



دبي
Knowledge المعرفة



GLOBAL INDIAN INTERNATIONAL SCHOOL L.L.C

INDIAN CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

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SCHOOL INFORMATION



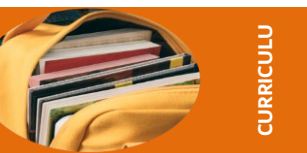
	Location	Meydan
	Opening year of school	2017
	Website	www.globalindianschool.org
	Telephone	+97142255681
	Principal	Antony Koshy
	Principal - date appointed	3/16/2021
	Language of instruction	English
	Inspection dates	16 to 20 October 2023



	Gender of students	Boys and girls
	Age range	3-17
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	997
	Number of Emirati students	0
	Number of students of determination	35
	Largest nationality group of students	Indian

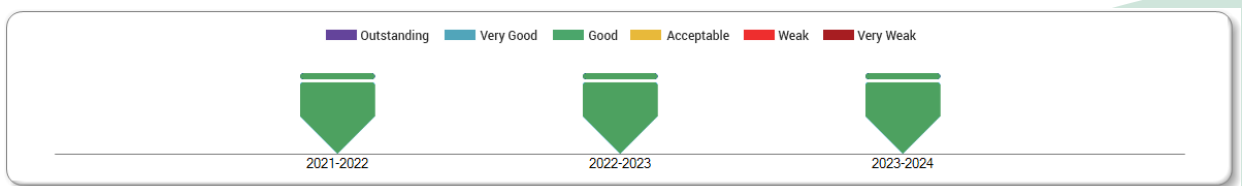


	Number of teachers	89
	Largest nationality group of teachers	Indian
	Number of teaching assistants	14
	Number of guidance counsellors	1



	curriculum	Indian
	External Curriculum Examinations	CBSE
	Accreditation	CBSE

School Journey for GLOBAL INDIAN INTERNATIONAL SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- In the Kindergarten (KG), children's attainment, progress and learning skills are very good in English and mathematics. In the other phases, students' attainment and progress are good in English, mathematics and science. Attainment in Islamic Education and Arabic is acceptable. Students' progress is acceptable in Islamic Education, and weak in Arabic in the middle and secondary phases.
- Students have positive and responsible attitudes. They initiate, and participate in, sports and other activities that promote healthy lifestyles. They demonstrate responsible citizenship exceptionally well. Teachers value their opinions. Their contributions often influence decisions, such as using plants to increase oxygen levels in classrooms or promoting vegetarian options for meals. Students plan creative and imaginative assemblies that focus on sustainability and environmental awareness.

Provision For learners

- Most teachers in KG plan and teach lessons that successfully extend children's skills, knowledge and understanding. Teachers' secure subject knowledge and skilful questioning are strengths in most subjects. The provision of opportunities for critical thinking, problem-solving and the application of learning are strong features of teaching in English, mathematics and science in Secondary. There is on occasion less than very effective use of assessment information in the primary and middle phases.
- The curriculum is well designed, broad and balanced. It focuses on developing students' knowledge and skills. Progression is planned effectively and ensures smooth transitions. Curricular choices in Secondary prepare students well for the next steps in their education. The school successfully modifies its curriculum using assessment data to suit the needs of different groups of students. Greater consistency in the implementation of the modified curriculum in lessons can improve provision further.
- Members of staff have established very positive relationships with all students. The management of behaviour is effective. Attendance is monitored rigorously. Secure systems identify students of determination. Plans are created to support and modify the curriculum with academic and personal targets. Most modifications and adaptations are suited to each student to maximise progress. Pastoral guidance and counselling are strong features.

Leadership and management

- School leaders are committed to continuous improvement. Middle leaders form an increasingly knowledgeable leadership group. They ensure that the curriculum is kept under review. The capacity to devise focused strategies to secure ongoing and sustainable gains is uneven across leadership teams. Relationships are strong, professional and productive throughout the school. Collectively, leaders have been effective in establishing an inclusive school with good standards of students' learning and personal development.

Highlights of the school:

- The very good start to school life in KG.
- The school's commitment and success in meeting the requirements and priorities of the National Agenda.
- The strong partnerships with parents.
- The high quality of care and support, and the safe environment provided for students.
- Students' excellent understanding of Islamic values, their social responsibility and their awareness of environmental issues.

Key recommendations:







- Improve students' achievements in Islamic Education and in Arabic as an additional language.
- Enhance leadership capacity and processes to ensure that progress for all groups of students in lessons improves quickly.
- Improve teaching and the development of learning skills in all subjects, particularly in the primary phase.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		KG	Primary	Middle	Secondary
	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Acceptable ↓	Acceptable ↓
	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Weak ↓	Weak ↓
	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Good	Good
	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Good	Good
	Attainment	Good ↓	Good	Good	Good
	Progress	↓ Good	Good	Good	Good
		KG	Primary	Middle	Secondary
Learning skills		Very good	Good	Good	Good

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Not applicable

- The school exceeded its target of 547 in the 2021 Progress in International Reading Literacy Study (PIRLS) test with a score of 558. In the National Agenda Parameter benchmark tests, improvements were made from acceptable to very good in mathematics and science, and from good to outstanding in English.

C. Leadership: International and Emirati Achievement	Very good	
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- Most teachers have a clear understanding of the proficiency levels required by all the international benchmark assessments. Armed with this knowledge, they make appropriate adaptations to the curriculum and to their teaching strategies in order to bring about improvement.

D. Teaching and Learning: Improving reading literacy	Whole school	Emirati cohort
	Good	Not applicable

- The school's most recent outcome in PIRLS indicates that at least a majority of students' reading skills were above expectations. Current reading data indicate that this has regressed somewhat. However, leaders have introduced a number of strategies to target those students who are experiencing difficulties with reading.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Use the data from all future reading tests to give a clear understanding of progression.
- Analyse this information to identify students who need further support, and devise and implement strategies that will help them.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcomes is at a good level.

- The governors, principal, middle leaders and members of the wellbeing department are committed to developing a strong wellbeing vision. Leaders scrutinise data from surveys to identify where improvements can be made. School policies and the improvement plan support a wellbeing ethos for all members of the school community. Enthusiastic wellbeing student leaders are generally alert to the importance of happiness and health in the community. They have significant potential to develop even more initiatives.
- The wellbeing leader, staff, counsellor and careers officer form a strong team. They initiate wellbeing activities and focus on the identification of those members of the community with wellbeing issues. They assist with academic, social, emotional and career support. Students mentor others. Wellbeing ambassadors undertake a range of wellbeing and school council roles to listen to their fellow students. Planned activities for staff wellbeing strengthen morale in the school.
- Good relationships exist between students and members of staff. The social and emotional curriculum interweaves with wellbeing priorities and enhances school life. Classroom climates are generally supportive, nurturing and promoting of learning and wellbeing. Students show increasing confidence in managing and developing their wellbeing. Teachers provide opportunities to build confidence, to collaborate, to work independently and to achieve success. Students feel safe and are positive about school. They know the importance of a sensible diet, exercise, good health and online safety.

For Development:

- Ensure that all teachers foster classroom climates where all students receive appropriate levels of support.
- Build opportunities for student wellbeing committee members to play a greater role.

UAE social studies and Moral Education

- Social, moral and cultural studies are taught for two lessons of 40 minutes per week, from Grade 1 to Grade 9. Children in KG have a single lesson of UAE social studies. Moral education is taught to students in the secondary phase for one period per week. Teachers of social studies oversee the programme. Ministry of Education (MoE) textbooks form the basis of the curriculum, which has been mapped out for all grades.
- Teaching is strong. Students are actively engaged in their learning. They have opportunities to develop their skills of collaboration, discussion and critical thinking. Students can readily relate their learning to their own experiences in the UAE. In the early grades, learner profiles record students' achievements against the learning objectives, as well as highlighting students' independent work.

Arabic in Early Years

- In KG, children learn Arabic for one period of 40 minutes per week. The school plans its own curriculum focusing on oral language. Children learn to recognise letters, name colours and some animals. Early reading and writing skills are at an early stage of development. Assessment strategies are also at an emerging level.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- School internal data are derived from on-going and final assessments. Students' achievements according to internal data are very high. They are not comparable to the levels of attainment observed in lessons and in students' workbooks.
- Students' understanding of the Holy Qur'an is secure. They have an adequate knowledge of prayers and of the importance of recitation. In Middle and Secondary, students acquire appropriate knowledge about Haj, halal food and the battle of confederation. Knowledge of Seerah and Fiqh is less secure.
- Progress rates are inconsistent across groups of students. This is due to teacher expectation and less than optimal time management for students to collaborate purposefully and present their findings comprehensively..

For Development:

- Ensure that students have opportunities to collaborate and present their responses in a meaningful way.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Internal and external assessment data do not match. In lessons and in workbooks, levels of attainment are below those indicated by these assessments. Students' progress in Primary is slightly better than in Middle and Secondary.
- Students acquire appropriate vocabulary in relevant topics. They can produce simple sentences with simple structures. Speaking is mostly limited to producing formulaic sentences which follow a pattern given by teachers. Writing skills remain underdeveloped as some students rely totally on online translators.
- Unclear learning objectives, low teacher expectations, slow pace, and a lack of effective differentiation to meet the needs of all students result in slower progress in most lessons, especially in Middle and Secondary. Teachers' feedback in students' workbooks is cursory and sometime inaccurate.

For Development:

- As a matter of some urgency, ensure better progress and raise attainment by improved teaching.

ENGLISH

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

- Assessment of attainment and progress in KG is based on teachers' observations. External benchmark and school internal assessment data show a stronger picture than that seen in lessons and work scrutiny. There has been a significant turnover in students.
- The development of the four language skills is more rapid in the early grades. Progress slows from the middle of Primary, only to accelerate again in the secondary phase.
- The curriculum in the first three phases is modified to strengthen the development of writing. A recent initiative to improve boys' attainment is not yet embedded across all phases of the school.

For Development:

- Ensure consistency in the development of listening, speaking, reading and writing.
- Improve the achievement of boys across the school through targeted reading and writing strategies.

MATHEMATICS

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

- In Primary, Middle and Secondary, the majority of students attain above curriculum standards and make better than expected progress. The attainment and progress of children in KG are stronger because children regularly have opportunities for active learning.
- A strength is the development of number. Children in KG transfer into Primary with a secure understanding of place value. Students in Grade 7 can apply the concepts of integers and the relationship between positive and negative numbers.
- The focus on reading comprehension and the acquisition of specialist mathematical language help younger students to have a greater understanding when solving word problems.

For Development:

- Improve attainment and progress by extending the opportunities for active learning.

SCIENCE

	KG	Primary	Middle	Secondary
Attainment	Good ↓	Good	Good	Good
Progress	Good ↓	Good	Good	Good

- Students in all phases consistently perform well in assessments. Most demonstrate a keen interest in developing scientific inquiry and investigation. They actively engage in experiments and communicate their findings using scientific terminology under the directions of the teacher. They are developing scientific thinking.
- In KG, children explore their environment through independent investigation and are beginning to develop scientific vocabulary. In Primary, students conduct simple experiments. In Middle, they investigate how a lime solution conducts electricity. In Secondary, students examine how gene therapy can cure diseases.
- Teachers in KG miss opportunities to focus carefully on what they want children to learn and how to make it meaningful. In Secondary, students research and apply critical thinking to contemporary issues.

For Development:

- Provide more opportunities for students to investigate, research and develop a deeper understanding of scientific concepts independently.
- Promote critical thinking and problem-solving across all phases.

LEARNING SKILLS

	KG	Primary	Middle	Secondary
Learning skills	Very good	Good	Good	Good

- Children in KG are enthusiastic learners, particularly when they are engaged in open-ended activities and take ownership of their learning. In other phases, the development of learning skills across subjects vary.
- Students collaborate well. They share their learning, confidently explain their thinking and make good use of technology. They can think critically, solve problems and enjoy investigations. This is most evident in Secondary, and in mathematics and science in the primary and middle phases. In certain subjects, a minority of students do not demonstrate their skills sufficiently and are passive. A more comprehensive understanding of their strengths and the areas they need to improve is only developing”.

For Development:

- Enable students to evaluate their own strengths and areas for development and so be more independent in the learning process.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Very good ↓	Very good ↓	Outstanding

- Students have positive and responsible attitudes. Those in Secondary demonstrate stronger self-reliance. They are sensitive to the needs of others, and consistently help one another. As a result, relationships among students and with members of staff are generally respectful and considerate.
- Students demonstrate a strong understanding of safe and healthy living. They make wise choices about their own health and safety. They initiate and participate in sports and other activities that promote healthy lifestyles. Healthy eating is embedded in the curriculum.
- Attendance is generally high at 96 per cent. Some students arrive late in the mornings as a result of school transport issues. Students arrive late to some classes after breaks.

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

- Students' understanding and appreciation of Islamic values are excellent. They understand the relevance and impact of these values on everyday life in the UAE, particularly tolerance, equality and charity.
- Students are knowledgeable about and appreciate Emirati heritage and culture. They recognise their importance, relevance and value to those who live in the UAE. Students can talk in detail about traditional Emirati sports and professions.
- Students fully appreciate and celebrate their own cultures. They show a strong knowledge of cultural diversity around them in Dubai, and through their travel. They are able to compare some aspects of their own cultures with others.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- In all phases, students demonstrate responsible citizenship exceptionally well. Their opinions are valued. Students' views often influence decisions, such as using plants to increase oxygen levels in classrooms or promoting vegetarian options in the school cafeteria.
- Students initiate and lead new projects. They plan creative and imaginative assemblies that teach others about sustainability and environmental awareness. They organise and lead purposeful activities for the whole school, such as lunchtime events and clubs.
- Students' understanding of environmental sustainability and conservation is strong. They strive to reduce the school's carbon footprint. Leadership roles develop across the phases from classroom monitors to school councillors. Most students demonstrate a good work ethic. The youngest children enjoy learning and are highly motivated.

For Development:

- Make sure that the work ethic is enhanced.

03 TEACHING AND ASSESSMENT

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Good	Good	Good

- Most teachers in KG have a good understanding of how children learn best. They plan and deliver lessons that successfully develop the skills, knowledge and understanding that become a strong platform for future learning. Teachers' use of questions is a feature.
- Subject knowledge and questioning are strengths in most subjects. In Secondary, the provision of opportunities for students to think critically, to solve problems and to apply learning to the world beyond school are strong characteristics of teaching in English, mathematics and science.
- Planning is consistent from Grade 1. However, the accurate use of assessment to match activities to the differing needs of students varies in the primary and middle phases. Classroom assistants in the lower grades are not sufficiently trained or appropriately used.

	KG	Primary	Middle	Secondary
Assessment	Very good	Good	Good	Good

- In KG, teachers use assessment information more effectively to plan lessons that meet the needs of individuals and different groups of children.
- The school has a secure understanding of the importance of collecting assessment information from a variety of sources. Leaders analyse and compare this information in order to help them to identify strengths and weaknesses in students' outcomes.
- There is improvement in the way teachers use assessment to meet the needs of different groups. However, this is not a regular feature. On occasion, teachers have a degree of uncertainty as to how this information can be used effectively.

For Development:

- Provide more opportunities for active learning and the engagement of all students in all lessons.
- Provide training to enable all teachers to understand the use of assessment information to match learning activities to the needs of all students.

04 CURRICULUM

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

- The curriculum is well designed and imaginative. It combines elements from the Early Years Foundation Stage (EYFS) in KG, the National Curriculum of England in Primary and Middle, and the UAE national priorities. It prepares students well for the CBSE Board examinations.
- The curriculum has a clear rationale. It is broad and balanced and focuses on developing appropriate knowledge and skills. Progression is planned well and ensures smooth transition between phases. The planning of schemes of work is linked to learning outcomes.
- Students in Secondary access a range of choices that prepare them well for the next phase of education. Cross-curricular links promote the transfer of learning between subjects. Regular reviews ensure that modifications meet students' needs.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Very good	Very good	Very good	Very good

- The school plans and modifies the curriculum using assessment information to meet the needs of most groups of students. Implementation of the modified curriculum in lessons is not consistent across all phases.
- Students have a wide range of extra-curricular and co-curricular activities through planned interventions. They significantly enhance students' creativity, innovation and enterprise, and match their talents, interests and aspirations.
- The school's links with local communities promote students' understanding of the UAE and its culture. They provide students with many opportunities to participate in community initiatives and to serve the school.

For Development:

- Improve curriculum adaptation to meet the needs of individuals and all groups of students.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- A clear child protection and safeguarding policy, including internet safety, is in place and understood by all. Leaders ensure that students remain safe. The very few instances of suspected bullying are dealt with effectively.
- The health and safety team ensures that policies and practices are implemented effectively through monitoring and frequent checks. Risk assessments are undertaken. The systems to undertake these risk assessments are not yet fully secure. The premises are safe and hygienic. Supervision of students on arrival and departure is carefully managed.
- The promotion of a healthy lifestyle and the high-quality medical care have a positive impact on students' health and wellbeing. Students know how to use social media and the internet safely. Medical personnel promote topics such as healthy food, dental care and personal hygiene.

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

- Members of staff have established very positive relationships with students. The management of behaviour is effective. Attendance is monitored rigorously. Students are not always punctual at the start of the day.
- The school has secure systems to identify students of determination. Plans are created to support and modify the curriculum with academic and personal targets. Occasionally these targets are not immediate enough. Most modifications and adaptations are suited to each student to maximise progress.
- Assessment processes enable members of staff to identify and enhance provision for students with gifts and talents. Newly established careers guidance is benefiting older students and those needing to make career choices at Grade 12. Pastoral guidance counselling is a strong aspect.

For Development:

- Establish a positive culture of identifying risks and of on-going risk assessment.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good
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- Leaders focus on ensuring that all students achieve increasingly improved outcomes, both academically and personally. The improvement plan is incorporated in the main whole school plan which provides direction to the department’s work.
- Identification of students of determination is effective through the coordinated use of a range of assessment processes. Clear identification ensures that interventions are meaningful, relevant and supportive.
- Partnerships with parents have improved. Parents report that teachers communicate effectively with them, keeping them up to date with their children’s progress. There is a strong partnership between members of staff and parents. Parents’ skills in supporting their children’s learning at home are enhanced.
- Lessons are generally engaging and enable students to thrive. The development of alternative education pathways for students with complex learning profiles is progressing. Support is mostly individualised. In the best examples it allows for independence, perseverance and collaboration.
- Monitoring and assessments indicate how well students of determination acquire knowledge and skills. However, students’ individual education plan (IEP) targets do not always lead to accurate judgements about progress.

For Development:

- Ensure that tracking of students’ IEP targets identifies the progress which students make.
- Ensure that academic and pastoral targets for students with complex needs are simplified so that small steps of progress can be measured.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders are enthusiastic and keen to improve the school. However, not all have the capacity to devise focused strategies to secure improvements. Middle leaders form an increasingly knowledgeable group. Relationships are strong, professional and productive, and ensure that there is a harmonious atmosphere. Collectively, leaders have been effective in establishing an inclusive school with good standards of students' learning and personal development.
- Analyses of internal and external test data are thorough. However, the ensuing information is not used by leaders to plan actions to improve teaching, particularly in the primary phase and in English. Leaders regularly monitor the quality of teaching, learning and assessment. The outcomes of these evaluations are overly generous. The school improvement plan has an unduly large number of actions and strategies, and is underpinned by additional action plans. School leaders have not identified the shortcomings in Islamic Education and Arabic or developed strategies to address them.
- The school successfully engages parents as partners in their children's learning and in school life. Parents appreciate the curriculum information and workshops which help them to understand where their children need support. A good range of links with the wider community has a positive impact on students' experiences. A significant outcome of these links is students' very good personal development, knowledge of their own heritage, and the part which they play in caring for the environment.
- Representation on the governing board includes all stakeholders. As a result, the school community continues to work together in improving key aspects of the school. Governors are involved in the self-evaluation process. The information that they receive on students' achievement, monitoring and evaluation of teaching comes from the school leaders. This does not always give governors an accurate overview of the school. Evaluation processes and accountability measures are at an early stage.
- The school has a wide range of procedures and efficient systems to ensure effective day-to-day operations. The premises are clean, safe and well maintained. Teachers are well qualified. Access is difficult for members of staff and students with mobility restrictions. Classrooms are generally of good quality and large enough.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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