



المعرفة Knowledge



THE CENTRAL SCHOOL

INDIAN CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



ACCEPTABLE

WELLBEING



GOOD

NATIONAL AGENDA PARAMETER



ACCEPTABLE

CONTENTS

SCHOOL INFORMATION.....	3
SUMMARY OF INSPECTION FINDINGS 2023-202.....	4
OVERALL SCHOOL PERFORMANCE.....	6
Focus Areas.....	8
Main Inspection Report.....	11
WHAT HAPPENS NEXT?.....	21



SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Nahda
	Opening year of school	1981
	Website	www.centraldxb.com
	Telephone	97142674433
	Principal	SYED ALI HAIDER RIZVI
	Principal - date appointed	8/22/2023
	Language of instruction	English
	Inspection dates	09 to 13 October 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	3552
	Number of Emirati students	0
	Number of students of determination	325
	Largest nationality group of students	Indian



TEACHERS

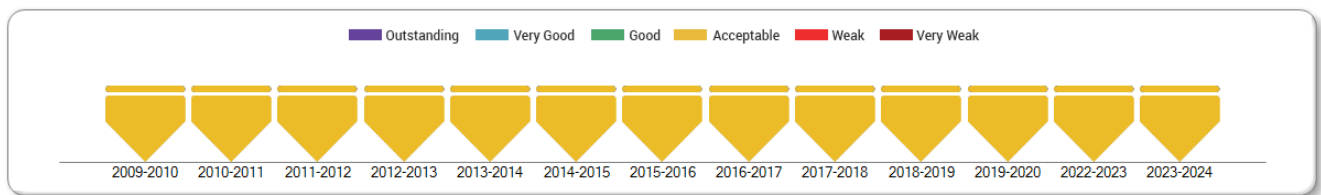
	Number of teachers	209
	Largest nationality group of teachers	INDIAN
	Number of teaching assistants	8
	Number of guidance counsellors	4



CURRICULUM

	curriculum	Indian
	External Curriculum Examinations	CBSE
	Accreditation	KHDA

School Journey for THE CENTRAL SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students' generally good performance in Islamic Education and English has been maintained. Senior leaders continue to strive for improvements in other subjects, where standards are starting to rise slowly. Some subject leaders are very new and have not had time to make an impact on students' attainment and progress.
- Students' personal and social development are a strength. They take pride in their school. They have a strong understanding and appreciation of Islamic values such as honesty and tolerance. Their social responsibility and innovation skills are well developed.

Provision For learners

- Teaching is solidly good in Secondary and in English. It is occasionally weak in Arabic. Assessment of children's achievements in Kindergarten (KG) remains good and ensures that children have the experiences that help them to learn. Across the rest of the school, the tasks provided for students are not consistently well matched to their abilities.
- In KG, the curriculum is well considered and gives children good opportunities to learn independently. In Secondary, an appropriate range of subjects enables students to follow their academic and personal interests. The school has begun to match its curriculum against the new Indian National Curriculum 2023.
- Senior leaders ensure that the school is a safe and clean place in which to learn. They place a strong emphasis on care and support for students. Parents send their children to school, secure in the knowledge that they will receive good care.

Leadership and management

- The principal has a clear vision for improvement. He has gathered a new team of senior leaders who are beginning to have a positive impact on the school systems. Lessons are monitored regularly to check for quality, but some middle leaders are too generous in their evaluations. School improvement planning in key subjects does not focus clearly enough on the academic performance expected by students in each grade.

Highlights of the school:

- The clear vision and direction set by the principal, and the school’s strong relationships with parents.
- The good standard of teaching in the secondary phase.
- Students’ very strong personal development and their wellbeing.
- The effective provision for the care and support of students.

Key recommendations:

- Ensure that the school curriculum fully matches the expectations of the Indian National Curriculum Framework 2023.
- Improve teaching, particularly in Arabic.
- Train all leaders to make accurate evaluations of the impact of teaching on students’ progress.
- Ensure that school self-evaluation is more realistic, and that school improvement planning contains measurable targets and regular review of progress.











OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Weak ↓
	Progress	Not applicable	Acceptable	Acceptable	Weak ↓
 English	Attainment	Good	Good	Acceptable	Good
	Progress	Good	Good	Acceptable	Good
 Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↓
	Progress	Acceptable	Acceptable	Acceptable	Good

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Acceptable	Good

02 Students' personal and social development, and their innovation skills

	KG	Primary	Middle	Secondary
Personal development	Very good	Very good	Very good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Outstanding
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

03 Teaching and assessment

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

04 Curriculum

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

05 The protection, care, guidance and support of students

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

06 Leadership and management

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

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

Focus Areas

National Agenda Parameter

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 targets.



A. Registration Requirements	Met fully	
-------------------------------------	------------------	--

Whole school	Emirati cohort
---------------------	-----------------------

B. International and Benchmark Achievement	Good	Not applicable
---	-------------	-----------------------

- In the Progress in International Reading Literacy Study (PIRLS) 2021, students' scores declined from the 2016 level, and did not reach the targets set for the school. However, the school's score of 500 is within the intermediate international benchmark.

C. Leadership: International and Emirati Achievement	Acceptable	
---	-------------------	--

- The school's National Agenda action plan has appropriate time frames, success criteria and responsibilities. It includes a focus on areas such as awareness among stakeholders, the use of assessment data in curriculum modification and teaching, and the impact on learning. School leaders analyse the available data to modify the curriculum. They ensure that most teachers make use of the data analyses in lesson planning and teaching. There is some positive impact in lessons.

Whole school	Emirati cohort
---------------------	-----------------------

D. Teaching and Learning: Improving reading literacy	Acceptable	Not applicable
---	-------------------	-----------------------

- The most recent external assessment data show that students' reading literacy skills are in line with age-related expectations. Leaders have planned and implemented interventions in all subjects to improve students' reading across the curriculum.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Increase students' reading literacy skills in all phases.

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 Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a good level.

- The school's vision and mission support wellbeing. The principal inspires the wellbeing agenda. He has a vision for a happy school where everyone thrives. He ensures that leaders prioritise students' wellbeing. The student ambassadors value the principal's approachability and warmth. Reminders of how to maintain good mental health are displayed around the school. Assemblies in all phases focus on wellbeing and shared values.
- Student ambassadors and counsellors work alongside parents and teachers to develop wellbeing. Stakeholders' views are used to inform the wellbeing action plan and to determine next steps. There are well-developed informal methods to collect the views of members of staff and students, but the systematic review of the impact of wellbeing initiatives is underdeveloped.
- Parents are happy with the school's communications. They are becoming more aware of the effect of good wellbeing on their children's learning. In lessons, students now do daily breathing exercises to support calmness and to focus their thoughts. Students talk about the benefits to their mental and physical health. The school community is constantly nurtured. There is a high degree of positivity in the school. Teachers check on students' wellbeing during lessons. The importance of good physical and mental health is uppermost in students' minds.

For Development:

- Ensure that action plans measure the impact of initiatives and incorporate the most successful into the school's wellbeing policy.

UAE social studies and Moral Education

- The school bases all moral, social and cultural studies (MSCS) teaching on the Ministry of Education (MoE) curriculum. In the primary phase, the school integrates MSCS with Indian social science. In the middle phase and in Grades 9 and 10, one period per week is allocated. In Grade 10 and Grade 11, a project-based learning approach is adopted. Students receive 60 minutes teaching time each week as MSCS is woven into the wider curriculum.
- Teachers use students' presentations and projects as assessment tools to judge their progress and understanding. Parents' involvement in teaching and learning of MSCS is noteworthy. In addition, parents give constructive feedback on home assignments and projects. Guest speakers give talks on entrepreneurship.

Arabic in Early Years

- Arabic is not offered in KG.



Main Inspection Report

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- In lessons and in students' recent work, a majority of students demonstrate knowledge, skills and understanding of Islamic concepts and beliefs that are above curriculum expectations. There are no significant differences in achievement between boys and girls.
- Students in Primary are making considerable gains in Seerah, Islamic values and etiquette. In the middle phase, students' understanding of principles of worship is stronger than that of the Holy Qur'an and Hadith. In Secondary, students can discuss the Muslim's rights towards his brothers.
- Students, particularly in the upper grades, understand how they can apply their knowledge of Islamic principles to contemporary issues. Their skills in recitation and memorisation of the Holy Qur'an remain insecure in all phases.

For Development:

- Place increased focus on the improvement of skills of memorisation and recitation of the Holy Qur'an across the school.
- Ensure that students link all areas of learning of the subject to the Holy Qur'an, the Hadith and Seerah.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In lessons and in written work, most students show expected achievement in the primary and middle phases, but below in the secondary phase. This does not match the school's internal data which show that students in all phases make progress above curriculum expectations.
- In the primary and middle phases, students demonstrate adequate listening and reading skills, although they are developing at a slow pace. There are weaknesses in all four language skills in the secondary phase. Attainment in extended writing is still below the expected levels for all students.
- Students in lower grades make acceptable progress in most aspects of the language. In all phases, students' creative writing skills and speaking are underdeveloped, due to lack of consistent practice and low expectations.

For Development:

- Ensure that lessons are planned and delivered with differentiated learning objectives that are linked to the relevant curriculum standard.
- Raise teacher's expectations in order to develop the weaker linguistic skills of students' speaking and writing in Arabic.
- Teaching to the curriculum expectations based on the number of years of studying Arabic as an additional language.
- Develop teacher training on how to teach Arabic to non-native speakers

ENGLISH

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

- The achievement of students in internal assessments has been consistently high in KG, Primary and Secondary. The Central Board of Secondary Education (CBSE) results at Grades 10 and 12 indicate that a large majority of students attain high standards in their language skills.
- Students' speaking is well developed. Children in KG can use their phonic skills to tackle unknown words. Primary students apply their reading skills to answer direct questions. They write in simple paragraphs. Students in the secondary phase make meaningful inferences from texts.
- The attainment and progress of students in the middle phase continue to be at the expected level. Students' reading comprehension skills and independent writing skills are not consistently developed. They have few opportunities to extend their reading beyond the passages in their textbooks.

For Development:

- Plan for all students to experience a wider range of books and reading material beyond textbooks.
- Provide opportunities for students to write at length using appropriate vocabulary and expression, especially in the primary and middle phases.

MATHEMATICS

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

- Children in KG make a strong and confident start with their number skills. This good progress continues in the primary phase. Progress slows in Middle and Secondary because, at times, teachers follow lesson plans too closely.
- In the best lessons, teachers use their good subject knowledge confidently to capture students' interests. Students tackle word problems successfully in every lesson. They always start with a higher-order thinking question to improve attainment.
- The introduction of improved support in mathematics and better focus on the mathematical demands of tests is beginning to improve students' progress across the school. However, outcomes are restricted by inconsistent planning.

For Development:

- Improve students' progress by adapting teaching so that different ability groups are challenged and learn well.

SCIENCE

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

- Students' external assessment data are more in line with outcomes in lessons in upper grades than in lower grades. In Primary, students perform slightly better than in Middle and Secondary. The most recent CBSE examinations show that students in Secondary attain in line with expectations.
- Across the school, students learn new concepts through group work that does not always develop their independent learning skills. Students' progress is often hindered by the slow pace of the lesson or the limited focus on the development of scientific skills.
- Students' practical skills in the classroom and in the science laboratories are not well enough developed.

For Development:

- Give students more practical experience.
- Increase students' performance in CBSE examinations.

LEARNING SKILLS

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Acceptable	Good

- In KG and in the secondary phase, students collaborate effectively, enjoy lessons and take responsibility for their learning. Elsewhere, students have fewer opportunities to work together on activities. They become less active in their learning.
- Students generally enjoy their lessons. They take responsibility for organising themselves and for their learning. At times, they think deeply about issues and concepts. Their communication skills are generally well developed. In the main, they are confident and articulate.
- Students make clear connections to the world beyond school. This is more marked in KG and in the secondary phase. Enquiry and research skills are underdeveloped.

For Development:

- Improve students' active involvement in learning by providing opportunities for collaboration during lessons.

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

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

- Most students demonstrate excellent attitudes to learning. They enjoy coming to school. They are self-disciplined and respectful towards adults and other students. In KG, they show very positive and responsible attitudes towards learning and school.
- Students' relationships with others are excellent. These relationships are built on mutual trust and respect. They are sensitive to the needs and differences of others, and regularly help in lessons and during breaks. Bullying in school is rare.
- Students are fully aware of how to follow a healthy lifestyle, both physically and mentally. They take part in a variety of physical exercises and wellness activities across all phases. They generally eat healthy food. Students are punctual to lessons. The attendance rate is good in all phases.

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

- Students are strongly aware of Islamic values. They understand how these values impact upon the lives of all people living in the UAE. They show considerable respect for and appreciation of many of these values.
- Students demonstrate a sound understanding of Emirati culture. They can describe life in the UAE in the past and how it has evolved over time. They can give details about the UAE, its history, economy and leaders. They celebrate the main Emirati events.
- Students are very proud of their own cultures. They demonstrate a deep awareness and appreciation of other cultures around them. They can give details about traditional food and dress in a variety of countries.

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

- Wellbeing ambassadors enthusiastically support fellow students across the school community. Students organise and participate in charitable activities in the locality and also support an orphanage overseas.
- In KG and Primary, children and students are involved in developing class gardens and in recycling materials. They have a positive work ethic. Some show their innovation through participation in initiatives such as "marketing day" and robotics activities.
- Students design and maintain flower beds at the school entrance. They use recycled water from the air conditioning units to water the flowers. Senior students are involved in the Model United Nations. They have organised and participated in a climate conference in the school.

For Development:

- Ensure that more students in the primary phase have opportunities to be involved in innovative projects.

03 TEACHING AND ASSESSMENT

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

- A few instances of strong teaching occur in every phase. Teaching in Secondary is more consistently effective in supporting students to make better progress. Teaching in English is of a similar even quality. In Arabic, teaching is occasionally weak.
- In the best lessons, teachers use explanations and questions effectively to check that students have understood new concepts. They adapt their teaching appropriately and reinforce their explanations so that students of all abilities understand.
- Teachers often expect students to copy complex learning objectives into workbooks. They sometimes assume that students understand new concepts or new terminology, and do not clarify them explicitly.

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Acceptable	Acceptable

- Teachers benchmark students' outcomes against appropriate international assessments. They use adequate systems to collect and analyse information from internal and external assessments. Leaders use these analyses to monitor the progress of individuals and groups of students. The processes provide appropriate measures of students' progress.
- School leaders use the data analyses to modify the curriculum and to influence teaching. Teachers use the information to provide different levels of challenge in lessons, but not to personalise learning to fill gaps in knowledge. In KG, teachers use assessment outcomes to realign the curriculum where it does not meet children's needs.
- Teachers know their students well. However, their written feedback to students is variable in quality. It does not always provide information about next steps in learning.

For Development:

- Adapt teaching where necessary to ensure that students of all abilities understand important concepts or knowledge.
- Make better use of assessment data to personalise learning.
- Ensure that the written feedback given to students indicates what they need to do to improve.

04 CURRICULUM

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

- The curriculum incorporates a balanced approach towards academic development and personal wellbeing. It continues to focus on building students' knowledge along with some elements of competencies. The expectations of the Indian National Curriculum Framework 2023 are not firmly embedded in all subjects.
- Most lessons encourage the transfer of learning from one area to another and the establishment of connections with everyday life. Regular curriculum reviews identify learning gaps. This helps to support most students' needs, including those of students of determination.
- Curriculum modifications through differentiation, and some curricular choices, encourage students' productive engagement in lessons. However, they are not consistent in all phases.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Good

- The curriculum is adapted to meet the learning needs of most groups of students. It is particularly effective in the secondary phase. Planned tasks for the more able, and for those with gifts and talents, are not always challenging enough to meet their needs.
- Links to Emirati culture and UAE society are well integrated into various aspects of the curriculum. Students develop appropriate knowledge and appreciation of the heritage of the UAE and connect their learning to their lives in Dubai.
- Activities led by students and opportunities for innovation, entrepreneurship and social work are available. Not all students are consistently involved.

For Development:

- Enhance provision to challenge the more able students, especially those with gifts and talents.
- Provide opportunities for all students to develop entrepreneurship and innovation.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- A comprehensive safeguarding policy is in place. All members of staff are aware of the correct procedures to be used in the event of any incident. The school protects students from bullying through designated class monitors and teachers' support.
- Very good systems ensure a safe and secure learning environment. Safety checks and risk management of proposed school activities are carried out as appropriate. The school transport system is managed very effectively. The school meets all regulatory requirements.
- The school premises and safety equipment are maintained to a high standard. The promotion of healthy living is supported very well by the medical personnel, in collaboration with teachers. A range of healthy food options is available in the school cafeteria.

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

- Senior leaders have developed clear processes to identify the learning needs of students of determination and those with gifts and talents. A range of interventions supports these students. At times, the strategies are not well aligned to individual students' needs.
- Leaders take steps to ensure that students attend school regularly. Good punctuality is expected. Persistent absences are known and pursued. All communications with parents are recorded.
- Relationships are respectful and caring. Students speak highly of their teachers and value them. They have a real sense of belonging and of being an important part of a purposeful, orderly learning community.

For Development:

- Match intervention strategies more precisely to students' specific needs.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- The principal and governors are fully committed to ensuring that this is an inclusive school. Recent room changes mean that students with limited mobility are taught on the ground floor. Governors are eager to support students with different learning needs.
- Senior leaders have developed systems to identify students' learning needs when they join the school. They ensure that each student has an individual education plan (IEP) so that lessons may be shaped to take account of their needs.
- The school has developed supportive partnerships with parents, particularly in KG. Parents feel involved in their children's education. At times, teachers do not match tasks well enough to students' needs and abilities.
- Teachers often use worksheets in an attempt to make the curriculum more accessible. They miss more fruitful opportunities to simplify their explanations. Sometimes the learning objectives outlined in these worksheets are too complicated for students to understand.
- Teachers do not always challenge students of determination appropriately. Opportunities in lessons for gifted writers are often at an average expected attainment level, and do not allow these students to show their best work.

For Development:

- Where appropriate, simplify explanations so that students of determination may be included in the learning of the class.
- Ensure that students with gifts and talents have opportunities to show their potential, particularly in writing.



06 LEADERSHIP AND MANAGEMENT

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

- In his first year in post, the principal has made a positive impact. He has ensured that senior leaders feel a sense of responsibility for the work of the school. These leaders, many newly appointed, are working together to improve teaching, learning and students' progress. They are knowledgeable about the curriculum. They have not yet ensured that it is planned to enable individual students to make the best possible progress.
- Leaders undertake a systematic evaluation of the school's performance using internal and external data. They regularly monitor teachers in lessons. Not all middle leaders are able to evaluate with accuracy the impact of teaching on students' progress. School improvement plans address appropriate issues. At times, the planned actions are too general. Some plans do not contain timescales or measurable targets in terms of students' academic outcomes.
- Parents rate the school highly. The school communicates well with parents, who make effective use of electronic devices to stay in touch with teachers. The school seeks parents' opinions regularly. As a result, parents feel that their views count. They receive regular reports about their children's attainment and progress. They are not given enough information on how they can help their children at home.
- The governing board meets regularly and has an adequate overview of the school. Governors have mechanisms in place to hold the principal to account. They are not precise enough because students' academic performance is not a key indicator. They have systems to seek the views of parents. Governors have focused effectively on the wellbeing of students and members of staff. Since the previous inspection, they have increased the money available to the school. They evaluate its spending carefully.
- The school is managed well on a day-to-day basis. All adults are aware of their responsibilities. All teachers are appropriately qualified. More resources have been provided for students' use in each phase. Students' toilets are undergoing refurbishment. Classrooms are cramped, particularly for older students.

For Development:

- Ensure that the curriculum is adapted to fill gaps in students' knowledge in key subjects.
- Provide parents with information and advice to enable them to support their children's learning at home.
- Ensure that governors set measurable targets that are focused on improving students' attainment and progress.



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