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School information



General information

Location	Al Safa
Type of school	Private
Opening year of school	1976
Website	www.jess.sch.ae
Telephone	04 3945515
Address	PO BOX 24942 Safa, Jumeirah
Principal	Ruth Mary Burke
Language of instruction	English
Inspection dates	24 th -26 th November 2014



Students

Gender of students	Boys and Girls
Age range	3 - 11
Grades or year groups	Foundation Stage 1- Year 6
Number of students on roll	699
Number of children in FS1	87
Number of Emirati students	9
Number of students with SEN	29
Largest nationality group of students	UK



Teachers / Support staff

Number of teachers	54
Largest nationality group of teachers	British
Number of teacher assistants	25
Teacher-student ratio	1:22
Number of guidance counsellors	1
Teacher turnover	16%



Curriculum

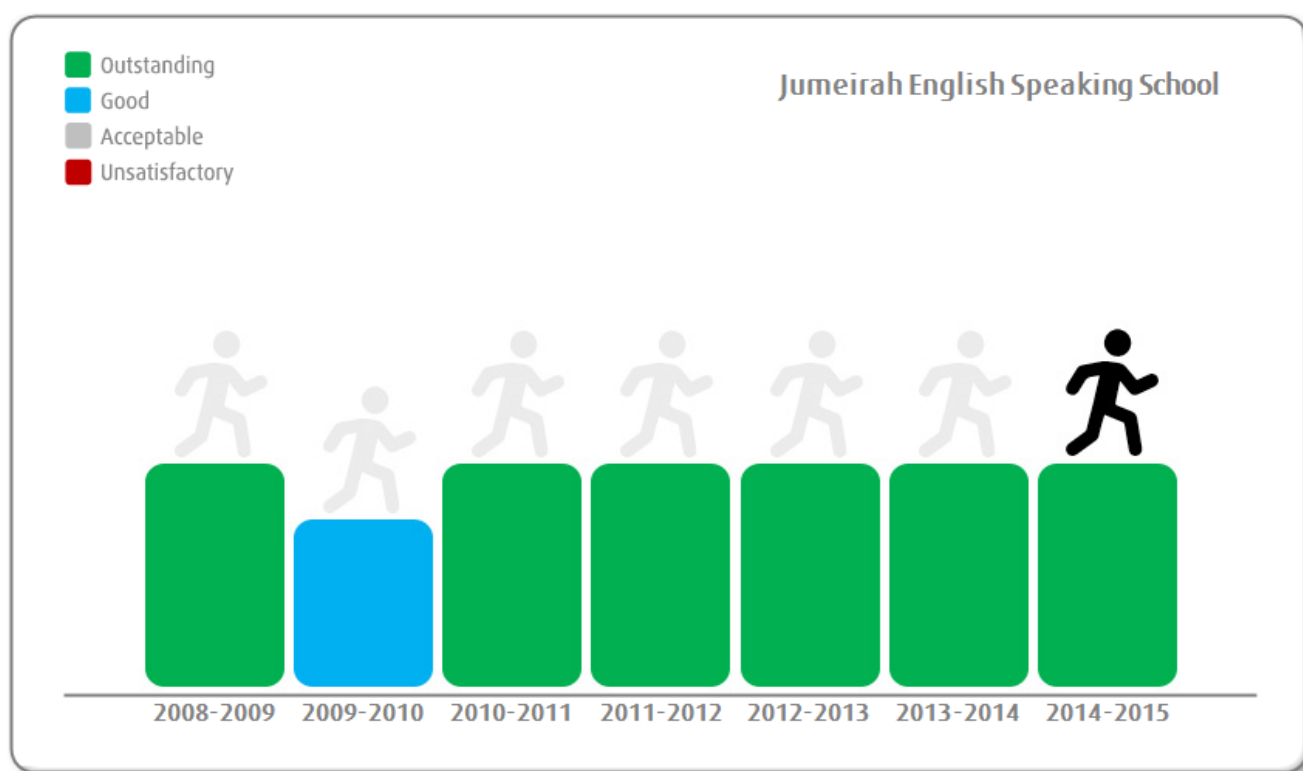
Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	SATS / CAT4
Accreditation	British Schools in the Middle East (BSME)



Dear Parents,

Jumeirah English Speaking School was inspected by DSIB from 24th-26th November 2014, and the overall quality of education provided by the school was found to be **Outstanding**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Very high standards were achieved across the school in English, mathematics and science.
- Good improvements had been made in students' attainment and progress in Arabic as an additional language.
- The school provided an attractive environment and rich learning experiences for all children and students.
- Students' personal, social and emotional development, their understanding of Islamic values and their care for the environment were outstanding.
- School leaders were committed to striving for continuous improvement.
- There was a positive ethos and family atmosphere that permeated the school.

Areas for improvement

- Improve students' attainment in Islamic Education and Arabic as a first language.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau
Knowledge and Human Development Authority**

A closer look at Jumeirah English Speaking School



How well does the school perform overall?

Overall, Jumeirah English Speaking School provided an **'Outstanding'** quality of education for its students.

- Students made outstanding progress in English, mathematics and science and attainment was high. Attainment in Islamic Education and Arabic as a first language was acceptable. Standards were improving in Arabic as an additional language. Progress was good in Islamic Education and Arabic lessons. From the Foundation Stage to Year 6, students participated enthusiastically in a wide range of learning activities. They could see the relevance of their learning in the context of their own lives in the world beyond school.
- Students had extremely positive attitudes and enjoyed being at school. Their behaviour was excellent in lessons and around the school. They showed through their involvement in many projects, a high degree of caring and responsibility for the community and the environment.
- Overall, teachers understood how students learn best and planned activity-based opportunities, often linked to the creative curriculum or life experiences. Through using high-quality teacher and termly formal assessments, they had a very detailed understanding of their students' progress, strengths and development needs.
- The high quality curriculum included a wide range of subjects and enriching activities. It allowed students to make progress and develop high standards in knowledge, skills and personal development. There was a strong commitment to review and improve, continuously, the design of the curriculum so that all students' needs could be met in a caring and sensitive manner.
- All staff worked well as a team to ensure that students were safe, secure and healthy. Teachers and students trusted each other and this confidence and mutual respect created an outstanding atmosphere of care and support throughout the school.
- School leaders had a clear and appropriate vision for continuous improvement which was shared amongst all members of the school community. Parents were supportive of the school and valued the quality of education it provided. The Governing Board provided effective strategic direction and appointed high quality teachers. Senior staff and others managed the school very well. The school campus and resources were of high quality and were used very well to create a positive learning environment.

How well does the school provide for students with special educational needs?



- Meeting the needs of all students with special educational needs was central to the ethos of Jumeirah English Speaking School. Students were afforded every opportunity to succeed, having benefited from the excellent support of the Oasis Centre staff. Students consistently made good to outstanding progress and acquired knowledge and skills that prepared them well for their next stage in education and ensured a smooth transfer to secondary.
- The arrangements to identify students with special educational needs were comprehensive and put in place at the earliest possible opportunity. The content of the curriculum was taught in a manner that suited the individual needs of all students.
- The very effective and timely communication with parents enabled the Oasis team to support and nurture all students with special education needs in a caring and sensitive manner.

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

		Foundation Stage	Primary
 Islamic Education	Attainment	Not Applicable	Acceptable
	Progress	Not Applicable	Good
 Arabic as a First Language	Attainment	Not Applicable	Acceptable
	Progress	Not Applicable	Good
 Arabic as an Additional Language	Attainment	Not Applicable	Good ↑
	Progress	Not Applicable	Good
 English	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
		Foundation Stage	Primary
Learning skills		Outstanding	Outstanding

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	Foundation Stage	Primary
Personal responsibility	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding

3. How good are teaching and assessment?

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding

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

	Foundation Stage	Primary
Curriculum quality	Outstanding	Outstanding
Curriculum design to meet the individual needs of students	Outstanding	Outstanding

5. How well does the school protect and support students?

	Foundation Stage	Primary
Health and safety	Outstanding	Outstanding
Quality of support	Outstanding	Outstanding

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Outstanding
Self-evaluation and improvement planning	Outstanding
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding

Overall school judgement

Outstanding

Key strengths


- The quality of leadership at all levels was consistently of a high order. School leaders and governors strove for continuous improvement through rigorous self-analysis and through working with parents and other external partners in the best interests of the children.
- All children, parents and visitors to the school were extended a very warm welcome, making them feel special, at home and valued as individuals.
- All adults who worked at the school were dedicated and determined to provide the best possible learning environment and learning experiences for children and students of all abilities from the very successful Foundation Stage through to Year 6.
- Students' social and emotional intelligences were highly developed and this impacted positively on their behaviour, their attitudes to learning, their relationships with adults and classmates, and on their attendance and punctuality.
- Students demonstrated an excellent understanding of Islamic values. They had an excellent awareness of local traditions and of other world cultures. They made a significant contribution to the school community and beyond, and they cared for the environment.
- Very high standards were achieved across the school by students in English, mathematics and science.


Changes since the last inspection

- There had been several significant promotions within the school and to other schools. As a consequence, the senior leadership team had been restructured and strengthened.
- Ten new teachers had joined the school.
- Provision for students with special educational needs had been enhanced.
- Teachers of Islamic Education and Arabic had extended the range of strategies and activities used in the classroom to enhance learning.
- The timetable had been creatively modified to allow more learning time.
- There had been extensive improvements to the school premises and infrastructure.

Recommendations

- Raise attainment in Islamic Education and Arabic as a first language by ensuring all teachers have higher expectations of what students can achieve.

 Improved from last inspection

 Declined from last inspection

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

Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In English most children were making better than expected progress in acquiring speaking and listening skills and extending their vocabulary. They understood instructions and were able to communicate independently and confidently. Towards the end of the phase, they could make up imaginative stories and write accurate sentences to describe characters.
- In mathematics almost all children could comfortably count using numbers from one to 20. They placed numbers in order and responded to questions about 'one more than' and 'one less than'. Children had a sound understanding of everyday mathematical language helping them compare sizes, weights and distances. Excellent progress was achieved through children drawing effectively on their prior knowledge and skills and their willingness to extend their understanding in practical activities.
- In science children enjoyed taking on the role of, and behaving like, scientists. They used their senses to observe and explore their environment. They acquired and used appropriate vocabulary to describe and explain their observations of living things and the changing states of matter.

Primary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Good
Arabic as a First Language	Acceptable	Good
Arabic as an Additional Language	Good ↑	Good
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic Education most students knew the five pillars of Islam, different types of Salah, Fard and Sunnah in line with expectations for their age. They made good progress in understanding Islamic values and morals and in developing their knowledge in most of the Islamic concepts. Progress in developing recitation skills and in using Hadith or Qur'an as points of reference was slower.
- In Arabic as a first language, the majority of students made good progress in their ability to listen and understand and were able to respond well to questions. They made steady progress in reading and reached an acceptable standard for their age. They made steady progress in their writing although their independent writing required development.

- In Arabic as an additional language, the majority of students made good progress in communication skills and could speak well and understand what they heard. Students made better progress in writing and reading in the lower year groups. They could write familiar vocabulary and phrases but independent writing was less well-developed.
- Students made rapid progress in the key aspects of English language. They could use the correct terms to describe and analyse different types of text, and could write expressively at length. Their listening and speaking skills were well-developed.
- By Year 2, in mathematics, students could approach problems involving number and data presented in a variety of forms. They used the correct language, symbols and vocabulary associated with number. By Year 6, students made connections in mathematics and appreciated the need to use numerical skills and knowledge when solving problems in other parts of the mathematics curriculum and cross-curricular topics.
- In science, students' knowledge of life and living things, materials and their properties and forces and energy was beyond expectations. They deepened their understanding of scientific concepts through research and investigation. They had an excellent understanding of a fair test and applied this confidently when planning and carrying out investigations according to scientific method.

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Students participated enthusiastically in a wide range of learning activities. They understood the importance of learning. In most lessons, students were excited by the anticipation of learning something new or developing their skills and understanding.
- They enjoyed working together in pairs or small groups or worked independently in a focused and concentrated manner.
- Students could reflect on their own performance and made valuable contributions to peer evaluations. They understood that new learning built on what they already knew and could see the relevance of their learning in the context of their own lives outside school.
- As motivated learners, students were naturally inquisitive and generated challenging problems or questions for discussion. Teachers enabled students to develop critical thinking, problem solving and investigation skills.

2. How good is the students' personal and social development?

	Foundation Stage	Primary
Personal responsibility	Outstanding	Outstanding

- Students' exemplary behaviour in lessons and around the school was a key factor in their successful learning.
- Students of all ages had extremely positive attitudes and enjoyed being at school.
- Trusting relationships between students and adults were based around respectful attitudes and the concern shown for others.
- Students knew how to lead a healthy lifestyle. They enjoyed physical activities and enthusiastically participated in the wide range of sporting opportunities available to them.
- Attendance was outstanding.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding

- In the Foundation Stage, children’s appreciation of the impact of Islamic values on modern life in Dubai was outstanding. In the primary phase, students’ understanding of the Islamic and Arabic culture and its impact on their own lives in Dubai was well-developed. The students’ ‘Heritage Heroes’ were instrumental in promoting awareness of Islamic values across the whole school.
- As a result of a successful partnership with an Emirati school, students could explain in depth some features of Emirati culture and could compare these with non-Emirati cultures.
- Students valued the richness of the mixed cultural society in the school and Dubai. They had an excellent awareness and appreciation of their own culture and other cultures in the school and around the world.

	Foundation Stage	Primary
Community and environmental responsibility	Outstanding	Outstanding

- The school’s many links with the local and wider community helped teachers to enhance the quality of students’ learning. For example, students from a local school had visited Jumeirah English Speaking School, and Year 4 students in the school had enjoyed opportunities to converse in Arabic. Students had many opportunities to show care and concern for others in activities such as organising charity donations to a centre in Ajman and an African orphanage.
- Students had a strong work ethic. They demonstrated enterprise in a wide range of ways and were often successful in competitions with students from other schools. Many students benefited from engaging in practical projects which involved designing, making and selling things.
- Students’ environmental awareness was successfully developed from the early years onwards. Many students were involved in recycling and clean-up operations in the school and locally.

3. How good are teaching and assessment?

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- Teachers had excellent subject knowledge and knew the needs of individual students extremely well.
- Teachers planned imaginative lessons and created a stimulating learning environment, meeting the needs of all groups of students.
- Excellent relationships between adults and students contributed to the successful development of students’ collaborative and independent learning skills.
- Teachers had high expectations. The lessons enhanced the development of critical thinking skills.
- In Arabic as a first language, teachers had a secure subject knowledge. However, the quality of teaching was inconsistent and teachers did not always plan lessons to meet the needs of all students.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding
<ul style="list-style-type: none"> Formative and summative assessments were linked to the school's curriculum standards and also ensured that learning was personalised. Teachers and school leaders regularly compared end of Key Stages data with statistics from the United Kingdom and other similar international schools. Information from termly formal assessments was analysed well. It enabled teams to monitor and track, in detail, the progress and attainment of all students. Teachers made well-judged modifications to the course of lessons, or planned future lessons, based on assessment findings and 'learning conversations' that identified students' needs. Teachers had a very detailed understanding of their students' progress, strengths and development needs, and provided them with helpful written and oral feedback on how to improve. 		

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

	Foundation Stage	Primary
Curriculum quality	Outstanding	Outstanding
<ul style="list-style-type: none"> The Foundation Stage curriculum had many strengths. For example, free choice activities promoted relevant, personalised learning. Children had many opportunities to make connections between areas of learning and to strengthen their knowledge and skills. The curriculum successfully encouraged children to investigate for themselves. The school was successful in its aim of implementing the National Curriculum for England while at the same time reflecting the Emirati and wider, global contexts. The topics and learning activities undertaken were well balanced across different subjects. The way in which the curriculum was planned helped students to make progress and have continuity in their learning. Curriculum planning to develop students' general learning skills was a strength. Students benefited from many well-planned and innovative projects which enriched their experience and enhanced their learning. For example, an overnight 'Viking' camp had proved to be fun for many students and had helped them to understand aspects of Viking life. The curriculum provided many opportunities for students to make links between their learning in different subject areas. They often engaged in independent learning and research and were required to think critically about what they had learned. All teachers were involved in periodic and ongoing review and improvement of the curriculum. For example, teachers had improved the way in which they helped students to develop writing skills in Years 1 and 2. The curriculum for Arabic as a first language was based on the Ministry of Education text books with some planned enrichment activities. However, there were limited opportunities for students to improve their speaking skills. Cross-curricular links were inconsistent and the delivered programme did not meet the needs of all students. 		

	Foundation Stage	Primary
Curriculum design to meet the individual needs of students	Outstanding	Outstanding
<ul style="list-style-type: none"> The outstanding curriculum was tailored, modified and personalised to meet the individual needs of students in most lessons. Academic, sporting, musical and leadership options were consistently catered for through a dynamic, flexible and interdisciplinary approach to the design and delivery of the curriculum. The school provided a wide range of extra-curricular activities to promote the students' physical, creative, social and emotional needs. An Islamic treasure hunt had impacted positively on students' understanding of Islam and the local culture. The school offered two 30-minute sessions of Arabic per week for the four Arab children in the Foundation Stage. Separate classes were provided for these students and the teaching programme targeted basic Arabic vocabulary and common phrases. 		

5. How well does the school protect and support students?

	Foundation Stage	Primary
Health and safety	Outstanding	Outstanding
<ul style="list-style-type: none"> All staff gave appropriate attention to the school's procedures for ensuring the care and welfare of students. Senior staff had given their colleagues and parents advice on internet safety. The students themselves had been closely involved in drawing up advice for their peers on keeping safe, including the use of the internet and social media. Staff implemented health and safety procedures well. As a result, the school provided a fully safe, hygienic and secure environment for all. The school nurses made a strong contribution to ensuring that students followed healthy lifestyles and were safe. Arrangements for medical emergencies were systematic. The nurses, with help from a part-time doctor, kept accurate records of incidents and subsequent actions. The relevant staff members kept the buildings and equipment in very good condition. The premises were well suited to the learning needs of all students. Staff promoted healthy living successfully. High proportions of students were involved in sport or outdoor activities. Students benefited from helpful advice about healthy eating. 		

	Foundation Stage	Primary
Quality of support	Outstanding	Outstanding
<ul style="list-style-type: none"> The emphasis of staff-student relationships was always to get the best out of every student while supporting their individual social, physical, emotional and intellectual needs. The school had regularly reviewed and refined its systems to manage attendance and punctuality in order to achieve the best possible outcomes for students in both phases. The Oasis special needs department worked alongside all staff to identify students with special educational needs. 		

- Enhanced provision for students who had been identified as having a special educational need and those perceived to be 'at risk' was very effective and enabled them to make excellent progress.
- The school had consistently advised students that they were always there to help and support them and this message was communicated regularly during assemblies. Almost all students felt safe and well cared for and they knew who they could turn to if they were experiencing a difficulty.

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Outstanding
<ul style="list-style-type: none"> • The outstanding leadership of the Oasis special education needs department ensured that high quality provision was central to the ethos of this school and that students were afforded every opportunity to succeed. • Arrangements to identify students with special educational needs were comprehensive. The Oasis department worked alongside all staff to ensure that students were identified at the earliest possible opportunity and effectively supported thereafter. • Enhanced provision for students identified as having special educational needs took a variety of forms: year group liaison (specific in-class differentiation), in-class support, 6-8 week booster groups which focused on a particular key skill or area of development, and one-to-one sessions targeted at the students' individual needs. • The very effective and timely communication with students, parents, teachers and specialists enabled the Oasis team to support and nurture all students with special educational needs in a caring and consistent manner. • Students consistently made good to outstanding progress and acquired knowledge, skills and understanding that prepared them well for the next stages in their education and a smooth transfer to secondary. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Outstanding
<ul style="list-style-type: none"> • School leaders had a clear and appropriate vision for continuous improvement which was shared amongst all members of the school community. • The senior leadership team had been restructured and, as a result, had been strengthened. All members had a clear understanding of their roles in improving provision to ensure the best possible outcomes for students. • Relationships between staff were open, honest and professional. School leaders monitored the work of all staff and provided constructive feedback and support to enable teachers to develop and increase their effectiveness. As a result, morale was high and teachers were confident and ambitious for the school and for themselves. • Leaders at all levels allowed no room for complacency. They planned appropriately for improvement and worked well in teams to solve problems and to bring about desired improvements. • Year after year, school leaders maintained and increased the high standards of outcomes for students. This successful track record confirmed the school's strong capacity for further improvement in the future. 	

	Overall
Self-evaluation and improvement planning	Outstanding
<ul style="list-style-type: none"> • Self-reflection and review were an integral part of the school's culture and formed the basis of its success in bringing about improvements. • Systems for evaluating the school's effectiveness were embedded. Analysis of data enabled school leaders to compare the school's performance with other schools locally and internationally. They also sought the opinions of all members of the school community. They monitored teachers' work and provided appropriate support to improve their effectiveness. • Priorities for improvement were appropriate and based on the wealth of evidence gathered. They were aligned with the National Agenda which, the head teacher noted as 'Our Agenda'. • The school had worked hard to address the recommendation from the last inspection and had had some success in raising attainment in Arabic as an additional language to 'Good'. The work to raise attainment in Islamic Education and Arabic as a first language was ongoing. 	

	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> • Parents trusted and appreciated the senior leadership team and all members of staff. Parents were committed to supporting the school. They were generally very happy with the quality of education provided for their children. The Parents' Support Group was very energetic in organising social events and fundraising. • Systems for communication between home and school were effective and made the best use of information and communication technology (ICT). School leaders and teachers were accessible and approachable and parents were confident to bring any concerns to their notice. 	




- Parents welcomed the quality and frequency of reports about their children's progress.
- The extensive links with other schools, outside agencies and organisations enriched all students' learning experiences.

	Overall
Governance	Outstanding
<ul style="list-style-type: none"> • The Governing Board was proactive in working with all members of the school community. The Board considered their views and suggestions and took appropriate action if it benefited the students and brought about improvement. • The Board provided clear and strategic direction for the school. It delegated responsibility for the day-to-day running of the school to school leaders. The Director and head teacher kept board members up to date about the school's performance. The Board held school leaders to account for the school's performance and allowed no room for complacency. • Governors were committed to doing their best for the students. They recruited suitably qualified staff and provided high quality resources and facilities to support teachers in their work. 	

	Overall
Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> • Routines and procedures for the day-to-day work of the school were effective and efficient. Some aspects of timetabling for Islamic Education were not fully systematic. • All teachers were well qualified and with a range of experience. New teachers were effectively introduced to the school's ways of working. • The buildings and grounds provided a high quality learning environment, with very good resources and specialist facilities, including a well-stocked library. • The school had a very good range of learning resources. Provision and use of ICT such as mobile devices was a strength. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	145	30%
	Last year	162	25%
 Teachers	42		79%
 Students	There are no upper secondary-aged students in the school		

- A minority of parents and the majority of teachers responded to the questionnaires.
- Almost all parents said their children were doing very well as a result of the high standard of education provided by the school.
- They said their children were happy, safe and well supported.
- Parents were very happy with the way the school was led and confirmed that they could speak to staff at any time and were confident that they were listened to.
- A few had concerns about the volume of homework and about the quality of teaching in Arabic.
- Teachers were happy with most aspects of their work but felt that they did not have sufficient time for planning and marking.
- The head teacher welcomed the partnership with KHDA and the inspection bureau.

*The percentage of responses from parents is based on the number of families.

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

How to contact us

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