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المعرفة Knowledge



HORIZONS ENGLISH SCHOOL L.L.C

UK CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



OUTSTANDING

WELLBEING



OUTSTANDING

NATIONAL AGENDA PARAMETER



OUTSTANDING

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Wasl
	Opening year of school	1989
	Website	www.horizonschooldubai.com
	Telephone	97143422891
	Principal	Nicholas William Hart
	Principal - date appointed	8/17/2023
	Language of instruction	English
	Inspection dates	06 to 10 November 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 11
	Grades or year groups	FS1 to Year 6
	Number of students on roll	1301
	Number of Emirati students	41
	Number of students of determination	117
	Largest nationality group of students	UK



TEACHERS

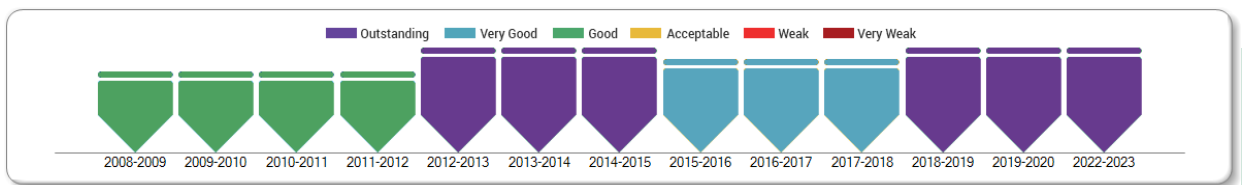
	Number of teachers	86
	Largest nationality group of teachers	British
	Number of teaching assistants	45
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	UK
	External Curriculum Examinations	GL Tests
	Accreditation	BSME

School Journey for HORIZONS ENGLISH SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

Students' Outcomes

- Students' attainment and progress are outstanding at both phases in English, mathematics and science. These aspects are good or very good in Islamic Education and Arabic. In the Foundation Stage (FS), children make rapid progress in number. In English, some high-attaining students in the late primary are reaching standards normally achieved in the early years of secondary education. Learning skills are well developed.
- Students' personal and social skills are exemplary. Their knowledge and understanding of Islamic values are very well developed. They can link these values to everyday life. Students' understanding of Emirati culture is also very well developed. In FS, children show notable understanding of environmental issues. Overall, students demonstrate outstanding environmental awareness and social responsibility.

Provision For learners

- The quality of teaching is of the highest standard across the school. A particular strength is the way in which teachers tailor their explanations and questioning to the needs of different groups within lessons. They assess the progress of individual students very effectively and use the results well. Lessons in FS are pitched at the appropriate level for young learners.
- The lesson content in FS and in all years in the primary phase is very well aligned to the school's chosen curriculum requirements. The experiences of learners are enhanced in a variety of effective ways. Teachers achieve a good degree of success in highlighting connections between subjects and in linking students' learning to the world outside the school.
- Staff pay appropriate attention to protecting and promoting the health and safety of all in the school. They are highly successful in this regard. A nurturing and caring ethos has been established in which children and students can grow and flourish. Academic and personal and social skills develop side by side. There is a palpable sense of wellbeing among staff and students.

Leadership and management

- The new principal is contributing effectively to the already high quality of leadership at all levels of the school. All staff participate in accurate school self-evaluation and are committed, with much success, to implementing improvements. Partnerships with parents and others are very positive. Governors hold leaders to account in a very rigorous but supportive manner and ensure that resources and facilities are of high quality.

Highlights of the school:

- Students' outcomes in English, mathematics and science in FS and in the primary phase.
- The community ethos and caring culture which permeate the school and lead to a high level of wellbeing.
- The quality of provision and outcomes in FS.
- A skilfully taught curriculum which ensures seamless transition between phases.
- Strong leadership at all levels, very positive contributions to the school's work from teachers and other staff, and strong support and challenge from governors.

Key recommendations:








- In Islamic education and Arabic raise teachers' expectations to improve attainment and accelerate students' progress.
- Ensure the curriculum in Islamic Education and Arabic are fully compliant with MoE expectations.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Good
	Progress	Not applicable	Good
 Arabic as a First Language	Attainment	Not applicable	Good
	Progress	Not applicable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good
	Progress	Not applicable	Very good
 Language of instruction	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
 English	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
		Foundation Stage	Primary
Learning skills		Outstanding	Outstanding

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding

04 CURRICULUM

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter (NAP) targets.



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Good

- The school exceeded its Progress in International Reading Literacy Study (PIRLS) target, with an overall score well over 600. There were no Emirati students in that cohort. In National Agenda Parameter (NAP) assessments, the school achieved outstanding outcomes in English, mathematics and science. In general, outcomes for Emirati students are good in English and mathematics, and very good in science. English and mathematics results improved from acceptable to good, indicating that the strategies put in place are being successful in raising standards.

C. Leadership: International and Emirati Achievement	Outstanding	
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Good

- Leaders analyse assessment data rigorously to identify gaps in students' learning. Interventions are thoroughly monitored. The results of reading tests show that, overall, reading literacy is very good. The reading skills of the small number of Emirati students are not fully developed. Targeted professional training for teachers, and precise planning which addresses weaknesses, have led to improvements.

Overall school standards in the National Agenda Parameter are outstanding.

For Development:

- Raise standards of reading literacy for Emirati students and for other groups where necessary.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders' and students' wellbeing, agency and experiences. An evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcome is at an outstanding level

- The school's inspiring vision informs a flourishing school community in which students, staff and parents thrive in active partnership. All involved contribute highly effectively to their own and others' wellbeing. Leaders gather data on stakeholders' wellbeing from a range of formal and informal surveys, and from information on academic and personal development. Their analyses inform highly innovative and responsive planning for improvement. As a result, responsibility for continued improvement, while guided by visionary school leadership, is a communally shared endeavour.
- Student leadership, parental contributions and staff inputs all typify a collective contribution to the exceptional effectiveness of the school's wellbeing initiatives. All-round care for students and staff ensures that full account is taken of all aspects of their wellbeing. School leaders have identified and adopted well researched and internationally validated frameworks that support physical, social, emotional and psychological wellbeing. Students and staff actively use well- understood strategies to help to manage their own individual wellbeing.
- The wellbeing curriculum is exceptionally well planned. It supports progression in students' impressive knowledge and understanding of what wellbeing is, and how to maximise their own and others' wellbeing. Events and activities, such as 'Global Be Well' days, often address student-identified themes and concerns. Students' contributions and leadership support learning on a wide range of topics, such as the importance of sleep and the effects of social media. Online safety is generally addressed well and is a continuing priority.

For Development:

- Ensure that all students, especially in Years 5 and 6, demonstrate understanding of how they can stay safe when online.

UAE social studies and Moral Education

- Moral, social and cultural studies (MSCS) is taught throughout the school. In FS and Year 1, MSCS is founded on the National Curriculum for England (NCfE) guidance for personal, social and health education (PSHE). In FS, children develop their understanding of a range of topics including the nature of cultural diversity. In Year 1, MSCS extends to awareness days and assemblies supporting the curriculum and includes coverage of the UAE.
- From Year 2 to 6, MSCS is taught for one lesson per week. The objectives of the Ministry of Education (MoE) are combined with the PSHE scheme. As a result, the coverage is broad and deep. Lessons incorporate discussion and everyday applications, and role playing. Topics include self-respect and maintaining healthy relationships. The geography and history of the UAE are given appropriate attention. As with other subjects, students' progress is monitored closely.

Arabic in Early Years

- Arabic is taught in FS2. Arab children attend for two hours each week and non-Arabs for one hour. In FS2, children learn the initial letters and sounds. Topics include colours, animals and basic greetings. In Year 1, Arabic is offered for three hours each week, with first and additional language learners taught separately. Classrooms are visually stimulating, with Arabic print, images and labels. Good resources help children to develop language skills. Teachers implement a variety of teaching and assessment strategies appropriate to these age groups. In FS2, teachers assess children's ability to recognise, pronounce and blend Arabic sounds.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- Students' achievement in lessons aligns well with internal assessment data. Students' work samples show secure knowledge and understanding of all areas of the curriculum. However, students' skills in memorising the Holy Qur'an are inconsistent.
- Students demonstrate secure knowledge of the key tenets of Islamic faith, such as the pillars of Islam, Iman and the day of judgment. They understand the importance of values such as respecting parents and volunteering.
- The implementation of collaborative work and learning stations motivates students and keeps them engaged for most of the time in class. However, they rarely use resources to find answers or to reference citations to validate their responses.

For Development:

- Ensure consistency in students' memorisation of required verses of the Holy Qur'an.
- Improve students' use of resources to support their responses.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- Students' attainment levels during lessons matches the results of external assessments. A majority achieve levels above curriculum standards.
- Students' listening skills are very strong. Their grammatical skills improve progressively, and they plan their writing to include key vocabulary. However, accuracy in writing is not always consistent. Students are able to highlight key features of texts, but their analytical skills are less evident.
- Effective use of a phonics programme in the lower grades is having a positive impact on students' literacy skills. Students are not given enough opportunities to extend their speaking and presentation skills, and this slows progress in lessons.

For Development:

- Ensure that all teachers have the highest expectations of what students can achieve and plan to improve students' analytical skills.
- Improve students' speaking and presentation skills.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Very good

- Students' attainment during lessons matches their attainment in external assessments. Their progress is in line with internal progress data. A large majority make better than expected progress.
- Students acquire a wide range of vocabulary which they use to make long sentences in writing and orally. However, their reliance on scaffolding slows sentence construction. As a result, conversation skills are limited.
- The implementation of a phonics programme has supported students in improving their literacy skills, especially for beginners. Students' ability to follow their teachers' directions in Arabic is inconsistent.

For Development:

- Improve students' conversation and listening comprehension skills.
- Develop students' proficiency to be independent of the use of scaffolds.

ENGLISH

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Children and students make rapid progress and acquire high levels of attainment in both phases. Progress in the primary phase builds very effectively on gains made in FS. In almost all aspects, most perform above the expected curriculum levels.
- Reading is a strength, and almost all students can understand age-related texts. In the upper primary, high-attaining students are working at well above expected levels in writing. Neat presentation of work and the quality of handwriting are less consistent.
- Strategies to improve spelling and reading further are having a positive impact. Speaking skills develop well, and by Year 6 students are confident speakers who can debate and express opinions.

For Development:

- Strengthen presentation and handwriting skills.

MATHEMATICS

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Students' progress in Primary builds on the positive start made in FS and continues rapidly throughout the phase. This rate of progress leads to very high attainment that is confirmed by internal and external assessments.
- In FS, children's secure understanding of numbers develops smoothly. Skills in calculation increase progressively through the primary phase, embracing such aspects as common factors and multiples. By Year 6, students perform very well in challenging problems, for example dividing mixed numbers by other fractions.
- The school has successfully focused on developing students' reasoning skills by ensuring that learning activities are appropriately challenging. However, opportunities for students to explore mathematical concepts independently are limited.

For Development:

- Provide more opportunities for students to explore mathematical concepts independently.

SCIENCE

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Internal and external assessments and students' work in lessons confirm that students make rapid progress from FS1 to Year 6. As a result, levels of attainment are very high.
- In FS2, children can explain the difference between a solid and a liquid. They know that some changes can be reversed, such as ice to water and back to ice. They learn to predict and to observe.
- The focus on developing scientific skills has been successful, particularly in the upper years of Primary. By the time students reach Year 6, they can independently plan scientific enquiries, take measurements and draw conclusions using the evidence collected.

For Development:

- Provide more activities for students in Years 1 and 2 to explore concepts and plan enquiries.

LEARNING SKILLS

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Across both phases, students engage in activities with little prompting. They are thoughtful and industrious. When required, they collaborate and discuss tasks in a mature manner. In FS, children excel in play-based activities, taking responsibility for their learning and demonstrating strong communication and collaboration skills.
- Students are good at seeking out answers independently from a range of resources. They apply critical thinking techniques well, and are very good at problem-solving activities, particularly in science and mathematics.
- Students use technology very effectively. They respond very well when given opportunities to make connections in their learning between subjects and to the world outside school.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Students demonstrate resilience, a very strong sense of personal responsibility and a very good work ethic. They help one another and use feedback and guidance given to them to improve. Students play leading roles in creating a positive school culture. Children in FS show great responsibility and community spirit.
- Students show excellent attitudes to learning and to others. Their behaviour is exemplary. They feel safe, valued and supported, and this leads to strong relationships with other students and staff.
- Students have a strong and successful commitment to adopting a safe and healthy lifestyle. They willingly engage in the multitude of sports opportunities offered before and after school and understand nutrition and healthy eating. Attendance rates are very high.

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

- In both phases, students have an excellent understanding and appreciation of Islamic values. Students in Primary can link these values to being a good citizen in the UAE. They appreciate the values of tolerance, charity and empathy.
- Emirati heritage and culture are understood and appreciated by students, who recognise their relevance to those who live in the UAE. They enthusiastically sing the UAE national anthem every day. In FS, children have a very good knowledge of such aspects as the Spice Souq and traditional dress.
- Students fully appreciate and celebrate the diverse nature of the school community. They are proud and knowledgeable about their own cultures and heritage and have a strong awareness and understanding of world cultures.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Across the school, students understand their roles and responsibilities as members of the school and wider communities. They make a strong contribution to the community spirit in the school. They are proactive and responsible citizens, with a strong work ethic.
- Students often take the initiative and plan innovative projects. For example, the student council has suggested reducing traffic congestion by encouraging students to walk to school or to take public transport. They organise beach clean-ups and other community-based activities.
- Students' excellent environmental awareness is evident. Many are eager participants in the Green Team and in a multitude of other projects. In FS, children demonstrate a high level of awareness of why it is important to take care of the planet.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- In almost all lessons, teaching leads to very effective learning. In both phases, the planning of learning activities takes account of students’ assessment results. These plans are almost always implemented to meet the needs of different groups very effectively.
- In FS, teachers expertly apply their knowledge to ensure that children are active and fully engaged. High-quality teaching in the primary phase prompts helpful dialogue and promotes critical thinking.
- Staff have worked very successfully to challenge higher-attaining students with more demanding work. The school is in the process of extending this challenge to all students.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding

- Internal assessment processes are consistent across both phases and very well aligned to the curriculum standards. Leaders use external data very effectively to benchmark students’ achievement against national and international standards.
- Teachers monitor students’ progress over time very carefully and act promptly to rectify gaps in their learning. Ongoing checks on students’ learning in lessons is a strength of the school. Through helpful feedback and self- and peer-assessment, students know how to improve their work.
- In FS, the assessment approach has been significantly enhanced and refined to improve the monitoring of children's progress and learning outcomes.

04 CURRICULUM

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- In both phases, the curriculum is sufficiently broad and balanced and fully compliant with NCfE and MoE requirements. There is a clear structure for progression in skills and knowledge as students move through to Year 6.
- In FS, children benefit from innovative and creative activities. There are strong links between the content of subjects. In the primary phase, such links are evident and growing.
- The curriculum is routinely reviewed to ensure that themes reflect students’ interests. The provision of Islamic Education has been improved to ensure that it meets MoE requirements.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- Leaders have adapted the curriculum skilfully in both phases to meet the needs of all groups. In both phases, the curriculum reinforces literacy, numeracy, personal development and social skills.
- Curricular and extra-curricular activities provide enriching experiences for groups and individuals. Leaders expertly personalise programmes, enabling students to develop their gifts and talents and follow their passions. Enrichment activities are responsive to students’ views and are often led by students.
- Expanding cross-curricular links from moral and social education contribute importantly to students’ knowledge and understanding of Emirati culture and society. Occasionally, opportunities to make links between schoolwork and the world outside school are missed.

For Development:

- Exploit all opportunities that arise to consolidate students’ learning by making links with the wider world.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school implements arrangements for child protection and safeguarding very successfully. A strong team ensures a comprehensive and very effective approach to identifying students in need and to taking appropriate action. Support for families is a priority.
- The school premises, facilities and equipment are rigorously maintained, regularly checked for safety issues and carefully documented. Effective incident management and regular audits sustain safety measures. Staff prudently assess all risks associated with resources, facilities and transport.
- Students receive life skills education that includes digital safety, anti-bullying and nutrition. The school promotes active lifestyles very effectively and hosts clubs and activities for students and parents, focused on their wellbeing.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- In both phases, exemplary relationship between students and staff are based on mutual respect and co-operative engagement. High-quality learning experiences motivate students to have outstanding attendance and punctuality. Staff investigate and successfully address rare occurrences of misbehaviour, regarding them as indicators of unmet needs.
- Staff have broadened their use of diagnostic assessments, leading to highly accurate identification of barriers to learning. Students with gifts and talents are also identified. Personalised learning experiences support the progress of all groups of students.
- Staff monitor the wellbeing and personal development of all students very effectively. They constantly adapt programmes and themed events to support students' self-management of their own health and wellbeing. Key staff are well known and easily accessible. They ensure that students have access to additional support and guidance when needed.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Outstanding
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- The school's exceptionally strong ethos of inclusion is underpinned by expert leadership, and openness to enrolment. There is a strong commitment to professional training for teachers in order to meet ever-widening categories of need. Well-informed governance offers highly effective support and challenge.
- Comprehensive approaches ensure early alerts to class teachers, parents and students themselves, with appropriate referral pathways. Teachers use a wide range of diagnostic assessments of barriers to learning. These assessments facilitate earlier intervention aimed at improving students' engagement, independence and collaboration.
- Parents find school communications prompt and responsive. Reports are highly detailed. Staff effectively engage parents in every stage of their children's education, including contributing to their individual education plans (IEPs). Parents value the school's detailed and practical support and attention to their perspective.
- Purposeful child-centred learning manifests itself in all-inclusive education contexts, especially in the 'New Horizons' education pathways. This provision is outstandingly effective in preparing students for the next stage of their education. Class teachers' support almost always provides effective challenge and support for all learners.
- Staff regularly collect and analyse comprehensive data on students' progress in key subjects. They use the results to inform interventions and adaptations. Most students of determination make outstanding progress in their learning across the key subjects and in their personal development.

For Development:

- Create further innovative contexts for students of determination to develop their capacity for independent and collaborative learning.

06 LEADERSHIP AND MANAGEMENT

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

- The new principal has fitted in seamlessly to the well-established and very effective senior leadership team. Collaboration amongst senior and middle leaders is strong. This teamwork successfully drives the school's work in maintaining the highest standards and implementing improvements. Leaders have not only maintained high academic standards but have created a strong community culture and a very positive ethos of care and wellbeing. Knowledge about educational best practice is widespread at all levels.
- School self-evaluation involves all stakeholders and employs a wide range of approaches. Leaders and members of staff analyse attainment data very rigorously and use the findings to improve the curriculum and teaching. Senior and middle leaders evaluate lessons in an objective and supportive manner, with a clear focus on students' progress. The process of planning for improvement has seen outstanding outcomes maintained in English, mathematics and science.
- Parents respond positively to many opportunities to contribute to the life and work of the school. They engage in such activities as helping young children to read, giving talks, and attending events and workshops. They benefit from various two-way information channels. Reports on their children's progress are very helpful, as are well-organised parents' meetings. The school benefits from national and international partnerships. Community links are widespread and increasing.
- Representation on the governing board is wide and growing. The school is in the process of appointing a staff member. The head boy and head girl attend meetings when appropriate. There are representatives of the parents. Various educationists ensure that the board fully understands best practice in teaching and school leadership. Overall, the board is highly influential on the school's work. It exercises accountability very effectively in a supportive manner.
- Staff ensure that the day-to-day operation of the school proceeds smoothly. The school is well staffed with sufficient suitably qualified staff who are deployed effectively. There is a high degree of expertise at all levels. Recent additions include a therapist. The high-quality premises have been enhanced with a new block for science and technology. Another block is under construction. Resources are plentiful.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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