

# INSPECTION REPORT

2022-2023



**THE CENTRAL SCHOOL**

**INDIAN CURRICULUM**

**ACCEPTABLE**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Nahda
	Opening year of School	1981
	Website	www.centraldx.com
	Telephone	042674433
	Principal	Syed Ali Haider Rizvi
	Principal - Date appointed	8/22/2022
	Language of Instruction	English
	Inspection Dates	09 to 13 October 2022

### STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	3428
	Number of Emirati students	0
	Number of students of determination	281
	Largest nationality group of students	Indian

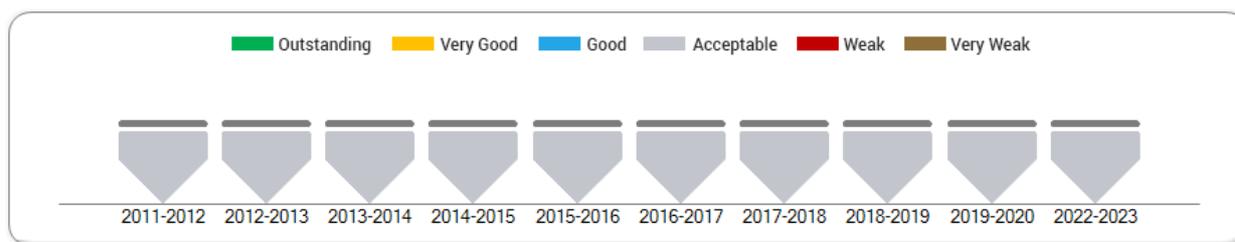
### TEACHERS

	Number of teachers	209
	Largest nationality group of teachers	Indian
	Number of teaching assistants	8
	Teacher-student ratio	1:16
	Number of guidance counsellors	4
	Teacher turnover	20%

### CURRICULUM

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

### School Journey for THE CENTRAL SCHOOL



## Summary of Inspection Findings 2022-2023

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

<p><b>STUDENTS OUTCOMES</b></p>	<ul style="list-style-type: none"> <li>• Since the last inspection, improvements have been made in Islamic Education and in learning skills in the Kindergarten (KG).</li> <li>• Students' personal development and social responsibility have improved in the primary phase. Together with students' understanding of Islamic values and appreciation of Emirati culture, they are very strong features across the school.</li> </ul>
<p><b>PROVISION FOR LEARNERS</b></p>	<ul style="list-style-type: none"> <li>• Teaching remains acceptable across most of the school, with the exception of the secondary phase, where it is good. Assessment is acceptable in the primary, middle and secondary phases. In KG, assessment has improved since the previous inspection and is now good.</li> <li>• Curriculum provision and adaptation remain acceptable in the Primary and Middle, and good in Secondary phase. In the KG curriculum provision has improved to good, as there is a stronger focus on developing the key speaking, listening and literacy skills through the new guided reading programmes.</li> <li>• The care and guidance of students remain good across the school, with an improvement in provision in the middle phase. All parts of the school provide very safe and secure environments in which to learn. The identification of and support for students of determination remain acceptable.</li> </ul>
<p><b>LEADERSHIP AND MANAGEMENT</b></p>	<ul style="list-style-type: none"> <li>• Leadership is acceptable. Many leaders have the capacity to improve the school, but improvement planning is not well enough developed to take the school forward. Matching available resources to students' learning needs remains acceptable, as does governance. Relationships with parents are improving.</li> </ul>

### The Best Features of The School:

- Students' personal and social development, which is built upon a foundation of strong Islamic values
- Students' understanding and appreciation of UAE culture, their willingness to embrace social responsibility, lead activities, care for their school environment and work diligently
- The safe, happy, and secure environment
- Improvements in Islamic Education in KG and Primary

### Key Recommendations:

- Ensure that governors examine learning outcomes to see if they are improving because of the resources that they provide.
- Ensure that senior leaders enhance improvement plans to be more specific, measurable, and closely monitored.
- Increase the consistency of learning outcomes between the morning and afternoon sessions.
- Ensure that all middle leaders improve teaching and learning by establishing a consistent understanding of high-quality teaching, learning and assessment.
- Consistently provide appropriate support and challenge for all students and adapt the curriculum, as necessary.

## Overall School Performance

### Acceptable

#### 1. Students' Achievement

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

	KG	Primary	Middle	Secondary
<b>Learning skills</b>	Good ↑	Acceptable	Acceptable	Good

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

	KG	Primary	Middle	Secondary
Personal development	Very good	Very good ↑	Very good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	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	Acceptable	Acceptable	Acceptable	Good
Assessment	Good ↑	Acceptable	Acceptable	Acceptable

## 4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good ↑	Acceptable	Acceptable	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable	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	Good	Good ↑	Acceptable	Good

## 6. Leadership and management

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

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
<b>Progress in international assessments</b>	<b>is below expectations</b>	<b>Not applicable</b>

- Students participate in the TIMSS and PISA assessments and their progression is acceptable. However, in 2018 the school did not meet its PISA targets for English, science or reading. Progression in TIMSS in 2019 was acceptable in mathematics and science. Progression in the NAP benchmark assessments (ASSET) is weak in English, mathematics, and science.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>is approaching expectations</b>

- Leaders ensure that most teachers are aware of the gaps in students' knowledge and skills as identified by the NAP assessments. Teachers consider this information in their planning. However, the evidence of effective intervention or of successfully closing the gaps is limited.

	Whole school
<b>Improving reading literacy and wider learning skills</b>	<b>is approaching expectations</b>

- While there are activities to promote the development of students' critical thinking, problem-solving, inquiry and research skills, provision is inconsistent. Generally, teachers are aware of students' reading capabilities, but do not consider them sufficiently when planning or teaching.

**Overall, the schools' progression to achieve the UAE National Agenda targets is approaching expectations.**

#### For Development:

- Provide more opportunities for students to develop their critical thinking, problem-solving, and investigative skills across the curriculum.
- Ensure that teachers consistently use information regarding literacy levels in lessons.

## Well-being

### Wellbeing provision and outcomes are at a moderate level:

- School leaders and governors have an ambitious vision for wellbeing. They are aware of the key strategies and actions required for successful outcomes. The school is collecting a wide range of information from all stakeholders. Its analysis requires further development to fully inform a path to further improvement. The day-to-day school routines, activities and school resources consider some wellbeing matters, for example the 'happiness room' provides space to reflect and talk to a school counsellor.
- Staff members promote wellbeing as a significant feature in developing students' confidence and happiness. Teachers know their students well and have established supportive structures and interventions. The school is supportive of their staffs' wellbeing. Support teams provide a source of contact with students and parents regarding wellbeing issues. This is particularly evident in the secondary phase. Procedures for reporting wellbeing concerns are not always consistently followed or appropriately applied.
- Students are willing participants in all wellbeing initiatives. They report feeling safe at school, enjoying their friendships and their involvement with teachers. The school's curriculum does not yet provide systematic programmes of study for wellbeing promotion. Positive student behaviour and attitudes are strong features; they are self-reliant and demonstrate well-developed leadership skills, particularly in the secondary phase.

## UAE social studies and Moral Education

- The school uses an integrated approach to teach the latest moral, social and cultural (MSC) framework. In Grades 1 and 2, four periods of Indian social studies are integrated with MSC education. This provision is distributed over one weekly lesson of 40 minutes for Grades 3 to 9. In Grades 10, 11 and 12, MSC is integrated into activities such as assemblies.
- Extension activities, for example field trips and project work, give additional instructional time for students. Teachers use various resources such as presentations, live worksheets and online quizzes. Parents and the community are also involved in enriching students' knowledge about UAE heritage and culture.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- A majority of students demonstrates better than expected knowledge and understanding in lessons and their recent work. The school's data indicate higher levels of attainment. Students in the middle phase make better progress than those in the other phases during lessons. Girls as a group achieve better than boys.
- Students' understanding and application of Islamic values is strong. However, their knowledge of The Holy Qur'an, Hadith and Seerah, and their ability to extract meanings and make links between them is less developed.
- The school has improved students' skills of recitation of The Holy Qur'an. Extra time for recitation is provided in the curriculum. However, the impact of this extra time is not yet evident in most phases.

#### For Development:

- Ensure that all students understand the meanings of the verses they recite and link them with Hadith and Seerah.

#### Arabic as an Additional Language

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

- In lessons and in recent work, most students attain the expected levels of attainment. Girls generally achieve better than boys, and some classes in Primary make better progress than in the other phases. The school data do not support inspectors' evaluation of students' attainment.
- Students' listening skills are stronger than their other language skills. They understand teachers' instructions and respond with some help. Their abilities in speaking and writing are limited. Their responses are mostly short sentences or simple answers.
- Reading skills are enhanced by the school's Holy Qur'an recitation programme, which helps to develop students' reading fluency. Their understanding of texts is insecure.

#### For Development:

- Improve students' writing and speaking skills by providing more opportunities for them to practise language more freely and extensively.
- Ensure that students understand what they read.

## English

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Acceptable	Good
Progress	Good	Good	Acceptable	Good

- A majority of students attain above curriculum standards in KG, Primary, and Secondary. They make better than expected progress in the acquisition of language skills. In the middle phase, achievements are in line with curriculum standards.
- Almost all students can listen, speak, read, and understand the language appropriately. Their communication skills are well developed. In the primary phase, students are developing these skills, but rely more on their teachers' guidance.
- Recent initiatives have increased collaborative activities which focus on developing vocabulary and grammatical structures. Opportunities to enhance independent, creative, and extended writing are beginning to have effects, particularly in KG, Primary, and Secondary.

### For Development:

- Improve students' progress, particularly in the middle phase.
- Ensure higher expectations for all of groups of students by providing relevant, challenging tasks and support.

## Mathematics

	KG	Primary	Middle	Secondary
Attainment	Good	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Acceptable	Acceptable

- In KG and Primary, students make better progress through the daily focus on understanding number, shape, and fractions and on applying mental arithmetic operations to word problems. These activities increase students' understanding of number bonds and confidence in the use of accurate mathematical vocabulary.
- The school's focus on problem-solving in every lesson helps most students to apply their mathematical knowledge to real-life problems. In Secondary, students' wider subject knowledge and understanding are enhanced through a focus on financial literacy.
- Across all phases, most students' progress is limited by the textbook activities, teachers' low expectations and the subsequent lack of challenge. Teachers do not make enough use of data from assessments to identify students' potential. They place limits on students' progress, particularly those attending afternoon sessions and the more able.

### For Development:

- Ensure that teachers make better use of available data to plan greater challenge in all lessons for all groups of students.
- Develop students' critical thinking skills using more open-ended problems and investigative tasks.

## Science

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Acceptable	Good

- Secondary students' attainment in internal and external assessments and in lessons is above curriculum standards. In lessons and in recent work, most students in the other phases meet curriculum standards, although test results do not always correspond.
- Most students across all phases demonstrate secure scientific knowledge and practical skills, such as following instructions, performing experiments, observing and recording findings. However, their investigative skills, including enquiry, hypothesising, analysing and thinking critically are at the early stages of development.
- There are increased opportunities for practical activities across all phases. Independent investigative and enquiry skills are at an early stage of development.

### For Development:

- Provide more opportunities for students to develop curiosity, critical thinking, problem-solving, and independent learning skills.
- Raise students' performance in internal, external, and international benchmark tests.

## Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Acceptable	Good

- Students in KG and Secondary can make strong connections to improve their learning. Children in KG confidently apply their learning to real-life experiences such as shopping. Secondary students use their knowledge of examination requirements to plan the next steps in their learning.
- The majority of students demonstrates the ability to discover things for themselves, using prior knowledge or gathering new information. In most lessons, there are too few opportunities for students to learn independently to think critically or to extend their understanding through research.
- When students are given opportunities to work collaboratively on meaningful tasks, most are productive. This is particularly evident in English and in the morning session, when students routinely share ideas, defend their viewpoints, and reflect on others' views to reach a shared understanding.

### For Development:

- Ensure consistency across sessions, subjects, and phases to enable students to think critically, carry out independent research and participate in extended learning activities.

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

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

- Across the school, students demonstrate very positive and responsible attitudes towards learning. They are self-reliant and demonstrate well-developed leadership skills, particularly in the secondary phase. Students are very sensitive to the needs of others and show genuine concerns for them.
- Students are self-disciplined. They are responsive to advice and thrive on giving and receiving critical feedback. They are strongly aware of healthy living. Most make healthy choices for their lunchbreaks.
- Attendance and punctuality have improved. The Islamic values which are embedded in the school's curriculum have improved students' behaviour across the school.

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

- Students across the school are strongly aware of Islamic values and understand their relevance to UAE modern society. These values are enhanced in many of the school's activities.
- Students have strong understanding of their own cultures. They are proud of their countries and can speak knowledgeably about them, discussing their history, art, and languages. Appreciation of world cultures is less evident in the lower phases.
- Understanding of UAE heritage and culture is well developed. Many students can explain how the UAE has changed from small states in the desert to a united modern country with advanced technology and architecture.

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

- Students across the school have a well-developed sense of community and responsibility. They eagerly take on many roles in every phase and serve on the active school council and in the wellbeing and happiness hub.
- From the youngest children onwards, there is a very strong work ethic. Students show initiative, for example, by raising awareness of bullying through producing a video presented at an Expo summit. Entrepreneurism is well developed and championed by the Entrepreneurism Monitors.
- Students are active in supporting sustainability schemes. They recycle water from air conditioners for use in the school's botanic garden. They have received an award for recycling paper. They are very aware of wider environmental concerns and have hosted an inter-school climate conference.

### For Development:

- Improve students' awareness and understanding of world cultures by providing inter-cultural activities for all.

### 3. Teaching and assessment

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

- In Secondary, where most teachers demonstrate good knowledge of their subjects and the examination requirements, teaching is better. In most lessons, teachers have high expectations and good understanding of students' needs and abilities. Elsewhere, notably in the afternoon session, the quality of teaching is inconsistent.
- Most teachers plan purposeful lessons which identify learning objectives, resources, and a range of activities. In the large majority of lessons, planned activities are not well matched to students' needs and do not enable all students to make appropriate progress.
- In the better lessons, especially in Islamic Education and English, teachers make good use of questions to challenge students' knowledge and understanding and to engage them in meaningful discussions. These skills are not widespread across other subjects.

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Acceptable	Acceptable

- Attainment and progress data are regularly collated and analysed. Assessment data are well linked to the curriculum and are effectively benchmarked against national and international standards. The progress of different groups of students is appropriately monitored and is an improving feature of the assessment process.
- The use of assessments to inform teaching remains inconsistent across subjects and phases. Leaders ensure that students' progress data are regularly tracked to measure progress over time. Tracking of different groups of students remains inconsistent across the different subjects and phases.
- The effective use of data to inform teaching and to modify learning activities is evident in a few lessons. Teachers' written and verbal feedback to support students' improvement remains inconsistent.

#### For Development:

- Share the good practice in teaching that already exists in the school.
- Provide effective training for modifying learning activities and for ensuring faster progress by all students.
- Establish more effective tracking and monitoring to enable students to make greater progress.

## 4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good ↑	Acceptable	Acceptable	Good

- The recent systematic review of the curriculum, particularly in KG and Secondary, ensures the appropriate development of a majority of students.
- A wide range of curricular options for older students, with extensive choices, enables them to be well prepared for their chosen careers. Most students are successful in having their choices met.
- The purposefully-planned themes, particularly in KG, and application of learning to real-life in the secondary phase, ensure that students' skills across a range of subjects are developed in meaningful contexts.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Good

- The curriculum is planned to provide appropriate learning opportunities for most groups of students, with sufficient engagement.
- Older students have some opportunities to engage in activities that promote enterprise, creativity, and social contribution. They are rarely consistent enough across all phases to enable younger students to extend their learning.
- Students develop a deep understanding of UAE culture and society through aspects of the curriculum and activities within the academic framework. They adequately enhance students' academic and personal development, particularly in the secondary phase.

### For Development:

- Ensure that there are appropriate curricular choices for students in all phases and foster innovation and enterprise throughout the school.
- Modify the curriculum as necessary to ensure full engagement of students across all phases.

## 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 ↑

- Rigorous procedures and regularly reviewed policies are in place and cover all aspects of safeguarding and child protection. Staff members are now fully aware of all policies and procedures. Anti-bullying strategies and cyber-safety measures are highly effective. Consequently, students feel very safe in the school and when online.
- Staff members conduct daily site checks and provide robust supervision of school buses and private transport at all session changes. Although there are no lifts, the school makes effective arrangements for students with mobility difficulties. The school has procured equipment to ensure safe evacuation from the upper levels.
- The clinic is very well staffed. The medical team is fully involved, not only in all the required medical checks but also in ensuring that students, parents, and staff lead healthy lives.

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

- Systems and procedures to improve attendance and punctuality have been established, resulting in improvement in Primary. However, in the middle phase, procedures are not as well defined or implemented with the same rigour.
- The school promotes an atmosphere of mutual respect between students and teachers across all phases. Teachers know their students well and have established supportive structures and interventions, such as personal counselling and wellbeing initiatives.
- Procedures to identify students of determination are developing with the support of the inclusion team. Parents are fully involved in supporting their children to reach their potential. Guidance includes very sound advice about career pathways and lifelong learning choices.

### For Development:

- Implement a more rigorous identification policy for students of determination and those who may be gifted and talented.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Acceptable

- School leaders are committed to inclusive education. However, the challenges which they report are mostly outside their control. Staff turnover and the ability to recruit and retain teachers remain considerable barriers.
- Leaders understand the importance and significance of early intervention and support systems. The school remains very heavily dependent on teachers' observations in the absence of external assessments.
- Parents have high regard for what the school is seeking to achieve. They report that teachers are very supportive and welcoming. They value highly the care and empathy shown to their children.
- Modification of the curriculum and support for students of determination are a challenge for teachers. There is no certainty in terms of an accurate diagnosis of many children, other than what teachers report, and so modifications are treated with caution.
- Some teachers are unaware of students' starting points. Some information is available from internal and external tests and indicates that students of determination are mostly making acceptable progress. The information has not been subject to careful analysis or scrutiny to determine its accuracy.

### For Development:

- Develop and implement a more rigorous identification policy to ensure that the additional needs of all children are managed successfully at the earliest possible opportunity.
- Provide specific training to establish the best inclusive practices and improve progress made by all students of determination.

## 6. Leadership and management

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

- Leaders at all levels share the school's vision. There is inconsistent understanding of the key components of very good teaching, learning and assessment. Delegated leadership ensures that leaders at all levels are involved with learning and attainment outcomes and are accountable for them. Senior leaders direct the improvement agenda. The impact of these improvements is monitored inconsistently and is yet to be fully realised. The school is compliant with all regulations.
- The school's self-evaluation process uses data from external and internal sources. The views of teachers, students and parents inform the process, which produces accurate evaluations. Improvement plans are not closely matched to the outcomes of the self-evaluation process, nor are they closely monitored. Some of the recommendations from the previous report have been addressed. The monitoring of teaching and learning does not focus adequately on students' attainment.
- Parents play active roles in the life of the school. They feel welcomed and valued. Their views are sought during school improvement planning. They receive communications through e-mail, message groups, learning platforms and by telephone. They have regular reports on the personal and academic achievements of their children, in written and oral forms. Although they are aware of how they can help to move their children's learning forward, there is scope for more active parental involvement.
- The governors represent the school community and the corporate body, and include a parent and students, but not teachers. They meet regularly and use their varied expertise to help to improve the school. They receive regular information about issues in the school and discuss them with school leaders, holding them to account for students' achievement and personal development. They ensure that parents are informed about developments in the school. They ensure that, where possible, resources are available.
- The school runs smoothly. Students and teachers move about efficiently. Staff members are suitably deployed. The premises and facilities are cramped in places and only support adequate learning opportunities. Resources are underused by some teachers and students. Specialist areas, such as the library, adequately support learning.

### For Development:

- Ensure that all leaders have basic understanding of the qualities of good teaching and learning and use this understanding to drive improvements.
- Ensure that self-evaluation is linked closely to the school improvement plans and that the plans are specific, measurable, and closely monitored.
- Ensure that the resources provided by the board of governors have an impact on learning outcomes, and that there are more local representatives on the board.

## 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](mailto:QA.Schools@khda.gov.ae)