



**المعرفة**  
Knowledge



## NATIONAL CHARITY SCHOOL PRIMARY

MOE CURRICULUM

**ACCEPTABLE**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**ACCEPTABLE**

WELLBEING



**ACCEPTABLE**

NATIONAL AGENDA  
PARAMETER



**ACCEPTABLE**

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## SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Abu Hail
	Opening year of school	2021
	Website	www.charityschoools.com
	Telephone	+97143897600
	Principal	Reem H. Kh. Husein
	Principal - date appointed	6/14/2021
	Language of instruction	Arabic
	Inspection dates	02 to 06 October 2023



STUDENTS

	Gender of students	Please select
	Age range	6-10
	Grades or year groups	Grade 1-Grade 4
	Number of students on roll	717
	Number of Emirati students	0
	Number of students of determination	19
	Largest nationality group of students	Arab



TEACHERS

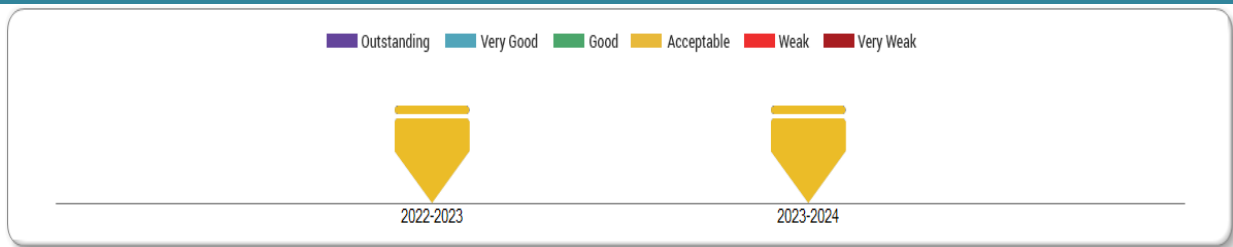
	Number of teachers	38
	Largest nationality group of teachers	Jordan
	Number of teaching assistants	0
	Number of guidance counsellors	1



CURRICULUM

	curriculum	MOE
	External Curriculum Examinations	MoE
	Accreditation	MoE

### School Journey for NATIONAL CHARITY SCHOOL PRIMARY



## SUMMARY OF INSPECTION FINDINGS 2023-2024



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

- Most students make appropriate progress and show acceptable attainment in the majority of subjects. They do better in Arabic, as a first language, and in Islamic Education. In most lessons, students are appropriately engaged in learning and collaborate well when given the opportunity to do so.
- Students show positive attitudes towards learning and the school. However, their behaviour in lessons is not consistently good. Their understanding of Islamic values, the UAE culture and other world cultures, is above expectations. Their social contributions and environmental awareness are strong. They participate in activities that are having a positive impact on the local community.

### Provision For learners

- The quality of teaching is only acceptable. Teachers do not provide sufficient opportunities for students to learn independently. The school has adequate systems in place to collect and analyse assessment data. However, the effective use of assessment information in planning and delivering lessons is limited.
- The school’s curriculum follows the Ministry of Education (MoE) standards in all the subjects. The curriculum is reviewed regularly to ensure continuity and progression. It features many cross-curricular links, and links well to the Emirati culture and society. Curriculum adaptation to meet students’ different learning needs is only adequate.
- The school follows effective procedures to ensure the health and safety of all students and staff. The premises are well-maintained, and records of incidents are securely kept. The school has adequate systems to manage students’ attendance and behaviour. The quality of care and support for students is good overall, but only acceptable for students of determination.

### Leadership and management

- The principal is working with the new middle leaders to ensure they are effective. The school’s improvement plans cover all aspects of its work but lacks clear priorities. The partnerships the school has established with parents are strong. Governors hold school leaders to account but not through a systematic process. The school has appropriate resources to support teaching and learning.

### Highlights of the school:

- Students' good achievement in Arabic, as a first language, and Islamic Education
- Students' personal development, their understanding of Islamic values and UAE and world cultures, and their social responsibility
- The improved processes the school follows in collecting and analysing assessment data and the improved quality of engagement with parents and the community.
- The care and support students receive at the school

### Key recommendations:








- Ensure that the goals for school improvement are prioritised, based on the findings of the self-evaluation process, and monitored for their impact on provision and student outcomes.
- Ensure middle leaders play a more effective role in sharing best practices in teaching, including classroom management skills, to secure at least good attainment and progress across all the subjects.
- Make better use of assessment information to meet the learning needs of all groups of students, including students of determination.
- Improve students' engagement and independence in learning and their use of learning technologies in lessons.



# OVERALL SCHOOL PERFORMANCE

Acceptable

## 01 Students' Achievement

		Cycle 1
 Islamic Education	Attainment	Good
	Progress	Good
 Arabic as a First Language	Attainment	Good
	Progress	Good
 Arabic as an Additional Language	Attainment	Not applicable
	Progress	Not applicable
 Language of instruction	Attainment	Not applicable
	Progress	Not applicable
 English	Attainment	Acceptable
	Progress	Acceptable
 Mathematics	Attainment	Acceptable
	Progress	Acceptable
 Science	Attainment	Acceptable
	Progress	Acceptable

		Cycle 1
Learning skills		Acceptable

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

Cycle 1	
Personal development	Very good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Very good
Social responsibility and innovation skills	Very good ↑

## 03 TEACHING AND ASSESSMENT

Cycle 1	
Teaching for effective learning	Acceptable
Assessment	Acceptable ↑

## 04 CURRICULUM

Cycle 1	
Curriculum design and implementation	Acceptable
Curriculum adaptation	Acceptable

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

Cycle 1	
Health and safety, including arrangements for child protection/ safeguarding	Good
Care and support	Good

## 06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Acceptable
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

#### 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.



<b>A. Registration Requirements</b>	<b>Met Fully</b>	
	<b>Whole school</b>	<b>Emirati cohort</b>
<b>B. International and Benchmark Achievement</b>	<b>Acceptable</b>	<b>Not applicable</b>
<ul style="list-style-type: none"> <li>The school has one PIRLS result from 2021, which shows a score of 474 (low international benchmark). Information from benchmark assessments show consistently acceptable outcomes in English, mathematics and science for Grade 4.</li> </ul>		
<b>C. Leadership: International and Emirati Achievement</b>	<b>Acceptable</b>	
<ul style="list-style-type: none"> <li>The school's action plan shows that leaders have clear intentions to make the best use of the assessment information provided by the international assessments. Middle leaders have adapted the English, mathematics and science curricula in response to this information, but as yet, these adaptations have not made a significant impact on students' outcomes.</li> </ul>		
	<b>Whole school</b>	<b>Emirati cohort</b>
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Weak</b>	<b>Not applicable</b>
<ul style="list-style-type: none"> <li>Assessment data show that students are not achieving well in reading. The school has a clear series of actions planned to improve the quality of students' reading and has introduced some initiatives designed to promote it. They have identified the weakest readers and have programmes in place to develop their skills. The programmes include online classes for students outside of school time. The school has invested in an online learning platform for each student to help develop their reading skills. The development of reading, across the curriculum, is not embedded.</li> </ul>		

**Overall school standards in the National Agenda Parameter are: Acceptable**

#### For Development:

- Ensure that students' assessment data are used precisely so that weak readers get regular support across the different subjects, in addition to their individual programmes.
- Improve teachers' knowledge of the teaching of reading across all subjects to develop literacy across the curriculum.

## 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 well-being provision and outcome is at an Acceptable level.**

- The school demonstrates a variable commitment to wellbeing. Leaders are in the process of developing wellbeing policies, which in time are to be shared among the full school community. The collection of wellbeing data by the school lacks a clear strategy and statement on its practices and purpose. Collated data are insufficiently broad in scope to inform and influence key decisions and interventions. Self-review by leaders does not identify both the strengths and weaknesses of any future planning. The impact of wellbeing interventions is not being measured appropriately.
- Leaders, staff and governors have a general awareness of wellbeing principles and priorities. The structures and guidance outlined in the updated KHDA Wellbeing Framework are not being used rigorously enough to ensure policy and practice meet both national and local requirements. The views of students and parents are not being drawn on to offer deeper perspectives on suitable interventions.
- Classroom climate is positive across the school, and students are benefitting from personalised levels of engagement and supportive interactions with staff. Curriculum planning has begun to integrate wellbeing initiatives with academic planning. A year-round healthy eating initiative advises students to avoid soft drinks and fast foods. Not enough use is being made of extra-curricular activities in sports and recreation to enrich the wellbeing of students and support a healthier lifestyle.

### **For Development:**

- Implement the guidance offered in the KHDA Wellbeing Framework to ensure policy and practice meet all requirements.

## UAE Social Studies and Moral Education

- The school follows the MoE curriculum in social studies and moral education. Separate lessons are provided for social studies and moral education but include commonly related learning activities and projects.
- Assessment is carried out by checking students' work in class as they interpret data and maps or explain the elements of the lesson individually and in groups. Moral education is taught both in weekly sessions and embedded within other subjects.
- Lessons are well-planned and taught to ensure secure conceptual understanding. Students in Grade 4 work in groups to identify the climate and the location of the UAE. They use maps confidently and can explain the world weather calendar. In Grade 3, students understand tolerance well and know that it is an essential feature of life in the UAE.



## MAIN INSPECTION REPORT

### 01 STUDENTS' ACHIEVEMENT

#### ISLAMIC EDUCATION

##### Cycle 1

##### Attainment

Good

##### Progress

Good

- The majority of students show good achievement, especially in the skills of reciting and memorising the Holy Qur'an, as a result of the strong school-wide reading project. The internal assessment data indicates high attainment, but students' written work does not link well to everyday life. Boys and girls make the same progress.
- In Grade 4, students can explain the concept of a strong believer. In the lower grades, they recognise the Pillars of Islam and the conditions for the validation of prayer. Across the grades, students show a clear understanding of the manners of Islam.
- Students use their reading skills well to develop their research skills and enhance their understanding of concepts and their application in daily life.

#### For Development:

- Provide more challenge in lessons to meet the needs of the higher achievers and ensure all students can link their learning to everyday life.

## ARABIC AS A FIRST LANGUAGE

### Cycle 1

#### Attainment

Good

#### Progress

Good

- The majority of students show achievement levels that are above the MoE curriculum standards. In all grades, the internal assessment data are not aligned with the external data or students' performance in lessons. The alignment is slightly closer in the upper grade levels. Boys and girls make the same progress.
- In all lessons, students can express themselves fluently and confidently in extended, coherent sentences. All students participate in the school-wide reading programme, but this is not used effectively to develop the skills of comprehension and independent learning.
- Teachers are dedicated to their work, and students show enthusiasm in lessons. However, teachers are not sufficiently skilled at developing students' extended comprehension and writing skills.

#### For Development:

- Ensure teachers are more skilled at developing students' extended comprehension and writing skills.

## ENGLISH

### Cycle 1

#### Attainment

Acceptable

#### Progress

Acceptable

- Internal assessment data show that students are attaining at higher levels compared to the external data. In all grades, the use of external assessment data does not effectively inform lesson planning and in differentiating activities to meet the needs of all students.
- Across all grades, students speak confidently, particularly when presenting their work. However, poor and often weak literacy levels hinder extended learning and progress. The timed lesson activities also limit the depth and breadth of students' reading comprehension skills.
- In most lessons, students' listening and speaking skills are promoted more often than their writing and reading skills. Not enough use is made of external assessment data to inform structured reading and writing activities for students.

#### For Development:

- Ensure that external assessment data is used to meet the needs of each student through personalised and differentiated activities.
- Ensure that reading is prioritised to develop fully students' reading literacy skills.

## MATHEMATICS

### Cycle 1

**Attainment**

Acceptable

**Progress**

Acceptable

- In all grades, most students are achieving in line with the curriculum expectations and are making at least the expected levels of progress.
- Students in Grade 1 work on establishing and understanding number facts and number bonds, while Grade 2 students study repeated addition as an introduction to multiplication. Grade 3 students improve their abilities to calculate with numbers up to a thousand and students in Grade 4 work on understanding the different forms of multiplication.
- Critical thinking is a routine part of most lessons. However, students' progress in independent learning and critical thinking is limited. This is because the activities that teachers provide often lack challenge, especially for higher ability students.

#### For Development:

- Improve levels of challenge during lessons, especially for the higher ability students.
- Ensure that students have more opportunities to develop their independent learning and critical thinking skills, by being set more open-ended tasks.

## SCIENCE

### Cycle 1

**Attainment**

Acceptable

**Progress**

Acceptable

- Students' attainment in both internal and external assessments exceeds their performance in lessons, which aligns with the curriculum standards. However, students' progress in internal assessments surpasses their progress in both external assessments and classroom learning.
- Students continue to perform well with the recall of knowledge compared to their understanding, application and practical skills. Their scientific skills such as, observing, predicting, and recording are developing.
- The school's efforts to integrate critical thinking and problem-solving skills into the curriculum are evident. Nonetheless, the utilisation of technology, the promotion of inquiry-based learning, and the enhancement of research skills are underdeveloped.

#### For Development:

- Strengthen students' practical application of knowledge and skills.
- Enhance the development of scientific skills, such as, observation, prediction, and recording to promote a deeper understanding of scientific concepts.
- Expand the integration of technology, encourage inquiry-based learning, and research skills to prepare students for the modern world.

**LEARNING SKILLS**
**Cycle 1**
**Learning skills**

Acceptable

- Students generally exhibit positive attitudes toward learning, but they tend to be passive learners in most lessons, relying on teachers to guide them through tasks. Innovation is promoted through a variety of student projects.
- In a few instances, students exhibit the ability to think critically, but its development remains variable among the majority of students. While students can conduct basic research with guidance from teachers, the development of their research skills is hindered by the lack of access to information technology.
- Most students are confident and eager to answer questions. While students do engage in group work, their collaboration is often brief and limited. When given the opportunity, students reflect on their own strengths and areas of improvement, using the recently implemented goal-setting forms.

**For Development:**

- Ensure that all students have opportunities to use technology in lessons to develop their research skills.
- Improve students' critical thinking skills through more probing questioning.

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

### Cycle 1

#### Personal development

Very good ↑

- Students exhibit a very good level of self-discipline and co-operation, contributing to the establishment of a harmonious learning environment. Incidents of bullying are very rare, emphasising the school's commitment to maintaining a safe and inclusive atmosphere.
- Students show a strong sense of empathy towards others' needs and differences. This empathy translates into acts of support and kindness, fostering not only respectful relationships among students, but also nurturing a positive rapport with the staff.
- Students demonstrate a keen awareness of the principles of safe and healthy living. They make informed and prudent choices that promote a healthy lifestyle. Their attendance is good, and they are punctual to lessons.

### Cycle 1

#### Understanding of Islamic values and awareness of Emirati and world cultures

Very good

- Students demonstrate a secure and comprehensive appreciation of how Islamic values profoundly shape the UAE society, reflecting a deep understanding of their influence on various aspects of life in the UAE.
- Students exhibit a wealth of knowledge about the UAE's heritage and culture, together with a genuine respect for these aspects of the nation's identity. Their active participation in diverse cultural activities highlights their commitment to preserving and celebrating the traditions that define the country.
- Students show a profound grasp of, and deep admiration for, a wide array of global cultures. However, their familiarity with their own cultural heritages is comparatively limited.

### Cycle 1

#### Social responsibility and innovation skills

Very good ↑

- Students actively engage in activities that benefit both the school and the broader community, occasionally taking the lead as volunteers to make meaningful social contributions. Their involvement reflects a deep sense of civic duty and responsibility, fostering a positive impact on the community.
- Students display a strong work ethic that extends beyond the confines of traditional academic pursuits. This work ethic is accompanied by a flair for innovation and creativity, allowing them to effectively initiate and oversee a diverse range of projects and initiatives.
- Students demonstrate a genuine commitment to enhancing the school environment, actively participating in sustainability and conservation initiatives. This commitment emphasises their dedication to creating a greener, more environmentally responsible world community.

#### For Development:

- Implement cultural education programmes or activities that focus on and deepen students' knowledge of their own cultures.

## 03 TEACHING AND ASSESSMENT

### Cycle 1

#### Teaching for effective learning

Acceptable

- In most lessons, teachers demonstrate the necessary knowledge to effectively plan their lessons and teach their subjects. Teachers sometimes engage students in lessons that provide opportunities for them to be more responsible for their learning.
- Student-teacher interactions are a strength. Differentiated activities are utilised in most lessons, but they often lack depth, focusing solely on completing the tasks. Teachers are not using assessment data in lesson planning to meet the needs of all students effectively.
- Lesson plans have targeted features to promote critical thinking skills, but these skills are inconsistently implemented. Some professional training activities have taken place, and leaders are working on improving the quality of teaching so that it is less teacher dominated and takes more account of students' needs.

### Cycle 1

#### Assessment

Acceptable ↑

- School leaders have improved the quality and rigour of internal assessments so that they are now better linked to the curriculum and provide more accurate attainment and progress data. This information is analysed by leaders and shared with teachers, students, and parents.
- The school is making increasing use of international benchmark assessments. Teachers' knowledge of these assessments is helping them to raise their expectations of attainment and progress in the classroom.
- Teachers know the strengths and weaknesses of different groups of students. In the most effective lessons, the information is used in planning to provide learning activities appropriate to the needs of different groups. However, this practice is not widespread and not enough use is made of assessment data to influence teaching to meet the needs of all groups of learners.

#### For Development:

- Ensure that assessment data are used to plan differentiated lesson activities meet the needs of all students and to include an appropriate level of challenge for the higher ability groups.

## 04 CURRICULUM

## Cycle 1

## Curriculum design and implementation

Acceptable

- The school follows the MoE curriculum in all subjects. It is balanced and compliant. It is relevant and develops knowledge and skills, although its focus is more on the knowledge of facts. The curriculum is well-planned, and there is adequate progression in all subjects across the cycle.
- Cross-curricular links are planned, but they do not always assist students' transfer of learning between the different subjects. The school has enhanced the curriculum by embedding lessons in mathematics and science that are taught in English.
- The school carries out regular reviews and develops the curriculum to ensure appropriate provision in most subjects, and to meet the academic and personal development needs of most students.

## Cycle 1

## Curriculum adaptation

Acceptable

- The school effectively develops students' enterprise through charitable initiatives and social contributions. The school's focus on innovation and social contribution is evident through student-designed projects, such as, space exploration outfits and innovative cardboard models. Creative projects and critical thinking activities are inconsistently integrated into lessons.
- The curriculum develops students' understanding of, and appreciation for, the UAE heritage and culture. There is inconsistent implementation and fostering of higher order thinking skills to enrich students' learning and understanding across all grade levels.
- Across the subjects, the implemented strategies for adapting and modifying the curriculum are generally adequate. However, the personalisation of the curriculum to meet the diverse needs of all students, including students of determination, is at an early stage of development.

**For Development:**

- Ensure that the curriculum is modified to meet the needs of all groups of students.
- Develop students' higher order thinking skills to enrich their learning and understanding.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

Cycle 1	
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Good

- The school has a clear child protection and safeguarding policy that is shared with all stakeholders. The school provides a safe, hygienic, and secure environment for students and staff. Supervision of students is effective, including on school busses.
- The building and resources are well-maintained, and the school keeps accurate maintenance records. The premises and facilities provide a safe and inclusive physical environment which meets the needs of all students and staff.
- The school's medical staff play an important role in promoting safe and healthy living. They keep health-related records on all students including their weight and allergies. All medicines are stored securely. The school runs a smooth transport operation at the beginning and end of the day.

Cycle 1	
<b>Care and support</b>	Good

- The school operates in an atmosphere of mutual respect, and staff have positive relationships with all students. Systems for managing attendance and punctuality are generally effective, although not all students are in regular attendance. The school's code of behaviour is well understood by students and parents.
- Inclusive arrangements allow for a welcoming and nurturing environment for students of determination. Individual support is provided to reduce students' barriers to learning and to meet the needs of those with gifts and talents.
- Reliable systems are in place for monitoring students' wellbeing and personal development. Many new students have been enrolled, and staff make every effort, including focused classroom interventions, to support them.

### For Development:

- Ensure that, when on school transport, all students wear seat belts at all times.
- Strengthen the arrangements for increasing students' rates of attendance.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Acceptable

- Leaders and governing board members demonstrate a commitment towards promoting inclusive practices. The head of inclusion leads a team that includes learning support assistants. Most aspects of the school premises, facilities and resources are sufficient to accommodate the needs of students of determination.
- A range of procedures is used to identify students of determination. The school engages the services of external specialists to support the identification process and the provision and planning of academic interventions. However, there is a lack of urgency in the identification of the social and emotional needs of newly enrolled students.
- School leaders work closely with the parents of students of determination who report satisfaction with the school's efforts to reduce their children's barriers to learning. Parents are involved in planning interventions to support their children's academic development.
- Students who experience the most significant needs are provided with Individual Education Plans (IEPs). However, the modification of lesson planning and teaching is variable, leading to inconsistent levels of engagement, challenge, and support.
- Measures to record progress accurately are outlined in students' IEPs. These measures are not sufficiently focused on students' personal and social development.

### For Development:

- Promptly identify the social and emotional needs of newly enrolled students and put in place interventions to support their development.

## 06 LEADERSHIP AND MANAGEMENT

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

- The senior leadership, including the principal, work to ensure students get the best education possible. Most leaders demonstrate basic understanding of the curriculum and best practices in teaching, learning and assessment. Staff morale is generally positive, and most members of staff understand their roles and responsibilities. Leaders at different levels understand the areas in need of improvement, but they are not always effective in addressing them. They have been able to maintain the acceptable overall performance of the school.
- The school's self-evaluation process involves both teachers and leaders and makes use of the available assessment information. The self-evaluation document does not always justify the judgements given. The school's improvement plan is comprehensive and covers all areas of the work of the school. It contains appropriate timelines and responsibilities. However, it lacks the prioritising that is needed for school improvement to be achievable. In addition, it is not completely based on the strengths and weaknesses identified in the self-evaluation process.
- The principal listens to parents and takes their opinions into account in decision-making that affects their children. The parents' council collects parents' opinions, although only in an informal way. Parents are highly satisfied with the reports they receive about their children's academic and personal progress, although the reports do not always provide sufficient information on their next steps in learning. The school has established partnerships with the local and wider community that have a positive impact on students' learning experiences.
- The governing board includes representation of most stakeholders. Members of the board visit the school regularly and meet with school leaders and teachers. They have adequate understanding of the strengths and weaknesses of the school. They hold the senior leadership team to account for the school's performance although that does not follow a systematic process that includes key performance indicators. The governing board works to ensure that resources are available to address key challenges and that all statutory requirements are met.
- The day-to-day management of the school is adequately organised. Staff benefit from internal and external professional training opportunities that target their needs. Access to the school is appropriate for all students. The recent reduction in the number of students in classrooms has a positive impact on student learning. Resources are sufficient to support adequate teaching, but the library is insufficiently resourced. Although the computer laboratory contains an appropriate number of laptops, students get limited opportunities to use technology inside the classroom.

### For Development:

- Ensure that the school improvement plans are more strongly based on the priorities identified by the self-evaluation process.
- Ensure that governors follow more systematic procedures for holding senior leaders to account for the performance of the school.
- Provide students with more opportunities to use technology to support learning in lessons and widen the range of resources available in the library.



## 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](mailto:QA.Schools@khda.gov.ae)