

INSPECTION REPORT

2022-2023



NEW INDIAN MODEL SCHOOL

CBSE CURRICULUM

ACCEPTABLE

CONTENTS

CONTENTS	2
SCHOOL INFORMATION	3
Summary of Inspection Findings 2022-2023	4
Overall School Performance	6
Focus Areas.....	8
Main Inspection Report	10

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Garhoud
	Opening year of School	1980
	Website	www.nimsdxb.com
	Telephone	97142824313
	Principal	Mr. Stephen DaCosta
	Principal - Date appointed	8/24/2022
	Language of Instruction	English
	Inspection Dates	03 to 06 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 17
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	7220
	Number of Emirati students	0
	Number of students of determination	515
	Largest nationality group of students	Indian

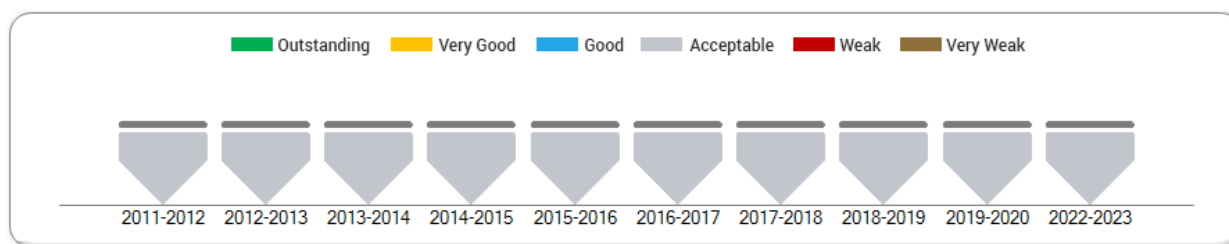
TEACHERS

	Number of teachers	363
	Largest nationality group of teachers	Indian
	Number of teaching assistants	13
	Teacher-student ratio	1:19
	Number of guidance counsellors	4
	Teacher turnover	16%

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	CBSE Kerala Board
	Accreditation	CBSE Kerala Board

School Journey for NEW INDIAN MODEL SCHOOL



Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision, and leadership.

STUDENTS OUTCOMES

- There are many examples of high-quality practice in the Kindergarten (KG). Provision in Primary has improved in many aspects and is now as strong as the standards in Middle. Attainment and progress are very good in English and mathematics in KG, and in Secondary, very good levels of attainment are achieved in English and science.
- The school operates in a climate of mutual respect. It has prioritised the promotion of healthy lifestyles. This is having a positive impact on students and their wellbeing. In all phases, students are sensitive to the needs of others. Relationships between students and teachers, and each other, are very strong. Students' behaviour in classroom and the public areas of the school, is exemplary.

PROVISION FOR LEARNERS

- There have been improvements in the quality of teaching in Primary. Although teaching is now of a good quality across the school, inconsistencies still exist. Often, these are linked to assessment not being used as effectively as it should be. With the exception of KG, too many teachers are not secure in their understanding of how assessment data can be used to guide lesson planning.
- Curriculum provision in KG is very good and includes opportunities for children to learn about Emirati and other world cultures. Learning experiences in most areas of the curriculum are integrated well. Older students benefit from a wide range of choices and learning opportunities that develop their talents, interests, and aspirations. Enterprise, innovation, and creativity are underdeveloped skills across the school.
- The school has a comprehensive child protection and safeguarding policies and promotes an anti-bullying culture. The staff and medical team promote healthy living very effectively through a wide range of initiatives. All medications and medical records are securely stored in the clinic. The school has good systems in place to ensure a safe, secure, and hygienic environment.

LEADERSHIP AND MANAGEMENT

- Appropriately, the governors and senior leadership have identified the need to review the school's vision. They have strengthened middle management by reallocating roles and responsibilities. They have also placed more emphasis on the gathering and analysis of data. However, there is inconsistency in how well assessment data is understood and used. Resources for learning are limited in some key areas of the curriculum.

The best features of the school:

- Strong provision and outcomes in KG
- Very good progress in Islamic Education in Primary
- Students' highly-developed personal and social skills, awareness of Islamic values, strong work ethic and sense of social responsibility
- Very good attainment in secondary English and science.
- The school's good partnerships with parents

Key Recommendations:

- Ensure that all teachers fully understand assessment data and make full use of this information in planning teaching and learning.
- Improve attainment and progress in science in Primary and in all phases in Arabic, as an additional language.
- Ensure that suitable resources are available for learning and teaching in all subjects, particularly materials for practical mathematics, science, and physical education.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle	Secondary
<p>Islamic Education</p>	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very good ↑	Good	Good
<p>Arabic as a First Language</p>	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
<p>English</p>	Attainment	Very good	Good ↑	Good	Very good ↑
	Progress	Very good	Good ↑	Good	Good
<p>Mathematics</p>	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Good	Good
<p>Science</p>	Attainment	Good	Acceptable	Good	Very good ↑
	Progress	Good	Acceptable	Good	Good
Learning skills		KG	Primary	Middle	Secondary
		Very good	Good ↑	Good	Good

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Very good	Very good	Outstanding

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good ↑	Good	Good
Assessment	Very good	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Good ↑	Good	Good
Curriculum adaptation	Good	Good ↑	Good ↑	Good ↑

5. The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Very good	Good	Good	Good

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

The school meets the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
Progress in international assessments	is below expectations	Not applicable

- The school fully meets the registration requirements of National Agenda (NA) for the academic year 2022-2023. However, in the most recent Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA) tests, outcomes did not meet any of the school's targets. Student performance did not show consistent improvement and several areas regressed.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations

- Leaders at all levels support the vision and goals of the NA. The school action plan identifies key areas for improvement, along with the training needed to improve teachers' awareness and skills in using the benchmarked data. The plan describes the key curriculum adaptations. However, it does not include a strand focused on improving students' reading skills.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations	Not applicable

- The school does not provide sufficient opportunities for students to evaluate the comments of others during discussions. This means that they do not always have opportunity to critique the ideas of others.

Overall, the school's progression to achieve the UAE National Agenda targets is approaching expectations.

For Development:

- Implement a standardised reading test and train the teachers in its use to track students' reading proficiency more robustly.
- Ensure that the skills of reading comprehension are fully embedded across the curriculum to increase students' confidence in reading subject specific texts.

Wellbeing

The quality of wellbeing provision and outcomes is at a moderate level:

- The wellbeing team have a clear vision of the importance of wellbeing in the school. Although action plans, surveys and policies are in place they are not evaluated and updated regularly enough. The governors hold leaders to account for wellbeing provision across all phases. The school collects, analyses and applies wellbeing data from students, parents and teachers to modify their approach.
- The school strongly promotes care and respect for all. A counsellor is available to support students. Student council members provide peer support to those who may be experiencing undue pressure. The school has provided a Happiness Centre, a quiet area to help students deal with stresses and worries. Staff and members of the students' council identify students with wellbeing concerns, make referrals and provide appropriate support. Parents are kept fully informed. Support for new students, parents and teachers is not fully effective.
- The school thoughtfully plans the curriculum incorporating wellbeing activities which promotes their enjoyment and engagement. However, this is not consistent across curriculum subjects or phases. Students feel safe and connected to the school community and demonstrate very positive attitudes to their work and each other. They are aware of the importance of hygiene and healthy living and engage in various physical activities and make healthy diet choices. Students of determination are involved in all aspects of school life. This significantly enhances their wellbeing.

UAE social studies and Moral Education

- The school delivers a high-quality moral education programme. Teachers include a range of strategies to enrich the curriculum. Individual subjects are well integrated within the moral and cultural framework. The 'Salama Series' provides a platform on which the teachers can build core and extended activities.
- The school teaches moral education as a standalone subject for one 40-minute period per week, to Grades 1 to 9. Teachers make use of the recommended textbooks, in line with the most recent framework, and incorporate a range of enriching activities.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Very good ↑	Good	Good

- A majority of students demonstrates better than expected knowledge and understanding of Islamic concepts in lessons and in their recent work. Assessment outcomes reflect effective practice in all phases. Students in Primary make better progress than those in Secondary. Girls generally perform better than boys.
- Students demonstrate better understanding of Islamic values and principles of worship than that of Islamic Law. Their knowledge of the Holy Qur'an and Hadith is secure. However, students' understanding of their meaning, and their ability to extract evidence of values or rulings, is less secure.
- The school has improved students' Holy Qur'anic recitation skills. This is enhanced by allocating extra time for learning about the Holy Qur'an. The impacts of this initiative, are not evident in the higher phases.

For Development:

- Improve students' Holy Qur'an memorisation and recitation skills by providing more practice opportunities in lessons.
- Ensure that all students understand the meanings of verses they recite and link this with the Hadith and Seerah.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Most students attain in line with the Ministry of Education (MoE) curriculum standards. Girls achieve better than boys. Students' performance in their recent written work is stronger than work in lessons. School assessment data does not show an accurate picture of students' performance.
- Students' listening skills are stronger than other language skills. They understand instructions and respond to them with some help from their teachers. However, their answers are often short and mostly limited to single words. Free writing and speaking skills are underdeveloped across the school.
- Students' reading skills have improved this year, because of teachers providing more opportunities to practise reading about topics related to their experience. This is also enhanced by the school's Holy Qur'an recitation programme. However, students' full understanding of texts is insecure.

For Development:

- Improve students' writing and speaking skills by providing more opportunities for them to practise language more freely and extensively in everyday settings.

English

	KG	Primary	Middle	Secondary
Attainment	Very good	Good ↑	Good	Very good ↑
Progress	Very good	Good ↑	Good	Good

- From a low starting point, children in KG make rapid progress in the development of their language and literacy skills, enabling them to achieve above expectations. Students in Secondary use technology effectively to support their learning and impact positively on their attainment.
- The themed approach in KG, Primary and Middle, incorporates a variety of genres and is effective in developing students' reading comprehension and their inference, critical thinking, and writing skills. Students' spelling, punctuation, and grammar are developing progressively, although few students check their work for accuracy.
- The recent focus on developing reading and writing skills, using online platforms, is effective in accelerating students' progress, particularly in Primary. Students in Secondary demonstrate a rich vocabulary and can express themselves confidently, girls more so than boys.

For Development:

- Ensure that students routinely check their writing for accuracy and particularly their use of spelling, punctuation, and grammar.
- Provide more opportunities for students to write, imaginatively and creatively, and for a range of different purposes.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Very good	Good	Good	Good
Progress	Very good	Good	Good	Good

- In KG, children develop a sound foundation in mathematics. In all phases, most students can relate their mathematics to real-life experiences. Internal and external data confirm levels of achievement are above expected curriculum standards.
- Across the school a majority of students demonstrates effective reasoning skills and can apply their mathematical skills to solve problems. Children in KG can count accurately and order numbers which are one less and one more. Skills in mental mathematics are improving as are skills of critical thinking.
- The recent focus on ensuring that relevant mathematical vocabulary is shared with the students and reinforced during lessons is helping students to understand word problems. Their development of mathematical thinking is supported by class discussions and the use of appropriate subject-specific language.

For Development:

- Embed critical and higher-order thinking skills, within practical problem-solving activities.
- Improve students' ability to calculate mentally.

Science				
	KG	Primary	Middle	Secondary
Attainment	Good	Acceptable	Good	Very good ↑
Progress	Good	Acceptable	Good	Good

- The majority of students in KG and Middle attains levels which are above the expected curriculum standards. Most students in Primary meet expected standards. A large majority of students in Secondary attain above expected standards in external examinations.
- In all phases, students' opportunities to engage in practical activities is limited by the resources available. This prevents students being able to be actively involved in practical activities. This hinders the development of understanding of scientific experimentation. The recent focus on active learning and use of a subject-specific vocabulary is helping students to become more confident in discussing scientific concepts. Students are also becoming more adept in the use of technology to research and present information.

For Development:

- Raise students' achievement in science to at least a good level in Primary.
- Provide more opportunities for all students, particularly in Primary to carry out practical activities and investigations in lessons.

Learning Skills				
	KG	Primary	Middle	Secondary
Learning skills	Very good	Good ↑	Good	Good

- Across all phases, students have positive attitudes to their work and increasingly take responsibility for their own learning. This is most evident in the secondary phase. Children's learning skills in KG are very well developed through enjoyable skills-based learning.
- Collaborative student learning is a strong feature in all subjects. Students interact very well with teachers and each other to share their thinking. They plan, prepare, present, and evaluate their work. Students regularly relate their learning to real-world issues.
- There has been an increased focus on critical thinking and problem-solving in lessons. Older students occasionally use technology for independent research. However, students mostly use technology to access learning activities.

For Development:

- Place greater emphasis on developing students' higher-order thinking skills, and the use of technology to support independent learning.

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students across the school display very positive and responsible attitudes towards learning and their work. They are sensitive to the needs of others which leads to warm and positive relationships among all students.
- Across the school students' behaviour is exemplary. Students are responsive and act upon critical feedback. They show a high degree of self-discipline. Students are in regular attendance and always punctual at the start of lessons.
- The school's suitable emphasis on promoting a healthy lifestyle is having a positive impact on students' behaviour. Most students are aware of the importance of hygiene and of living a healthy lifestyle. In doing so, students are eager to participate in the school's various sporting activities and in ensuring that they eat healthily.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students across the school demonstrate a strong awareness of Islamic values. They can explain with confidence how these values are reflected in all aspects of life in the UAE. They talk about the need for tolerance and how people should be treated equally and respectfully.
- Students are proud of their own countries and cultures, citing many examples of products, the history, and tourist attractions, which are key features. Students' awareness of other world cultures is stronger in the higher phases of the school.
- Students' have a very strong understanding and appreciation of UAE heritage and culture. This awareness is fully embedded within the school curriculum and enhanced by several school-wide activities.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Very good	Very good	Outstanding

- Students in all phases have a deep understanding of their responsibilities to the local and global communities. A 'Buddy' programme enables students in all phases to support those of determination in their daily activities.
- Across the school a positive work ethic is evident with students engaging enthusiastically in their work. Students are increasingly taking initiatives and developing projects, for instance, the 'Kindness Cart' which is designed to promote kindness among all students.
- In pursuit of their vision for a more environmentally-friendly society, students are engaging in a wide range of projects that have an impact on sustainability. As part of the 'Green Mission', students produce an e-magazine which promotes environmental awareness within and beyond the school community.

For Development:

- Encourage students to participate in more student-led initiatives that support their innovation, critical thinking, and design skills.
- Enhance students' awareness of local and world cultures.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good ↑	Good	Good

- The overall quality of teaching mostly good in all phases. There are, however, variations in the quality of teaching within individual subjects. A majority of teachers plans lessons with clear learning objectives and use their skills and resources, to engage students in purposeful learning.
- In the most effective lessons, learning activities are matched to the needs of students and teachers use questioning skillfully, promoting deeper thinking and checking understanding. Sometimes the pace of learning is too constrained by the teacher, inhibiting independent learning.
- Teachers interact well with their students. The recent emphasis on the promotion of collaboration, discussion, and debate, is impacting positively on students' learning. In the most effective lessons, teachers make full use of assessment data to guide lesson planning to meet students' differing learning needs.

	KG	Primary	Middle	Secondary
Assessment	Very good	Acceptable	Acceptable	Acceptable

- Assessment systems in KG are based upon the Early Years Foundation Stage (EYFS) framework enabling the progress of individual children to be carefully tracked and recorded. The data collected in all phases is analysed well by departmental teams and KG leaders.
- In the higher phases, teachers do not make enough use of student progress information to guide lesson planning. The analysis of attainment and progress data by leaders, at all levels, is not used systematically in lessons to ensure progress rates are high.
- There is too much variation in teachers' understanding and application of the use of assessment data in lessons. Most teachers provide regular feedback to students on their work. However, this does not always offer the constructive guidance needed to support them in improving their work.

For Development:

- Ensure all teachers use assessment information to plan learning activities that are precisely matched to the abilities and needs of their students.
- Ensure that teachers provide students with clear and regular feedback that identifies how they can improve their work.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Good ↑	Good	Good

- The curriculum is well organised and provides coherent learning pathways for students. In KG, links with Emirati, and other world cultures, are effectively developed with opportunities for children to discuss the history and culture of many countries.
- Older students benefit from a wide range of curricular choices and learning opportunities. Along with Arabic and English, the curriculum offers a choice of three native languages, Hindi, Malayalam, and Urdu.
- The curriculum provides some opportunities for students to research and innovate, but this is not firmly embedded. Cross-curricular links are planned for in a majority of lessons, but not always delivered. The curriculum is reviewed regularly to ensure that provision meets the needs of students.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good ↑	Good ↑	Good ↑

- The school is successful in modifying the curriculum to meet the needs of most groups of students, including students of determination. The curriculum is less well adapted to meet the needs of students identified as gifted and talented.
- Curricular provision enables students to link their learning to their day-to-day lives, especially as they learn about life in the UAE. Opportunities for enterprise, innovation, and creativity are too few and variable across the school.
- The school celebrates national festivals and provides many enriching activities for instance, being involved in a presentation at the Expo, hair donations, and the Biz World programme organised by the Ministry of Economy for the secondary students.
- Arabic is taught in KG 1 and KG2 weekly for 20 minutes and as an oral session.

For Development:

- Identify and provide more appropriate support and challenge to students who are gifted and talented.
- Provide more opportunities for all students to engage in enterprise, innovation, and creative activities.

5. The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- The school has comprehensive child protection and safeguarding policies and procedures. It provides training to all staff to ensure correct protocols are followed. The school protects students from bullying by promoting an anti-bullying culture which is strongly supported by the students themselves.
- The school has effective systems to ensure a safe, secure, and hygienic environment. It carries out regular safety checks and risk assessments of proposed school activities. School transport is managed effectively, and all regulatory requirements are met.
- The school premises and equipment are maintained to a good standard. All medications and medical records are securely stored in the clinic. The school's promotion of safe and healthy living is facilitated very effectively by the medical team through a wide range of health initiatives. A range of healthy food options is available in the school canteen.

	KG	Primary	Middle	Secondary
Care and support	Very good	Good	Good	Good

- Staff are well aware of the needs of children in KG, where an atmosphere of care and respect is prioritised by supportive teachers. In the upper phases, students benefit from positive, respectful interactions with adults.
- Behaviour is diligently managed, and the student-centered approach, evident in school policy documents, is implemented with understanding and thoroughness. The monitoring of attendance across all phases is well structured and records are maintained for parents.
- The school's commitment to inclusion is reflected in its effective procedures and systems for identifying and supporting students of determination. Parents receive accurate and comprehensive information. For older students, proactive measures have been put in place to ensure a speedy response to any personal issues.

For Development:

- Enhance risk-assessment systems to report more swiftly on potential hazards in the school.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- School leaders and governors support and resource inclusive provision for students of determination. Key personnel with appropriate qualifications, develop and adapt provision to meet the wide range of students' needs.
- Over time, the inclusion team has put into place detailed policies and procedures for the identification of students of determination. Consequently, teachers offer effective interventions which are designed to meet students' social, emotional, and academic needs.
- Parents appreciate the ease of communication with school leaders and staff, particularly during the period their children were at home. They also appreciate how their children are fully included in the life of the school and have opportunities to take on responsibilities.
- The inclusion team provides a range of information and Individual Education Plans (IEPs) to assist teachers in modifying lesson plans and supporting students in lessons. They support ongoing professional development to ensure a consistent approach to the teaching of students of determination.
- School assessment data indicate variable progress for students of determination. While the personalised approach of teachers in KG has resulted in more positive outcomes for children, provision for older students is not as well matched to their individual needs.

For Development:

- Ensure that teaching strategies take more account of the learning needs of students of determination so that barriers to learning are reduced.

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

- Senior leaders are effective in establishing a positive climate for learning and are focused on improving students' achievements. They have established positive relationships and a purposeful learning culture, which reflects the UAE national priorities. All staff are clear about their responsibilities and lines of accountability. Senior leaders ensure that the school is compliant with all statutory and regulatory requirements.
- Evidence, gathered from a range of sources, is analysed, and provides the basis for the school's self-evaluation. Senior leaders evaluate the school's work, using a range of methods, including a focus on the quality of the students' experiences and their attainment. The school prepares an improvement plan on the basis of a limited range of suitable evidence. Recent plans have brought about some improvement and made progress in addressing most of the recommendations from the previous inspection report.
- The school engages parents as partners in their children's learning and in school life. Reports to parents provide an accurate indication of their child's attainment and progress. The school acts promptly upon any parental concerns. It benefits from strong links with the local community. Charitable organisations work closely with staff and students to raise awareness of how they can help and support the needs of others in the community.
- The Governing Board includes representation from all stakeholders. The views of parents are sought as part of its decision-making process. Governors exert some influence on the school's leadership and direction by periodically monitoring the school's decisions and actions. They hold senior leaders to account for the quality of the school's performance, including the achievements and personal development of all students.
- Most aspects of the day-to-day management of the school are suitably organised with effective procedures and routines. Almost all staff members are appropriately qualified and benefit from occasional professional training. The premises have specialist facilities for practical subjects including technology. A few areas of the school are not accessible to those with mobility issues. The school has made considerable investment in resources to promote inclusion. However, resources for KG, mathematics, science, and physical education are more limited.

For Development:

- Improve the quality of whole-school self-evaluation and ensure it is based on accurate assessments of the school's performance.
- Ensure that governors are actively involved in all of the school's work, especially, the close monitoring and impact of student achievement.
- Improve resourcing in KG and for reading, mathematics, science, and physical education.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae