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THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



INSPECTION REPORT

2017-2018

Iranian
Khadije Kobra
School

Celebrating
10 years of
inspections



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School information

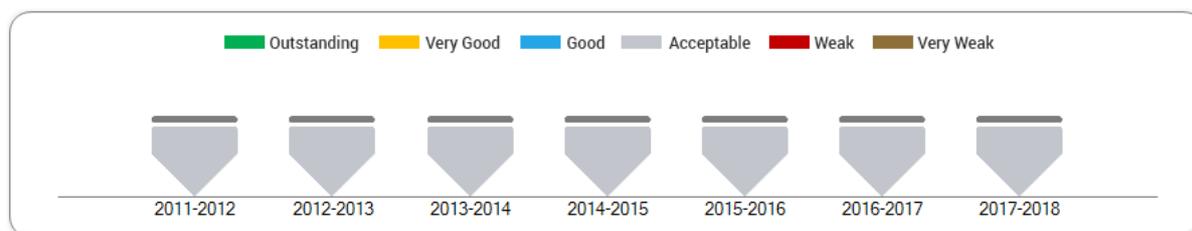
General information	
Location	Al Karama
Type of school	Private
Opening year of school	1955
Website	www.kha-irs.com
Telephone	00971-4-3961236
Address	Al Karama Dubai- P.O.BOX:17
Principal	Nayereh Gholamali Nezamdoost Faraz
Principal - Date appointed	22/06/2015
Language of instruction	Persian
Inspection dates	11 to 13 December 2017

Teachers / Support staff	
Number of teachers	36
Largest nationality group of teachers	Iranian
Number of teaching assistants	2
Teacher-student ratio	1:14
Number of guidance counsellors	1
Teacher turnover	50%

Students	
Gender of students	Girls
Age range	6-18
Grades or year groups	Grade 1-Grade 12
Number of students on roll	498
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	25
Largest nationality group of students	Iran

Curriculum	
Educational permit / Licence	Iranian
Main curriculum	Iranian
External tests and examinations	IBT
Accreditation	None
National Agenda benchmark tests	Not applicable

School Journey for Iranian Khadije Kobra School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Iranian Khadije Kobra School was inspected by DSIB from 11 to 13 December 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Leaders have a strategic vision for the school which is articulated through the school's documentation. Strengths and weaknesses of the school are known but self-evaluation grades are over inflated. Partnerships with parents and the community are good and parents and students say that the school is well led. Relationships across the school are very strong. Recommendations from the previous report have not all been met and governors have failed to address high staff turnover, inadequate resources and poor facilities.

Students' achievement

Attainment and progress in English, mathematics and science are acceptable in the primary and middle school. In the high school, attainment is good in science and progress is good in mathematics and science. Students' innovation, enterprise, enquiry and research skills are emerging but inconsistent across the school. Problem solving and critical thinking skills are underdeveloped.

Students' personal and social development, and their innovation skills

Students' personal development is very good. They are disciplined and courteous. Attendance is very good. Students understanding of world cultures is strong but their understanding of Islamic values is not well developed especially in the primary phase. Social responsibility is good in the high school but acceptable in the primary and middle phases. Student's innovation and entrepreneurial skills are underdeveloped across the school.

Teaching and assessment

The quality of teaching is acceptable in the primary and middle phases. It is good in the high school where teachers' subject knowledge, careful planning and thoughtful resources support better achievement. Relationships are strong across the school. Problem-solving, critical thinking and the use of technology are rarely seen. Assessment processes are acceptable but not used sufficiently to set targets.

Curriculum

The implementation of the curriculum, laid down by the Iranian Ministry, is acceptable. The school does not comply with regulations for Islamic education. The curriculum relies too much on text books for content, scope and sequencing. In lessons teachers do not always modify the content and activities to address the needs of different groups of students, particularly pupils with SEND and those who are most able.

The protection, care, guidance and support of students

The protection, care, guidance and support of students are good. The school provides a safe, secure and supportive environment. Safeguarding and child welfare procedures and practices are secure. Support for students with SEND and those who are gifted and talented, are improving.

What the school does best

- The good attainment and progress in the high school in science and the good progress in mathematics, learning skills and the quality of teaching
- Students' personal development, Islamic awareness and social responsibility
- The arrangements for ensuring health and safety, the care and support for students and the quality of careers advice and guidance
- The commitment and determination of the principal and senior leaders, their shared vision and the partnerships with parents and the community

Key recommendations

- Ensure that governors improve the high staff turnover and inadequate resources and facilities and take full responsibility for improving students' achievements in all subjects.
- Governors and leaders must improve the quality of teaching, learning and assessment in order to raise attainment and progress across all subjects by ensuring that:
 - there is greater consistency in the quality of teaching
 - very good practice is identified and shared across the school
 - lesson planning takes account of assessment information and students' abilities
 - work is better matched to students' ability levels
 - teaching strategies encourage students' active engagement
 - greater emphasis is given to problems solving, critical thinking and innovative work
 - students receive feedback on exactly what they need to do to improve
 - assessment information is used to review the curriculum
 - assessment data is analysed to identify and act upon patterns and trends.

Overall School Performance

Acceptable

1. Students' Achievement

		Primary	Middle	High
Islamic education 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Not applicable
Language of instruction 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
English 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↓	Acceptable	Good
Science 	Attainment	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good
		Primary	Middle	High
Learning skills		Acceptable	Acceptable	Good

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

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

3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable

4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries

in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

Not applicable

Moral Education

- Moral education is an integral part of the Iranian curriculum. It is integrated with ethics (Farsi) in the primary school and taught across the whole school.
- Moral education is taught through English and Farsi enabling all students to access the programme in both phases.
- Students actively participate in MEP lessons and apply their knowledge to personal, local and global contexts.
- Assessment of moral education is undertaken through teacher observation and teacher questioning to establish how students feel and act.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- Social studies are taught for at least 60 minutes per week from Grades 1 to 9. The curriculum follows the requirements of the UAE social studies programme.
- Teachers demonstrate secure subject knowledge and plan appropriate lessons in line with the UAE social studies textbooks series.
- Students, supported by teachers, show an interest in learning about the UAE and make some valid connections between areas of learning across languages and social studies.
- Formative assessment of social studies is underdeveloped.

The school's implementation of the UAE social studies programme is developing.

Innovation in Education

- Students participate in a small number of projects which develop their innovative skills although this is mostly limited to the high school.
- The use of technology and social media is limited. Some innovation exists where teachers are enthusiastic and engaged, such as in art and science, but elsewhere it is less well developed.
- Some teachers provide opportunities for students to work on innovative and entrepreneurial projects but professional development opportunities are not a priority for the school.
- Courses in 'thinking skills and life styles' and science and technology have been introduced in the curriculum but these have not had time to have an impact on students' outcomes.
- Leaders articulate a commitment to innovation but evidence for this, across the school, is not strong. Innovation is still not shared across all staff.

The school's promotion of a culture of innovation is emerging.

Main inspection report

1. Students' achievements

		Primary	Middle	High
Islamic education 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable

Not applicable

		Primary	Middle	High
Arabic as an additional language 	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Not applicable

- Students make steady progress in the primary and middle school. They attain at an appropriate level in most skills given their starting points. Attainment of students in the lower primary is stronger than elsewhere. Assessment results are much higher than that seen in lessons.
- Students make steady progress in their speaking and writing skills. Students in the lower primary and middle phases make better progress in speaking than elsewhere. Their application of Arabic to real-life situations and in creative writing are variable.
- Students' comprehension, reading fluency and listening skills are developing well. In the middle phase students make considerable gains in their knowledge and understanding of grammar. Their overall progress and attainment remain similar to previous years.

For development

- Provide opportunities for students to develop their independent and creative writing skills especially in the middle school.

		Primary	Middle	High
English 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

- The recently introduced phonics programme of letters and sounds ensures that students make an effective start to their learning of English. The focus in the primary phase is on listening and speaking. In the secondary phase, the emphasis is on writing, reading and grammar.
- Students' listening and speaking skills are strong throughout the school. The recent increase in curriculum time for teaching English in the primary school is improving students' speaking and listening skills. However, writing remains underdeveloped.
- The provision for reading is inadequate. There is a lack of English reading books throughout the school. The recently purchased story books for Grade 6 students, are helping them to develop their reading skills as well as their love of reading.

For development

- Increase the opportunities for students to be creative and innovative making use of educational technology to enhance learning in English.
- Increase opportunities, especially in the high school, for students to produce extended pieces of writing using different genres.

		Primary	Middle	High
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↓	Acceptable	Good

- Most students across the school are attaining in line with curriculum expectations. Their skills in algebra and geometry are particularly well developed in the high school.
- Most students have adequate number sense and acquire the mathematical knowledge that enables them to solve a range of mathematical problems. However, their knowledge is rarely extended beyond the textbooks or applied in different contexts.
- The progress of students in the high school remains good as a result of better teaching and students' determination and commitment. High school students have a better understanding of mathematical concepts and can build well on their previous knowledge.

For development

- Increase the opportunities, especially in the primary and middle school, for students to develop their problem solving and critical thinking skills and to apply their mathematical skills in new contexts.

		Primary	Middle	High
Science 	Attainment	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good

- Across the school, students systematically improve their knowledge, skills and understanding of scientific concepts, ideas and vocabulary. Students are comfortable in a laboratory setting and applying their knowledge. They are aware of safety rules and the need for appropriate conduct.
- Most students are able to observe, reason and investigate science while older students are able to complete more detailed and complex work in biology, physics and chemistry.
- Almost all students enjoy their science lessons and can articulate the value of science in society especially as it relates to conservation and the environment. Older students have a clear understanding of environmental chemistry as evident in their projects.

For development

- Increase the opportunities for students to have practical laboratory experiences.

	Primary	Middle	High
Learning Skills	Acceptable	Acceptable	Good

- Students' engagement and interest in their learning contributes to their enjoyment and success especially in the high school. Opportunities to develop further their thinking skills are missed where lessons are overly directed by the teacher.
- Students work cooperatively in groups when given the chance. They support one another well and interact with their teachers in responding to questions. High school students are better at reflecting on their work and can communicate their learning clearly.
- Students problem solving and critical thinking skills are underdeveloped. Opportunities to develop their innovation and entrepreneurial skills are missed. They can do basic research but their use of learning technologies is limited especially in the primary and middle phases.

For development

- Provide further opportunities for students to develop their research and independent learning skills and to work together to develop their problem solving and critical thinking skills.

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

	Primary	Middle	High
Personal development	Very good	Very good	Very good

- Students show a positive and responsible attitude towards school and towards their studies. This is particularly evident in the primary and middle phases. Students across all phases are self-disciplined, supportive and courteous.
- Students are well behaved and enjoy positive and respectful relationships with their peers and their teachers. Whilst they show an understanding of how to keep healthy and take part in the school's physical activities, they do not always make healthy choices.
- Students' attendance is very good and improving. They are usually prompt to lessons. Across all phases, including the primary school, students are beginning to take on leadership opportunities such as managing their peers during assemblies and break.

	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good	Very good

- Students across the school have a well-established understanding of Emirati culture and heritage and show respect for Islamic values. Middle and high school students are more articulate and knowledgeable about the role of Islam in the UAE.
- Students have a very strong understanding of their own culture and some of the cultures around the school. They actively participate in national celebrations. However, their understanding and appreciation of other world cultures is less well developed.
- Middle and high school students are developing an in-depth knowledge and understanding of the UAE culture and heritage as well as Islamic practices. They demonstrate tolerance and respect towards other communities and those who are less fortunate.

	Primary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Good ↑

- Students across the school show a positive work ethic and are keen to complete tasks and do well. Primary phase students are actively involved in improving their school by growing and looking after plants.
- Students are aware of their responsibility to the school community. The student council actively contributes to managing students' behaviour and ensuring the school environment is orderly.

- Student leaders represent and express the needs and concerns of their peers. High school students are involved in creative and innovative projects to compete externally. Innovation and enterprise is stronger in the high school than other phases.

For development

- Promote and develop students' appreciation and understanding of other world cultures, especially in the primary phase.
- Extend all students' awareness and participation in innovative and entrepreneurial projects in the school and in the community.

3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> • Teaching across the school is exemplified by good relationships and supportive interactions. Teaching is stronger in the higher grades where specialist teachers have strong subject knowledge and a good understanding of curriculum requirements. Overall, the quality of teaching is variable. • Planning is inconsistent and is not effectively used to create an engaging learning environment. Teachers do not plan or cater for the range of abilities in their classes or sufficiently challenge the more able students. • Limited resources, especially the lack of technological resources restrict students from meeting the expected learning objectives. Opportunities for developing high order thinking skills, including problem solving, critical thinking and innovative work, are frequently missed. 			

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> • The school has a comprehensive system of internal assessments in place. This aligns with the curriculum, provides data at every grade level and is shared with teachers. However, the use of data in planning to influence teaching, learning and the curriculum is less evident. • The use of both summative and formative assessment in many lessons has improved since the last inspection. It is strongest at the upper end of the school where teachers use a variety of techniques including exit tickets, peer teaching, peer assessment and self-assessment. • Almost all teachers are conscientious about reviewing and marking work but too often only acknowledge that work is complete and do not provide specific targets so that students know what to do to improve. 			

For development

- Ensure that there is greater consistency in the quality of teaching by sharing best practice and enabling all teachers to take account of students' abilities and provide challenge for the more able.
- Provide more frequent opportunities for problem-solving, critical thinking and innovative work in all subjects.
- Ensure that students receive feedback on what they need to do to improve.

4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum is broad, balanced and age-appropriate. There is a range of creative, physical and practical experiences in all phases. Students have a choice of programmes in the higher grades that prepares them well for entry into further and higher education.
- The curriculum in the middle and high school phases is delivered primarily through 90 minute lessons. This time is not always used effectively and students lose concentration, particularly when lessons are focused on the acquisition of knowledge rather than on skills development.
- A strength of the curriculum is the improved focus on cross curricular links. For example, in a Grade 6 English lesson, reference was made to art, photography, science, sport and mathematics. There are particularly strong links between mathematics, science and social studies

	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- There is limited modification to the curriculum. Recent additions to the secondary curriculum of 'thinking skills and life styles', and 'science and technology' have not had been successful in raising students' achievements. Curriculum implementation is mostly reliant on textbooks.
- The curriculum includes programmes in all phases that develop students' knowledge and understanding of UAE culture and traditions. This is supplemented by special events, speakers, visits and trips.
- There are limited opportunities for students to engage in activities that promote creativity, critical thinking, problem solving and innovation. There is insufficient challenge built into the curriculum for more-able students.

For development

- Identify opportunities within the curriculum to develop students' creativity, critical thinking, problem solving and innovation.
- Ensure that curriculum adaptations meet the needs of all students more consistently so that they are engaged and challenged appropriately.

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

	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good

- The school is a safe and secure environment for students. It has a thorough and comprehensive safeguarding policy, effective supervision and enhanced security. Security, medical and safety provision are given a priority in the school.
- A clinic, gym and canteen for students contribute the promotion of a healthy lifestyle for students. However, the food in the canteen, while approved, includes high calorie and low nutrient options.
- The premises are generally well maintained by external contractors. However, the site is not suitable for those with disabilities. In addition, the courtyard area is uneven with broken tiles and open holes. Some outside steps do not have hand-rails in place.

	Primary	Middle	High
Care and support	Good ↑	Good ↑	Good ↑

- The quality of care and support has improved since the last inspection. Staff and students across the school enjoy positive relationships that are characterised by mutual respect. Students arrive on-time for class and follow their teachers' instructions. Almost all parents and students agree that they are safe at school.
- The advice and guidance provided to high school students is a strength of the school. As a result, students are able to obtain admission to selected colleges and universities and can make informed career choices.
- The school is inclusive and open to all students. It has reliable procedures for identifying students with SEND and planning for their needs. Identification and planning for gifted and talented students is underdeveloped.

For development

- Ensure all areas of the school environment are safe and that the canteen provides healthy options.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- Whole-school responsibility and accountability for the inclusion of students with SEND are developing well. The provision is well managed by the student support team, which comprises senior leaders and health personnel as well as an Inclusion Champion and an Inclusion Governor.
- The school is inclusive and open to all. It has reliable procedures for identifying students with SEND. On entry to the school, all students are assessed so that individual needs are identified and appropriate interventions planned.
- The school-parent partnership is one of respect, support and appreciation. Parents are very positive about the support they receive from the counsellor and the teachers generally. They acknowledge visible improvements in their children's well-being, self-esteem and behaviour.
- Teachers actively provide high levels of personal support. Their plans include curriculum modifications. However, these are not all implemented consistently. As a result, the expectations for students with SEND are not always appropriate.
- Improvements are evident in many aspects of students' social, emotional and personal development. However, improvements in academic progress are less evident due to inconsistencies in teaching.

For development

- Ensure that there are sufficient teachers with a specialist qualifications to support the learning and teaching of students with SEND.
- Provide training for staff, which enables them to modify the curriculum and remove barriers to learning for students with SEND.

6. Leadership and management

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

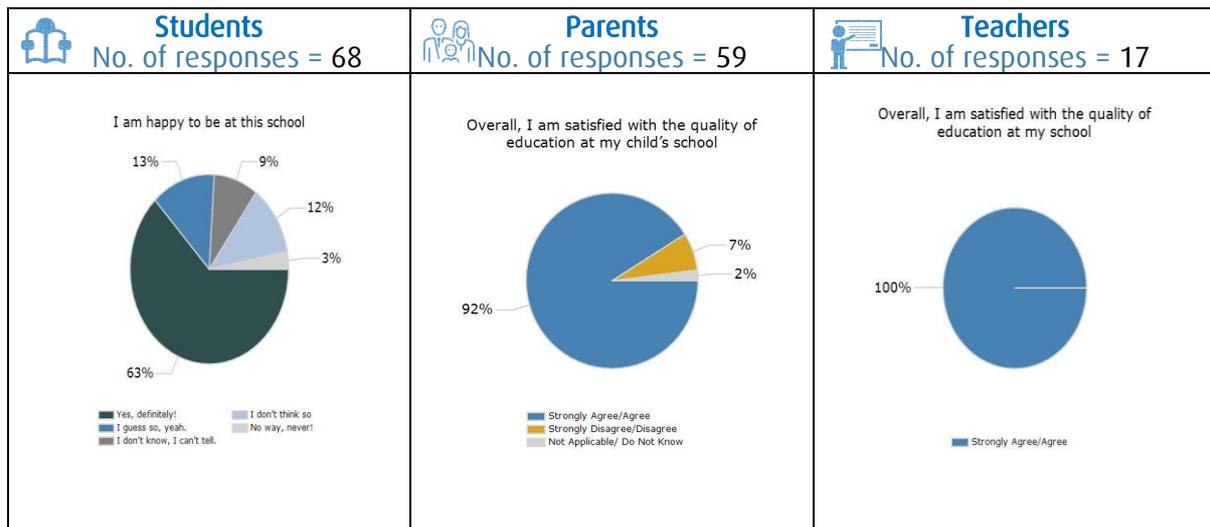
- The principal and her senior staff have a strategic vision for the school. They are committed to the UAE national and Emirate priorities. Leaders are determined to provide an inclusive school but this is not always reflected in classrooms where the range of students needs are not consistently met. Improvement is limited because of staffing issues and inadequate resources and facilities.
- School leaders make some use of data, lesson observations and parental feedback to evaluate what it does well and what it needs to do to improve. However, self-evaluation is inaccurate and not supported by evidence. Action planning does not focus enough on improving teaching. Not all recommendations from the previous report have been addressed.
- Parents are successfully engaged in the life of the school. The parent-teacher association communicates messages between parents and the school. Parents are well informed about the progress of their children or if there are any issues arising. The school contributes to the community by donating money to less fortunate families and holding a free food day for students.
- The governing board includes representatives acting on behalf of the Iranian Ministry of Education as well as active representation of the parents. Governors regularly monitor the school and hold it accountable for its actions but not enough focus is on teaching. School development is very limited by the high levels of staff turnover, inadequate resources and poor facilities.
- The school is fully staffed but half of the teachers are new to the school and one fifth also teach in nearby schools. Some of the classrooms are too small and sometimes prevent effective teaching. Teachers have insufficient resources and the library is inadequate.

For development

- Improve self-evaluation and ensure that the school action plan focuses on improving the quality of teaching.
- Ensure that governors take their responsibility for, raising students' achievements, addressing the issues raised by high staff turnover and improving the inadequate resources and facilities.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<p>Approximately one quarter of the students who responded suggest that they are not happy at school and are not treated fairly. A small minority of students do not think that teachers know their strengths and weaknesses well.</p>
 Parents	<p>A large majority of parents are satisfied with the quality of education provided by the school. They say that their children are happy and almost all agree that their children feel safe in school and on the buses. Most parents say that the school is well led, and that school leaders and staff are approachable and listen to their concerns. A small minority of parents do not feel that teachers know their children's strengths and weaknesses.</p>
 Teachers	<p>The teacher survey was very positive and almost all teachers say that they are satisfied with the quality of education at the school and are happy to work there. Teachers say that the school is well led and that students are happy and safe.</p>

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 inspection@khda.gov.ae