

INSPECTION REPORT

2022-2023



GEMS LEGACY SCHOOL - DUBAI BRANCH

INDIAN CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Garhoud
	Opening year of School	1990
	Website	www.gemslegacyschool-dubai.com
	Telephone	+97142824090
	Principal	Asha Alexander
	Principal - Date appointed	9/1/2011
	Language of Instruction	English
	Inspection Dates	09 to 13 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 13
	Grades or year groups	KG 1 to Grade 7
	Number of students on roll	5685
	Number of Emirati students	0
	Number of students of determination	689
	Largest nationality group of students	Indian

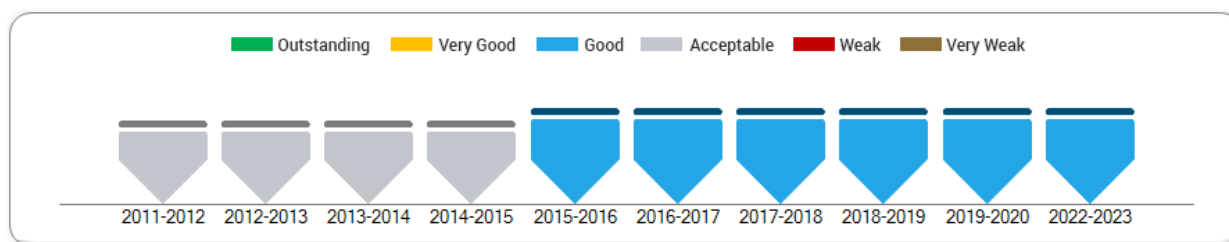
TEACHERS

	Number of teachers	237
	Largest nationality group of teachers	Indian
	Number of teaching assistants	62
	Teacher-student ratio	1:25
	Number of guidance counsellors	2
	Teacher turnover	17%

CURRICULUM

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

School Journey for GEMS LEGACY SCHOOL - DUBAI BRANCH



Summary of Evaluation Findings 2022-2023

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

STUDENTS OUTCOMES

- Play-based learning in in the Kindergarten (KG) helps children to gain the independence to investigate. This has led to improved progress in mathematics and in science in KG and Primary. Improvements in progress are apparent in Arabic, in Primary, but it slows in Middle. Outcomes in Islamic education are positive. In English, progress is very strong in Primary and Middle.
- Students' positive and responsible attitudes are particular strengths of the school. Students are noticeably sensitive to the needs and differences of others within the school and the wider community. As a result, they have a secure appreciation of Islamic values and a clear understanding of other cultures too. Students are innovative and have an exceptional understanding of current environmental concerns.

PROVISION FOR LEARNERS

- Teachers' secure subject knowledge and questioning ensure lessons are engaging. Vibrant displays support learning. Play-based learning encourages independence in KG. The use of assessment data and resources to support learning is inconsistently applied in the lower phases. Students are enthusiastic and enjoy working with technology. Most can make meaningful connections between learning and life. A variety of technology related projects, including Robotics, is developing students' innovation skills.
- The curriculum is fully compliant. It offers challenge and promotes innovation. Content and activities are well-matched to students' stage of development. Progression is clear at the transition stages and an increasingly wide range of choices are provided to address students' interests and talents. Cross-curricular links are meaningful during lessons and beyond.
- The school's supportive and caring ethos underpins the wellbeing of all. Students enjoy trusting relationships with staff and each other. Attendance and punctuality are appropriately monitored. The identification of students of determination is a strength although their support in lessons is not consistent. Students identified with gifts and talents are provided with some additional challenge. Opportunities for student leadership include on-line teaching of girls in rural India and other global initiatives.

LEADERSHIP AND MANAGEMENT

- Leaders' vision of inclusivity, sustainability and commitment to teaching and learning is widely shared. Staff relationships are strong. Data analyses are integral in supporting staff development. Parents are highly engaged as partners in learning. Corporate and local governance ensures that educational priorities are addressed, and leaders are held accountable. The campus supports innovation and sustainability, but the lack of space limits the educational experience in KG and Primary.

The best features of the school:

- The identification of the school as a centre of excellence for sustainability and climate change education
- The work undertaken by students in Robotics, leading to ground-breaking ideas for future technological developments
- Students' good and very good attainment and progress in most subjects
- The strong learning skills in all phases and children's independent learning in KG
- Students' confidence, communication skills, empathy and mutual respect for all.

Key Recommendations:

- Improve the consistency of teaching, particularly in KG and the lower primary grades.
- Ensure that all teachers make full use of assessment data to guide lesson planning, and ensure that all students, including those of determination, are provided with an appropriate level of challenge.
- Provide more support to Arabic and Islamic education to increase teachers' understanding of the use of assessment data to guide teaching and learning.
- Improve the learning environment for the children in KG and students in the primary phase.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

For further information regarding the evaluation process, please refer to [UAE School Inspection Framework](#).

Focus Areas

National Agenda Parameter



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

The school meets the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
Progress in international assessment	meets expectations	Not applicable

- International assessment data shows that in 2019, Grade 4 students' overall scores in the Trends in International Mathematics and Science Study (TIMSS), were just below the targets set for this group. The most recent Assessment of Scholastic Skills through Educational Testing (ASSET) results, in English, mathematics and science were all very positive.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- Senior and middle leaders are well informed about the vision and goals of the National Agenda (NA). They scrutinise reports and compare students' performance with the results of cognitive ability tests (CAT4). The outcome is a well-constructed NA action plan that identifies the curriculum adaptations to be made to close gaps in students' skills and knowledge.

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

- The New Group Reading Test (NGRT) has been used to establish a baseline for the measurement of students' developing reading skills. Teachers assess students' mathematics and scientific inquiry skills, to identify levels of performance and areas for improvement.

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

For Development:

- To close gaps in learning identified through benchmark tests, ensure that lessons are taught as planned.
- Ensure a consistent approach to the development of critical thinking, particularly in the lower primary grades.

Wellbeing

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

- Leaders are dedicated to the importance of well-being, they strive to embody its 'PRIDE' acronym - perseverance, respect, integrity, discipline and excellence. The well-being team ensure that their vision is clear and are focussed on creating purposeful wellbeing links across the life of the school. Policies and plans set a clear direction. Surveys from parents, students and staff inform planning and modifications. Key issues are beginning to be understood by all stakeholders.
- The team of counsellors, pastoral care and specialist educators provides student support. Some students of determination and less able students would benefit from additional intervention. An instructional coaching programme supports staff development. Surveys indicate that staff are content. Student wellbeing ambassadors support the programme and are proactive. Students, staff and parents are encouraged to share concerns and suggestions. Their voices are heard, and suggestions acted upon.
- Some teachers make links make wellbeing links through their delivery of the curriculum; however, this is not embedded within programmes of study. A mental health curriculum has been introduced from Grade 3. Many activities to support those in need are implemented including breast cancer awareness, autism awareness, and empathy week. Recent links with an organisation for severely disabled adults is proving to be mutually beneficial. Students feel safe, supported and valued and demonstrate their wellbeing through their positive attitudes and engagement with the curriculum and each other.

UAE social studies and Moral Education

- The school teaches UAE social studies and moral education based on the latest moral social and cultural framework, in an integrated approach, up to Grade 7 and in the medium of English. Ample opportunities for enrichment are available to students in all grades that deepen their understanding of these concepts. Teaching makes use of online and offline resources. Assessments are completed as for other key subjects and based on curriculum requirements.

Main Evaluation Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle
Attainment	Not applicable	Good	Good
Progress	Not applicable	Good	Good

- During lessons and in their recent work, a majority of students demonstrate knowledge and understanding that are above curriculum standards. School assessment data indicate much higher levels. Although most groups of students make similar progress, the recent work of students in the middle phase is stronger.
- Students demonstrate strengths in their understanding of Islamic values, ethics and concepts and discuss them in relation to everyday life. Their understanding and knowledge of the Hadith and the Holy Qur'an, as sources of knowledge, are stronger than their understanding of Islamic law and its regulations.
- Students' skills in memorising and reciting the Holy Qur'an are well developed, but their ability to interpret the verses and extract meanings are less secure. The lack of learning opportunities and time for reflection during lessons is impeding this development.

For Development:

- Extend students' knowledge of Islamic law and encourage them to relate laws to logical reasoning.
- Challenge students' understanding and interpretation of the Holy Qur'an verses through extracting the meanings related to new verses learned.

Arabic as an Additional Language

	KG	Primary	Middle
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Acceptable

- The attainment of most students is largely consistent with national standards and expectations, as demonstrated by trends in attainment over time. The results of most recent international benchmark tests do not reflect the actual levels achieved during lessons.
- According to assessment data, students in the primary phase make better progress than those in the middle grades. This is frequently a result of more effective teaching. Based on their starting points, older students make less than expected progress.
- Overall, students' ability to use Arabic in different contexts is lower than the expected level. In some lessons, the overuse of English slows down students' progress in learning Arabic. The development of reading is supported by the use of a variety of digital platforms. Writing skills are inconsistent across the phases.

For Development:

- Ensure that assessment data is accurate and more effective use is made of it to meet the needs of all groups of students.
- Make more use of Arabic in lessons and increase opportunities for students to use the language.

English

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

- The strong internal and external attainment and progress data are at a slight variance with achievements observed during lessons and in recent written work. Students demonstrate positive outcomes in all three phases although the progress of lower attaining boys is more variable, particularly because their understanding of new vocabulary is less developed.
- Children in KG demonstrate good skills in reading, writing and listening, although their speaking skills are less strong. Older students read with a depth of understanding and speak confidently and articulately.
- Primary and middle phase students' extended writing and formal listening skills are less developed than their reading and speaking skills.

For Development:

- Ensure that all students understand how to use the appropriate structures and prompts to support the development of all their language skills.

Mathematics

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

- External benchmark test results confirm that students' attainment is above curriculum expectations in all phases, with little difference between the attainment of boys and girls. Progress during lessons is more rapid in the upper grades where more effective use is made of assessment information.
- Numerical calculation, measurement and geometry skills are well developed across the school. Primary phase students manipulate fractions with confidence. Middle phase students can solve multi-step problems in everyday contexts. They know that angles are measured in degrees and compare acute, obtuse and reflex angles.
- Students in the upper grades are provided with many opportunities to engage in investigations, problem-solving and discussions. However, the development of critical thinking and problem-solving is less consistent in the lower primary grades. The marking of students' work provides helpful guidance on how it can be improved.

For Development:

- Ensure that there is a consistent approach to the development of critical thinking and problem-solving in the lower primary grades and that full use is made of assessment information to match work to students' attainment levels.

Science

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

- In KG, children develop strong inquiry skills, including predicting, testing, observing and recording. In the other phases, students achieve at least very good levels of attainment in international examinations and benchmark tests. Similar outcomes are evident during lessons and in workbooks.
- Students demonstrate thorough knowledge and understanding of scientific concepts. Skills of scientific inquiry are developed consistently throughout the three phases. In the middle phase, a large majority of students can apply these skills as they conduct experiments.
- The enrichment of the KG curriculum with play-based activities has helped children develop their gross and fine motor skills through practical investigations. In the primary phase, students are extending their critical thinking and investigative skills.

For Development:

- Develop the inquiry skills of all students so that they design and structure their own scientific investigations.

Learning Skills

	KG	Primary	Middle
Learning skills	Very good ↑	Very good	Very good

- Students in each phase are enthusiastic about learning. Most can communicate their learning clearly, illustrating their understanding. They participate actively during lessons, collaborating purposefully in most subjects. In the middle phase, collaboration during lessons is not as strong in Arabic as it is in the other subjects.
- Students work confidently and independently with learning technologies. During Islamic education and science lessons, they research utilising a range of resources. Children in KG respond well to project-based approaches to learning which encourage analytic and critical thinking skills.
- Although critical thinking is not a consistent feature of all lessons, most students are able to make meaningful connections between learning and real life. Science and technological projects, including Robotics, are enhancing students' critical thinking skills. They explore innovative ideas, experiment and learn from their mistakes.

For Development:

- Build on the most effective practices in enabling students to make connections across areas of learning.
- Enhance opportunities for students to use a range of resources when working independently.

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

	KG	Primary	Middle
Personal development	Outstanding	Outstanding	Outstanding

- Students display excellent attitudes and behaviour. In their conduct and approach to learning, older students serve as exemplary role models. Younger students are well-supported and demonstrate sociability and an enjoyment of learning from an early age.
- The positive learning ethos is underpinned by strong interpersonal relationships, respect and a disciplined work ethic. Students want to perform to the best of their ability and utilise all resources, including technological devices, in a skilful and an intelligent manner.
- Outstanding levels of attendance indicate a dedication to school and learning. Students have a strong awareness of how to maintain a safe and healthy lifestyle. The continuing focus on climatic issues increases students' awareness of the need to safeguard the future of the planet and their own wellbeing.

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

- Students have an excellent awareness of Islamic values and fully understand their impact on, and relevance to, the UAE. They can provide examples of many of these values such as modesty, respect and tolerance.
- Students apply their knowledge of UAE heritage and culture to modern Dubai and to the development of the Emirate. This is illustrated by a wide range of school activities, including well-structured assemblies and projects. They apply this knowledge and understanding to their learning in most subjects.
- Students cherish and appreciate their own countries' traditions, and, at the same time, are deeply aware of the diversity of other world cultures. Children in the KG are exposed to cultural diversity during assemblies.

	KG	Primary	Middle
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding

- Students engage with sustainability in the school environment and participate actively in the wider community. They have received many tributes that affirm their commitment, entrepreneurial drive and achievements.
- The school's ethos of social responsibility, commitment to environmental awareness and promoting a sustainable future, permeate the school.
- Most students are committed to saving the planet and actively address environmental challenges. They plant trees, grow vegetables through hydroponics, collect and recycle waste and use robotics to explore global environmental problems. They collaborate with other school communities through outreach initiatives.

For Development:

- Provide children in KG with more opportunities to understand and appreciate the values of Islam and Emirati culture.

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Good	Good	Good

- Teachers have strong subject knowledge. They plan and implement engaging lessons for students in most subjects. The effective teaching leads to very good progress in science and English both in the primary and middle phases. Learning displays are vibrant, particularly in KG.
- Teachers' questioning is skilful in checking and deepening learning. Critical thinking and problem-solving are developing well in all subjects. In KG, critical thinking and independence in learning are encouraged. Inconsistencies exist in the effectiveness with which time and resources are used.
- Assessment information is not always used well enough to inform and adapt learning for the lower attaining students in English. In Arabic and mathematics, challenge for some students is inadequate. In KG, a child-centred, play-based approach is developing.

	KG	Primary	Middle
Assessment	Good	Good	Very good

- Assessment procedures are consistent and coherent in all phases. Measures of students' academic, personal and social development are reliable and provide the information necessary to match learning activities to students' needs and abilities.
- Analyses of assessment information are used to guide lesson planning and to modify learning activities to close any gaps in students' learning. However, there is inconsistency in the extent to which lessons are taught as planned, particularly in the primary phase.
- The school has improved the collection and use of assessment information since the previous inspection. In the middle phase, this information is used well to support students' learning. In most subjects, the marking of students' work provides helpful guidance on how it can be improved.

For Development:

- With particular reference to the lower primary grades, ensure that full use is made of assessment information to match learning activities to the ability and attainment levels of all students.
- Ensure that all lessons are taught as planned.

4. Curriculum

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

- The curriculum is fully compliant and meets all statutory requirements. It is relevant and appropriately challenging in each phase. Content and activities are well matched to the age and developmental stage of most students. The curriculum is successful in developing knowledge and skills and in promoting innovation.
- The curriculum ensures smooth transitions between phases. It offers wide-ranging opportunities and choices to address students' interests and talents. Cross-curricular links are meaningful, both during lessons and beyond the classroom. This integration of learning is illustrated in cross-curricular displays.
- Regular reviews identify gaps in students' learning, which are then addressed. Communication with parents ensures their understanding of their children's additional learning needs and guides curriculum adaptation. The curriculum in KG is successful in providing an integrated approach with some play-based learning activities.

	KG	Primary	Middle
Curriculum adaptation	Very good	Very good	Very good

- The curriculum is appropriately adapted to create programmes of study that meet the learning needs of all groups. Personalised support and specific targets for students of determination from Individual Education Plans (IEPs) are outlined in lesson planning. The curriculum is adapted to provide appropriate challenge for students with gifts and talents.
- The curriculum is imaginative and stimulating. It is significantly enhanced by additional subjects such as Robotics. The curriculum promotes students' interests and provides opportunities for students to be creative and enterprising. Students' innovative use of technology encourages the development of critical thinking skills.
- The range of extra-curricular activities promotes skill development and contributes significantly to students' health and wellbeing. These activities support students' academic and personal development as well as their interaction with the local Emirati and wider communities.

For Development:

- Provide more opportunities for students to carry out research.
- Extend the curriculum for the high attaining students and for those with gifts and talents.

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

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

- The school takes the health, safety and safeguarding of students very seriously and protects them from harm, online and in person. Supervision of students is very thorough, effective and well documented. There is targeted education and support to ensure students know how to keep themselves safe.
- Students and parents are provided with very clear guidance about healthy, sustainable food choices and have published a recipe book of sustainable meals. Students receive individualised health advice and monitoring. Sport is encouraged and helps promote students' well-being.
- Comprehensive risk assessments form an essential part of planning for all activities both on and off-site. The premises, facilities, equipment and resources for the middle phase are particularly good and very well suited to the educational needs of older students, including students of determination.

	KG	Primary	Middle
Care and support	Good	Good	Good

- This is a supportive, caring school with an ethos of kindness, perseverance, integrity and order. Students are polite and respectful. They enjoy trusting relationships with staff and each other. They are punctual, enthusiastic and eager to share their ideas with one another.
- The identification and assessment of students of determination is a strength of the school. However, the implementation of planned support is not consistent in all lessons. Students with gifts and talents are identified and provided with additional challenge.

Opportunities to participate in, for example, the online teaching of girls in India and a number of global sustainable initiatives, have enhanced students' leadership skills. The wellbeing of all students is of high importance and is woven into the school's mission and vision.

For Development:

- Ensure that all teachers understand and implement planned support programmes.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Leaders are committed to extending provision to the number of students of determination in this expanding school. The inclusive education improvement plan prioritises training, teaching, learning and assessment. The inclusion team are committed to ensuring the school provides a fully inclusive education.
- The identification procedures are robust. Assessments and tests are used to ensure accuracy in categorisation, enabling the planning of specific strategies and targeted support. These procedures are supporting more effective interventions for students.
- Parents speak highly of the school's inclusive ethos. They believe their children receive expert support and strategies that can also be applied at home. Parents are fully engaged with the process of individual education planning. They report that their children's confidence has greatly improved because of the support.
- The Learning Support Assistants (LSAs) are funded by parents. Detailed daily logs are shared with their families. Individual Education Plans (IEPs) provide information on strategies to overcome barriers to learning. Where teaching is more successful in implementing these strategies, students make faster progress in their learning.
- Regular assessments and a robust tracking system inform future planning. The goals of students' IEPs are reviewed and analysed twice a year. All lessons are monitored, and adjustments are made accordingly. The mainstream school curriculum does not meet the learning needs of some older students of determination.

For Development:

- Ensure all teachers make full use of the IEPs to guide their lesson planning and support for students of determination.

6. Leadership and management

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

- All leaders have a clear vision of inclusivity and sustainability and a commitment to improving teaching and learning. Relationships between leaders, staff, students and parents are particularly strong, ensuring high morale. Distributed leadership supports professional development and succession planning. Most, but not all middle leaders, recognise best practice in teaching, learning and assessment. Most understand how to improve outcomes and remove barriers to improvement in their departments.
- Leaders have established good processes to analyse internal and external assessment data, as part of a wider evaluation of the school's performance. In response to recommendations in the previous inspection, improvements have been made to teaching and learning in most subjects. This has led to the more effective use of data to personalise learning, particularly in the middle phase. There have also been improvements in students' progress in some subjects.
- The school is exceptionally successful in engaging parents as partners in their children's learning. All developments are discussed with them before implementation. In addition to reports and consultations, parents value the monthly telephone calls made by teachers to them. Sixty parents trained alongside the staff to become UN accredited climate change teachers. There is mutual benefit to sharing students' learning through video links with other schools.
- The combination of corporate governance and stakeholders ensures that parents, staff and students have a voice in the future of the school. Professional educators and committed owners working with school leaders and staff ensure that educational priorities are targeted, leaders are held accountable and governors have influence over performance. There has been considerable investment by governance to develop the school's campus. Priorities are shared and understood. There has been some improvement in outcomes for students in some, but not all subject areas.
- The day-to-day management of the school is very well organised, and procedures are very effective. Almost all staff are appropriately qualified. Staff are supportive of the school's vision to be a sustainable, climate change focused school. Professional training is beginning to improve teaching and learning across the school. The school campus is very well equipped for innovative teaching and learning, although the constraints of space in some areas of the KG and primary buildings, limit the flexibility of students' educational experiences.

For Development:

- Ensure that all middle leaders are successful in improving teaching, learning and student outcomes in their departments.
- Governors should consider ways in which to address the physical obstacles to children's educational experience in some areas of KG and the primary school.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the evaluation 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 evaluation 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