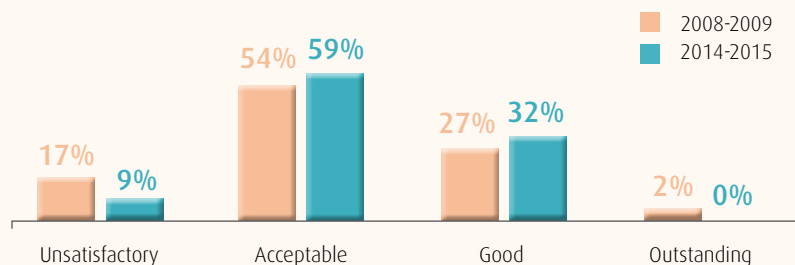
Research has shown the benefits of bilingualism on students' intellectual, social and educational development. It points out that students who learn English and continue to develop their native language tend to have higher academic achievement in later years than do students who learn English at the expense of their first language. It is therefore crucial that Emirati and Arab students receive good quality provision of Arabic as a first language, not only to preserve their identity, self-esteem, heritage and culture but also to allow them to develop intellectually and academically.

All Dubai private schools with Emirati and Arab students now offer Arabic as a first language to their students. There has been a significant improvement in schools' compliance with the Ministry of Education requirements regarding the amount of time and resources that should be allocated to Arabic as a first language. The quality of provision, however, remains a great concern.

Attainment



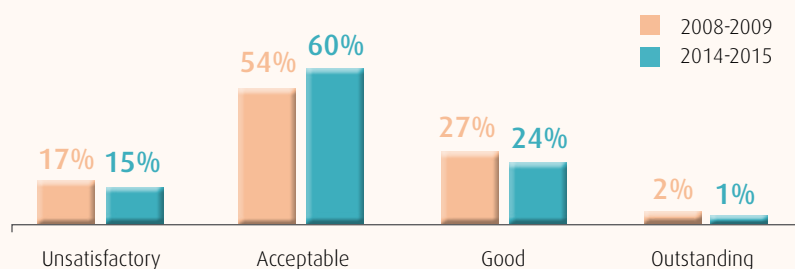
Apart from a drop in unsatisfactory judgements, there has not been any significant improvement in students' attainment in Arabic as a first language since the first cycle of inspections. Students' listening and responding skills remain stronger than their ability to handle unfamiliar reading texts and to write at length. The latter two skills remain key areas for improvement in most schools.



Progress



The progress that students make in learning Arabic as a first language remains alarmingly low. This is mainly due to issues around the quality of teaching, assessment, and curriculum design and modification.



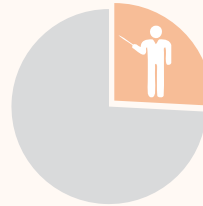
Teaching



The quality of teaching in Arabic as a first language in the majority of schools is only acceptable. The weakest teaching is in the higher grades. The quality of lesson planning is a major area for development.

Most teachers use only a narrow range of teaching strategies and activities; these often fail to engage students or address their linguistic development needs.

Only about a quarter of the teachers have a recognised qualification in teaching. Furthermore, 26% of the teachers of Arabic as a first language do not have a university degree in the subject content (Arabic language and /or literature). 8% of teachers have qualifications lower than university level.



26%

teachers of Arabic as a first language do not have a university degree in the subject content

Assessment



Over 90% of private schools rely on internal assessments to evaluate the attainment of students in Arabic as a first language. In most of these schools, assessment data does not accurately reflect students' attainment according to the Ministry of Education curriculum expectations. Consequently, most teachers, students and parents do not get an accurate-enough indication of students' proficiency in Arabic as a first language.

Curriculum



The curriculum for learning Arabic as a first language remains of acceptable quality in most private schools in Dubai. In most schools, the curriculum is still restricted to the content of textbooks, with insufficient focus on developing independent, deeper reading comprehension and extended writing skills. The curriculum delivered in lessons is generally fixed for most students, regardless of their starting points and their varying linguistic development needs. Most teachers struggle to modify the curriculum effectively to address the gaps in students' learning.

Towards better practice...

The following recommendations are intended to improve practice in the quality of provision of Arabic as a first language.

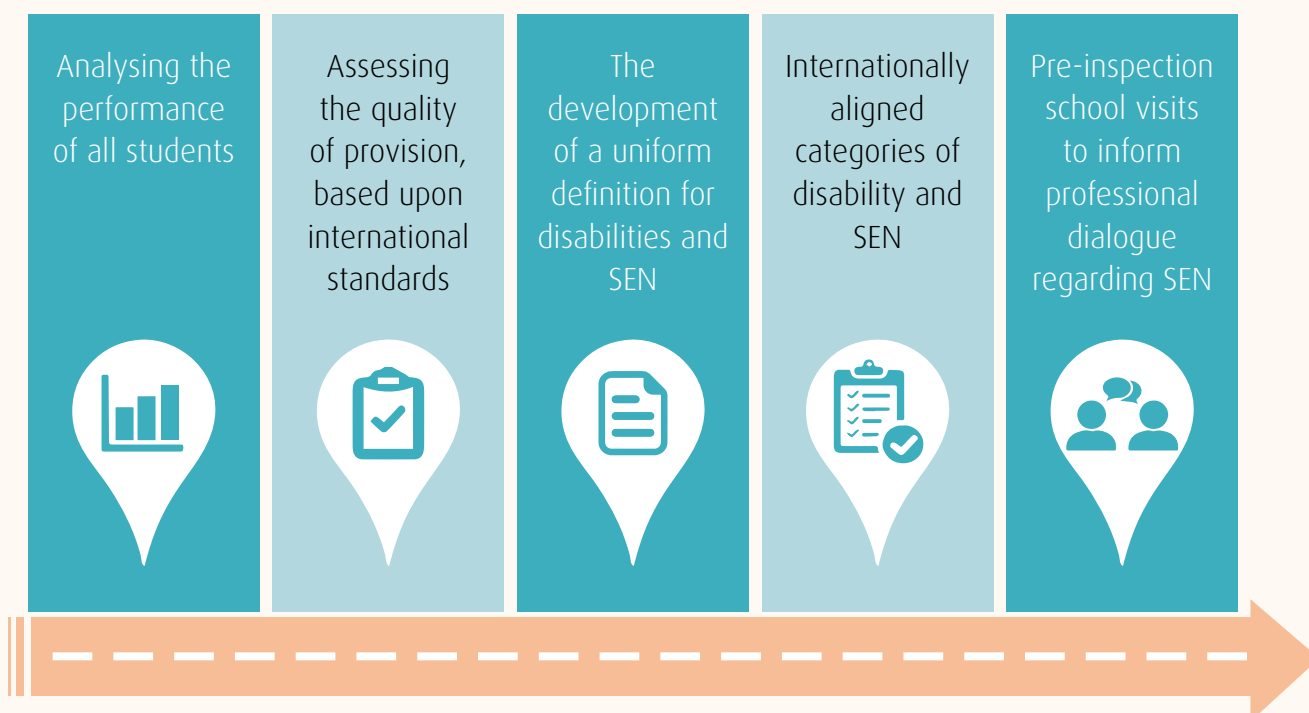
- Schools with young Emirati and Arab children should offer good quality, play-based provision of Arabic at the early years stage.
- Schools need to attract and retain teachers who have had appropriate teacher training and qualifications in the Arabic language.
- Better-focused professional development should be made available for most teachers already in schools to improve their teaching skills.
- Schools need to ensure that their internal assessments of students' attainment are accurately aligned to the Ministry of Education's standards and expectations
- Schools should develop the curriculum so it helps improve students' skills in reading comprehension and extended writing.
- Subject leaders should modify the curriculum to enable all groups of students, including those with special educational needs, to make good progress from their starting points in learning Arabic.



Special educational needs (SEN)

Dubai is committed to become an inclusive, barrier-free society that promotes, protects, and ensures the success of people with disabilities and special educational needs (SEN). Establishing good-quality school provision for students and children with SEN is a key step on this journey. The past three years have seen an increasing focus on the inspection methodology and reporting processes regarding the quality of school provision for SEN.

Key milestones achieved during the past three years of inspections



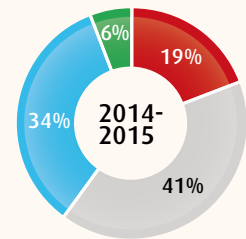
Our inspection of provision for SEN is led by specially-trained and appropriately-experienced inspectors. The inspection process now includes focused interviews with groups of parents, alongside deep analysis of a wide range of progress indicators for both groups and individual students.

For the first time, this year's inspection reports included a judgment about the overall effectiveness of provision for SEN. This segment is supported by five evaluative statements about the strengths and weaknesses of the key aspects of provision for SEN. A summary evaluation is also provided in the new parent's section of the inspection report.

Quality of SEN



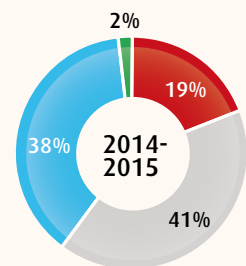
Currently, only a minority of students have access to a quality of provision which is good or outstanding. Senior leaders and governors in Dubai's schools need to take swift and focused action to enable others to improve the overall effectiveness of provision for students with SEN, so that all have access to good or better provision.



Progress in learning



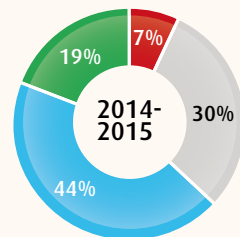
As the majority of schools' provision is less than good, it has negative effects upon the progress made by students with SEN. As a result, 40% of students are making good or outstanding progress in learning. Almost one in five are making unsatisfactory progress. This needs to change.



Parent Partnerships



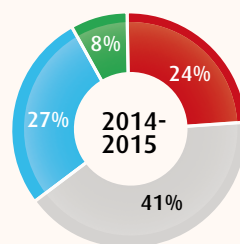
Parents of children with SEN are key partners. Most schools, even those with less well-developed provision, work well with the parents of students with SEN. In 63% of schools there are good or outstanding parent partnerships, and in only 7% are these unsatisfactory.



Curriculum modification and support



The weakest aspect of provision for students with SEN was the quality of curriculum modification and support. Only 35% of schools did this well, whilst 24% provided unsatisfactory levels of modification and support, meaning that students were not able to understand what they were being taught in their lessons. Providing consistent, appropriate modification and support for students with SEN is a major challenge for schools in Dubai. Improving these two aspects are vital steps that need to be taken now.



Towards better practice...

In order for all of our schools to be able to provide good or outstanding provision for SEN, governors and senior leaders need to:

- ensure that the school embraces an inclusive ethos, and demonstrates a commitment to SEN policies and procedures. These need to be consistently implemented in all phases and classes across their schools.
- provide appropriate investments in resources, including the recruitment, development and deployment of high-quality members of staff.

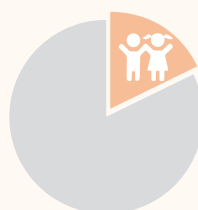
Furthermore, senior leaders need to ensure that:

- curriculum planning and teaching approaches are appropriate and well-matched to the personal, social, emotional and learning needs of their SEN students.
- they have effective systems for tracking, monitoring and evaluating the impact of provision on the outcomes for students with SEN.
- the school, and teachers, track and evaluate students' progress towards achieving their targets to ensure that resources, planning and support are well targeted.



Early years provision

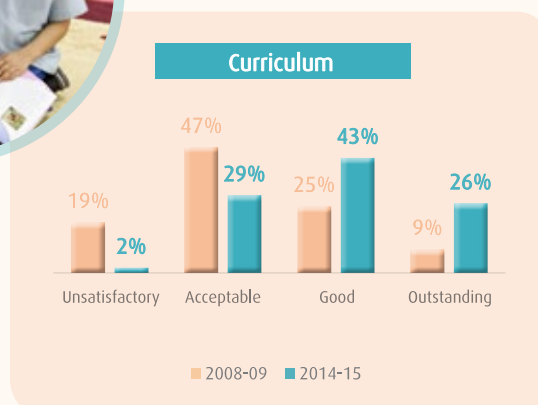
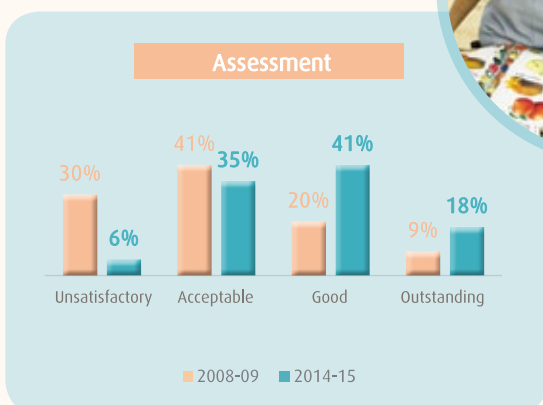
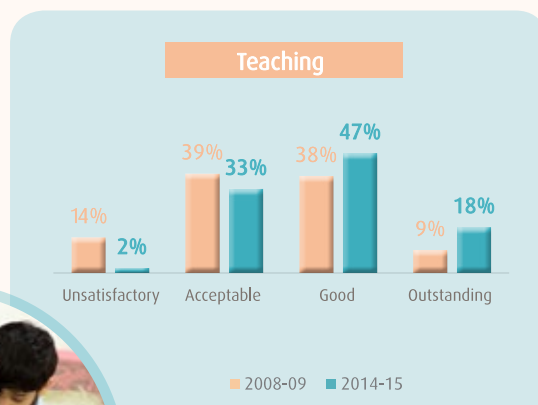
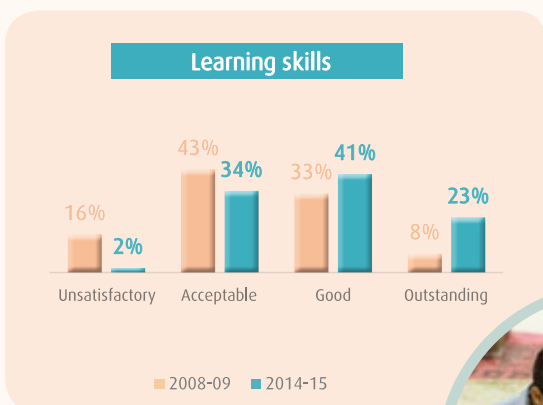
Nearly one fifth of the student population in Dubai’s private schools is currently enrolled in the early years. It is a well-researched fact that children’s well-being and development at present will affect the kind of individuals they will become in the future.



18% of students in Dubai’s private schools are currently enrolled in the early years

Every year, DSIB specialised inspectors report on the quality of provision in Dubai’s early years programmes. Inspection findings indicate that there have been significant improvements in children’s progress in mathematics, English and science. There were also improvements in the quality of curriculum design and modification, teaching, learning skills and assessment. These improvements were more evident over last two years of inspection.

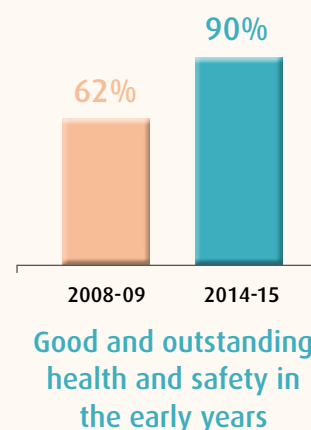
The graphs below illustrate the significant improvements made in Dubai private schools’ early years programmes since 2008, in the quality of learning skills, teaching, assessment and curriculum.



Health and safety in the early years



The most significant improvement in the early years since 2008 has been in the quality of health and safety provision. In 2014-2015, 90% of schools had good or better provision for health and safety in the early years, compared to 62% in 2008. These results indicate that school leaders and staff are increasingly realising the importance of providing a safe and secure environment for young children in order to maximise their learning through play.



Arabic language provision in the early years



KHDA realises the importance of language acquisition in building the identity of children, and its role in their ability to communicate, learn, make sense of the world and build relationships. KHDA encourages schools to include the provision of Arabic in the early years since this is likely to improve learning outcomes in Islamic Education and Arabic language in later stages of schooling. Currently, around 80% of private schools in Dubai offer Arabic in the early years.

Towards better practice...

The schools that have seen the most significant improvement have:

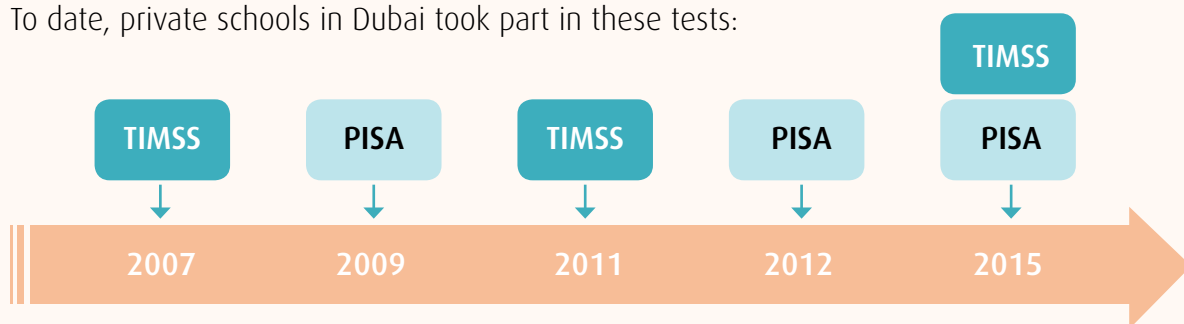
- recruited appropriately-qualified and experienced early years leaders and managers;
- adopted a high-quality, internationally-recognised curriculum which ensures continuity and progression into the primary curriculum, and meets the needs of all groups of children, including Emirati and Arab children, and children with special educational needs;
- provided a range of professional development opportunities for teachers to improve the quality and consistency of teaching, that is child-centred and play-based; and
- ensured that assessment is skill-based, developmentally-appropriate and aligned with international expectations, to provide children with age-appropriate challenges and experiences that utilise their full potential.



The UAE National Agenda and International Assessments

One of the priorities underpinning the UAE Vision 2021 National Agenda is the development of a “First-Rate Education System”. As part of this key priority, the National Agenda has set as target for students in the UAE to rank among the best in the world in international reading, mathematics and science exams. By 2021, it is expected that the UAE will feature in the top twenty countries in the “Programme for International Student Assessment” (PISA) test and in the top fifteen countries in the “Trends in Mathematics and Science Studies” (TIMSS) test.

To date, private schools in Dubai took part in these tests:



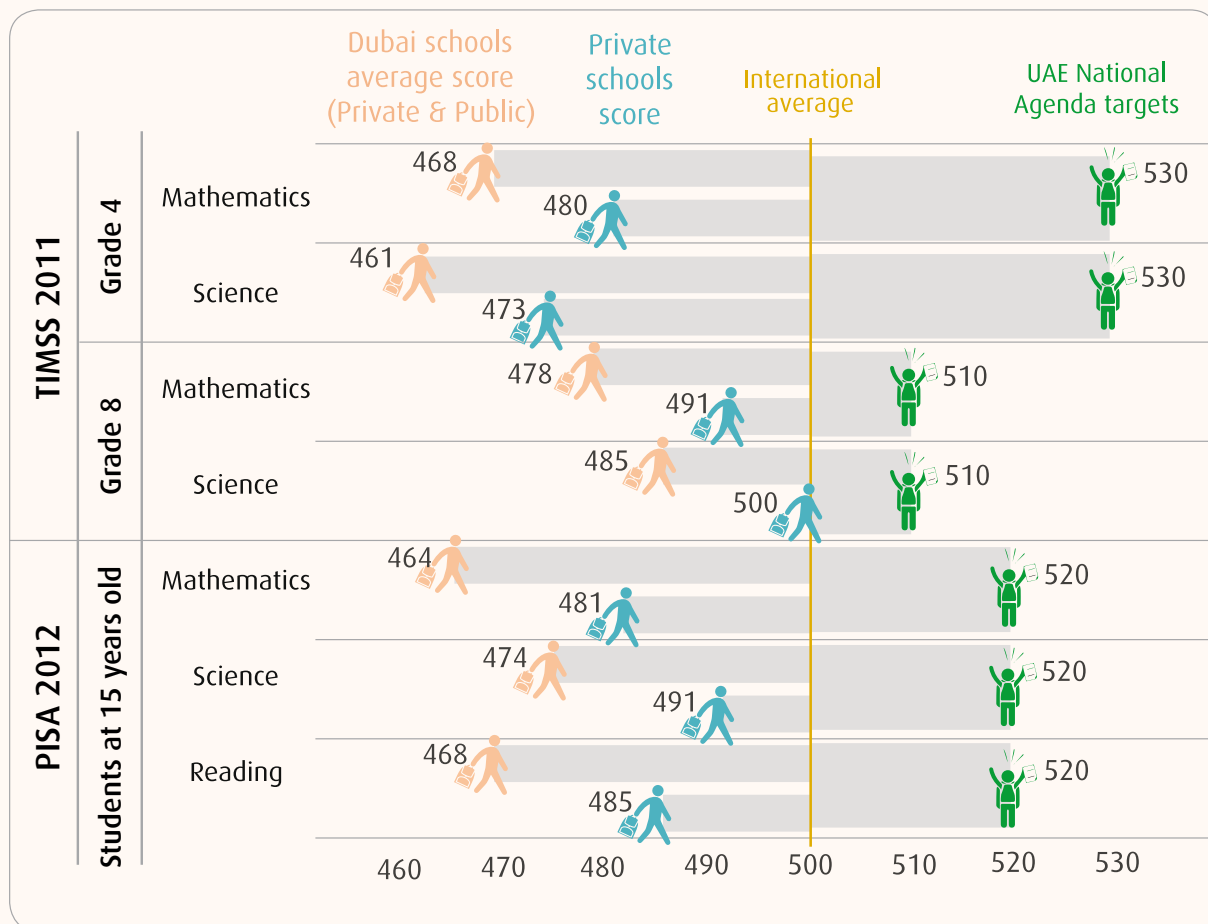
Each participating school was issued a report on their students’ performance in these international assessments in May 2014. In addition, they were provided with clear targets for improving the performance, based upon the UAE National Agenda Targets.

Training for schools that scored below the international average in TIMSS and PISA tests took place in June 2014. The objectives were to (a) ensure that these schools fully understood their reports and (b) ensure that they were better able to take the necessary steps to improve teaching and learning, bridge curriculum gaps and improve students’ performance in these international tests.

DSIB inspections carried out during the academic year 2014-2015 showed that private schools’ level of preparedness to meet their TIMSS and PISA targets was varied. Inspection findings indicated that:

- Although there was an improved awareness of the UAE National Agenda amongst school communities, only a few schools demonstrated a good understanding of how to work towards achieving their PISA and TIMSS target scores.
- In their teaching, the majority of teachers did not apply effective strategies to develop problem-solving and inquiry-based learning skills needed to enable students to do better in TIMSS and PISA.
- Around one quarter of schools inspected used at least two external benchmarking exams in addition to TIMSS and PISA. These included, among many others, the International Benchmark Test (IBT), the Measures of Academic Progress (MAP) and the IOWA Tests of Basic Skills (ITBS).

The chart below summarises the performance of Dubai private schools in TIMSS and PISA in relation to: (a) the international average score, (b) the average scores for all schools in Dubai (public and private), and (c) the targets set for all UAE schools

















Towards better practice...

DSIB encourages schools to be:

- fully aware of the significance of international assessments and the positive effects they can have on the adopted curricula and on teaching and learning.
- provide teachers with appropriate professional development to help them improve their ability to:
 - better teach their students problem solving and critical thinking skills.
 - improve their students' literacy, especially reading comprehension, to allow greater progress in mathematics and science.



Overall performance of private 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	2008-2009 overall rating
Kings school Dubai 	UK	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
GEMS Wellington International School 	UK/IB	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good
Jumeirah College 	UK	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Outstanding
Jumeirah English Speaking School 	UK	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Outstanding
Dubai College 	UK	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good
GEMS Jumeirah Primary School 	UK	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good
Jumeirah English Speaking School (Br) 	UK/IB	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good	Outstanding
GEMS Dubai American Academy 	US/IB	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good	Good
GEMS Modern Academy 	Indian (CISCE)	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good	Not inspected
The Indian High School 	Indian (CBSE)	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good	Not inspected
Dubai English Speaking College 	UK	Outstanding	Outstanding	Outstanding	Good	Good	Good	Good
Horizons English School 	UK	Outstanding	Outstanding	Outstanding	Good	Good	Good	Good
Repton School Dubai FZ-LLC 	UK/IB	Outstanding	Good	Good	Good	Good	Good	Good
Lycee Francais International Georges Pompidou Primary Oud Metha 	FRENCH	Outstanding	Good	Good	Good	Good	Acceptable	Acceptable
Jebel Ali Primary school	UK	Good	Good	Good	Outstanding	Good	Good	Good
Al Mizhar American Academy School	US	Good	Good	Good	Good	Good	Good	Good
American School of Dubai	US	Good	Good	Good	Good	Good	Good	Good
Dubai English Speaking School	UK	Good	Good	Good	Good	Good	Good	Good
Dubai National School	US	Good	Good	Good	Good	Good	Good	Good
GEMS Wellington Primary School	UK	Good	Good	Good	Good	Good	Good	Good
Japanese School	Japanese	Good	Good	Good	Good	Good	Good	Good
Lycee Francais International	FRENCH	Good	Good	Good	Good	Good	Good	Good
Lycee Francais International Georges Pompidou	FRENCH	Good	Good	Good	Good	Good	Good	Good
The English College Dubai	UK	Good	Good	Good	Good	Good	Good	Good

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	2008-2009 overall rating
Uptown School	IB	Good	Good	Good	Good	Good	Good	Good
Cambridge International School	UK	Good	Good	Good	Good	Good	Good	Acceptable
Dubai British School	UK	Good	Good	Good	Good	Good	Good	Acceptable
Dubai International Academy	IB	Good	Good	Good	Good	Good	Good	Acceptable
Emirates International private School L.L.C	IB	Good	Good	Good	Good	Good	Good	Acceptable
GEMS Royal Dubai School	UK	Good	Good	Good	Good	Good	Good	Acceptable
GEMS World Academy	IB	Good	Good	Good	Good	Good	Good	Acceptable
Horizon International School	UK	Good	Good	Good	Good	Good	Good	Acceptable
The School of Research Science	UK	Good	Good	Good	Good	Good	Good	Acceptable
Universal American School	US/IB	Good	Good	Good	Good	Good	Good	Acceptable
Delhi Private School	Indian (CBSE)	Good	Good	Good	Good	Good	Good	Not inspected
GEMS Our Own English High School	Indian (CBSE)	Good	Good	Good	Good	Good	Good	Not inspected
Rajagiri International School Dubai	Indian (CBSE)	Good	Good	Good	Good	Good	Good	Not inspected
The Indian High School-Branch	Indian (CBSE)	Good	Good	Good	Good	Good	Good	Not inspected
The Millenium School	Indian (CBSE)	Good	Good	Good	Good	Good	Good	Not inspected
Lycee Libanais Francophone Prive-Dubai	FRENCH	Good	Good	Good	Good	Good	Acceptable	Good
Raffles International School - South	UK	Good	Good	Good	Good	Good	Acceptable	Good
Dubai Gem Private School	UK	Good	Good	Good	Good	Good	Acceptable	Acceptable
Dubai Scholars Private School	UK	Good	Good	Good	Good	Good	Acceptable	Acceptable
Greenwood International School	US	Good	Good	Good	Good	Good	Acceptable	Acceptable
Regent International Private School	UK	Good	Good	Good	Good	Good	Acceptable	Acceptable
Al Ameen Private School	UK	Good	Good	Good	Good	Good	Acceptable	Unsatisfactory
Our Own High School	Indian (CBSE)	Good	Good	Good	Good	Good	Acceptable	Not inspected
Raffles World Academy	IB/UK	Good	Good	Good	Good	Acceptable	Good	Acceptable

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	2008-2009 overall rating
Al Ittihad Private School (BR)	US	Good	Good	Good	Good	Acceptable	Acceptable	Good
Al Salam Private School	UK	Good	Good	Good	Good	Acceptable	Acceptable	Good
German International School Dubai	GERMAN	Good	Good	Good	Good	Acceptable	Acceptable	Good
Al Diyafah High School	UK	Good	Good	Good	Good	Acceptable	Acceptable	Acceptable
Deira International School	UK/IB	Good	Good	Good	Good	Acceptable	Acceptable	Acceptable
Emirates International School (Meadows)	IB	Good	Good	Good	Good	Acceptable	Acceptable	Acceptable
The Winchester School	UK	Good	Good	Good	Good	Acceptable	Acceptable	Acceptable
Jumeira Baccalaureate School	IB/UK	Good	Good	Good	Good	Not inspected	Not inspected	Not inspected
St. Mary Catholic High School-Dubai	UK	Good	Good	Good	Acceptable	Good	Acceptable	Good
Al Safa Private School	UK	Good	Good	Good	Acceptable	Acceptable	Acceptable	Good
Al Rashid Al Saleh Private School	MOE	Good	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable
Pristine Private School	UK	Good	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable
GEMS Wellington Academy (Branch)	UK	Good	Good	Good	Not inspected	Not inspected	Not inspected	Not inspected
GreenField Community School	IB	Good	Good	Acceptable	Acceptable	Good	Good	Good
JSS International School	Indian (CISCE)	Good	Good	Acceptable	Acceptable	Good	Not inspected	Not inspected
Dar Al Marefa School	IB	Good	Good	Acceptable	Acceptable	Acceptable	Good	Good
Dubai Police Kindergarten - Deira Branch	MOE	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Sheikh Rashid Bin Saeed Islamic Institute	MOE	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Star International School	UK	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Unsatisfactory
Al Mawakib School - Al Garhoud	US	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
The Westminster School	UK	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Mirdif Private School	US	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Unsatisfactory
Iranian Towheed Boys School	Iranian	Good	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Collegiate American School	US	Good	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected
JSS PRIVATE SCHOOL	Indian (CBSE)	Good	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected
GEMS Our Own Indian School	Indian (CBSE)	Acceptable	Good	Good	Good	Good	Acceptable	Not inspected

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	2008-2009 overall rating
Dubai International private School - BR	US	Acceptable	Good	Good	Good	Acceptable	Acceptable	Acceptable
Dubai National School (Branch)	US	Acceptable	Acceptable	Acceptable	Good	Good	Good	Good
Deira private school	UK	Acceptable	Acceptable	Acceptable	Good	Acceptable	Not inspected	Not inspected
Queen International School	UK	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good
Star International School - Mirdif	UK	Acceptable	Acceptable	Acceptable	Acceptable	Good	Acceptable	Good
Elite English School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Good	Acceptable	Not inspected
The International School of Choueifat	SABIS (UK/US)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good
Philadelphia Private School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good	Acceptable
Al Ittihad Private school	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good
Dubai Carmel School	UK	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good
Al Basateen Private Nursery	MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Al Eman Educational Est (Al Eman private School)	MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Al Khaleej National School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Al Mawakeb School - Br	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Al Nibras International private School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
American International School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Dubai International private School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Dubai Modern Education School	US/MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
International Academic School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
International School of Arts and Sciences	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Modern Skills School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
National Charity School	MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
North American International School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Sharjah American International Private school	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

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	2008-2009 overall rating
The City School International Private	UK	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
The Sheffield Private School	UK	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Al Maaref Private School (LLC)	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Unsatisfactory
Al Shurooq Private School	MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Unsatisfactory
Arab Unity School	UK	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Unsatisfactory
Oxford School	UK	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Unsatisfactory
Emirates English Speaking School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected
Gulf Indian High School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected
New Indian Model School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected
The Central School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected
The Kindergarten Starters	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected
United International Private School	PHILIPPINE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Unsatisfactory	Unsatisfactory
Bradenton Preparatory Academy	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected
The Philippine School	PHILIPPINE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected
Al Basateen Private Nursery Hatta branch	MOE	Acceptable	Acceptable	Acceptable	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory
Dubai Arabian American Private School	US	Acceptable	Acceptable	Acceptable	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory
Al Adab Iranian Private School for Boys	Iranian	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Al Adab Iranian Private School for Girls	Iranian	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Ambassador School L.L.C	Indian (CISCE)	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Iranian Khadije Kobra School	Iranian	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Iranian Salman Farsi Boys School	Iranian	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Iranian Towheed Girls School	Iranian	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Russian International School	RUSSIAN	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
Apple International School	UK	Acceptable	Acceptable	Acceptable	Unsatisfactory	Acceptable	Unsatisfactory	Acceptable
Buds Public School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory	Not inspected

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	2008-2009 overall rating
Little Flowers English School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory	Not inspected
Pakistan Educational Academy	Pakistani	Acceptable	Acceptable	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory	Not inspected
GEMS Winchester School	UK	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected
The Indian International School	Indian (CBSE)	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected
English Language Private School	UK	Acceptable	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable
Grammar School	UK	Acceptable	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Ambassador Kindergarten	Indian (CISCE)	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
The Indian Academy	Indian (ICSE)	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
New Academy School	US	Acceptable	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable
The International School of Choueifat - Branch	SABIS (UK/US)	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Victory Heights Primary School	UK	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Al Sadiq Islamic English School	UK	Unsatisfactory	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Islamic School for Training and Education	MOE	Unsatisfactory	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Al Arqm Private School	MOE	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable	Acceptable	Acceptable
Al Thuraya Private School	MOE	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable	Acceptable	Acceptable
New World School Private	MOE	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable	Acceptable	Acceptable
Crescent English School	Indian (CBSE)	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable	Acceptable	Not inspected
Gulf Model School	Indian (CBSE)	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable	Acceptable	Not inspected
H. H. Shaikh Rashid Al Maktoum Pakistani School-Dubai (English Lang)	Pakistani	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable	Not inspected
AL Worood Academy Private School	UK	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable	Not inspected	Not inspected