

INSPECTION REPORT

2022-2023



JSS PRIVATE SCHOOL L.L.C

INDIAN CURRICULUM


VERY GOOD

CONTENTS








CONTENTS	2
SCHOOL INFORMATION	3
Summary of Inspection Findings 2022-2023	4
Overall School Performance	6
Focus Areas	8
Main Inspection Report	10

SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Al Wasl
	Opening year of School	2011
	Website	www.jsspsdubai.com
	Telephone	97143446419
	Principal	Chitra Sharma
	Principal - Date appointed	3/28/2011
	Language of Instruction	English
	Inspection Dates	09 to 13 October 2022





STUDENTS

	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	Pre-K to Grade 12
	Number of students on roll	2109
	Number of Emirati students	0
	Number of students of determination	138
	Largest nationality group of students	Indian

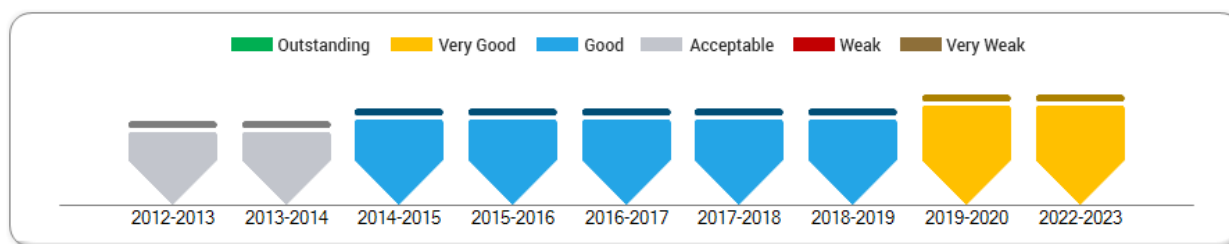
TEACHERS

	Number of teachers	143
	Largest nationality group of teachers	Indian
	Number of teaching assistants	20
	Teacher-student ratio	1:15
	Number of guidance counsellors	5
	Teacher turnover	9%

CURRICULUM

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

School Journey for JSS PRIVATE SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- In Kindergarten (KG) children get off to a rapid start in their learning. As a result of consistently very good progress, students' attainment in English in most phases is outstanding. Improvements in students' progress are evident in Islamic education, mathematics and science, especially in the primary phase. Students' progress in mathematics slows a little in the middle phase. Students in all phases have very well-developed learning skills.
- Students' behaviour and attitudes are very positive, especially in secondary classes. They show respect to each other and their teachers. They have an excellent understanding of their own culture and that of others around the world. Their knowledge of the impact of Islam on the UAE is outstanding. Students have very strong ideas and principles related to social responsibility. They instigate and lead many projects.

PROVISION FOR LEARNERS

- In KG, teachers provide activities which excite and interest the children. Most teachers carefully plan lessons to meet the learning needs of their students. However, plans are not always implemented as intended. In many lessons, teachers develop students' understanding and critical thinking skills through skilful questioning. This is less successful in mathematics lessons.
- The curriculum has a clear rationale. In most subjects, it builds progressively to ensure students have the knowledge and skill they need to make continuous improvements. In KG, activities are designed to enable children to make progress in all areas of learning as they play, explore and investigate. Teachers have adapted the curriculum very well to meet the international requirements and those of the UAE.
- Health and safety policies and procedures are rigorous. Medical and counselling staff contribute very well to students' health and wellbeing. Transport arrangements are efficient and well-supervised. Students of determination are identified promptly and receive high-quality support, especially in focused activities led by the Inclusion team. Support is not always as effective in lessons.

LEADERSHIP AND MANAGEMENT

- Governors and leaders at all levels have been successful in further improving the school since the previous inspection, especially in the primary phase. Self-evaluation processes are regular and extensive but may not fully measure the impact of teaching and leadership initiatives on students' progress. Partnerships with parents and the community are outstanding in the value they add to students' learning.

The Best Features of The School:

- Students' outstanding progress in their speaking and listening skills and how well these skills support their learning in all subjects.
- Students' profound understanding of their own and other cultures and how they are able to link this to excellent social responsibility.
- The modifications made to the curriculum to meet the UAE's and international expectations.
- The outstanding partnerships with parents and the community and how they support students' wellbeing and academic achievement.
- The educational leadership provided by senior staff members and Governors.

Key Recommendations:

- Increase the proportion of outstanding teaching by ensuring that students are provided with consistent, meaningful opportunities to develop their critical thinking skills.
- Simplify and increase the effectiveness of improvement planning by allowing time to rigorously evaluate the impact of teaching and leadership on students' progress.

Overall School Performance

Very good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



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	is above expectations	Not applicable

- International assessment data show improvement in the students' overall scores in the PISA test of 2018. Although the school did not meet its set targets for the TIMSS tests of 2019 in Grade 4, students reached the top tier of the high international benchmark in science in Grade 8. Progression in National Agenda benchmarking is outstanding in all subjects.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- The leadership team supports the vision and goals of the National Agenda. Leaders understand the recommendations from the PISA, TIMSS and ASSET reports. Adaptations to the curriculum accurately match the gaps identified in these reports. The adaptations have resulted in improved student outcomes. The National Agenda action plan reflects most of the areas for improvement highlighted by the international test reports.

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

- Implementation of the whole-school reading assessment is in early development. The promotion of critical thinking is strongest in English and in the secondary phase in science.

Overall, the school's progress toward achieving the UAE National Agenda targets meets expectations.

For Development:

- Improve the quality of the National Agenda action plan.
- Measure, monitor and improve students' reading skills across the school.
- Develop the skills of independent inquiry and research in mathematics and science lessons.

Well-being

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

- The school strongly promotes a wellbeing vision. The commitment to promoting the wellbeing of students and the staff is a strong feature of the school. This is reflected in policies and plans and is reinforced and monitored by senior leaders and governors. The school collects a wide range of data related to students' and staff's wellbeing. A comprehensive analysis of the collected information provides the school with a valid and reliable measure of wellbeing. This informs a system of evaluation, review and improvement.
- Teachers have very positive relationships with their students. They identify students' needs and offer advice, guidance and strategies to support their wellbeing. Specialist teams provide more targeted interventions. Support for the wellbeing of staff is an essential element of the school's wellbeing approach, sustaining engagement and enthusiasm. The school has strong partnerships with parents and the wider community. It engages with parents to enhance students' achievement and engagement in learning.
- The range of wellbeing initiatives within the curriculum is increasing and becoming embedded across phases and subjects. Task differentiation in classes effectively promotes the wellbeing of groups of students, removing barriers and promoting engagement. Students make healthy choices and demonstrate healthy lifestyles. They feel safe at school and connected to their teachers. Students are self-reliant and motivated, demonstrating positive attitudes and enjoying their learning. Older students are extremely well-equipped for their futures and have active voices in the school.

UAE social studies and Moral Education

- The school teaches UAE social studies and moral education based on the latest Moral, Social and Cultural Framework for 80 minutes each week with an integrated approach from Grade 1 to Grade 9.
- Lessons are activity-based. In the higher grades, case studies and simulations are used to support students' understanding and their ability to think critically and arrive at conclusions. Curriculum mapping is closely aligned with the implementation of all required units. Clear paths for effective progression are evident. Strong links are made with other subjects. Assessment systems are in place to measure students' knowledge and understanding against the curriculum expectations.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Very good ↑

- A majority of students across the phases make better than expected progress in their knowledge, skills and understanding of Islamic concepts and domains. In the secondary phase, a large majority of students exceed the expected rate of progress as evidenced by their recent lessons and work samples.
- Students in the primary and middle phases gain deep knowledge of Islamic etiquette and concepts, where a majority excel in their Holy Qur'an recitation skills and interpretation of Hadeeth.
- In the secondary phase, students benefit from the 'flipped' classroom strategies to refine their research skills and analyze readings on Sharia laws. These skills are not yet fully developed by all students in the primary and middle phases.

For Development:

- The ability of students in the middle and primary phases to analyze in-depth Islamic concepts and link these to their everyday lives.

Arabic as an Additional Language

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

- Across the phases, most students demonstrate improved language skills, especially in the middle and secondary phases. Students' reading, writing, listening and speaking skills are developing well, compared to their individual starting points, as seen in assessments, lessons and work samples.
- Students respond to different types of texts and practice their reading and writing skills in diverse ways. They can speak and write effectively using familiar vocabulary. They are less confident in their speaking and writing when using new words and phrases.
- The most recent curriculum reviews and improved teaching and assessment practices have contributed to the increase in outcomes for students, particularly in the middle and secondary phases.

For Development:

- Create opportunities for students to increase their confidence in speaking and writing using new vocabulary.

English

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

- Students' speaking and listening skills are strong, especially in the middle and secondary phases. Students effectively communicate their learning, both to their teachers and classmates. From low levels of entry in KG1, young children make very good progress speaking English. Early writing skills are developing more slowly.
- Students in the middle and secondary phases write clearly, using correct grammar in different genres. Writing skills are not as strong in the primary classes, where errors in the use of basic punctuation and grammar are commonly made.
- New initiatives and resources to improve students' reading have been introduced. These actions have had positive effects on reading outcomes. However, some students in the primary and middle phases may not know how to read with expression and intonation.

For Development:

- Improve students' reading skills to enable them to use punctuation effectively and thus read with expression and intonation, particularly in the primary and middle phases.
- Ensure consistency in students' correct punctuation and grammar when writing in the primary phase.

Mathematics

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

- Students' attainment on external curriculum-related examinations is very strong in the secondary phase. Boys and girls attain fairly equally throughout the school. Progress in students' ability to solve word problems is slow, especially in the middle phase.
- Children in KG understand the concept of patterns. In the primary phase, students are confident in applying their number skills to financial applications. Students in the middle phase understand the properties of two-dimensional and three-dimensional shapes. Data analysis is a strength of students' knowledge and understanding in the secondary phase.
- Students' mental calculation skills have improved across all phases. The school prioritizes the application of mathematics to real-life situations, thus enabling students to have a better understanding of the role of mathematics in the modern world.

For Development:

- Improve students' progress in the middle phase, especially their abilities to think critically and solve problems.

Science

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

- In KG, children are becoming aware of the scientific process. They predict, test, talk about and record their results when investigating topics related to their own experiences, for example, light and shadow. Students' skills in the scientific method are consistently developed throughout the school.
- Students demonstrate thorough knowledge and understanding of scientific concepts. By the time students reach the secondary phase, they can, for example, analyze the applications of thermochemical reactions in real-life situations based on their independent research.
- As a result of actions to bring about improvements, students in the primary phase have increased their rate of progress. Although they now understand scientific language and how to record results, this remains a weaker element of their understanding.

For Development:

- Improve students' understanding and use of scientific vocabulary, particularly in the lower primary classes

Learning Skills

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

- Students are enthusiastic learners, engaging positively in collaborative, activity-based learning. In the middle phase, collaboration is less effective because the low-attaining students rely too much on the high attainers to complete tasks. Children in KG rarely make use of technology to support their learning.
- Students interact well with teachers and peers to communicate their thinking in all phases. In the secondary phase, the quality of dialogue and discussion is high. Most students, commensurate with their ages, can work independently without frequent direction or support from their teachers.
- Students' critical thinking and research skills are developing at varying rates within the school, as are their independent inquiry skills. Students in English and science lessons use these skills regularly and with confidence. These skills are less evident in mathematics lessons.

For Development:

- Consistently develop students' critical thinking skills in mathematics.
- Improve the use of technology by children in KG.

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

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

- Students across the school demonstrate forward-looking and positive attitudes, especially in the secondary phase. They continuously improve their conduct and demonstrate strong levels of perseverance. They take on significant initiatives and have taken their leadership skills to great heights.
- Students nurture productive and friendly relationships with their peers and teachers. They consistently support and respect one another, especially their friends of determination. Students enjoy healthy eating and active lifestyles, engaging with enthusiasm in physical activities.
- Occasionally, students struggle to regulate their behaviour without the intervention of an adult. Students share a high level of commitment to school, as reflected in their attendance rates. They are punctual when arriving at lessons throughout the day.

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

- Students have deepened their understanding of Islamic values and Emirati and world cultures. They enjoy the knowledge and the values they have developed and show genuine curiosity about how to apply them effectively in their daily lives.
- Students identify tolerance, kindness, safety and wellbeing as the distinctive elements of Islamic values. Students understand the significance of celebrations and cultural practices.
- Students contribute to and lead a range of cultural events. They are articulate when they discuss the priorities of the UAE and show appreciation for their experience as residents. They have established connections across topics and can critically discuss the cultural distinctions between their own country and other parts of the world.

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

- Children and students from KG through to the secondary phase are proactive and responsible members of the school and their wider communities. They share an excellent work ethic and are resourceful, innovative and creative.
- There is an ethos of volunteering and participation that has positive effects on the wider school community. Students are willing to help and frequently initiate and lead activities that contribute effectively to sustainability and conservation in the local and wider environment.
- The students care for each other and want to bring out the best in each other. Their opinions are valued and often influence changes. They are creative and often take part in enterprise activities that have significant social benefits.

For Development:

- Improve the abilities of all students to regulate their behaviour.

3. Teaching and assessment

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

- In the secondary phase, the quality of teachers' questioning skills is very strong. They skillfully encourage their students to think deeply and justify their opinions. This skill is not as consistently effective in the other phases.
- Teachers across all phases have secure subject knowledge and a sound understanding of how students learn. Time and resources are used effectively, although in KG, some resources, such as pencils, are not appropriate for the ages and stages of development of all children.
- Lesson plans are detailed but may not be implemented as written. This most often results in all students carrying out the same tasks and not the task planned or matched to their levels of knowledge and understanding.

	KG	Primary	Middle	Secondary
Assessment	Very good	Very good ↑	Very good ↑	Very good

- Internal assessment processes are coherent, consistent and linked well to the curriculum standards across the school. They enable the tracking of individual students' knowledge, academic progress and personal and social development in all phases.
- The school conducts external assessments linked to the curriculum expectations. It participates in a range of tests to benchmark students' performance against international standards. The available assessment information is not analyzed rigorously enough to fully identify the reasons for differences between the internal and external tests.
- Teachers have a good knowledge of the strengths and weaknesses of their students and use this information effectively for teaching and curriculum adaptations. The quality of the written feedback given to students is not yet consistent.

For Development:

- Ensure that teachers' questions promote high-quality interactions and discussions in all classes.
- Refine the use of data analyses to inform curriculum planning and teaching strategies.
- Improve the quality of written feedback provided to the students.

4. Curriculum

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

- The curriculum fully integrates the UAE's national priorities and meets all the CBSE's requirements. The curriculum provides children with a very good start in KG and continues with smooth transitions to the primary and subsequent phases.
- A range of curriculum choices and opportunities are integrated to engage students in research and the use of technology.
- Cross-curricular links are meaningful and planned carefully. They include activities such as STEM courses in lessons and beyond the classrooms to help students transfer their learning between subjects.

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

- The school is very successful in modifying the programmes and activities in the curriculum to meet the learning needs of most groups of students. Adaptations to meet the needs of gifted and talented students are most effective in the secondary phase. The curriculum is adapted well to provide specialist support for students of determination, but this is less effectively done in regular classroom lessons.
- The curriculum is imaginative and stimulating. It provides a wide range of opportunities for creativity, enterprise and social contributions. The school offers a variety of extra-curricular activities for skill development, which contribute significantly to the health and wellbeing of students.
- Links to the UAE's culture are embedded throughout the curriculum and included in daily lesson planning. Multiple school-wide events provide students with opportunities to celebrate the heritage and culture of the UAE.
- The school offers one weekly 30-minute session of Arabic in Kindergarten.


For Development:

- Ensure that the curriculum is adapted consistently to meet the needs of students of determination and those who are gifted and talented.

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

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

- A comprehensive child protection and safeguarding policy is in place. Training is provided to staff members who know what to do in the event of an incident. Students are protected from bullying by the wellbeing culture in the school.
- Systems are in place to ensure a clean, safe and secure environment. Safety checks and risk assessments of outings are carried out. The transport system is managed effectively, and the school currently meets all regulatory requirements.
- The school premises and equipment are maintained to a high standard. All records, including medical ones, are accurately and securely maintained in the clinic. The school promotes safe and healthy living through awareness initiatives. A range of healthy food options is available in the canteen.

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

- Teachers have very positive and purposeful relationships with all students and know them well. The wellbeing and emotional and personal development of students is a high priority for the school. Teachers follow a consistent approach to behaviour management, and thus students are polite, and most are self-disciplined. Systems for managing students' attendance and punctuality are highly effective.
- There are rigorous procedures for identifying students of determination. The quality of support for students of determination in the primary phase has improved. In all phases, this is more effective in focused sessions than in regular lessons.
- The school provides very high-quality personal guidance and support. Students feel well-supported in their academic development, and older students have access to a wide range of advice and information about career paths and higher education destinations.

For Development:

- Ensure that teachers across phases are skilled at providing support and intervention for all groups of students.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The school is fully inclusive and encourages applications from students of determination. The Head of Inclusion is part of the senior leadership team. As a result, the provision is strong. An inclusive improvement plan ensures that students' needs are met through effective provision.
- The school uses a range of assessments and strategies to identify such students. These inform interventions, and data analysis helps to accurately identify students' needs. Through effective identification, the school monitors patterns and trends and adjusts provision accordingly.
- Parents are fully involved in the identification and support of their children. The school provides detailed information and support for parents. These have resulted in outstanding relationships, leading to parents becoming increasingly skilled at supporting their children's learning.
- Provision is effectively modified across phases. However, evidence in some lessons indicates that the support may not address students' barriers to learning. This is particularly the case for students with higher levels of need. The school has introduced a curriculum to provide personalized learning experiences for some students.
- Progress towards students' targets is analyzed and informs interventions. The inclusion team tracks students' progress to develop a greater understanding of their needs. As a result, a large majority of students experience meaningful learning opportunities. Older students are encouraged to reflect on their learning, leading to collaborative target setting.

For Development:

- Continue to develop the alternative curriculum to ensure students with high levels of need are able to benefit from a personalized curriculum as they move into different grades.

6. Leadership and management

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

- Senior leaders are strong role models by setting a clear vision for the school, which encompasses the priority of 'Future Ready Now.' Through their deep understanding of the learning process, they provide very good educational leadership. Leaders at all levels are very successful in promoting an inclusive, caring ethos. Projects to build leadership capacity are ongoing. These aspire to enable the achievement of high standards in students learning and personal development.
- The school uses both internal and external data to support the self-evaluation process. The analysis of data may not be explored in sufficient depth by leaders at all levels. Regular and systematic monitoring feeds into a regular professional development programme. Improvement plans are extensive. Although used as a guide for future developments, time is needed to fully consider the impact of actions on student progress.
- The school is highly successful in engaging parents as partners in their children's learning and school life. The views of parents are sought and acted upon to shape the school's improvements. Communication with parents ensures that they are very well informed about their children's development and learning. Reports to parents follow the CBSE guidelines but do not share with parents the next steps for their children to take for improvement. A wealth of community partnerships is established to support students' progress academically and personally.
- All stakeholders are represented on the Governing Board. Board members engage in a number of processes to gather information about the school. The owner representative uses all available data to rigorously hold leaders to account. All Board members ask questions to extend their knowledge of the school, especially in relation to the wellbeing agenda. This does not yet extend to holding the school fully to account to explain differences in outcomes for different groups of students or across subjects.
- The daily procedures and routines are effective and contribute to the smooth running of the school and the wellbeing of students and staff. Training and support for staff are extensive and linked well to the identified areas for development. The impact of training is not fully measured in terms of improved outcomes for students. The school premises are adequate to meet the learning and personal needs of students. There is a lack of full access and a stimulating environment where active learning can be fully implemented.

For Development:

- Recognize what needs to improve to bring about consistently high learning and personal development.
- The rigour with which the full Governing Board holds the school's leaders to account for all student outcomes.
- Evaluation of staff training for improved outcomes by students.

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