

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

GOOD



المعرفة
Knowledge

INSPECTION REPORT

2017-2018

JSS
International
School LLC

Celebrating
10 years of
inspections

JSS INTERNATIONAL SCHOOL LLC

INDIAN (CISCE) CURRICULUM

Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	11
1. Students' achievements	11
2. Students' personal and social development, and their innovation skills.....	14
3. Teaching and assessment	15
4. Curriculum	16
5. The protection, care, guidance and support of students.....	17
Inclusion of students with SEND (Students of determination).....	19
6. Leadership and management	20
The views of parents, teachers and senior students.....	21

School information

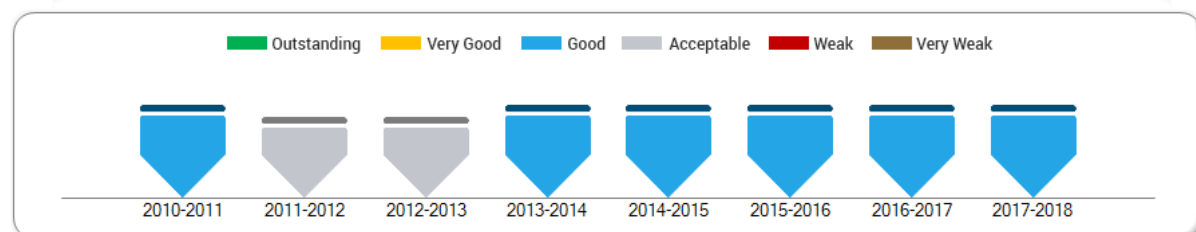
General information	
Location	Al Barsha
Type of school	Private
Opening year of school	2008
Website	www.jssisdubai.com
Telephone	04 3256886
Address	PO Box No 37232, Al Barsha South, Dubai
Principal	Ms. Lata Nakra
Principal - Date appointed	9/27/2016
Language of instruction	English
Inspection dates	25 to 28 September 2017

Teachers / Support staff	
Number of teachers	148
Largest nationality group of teachers	INDIAN
Number of teaching assistants	39
Teacher-student ratio	1:11
Number of guidance counsellors	4
Teacher turnover	30%

Students	
Gender of students	Boys and girls
Age range	3-17
Grades or year groups	Nursery-Grade 12
Number of students on roll	2088
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	81
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	Indian / CISCE
External tests and examinations	ICSE, ISC
Accreditation	CISE
National Agenda benchmark tests	ASSET, IBT

School Journey for JSS International School LLC



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

JSS International School LLC was inspected by DSIB from 25 to 28 September 2017. The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Leadership and management of the school remain strong. The school's self-evaluation and improvement planning are also good; this has resulted in key improvements for children in the Kindergarten (KG). The school actively promotes partnerships with parents and this aspect remains at a good level. Governance remains good and has played a key role in ensuring the school's smooth relocation to its new campus which provides an attractive and stimulating learning environment for its growing student population.

Students' achievement

Students' achievement in English, mathematics and science remains at least good in KG, primary and middle phases. Meanwhile, it is consistently very good in secondary in these three subjects. There have been a number of improvements, particularly in attainment in KG science, progress in Islamic education and science in secondary. There is a slight decline in mathematics in secondary but it is still at a very good level. Also, progress in primary has dropped to good in science and to acceptable in Islamic education.

Students' personal and social development, and their innovation skills

Students' personal and social development continues to be excellent. Students consistently demonstrate outstanding attitudes towards their learning. Across the school, students show high levels of resilience, self-discipline and commitment to produce work of the highest quality. They maintain positive relationships with each other and their awareness of diverse cultures and their social responsibility are very well developed. Innovation is an emerging feature of their learning and at the early stages of development.

Teaching and assessment

Teaching across the school is of good quality overall in all phases; it is steadily improving particularly in KG and in secondary. Teaching is more effective in English, mathematics and science than in Islamic education and Arabic. Assessment systems and practices are generally good in the school and they support the identifications of strengths and weaknesses in student achievement. However, the use of the resulting information to support further progress is less effective.

Curriculum

The curriculum is broad, and balanced. It ensures progression and provide good opportunity for developing students' academic and personal development in all phases. Recent reviews of the curriculum have resulted in appropriate curricular and extra-curricular modifications in mathematics, science and in reading. The effective implementation of these modifications to enhance students' skills and progress is a key area for improvement.

The protection, care, guidance and support of students

The school's provision for health and safety remains outstanding. This has been enhanced by the school's relocation to its new campus with excellent facilities which are easily accessible to all students. The school has strengthened its provision for care and support for students throughout the phases. However, for students with SEND, further improvements are still needed.

What the school does best

- Students' excellent behaviour, their positive attitude towards learning and cultural awareness.
- Students' high achievement in English, mathematics and science in the secondary phase.
- The school's outstanding systems and processes to ensure the health and safety of its students and staff.
- The improved provision and the stimulating learning environment for children in the Kindergarten.







Key recommendations

- Leaders at all levels should ensure that actions identified in development plans are consistently applied in the classrooms and across all subjects. They should measure the impact of the actions on the outcomes for students.
- School leaders should base school self-evaluation on reliable information relating to all aspects of the school's work so that they have an accurate and comprehensive view of its performance.
- Seek ways to develop teachers' capacity to provide high-quality learning opportunities that develop students' skills.
- Effectively address the full range of students' needs, particularly for those with SEND and those who are under-performing.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Acceptable ↓	Good	Good ↑
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	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
English 	Attainment	Good	Good	Good	Very good
	Progress	Very good	Good	Good	Very good
Mathematics 	Attainment	Good	Good	Good	Very good ↓
	Progress	Good	Good	Good	Very good ↓
Science 	Attainment	Very good ↑	Good	Good	Very good ↓
	Progress	Very good ↑	Good ↓	Good	Very good
		KG	Primary	Middle	Secondary
Learning skills		Very good ↑	Good	Good	Good ↓

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Good	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	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	Good
Governance	Good
Management, staffing, facilities and resources	Very good

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:

- Attainment based on the National Agenda Parameter in mathematics, science and English meets expectations.
- The school meets the registration requirements for the National Agenda Parameter.
- The school leadership is committed to the National Agenda and to the importance of using data analysis to identify student strengths and address student needs.
- The data analysis is multifaceted, but not sufficiently at the deep level required to enable teachers use the information effectively and frequently.
- Key points from the TIMSS and PISA findings have informed curriculum reviews, with appropriate modifications made to teaching approaches in some classes.
- Many lessons start with a question, which emphasises enquiry to enable students to investigate, communicate and explore ideas.
- While primary students are still developing skill in technology, older students frequently conduct purposeful research and are increasingly building skills in analysing and summarising information.

Overall, the school's provision for achieving National Agenda targets meets expectations.

Moral Education

- The school is aware of the requirements of the programme but is in the early stages of implementation.
- Teaching strategies are being adapted to enable the programme to be developed effectively.
- Students participate enthusiastically in lessons relating to moral education.
- Systems for its assessment and reporting to parents on this area are yet to be developed.

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

Social Studies

- The school has a firm curriculum in place and the teachers are well aware of the requirements.
- Teaching is not consistently strong but students participate enthusiastically and have good knowledge of life in Dubai and the other Arab countries particularly in the senior years.
- Assessment processes in social studies are consistent with assessment in other subjects

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


Innovation in Education

- Increasingly, teachers are beginning to give the students opportunities to be innovative in their learning and develop appropriate learning skills; this is, however, at an early stage of development.
- Students are keen to apply innovative and new approaches to working in the community and developing the skills of entrepreneurship.
- Teachers are beginning to provide more opportunities for students to develop critical thinking skills. Teachers are modifying their planning to allow for more research, independent learning and problem solving.
- The curriculum has been modified to identify opportunities for the development of skills of innovation. However, these modifications are not consistently applied.
- Leaders show a strong commitment to the promotion of a culture of innovation.

Overall, the school's promotion of a culture of innovation is developing.

Main inspection report


1. Students' achievements

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Acceptable ↓	Good	Good ↑

- The majority of middle and primary students attain levels of Islamic knowledge that are above expectations. Students in the primary phase, make less progress in their lessons and their recent work due to work not being accurately matched to their needs.
- The ability to discuss, refer to the Holy Qur'an and Hadeeth and link to real life application are strong in middle and secondary phases. However, recitation skills are still underdeveloped across all phases.
- Progress in the secondary phase has improved due to the focus on students developing their ability to link their learning to daily life contexts.

For development


- Develop recitation skills across all phases.
- Provide students with consistently engaging and well-planned learning opportunities across all aspects of the subject.

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

- Most students in all phases attain levels of Arabic that are in line with curriculum standards. In relation their starting points, students' progress is within the expected levels.
- Reading and speaking skills are better developed across the three phases compared to listening and extended writing. Limited vocabulary is a common feature across all phases.
- Addressing gaps in students' learning, based on information from internal assessments, has led to a slight improvement in their achievements.

For development


- Develop writing and listening skills through activities that correspond to students' individual abilities and their starting points.

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

- Most primary students demonstrate good reading and communication skills. They speak clearly to show a good understanding of the stories they read and succinctly communicate their messages to their peers. They are able to write short paragraphs competently and extend their vocabulary, using dictionaries.
- Almost all students have good communication skills and a large majority have a sound knowledge of the language structure and are able to read and comprehend texts confidently. They manipulate texts creatively and are increasing in confidence in their ability to write for a variety of purposes.
- Most secondary students analyse, interpret and evaluate a wide range of texts effectively and extend their vocabulary through poetry. They write confidently for a variety of audiences and are able to organise and integrate various pieces of information into extended writing. Their research skills are developing well.

For development


- Accelerate progress for students in the primary and middle phases, in all aspects of the language, using programmes and activities that are well matched to the students' needs.

		KG	Primary	Middle	Secondary
Mathematics 	Attainment	Good	Good	Good	Very good ↓
	Progress	Good	Good	Good	Very good ↓

- The quality of achievement in mathematics is good for a large majority of students across most grades. Students can explain mathematical reasoning with confidence and clarity.
- Students' numeracy skills in the lower grades are particularly strong while achievement in the upper phase of the school is high across most aspects of the subject.
- Improvements made to subject teaching have not had sufficient impact. Although students are able to articulate mathematical concepts well, they are not always able to apply them consistently in a range of contexts.

For development

- Improve the progress of all students by providing more accurate feedback to students about their work, particularly in geometry, data handling and probability.

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

- Achievement in the secondary phase is very high. In the middle phase achievement in Grade 8 in international assessments is also high. The progress most students make is consistently strong although it is slightly slower in the primary and middle phases.
- Children the KG achieve well while and the majority of students in Grades 3 to 10 make a year-on-year improvement in internal assessments.
- Most students have strong knowledge and understanding of scientific concepts and are increasingly improving their ability to investigate, research, experiment and conduct practical work independently particularly in the primary and middle phases.

For development

- Develop students' ability to record their findings and provide more opportunities for extended scientific enquiry.

	KG	Primary	Middle	Secondary
Learning Skills	Very good ↑	Good	Good	Good ↓

- Students have a genuine interest in their work, show sustained concentration in lessons and take increasing responsibility for their own learning.
- In the KG, children's learning skills are rapidly improving and older students collaborate well in a range of learning situations and communicate their learning clearly and confidently.
- Across all phases, students' understanding of how to link what they learn to real application is a strong feature of students' learning.

For development

- Improve students' ability to draw on, make sense of and form conclusions from a range of sources and use technologies effectively to enhance their learning.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- This aspect remains outstanding across the whole school. Students have very positive and responsible attitudes. They are consistently well-behaved, self-disciplined and are always very friendly and courteous. They engage willingly in discussions and offer their opinions freely.
- Excellent relations with staff and amongst students are a key feature of the school. Students show great respect, tolerance and sensitivity which they demonstrate, for example, with younger students.
- Attendance is at least very good and exceeded 98% during the last year. Students are usually punctual to school and lessons.

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

- At all phases, students have a deep appreciation of the impact of Islam on life in Dubai. This feature is strongest in the upper phase of the school.
- Students' appreciation of the UAE culture remains strong. Students reflect well on the cultural activities which they participate in.
- Students' understanding of and strong commitment to global issues are well developed throughout the school.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Very good	Very good	Very good	Outstanding

- Community contributions, such as volunteering, charitable work and a range of initiatives offered by students are significant features of the school, particularly in high school where students participate with passion.
- Through a number of initiatives in the school, students develop deep understanding of their responsibility to the community. Older students are role models to the younger ones.
- Innovative skills are beginning to develop through a number of extra and cross-curricular activities although it is not fully embedded, especially in the primary and middle phases.

For development

- Provide more opportunities for students to contribute independently to sustainable environment initiatives in the wider community.

3. Teaching and assessment

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

- In most subjects, teachers are confident, have good subject knowledge and use this to plan effective lessons. This is particularly stronger in English, mathematics and science and, in KG, there have recently been some improvements in the range of strategies used.
- Teaching is most effective in the secondary phase where there more opportunities for collaboration, high challenge, reflection and analysis.
- Teaching in Islamic education and Arabic is less effective as planning does not take into account the varying needs of students and sometimes little attention is given to the development of key skills.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- Assessment remains good across the school although it is improving in the KG, where teachers keep a daily record of children's development and have a sound understanding of each child's learning.
- Initial analysis of cognitive ability testing and international assessments has led to the school instituting changes such as more practical activities and inquiry in lessons. This has not impacted on student achievement.
- Systematic assessments, enhanced by results from international assessments and board examinations, provide teachers with an informed view of student progress. However, the use of such analysis in lessons to address gaps in learning is at an early stage

For development

- Undertake a deeper analysis of the results of cognitive ability testing, and correlate them with international and board examinations.
- Apply the results of analysis into daily effective teaching strategies.

4. Curriculum

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

- Curriculum plans show regular extensions beyond prescribed content of the ICSE Board with a recent, strong emphasis on skill development, for example in mathematics.
- The strength of the curriculum is seen in the planning for practical and exploratory activities, especially in the KG, which progress to investigation and research in the higher grades in science. However, there are still some inconsistency in implementation in different classes.
- A wide range of cross-curricular activities provide students with opportunities to explore and enhance their skills in various fields. Inclusion of moral education, UAE social studies and Arabic in the KG is strengthening curriculum provision.

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

- The curriculum has effective adaptations in all the phases. Modifications have been based on the analysis of international assessments, particularly in mathematics.
- Students are provided with wide range of opportunities for engaging in developing creativity and entrepreneurial skills. For example, activities like the 'Thinkering' Lab in the primary phase and the 'student bank' in the secondary phase.
- Modifications have been made for underachieving students through some additional classes. Individualised educational plans for students with SEND are improving.
- The school provides one weekly lesson of Arabic, for thirty minutes in KG1 and KG2.

For development

- Implement the modified curriculum plans to meet the needs of all students In Arabic, Islamic education and for students with SEND.

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

- The school remains very attentive to, and active in, ensuring all students are protected, safe, shielded from abuse and bullying.
- The newly built instructional environment is fully safe and secure, with highly effective supervision of students provided by teachers and security staff throughout the school day. Students are closely monitored on well-equipped buses.
- The well-designed educational setting is conducive to learning with ramps and lifts that provide easy access. A safe and healthy lifestyle is emphasised throughout the school curriculum and highly qualified medical team provides comprehensive coverage of health care needs.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- School leadership has established a calm and friendly environment, with appropriate focus on personal growth and academic achievement for all students. Student progress, in and out of classes, is monitored and documented each week.
- Students with SEND are identified on entry. The school maintains a good level of parental involvement in most cases, with a parent serving on the governing board and as the governor for inclusive education for the school.
- Identified gifted and or talented students are frequently provided with enrichment activities. However, not all students with SEND receive appropriately modified instruction in lessons based on well-designed individual educational plans (IEPs).

For development

- Provide well targeted support in all classrooms for all students with SEND or who face barriers to learning.
- Provide students with SEND with opportunities for skill development, particularly in the primary phase.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- The school principal is a very supportive leader of the programme for students with SEND and serves as the school's inclusion champion. An inclusive education action team has been established representing all grade levels. They work closely to implement the inclusive education improvement plan.
- Students' needs are identified at entry to the school. Individual IEPs are developed to address the learning needs of students. However, the number of IEP's is very low for a school of this size.
- The staff provides termly training and is proactive in reaching out to most parents with updates; although some parents expressed difficulty in communicating with SEND staff. They also expressed the wish for more frequent meetings and workshops to help them address the needs of their children.
- Lesson planning by classroom teachers to meet the specific learning needs of students with SEND is not always evident in lessons. Teacher do make adjustments to their teaching for students with SEND but focus on task completion rather than supporting and accelerating the progress made by the student.
- Many students with SEND make gains expected at the level of their mainstream grade level peers. Others are not challenged appropriately at their individual level of learning.

For development

- Develop the capacity of all subject teachers to provide regular, appropriate, tailored support to students with SEND and put in systems to measure its impact on student gains in social and emotional progress.

6. Leadership and management

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

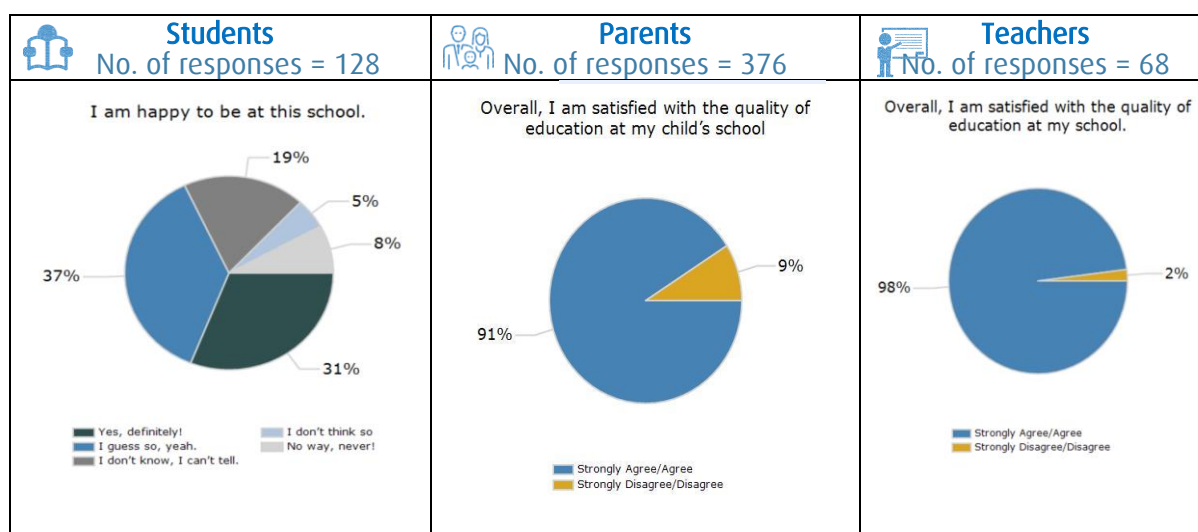
- Senior school leaders have a clear vision for the school. They have set a strategic direction for school development and show strong commitment to raising standards across the school and meeting the UAE National Agenda targets. They provide appropriate guidance and support to all middle leaders to develop their capacity so that new initiatives aimed at addressing areas requiring improvement are fully implemented.
- The school is fully aware of its performance in relation to international standards and the National Agenda targets. Leaders at almost all levels have appropriately identified areas requiring further improvement and action plans have started to show significant impact on a number of areas, for example in the KG. The data to inform the school self-evaluation process is not highly reliable.
- The school has formed strong relationships with parents. Communication with them about their children's achievement is regular and systematic. Parental involvement is strongly encouraged in the school's life. Reporting to parents of students with SEND is not as strong.
- Governors are fully aware of the school's performance and its priorities for improvement. They provide appropriate support to the school and regularly monitor the school's work. Their effective support has been instrumental in the school's smooth transition to its new campus and in recruiting teaching staff.
- As a result of the move to new premises facilities have improved considerably. The school provides a safe and stimulating learning environment and its daily operation runs very smoothly. There are now an excellent range of facilities, including ICT, that supports students' learning. The school is appropriately staffed and provides professional development opportunities for staff although not all of these have led to significant improvements.




For development

- Fully involve middle leaders in the implementation of development plans and include them in monitoring the impact of the plans on the outcomes for students.

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>Most students who responded to the survey are happy about their learning in the school and feel safe and well looked after by staff. They enjoy positive and amicable relationships with their teachers and their peers. A few students feel there should be more opportunities for them to further use ICT in their learning, inspection finding agrees with this.</p>
 Parents	<p>Most parents have indicated that they are satisfied about the quality of education the school provides for their children. They feel their children are safe in the school and enjoy excellent relationship with their peers. A few feel their views are not always acted upon by the school and they could receive better guidance and feedback about their children. Inspection findings generally agrees with these comments.</p>
 Teachers	<p>Almost all teachers feel the school is well-led and are happy to be a part of the school community. Almost all believe that students receive useful feedback. Inspection findings indicates that, for students with SEND, further improvement is necessary, and a more effective use of assessment information for all is needed.</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