

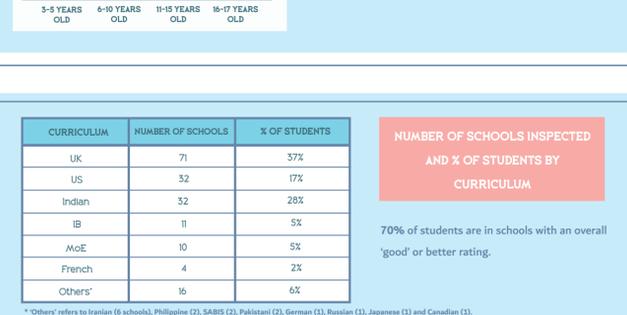
INSPECTION KEY FINDINGS

2018-2019

209 SCHOOLS **289,195 STUDENTS** **33,629 EMIRATI STUDENTS**

176 SCHOOLS INSPECTED DURING THE 2018-2019 CYCLE **11 SCHOOLS INSPECTED FOR THE FIRST TIME**

278,794 STUDENTS IN THE SCHOOLS INSPECTED **30,485 EMIRATI STUDENTS** **143,427 MALE STUDENTS** **135,367 FEMALE STUDENTS**



CURRICULUM	NUMBER OF SCHOOLS	% OF STUDENTS
UK	71	57%
US	32	17%
Indian	32	28%
IB	11	5%
MoE	10	5%
French	4	2%
Others*	16	6%

*Others refers to Iranian (5 schools), Philippine (2), SABIS (2), Pakistani (2), German (1), Russian (1), Japanese (1) and Canadian (1).

70% of students are in schools with an overall 'good' or better rating.

INSPECTION FINDINGS 2018-2019

667 INSPECTION DAYS **9,125 HOURS OBSERVING LESSONS**

3,733 HOURS OF DISCUSSIONS WITH STUDENTS PARENTS & LEADERS **6,339 HOURS REVIEWING/EVALUATING DATA, DOCUMENTS & SAMPLES OF STUDENTS' WORK**

SCHOOLS INSPECTED FOR THE FIRST TIME

Overall Rating	Number of Schools Inspected for the First Time	% of Students in Schools Inspected for First Time	% of Emirati Students in Schools Inspected for First Time
GOOD	7	77% (7,633)	61% (877)
ACCEPTABLE	4	23% (2,254)	39% (568)
TOTAL	11	100%	100%

New schools are inspected in their third year of operation. 64% of the schools inspected for the first time this year achieved a Good or better overall rating.

Across the 11 newly inspected schools, key areas of strength included students' personal and social development, health and safety, and management, staffing, facilities and resources. Their key areas for development included students' attainment and progress in Islamic education and Arabic.

CHANGES IN OVERALL PERFORMANCE JUDGEMENTS SINCE THE LAST INSPECTION

Overall Performance	2017-2018	2018-2019
OUTSTANDING	14	17
VERY GOOD	27	28
GOOD	68	74
ACCEPTABLE	51	52
WEAK	6	5

70% of schools are judged to be Good or better, compared to 66% last year, and 30% in 2009 when inspection started.

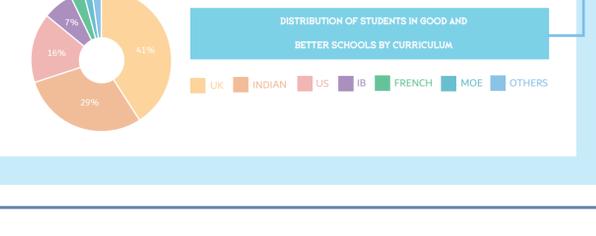
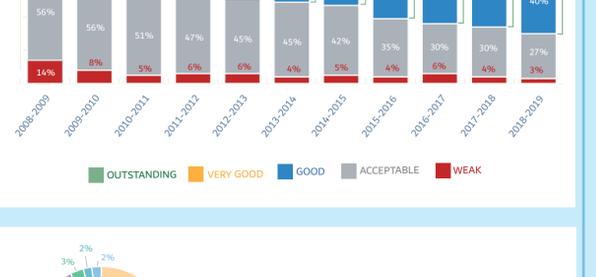
18 SCHOOLS IMPROVED THEIR OVERALL PERFORMANCE

18,776 STUDENTS ARE ENROLLED IN THE 18 IMPROVED SCHOOLS

2,946 EMIRATI STUDENTS ARE ENROLLED IN THE 18 IMPROVED SCHOOLS

The proportion of schools that are Good and better continues to increase, although six schools declined in overall performance.

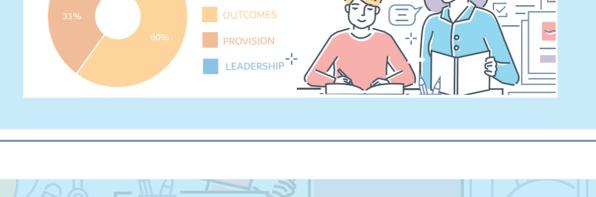
From	To	Number of Schools
VERY GOOD	OUTSTANDING	4
GOOD	VERY GOOD	5
ACCEPTABLE	GOOD	6
WEAK	ACCEPTABLE	3



IMPROVEMENTS BY INSPECTION QUALITY INDICATORS FROM LAST YEAR TO THIS YEAR

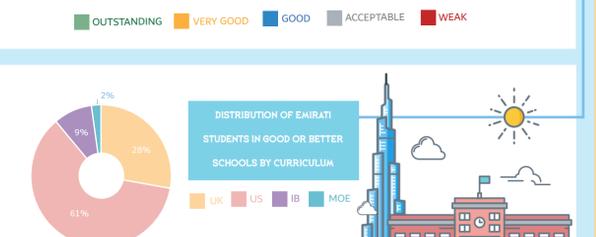
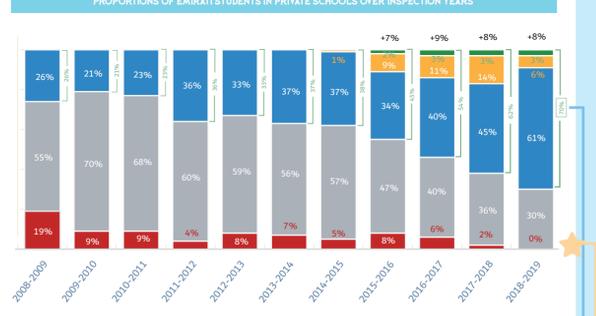
While 10% (18 schools) improved their overall judgement, 91% schools improved in one or more quality indicators.

In total, 1,528 judgements improved across the 165 schools that were inspected in 2018-2019 and 2017-2018 (this excludes the 11 schools inspected for the first time). Of these improved judgements, 60% related to students' outcomes, 31% related to school's provisions for learners, and 9% related to leadership.



EMIRATI STUDENTS

One of Dubai's education goals is to have 100% of Emirati students in schools with Good or better overall inspection ratings. In 2018-2019, this figure was 70%, an increase of eight percentage points compared to 62% in 2017-2018.



For the first time, there are 0% Emirati students in weak schools.

This goal for Emirati students has encouraged schools towards significant improvements this year. Three schools with the highest proportions of Emirati students improved their overall ratings: two from Acceptable to Good, and one from Weak to Acceptable.

Even schools that did not improve their overall ratings and which are still rated acceptable, showed improvements in one or more quality indicators.

Quality Indicators Relating to Outcomes	Quality Indicators Relating to Provision	Quality Indicators Relating to Leadership
100 ↑	52 ↑	12 ↑

100 individual judgements relating to students' outcomes improved, including 45 judgements relating to students' progress.

UAE NATIONAL PRIORITIES

NATIONAL AGENDA PARAMETER 2018-2019



The success and impact of the National Agenda parameter has continued:

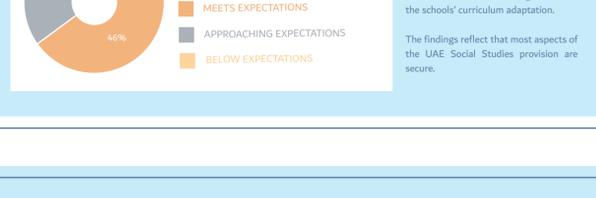
- 73% of schools were found to be meeting or exceeding expectations in their progression towards National Agenda targets.
- In 76% of schools, progress in TIMSS, PISA and PIRLS is good or better – these outcomes include the results of the Pisa-based Test for Schools (PBTS) taken by all schools in 2017.
- In 85% of schools, it was found that students are generally performing better than expected, in relation to their measured potential.

However, inspection also highlighted areas that need further improvement:

- In approximately one third of schools, the impact of leadership did not meet expectations
- In just under half of the schools, students' critical thinking and research skills did not meet expectations

In order to improve these areas and ensure that our schools meet UAE targets, DSIB will maintain its rigorous focus on inspection of the National Agenda parameter.

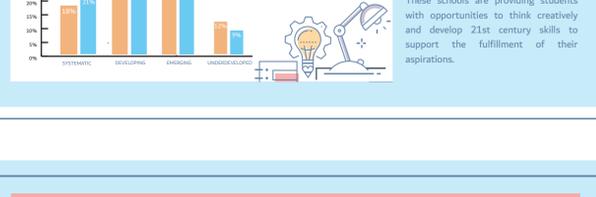
READING



Only 14% of schools were effectively developing reading across the curriculum. These schools are teaching specific reading strategies to develop confident readers in different subjects. The schools are providing a dynamic library environment to encourage students to read for enjoyment.

Most schools' provision for this key national priority is still emerging or developing.

SOCIAL STUDIES



The outcomes of a large majority of students are meeting the expectations of UAE Social Studies standards. During this academic year, the evaluations focused primarily on students' achievements, their learning skills and the schools' curriculum adaptation.

The findings reflect that most aspects of the UAE Social Studies provision are secure.

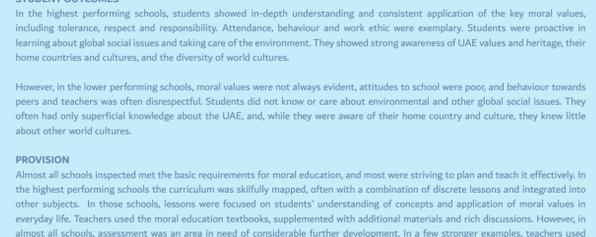
INNOVATION



More than 55% of schools provide systematic or developing innovative learning environments, an improving trend towards meeting the UAE National Innovation Strategy.

These schools are providing students with opportunities to think creatively and develop 21st century skills to support the fulfillment of their aspirations.

INCLUSION



71% of schools provide a good or better quality of provision for students of determination: which represents an increase of five percentage points from last year. Most students of determination within Dubai attend these schools.

Improved commitment by school leaders towards the inclusion of students of determination, has enhanced procedures to identify their needs. As a result, the overall number of students of determination enrolled in Dubai private schools has increased by over 3,500. The proportion of students of determination in Dubai private schools is around 6% of the total school population.

MORAL EDUCATION

In this second year of implementation of the UAE Moral Education Programme, thematic inspections were carried out in 37 schools. The schools were selected from different overall inspection quality levels, and across the range of Dubai curricula. These inspections focused mainly on student outcomes, specifically in the areas of character and morality, citizenship, cultural awareness. They also looked at leadership, and aspects of provision: curriculum, teaching and assessment.

STUDENT OUTCOMES
In the highest performing schools, students showed in-depth understanding and consistent application of the key moral values, including tolerance, respect and responsibility. Attendance, behaviour and work ethic were exemplary. Students were proactive in learning about global social issues and taking care of the environment. They showed strong awareness of UAE values and heritage, their home countries and cultures, and the diversity of world cultures.

However, in the lower performing schools, moral values were not always evident, attitudes to school were poor, and behaviour towards peers and teachers was often disrespectful. Students did not know or care about their environmental and other global social issues. They often had only superficial knowledge about the UAE, and, while they were aware of their home country and culture, they knew little about other world cultures.

PROVISION
Almost all schools inspected met the basic requirements for moral education, and most were striving to plan and teach it effectively. In the highest performing schools the curriculum was skillfully mapped, often with a combination of discrete lessons and integrated into other subjects. In those schools, lessons were focused on students' understanding of concepts and application of moral values in everyday life. Teachers used the moral education textbooks, supplemented with additional materials and rich discussions. However, in almost all schools, assessment was an area in need of considerable further development. In a few stronger examples, teachers used formative and summative assessments effectively to evaluate students' acquisition of knowledge, their application of skills and moral values, and their development of conceptual understandings and deeper moral reasoning.

LEADERSHIP
In almost all schools leaders were aware of the moral education requirements and actively involved in implementing them. In the highest performing schools, leaders went far beyond the basic requirements: they have purposefully aligned moral education and student wellbeing, and positioned them as central pillars of the school's ethos. They have chosen moral education teachers thoughtfully for their expertise, passion and ability to act as role models for students. In these schools, students demonstrated strong personal and social development, and high levels of academic achievement. However, in the lower performing schools, leadership of moral education was fragmented and unclear, and implementation was unsystematic. Choice of teachers was often based mainly on who had time available, so teachers lacked the necessary attributes to ensure high quality implementation.

