

INSPECTION REPORT

2022-2023



GLOBAL INDIAN INTERNATIONAL SCHOOL L.L.C

INDIAN CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Quoz
	Opening year of School	2017
	Website	https://dubai.globalindianschool.org/
	Telephone	+97142255681
	Principal	Antony Koshy
	Principal - Date appointed	3/16/2021
	Language of Instruction	English
	Inspection Dates	05 to 08 December 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 17
	Grades or year groups	Pre-KG to Grade 11
	Number of students on roll	970
	Number of Emirati students	0
	Number of students of determination	48
	Largest nationality group of students	Indian

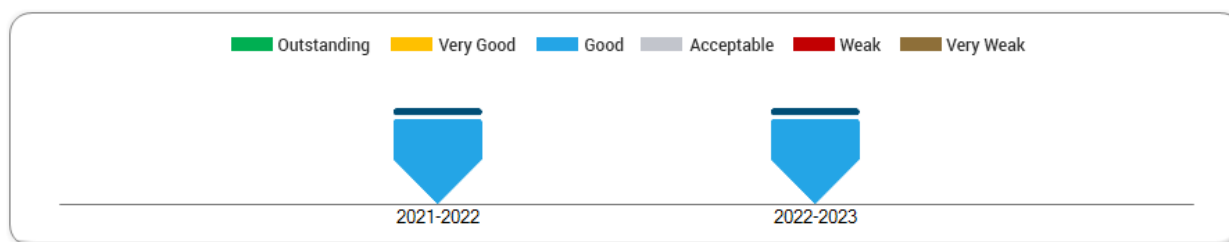
TEACHERS

	Number of teachers	85
	Largest nationality group of teachers	Indian
	Number of teaching assistants	19
	Teacher-student ratio	1:11
	Number of guidance counsellors	1
	Teacher turnover	21%

CURRICULUM

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

School Journey for GLOBAL INDIAN INTERNATIONAL SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES	<ul style="list-style-type: none"> In the Kindergarten (KG), children's attainment and progress are very good in all subjects. In all other phases, attainment and progress In English, mathematics and science are good, and acceptable in Arabic. Attainment in Islamic Education is acceptable, although progress is good. Students of determination make good progress towards their learning goals. Students are extremely well-behaved and cooperative. They display very positive and responsible attitudes in lessons and in assemblies. Students in all phases are self-disciplined and show tolerance, empathy and sensitivity in group discussions. Healthy lifestyles are fully embedded in the students' daily lives. Across the school students show a very deep appreciation for and understanding of Islamic values and the heritage of the UAE.
PROVISION FOR LEARNERS	<ul style="list-style-type: none"> Overall, teaching is more effective in the KG than in the other phases. In many subjects, teachers' strong subject knowledge is used effectively when planning lessons. Many teachers use a range of questioning strategies which deepen students' understanding and learning. Accurate assessment data are available in the school, although the use of this information in lesson planning and teaching is not consistent in all subjects. The curriculum has a clear rationale and is aligned closely to the vision of the UAE, while meeting the requirements of the authorised curriculum. The curriculum in KG successfully combines elements from a variety of sources. Older students are offered a range of curricular choices. Cross-curricular links are carefully planned and taught. The curriculum is regularly reviewed and systematically developed to ensure good provision in all subjects. Students learn as members of a safe school community underpinned by rigorous procedures for safeguarding and child protection. The premises are kept safe through a comprehensive range of regular checks and a programme of planned maintenance. Procedures for identifying students with additional learning needs are transparent and early interventions are given due priority by the inclusion team.
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> The principal, senior leaders and governors set a clear vision for academic excellence within a caring and supportive school environment. Communication is effective between school partners and the school has a range of data gathering strategies to ensure that decision-making is informed by reliable information. The day-to-day management of the school is well organised and creates a student friendly environment for learning.

The best features of the school:

- Students' strong awareness of Emirati and global cultures
- The very strong and positive attitudes which students have towards their learning, and their high levels of self-discipline and good behaviour
- The quality of care and guidance which all students receive
- The positive and trusting relationships established between students and their teachers
- The supportive and positive impact of the governing board on the school direction and performance





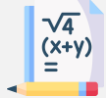

Key Recommendations:

- Ensure that the large amount of assessment information available to teachers impacts directly on how lessons are planned, and learning is personalised for students.
- Develop a digital learning strategy and plan which will ensure that technology adds value to students' learning.
- Ensure that teaching approaches provide opportunities for students to develop their critical thinking, problem-solving and independent learning skills.
- Ensure that new students are grouped appropriately in order to support their learning progress, particularly in Arabic.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	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	Very good	Good	Good	Good
	Progress	Very good	Good	Good	Good
 Mathematics	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Good	Good
 Science	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Good	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	Very good

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Good	Good	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	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	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 approaching expectations	Not applicable

- In 2019 the school narrowly missed the Grade 4 TIMSS target in mathematics, and science. However, the scores put the school within the range for acceptable progression. The NAP (ASSET) benchmark assessments for English, mathematics and science combine to give acceptable progression overall.

Leadership: data analysis and curricular adaptation

	Whole school
	meets expectations
<ul style="list-style-type: none"> Leaders use the information from the analysis of the National Agenda assessments to modify the curriculum and ensure that gaps in students' learning and skills are addressed with a tracker system and with planned strategies of intervention. 	

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

- A large majority of students understand key ideas and interpret texts accurately. Teachers know the level of students reading skills and plan opportunities for them to solve problems and apply critical thinking.

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

For Development:

- Close the learning gaps of students by personalising students' targets for improvement more carefully.

Wellbeing

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

- School policies reflect a positive philosophy and strong practices in support of the wellbeing of students and staff. The school is developing more effective arrangements to collect and use a wider range of wellbeing data from students and other stakeholders. The governing board and school leaders are well informed, know the wellbeing strengths of the school and areas for development. The school's actions are systematically reviewed, and leaders are held to account for the promotion of wellbeing. The day-to-day school routines, activities and school resources are designed to promote and enable students' wellbeing.
- Staff are focused on a more consistent approach in the identification of students with wellbeing issues. They are willing, available and accessible to students for advice, guidance and support. Should a concern emerge, school leaders work diligently to ensure each individual receives appropriate and confidential care and support. The school addresses the needs of its staff through well-developed programs and reviews their wellbeing needs regularly. The school aims to provide regular opportunities for students and parents to offer more extensive feedback on all wellbeing matters.
- A balanced and creative curriculum prioritises the wellbeing of students in daily lesson planning. Students are encouraged to make positive and sensible decisions about their health and safety. Recent surveys show that students consistently report feeling safe, valued and engaged in the life of the school.

UAE social studies and Moral Education

- Moral, social and cultural studies are taught as a stand-alone subject, using the prescribed Ministry of Education (MoE) textbooks. Two lessons every week are assigned, and the subject is taught through projects, discussions, visits and day-to-day activities. Students learn through different approaches which are well-integrated into all aspects of the curriculum.
- The school uses the Moral, Social and Cultural Studies (MSC) framework. The course content is delivered over two school terms. Within the subject, topics are further segregated into separate UAE social studies and moral education units. Assessment are the same as other subjects, with the results included in reports to parents.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Internal assessment data are above the levels of attainment and progress observed in lessons. Most students maintain secure knowledge of Islamic principles. Knowledge of the Pillars of Islam and Iman is less evident. Progress is steadily improving in all phases.
- Students' understanding of Islamic concepts in relation to real life situations is strongly evident. Holy Qur'an recitation and Tajweed skills are improving. New students, with varying starting points, are improving and gaps in knowledge are being identified and addressed, especially in Seerah and Hadith.
- Girls and boys apply their research skills well when they discuss Islamic worship. This results in students developing their inferencing and referencing skills well in relation to the Holy Qur'an and Hadith. Students' notebooks show improving attainment and progress.

For Development:

- Improve students' knowledge of the Pillars of Islam and Iman and their references to the Holy Qur'an, Hadith and Seerah.

Arabic as an Additional Language

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

- Information from assessments show attainment to be above that observed in lessons. Progress is improving steadily, particularly when students' starting points are considered. Students' notebooks indicate improving progress and attainment.
- In all phases, students demonstrate adequate reading comprehension and listening skills. Overall, writing skills are developing steadily, with independent writing evident in students' notebooks. Speaking skills are developing at a slower pace, but more rapidly when students use their vocabulary in conversations.
- In lessons, girls and boys demonstrate similar levels of literacy skills. Over time, their writing shows less grammatical and spelling mistakes. Progress in vocabulary acquisition and speaking skills is more evident when assessments take account of students' starting points.

For Development:

- Ensure that the grouping of students is based on their years of learning Arabic.
- Provide more opportunities for students to enhance their speaking and writing skills in lessons.

English

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

- Lesson observations and students' work confirm the school's assessment data that the achievement of the majority is above expectations. In KG, children's rapid progress in learning letters and sounds underpins their very good achievement.
- Students in the primary phase analyse and interpret texts and are able to draw inferences from their reading. Students are able to re-arrange words and sequence a story. They use vocabulary confidently and can explore new ideas, write short paragraphs and articles.
- Listening, reading and speaking skills are well-developed across all phases, although students are not always given enough time to share their ideas. Students regularly practice the different styles of writing but have few opportunities to produce creative extended essays.

For Development:

- Provide more opportunities for students to learn independently in lessons.
- Encourage students to engage in conversations with one another and produce extended pieces of creative writing.

Mathematics

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

- Internal and external data indicate very good achievement in KG, with uneven achievement levels for different groups of students in the other phases. Students' ability to make assumptions, predictions and comparisons is at an early stage of development.
- In lessons, the majority of students are able to draw inferences from real-life situations. In Grade 6, for example, students link the benefits of a triangular building to Pythagoras' theorem. In the higher grades, students can successfully apply mathematical concepts in formulae, and measure arithmetic progression.
- Children in KG use mathematical terms in solving problems. They understand concepts of bigger and smaller, heavier and lighter and they can estimate. They add and subtract when calculating money values.

For Development:

- Encourage the development of critical thinking, problem-solving and innovation skills in all phases.

Science

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

- Students perform well in internal and external examinations. In lessons, a majority of students demonstrate well-developed practical science investigation skills across all phases, and this is particularly strong in KG
- Students have many opportunities to carry out science investigations. Children in KG investigate how fish breathe, while primary students research the effects of light. Secondary students apply deeper conceptual knowledge when, for example, they investigate the density of stomata found on the surface of leaves.
- Opportunities for higher-attaining students to use digital technology in lessons to support their learning, research and independence are limited. Assessment data are analysed effectively to track students learning across all aspects of science.

For Development:

- Increase the level of challenge for higher attaining students and opportunities for all students to develop their independent learning skills to solve open-ended problems.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Very good	Good	Good	Good

- Students' attitudes to learning and their ability to collaborate with one another are a strength throughout the school. Students are able to take responsibility for completing tasks, but have too few opportunities to apply and develop their independent learning and research skills..
- Students across the school enjoy learning. Most students, across all subjects, are fully engaged and motivated in their learning. In KG, children develop their learning skills through a variety of formal and informal activities.
- In all phases, students do not have enough opportunity to develop their critical thinking and problem-solving skills because discussions in lessons are often teacher dominated. In a minority of lessons, students use digital technology effectively to support independent research.

For Development:

- Provide more opportunities for students to develop and apply higher order thinking skills.

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

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

- Students are well-behaved and cooperative. They display very positive and responsible attitudes in lessons and assemblies. They enjoy their mindfulness time each day and show a strong commitment to school values and rules. Children in KG demonstrate age-appropriate self-discipline and respond very well to others.
- Students in all phases lead assemblies and are confident when on stage, especially when they proudly celebrate their success. They are self-disciplined and display tolerance and sensitivity in group discussions. They respond to others in a mature way, and they respect differences between people.
- Students' understanding of the value of healthy eating and maintaining an active lifestyle is reinforced through participation in a range of physical activities. Students are regular in their attendance to school and punctual to lessons.

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

- Students in all phases show a deep appreciation and understanding of Islamic values and UAE heritage in areas such as, honesty, charity and helping others. This is reflected in their daily practices and commitment to celebrating national and international events in school assemblies.
- Students, including children in KG, listen respectfully and proudly sing the national anthems every morning and can easily recognise elements of UAE heritage. Students speak about the UAE as a pioneering country, exhibiting a culture of tolerance, diversity and sustainability.
- Students are proud of their own cultures. The displays around the school reflect students' appreciation of a multicultural environment and their admiration for the historical role models who have made significant contributions to the global community.

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

- Students, in all phases, are responsible members of the school community who willingly take on roles that have a positive impact on others. Older students sometimes initiate and lead activities which benefit the wider community, for instance in cleaning up a local beach.
- Students display a very positive work ethic. Older students have opportunities to learn from business experts and to develop their skills in finance and banking. Students are keen to contribute their ideas, initiate clubs and manage their own projects.
- Students are aware of environmental issues. They enhance the school environment by selecting and caring for plants in the organic garden. Younger students creatively re-purpose materials and recycle waste. Older students enthusiastically research sustainability and conservation issues, inspired by interactions with scientists.

For Development:

- Provide opportunities for students to enhance their independent learning and innovation skills.
- Support students in initiating, managing and leading activities that make a positive contribution on the environment and the community.

3. Teaching and assessment

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

- Teaching is more effective in KG than in other phases. Teachers' strong subject knowledge is used effectively in planning lessons. Many teachers use a range of questioning strategies which deepen students' understanding and learning.
- Lessons are well planned, but sometimes contain too many learning activities. Where best practice is observed, skilful teacher questioning encourages wide-ranging discussion. However, students do not always have opportunities in lessons to reflect on their learning.
- Teachers are provided with detailed assessment information. However, not enough use is made of this information to guide lesson planning and ensure that work is well matched to students' attainment levels.

	KG	Primary	Middle	Secondary
Assessment	Very good	Good	Good	Good

- Internal and external assessments of students' attainment are closely aligned with the Central Board of Secondary Education (CBSE) and MoE curriculum standards. Assessment data are systematically gathered and analysed in all phases and are benchmarked against national and international standards.
- The measures of progress, including assessments of students' knowledge and skills, are rigorously monitored and tracked over time to ensure students are making continuous progress. Teachers' use of this information to plan students' next steps in learning is inconsistent.
- Teachers know their students well and are generally able to provide support and challenge for individual students. The marking of students' work, as well as the quality of verbal feedback to students, is generally helpful and supportive.

For Development:

- Make more use of assessment information in lesson planning to ensure that work is matched to students' attainment levels.
- Provide more opportunities in lessons for learning to be consolidated through reflection.

4. Curriculum

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

- The curriculum has a clear rationale and is aligned to the vision of the UAE, while meeting the requirements of the authorised, licensed curriculum. The KG curriculum successfully combines elements from the EYFS, National Council of Educational Research and Training, and Montessori approaches.
- Secondary students are offered a range of curricular choices and cross-curricular links are well planned and taught. The option of home languages is limited to Hindi. The curriculum is regularly reviewed and systematically developed to ensure good provision in all subject areas.
- Cross-curricular links reinforce learning by enabling students to make connections across a range of subjects. Links to UAE and global cultures are mapped across the curriculum.

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

- The school is successful in modifying the curriculum to meet the needs of most groups of students. However, adaptations for gifted and talented students are inconsistent. In KG, the curriculum is imaginative and offers a very wide range of engaging activities.
- For older students, there is a rich offering of opportunities designed to inspire and meet their aspirations. Students engage in a wide programme of extra-curricular activities, within and outside the school, which significantly enhance students' academic and personal development.
- Across all phases, coherent learning experiences are embedded in almost all aspects of the curriculum. This enables students to develop a broad understanding and pride in the UAE's diverse cultures and society.
- Arabic is not taught in KG

For Development:

- Increase the levels of challenge for gifted and talented students.
- Where possible, provide a programme of business internships for senior students.

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

- Students learn as members of a safe school community underpinned by rigorous procedures for safeguarding and child protection. All staff have been briefed on relevant policies and are fully aware of the school's priority to keep students safe.
- The premises are well-maintained. There are regular maintenance checks with repairs carried out as necessary. Although risk assessments are carried out for all outside activities and visits, the procedures for identifying internal potential risks are not as rigorous.
- Safe and healthy lifestyles are very effectively promoted throughout school by both school staff and the medical team. The school's policy on healthy eating is shared with parents and students and supports students in making healthy food and lifestyle choices.

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

- Teachers in KG know their children very well and are fully aware of their individual social, physical, emotional and intellectual needs. In the upper phases, mutual respect, trust and confidence characterise interactions between staff and students.
- Parents are fully involved in the attendance and punctuality arrangements. Unauthorised absences are followed up promptly and efficiently. Procedures for identifying students with additional learning needs are transparent and early interventions are given due priority by the inclusion team.
- The school has effective structures in place for older students which provide sensitive and caring advice on personal and wellbeing issues, alternative learning pathways and possible career choices.

For Development:

- Ensure that parents are fully informed about the school's health and safety procedures.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Leaders and governors are committed to inclusive practice. They have developed and implemented key policy and planning guidelines, and specialist staff provide appropriate support. Teachers and parents support the school's vision, and this ensures that all students are welcomed and respected.
- Procedures for the identification of students of determination are improving. With the support of parents and teachers, the inclusion team oversees a process of early identification. This ensures that meaningful interventions support students' ability to reach key learning milestones at an early stage in their development.
- Parents acknowledge that the school plans carefully and sensitively, for the best possible social, emotional and academic outcomes for their children. Parents report positively on the inclusive school environment they experience and the partnerships they enjoy with teachers in supporting their children's development.
- Teachers make every effort to ensure that modification practices are student-centred. Learning support assistants ensure access to the curriculum for students of diverse abilities. This support is managed sensitively in classroom settings.
- Secure personalised planning is enabling more sustained levels of progress towards students' learning targets. An additional staff member has been appointed to support provision, with respect to guidance and career options.

For Development:

- Provide more information to parents on the roles of specialist staff.

6. Leadership and management

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

- The principal, together with senior and middle leaders, provides effective leadership for the educational direction of the school. They have created a clear, ambitious and inclusive vision, which is shared by all stakeholders. They are successful in establishing a positive learning environment throughout the school. As a result, there is a positive and welcoming school atmosphere for students, teachers and the school community as a whole. However, the distributed model of leadership embraced by the school is not fully embedded.
- The school collects a wide range of internal and external assessment data which informs the self-evaluation process. This allows governors and senior leaders to make judgements about the school's performance and plan for school improvement. Strengths and areas for improvement are identified, although some elements in the self-evaluation process are not well aligned to the descriptors in the School Inspection Framework. There has been significant progress in addressing the recommendations from the previous inspection report.
- Parents are very supportive of the school and the positive learning environment. The communication channels between parents and the school are effective, and parents value their levels of access to senior and middle leaders. However, there is no structured parent representative committee, through which parents' views can be expressed.
- The governing advisory board includes representation from all stakeholders and has a permanent representative presence at the school. Through comprehensive data collection and analysis, the governing board provides detailed information to school leaders, which informs decision-making across all school activities. The board holds school leaders accountable for the quality of the school's performance and acts as a constructive critical friend for the school. The board has a positive impact on the overall performance of the school.
- Most aspects of the day-to-day management of the school are efficiently organised and this helps to create a positive, student-friendly learning atmosphere. The school library is regularly used by students. The availability of digital technology to support teaching and learning has improved and a major investment in digital technologies is planned. However, there is no clear digital learning strategy and plan which will consolidate the impact of technology on teaching and learning.

For Development:

- Improve the role of the school library as a reading hub, within the context of the various digital reading platforms and paper-based library resources.
- Improve the use of digital resources to support teaching and learning.

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