

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

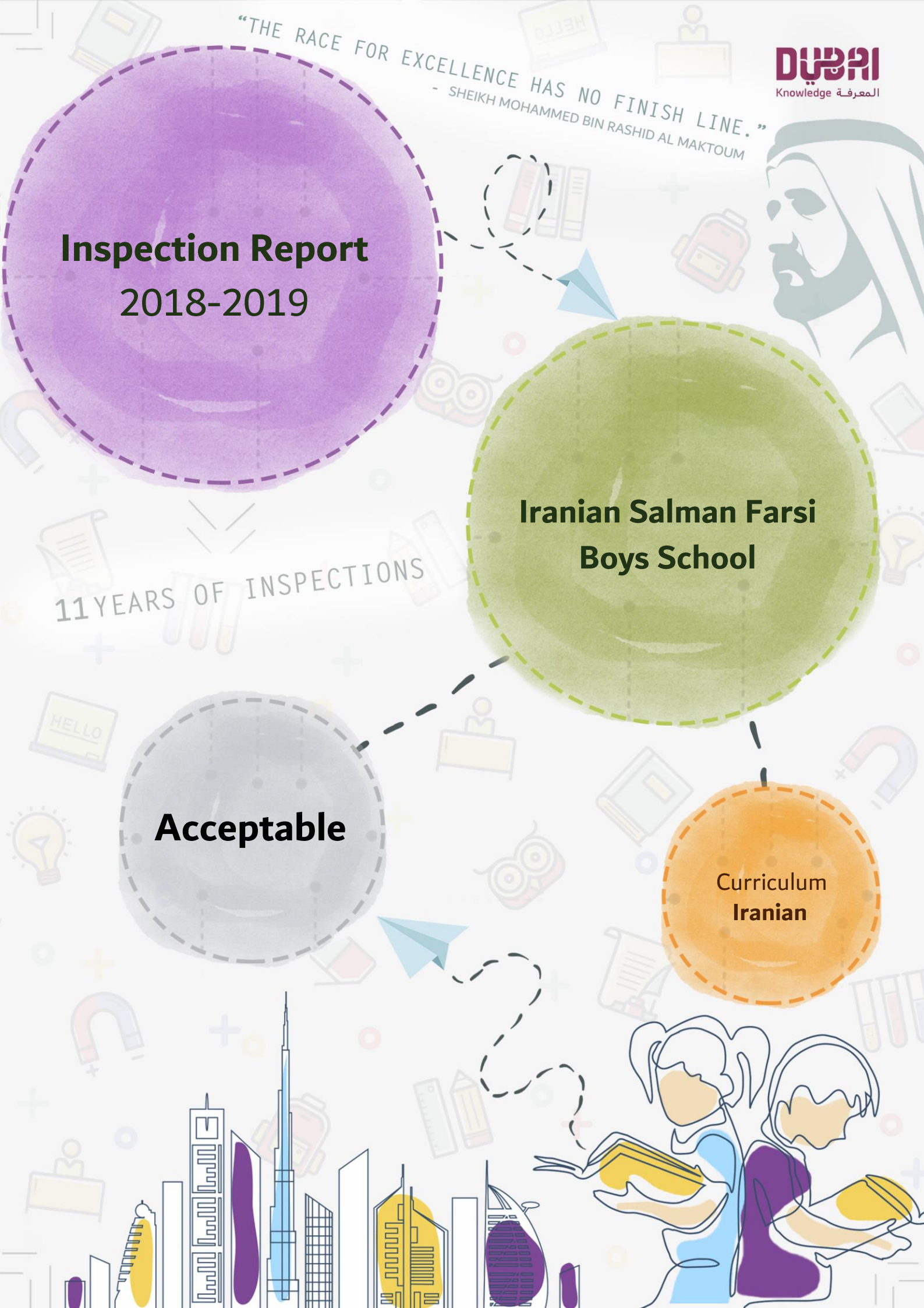
Inspection Report 2018-2019

**Iranian Salman Farsi
Boys School**

11 YEARS OF INSPECTIONS

Acceptable



























**Curriculum
Iranian**



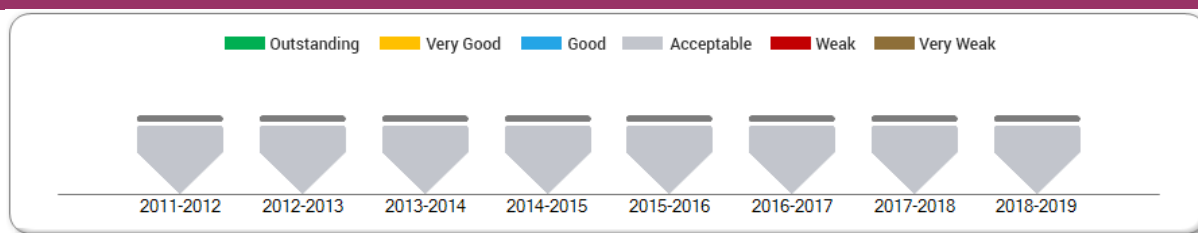
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School Information

General Information	 Location	Al Qusais
	 Opening year of School	1995
	 Website	http://www.irs-uae.com/salman/home.asp
	 Telephone	04-298-8116
	 Principal	Hossein Hassan Khosravi Farsani
	 Principal - Date appointed	6/25/2017
	 Language of Instruction	Farsi
	 Inspection Dates:	10 to 12 December 2018
Students	 Gender of students	Boys
	 Age range	5-20
	 Grades or year groups	Grade 1-Grade 12
	 Number of students on roll	546
	 Number of Emirati students	0
	 Number of students of determination	65
	 Largest nationality group of students	Iran
Teachers	 Number of teachers	38
	 Largest nationality group of teachers	38
	 Number of teaching assistants	0
	 Teacher-student ratio	1:14
	 Number of guidance counsellors	2
	 Teacher turnover	15%
Curriculum	 Educational Permit/ License	Iranian
	 Main Curriculum	Iranian
	 External Tests and Examinations	Iranian
	 Accreditation	Iranian
	 National Agenda Benchmark Tests	None

School Journey for Iranian Salman Farsi Boys School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students' achievements are of mixed quality, ranging from acceptable to very good. Attainment in science is strongest. In Arabic, attainment and progress are only acceptable. In English and mathematics, attainment is a mix of acceptable and good. Students' learning skills are acceptable in the primary years, but improve to be of good quality in the middle and senior phases of the school.
- Personal and social development is very good in the high school, and good in other phases. Students' understanding of Islamic values is good, as is their understanding of the heritage and culture of the UAE. They have yet to demonstrate a strong knowledge of world cultures, and the skills of innovation, across the full range of grades and subjects.

Provision for learners

- The quality of teaching is mixed. It is acceptable in the primary school but improves in the middle and high schools. Some teachers in the primary grades lack the appropriate classroom management skills to support effective learning for all students. The assessment of learning succeeds in meeting the requirements of the Iranian system, but it does not inform the curriculum or teaching strategies sufficiently.
- Implementation of the curriculum is acceptable in the primary and middle schools, but good in the high school. The curriculum complies with Iranian requirements and therefore meets the needs of most students. The long 80-minute lessons constrain younger students' learning. Adaptation of the curriculum is good, especially when it concerns students of determination.
- The protection, care, guidance and support of students are of good quality overall, but there is evidence that some bullying occurs. Students are safe on school transport. The medical clinic provides an excellent standard of care. Students of determination are very well supported. Older students are guided to post-school destinations around the world.

Leadership and management

- The quality of leadership is mixed but generally acceptable. It is strongest in the department for students of determination. Some, but not all, leaders understand best practices in learning and teaching. Self-evaluation judgements are too generous. Partnerships with parents are strong. The role of the governing body is limited by a lack of knowledge about the school. The facilities are not adequate for all purposes.

What the School does Best:

- The good progress in science in all grades
- The good quality of personal and social development
- The protection, care, guidance and support of students across the school
- The inclusion of students of determination within the school
- The very good partnerships with parents and the community








Key Recommendations:

- Improve progress in Arabic throughout, in mathematics in the primary school, and in English in the middle school by developing students' independence and by raising expectations of what they can achieve.
- Improve the quality of teaching.
- Improve teachers' use of assessment information to plan lessons that build on what students have already learned.
- Improve the quality of the curriculum in the primary and middle schools by offering more choices to students within lessons.
- Ensure that any instances of bullying are eliminated.

Overall School Performance

Acceptable

1. Students' Achievement

		Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good
 Science	Attainment	Good	Very good ↓	Very good
	Progress	Good	Very good ↓	Very good

	Primary	Middle	High
Learning skills	Acceptable	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

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. 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 :

Registration requirements

- Not Applicable

For Development:

- Not applicable

Reading Across the Curriculum

- There is no evident improvement in students' achievement in reading across the curriculum due to the lack of benchmarks and long-term data analysis.
- Students' skills, understanding and confidence in reading are not secure. They have few opportunities to improve their performance.
- The school has the capacity to develop a useful library programme.
- The school has the potential to be effective in the development of reading across the curriculum.

The school's implementation of reading across the curriculum is underdeveloped.

For Development:

- Develop a whole-school approach to enhance reading for learning and for pleasure in a range of languages and genres.

UAE Social Studies

- Courses have been reviewed to help students to make links between key topics and beliefs. They are becoming more relevant for Iranian and other learners.
- Teachers are using a wider range of strategies to support students' learning but they do not always take account of the different needs of students.
- Most students attain levels that are in line with the curriculum standards for UAE social studies.
- Internal assessments show that most students make expected progress in relation to their individual starting points and the UAE social studies curriculum standards.

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

Innovation

- Older students demonstrate critical thinking and are able to apply previous knowledge to solve problems. Their engagement in research and enterprise is mostly outside classes.
- Students, including those of determination, develop entrepreneurial skills in technology by making and selling household items such as pictures, wooden sculptures, hand painted cups and glasses. The sale raises funds for charities.
- Teachers do not routinely provide opportunities for innovation, research and critical thinking in class. They are mostly promoted in activities outside classrooms, for homework, or in project and research work.
- Subject departments include some innovative tasks within the curriculum to support students, for instance, in designing prototype aircraft, beach huts and modern buildings.
- The school has limited capacity to improve and innovate. A vision to promote a culture of innovation has yet to be established.

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

Main Inspection Report

Arabic as a First Language

	Primary	Middle	High
Attainment	Not applicable	Not applicable	Not applicable
Progress	Not applicable	Not applicable	Not applicable

- Not applicable

For Development:

- Not applicable

Arabic as an Additional Language

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Not applicable
Progress	Acceptable	Acceptable	Not applicable

- Most students demonstrate knowledge and understanding that are in line with the MoE curriculum standards. Students in the middle school achieve slightly higher than those in primary.
- Listening and speaking are strengths. Students understand teachers' instructions and respond orally with few mistakes. However, skills in reading and writing are weaker. Students have a good range of vocabulary, but many struggle when attempting to use language freely or to speak at length.
- The school has helped to improve reading skills by providing more opportunities for students to read and to apply their Arabic. However, most of the tasks given are too controlled, and do not help to improve communication skills.

For Development:

- Improve students' writing and reading skills by providing more opportunities for them to practise Arabic more freely in real-life situations.

English

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Good
Progress	Good	Acceptable	Good

- Most students reach expected levels of achievement. They make good gains in listening, speaking and writing, and in knowledge, skills and understanding. However, their reading and writing skills are only in line with the expectations of the curriculum.
- Considering their ages and prior knowledge of the English language, students display relevant speaking and listening skills. Gains are less evident in the middle school, because students do not have enough opportunities to speak or to write extensively.
- In the primary phase, students display significant progress in their listening and speaking skills due to the engaging approaches to learning. Relevant learning materials allow a better balance between grammar and communication skills here than in other phases, although there are insufficient opportunities to develop reading and writing skills.

For Development:

- Increase the opportunities for students to speak and write extensively in order to apply their skills and knowledge in plausible everyday contexts.

Mathematics

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Good

- Students' results in internal and external examinations that follow the Iranian curriculum standards are high overall. In lessons, students' progress in the primary school is restrained because of low levels of challenge.
- Across the school, students are developing their problem-solving skills and application of mathematical knowledge in different contexts. In the primary phase, students' skills in mental mathematics are improving. Their critical thinking and investigative skills require much more development.
- Students' progress in the primary phase is held back in lessons because of teachers' low levels of challenge and expectations. In the middle and secondary schools, the lack of support for those students who are experiencing difficulties hinders their progress.

For Development:

- Improve students' critical thinking and investigative skills across the school.
- Ensure that there are higher levels of challenge for students, particularly in the primary phase.
- Monitor the progress of skills of students who are experiencing difficulties and make appropriate interventions to support their learning.

Science

	Primary	Middle	High
Attainment	Good	Very good ↓	Very good
Progress	Good	Very good ↓	Very good

- Students perform well against curricular standards. In the high school, students perform well as they develop their scientific understanding beyond the textbooks through deeper discussion and problem-solving.
- In lessons, students develop scientific knowledge and can apply it to their investigative work. They are able to apply their learning to make meaning of the world around them and in understanding every-day concepts such as the safety features of cars and genetic mutation.
- When provided with the opportunities, students enjoy leading their own research and learning. They eagerly participate in the science fair and show confidence when explaining their models. However, some teaching strategies, especially for the youngest students, restrict development of the skills of scientific enquiry.

For Development:

- Increase the opportunities in lessons for students to extend their knowledge through research and critical thinking.
- Develop the skills of scientific enquiry.

Learning Skills

	Primary	Middle	High
Learning skills	Acceptable	Good	Good

- Most students are engaged in their learning. Those in the high school collaborate effectively. They discuss their ideas with confidence and receive appropriate challenge from their peers. In Arabic, learning skills are stronger in the primary phase than in the middle school.
- Students are generally proud of their work. They recognise their own strengths and weaknesses and willingly support one another in lessons. Although some students are passive in their approach, most respond well to teachers' questioning.
- Students can relate their learning to the world around them. They are enthusiastic in exploring their learning outside the classrooms in home projects. However, they sometimes have difficulty in taking responsibility to extend learning independently in class, and to think critically and evaluate.

For Development:

- Secure good attitudes toward learning in all subjects.
- Develop students' skills and confidence to innovate, undertake research and engage in critical thinking in class.

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

	Primary	Middle	High
Personal development	Good	Good ↓	Very good

- Students have positive and responsible attitudes. They are self-reliant, but not risk takers. They respond well to critical feedback. Behaviour is positive. Students are courteous towards adults and to one another. Most exercise self-control and follow school rules.
- Student and teacher relationships are friendly and respectful in almost all cases. Students are sensitive to the needs of others, including those students of determination. However, in the middle phase, students' negative behaviour sometimes has a negative impact on learning in lessons.
- Students have positive attitudes to healthy eating and to maintaining active lifestyles. Attendance is acceptable. Almost all students are punctual in arriving at school. However, some, particularly in the middle and high schools, are persistently late to classes after break times.

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

- Throughout the school, students are very aware of Islamic values and understand their relevance to the UAE. They can give examples of many of these values, such as hospitality, respect and tolerance. Students in the high school have a better awareness than other students, elsewhere in the school.
- Students are proud of their own culture. They can talk in detail about the cultural activities and products of their home country. They are also well aware of the UAE's heritage and culture. They talk knowledgeably about its history, food and tourist attractions.
- Students' awareness of international cultures has increased as a result of intercultural activities provided by the school, for example, the 'Around the World' activity presented in morning assemblies. However, this awareness is not a consistent feature throughout the school.

	Primary	Middle	High
Social responsibility and innovation skills	Good	Good	Good

- Most students are aware of their responsibilities in school life. They are involved in fundraising to support charities. The 'Voice of the Future' radio station led by students provides the latest news and gives updates to students in the primary school.
- Students have a positive work ethic. They know whom to see if they have ideas for projects. They enjoy supporting their fellow students in lessons but they do not always have sufficient opportunities to develop their creative and innovative skills.
- Students show good awareness of environmental issues and are involved in some recycling activities. They paint the school walls and plant flowers in its garden. The new Mayor Student role has been positive in enabling student ambassadors to promote safety and protect the environment in the school.

For Development:

- Ensure that all students arrive punctually to classes after breaks during the school day.
- Provide more opportunities for students to participate in activities that develop their creative and innovative skills and support sustainability.
- Provide more intercultural activities to raise students' awareness of other world cultures.

3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Good	Good

- Teaching across the school and across subjects is of varied quality. It is strongest in mathematics and science, especially in the middle and high schools, where specialist teachers encourage problem-solving and critical thinking.
- Teachers' subject knowledge is secure, but they often do not encourage active participation by students. There is no consistent approach to lesson planning. With the exception of the specialist provision for students of determination, learning activities are not sufficiently modified for students with different abilities.
- In many lessons, the pace of learning slows because the learning activities are stretched to fill the 80 minutes of lesson time. Opportunities for students to be responsible for their own learning, to extend their knowledge and to innovate, remain varied.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- The internal assessment policies and procedures consistently follow the advice of the Iranian Ministry of Education. The school does not use any international benchmarks but compares its results with other Iranian schools in the UAE.
- Assessment information is still not used sufficiently across the school in lessons and curricular planning to provide personalised support and challenge for all students. Only limited assessment for learning takes place during lessons.
- Teachers have adequate knowledge of their students' individual achievements. The marking of students' work is inconsistent, with limited written feedback on strengths and areas for improvement. Students' evaluation of their own work is an uncommon aspect of the school's assessment practices.

For Development:

- Improve the use of assessment data in curricular planning to provide personalised support and challenge to meet the needs of all students.
- Ensure that written feedback is thorough and provides guidance on strengths and areas for improvement.
- Involve students in evaluating their own work in order to learn how to improve it.

4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Good

- The curriculum is generally broad and balanced across all phases. There is a strong emphasis on the development of knowledge but less on the development of skills. Students in the primary and middle phases do not have enough opportunities to develop higher-order thinking skills.
- Older students have some opportunities to make choices from a range of curricular options that address their interests. There is some occasional development of cross-curricular links, but it is not centrally planned. Opportunities to make connections between subjects are missing.
- Most students' needs are adequately met, in terms of their academic outcomes and personal development. Improvements have been made to the curriculum to make it more relevant to students who are resident in the UAE. However, these need more time to gain in consistency.
- The development and delivery of moral education are insufficient.

	Primary	Middle	High
Curriculum adaptation	Good	Good	Good

- While students of determination benefit from a well-designed curriculum, adaptive approaches are still developing across the school. The school has recently implemented a strategy in each subject to provide opportunities to help students learn about topics of personal interest.
- Through extended projects, students have increased opportunities to think independently and to learn outside their classrooms. Some are motivated by opportunities to develop entrepreneurial skills by making and selling arts and crafts and by leading projects in sports, art, drama and environmental awareness.
- A review of the curriculum ensures that students are starting to make better links between social subjects, moral education and Emirati culture. Teachers are providing more opportunities to develop students' knowledge and appreciation of the UAE's heritage, culture and values in lessons and by celebrating holidays and festivals.

For Development:

- Ensure that time allocated for moral education and social studies complies with the Ministry of Education (MoE) requirements.

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

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

- The lack of cleanliness in the toilets, and the number of injuries sustained by students while playing on the hard surfaces of the playgrounds, contribute to the decline in evaluation. Apart from this, students are generally safe at school and on school transport. Parents report bullying, but none was observed.
- The clinic provides students with high quality medical care and follows the rules of the Dubai Health Authority. The food provided in the canteens is healthy.
- The school has a policy for the protection of children that is understood by all members of staff. At break times, there are not enough adults on duty to provide adequate or effective supervision.

	Primary	Middle	High
Care and support	Good	Good	Good

- Overall, relationships between students and teachers are positive and respectful. In some classes, the expectations of students' behaviour, and their ability to listen to one another, are not sufficiently high. While attendance is well managed, the system for monitoring latecomers to classes is not effective.
- Teachers provide some tasks that challenge high performing students. However, planning to meet all students' needs is not consistently well done, particularly in high school.
- Students' well-being in all phases is regularly monitored. Students can discuss any concerns with counsellors. Vulnerable students respond well to programmes to help them to manage their anxieties. From Grade 9, students are well supported in the choice of subjects in preparation for life after school.

For Development:

- Install an appropriate surface on the playgrounds to minimise injuries to students.
- Increase the number of adults supervising students during break times.
- Provide support for all teachers to enable them to meet the needs of all students of determination.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- Leaders, and health professionals responsible for inclusion, work very effectively as a team to enhance inclusive approaches across the school. Improved systems of communication and training are leading to a better understanding of students' learning needs.
- The school has rigorous processes for identifying and assessing students of determination, including those who need specialist support and those with gifts and talents. Students' progress is regularly reviewed in consultation with parents. Well-considered individual learning goals are shared with relevant teachers.
- Parents value the quality of care and support that their children receive. They feel very well informed about their children's progress and are involved in setting learning goals. This has resulted in improvements in students' communication skills and confidence.
- Teachers receive helpful advice and resources to support them in planning tasks that meet students' needs. However, they do not always consistently follow the advice or use the resources across the school.
- Almost all students of determination are making appropriate progress. The school monitors students' progress routinely to inform their next steps in learning. Students are firmly supported by counsellors to develop their personal and social skills.

For Development:

- Develop teachers' understanding of appropriate classroom strategies to support students of determination.

6. Leadership and management

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

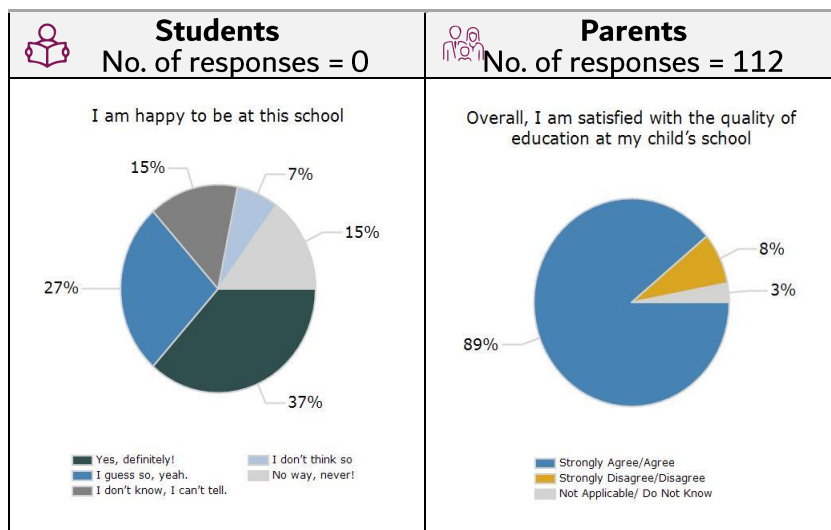
- The relatively new leadership team comprises committed members who have made some improvements to the school. They have yet to establish a shared vision and direction for the future. Some, but not all, leaders understand the best practices in teaching, learning and assessment. Leaders have acted upon some of the recommendations from the previous inspection. Staff morale is generally positive. Leadership of the provision for students of determination is of a high quality.
- Leaders have observed lessons and determined the quality of teaching in general terms. Their collective evaluations are too generous and so development plans are only partly useful. There have been some external assessments of learning, but the use of the resulting information to inform plans for improvement remains minimal. The action plans for the different areas of the school are inconsistent in their terms of reference. Leaders are not familiar with the UAE School Inspection Framework.
- Parents are involved in the school in many ways. Means of communication include social media, e-mail, and the school's web site, resulting in a well-informed parent community. Parents receive regular reports on their children's progress, and they are able to meet with teachers at any time. Partnerships with the local community include the other Iranian schools, mosques and the Iranian Club. The school also has partnerships with organisations in Iran that enrich students' experiences.
- The governing board includes representation from a majority of stakeholders. Governors are advised by seven standing councils. Board members have only limited understanding of the school's priorities for improvement. They have ensured that the school is compliant with the regulations of the Iranian authorities, but not all of the requirements of the UAE Ministry of Education. Overall, the governing board has a positive influence on the school, but some persistent shortcomings in provision have not been addressed.
- The school operates smoothly on a daily basis, with appropriate routines in place. Staffing is sufficient to deliver the Iranian curriculum. Some teachers of younger students are not certified for the appropriate age groups. Facilities are generally adequate, but those for physical education and recreation are not. Students have frequent injuries from playing sports on a hard brick surface. The library's collection of books is insufficient to support a full programme of reading in Farsi, Arabic or English.



For Development:

- All leaders and governors should agree on the school's mission and work to achieve it.
- Leaders should ensure that departmental action plans are overseen by one person who understands action planning.
- Teachers of all grades should learn more effective classroom management strategies.
- Reading resources in Farsi, Arabic and English should be increased in terms of quality and quantity.

The View of parents and senior students

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



 Students	<ul style="list-style-type: none"> There is no survey of students.
 Parents	<ul style="list-style-type: none"> Almost all parents who responded to their survey are satisfied with the overall quality of schooling provided for their children. Parents are satisfied with communications from the school and individual teachers. One third of parents indicate that bullying is an on-going issue.

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