

INSPECTION REPORT

2022-2023



SMART VISION SCHOOL

UK CURRICULUM







GOOD

CONTENTS








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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Al Barsha 2
	Opening year of School	2016
	Website	www.smartvisionschooldubai.com
	Telephone	971505561975
	Principal	Rachael Wilding
	Principal - Date appointed	1/8/2020
	Language of Instruction	English, Arabic
	Inspection Dates	06 to 10 March 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 13
	Grades or year groups	FS1 to Year 7
	Number of students on roll	446
	Number of Emirati students	68
	Number of students of determination	64
	Largest nationality group of students	Arabic

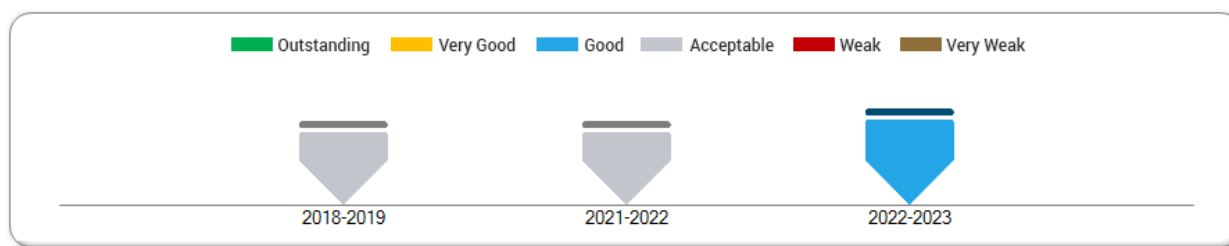
TEACHERS

	Number of teachers	37
	Largest nationality group of teachers	British
	Number of teaching assistants	25
	Teacher-student ratio	1:12
	Number of guidance counsellors	2
	Teacher turnover	17%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GL Progress Test
	Accreditation	NA

School Journey for SMART VISION SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students' attainment has continued to improve across the school, with gains in most subjects. In English and science, attainment and progress are now good in all phases. In Islamic Education and Arabic, attainment has been sustained. In mathematics, attainment is variable.
- Students' personal and social development is strong, characterised by respect for their fellow students and their teachers. Their grasp of Islamic values, Emirati and world cultures is good in all three phases, as are their social responsibility and innovation skills.

PROVISION FOR LEARNERS

- Teaching is good in all phases. Planning, teaching and support are more effective in the Foundation Stage (FS) than elsewhere. There is a developing system for the collection of all internal data. Internal assessments and external benchmark data are analysed to provide information on individual strengths and areas for development. The use of this information is inconsistent.
- The Early Years Foundation Stage curriculum is the basis of the FS educational programmes. It includes an appropriate balance of adult-led and child-initiated activities, and purposeful play. Upper phase curricula broaden students' overall development across an increasingly wide range of subjects. In FS, adaptations create individual learning opportunities. In the upper phases this is seldom the case.
- Features of this caring, inclusive school include its wellbeing and inclusion programmes, which are fully embedded. Both programmes enable students, including those of determination, to be fully integrated into the life of the school.

LEADERSHIP AND
MANAGEMENT

- The school's leadership team is purposeful and visionary. The new governing board is supportive of the vision and of leaders' endeavours to enhance the school. Leaders have planned and implemented initiatives which include enhancement of the FS learning environment by upgrading the facilities and resources. Other changes have led to significant improvements across the school, while maintaining the school's caring, inclusive ethos.

The Best Features of The School:

- Strong leadership and governance whose collective aim is to improve the school for the benefit of students and the school community.
- Good provision in FS, and good attainment in English and science throughout the school, enhanced by high quality resources and facilities.
- Students' personal and social development.
- The care and attention to wellbeing and health and safety for all members of the school community.
- Parents' commitment and support, and their belief in the school's mission, vision and ethos.



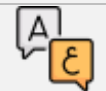

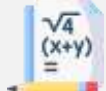

Key Recommendations:

- Ensure that the quality of teaching in Islamic Education, Arabic, and mathematics in the secondary phase, is at least good, in order to improve attainment.
- Improve the school's assessment processes by ensuring that the new assessment procedures are embedded across all phases, and that the information generated is used appropriately.
- Improve the effectiveness of middle leaders by ensuring that they have the skills necessary to meet the school's expectations.
- Enhance students' learning in all subjects by providing opportunities for them to develop their skills of enquiry, problem-solving, independent investigation and critical thinking.

Overall School Performance


Good ↑

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Good ↑	Good	Good
	Progress	Good	Good	Good
 Mathematics	Attainment	Good ↑	Acceptable ↓	Acceptable
	Progress	Good ↑	Good	Acceptable
 Science	Attainment	Good	Good	Good
	Progress	Good	Good	Good

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

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

	Foundation Stage	Primary	Secondary
Personal development	Very good 	Very 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

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good 	Good 	Good
Assessment	Good 	Good 	Acceptable



4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good
Curriculum adaptation	Good 	Acceptable	Acceptable

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Good	Good	Good

6. Leadership and management

The effectiveness of leadership	Good 
School self-evaluation and improvement planning	Good 
Parents and the community	Very good 
Governance	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.	is approaching expectations.

Only NAP assessments are currently applicable. Overall progress in NAP for all students is acceptable, with strengths in English. The school provides good levels of support for new students, for whom English is an additional language. The school is preparing students for the forthcoming TIMSS assessments.

	Whole school	Emirati cohort
Leadership: data analysis and curricular adaptation	meets expectations.	meets expectations.

The school's leadership capacity has been increased, ensuring a greater focus on the analysis of data and the identification of gaps in students' learning. Teachers receive greater support when planning appropriate activities to meet the needs of their students. They are involved in analysing the data for their classes. Leaders use the reports available to support their analysis and planning. Cognitive ability test (CAT4) data are included in lesson plans, to ensure that all students' learning needs are met.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations.	is approaching expectations.

Students' reading and wider learning skills are improving across the school. The regular teaching and practice of reading are not yet fully embedded in all subjects, nor are the skills of critical thinking, problem-solving or enquiry-led learning.

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

For Development:

- Ensure that critical thinking, problem-solving and enquiry-led learning are integral features in all lessons for all students.

Wellbeing

The quality of wellbeing provision and outcome is at a **high level**.

- The school's vision for wellbeing and the recent investment in staffing and resources reflect the strong commitment of governors and leaders to the promotion of wellbeing. All members of staff and students interact respectfully to create a happy learning environment.. Middle leaders and teachers promote initiatives which are led by students. The principal and governors know the strengths and areas for development, holding senior leaders to account. The data collected and their analysis inform whole-school curriculum planning. Wellbeing breaks are encouraged for all during the day.
- Dedicated resources that promote mental, emotional, and physical health are provided and promotes student ability to succeed academically and personally. Trained adults are equipped with the skills and knowledge to provide care, guidance, and support to students in an effective manner. Staff identify students with wellbeing issues and help them to manage their daily routine. The school counsellor is available to support parents, staff and students when help is needed. Students' opinions are valued. Well-developed programmes and reviews of wellbeing needs are discussed directly with students and staff.
- a comprehensive approach to wellbeing which includes dedicated curricular programs and the teaching of social and emotional skills. This multi-dimensional approach includes physical, mental, social and emotional health. Students' participation in extra-curricular activities develops a sense of connection. Students feel happy and safe in school. Communities of interest allow students to socialise. The school promotes healthy use of social media, considering their own and others' safety. They are aware of influences such as peer pressure and cultural values. Healthy eating is encouraged by ensuring that appropriate food is available.

UAE social studies and Moral Education

- The school follows the UAE moral, social and cultural education framework. MSC is taught as a separate subject weekly with lessons taught by classroom teachers from Years 1 to 7. All students have opportunities to learn about Emirati heritage, culture and traditions. They also study personal health, hygiene and welfare, together with a range of global issues relating to sustainability and the environment.
- Students are very enthusiastic. They participate well in lessons. Teachers ensure that students collaborate very well in group activities. Students' skills in thinking critically on historical and contemporary issues are well developed. Teachers also skilfully facilitate discussions and debate within lessons. Students' work is comprehensively assessed internally and by external benchmarking tests. Current data indicate that the majority of students exceeds expectations in MSC.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Good

- Most students demonstrate better than expected knowledge and understanding, as indicated by the school's internal and external data. Students in Secondary make better progress than those in Primary, with girls' achievement being stronger than boys.
- Students' knowledge and understanding of Islamic values and principles of worship are strong. Understanding of the Holy Qur'an and the Noble Hadith is adequate. Students' ability to reference them for evidence of values or rulings is developing. Knowledge of Seerah is less secure.
- The emphasis on recitation and memorisation skills of the Holy Qur'an, by allocating time at the beginning of lessons for Telawah, has a positive impact on most students. However, these skills are still not strong among older students.

For Development:

- Improve students' Holy Qur'an memorisation and recitation skills by providing more practice in the use of the rules of recitation.
- Improve students' ability to reference the Holy Qur'an, the Noble Hadith and Seerah for evidence of guidance, values and rulings.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Not applicable

- Lower primary students make faster progress in lessons than those in the upper primary. They can express themselves clearly in Arabic by using short sentences. However, throughout primary, students use colloquial Arabic in conversation and when working in groups.
- Students' listening and reading comprehension skills are secure. They can understand a wide range of age-appropriate texts and styles. Due to the leading questions used in lessons and restricted opportunities to participate in critical thinking, responses are limited to short answers.
- The use of game-based learning platforms in lessons provides students with ongoing opportunities to assess their language skills, and to reinforce important concepts from the lesson. They are thereby helped to progress.

For Development:

- Ensure that students do not use colloquial Arabic when working in groups and encourage them to elaborate their thoughts and ideas using longer sentences and paragraphs.
- Develop students' language skills by using a variety of questioning techniques.

Arabic as an Additional Language


	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Younger students perform better than older students. They can read, understand and respond to simple and familiar Arabic texts. Students in the upper primary and secondary phases rely on English to help them to learn, and both teachers and students use English extensively in lessons.
- Students' listening and reading comprehension skills outperform their speaking and writing skills. This is due to limited opportunities to engage in meaningful oral discussions in Arabic, as well as their limited practice of creative writing skills in lessons and homework.
- Game-based learning platforms provide students with ongoing opportunities to assess their learning and reinforce key concepts from the lesson.

For Development:

- Ensure that students and teachers try to use only Arabic in lessons.
- Increase opportunities for students to participate in meaningful discussions in Arabic.
- Provide more opportunities for students to practise creative writing skills.

English




	Foundation Stage	Primary	Secondary
Attainment	Good 	Good	Good
Progress	Good	Good	Good

- From a low starting point in FS, most students make good progress in developing their language skills. These skills are developed progressively through the school, and, by Year 7, most students can articulate their thoughts and views with confidence.
- The department's ongoing emphasis on improving reading literacy has resulted in students' reading skills being well developed, enabling them to engage in a variety of activities. The provision of appropriate reading materials and well-resourced school libraries encourage a desire for reading.
- The school's focus on writing skills has resulted in many examples of richer vocabulary and improved writing, grammar and punctuation. The consistency in extending these skills is less developed in the lower primary classes.

For Development:

- Ensure greater consistency in teachers' approaches to the development of writing in lower primary classes.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Good 	Acceptable 	Acceptable
Progress	Good 	Good	Acceptable

- Most students attain expected curriculum standards. Progress is stronger in FS and Primary. New students are well supported through interventions to narrow gaps in their mathematical understanding.
- Students' understanding of number, shape, measure and data handling are developing equally because all areas are frequently visited. In Year 4, students can record temperatures accurately on a line graph. In Year 6, students can accurately plot items in four quadrants using positive and negative coordinates.
- Students are now provided with more problem-solving and investigative tasks. They are sometimes asked to explain and justify their mathematical thinking. However, it is often the more able students who answer these questions.

For Development:

- Improve attainment in the primary and secondary phases by ensuring that any gaps in students' knowledge are effectively addressed through focused interventions.
- Provide opportunities for all students to think through and explain their mathematical reasoning.

Science

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Good	Good	Good

- Students enjoy science and have positive attitudes. In FS, children observe bubbles emerging from a shell covered in vinegar and predict what might happen. In Year 3, students apply their scientific knowledge to their own lives as they investigate how different types of joints move.
- The scientific method is systematically incorporated and implemented across the school, enhancing students' skills and progress. Relevant scientific terminology is introduced, and teachers support students in its use. Older students can independently predict and test their hypotheses, record measurements and draw conclusions.
- The recent move to make science a more practical subject has been successful. However, a few teachers are not confident in letting students develop independent, enquiry-led learning.

For Development:

- Ensure that all teachers have the confidence to allow students to develop independent, enquiry-led learning.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

- Students have positive attitudes towards their learning and have trusting relationships with their teachers and fellow students. They enjoy learning activities, interact well with one another and increasingly take responsibility for their own learning.
- Students co-operate effectively and collaborate well in many learning tasks. Many can learn independently when they are given suitable opportunities. However, in some lessons, independent learning skills are not sufficiently developed.
- Teachers have increased the use of digital technology, which has been a positive feature in supporting students' learning. In some subjects, students extend their learning and engage in critical thinking and problem-solving. The development of these skills is inconsistent.

For Development:

- Ensure that the development of independent learning skills is an integral feature of all lessons.
- Enhance lessons to provide all students with increased opportunities for the development of critical thinking and problem-solving skills.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good ↑	Very good	Very good

- Children and students have positive attitudes towards learning and school. They are sensitive to the needs of others and show genuine concern for them. Relationships among students and with their teachers are respectful.
- Students demonstrate a secure understanding of safe and healthy living and make healthy food choices. Most are involved in sports activities and encourage others to do so.
- The school's behaviour management programmes are effective. Many students are self-disciplined. Punctuality has improved and attendance is good. Emirati students' attendance has improved.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students are respectful and appreciative of Islamic values. They are aware of the positive impact which these values have on the lives of most people in the UAE. They can explain how Dubai is a second home to people of different nationalities and different religions.
- Students are respectful of other cultures. They appreciate living together in peace and harmony within a multi-cultural, multi-national community. This experience improves their knowledge and understanding of world cultures and their own. Some cultural aspects are not consistently well understood in the lower phases.
- Students are aware of the UAE heritage. Most students can explain how the country has changed from small sheikdoms in the desert to a modern united nation, with modern buildings and sophisticated infrastructure.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good	Good	Good

- Students' responsibility is evident from events such as recycling campaigns. Various student initiated whole-school events have raised funds for charities and collected resources for the earthquake victims in Turkey and Syria.
- Innovation opportunities are available for students They show entrepreneurship during the annual market day.
- Students are sensitive to the needs of the environment. The eco-group discusses environmental campaigns. Students learn about the UN sustainability goals during their academic studies.

For Development:

- Improve students' cultural awareness by proving intercultural activities where students can compare their own culture with other cultures.
- Provide students with additional opportunities to participate in interschool environmental activities.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good ↑	Good ↑	Good

- Teachers consistently apply their subject knowledge and use a variety of teaching approaches. They plan purposeful lessons to promote good engagement in classroom activities. Learning environments are attractive. Teachers make effective use of a wide range of high-quality resources.
- Many teachers use probing questioning to check students' understanding. They encourage students to think for themselves and extend their learning. In mathematics, and in some other subjects, questioning is less developed. Many students do not have opportunities to explain or justify their answers.
- All teachers' planning documents contain details of differentiated challenges for students of differing abilities. However, in some lessons, this planned variation of challenge is not always realised in learning activities, and therefore teaching does not fully meet the needs of all students.

	Foundation Stage	Primary	Secondary
Assessment	Good ↑	Good ↑	Acceptable

- Leaders have introduced new internal assessment procedures. They are coherent and are being used more consistently. Teachers' own assessments are used well in FS. In all phases, internal assessment results are aligned to those of the National Agenda tests and provide valid measures of progress.
- The school benchmarks and analyses students' data against national standards. Leaders use the information to identify and address gaps in learning. Not all teachers use the data effectively when planning lessons, resulting in some students not having their learning needs met.
- The newly introduced marking policy is not consistently applied by all teachers. Some do not provide clear guidance to students about how they can improve their work. Students do not consistently reflect on their work, self-assess or make necessary corrections.


For Development:

- Ensure that teachers use questions which challenge students and which encourage them to reflect on, explain and justify their answers.
- Ensure that teachers share constructive feedback on next steps in learning.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- The curriculum gives an appropriate balance of knowledge and skills. Learning objectives are securely based on curriculum standards and ensure appropriate coverage of content. The secondary curriculum is in a developmental phase, due to small numbers of students.
- Students can apply their learning in most of their subjects. For example, students in Year 7 used mathematical skills during a science lesson to convert mass into weight. However, curriculum links are not as strong or consistent between other subjects.
- Following a recent curriculum review, the mathematics department introduced a range of competitive electronic applications that allow students to make better progress. Continuity and progression are not robust in Arabic as an additional language, because teaching does not always build on what students already know.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good 	Acceptable	Acceptable

- Overall, curriculum modifications remain variable and are more effective in FS. The FS framework is adapted and successfully meets the needs of all children, including those who have English as an additional language.
- The curriculum is enhanced through a range of extra-curricular activities on two days each week. There are clear links with Emirati culture and society. Such links are not consistently embedded across the school.
- Students are developing their enterprise skills through projects such as the car boot sale which they planned. They made and sold attractive sourdough dolls. However, opportunities for innovation are inconsistent across school.
- Children in FS1 and FS2 are taught Arabic for 30 minutes each week.

For Development:

- Foster the development of cross-curricular links, especially in the primary and secondary phases.
- Ensure that teachers modify the curriculum to meet the needs of all students, especially in the primary and secondary phases.
- Create stronger links with Emirati culture and the UAE society.

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

Foundation Stage	Primary	Secondary
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Health and safety, including arrangements for child protection / safeguarding

Very good

Very good

Very good

- The school has good procedures for the safeguarding of students, including child protection. The school provides a very safe and hygienic environment.
- All buildings and equipment are maintained to a high standard. The school's safety records are comprehensive, secure and detailed.
- The premises and facilities provide an environment that is well suited to the learning needs of all students. Healthy living is promoted across the school and permeates almost all aspects of school life.

Foundation Stage

Primary

Secondary

Care and support

Good

Good

Good

- The school's approach to promoting good attendance and punctuality is successful. Relationships between staff and students are respectful and friendly. Mutual trust and confidence are evident in their interactions.
- The school has rigorous systems for identifying students of determination and those with gifts and talents. They are catered for effectively in lessons and in extra-curricular activities. Teachers are committed to early identification, and they design specific interventions to support their progress.
- Students feel safe at school. They receive effective support when they have any concerns. Students' wellbeing is given a high priority and is monitored closely, alongside the provision for students of determination.

For Development:

- Enhance the school's approaches to promoting good attendance.

Inclusion of students of determination

Provision and outcomes for students of determination

Good ↑

- The school's governors, inclusion team and teachers promote an inclusive ethos across the whole school. They respond to the diverse needs of all students and take responsibility for their learning and progress as an integral part of their inclusion provision.

- The inclusion team makes effective use of assessment tools, identifying accurately all students of determination and developing appropriate interventions. The school identifies the range of barriers to learning experienced by students, in line with KHDA categories.
- The school keeps parents well informed of their children's progress through effective formal and informal reporting, including personalised feedback. Parents and students are involved in the development and review of individual education plans (IEPs), which are sharply focused on students' needs.
- Provision is modified according to need, thus ensuring relevant and meaningful learning opportunities for students of determination. Curriculum modifications promote independent learning skills and ensure that additional interventions assist students' personal and social development. Differentiated support is not strong in Arabic lessons.
- Teaching, which is well informed by assessment, leads to appropriate progress. Students display good behaviour, positive attitudes and are developing independence. There is inconsistency in teachers' feedback on written work.

For Development:

- Appoint Arabic speaking support assistants to support differentiation in Arabic lessons.
 - Ensure that there is greater consistency in teachers' written feedback to students, including next steps in learning.
-

6. Leadership and management

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

- The senior leadership team works effectively and cohesively to provide a strong sense of direction. Leaders set a compelling vision and are committed to further improvement. They ensure that inclusion, wellbeing and academic achievement are the cornerstones of the school. The distribution of middle leadership roles contributes to a strong sense of common purpose. However, not all new leaders have the necessary skills, confidence or time to be successful in their leadership roles.
- Rigorous self-evaluation procedures provide school leaders with an accurate picture of the school's overall performance. This information, together with the analysis of assessment information, guides the school's improvement planning, which clearly identifies the key priorities. Insufficient account is taken of the impact of initiatives on learning. The regular monitoring of teachers identifies areas for individual development. There is ample capacity to support the continuing improvement of the school.
- Parents speak highly of this caring, inclusive school. They appreciate the visibility and accessibility of senior leaders and other members of staff. They value the school's regular communications and are increasingly well informed about their children's academic progress and personal development. Parents feel that their children are safe and their wellbeing valued. They make worthwhile contributions to the life of the school.
- The newly formed governing body understands its roles and responsibilities for holding leaders to account and for being an effective critical friend. Through regular visits, discussions and analysis of the school's assessment information, governors have a better understanding of the school's performance. They support leaders in pursuing national agenda targets. Governors have ensured that additional resources, staffing and facilities are provided to improve the quality of provision.
- The school operates efficiently and effectively on a day-to-day basis. Teachers are appropriately qualified and benefit from a wide range of training opportunities. Libraries in FS and Primary are well stocked and provide a welcoming environment for research and reading. The school premises and classrooms are conducive to teaching and learning. They include extensive high-quality areas for physical education and sport.

For Development:

- Ensure that all middle leaders receive adequate levels of leadership training.
- Enhance self-evaluation processes by including the impact on learning of all initiatives.

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