

INSPECTION REPORT

2022-2023



AMITY SCHOOL L.L.C

CBSE CURRICULUM









GOOD

CONTENTS








<i>Contents</i>	2
<i>School Information</i>	3
<i>Summary of Inspection Findings 2022-2023</i>	4
<i>Overall School Performance</i>	6
<i>Focus Areas</i>	8
<i>Main Inspection Report</i>	10

SCHOOL INFORMATION







GENERAL INFORMATION

 Location	Al Qusais
 Opening year of School	2017
 Website	www.amityschooldubai.com
 Telephone	+97142041000
 Principal	Ms. Sangita Chima
 Principal - Date appointed	6/1/2019
 Language of Instruction	English
 Inspection Dates	16 to 20 October 2022





STUDENTS

 Gender of students	Boys and girls
 Age range	4 to 14
 Grades or year groups	KG 1 to Grade 9
 Number of students on roll	1032
 Number of Emirati students	0
 Number of students of determination	66
 Largest nationality group of students	Indian

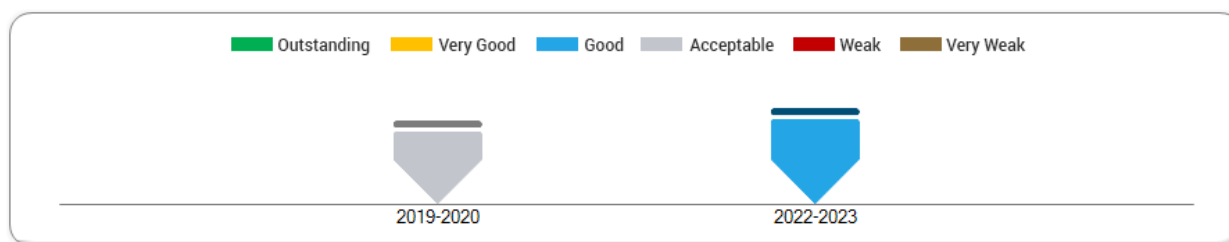
TEACHERS

 Number of teachers	67
 Largest nationality group of teachers	Indian
 Number of teaching assistants	27
 Teacher-student ratio	1:14
 Number of guidance counsellors	1
 Teacher turnover	14%

CURRICULUM

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

School Journey for AMITY SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

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

- Attainment of students in most curriculum areas is at least good. In the middle and secondary phases, aspects of attainment in Islamic education and Arabic remain acceptable but are improving. Students' learning skills are very good. They are strongest when teachers provide more opportunities for students to think critically and to engage more openly in discussion about their learning.
- Students' personal and social development is very good, and outstanding in the middle and secondary phases. Students have a secure knowledge and understanding of the UAE cultural heritage and the cultures of their own and other societies. They contribute well to the growing number of community outreach initiatives.

PROVISION FOR LEARNERS

- Leaders have been successful in addressing inconsistencies in the standards of teaching, which is now strong in almost all areas of the school. Teachers plan student-centred, enquiry-based learning opportunities. They use assessment data well when planning lessons and frequently offer differentiated learning opportunities. A personalised approach to meet the needs of individual students is not fully developed.
- The implementation of the Early Years and the Central Board for Secondary Education (CBSE) curricula is very good. They are creatively underpinned by an initiative based on values and developed by school leaders, together with teachers and governors. Students are very well prepared for transition between phases. They understand the connections between learning areas and enjoy broad and balanced studies, alongside a good range of extra-curricular activities.
- Students are kept safe. The school encourages healthy life choices. The extent to which students are cared for and supported is excellent. Students feel included, and their voice is valued. They enjoy excellent relationships with one another and with staff members. Older students receive guidance and support in relation to future studies and careers. The promotion of wellbeing is a priority and a very strong feature.

LEADERSHIP AND MANAGEMENT

- The excellent and visionary principal is well supported by very strong governance. She has led a transformation of the school, building a strong team of senior and middle leaders whose highly positive impact on day-to-day management, teaching, learning, assessment and inclusion is increasingly apparent. All phases of the school are now good and improving.

The Best Features of The School:

- The excellent facilities that create a safe, welcoming and highly stimulating environment
- The very supportive governors, engaged parents, highly effective leadership and secure self-evaluation delivering a very inclusive, improving school that is dedicated to promoting the wellbeing of all
- The exceptional personal development and social responsibilities demonstrated by students and the high academic standards which they achieve
- The innovative approach to curriculum design and the effective, systematic approach to monitoring, policy development and professional training.





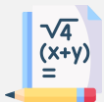

Key Recommendations:

- Ensure that all teachers always make the best use of assessment data to personalise learning for students.
- In all lessons, ensure that teachers sufficiently challenge the ablest students.
- Identify and share best practices across the school in key teaching skills, including questioning to promote critical thinking and setting up discussions.

Overall School Performance

Good ↑

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter.

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

- The school's data from TIMSS only exist in 2019, so progression is difficult to infer. However, attainment is at the intermediate benchmark level. ASSET data indicate that progress in these parameters is improving, especially over the last three years.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- Middle leaders accurately use data to identify the skills which need to be improved. There has been some adaptation to the curriculum. Although this is an improving feature across the core subjects, it does not always result in sufficiently adapted lesson planning.

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

- Students' reading capabilities are in line with, or slightly below, expectations. Some teachers are aware of this. Teachers do not consistently plan to develop students' critical thinking skills.

Overall, the school's progression towards achieving the UAE National Agenda targets meets expectations.

For Development:

- Ensure that teachers consistently promote students' creative and critical thinking.
- Ensure that reading literacy data and gaps identified in international and benchmark assessments are used to inform personalised teaching.

Wellbeing

Wellbeing provision and outcomes are at a high level.

- Leaders' clear vision for wellbeing is evident in the life of the school. Monitoring and evaluation inform improvements to practice and policy. Governors and leaders review wellbeing, leading to improvement planning. Senior leaders and teachers are generally held to account for wellbeing promotion and outcomes. Improvements in the quality of care, guidance of support and provision for students of determination positively influence student wellbeing. The collection and analysis of data, including survey data, are used to inform a whole-school approach to wellbeing.
- The wellbeing team, which is led by a very energetic, skilled school counsellor, is dedicated to promoting the wellbeing for all. It provides care, guidance and support for students, parents and staff. The school takes significant steps to support the wellbeing of members of staff. The support is enhanced by the open-door policy and various channels of communication. Students feel that their opinions are valued. The school is very responsive to them and to their needs.
- The school implements a holistic approach to the development of wellbeing. The school's customized, dedicated programme for wellbeing enhances the curriculum. Approaches in the classroom do not always promote the wellbeing capabilities of the most or least able students. Most students demonstrate knowledge of the importance of living a healthy lifestyle. Students consistently report feeling safe, valued and fully engaged in the life of the school. Students are motivated and consistently demonstrate their wellbeing through positive attributes, attitudes and engagement with others and the curriculum.

UAE social studies and Moral Education

- The school teaches UAE social studies and moral education based on the latest Moral Social and Cultural Framework. The two weekly lessons of 45 minutes each, from Grade 1 to Grade 9, are taught in English.
- Approaches to teaching and learning embody a learner-centred approach. Teaching frequently caters well for students' individual starting points, most notably in the primary phase. Students are analytical when given the opportunity. They make connections to real-life contexts when prompted. The school uses a variety of assessment strategies that support accurate tracking of progress.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In lessons and in recent work, a majority of students in Primary demonstrate a level of knowledge of Islamic principles which is above curriculum standards. However, in Middle and Secondary, attainment is broadly in line with expectations. Progress in Primary and Middle is above the expected level.
- In Primary, students demonstrate secure knowledge and understanding of Islamic values, morals and the Pillars of Islam. In the middle and secondary phases, knowledge of Islamic concepts is stronger. A majority of students exceed expectations in recitation skills. However, their memorising is underdeveloped.
- More effective teaching has led to better attainment and progress in the primary and middle phases. Students have sound knowledge of Fiqh and Islamic etiquette.

For Development:

- Improve students' memorisation and recitation skills of the Holy Qur'an across all phases by providing more opportunities to practice and apply recitation rules.
- Challenge students to provide evidence from the Holy Qur'an and Sunnah in their oral and written answers.

Arabic as an Additional Language

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

- In the primary phase, the attainment of most students in the four language skills is above curriculum expectations. In the remaining phases, students' ability to use language in different contexts to express themselves is not strong. Students' lack of adequate vocabulary inhibits their progress.
- In most grades, students can write letters correctly and copy sentences. Their skill to write freely is not a strength. Most students can read at the expected curriculum level and explain the meaning of words. However, they lack the confidence and ability to converse at length.
- In the primary phase, students show improvement in their attainment in listening and comprehension. The same level of improvement is not evident in speaking and writing, or in all the language skills in the other phases, due to a lack of challenge.

For Development:

- Avoid mixing English and Arabic in lessons to increase the level of challenge for students.
- Improve skills in independent reading, conversation and creative writing across the phases.

English

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

- Students show improvement in their English language skills. They capably infer meaning in complex texts and articulate their viewpoints well. They confidently use an increasingly broad vocabulary. They express themselves well when discussing familiar situations. They understand teachers' questioning and typically respond with justifications.
- In lessons and in work overtime, a majority of students demonstrate levels of knowledge, skills and understanding above curriculum standards. They can analyse poetry and determine themes. Listening and reading skills are strengths across the school.
- Most students in the secondary phase are making gains in creative writing, listening, reading and speaking. They can analyse the traits of a character in a story. The quality of extended writing is more limited in the middle and secondary phases.

For Development:

- Improve students' extended writing skills in the middle and secondary phases by raising expectations.

Mathematics

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

- Across the school, assessment information indicates very strong achievement in both internal and external tests. This level of achievement is not always apparent in lessons or in students' recent work in books.
- In internal and external tests, the skills of number, geometry and algebra are strengths. In Primary, problem-solving, using data analysis particularly, is a relatively underdeveloped skill.
- Since the previous inspection, improvements are evident in all phases in skills associated with ASSET tests, as the department has addressed deficiencies in these areas. The focus on mental mathematics has resulted in significant improvements in students' number work.

For Development:

- Ensure that more time is regularly spent on activities such as investigative mathematics, which will encourage students to think in a critical way.
- Ensure that students work together to solve real-life problems.

Science

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

- A majority of students acquires knowledge and scientific skills using practical investigations in the laboratories. Assessment data show higher levels of attainment in Kindergarten (KG) and Primary than are typically evident in lessons.
- Students make consistently good progress in lessons across all phases. Teachers are successful in improving students' ability to apply their scientific knowledge and skills in everyday contexts. Children in KG and students in Primary observe, predict and conclude. In the upper grades, they enquire, analyse and investigate effectively.
- In KG, children are encouraged to use scientific vocabulary and to develop scientific thinking. These attributes continue to be promoted in the other phases.

For Development:

- Develop students' critical thinking and encourage them to think and act scientifically.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good	Good ↑	Good ↑	Good

- In lessons, students are responsible and mostly active learners. They respond well to their teachers' advice and guidance. They can communicate their learning in variety of different ways
- Students thoroughly enjoy learning, even when teaching is less engaging. As they progress, they increasingly take responsibility for their own learning.
- When given the opportunity, students interact very well in groups. They collaborate to solve problems. They can communicate their thinking clearly both within groups and to the class. They do not always see the connection between their learning and real-life experiences.

For Development:

- Encourage students to think critically about their work, and to consider how they can improve their rates of progress.
- Approach research and problem-solving more robustly, considering all possible angles and solutions to a problem and making effective use of technology.

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

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

- In KG, children are self-reliant and take responsibility for their learning. Behaviour in all phases is exemplary. Attitudes towards school and learning are highly positive, both inside and outside the classrooms.
- Students are warm, friendly and willing to help one another in lessons and during break times. Relationships between teachers and students are highly respectful. Students willingly receive and respond to feedback from their teachers and fellow students, most notably in the middle and secondary phases.
- Students are fully aware of healthy lifestyles. A few acknowledge that they do not always make the best food choices. Attendance is very good. Students are punctual in arriving at school and to lessons.

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

- Across all phases, students are keenly aware of universal Islamic values. They understand their impact and relevance to life in the UAE. They can give examples of values that contribute to social development in Dubai, such as tolerance and respect.
- Students demonstrate excellent knowledge and understanding of Emirati culture and heritage. Those in different phases are knowledgeable about the traditions and culture of the UAE. This reflects the school's promotion of UAE culture in different activities and events throughout the year.
- Students are proud of their own cultures. Most can give details about their own countries, such as their history and the tourist attractions. Students in the middle and secondary phases demonstrate deeper knowledge and understanding of their local cultures and of other world cultures.

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

- Children in KG and students in other phases are encouraged to engage in a range of school-based projects. They take their roles and responsibilities seriously and willingly take on additional tasks.
- When students are enabled to make independent decisions, they research the options, seek advice and make well-informed choices. Some students have recently launched an initiative that will generate income for the benefit of the whole school community.
- Students are aware of their impact on the environment. They are actively engaged in helping to reduce energy consumption and waste in the school, measuring energy usage and monitoring the effectiveness of waste reduction strategies. Community engagement has not yet returned to the previous advanced levels.

For Development:

- Encourage students to engage in a range of projects that would benefit the local community.

3. Teaching and assessment

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

- Teachers have thorough knowledge of their subjects and a good understanding of how students learn. Increasingly, they plan for student-centred, enquiry-led learning. Almost all lesson plans include tasks which differentiate by outcome. However, only a minority of lessons provide students with personalised learning.
- Teachers' questioning skills are variable. Some of the excellent skills enable full discussion and critical thinking to emerge in lessons. However, some questioning remains closed, and few of the teachers do not pay enough attention to students' responses.
- In the better lessons, teachers offer appropriate challenge to the ablest students from the start to ensure they remain engaged.

	KG	Primary	Middle	Secondary
Assessment	Good ↑	Good ↑	Good ↑	Good

- Assessment processes are closely matched to the curriculum and provide valid measures of attainment. They are effectively benchmarked against external data and used appropriately to provide judgements on progress.
- The systematic gathering and analysis of internal and external data is a strong feature, as is the tracking of students' skills over time.
- The school has acquired a rich amount of information about students' attainment and progress. The use of this information is not an embedded feature of all teachers' planning or delivery. However, some teachers use it effectively to provide appropriate support and challenge.

For Development:

- Ensure that teachers consistently use information from assessments to meet the needs of all groups of students.
- Develop teachers' skills in designing tasks which encourage students to think critically.

4. Curriculum

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

- The curriculum is fully compliant and meets all national and statutory board requirements. It is relevant and promotes innovation and challenge across all phases. Content and activities are well matched to the age, interests and aspirations of most students.
- The curriculum provides structured transition to all phases, with opportunities and choices that benefit students' learning and meet their needs. Cross-curricular links are always planned in lessons, but are not often delivered, particularly in Arabic and mathematics.
- The school conducts regular curriculum reviews to sure its systematic development. The curriculum documents are aligned with the National Agenda parameters. Curricular innovations make a positive impact on students' academic and personal development.

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

- Curriculum modification is based on the assessment of students' progress, stakeholder surveys and regular feedback. It is relevant and effective but does not always fully address the needs of the ablest students.
- Students have excellent opportunities to engage in a variety of activities that promote their personal and social development. Projects, clubs, activities and competitions provide opportunities for the development of critical thinking, enterprise and innovation. However, the same features are not always evident in all lessons.
- The curriculum enables all students to develop a broad understanding of UAE culture and society. Displays, assemblies and programmes all contribute to the knowledge, understanding and appreciation of the traditions, culture and values of the UAE. Cross-curricular links are not the strongest feature of provision.
- Arabic is introduced in KG2 in the second term.

For Development:

- Manage cross-curricular links more effectively to enhance students' transfer of learning between different subjects.
- Ensure that teachers modify the curriculum to meet the needs of all groups of students.

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

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

- Safeguarding procedures are very well established. Highly effective measures are in place to improve understanding of the importance of the physical and emotional wellbeing and safety of all students.
- Highly efficient and carefully planned strategies, comprehensive policies, risk assessments and procedures help to ensure that all members of the school community are always kept safe and secure.
- Healthy living is promoted systematically. Students have opportunities to engage in physical activity, and they use the opportunities well. In general, they make sensible choices about their diet and other aspects of their lifestyle.

	KG	Primary	Middle	Secondary
Care and support	Good ↑	Good ↑	Good ↑	Good

- Relationships between students and teachers are positive and mutually respectful. Students with any additional needs or who are facing challenging circumstances in their lives are promptly and expertly supported.
- The school has highly effective systems to monitor attendance and punctuality and to promote and monitor the wellbeing of all.
- Effective, rigorous assessment on entry leads to the identification of students of determination. Most students of determination receive adequate support, but assistance is less evident for those with gifts and talents. Accurate identification enables prompt intervention in class and with specialist staff.

For Development:

- Improve provision for the ablest students so that in all lessons, across all phases, they can fulfil their potential.

Inclusion of students of determination

Provision and outcomes for students of determination

Good 

- The school's highly inclusive ethos is evident. The inclusion governor very effectively challenges and supports the inclusion team. The inclusion champion is responsible to the principal and held accountable for the outcomes of students of determination. The school has the capacity to continue to improve.
- The inclusion team makes good use of a wide range of assessment data to ensure the accurate identification of students of determination. The KHDA categories are used. Barriers to learning are accurately identified. Highly effective planning, implementation, monitoring and evaluation systems are in place.
- The school places parents at the centre of its provision. They greatly appreciate the quality of advice and support their children receive. Parents are active partners in their children's education. They assist in the writing of individual education plans (IEPs). The inclusion team communicates through various channels and provides reports, feedback and guidance to parents on ways to support their children's learning.
- The curriculum for students of determination is modified to match their academic and personal needs. The school offers well-targeted support through intervention, enabling students to progress in developing practical learning skills. The quality of support in class is variable.
- The school tracks and monitors progress, and this informs future provision. Students of determination acquire a range of knowledge, skills and understanding adequate to prepare them for the next stage in their education. Teachers' marking and feedback give support and advice to maintain students' sustained progress over time.

For Development:

- Develop more concise, focused IEPs to enable class teachers and learning support assistants to focus on key areas.
- Build on the current system of monitoring, share good practice in inclusion and ensure provision and support for all students of determination.

6. Leadership and management

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

- Under the leadership of a very good principal and some highly effective senior and middle leaders, this is a rapidly improving school. As a result of leaders' efforts to improve teaching for effective learning, many students now achieve high academic standards across almost all curriculum areas, and benefit from strong personal and social development.
- The senior team knows the school's strengths well and identifies key improvement priorities. In some aspects of the school provision and outcomes, leaders have a slightly overoptimistic view of performance. However, they are increasingly professional in their approaches to monitoring teaching and do so with reasonable accuracy. They link teacher performance management to professional training and whole-school evaluation and improvement planning. They make increasingly effective use of procedures to manage the whole process systematically.
- Parents are highly engaged with the school. They appreciate the school's caring and inclusive mission, students' high achievements and their personal and social development. Leaders communicate very effectively. They successfully engage with parents. They consider parents' views to help them shape the school's future. Parents appreciate the accessibility of teachers and leaders, including the principal. They recognise their dedication to ensuring that their children are safe, valued as individuals, happy and achieving well.
- Governance is representative of stakeholders and offers both support and challenge. Members of the board, including a few experienced, well-informed educationalists, frequently visit the school. They know its strengths and the priority areas for improvement. The board has worked effectively in recent years to put in place a dedicated principal and to build a competent team of leaders and teachers who have a positive impact.
- The school's day-to-day operation is very efficient. Security, safety and risk management are priorities. Teachers and other staff are carefully recruited. All leaders, teachers and support staff benefit from a personalised approach to performance management and continuous professional training. Specialist areas for sport, the creative arts, science and technology are very well equipped and are of very good quality. The environment is very well cared for and shows exceptional displays, many of which have an Arabic theme.

For Development:

- Ensure that leaders have a realistic view of all standards.
- Extend leaders' involvement in the improvement of teaching to ensure appropriate challenge for all students in all phases.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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