



DUBAI PRIVATE SCHOOLS

# **A DECADE OF GROWTH**

KEY FINDINGS 2008 - 2018



CELEBRATING 10 YEARS OF INSPECTIONS





**DUBAI PRIVATE SCHOOLS**

**A DECADE  
OF GROWTH**

**KEY FINDINGS 2008-2018**

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"THE RENAISSANCE OF NATIONS, PEOPLE, AND CIVILIZATIONS  
BEGINS WITH EDUCATION - AND THE FUTURE OF NATIONS  
STARTS WITH SCHOOLS"

SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



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This report offers a unique opportunity to reflect on a decade of what is working well and what continues to be challenging in our private schools in Dubai. In this report, we present an overview of the strengths, weaknesses, and success stories of our schools.

In the past ten years, we have witnessed dramatic changes in the educational landscape in Dubai. Parents are now much more likely to enrol their children in a 'good' school than before the introduction of school inspections. A major focus of the past ten years has been to raise the quality of learning experiences and to enhance students' overall achievements and wellbeing.

It is also worth remembering that three years ago a common framework for inspection was agreed for private schools across all of the UAE and has been used as the basis for inspection since then across the Emirates.

Reflecting on the last ten years of school inspections in Dubai, we can clearly say that the quality of education offered by private schools has significantly improved, as have student outcomes and achievements. Overall, there is a higher proportion of good and better schools in Dubai, with 86 schools having improved their overall performance judgment since their first inspection visit. Most schools have been showing steady improvements in almost all performance standards and indicators, in spite of expectations becoming more demanding over the years. Now, 66% of all students, and 62% of Emirati students attend good or better schools across Dubai. Schools that were particularly successful in improving the quality of provision in the past 10 years stressed the importance of:

- flexibility and the need to adapt and change
- regular evaluations of the effectiveness of their approaches
- student voice and student wellbeing
- initiatives that support innovation
- co-operative learning in language-rich environments
- developing students' ability to think critically and undertake independent and extensive research

The school that makes a difference is a school in which children and students are put first and treated as individuals. They are supported, challenged and encouraged by staff to take advantage of the opportunities that are available to them. They are engaged in their own development and learning. This level of provision does not come about by chance. It is the result of careful planning, monitoring and review. It involves a relentless search to generate improvements.

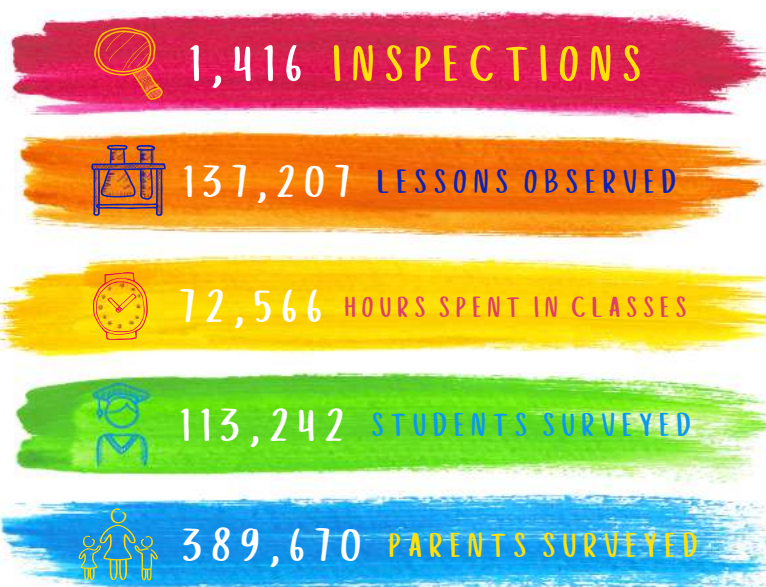
Looking back on ten years of school inspections helps us to understand the strengths of our education system and the areas towards which we most need to direct our efforts and resources. Many strengths exist where the quality of education is good or better.

Our goal remains to achieve the UAE Vision 2021, especially in raising the achievement of our low performing schools and decreasing the differences in outcomes between different groups of students. In the past ten years, we have come a long way in improving the quality of schools in Dubai, and we will continue to strive for excellence in the years to come, inspired by the UAE Centennial vision for 2071 that provides the Nation with a clear roadmap for long-term development.

In 2008, school inspections were introduced in Dubai, with the aim of providing a comprehensive view of the quality of education and contributing significantly to its improvement. The result is a significantly different educational landscape ten years on.

School inspections have provided the opportunity for the voice of different stakeholders, ranging from owners and members of the community, to students, their parents and teachers to contribute to improvements in education. As inspections have been conducted each year, the voice of the learner has been strengthened and become louder.

## TEN YEARS OF SCHOOL INSPECTIONS IN DUBAI



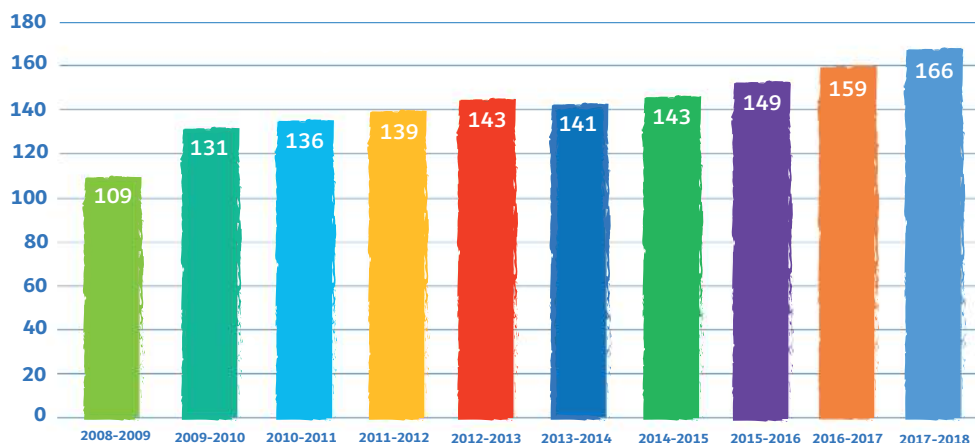
## NUMBER OF PRIVATE SCHOOLS BY OVERALL PERFORMANCE IN 2017-2018





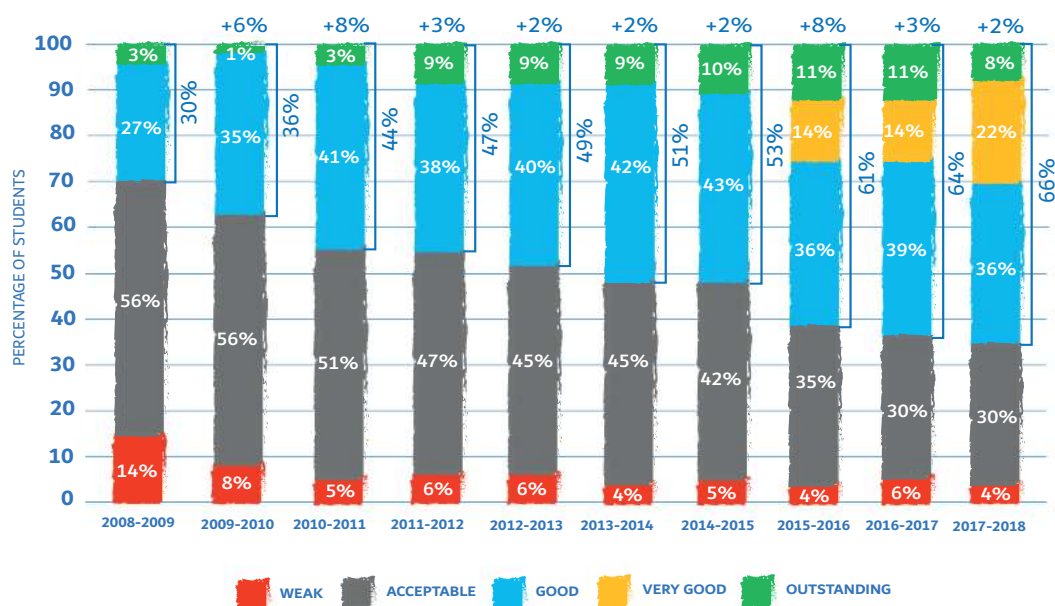
Over the last ten years, DSIB has carried out 1,416 inspections. In 2008-2009 the number of schools judged good or better was 38. By 2017-2018 the number of schools judged good or better had increased significantly to 109.

### NUMBER OF SCHOOLS INSPECTED OVER YEARS

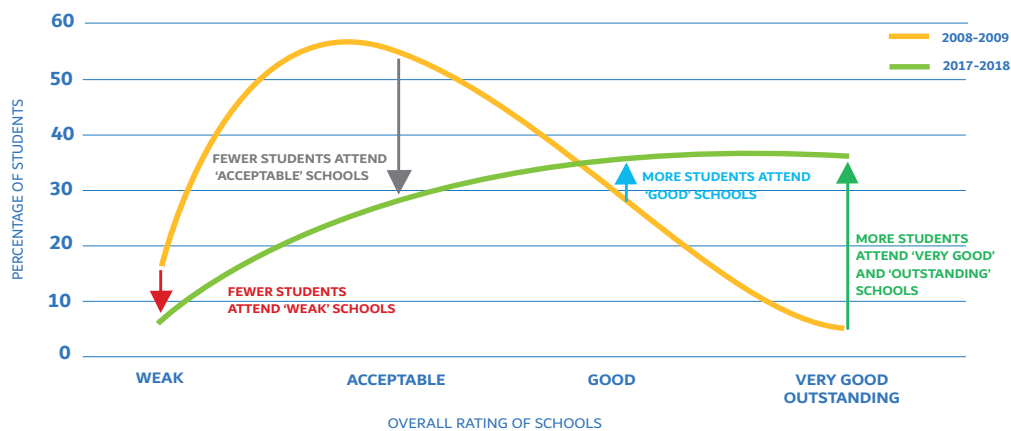


66% of all students now attend good or better schools. This represents an increase of 36 percentage points over the period of ten inspection years.

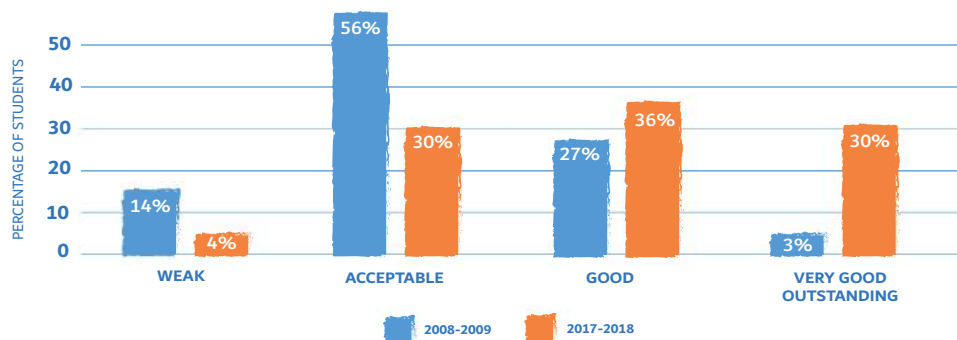
### STUDENTS IN PRIVATE SCHOOLS OVER INSPECTION YEARS



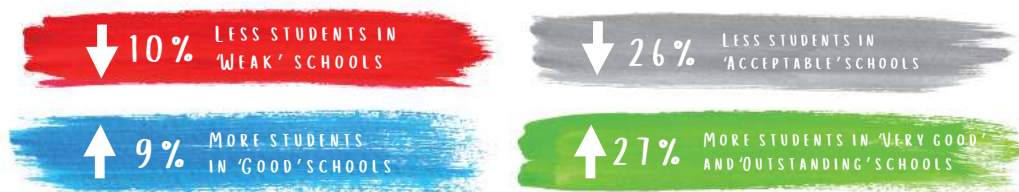
## STUDENTS IN PRIVATE SCHOOLS BETWEEN 2008-09 AND 2017-18



## PERCENTAGE OF STUDENTS IN 2008-09 AND 2017-18



## CHANGE IN STUDENT PROPORTION SINCE 2008

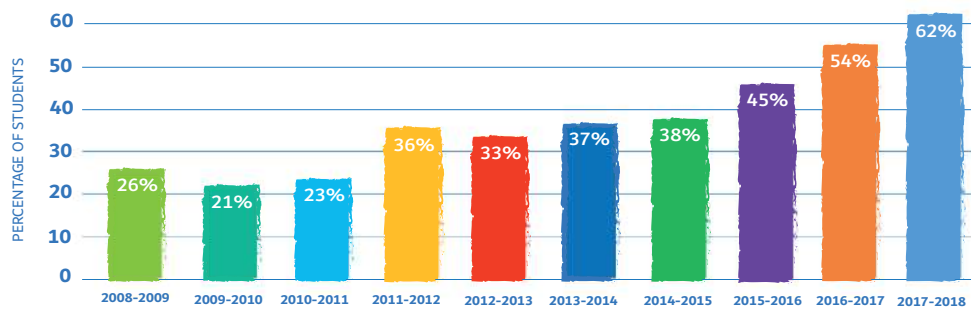


## EMIRATI STUDENTS

Inspection teams have, in the last ten years, always focused on how well the schools address the needs of different groups of students. In 2008, 26% of Emirati students attended good or better schools. Inspection findings show Emirati students are most likely to achieve well in good or better schools, especially in UK curriculum schools. They are much more likely to achieve well in mathematics than they are in English. By 2018, the percentage of Emirati students in good or better schools is 62%, an increase of 36 percentage points.

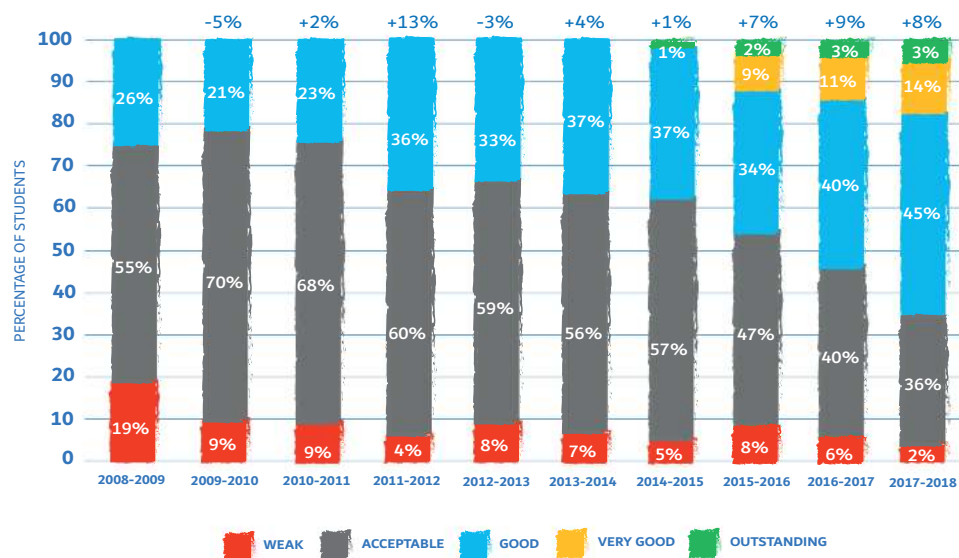


## PERCENTAGE OF EMIRATI STUDENTS IN GOOD OR BETTER SCHOOLS



The UAE National Agenda 2021 sets the target that at least 98% of Emirati students will complete their high school education, with an increasing proportion going on to study at university. Raising the achievement of Emirati students in schools across Dubai and the UAE is also key to the country meeting its National Agenda targets by 2021.

## EMIRATI STUDENTS IN PRIVATE SCHOOLS OVER THE INSPECTION YEARS

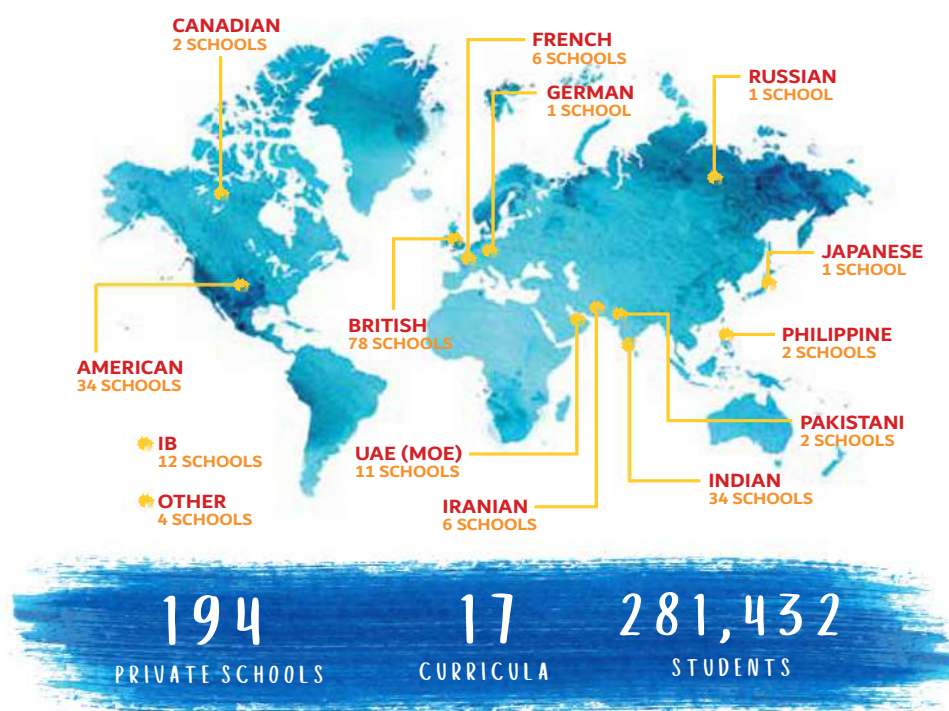


Inspection findings indicate that one of the main reasons for Emirati students to underachieve is their underdeveloped verbal skills. This is evidenced by the verbal/non-verbal and verbal quantitative deficit in the Cognitive Ability Tests (CAT4) data.

The result of this deficit is evident in their attainment in English as compared to mathematics and science. Schools struggle in prioritising, and in effectively developing, the verbal reasoning of students and particularly Emirati students. Although, in some schools there are good examples, but in general leaders and teachers do not effectively adapt teaching strategies and curricula based on their analyses of assessment data.

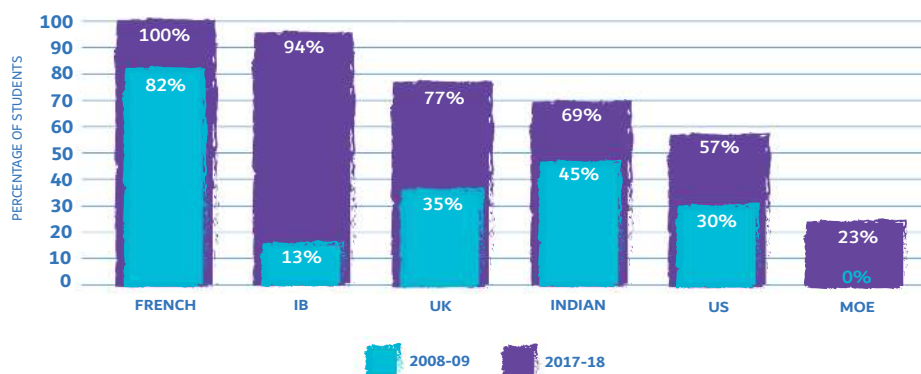
Inspection findings show although many schools have good relationships with parents of Emirati students, they do not fully support Emirati parents' understanding of their role in their children's learning.

There are 17 different curricula on offer in Dubai's 194 private schools. In 2017-2018 DSIB inspected 166 private schools. The following section explores the performance and improvement of schools according to the curricula they offer.



The majority of students who attend a private school in Dubai with UK, Indian, IB and French curricula now attend schools judged to be good or better overall.

## PERCENTAGE OF STUDENTS IN GOOD OR BETTER SCHOOLS BY CURRICULUM



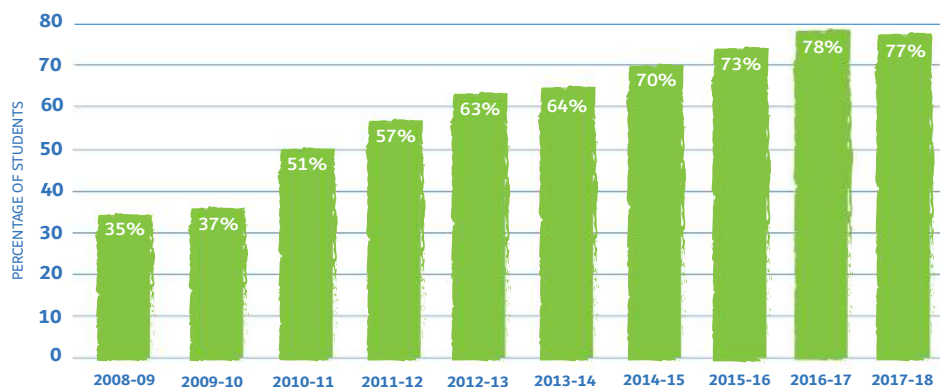




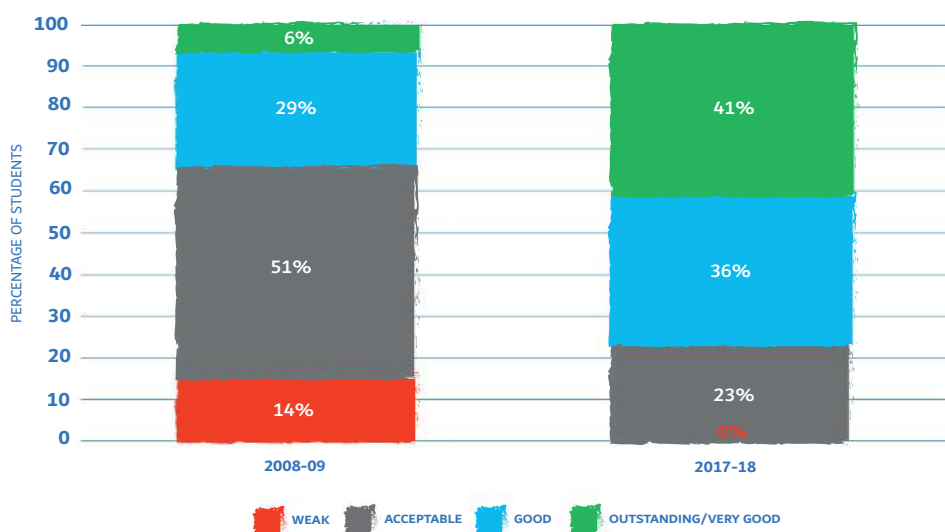
In 2017-2018, a total of 63 UK curriculum schools were inspected in Dubai. The quality of leadership is the most significant factor affecting their improvement.

77% of students who attend a UK curriculum school are in good or better schools. This represents an increase of 42 percentage points since DSIB started inspections in 2008-2009.

## STUDENTS IN GOOD OR BETTER UK SCHOOLS



## PERCENTAGE OF STUDENTS IN UK SCHOOLS



## UK CURRICULUM - KEY FACTORS IMPACTING ON SCHOOL IMPROVEMENT

During the 2017-2018 inspection cycle, leadership is judged to be good or better in 83% of UK curriculum schools compared to 52% in 2008-2009.

In 2017-2018, 78% of UK curriculum schools have good or better procedures for evaluating the quality of their work and planning for improvement, compared to 38% in 2008-2009. Schools now work on the basis of better quality assurance processes

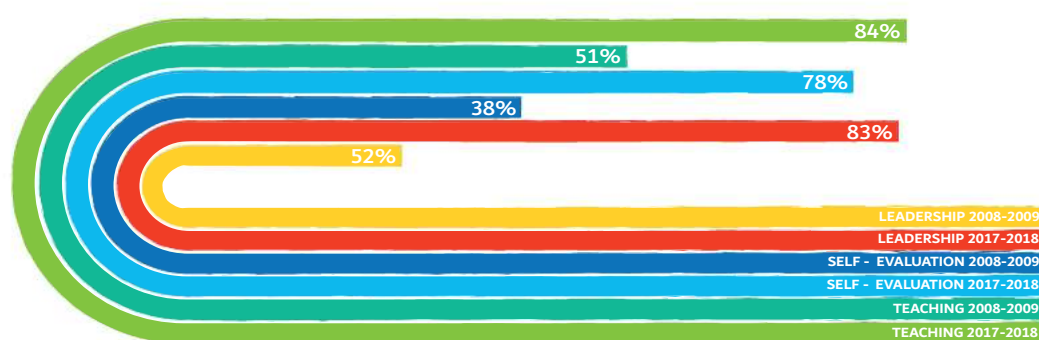


that include more effective use of self-evaluation and improvement planning to make a significant difference to students' learning and achievements.

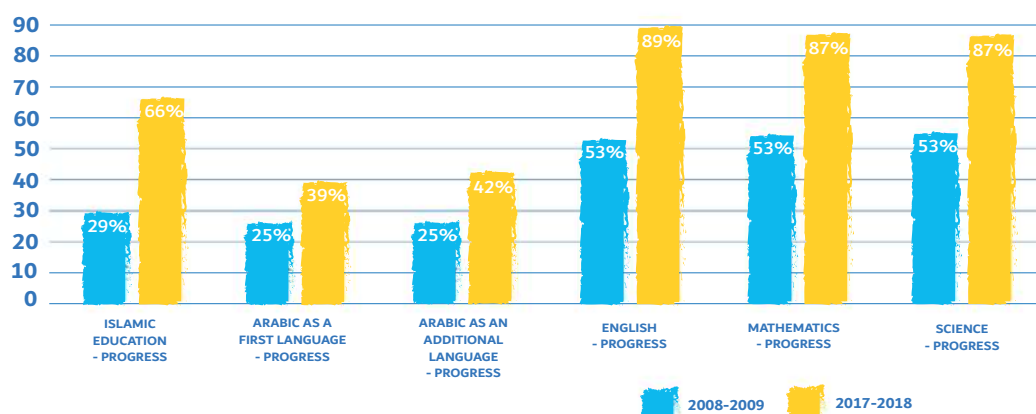
In 2008-2009, 51% of teaching in UK curriculum schools was judged to be of a good or better quality. In the 2017-2018 inspection cycle, the quality of teaching has improved to 84% good or better judgements. An analysis of DSIB inspection findings, shows that leaders of good or better schools with a UK curriculum are increasingly establishing rigorous monitoring systems to identify variations in the quality of teaching. Leaders at these schools act quickly to address problems and implement effective staff development programmes.

In UK curriculum schools, there have been improvements in the progress students make in all key subjects. In five of the key subjects, the improvements are significant. Significant improvements are evident in English, mathematics and science.

### GOOD OR BETTER LEADERSHIP, SELF-EVALUATION AND TEACHING IN UK SCHOOLS



### GOOD OR BETTER PROGRESS IN KEY SUBJECTS - UK SCHOOLS







# A STORY OF SUCCESS

## DUBAI BRITISH SCHOOL - SELF EVALUATION AND IMPROVEMENT PLANNING



Dubai British School opened in 2005. There are 1,151 students, aged three to 18 years, currently on roll. The current principal was appointed in 2016.

At Dubai British School, students' well-being, personal development and achievement are at the heart of the school. It is not just about caring for students, but caring about their achievements. This principle is evident in the school's approach to assessment. Assessment systems are exemplary in that teachers ensure learning is pitched at the right level of challenge for all students. Teaching across the school is imaginative, engaging and highly innovative.

### KEY POINT

The willingness of the leadership to adapt and change.

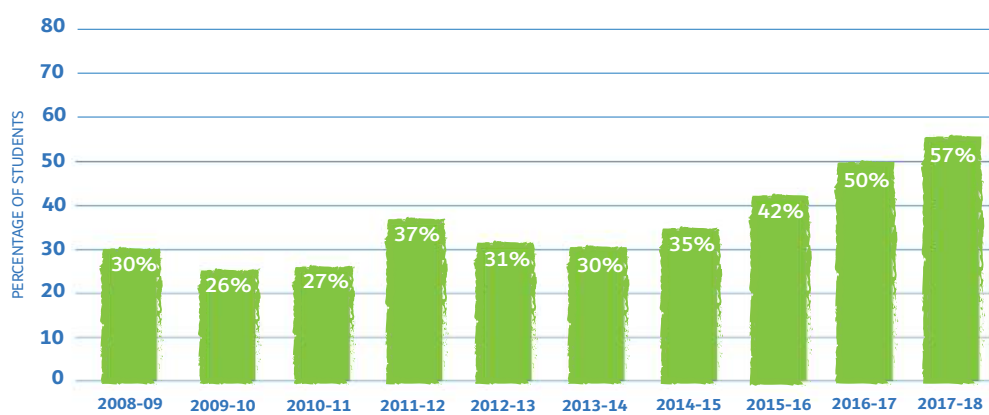
Regularly evaluate the effectiveness of approaches and adapt where necessary is the key to success.

## US CURRICULUM - KEY FACTORS IMPACTING ON SCHOOL IMPROVEMENT

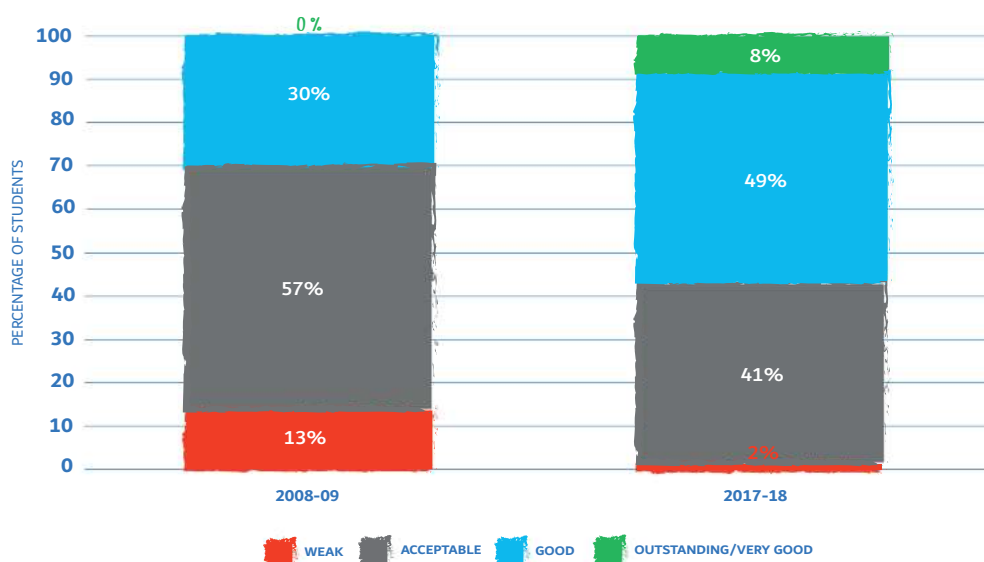
In 2017-2018, a total of 29 US curriculum schools were inspected in Dubai.

57% of students who attend a US curriculum school are in good or better schools. An increase of 27 percentage points, since DSIB started inspections in 2008-2009.

### STUDENTS IN GOOD OR BETTER US SCHOOLS



### PERCENTAGE OF STUDENTS IN US SCHOOLS





Leadership is judged to be good or better in 55% of US curriculum schools in 2017-2018 compared to 42% in 2008-2009.

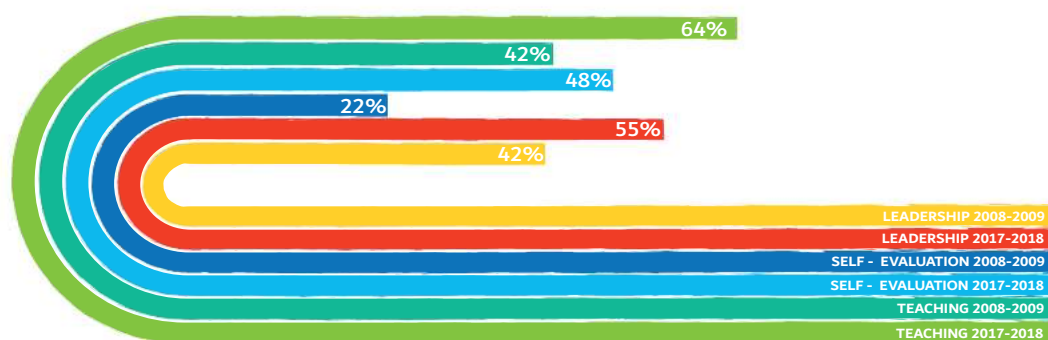
DSIB Inspection findings indicate where leadership is acceptable, it is mainly because principals of these schools do not know their schools well enough.

In 2017-2018, 48% of US curriculum schools have good or better procedures for evaluating the quality of their work and planning for improvement, compared to 22% in 2008-2009.

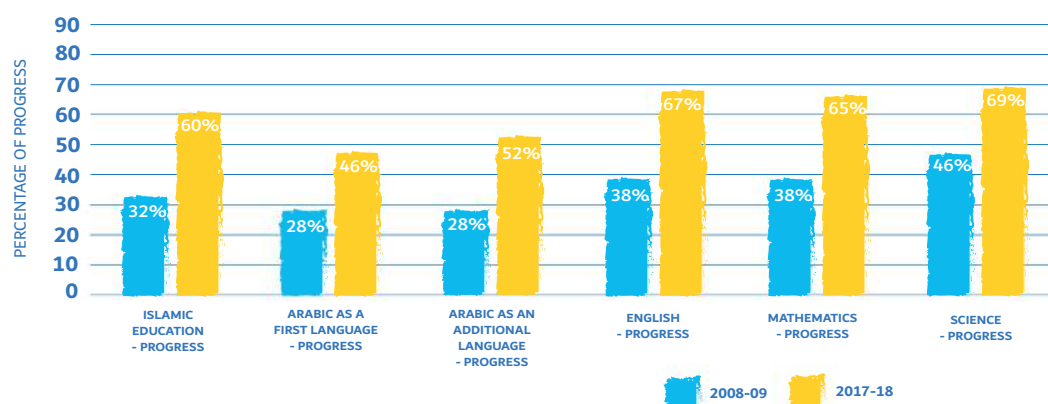
In 2008-2009, 42% of teaching for effective learning in US curriculum schools was good or better. In 2017-2018, this has improved to 64% good or better.

In the US curriculum schools, there have been improvements in the progress students make in all key subjects. Students' progress is significant in Arabic as a first language: from 28% in 2008-2009 to 46% in 2017-2018.

### GOOD OR BETTER LEADERSHIP, SELF-EVALUATION AND TEACHING IN US SCHOOLS



### GOOD OR BETTER PROGRESS IN KEY SUBJECTS - US SCHOOLS







# A STORY OF SUCCESS

AL ITTIHAD PRIVATE SCHOOL'S (JUMEIRAH)

- THE EFFECTIVENESS OF LEADERSHIP



Al Ittihad Private School (Jumeirah) opened in 1998. There are currently 2217 boys and girls aged from four to 18 years on roll, most of whom are Emirati. The school follows the California State Standards. The current principal was appointed in 1999.

At Al Ittihad Private School (Jumeirah), leadership across all phases and subjects is of a very high quality. Middle leaders and teachers feel empowered to suggest, innovate and act as critical friends. KHDA provided the school with report on students' performance in international assessments with clear targets for improving performance. Providing new online reading resources, introduced as a result of concerns about standards of English literacy, is an example of initiatives that are having a positive impact on students' learning. Furthermore, school leaders have used the recommendations from inspection reports regarding curricular choices and the need for improvement in the provision for students of determination to focus on these areas. As a result, it has sustained and improved students' achievement in the key subjects.

## KEY POINT

Successful leaders establish a common vision and culture, and a consensus around what they want to achieve.

Leaders focus on what is most important – enriching the learning experiences of children and students.

Leaders get the best out of their staff by supporting staff to innovate.

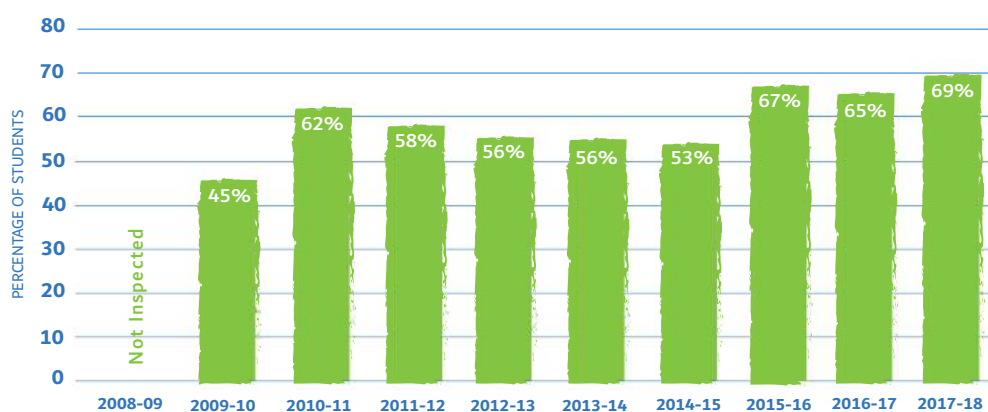
Regular monitoring is a crucial element in securing consistency across the school.

## INDIAN CURRICULUM - KEY FACTORS IMPACTING ON SCHOOL IMPROVEMENT

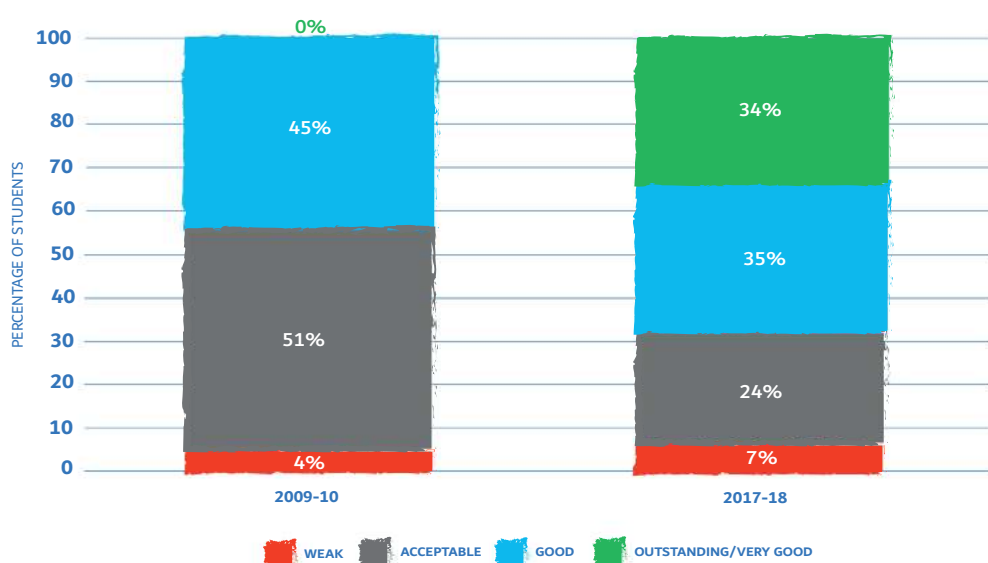
2017-2018, a total of 31 Indian curriculum schools were inspected in Dubai.

69% of students who attend an Indian curriculum school are in good or better schools. An increase of 24 percentage points since DSIB started inspecting Indian curriculum schools in 2009-2010.

### STUDENTS IN GOOD OR BETTER INDIAN SCHOOLS



### PERCENTAGE OF STUDENTS IN INDIAN SCHOOLS





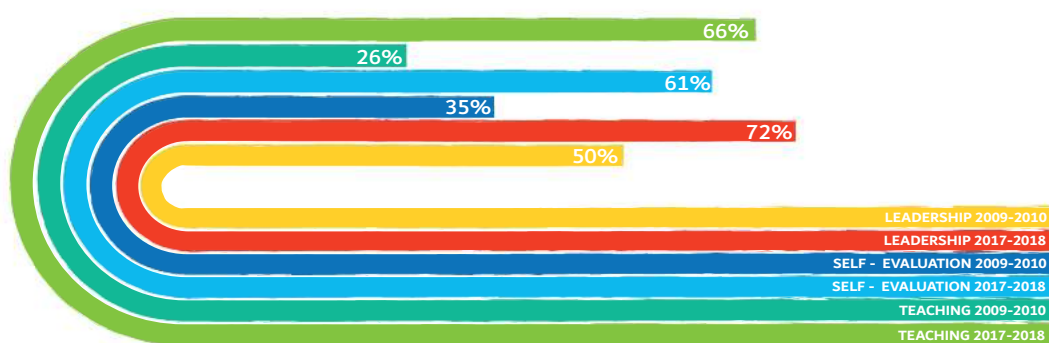
Leadership is judged to be good or better in 72% of Indian curriculum schools in 2017-2018 compared to 50% in 2009-2010.

In 2017-2018, 61% of Indian curriculum schools have good or better procedures for evaluating the quality of their work and planning for improvement, compared to 35% in 2009-2010.

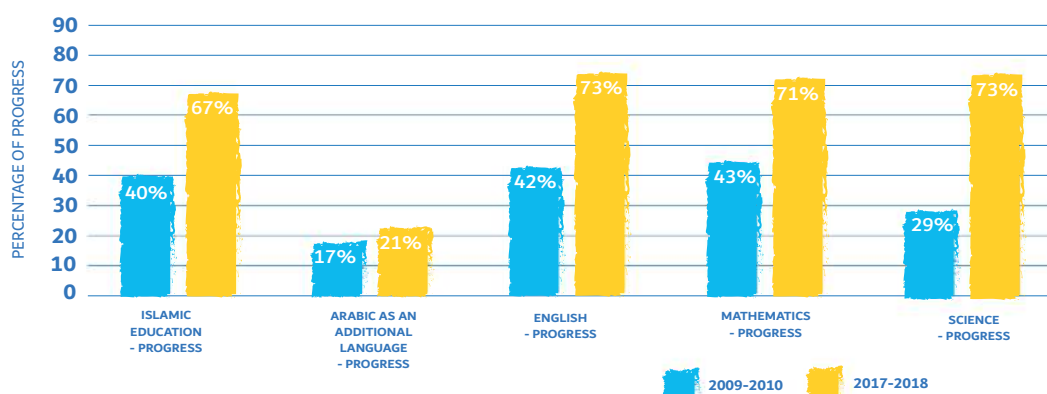
In 2009-2010, 26% of teaching for effective learning in Indian curriculum schools was good or better. In 2017-2018, this has improved to 66% good or better.

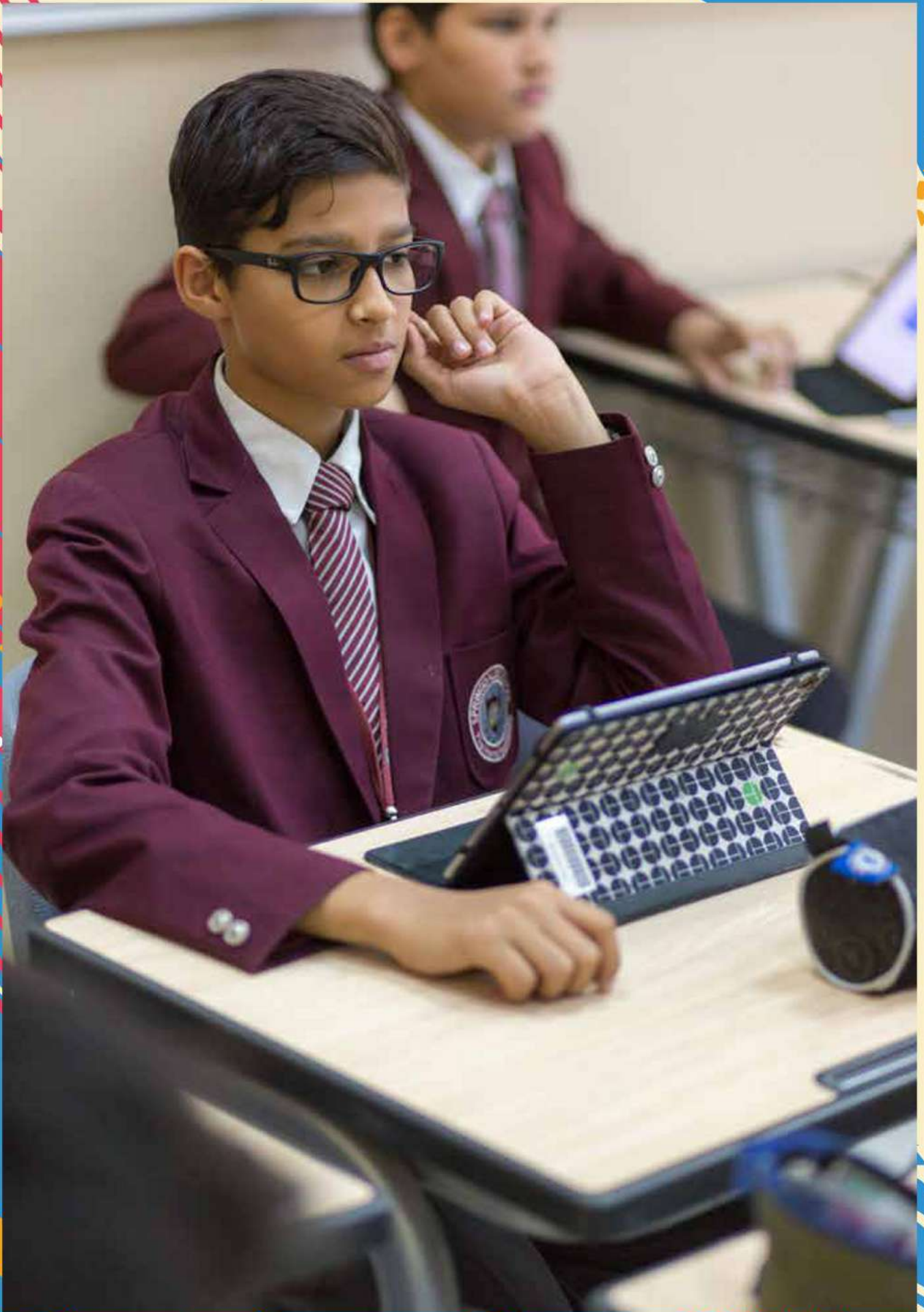
In the Indian curriculum schools, there are improvements in the progress students make in all key subjects. In four out of the five key subjects, students' progress is significant. However, in Arabic as an additional language, students' progress is more limited.

### GOOD OR BETTER LEADERSHIP, SELF-EVALUATION AND TEACHING IN INDIAN SCHOOLS



### GOOD OR BETTER PROGRESS IN KEY SUBJECTS - INDIAN SCHOOLS







# A STORY OF SUCCESS

## AMBASSADOR KINDERGARTEN-PERSONAL DEVELOPMENT



Ambassador Kindergarten opened in 2012. It has a roll of 430 children. The current principal was appointed in 2015.

At Ambassador Kindergarten, leaders believe teaching incorporates all the ways that adults help young children to learn. They see the interplay between adults and children as a continuum, with the adults routinely making decisions about the level of formality, structure and dependence that promotes the best possible learning.

In 2014, one recommendation from the DSIB inspection report included raising children's attainment in mathematics. The leadership successfully focused on the recommendation through setting precise targets, explaining how they will be implementing and developing plans to monitor the progress achieved towards these targets. These strategies have enabled children to achieve very good standards.

### KEY POINT

Flexibility and sensitivity to children's needs are the cornerstones of a school's work.

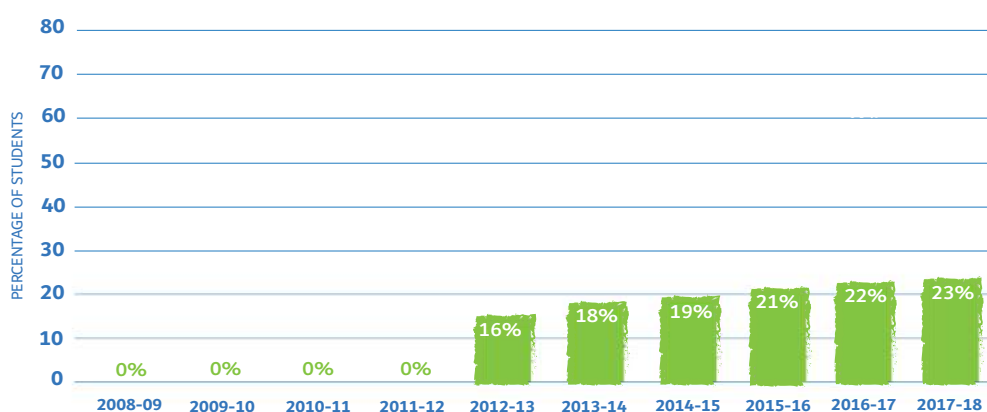
The interplay between adults and children should be considered as a continuum.

## MOE CURRICULUM - KEY FACTORS IMPACTING ON SCHOOL IMPROVEMENT

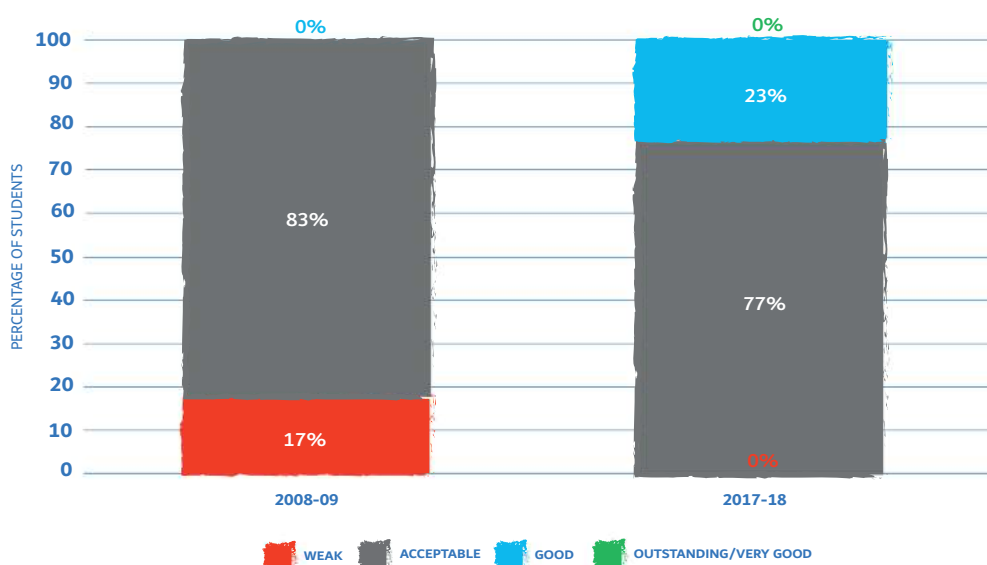
2017-2018, a total of 11 Ministry of Education (MoE) curriculum schools were inspected in Dubai.

23% of students who attend a MoE curriculum school are in good or better schools. An increase of only 7 percentage points, since DSIB started inspecting MoE curriculum schools in 2008-2009.

### STUDENTS IN GOOD OR BETTER MOE SCHOOLS



### PERCENTAGE OF STUDENTS IN MOE SCHOOLS





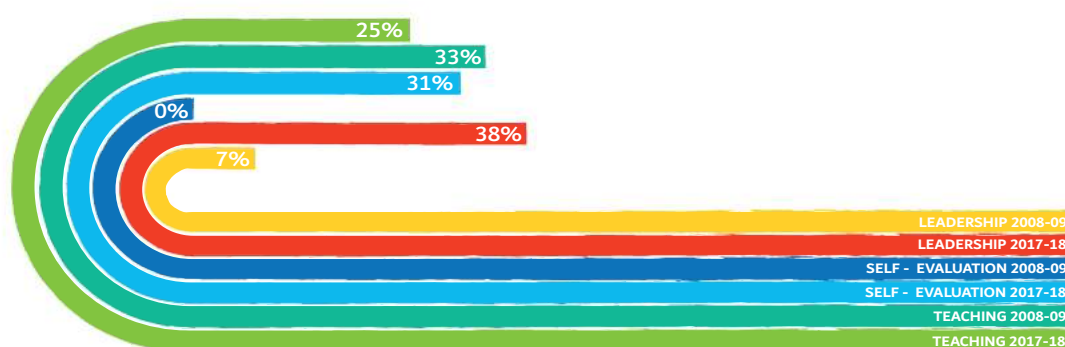
Leadership is judged to be good or better in 38% of MoE curriculum schools in 2017-2018 compared to 7% in 2008-2009.

In 2017-2018, 31% of MoE curriculum schools have good or better procedures for evaluating the quality of their work and planning for improvement, compared to 0% in 2008-2009.

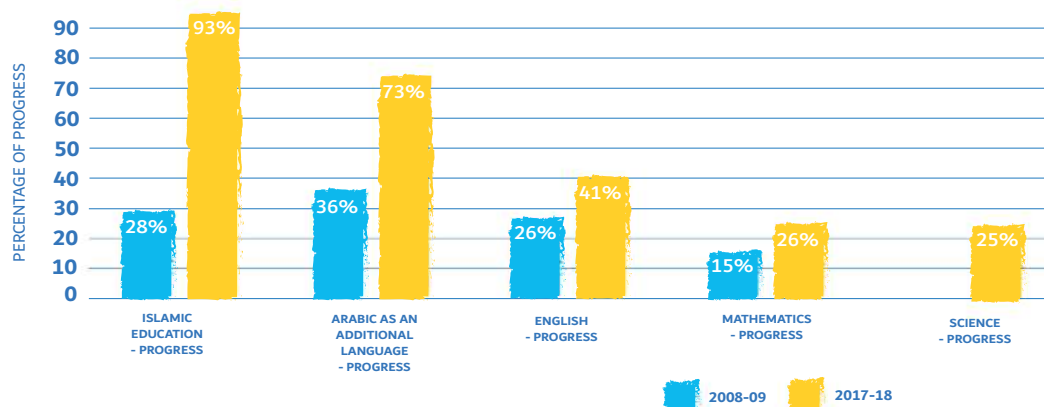
In 2008-2009, 33% of teaching for effective learning in MoE curriculum schools was good or better. In 2017-2018, this has declined to 25%.

In the MoE curriculum schools, the good or better progress in Islamic education has improved from 28% in 2008-2009 to 93% in 2017-2018. This is significant in comparison to students' progress in the other five key subjects.

### GOOD OR BETTER LEADERSHIP, SELF-EVALUATION AND TEACHING IN MOE SCHOOLS



### GOOD OR BETTER PROGRESS IN KEY SUBJECTS - MOE SCHOOLS







# A STORY OF SUCCESS

AL RASHID AL SALEH PRIVATE SCHOOL

- CHILDREN'S PROGRESS IN ENGLISH IN EARLY YEARS



Al Rashid Al Saleh Private School opened in 1971. There are currently 2562 students aged from four to 18 years old from the Kindergarten to Grade 12 on roll. Almost all students learn English as additional language. The current principal was appointed in 1984.

In 2008, children's attainment and progress were judged to be weak in English in the Kindergarten. The school's systematic focus on the development of children's speaking and listening skills to make sure they acquire a good range of vocabulary, learn to listen attentively, and speak clearly and confidently, has resulted in good attainment and very good progress for children in the Kindergarten.

## KEY POINT

Communication skills are hugely important and central to children's intellectual, social and emotional development. The importance for young children of learning co-operatively in language-rich contexts cannot be over-stated.

## IB CURRICULUM - KEY FACTORS IMPACTING ON SCHOOL IMPROVEMENT

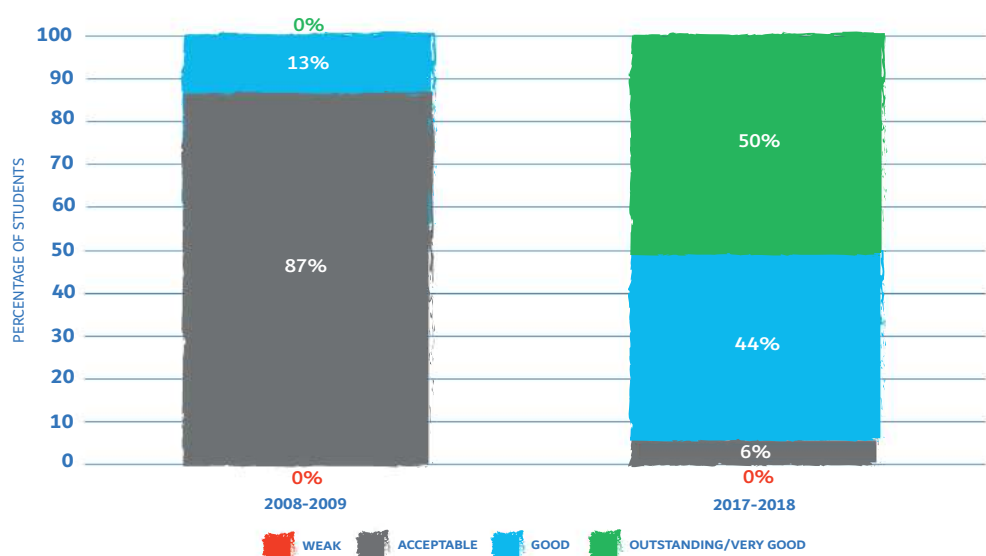
2017-2018, a total of 11 IB curriculum schools were inspected in Dubai.

94% of students who attend an IB curriculum school are in good or better schools. An increase of 81 percentage points, since DSIB started inspecting IB curriculum schools in 2008-2009.

### STUDENTS IN GOOD OR BETTER IB SCHOOLS



### PERCENTAGE OF STUDENTS IN IB SCHOOLS





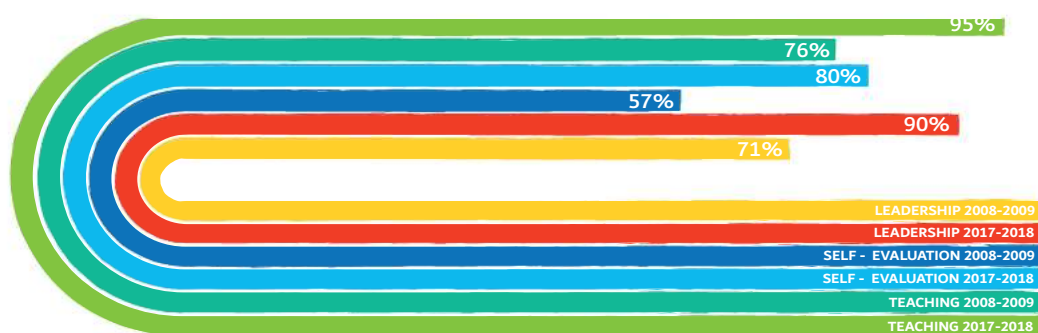
Leadership is judged to be good or better in 90% of IB curriculum schools in 2017-2018 compared to 71% in 2008-2009.

In 2017-2018, 80% of IB curriculum schools had good or better procedures for evaluating the quality of their work and planning for improvement, compared to 57% in 2008-2009.

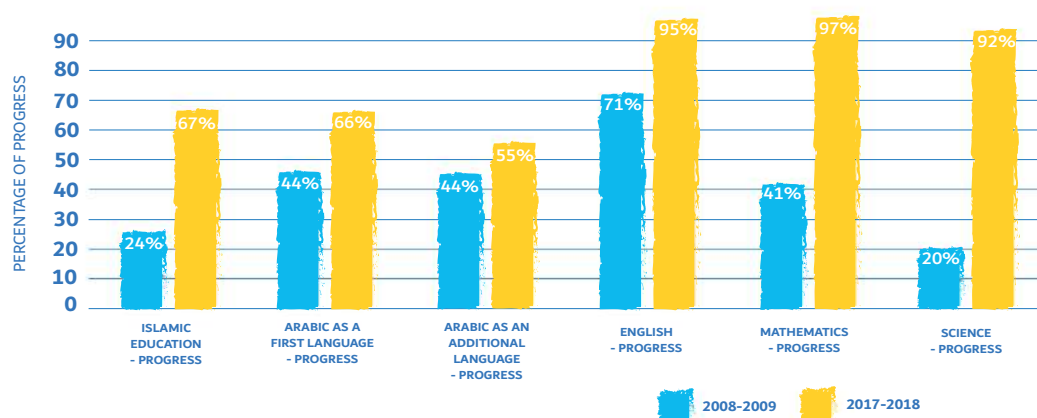
In 2008-2009, 76% of teaching for effective learning in IB curriculum schools was good or better. In 2017-2018, this has improved to 95% good or better.

In the IB schools, there have been improvements in the progress students make in all key subjects. The progress is notable in Islamic education, from 24% in 2008-2009 to 67% in 2017-2018. In science the progress in 2008-2009 to 2017-2018 is very significant.

### GOOD OR BETTER LEADERSHIP, SELF-EVALUATION AND TEACHING IN IB SCHOOLS



### GOOD OR BETTER PROGRESS IN KEY SUBJECTS - IB SCHOOLS







# A STORY OF SUCCESS

## RAFFLES WORLD ACADEMY-SOCIAL RESPONSIBILITY AND INNOVATION



Raffles World Academy opened in 2008. There are currently 1818 students aged from four to 18 years old from the Kindergarten to Grade 12 on roll. The current principal was appointed in 2016. The school has developed an inclusive and caring ethos, focused on student wellbeing through the development of positive relationships. The wellbeing of each child is a priority.

Leaders build on high quality wellbeing to support the growth of balanced and principled life-long learners. The school has promoted a strong work ethic that is reflected in students' attitudes and behaviour. As they progress through the school, students develop a strong sense of personal responsibility. Inspection finding note the students' mature grasp of cultural diversity and their impressive understanding of environmental sustainability.

### KEY POINT

The wellbeing of each child is a priority

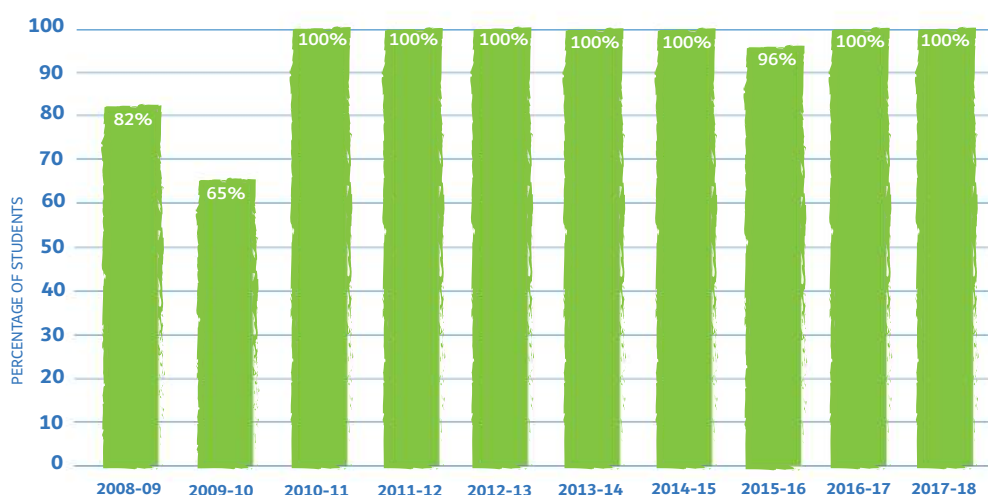
The voice of students is at the centre of provision.

## FRENCH CURRICULUM - KEY FACTORS IMPACTING ON SCHOOL IMPROVEMENT

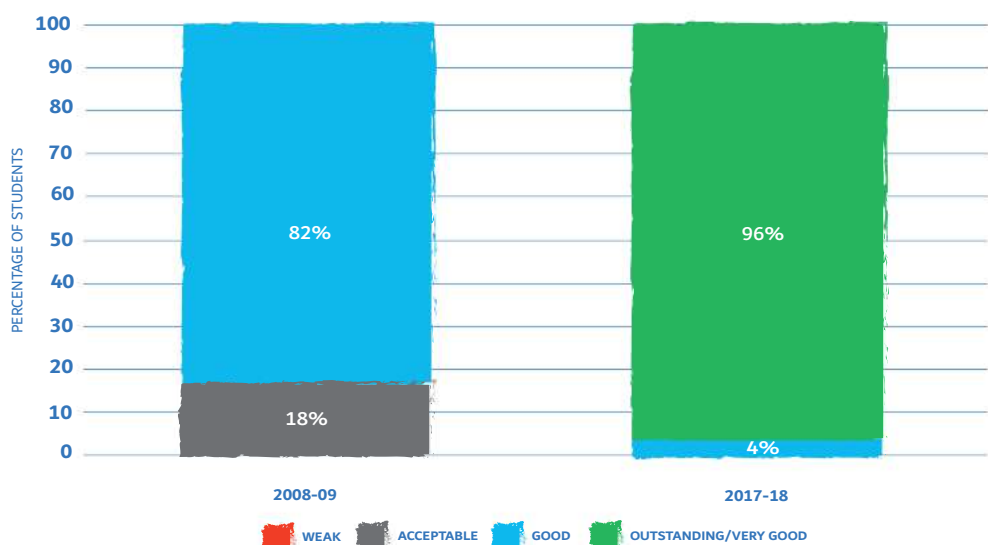
2017-2018, a total of five French curriculum schools were inspected in Dubai.

100% of students who attend a French curriculum school are in good or better schools, an increase of 18 percentage points since DSIB started inspecting IB curriculum schools in 2008-2009.

### STUDENTS IN GOOD OR BETTER FRENCH SCHOOLS



### PERCENTAGE OF STUDENTS IN FRENCH SCHOOLS





Leadership is judged to be good or better in all French curriculum schools in 2017-2018 compared to 75% in 2008-2009.

In 2017-2018, 100% of French curriculum schools had good or better procedures for evaluating the quality of their work and planning for improvement, compared to 75% in 2008-2009.

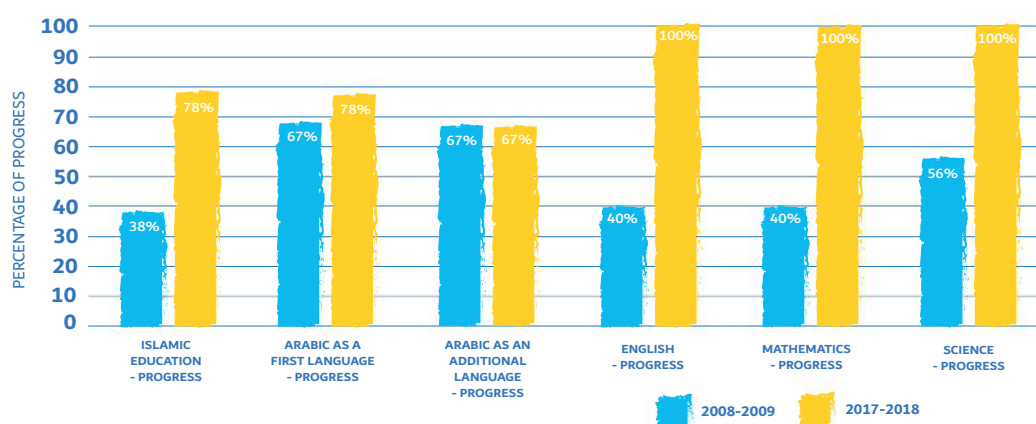
In 2008-2009, 89% of teaching for effective learning in French curriculum schools was good or better. In 2017-2018, this has improved to 100% good or better.

In the French curriculum schools, there have been improvements in five of the key subjects.

### GOOD OR BETTER LEADERSHIP, SELF-EVALUATION AND TEACHING IN FRENCH SCHOOLS



### GOOD OR BETTER PROGRESS IN KEY SUBJECTS - FRENCH SCHOOLS









# A STORY OF SUCCESS

LYCÉE FRANCAIS INTERNATIONAL SCHOOL

- TEACHING FOR EFFECTIVE LEARNING



Lycée Francais International School opened in 2003. There are currently 2262 students aged from three to 18 years old from Maternelle to Lycée on roll. The current principal was appointed in 2010.

At Lycée Francais International School, students' benefit from a wide range of learning experiences that contribute particularly well to their development and progress. The school has focused on developing students' knowledge, skills, and attitudes to learning by capturing their interest and commitment through engaging learning experiences. Teaching has improved year on year because it is based on the teachers' very good understanding of how students and young children learn. Much of the teaching in Lycée, enriches students' mature learning skills.

## KEY POINT

Teaching promotes students' skills of collaboration and communication.

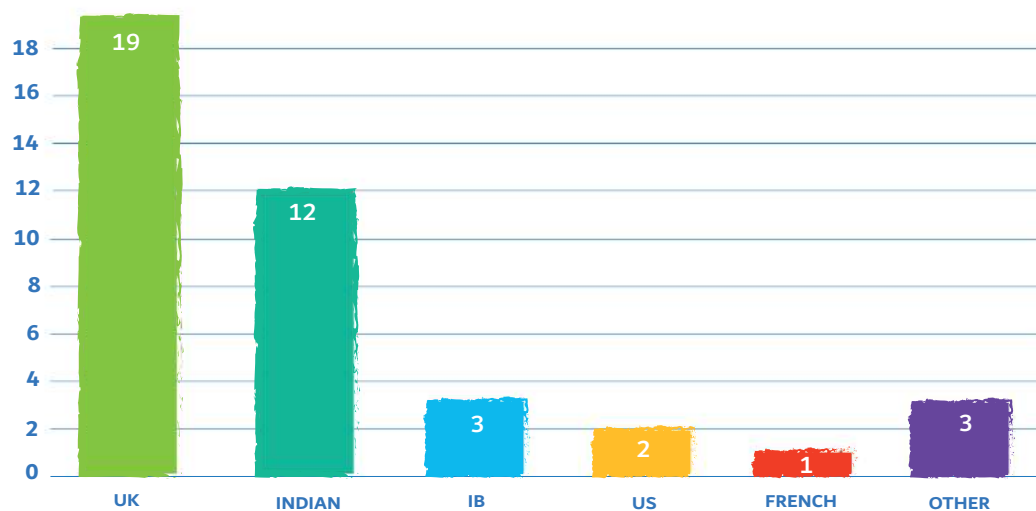
The very good understanding of how students and young children learn.



As part of KHDA's approach to supporting new schools in their development, DSIB conducts a number of visits prior to the inspection of the school. A team of inspectors visit the school to enhance the school's understanding of the inspection process and how it can reach the expected 'good' standard.

- 40 new schools started operating and were inspected in the past ten years.
- 17 of the 40 schools improved in their overall performance. This represents 43% of all new schools in Dubai.

NUMBER OF NEW SCHOOLS INSPECTED  
(NEWLY OPENED SCHOOLS BETWEEN 2008 AND 2017)

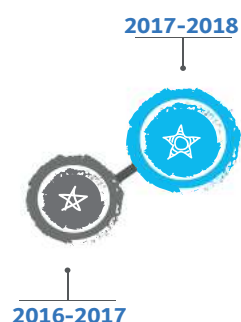




# A STORY OF SUCCESS

## CREDENCE HIGH SCHOOL

### OVERALL QUALITY OF EDUCATION



The school opened in April 2014, and was inspected in the 2016-2017 inspection cycle.

The school focused in the first three years of operation on implementing its vision and establishing strong partnerships with parents. Leaders ensured students participated in international benchmarking tests, and use the analysis of the results to inform teaching and school improvement planning.

The school's first inspection in 2016-2017 recognised a number of strengths, including the establishment of learning centres in the Kindergarten (KG), the good provision for students' personal development, the good partnerships with parents and arrangements for health and safety.

The principal worked on establishing a senior leadership team that prioritised the recommendations in the inspection report. The whole school community worked on a balanced curriculum, and rigorously addressing the weakness in teaching, in order to raise standards.

In the next cycle of inspection, the overall quality of education provided by the school was judged as good. Teaching for effective learning, assessment and the implementation and design of the curriculum were all judged good.

A clear and strategic vision and action plan has been developed setting out long-term goals for the whole school community. The positive impact of leadership is demonstrated in the significant improvements across many aspects of school performance.

### KEY POINT

The establishment a strong senior leadership team focused on raising standards.

Clear strategic vision and detailed action planning setting out long-term goals for the whole

# A STORY OF SUCCESS

## SAFA COMMUNITY SCHOOL

### OVERALL QUALITY OF EDUCATION



Safa Community School opened in September 2014. The current principal has been in post since 2015. There are 1166 students on the school roll, from Foundation Stage 1 to Year 10.

In its first three years of operation, the school effectively focused on implementing and revising its vision, enhancing the learning and achievements of its students, and developing its leadership and teaching capacity.

The 2016-2017 inspection report noted an inclusive school, underpinned by good care and support for students, including students of determination. The high-quality teaching, assessment and curriculum in the Foundation Stage resulted in the very good progress children made in English, mathematics and science. The report recommended that the school should continue to work on raising students' attainment and progress in Arabic and focus on improving the quality of secondary provision.

Leaders and staff understand the importance of the first few years in the education for the youngest students. They know achieving the highest quality of learning and development is critical in the early years.

Staff ensure they know their students very well. They assess children's starting points, adopt a systematic approach to formative and summative assessments, and use this information to plan challenging and interesting lessons.

Safa Community School has significantly improved the effectiveness of provision in many areas since its previous inspection and in its second year of inspection is judged very good overall.

### KEY POINT

Assessing children's starting points, and adopting a systematic approach to formative and summative assessment.  
Using assessment information to plan challenging activities that meet students' needs and interests.



51

NUMBER OF ACCEPTABLE SCHOOLS

80,854

NUMBER OF STUDENTS ATTEND  
ACCEPTABLE SCHOOLS

6

NUMBER OF WEAK SCHOOLS

10,085

NUMBER OF STUDENTS  
ATTEND WEAK SCHOOLS

Inspection findings over the past decade note schools who are acceptable or weak generally have the following common factors:

- School leaders do not fully understand the principles and pedagogy of good practice.
- Staff do not focus on active and experiential learning. As a result, many children and students do not develop good independent learning skills.
- School leaders do not use results from the external benchmarking assessments to compare their students' outcomes with those of other students internationally.
- Leaders do not use internal and external assessments to inform their improvement plans, and to evaluate the effectiveness of teaching and learning.
- Teachers are not adapting the curriculum across the school and subjects, to ensure better progression and inclusion of the skills required to succeed in external examinations.
- Teachers do not use strategies that motivate students to conduct research, or provide them with the necessary resources and learning skills to do so.
- Teachers do not plan activities, and skilfully ask questions to elicit deeper understanding and promote critical thinking. They do not include open-ended problems and applications in their lessons and assessments.
- Governors do not include representation from different stakeholders. They do not actively seek and consider stakeholders' views in order to gain in-depth knowledge about the school.
- Governors do not systematically monitor the school's actions and hold senior leaders to account for the quality of the school's performance, according to agreed outcomes for students

## NATIONAL AGENDA

The private schools in Dubai, according to their combined scores in TIMSS for 2015 for all but Grade 4 mathematics, are close to, or significantly above, the UAE national target for 2021.

The percentage of schools who improved their scores in mathematics and science, from 2011 to 2015 is similarly notable at above 80% in all cases.

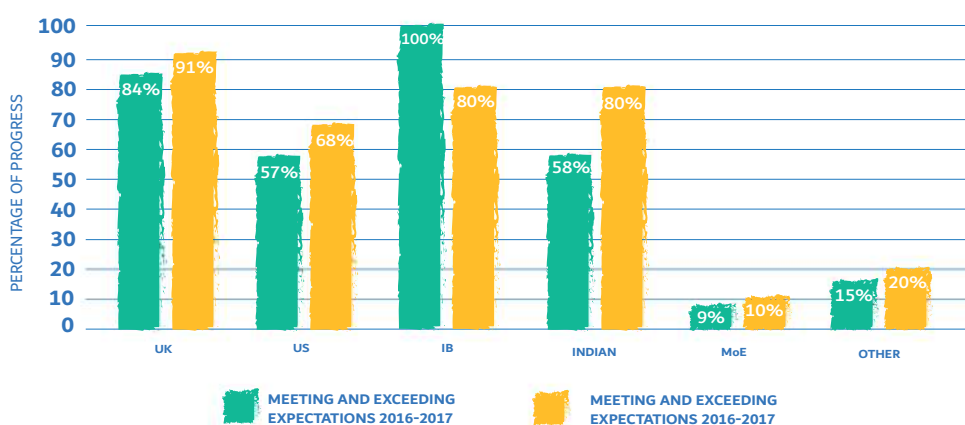
For PISA, in science and reading, the Dubai Private Schools' average score in 2015 almost placed this group alongside countries whose scores positioned them around the 20th place internationally.

In 2013, schools received their individualised PISA and TIMSS reports and in 2014, they were provided with their individual National Agenda targets for the next cycle of PISA and TIMSS. They were also required to register for the National Agenda Parameter for certain year groups.

The cognitive ability test and PISA-based Test for schools, allowed a deeper analysis of progress made by schools towards meeting their targets.

During the inspections of 2015 - 2018, DSIB inspectors evaluated the extent to which schools had suitably modified their curricula and pedagogy to achieve their targets.

### OVERALL SCHOOL IMPROVEMENT TOWARDS MEETING THE NATIONAL AGENDA TARGETS BY SCHOOLS' CURRICULUM





## PERCENTAGE OF SCHOOLS MEETING OR EXCEEDING EXPECTATIONS IN OVERALL IMPROVEMENT TOWARDS MEETING THE NATIONAL AGENDA TARGETS.



IN GOOD OR BETTER SCHOOLS IN 2016 - 2017



IN GOOD OR BETTER SCHOOLS IN 2017 - 2018

## INCLUSION

Under the leadership of HH Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum, and in accordance with the 'My community...a city for everyone' initiative, inclusive education is a key priority for Dubai. The development a fully inclusive system of education is a key enabler of educational excellence and is central in establishing a fully cohesive society - when we improve the quality of inclusion within our schools, we improve education for all.

The importance of high quality education has been a central feature of the work of KHDA since its inception in 2008. This work accelerated six years ago as Dubai strengthened its commitment to people of determination represented through the articulation of an aspirational vision of developing a fully inclusive education system by 2020.

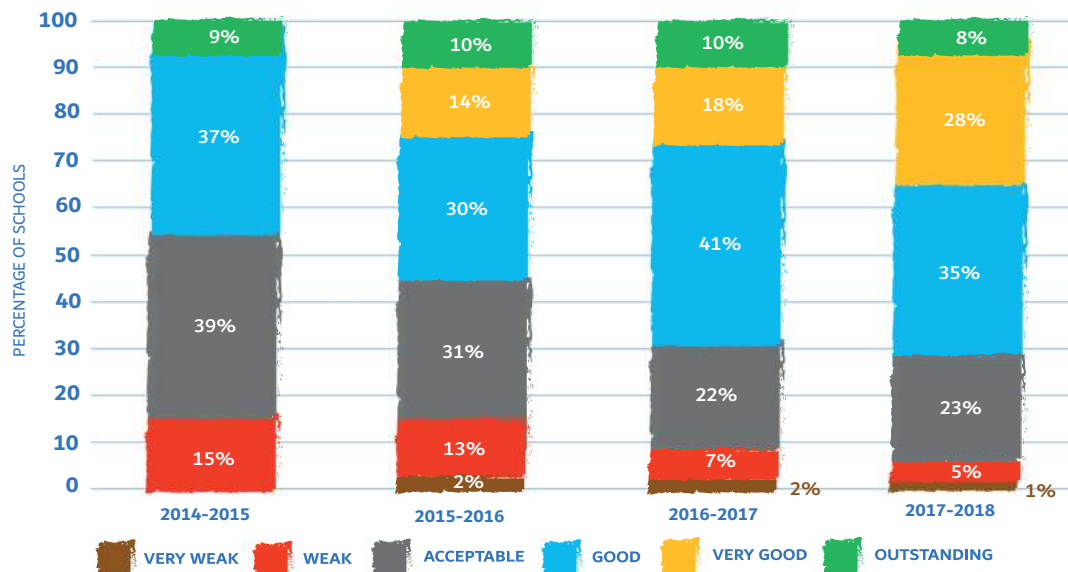
In 2012, DSIB began close liaison with schools in order to raise the expectations of educational provision to meet the needs of students and their families. Subsequent improvements led to the development and deployment of specialist inspectors, the implementation a targeted self-evaluation and improvement framework, and the use of high quality monitoring and reporting systems.

In recent years, the development of specific strategic and legislative frameworks, including Dubai Inclusive Education Policy Framework 2017, KHDA website has further strengthened the momentum towards establishing a fully inclusive education system across Dubai.

The quality of education for students of determination has always been an area of focus by KHDA and over the past four years has become a particularly important aspect of our work with schools. The improved commitment and investment of school leaders and governors has been vital in ensuring the development of particularly important aspects of provision and outcomes for students of determination.

The past four years has seen the number of schools judged as having good or better leadership for their provision for students of determination increase from 46% in 2014, to 71% in 2018. This is an increase of 25 percentage points.

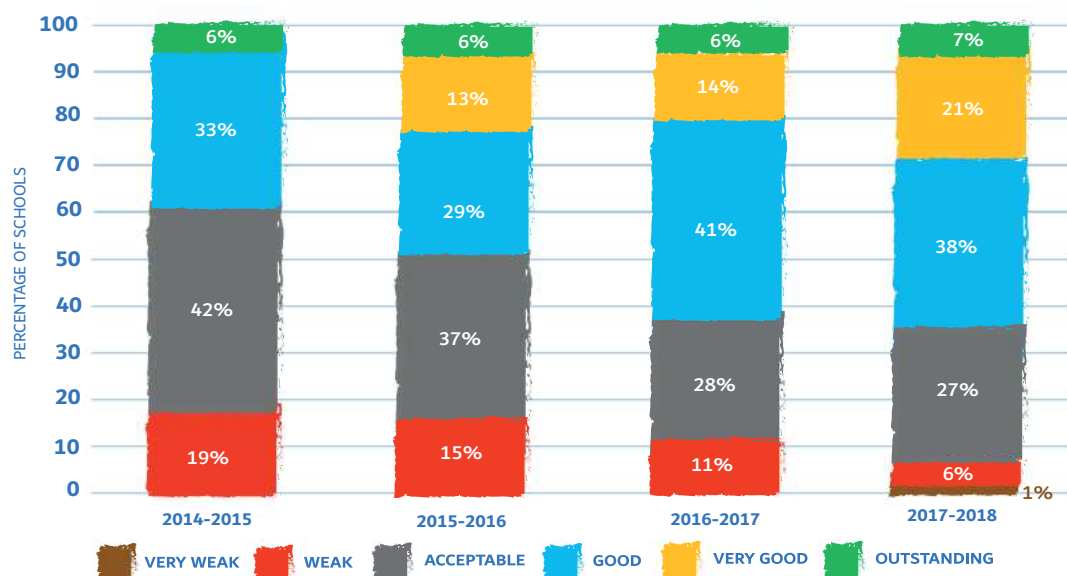
## LEADERSHIP OF PROVISION FOR INCLUSION



The improved levels of school leadership and governance has resulted in improved educational experiences for students of determination. This includes improvements in:

- the accuracy of the procedures that lead to the identification of their particular educational needs
- the focus and impact of related interventions
- the quality of parent partnerships with schools
- the quality of support the students and their families receive
- the success of teachers in adjusting their teaching strategies to meet their individual needs, abilities and interests.

## OVERALL PROVISION QUALITY FOR STUDENTS OF DETERMINATION





These changes have led to 66% of schools providing provision for students of determination that is of a good or better quality. This is a 28 percentage point increase when compared to 2014 when only 39% of schools were judged to be at this quality level.

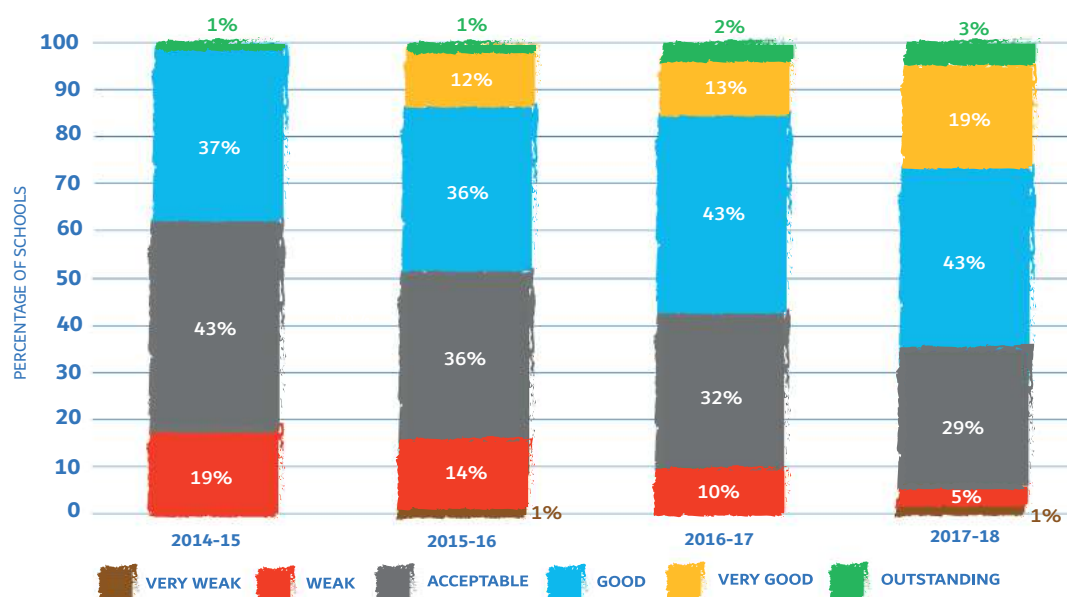
Importantly, 75% of students of determination, a population size of over 10,000, now benefit from being educated within schools that provide a quality of service that is good or better.

The most important feature of effective education for students of determination is the amount of progress they make and the educational standard they achieve.

The past four years have seen a significant improvement in this indicator; from 2014, when 38% of schools were judged to be supporting good or better progress and outcomes for students of determination, to 2018 when this figure rose to 65%, an increase of 27 percentage points.

Of equal importance is the significant reduction of underdeveloped provision that leads to weak progress and outcomes for students of determination. This has reduced over the same four-year period, from 19% of schools in 2014 to 6% of schools in 2018.

### PROGRESS AND OUTCOMES FOR STUDENTS OF DETERMINATION



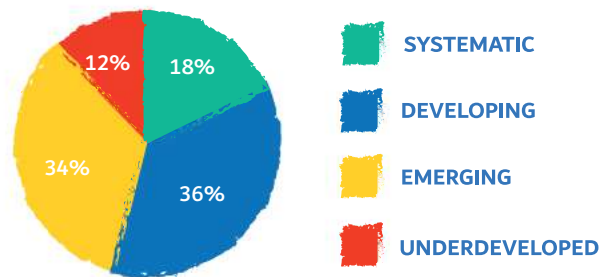
## INNOVATION

The UAE National Innovation Strategy aims to promote innovation in the education sector by introducing creative teaching methods and techniques, as well as designing and developing innovative curricula that equip students with the 21st century skills and knowledge.

Inspection of innovation is based on the school's work in five key performance indicators:

- learning skills
- social responsibility and enterprise
- teaching
- curriculum adaptation
- leadership.

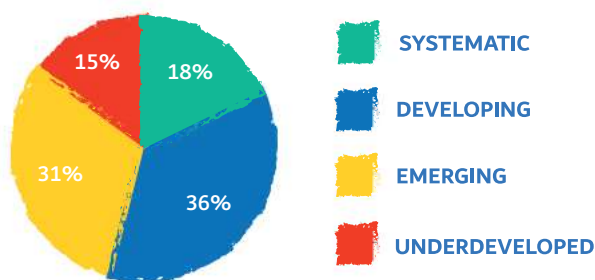
### OVERALL INNOVATION JUDGEMENT 2017-2018



Just over a half of schools enable students to develop learning skills that support innovative thinking.

There is a significant increase in the use of learning technologies by students to support their learning and enable them to think differently.

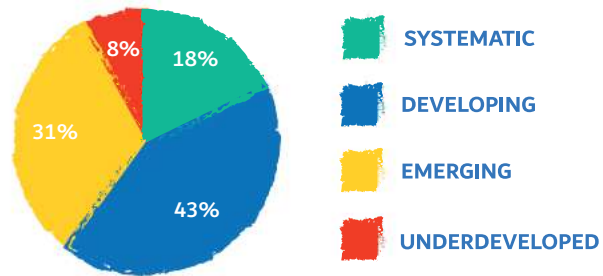
### LEARNING SKILLS



Under two thirds of schools provide students with opportunities to be entrepreneurs or apply innovative thinking to volunteer in the community.

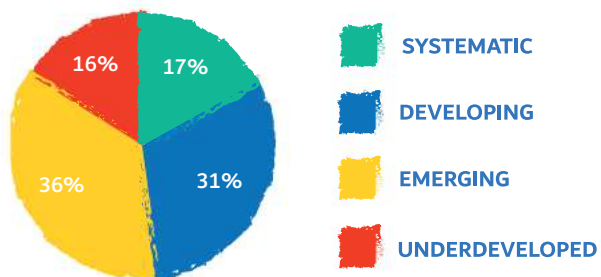


## SOCIAL RESPONSIBILITY SKILLS



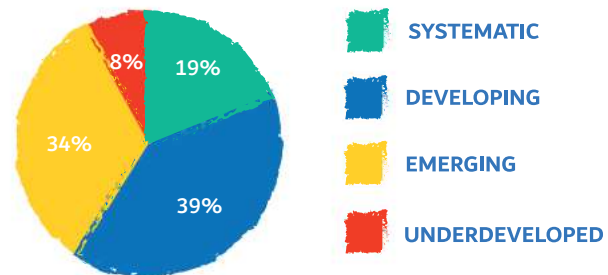
Around a half of the teaching includes students working collaboratively to incorporate innovative approaches into their learning.

## TEACHING SKILLS



Just under two thirds of schools provide extra-curricular activities that enable students to work on innovative projects and participate in competitions to identify innovative practice.

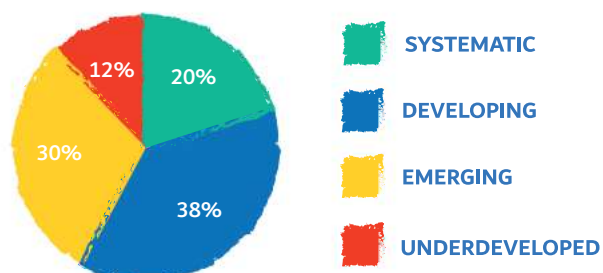
## CURRICULUM ADAPTATION



Nearly all schools have prioritised the promotion of a culture of innovation.

Just over a half have appointed leaders to drive the innovation agenda.

## LEADERSHIP



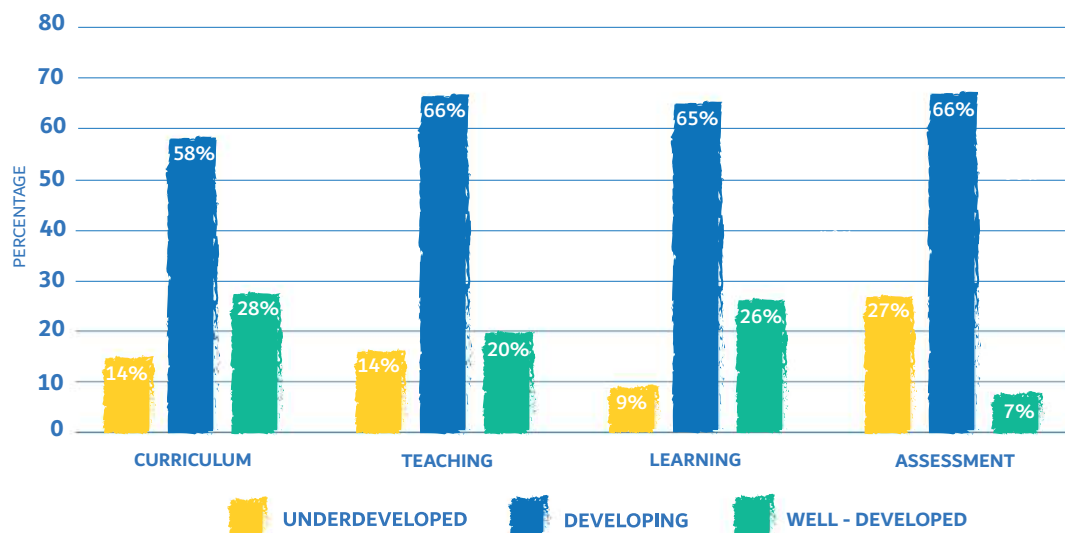
## MORAL EDUCATION

The UAE Moral Education Programme was initiated by his Highness Sheikh Mohammed bin Zayed Al Nahyan and officially launched in March 2017. The aims of the programme are to:

- build character
- instil ethical outlook
- foster community
- endear culture

The Moral Education Programme sets expectations for schools to contribute to national priorities in a wider sense. Schools are encouraged to embed the four pillars of moral education within the ethos of the school.

### MORAL EDUCATION 2017 - 2018



Almost all schools are teaching moral education in English. Teachers mainly use the moral education textbooks as key references, and most of them support it with additional locally compiled resources. Many lessons are not well personalised or sufficiently challenging.

Students engage in discussions, debates, undertake research and actively contribute to the learning. They exhibit genuine interest in exploring moral concepts and are able to apply moral understandings and concepts to their personal lives.

Most schools implement one hour a week of moral education. They often align it with areas such as languages, personal development education and social studies.

Many schools are not yet formally assessing moral education. They use various types of formative assessments, although this is not consistent.

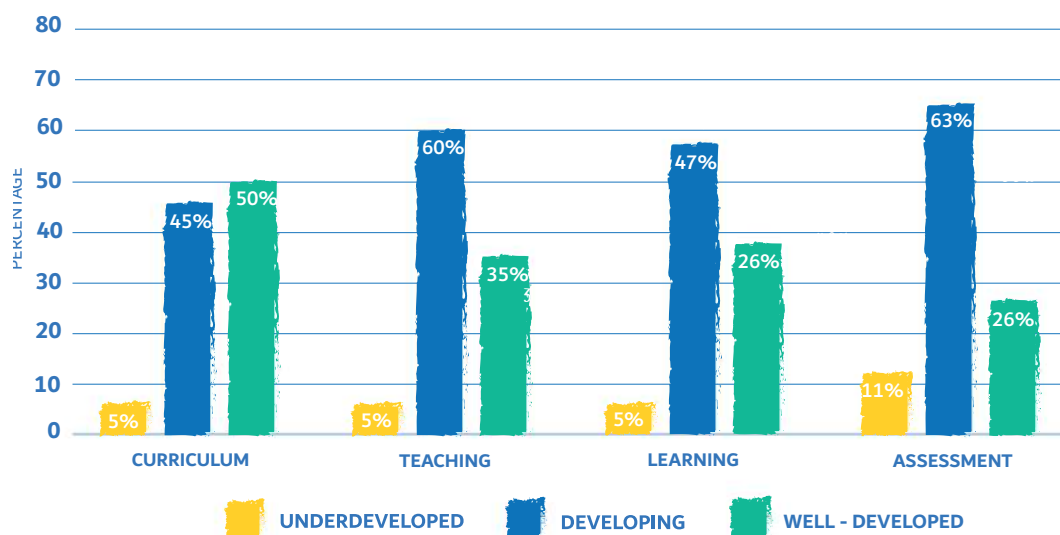


## SOCIAL STUDIES

Since UAE social studies is a national priority, DSIB requires all schools to incorporate UAE social studies into their curricula and to have it formally assessed.

Inspectors evaluated evidence from lessons, students' work, curriculum plans and assessment documentation. The inspection report featured an evaluative summary covering curriculum, teaching, learning, and assessment.

### SOCIAL STUDIES 2017 - 2018



Planning for UAE social studies is variable across schools. In many cases, parts of the intended learning outcomes are taught in an integrated manner in the lower age phases, and discretely in the upper phases. A majority of schools meet the time requirements for teaching and use a variety of resources.

Students are often engaged and interested in the topics they are being taught. They are less challenged or required to think critically. They are involved in questioning and frequent debates in some topics, but this is not consistent in most schools.

Assessment practices are generally linked to the UAE social studies learning outcomes. The assessments reflect an inconsistent picture. Opportunities are missed to inform students' next steps for improvement, and the assessments in some cases are narrowly focused on students' acquisition and retention of knowledge, rather than understanding concepts and developing skills.





School Name	Main Curriculum	2017-2018 overall rating	2016-2017 overall rating	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	2008-2009 overall rating
Kings school Dubai	UK	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
GEMS Wellington International School	UK/IB	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good
Jumeirah College	UK	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Outstanding
Jumeirah English Speaking School	UK	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Outstanding
Dubai College	UK	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good
GEMS Jumeirah Primary School	UK	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good
GEMS Dubai American Academy	US/IB	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good	Good
GEMS Modern Academy	Indian(CISCE)	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good	Not inspected
Dubai English Speaking private college - branch	UK	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good	Good	Good
Repton School	UK/IB	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good	Good	Good	Good	Good
Lyceee Francais International Georges Pompidou Primary Oud Metha	FRENCH	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good	Good	Good	Acceptable	Acceptable
Lyceee Francais International Georges Pompidou School ( Dubai Branch )	FRENCH	Outstanding	Outstanding	Outstanding	Good	Good	Good	Good	Good	Good	Good
GEMS Royal Dubai School	UK	Outstanding	Outstanding	Outstanding	Good	Good	Good	Good	Good	Good	Acceptable
Dubai British School	UK	Outstanding	Very good	Very good	Good	Good	Good	Good	Good	Good	Acceptable

# RESULTS 2017-2018

Jumeirah English Speaking School (Br)	UK/IB	Very good	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good	Outstanding
The Indian High School	Indian(CBSE)	Very good	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good	Not inspected
Dubai International Academy	IB	Very good	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good	Acceptable
Horizons English School	UK	Very good	Very good	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Good	Good	Good
Jebel Ali School	UK	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Good	Good	Good
Dubai English Speaking School	UK	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Good	Good	Good
GEMS Wellington Primary School	UK	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Good	Good	Good
The School of Research Science	UK	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Good	Good	Acceptable
Delhi Private School	Indian(CBSE)	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Good	Good	Not inspected
GEMS Our Own English High School	Indian(CBSE)	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Good	Good	Not inspected
The Millenium School	Indian(CBSE)	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Good	Good	Not Inspected
Lycee Libanaise Francophone Prive-Dubai	FRENCH	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Good	Acceptable	Good
Deira International School	UK/IB	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Acceptable	Acceptable	Acceptable
The Winchester School	UK	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Acceptable	Acceptable	Acceptable
GEMS Wellington Academy (Branch)	UK/IB	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Not inspected	Not inspected	Not inspected
Uptown School	IB	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Good	Good	Good
Lycee Francais International Private School	FRENCH	Very good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
GEMS World Academy	IB	Very good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable
Universal American School - Branch	US/IB	Very good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable
Raffles World Academy	UK/IB	Very good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Good	Acceptable



Jumeira Baccalaureate School	IB/UK	Very good	Good	Good	Good	Good	Good	Good	Good	Not inspected	Not inspected	Not inspected
Ambassador Kindergarten LLC	Indian(CISCE)	Very good	Good	Good	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Victory Heights Primary School	UK	Very good	Good	Good	Not inspected	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Foremarke School	UK	Very good	Good	Good	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Kings School Al Barsha	UK/IB	Very good	Good	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Nord Anglia International School	UK	Very good	Good	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Safa Community School	UK	Very good	Good	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Al Mizhar American Academy School	US	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
American School of Dubai	US	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
Dubai National School	US	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
Japanese School	Japanese	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
The English College Dubai	UK	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good
Cambridge International School	UK	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable
Emirates International private School L.L.C	IB	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable
Horizon International School - LLC	UK	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable
Primus Private School LLC	Indian(CBSE)	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Not inspected
The Indian High School-Branch	Indian(CBSE)	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Not inspected
Raffles International School -Um Sueeim South BR	UK	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Good
Dubai Gem Private School	UK	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable

Dubai Scholars Private School	UK	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable
Greenwood International School	US	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable
Regent International Private School	UK	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable
Our Own High School	Indian(CBSE)	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Not inspected
Al Ameen Private School	UK	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Weak
Al Ittihad Private School (BR)	US	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable	Good
Al Salam Private School	UK	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable	Good
German International School Dubai	GERMAN	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable	Good
Al Diyafah High School	UK	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable	Acceptable
Emirates International School (Meadows)	IB	Good	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable	Acceptable
St. Mary Catholic High School- Dubai	UK	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Good	Acceptable	Good
Safa British School	UK	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable	Acceptable	Good
Al Rashid Al Saleh Private School	MOE	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable
Pristine Private School	UK	Good	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable
GreenField Community School	IB	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable	Good	Good	Good
JSS International School LLC	Indian(CISCE)	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable	Good	Not inspected	Not inspected
Dar Al Marefa School	IB	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable	Acceptable	Good	Good
Dubai Police Kindergarten - Deira Branch	MOE	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Sheikh Rashid Bin Saeed Islamic Institute	MOE	Good	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable





The Sheffield Private School	UK	Good	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Bradenton Preparatory Academy	US	Good	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected
Apple International School	UK	Good	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Weak	Acceptable	Weak	Acceptable
GEMS International School- Al Khail	IB	Good	Good	Good	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
INTERNATIONAL CONCEPT EDUCATION	FRENCH/IB	Good	Good	Good	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Gems FirstPoint School	UK	Good	Good	Good	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Kings School Nad Al Sheba	UK	Good	Good	Good	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Sunmarke School	UK	Good	Good	Good	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Springdales School LLC	Indian(CBSE)	Good	Good	Acceptable	Good	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Mirdif Private School	US	Good	Good	Acceptable	Acceptable	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Weak
Star International School ( Branch )	UK	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good	Acceptable	Good
Al Basateen Private Nursery	MoE	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Al Khaleej National School	US	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
The City School International Private	UK	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
The Indian Academy	Indian(CBSE)	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected
CREDENCE HIGH SCHOOL	Indian(CBSE)	Good	Good	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Dubai British School Jumeirah Park	UK	Good	Good	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
q · land International School	UK/IB	Good	Good	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Ranches Primary School	UK	Good	Good	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected



Star International School	UK	Acceptable	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Weak
Deira private school	UK	Acceptable	Acceptable	Acceptable	Acceptable	Good	Acceptable	Acceptable	Not inspected	Not inspected
Elite English School	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good	Acceptable	Not inspected
The International School of Choueifat	SABIS	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good
Philadelphia Private School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good	Acceptable
Al Ittihad Private school	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good
Dubai Carmel School	UK	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good
Al Eman Educational Est ( Al Eman private School )	MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Al Nibras International private School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
American International School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Dubai International private School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Dubai Modern Education School	US/MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Modern Skills School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
National Charity School-Boys and Girls	MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
North American International School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Sharjah American International Private school	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Gulf Indian High School	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected
New Indian Model School	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected

The Central School	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected
Al Shurooq Private School	MOE	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Weak
Arab Unity School	UK	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Weak
Oxford School	UK	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Weak
Al Adab Iranian Private School for Boys	Iranian	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected
Al Adab Iranian Private School for Girls	Iranian	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected
Iranian Khadije Kobra School	Iranian	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected
Iranian Salman Farsi Boys School	Iranian	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected
Iranian Towheed Girls School	Iranian	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected
Pakistan Educational Academy	Pakistani	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Weak	Not inspected
GEMS Winchester School	UK	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
The Indian International School (DSO Branch)	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected
Buds Public School	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Weak	Weak	Not inspected
Little Flowers English school	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Weak	Weak	Not inspected
Grammar School	UK	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Weak	Weak	Weak
The International School of Choueifat - Branch	SABIS	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected
New Academy School	US	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Weak	Acceptable	Acceptable
Sabari Indian School LLC	Indian(CBSE)	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Al Sadiq Islamic English School	UK	Acceptable	Acceptable	Acceptable	Weak	Weak	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Al Arqm Private School	MOE	Acceptable	Acceptable	Acceptable	Weak	Weak	Weak	Acceptable	Acceptable	Acceptable	Acceptable



New World School Private	MOE	Acceptable	Acceptable	Weak	Weak	Weak	Acceptable	Weak	Weak	Weak	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Islamic School for Training & Education	MOE	Acceptable	Acceptable	Weak	Weak	Weak	Weak	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Capital School	UK	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
GEMS Metropole School	UK	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Ontario International Canadian School	Canadian	Acceptable	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
English Language Private School	UK	Acceptable	Weak	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Weak	Weak	Weak	Weak	Weak	Weak	Acceptable
International Academic School	US	Acceptable	Weak	Weak	Acceptable	Acceptable	Weak	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Al Maaref Private School (LLC)	US	Acceptable	Weak	Weak	Acceptable	Acceptable	Weak	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Weak	Weak
Bilva Indian School	Indian(CBSE)	Acceptable	Weak	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Amlid School	Indian(CBSE)	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Dovecote Green Primary	UK	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
St. Mary's Catholic High School - Muhaisnah	UK	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Swiss International Scientific School Dubai	IB	Acceptable	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected	Not inspected
Emirates English Speaking School	Indian(CBSE)	Weak	Weak	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected
The Philippine School	PHILIPPINE	Weak	Weak	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected	Not inspected
Dubai Arabian American Private School	US	Weak	Weak	Weak	Acceptable	Acceptable	Weak	Acceptable	Acceptable	Acceptable	Acceptable	Weak	Weak	Weak	Weak
Crescent English School	Indian(CBSE)	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Acceptable	Acceptable	Acceptable	Not inspected
Gulf Model School	Indian(CBSE)	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Acceptable	Acceptable	Acceptable	Acceptable	Not inspected
H. H. Shaikh Rashid Al Maktoum Pakistani School	Pakistani	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Weak	Acceptable	Acceptable	Acceptable	Not inspected

**KNOWLEDGE AND HUMAN DEVELOPMENT AUTHORITY**

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