



المعرفة
Knowledge



DELHI PRIVATE SCHOOL

INDIAN CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



OUTSTANDING

NATIONAL AGENDA
PARAMETER



VERY GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Jebel Ali
	Opening year of school	2003
	Website	www.dpsdubai.com
	Telephone	97148821848
	Principal	Rashmi Nandkeolyar
	Principal - date appointed	1/4/2005
	Language of instruction	English
	Inspection dates	25 to 28 September 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	4-17
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	3840
	Number of Emirati students	0
	Number of students of determination	273
	Largest nationality group of students	Indian



TEACHERS

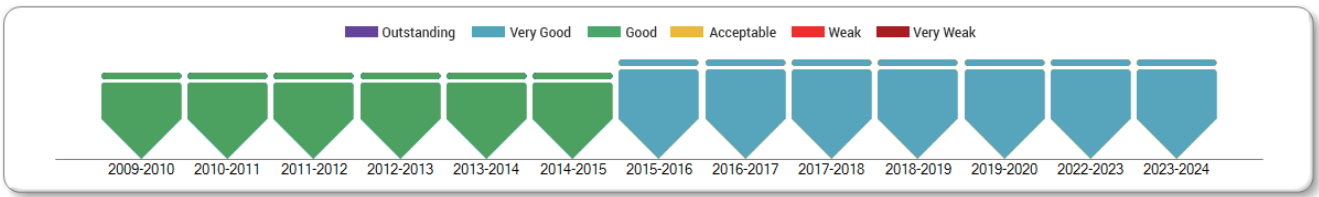
	Number of teachers	298
	Largest nationality group of teachers	Indian
	Number of teaching assistants	22
	Number of guidance counsellors	3



CURRICULUM

	curriculum	CBSE
	External Curriculum Examinations	CBSE X AND XII
	Accreditation	CBSE

School Journey for DELHI PRIVATE SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students' achievement in English, mathematics and science, and in internal and external assessments, continues to be outstanding. Central Board of Secondary Education (CBSE) results show high levels of performance. Achievement in Islamic Education and Arabic as an additional language is not yet at this level. In Kindergarten (KG), children's achievement, particularly in the development of their learning skills, is outstanding.
- Students' behaviour and attitudes to learning is one of the strong features. Their personal and social development allow students to be fully involved in school. They participate in a variety of non-academic activities in both the local and wider community. They are happy students who enjoy being at school.

Provision For learners

- Teaching in KG and Secondary is outstanding. In the other phases, teaching is less consistent. The implementation of differentiated learning activities does not fully support the needs of all students. Assessment practices are effective, especially in KG where they are used to assist a personalised approach to learning. Teachers' feedback to students supports the improved student outcomes.
- The school provides an enriched Indian curriculum. A number of options in the upper phases allows students to follow their interests and aspirations. Modifications to the curriculum, particularly in Primary and Middle, are not yet embedded sufficiently to show significant improvement in outcomes for all groups of students.
- The health, safety, care and support of students are priorities. They are outstanding features of the school. Wellbeing of the whole school community is of very high quality, and an embedded feature and practice. The school successfully identifies and supports the growing number of students of determination and those with gifts and talents.

Leadership and management

- The school has strong and effective leadership, directed by the principal and a supportive governing body. Leaders identify areas that need further development and put in place appropriate plans for improvement. Sufficient teachers are appropriately deployed to support students. Emirati staff are employed to support language enrichment in Arabic as an additional language. Teachers continue to make best use of the campus and improved resources.

HIGHLIGHTS OF THE SCHOOL:

- The strong leadership of the school that empowers all to achieve.
- The positive start to school made by children in KG.
- Students’ attitudes and behaviour, and their active involvement in the school and wider community.
- The ethos of care, support and wellbeing that pervades the whole school community.
- The commitment of the governors in the development of the school’s facilities and resources.

KEY RECOMMENDATIONS:

- Ensure that the curriculum is modified and taught to meet the needs of all students.
- Develop succinct action and improvement plans.











OVERALL SCHOOL PERFORMANCE

Very good

01 Students' Achievement

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

	KG	Primary	Middle	Secondary
Learning skills	Outstanding ↑	Very good	Very good	Outstanding

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

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

03 Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Outstanding	Very good	Very good	Outstanding
Assessment	Outstanding	Very good	Very good	Very good

04 Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Very good	Very good	Outstanding

05 The protection, care, guidance and support of students

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

06 Leadership and management

The effectiveness of leadership	Outstanding
School self-evaluation and improvement planning	Very good
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 targets.



A. Registration Requirements	Fully met	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Not applicable

- The school received a highly commendable score in the Progress in International Reading Literacy Study (PIRLS) in 2021, surpassing the target gain with an increase of 52 points over the 2016 score, and surpassing most schools in Dubai. Progression between the tests is outstanding, continuing a strong pattern of achievement in international assessments over the years.

C. Leadership: International and Emirati Achievement	Outstanding	
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Not applicable

- The school's newly implemented reading literacy assessment reveals a good result for older students, but less so for Primary. The results are acceptable overall, with the majority of students in the 90+ band. Leaders intend to put systematic interventions in place to support individual students, as needed. Generally, across the school, there are initiatives to enhance reading literacy.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Ensure consistent monitoring of interventions to determine their effectiveness, making changes as needed.
- Prioritise efforts to raise reading literacy scores.

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 an outstanding level.

- As a result of the dedication of school leaders, the exceptional wellbeing vision has become an integral part of the school. Staff are well trained, well supported and feel cared for and valued. As a result, there is exceptionally strong capacity not only to sustain this culture, but to continue its growth.
- Relationships are rooted in shared values and mutual respect. Regular surveys to members of staff, students and parents give opportunities for all stakeholders, and especially for students, to influence the school. The highly responsive leadership team makes appropriate changes happen. Students present new ideas to the staff with confidence and passion. They can act as agents of change, impacting positively on areas that are important to them.
- Students consistently show respect to everyone. They are resilient. They confidently participate in a wide range of highly positive school experiences which have inspired them to work hard and to plan their future careers. As a result of a carefully designed programme of wellbeing, they develop as rounded, trusting compassionate citizens with a strong moral purpose.

For Development:

- Strengthen the dissemination of the exemplary wellbeing practices, particularly the involvement of students.

UAE Social Studies and Moral Education

- The school delivers moral education and UAE social studies in separate lessons to students from Grade 1 to Grade 12. Each aspect receives a lesson of 40 minutes per week. Moral education has a further 20 minutes integrated into assemblies and English classes. The lessons are taught in English. Students relish these lessons. They debate issues vigorously. They are proud of being part of the UAE.
- The curriculum is based on the latest moral, social and cultural studies framework and is well sequenced throughout the school. Teaching is of very good quality and much enjoyed by students, who are motivated by subject experts. Students are assessed at the end of each unit. Their performance is reported in writing to parents.

Arabic in Early Years

- The school offers Arabic for one period of 30 minutes each week for all children in KG1 and KG2. The main focus is on speaking, the recognition of letters and some basic words. The school does not adopt a specific curriculum standard.
- Teachers assess learning during lessons, but they do not keep a record to track children's progress. Children in KG2 are able to identify and trace some letters. They are beginning to join in singing. They can name a few animals and colours.



Main Inspection Report

1. STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Internal attainment data are overambitious and do not align with students' attainment as observed in lessons and work samples. On the other hand, internal progress data show lower levels of progress in Middle and Secondary than that observed during lessons.
- Students have strong knowledge of Seerah and Islamic values. Their understanding of Islamic rulings and of the relevance of Islamic values to their lives is secure. Students in Primary memorise and can recite short Surahs of the Holy Qur'an. In Secondary, memorisation and recitation of the required verses from the Holy Qur'an are inconsistent.
- Students' work samples show strong progression in acquiring knowledge. However, the development of inquiry and research skills is less evident. The school is deploying Emirati teachers to improve students' memorisation and recitation skills. The impact is not yet being measured.

For Development:

- Improve students' memorisation and recitation skills.
- Develop students' inquiry and research skills to ensure that their responses demonstrate deeper understanding.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Internal attainment data are inflated and do not reflect accurately levels of attainment. Internal progress data are well aligned to the progress observed in lessons.
- Students can read familiar texts and understand the general meaning. They understand and respond to personal questions. When working in groups they rarely use Arabic in their interactions. Writing does not reflect consistent progression. Most students understand simple classroom language in Arabic.
- The school has a few initiatives to enhance the curriculum, such as storytelling and poetry reading competitions and morning assemblies. However, the impact of these initiatives on students' achievement is not measured.

For Development:

- Provide more students with opportunities to interact in Arabic with one another and with the teacher.
- Ensure that all students make clear progression in writing.

ENGLISH

	KG	Primary	Middle	Secondary
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Children in KG make a very successful start, learning quickly how to read and write to a very high standard. Their ability to speak English for academic purposes progresses rapidly. Older students read with fluency and expression. They write with accuracy and flair.
- Listening skills are very well developed because teachers are excellent role models. By the time students reach the end of Secondary, they can debate extremely well, listening attentively to one another and responding appropriately.
- In an effort to meet the needs of all abilities, teachers occasionally design tasks that divert students from key learning. In the most effective English lessons, teachers provide focused support through explanation and questioning so that the whole class learns together.

For Development:

- Ensure that, where appropriate during lessons, students benefit from focused support rather than tackle different tasks.

MATHEMATICS

	KG	Primary	Middle	Secondary
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Very good ↓	Outstanding	Outstanding

- In all phases, most students perform very well in external assessments. In class, most students explain their thinking using sound reasoning. They can solve even complex problems with some facility. This skill is more variable in Primary, where students are developing their basic mathematics skills.
- From KG onwards, students show strength in number. They are able to make connections between different concepts, including those related to science. Older students are particularly strong in abstract mathematics and can apply trigonometric ideas to everyday life.
- Initiatives to focus on mathematical vocabulary, and to build reading literacy within mathematics classes, have some positive effects. Many students use mathematical terminology more frequently, although some younger students have difficulty. Ability in mental mathematics is too varied.

For Development:

- Encourage the development of problem-solving using different approaches and strengthen students' skills in mental mathematics.
- Share best practice in the primary phase.

SCIENCE

	KG	Primary	Middle	Secondary
Attainment	Outstanding ↑	Very good	Outstanding	Outstanding
Progress	Outstanding ↑	Very good	Outstanding	Outstanding

- Students' knowledge and understanding of scientific concepts and skills are well embedded throughout the school. They conduct experiments, observe and record their observations. Students' understanding of scientific terminology and investigation is not so strong in Primary.
- In KG, children use scientific vocabulary to explore and learn about the environment around them. In Primary, students develop their understanding of scientific concepts using technology and practical experiments. Application of scientific knowledge and understanding is significantly better in Middle and Secondary.
- Secondary students research and find solutions to everyday problems. They develop critical thinking and analytical skills. Teachers have implemented recommendations from previous inspections. New initiatives are improving achievement in science.

For Development:

- Enhance critical thinking, independent investigation and research in Primary.

LEARNING SKILLS				
	KG	Primary	Middle	Secondary
Learning skills	Outstanding ↑	Very good	Very good	Outstanding

- Children in KG are focused, busy, inquisitive investigators. In Primary and Middle, students occasionally lack time to think thoroughly before they answer questions. Students in Secondary are given and take the time necessary to construct complex responses.
- Students are adept at making connections across subject disciplines. They relish learning. They make very skilful use of technology to research and to present ideas during lessons. Students collaborate very effectively in their attempts to reach the correct solution.
- Students show real determination to succeed. They work extremely well independently and together, creating a very academic atmosphere. They are very resilient and apply themselves unstintingly to tasks. They know what they need to do to improve. They seek help if they need it.

For Development:

- Ensure that students develop their ability to reason by providing them with time to think.



2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students have a very strong sense of personal responsibility and a well-developed work ethic.
- They are proactive and resilient, and use the feedback and guidance given to them to improve.
- The students' very positive attitudes to school and to others result in excellent behaviour. They have an extremely good rapport with members of staff. Students feel safe, valued and supported. They have mutually collaborative relationships with their fellow students.
- Students have a strong commitment to a safe and healthy lifestyle. The attendance rate is very high. Students are punctual in arriving at school. Transitions between classes are quick and efficient, as students are keen to get to their next lesson.

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

- Students' understanding of Islamic values is excellent. They appreciate the relevance and impact of these values on everyday life in the UAE. In particular, they admire the values of tolerance and charity in Emirati society.
- Students hold the Emirati heritage and culture in high esteem. They recognise their importance, relevance and value to people in the UAE. Students can talk in detail about the cultural activities in school. They enjoy new cultural experiences brought by the Emirati teachers.
- Students celebrate their own cultures. They show knowledge of the cultural diversity around them in Dubai and that which they have experienced through their travel.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students engage in a number of environmentally friendly projects with the Emirates Environmental Group (EEG). The school's kitchen garden, constructed by the students themselves, acts as a model to teach younger students about sustainability. Students support the school's charitable initiatives locally and overseas.
- Students in all phases demonstrate a very strong work ethic. They contribute to innovative projects, particularly in the areas of business, engineering and coding.
- They engage with the Model United Nations project and host conferences regularly on global issues.
- Students demonstrate environmental awareness when discussing global warming.
- They understand how the solar panels on the roof partially power the school. They suggest innovative solutions to the most severe global problems. They have been involved in a COP28 project trying to influence world leaders of the need for change.

For Development:

- Provide more opportunities for younger students to lead student initiatives.

3. TEACHING AND ASSESSMENT

	KG	Primary	Middle	Secondary
Teaching for effective learning	Outstanding ↑	Very good	Very good	Outstanding

- In all phases, teachers plan engaging lessons which meet most students' needs very effectively. They break learning down into achievable steps and give students the support needed to reach their goals. Teachers in Secondary give students time to think deeply and critically.
- Teachers have very strong subject knowledge which they use to build students' enthusiasm. They devise questions that challenge students. They make very good use of technology to include the whole class. Students enjoy authentic tasks which make the best use of time.
- Leaders have worked with determination to ensure that the high quality of teaching noted in the previous inspection has been maintained. In the best lessons, teachers adapt their teaching when necessary to make certain that all students are making the progress of which they are capable.

	KG	Primary	Middle	Secondary
Assessment	Outstanding ↑	Very good	Very good	Very good

- Information from assessments is used very well in most classes to plan lessons suited to the curriculum and to address identified gaps in learning. This process, particularly effective in Secondary, contributes to students' success in their CBSE examinations.
- Profiles of students include information from many sources. They provide a well-rounded view of individual students and of their strengths and needs. The profiles are often used effectively to influence teaching. This practice is not consistent for all groups of students.
- Teachers have implemented a range of interventions to support students where gaps in learning have been identified. They are working to increase reading literacy opportunities across subjects. The impact of these initiatives is not yet being measured.

For Development:

- Ensure that students have time to think and reason before they answer questions.
- Improve students' reading literacy scores in every year group.
- Refine how progress is tracked over time.

4. CURRICULUM

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum is robust and well matched to learners' needs. It is broad and balanced. Programmes are well planned and challenging. The curriculum aligns closely with the vision of the school and the national priorities of the UAE.
- Regular reviews ensure sufficient challenge for all students. Well-planned transitions provide continuity between phases. Wide curricular choices prepare students for the next phase of education and for careers. Cross-curricular links promote a strong understanding of the local context and of Emirati culture.
- The curriculum offers a wide range of extra-curricular activities that are stimulating and interesting for all students. They are particularly well embedded in KG and Secondary. Students have many opportunities to develop critical thinking and problem-solving, and to carry out independent research.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Outstanding	Very good	Very good	Outstanding

- Leaders use assessment data effectively to identify gaps in learning. They modify the curriculum appropriately to meet the needs of different groups. Teachers' lesson plans are generally imaginative and challenging. In KG and Secondary, teachers are more successful in adapting the curriculum.
- The extra-curricular activities and new learning interventions provide students with an excellent range of opportunities that meet their aspirations and interests. The curriculum ensures that students have a well-rounded experience in school and feel valued.
- Students have an excellent knowledge of Emirati culture and traditions through their involvement in community work and in projects that extend their learning. The curriculum provides many opportunities for students to develop their social, cultural and academic skills.

For Development:

- Ensure that curriculum modification is consistently implemented in lessons to meet the needs of all.

5. THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school implements rigorous health and safety procedures. All staff are fully aware of and trained in child protection. The school protects students from bullying. School counsellors are very effective in supporting students.
- Excellent procedures ensure that the school premises are maintained to the highest standards. Risk assessment checks are conducted regularly. The school transport system is managed very effectively. The school is compliant with all regulatory requirements.
- The school's promotion of safe and healthy living is supported by a dedicated medical team in collaboration with the teaching staff. The medical team reaches out to the school community by providing online first aid training for parents. The cafeteria offers healthy food options.

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

- Behaviour is outstanding throughout school. Exceptionally strong relationships are rooted in a mutually respectful culture that has been well established for many years.
- Staff are now better trained and more confident in addressing the very wide range of needs and barriers faced by students of determination. Students with gifts and talents receive additional experiences and challenges which are highly successful.
- The pastoral care which students receive is exceptional. An expanded team provides many support services. The school prioritises students' needs both during and after school hours.

For Development:

- Refine assessment tools to maintain teachers' confidence in offering well-targeted interventions and differentiation.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- An ambitious vision seeks to integrate additional students of determination into the school in the coming years and to continue to strengthen provision. The highly committed department is very well led. Members have the skills necessary to continue to improve.
- The rapid increase in the number of students of determination, alongside additional new staff, means that intervention strategies are not yet fully targeted or implemented. Individual Education Programmes (IEPs) are not of the quality to impact fully on individual and collective outcomes.
- Parents speak exceptionally highly of the quality of communication, support and training which they receive. They are very positive about the relationships with members of staff and are delighted with the speedy processes of identification. They have many routes to access information and help.
- There is high quality support for students' pastoral care. Students feel very safe and secure, well cared for and valued.
- With the recent increase in the number of students of determination, consistent academic provision is still developing. IEP targets are not specific enough to yield the very best gains in all classes all of the time.
- A graduated referral system uses a wider range of assessment tools that offer very pertinent information to help to specify barriers to learning. The system does not yet provide specific information for students with less typical barriers to learning, such as auditory discrimination.

For Development:

- Strengthen the academic progress for students of determination.
- Sustain recent significant changes.

6. LEADERSHIP AND MANAGEMENT

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

- The strong senior leadership team, guided by the principal, is working towards meeting its aspirational mission and vision. Relationships and communication are open and respectful. They support the wellbeing ethos that pervades the school. Leaders continue to initiate new actions to develop the school and to improve students' outcomes.
- The school's processes for self-evaluation are comprehensive and identify appropriate areas for improvement. . The monitoring of teachers is systematic and is evaluated for students' outcomes. Leaders have addressed the recommendations from the previous report. The school's development and action plans are based on identified priorities, but they are not sufficiently comprehensive to show measurable outcomes. They are not used effectively to hold middle leaders and others accountable for their responsibilities.
- The school is highly successful in engaging parents as partners in their children's learning. Communication between parents and the school is open and respectful. The school responds promptly to parents' concerns. Feedback to parents on their children's achievements is regular and is both written and face-to-face. Parents report that meetings are very open and honest. The school is continuing to develop its links with the local and wider community.
- The governing board, in conjunction with the governors' operational committee, has a wide range of experience and input from a number of stakeholders. Governors systematically and regularly monitor the outcomes of the school. They hold senior leaders accountable for those outcomes. They are supportive critical friends.
- The day-to-day management of the school is very effective. The school is appropriately staffed to meet its aspirational vision and to meet the requirements of the UAE. Teaching staff and assistants are deployed effectively to support learning. The school makes best use of the campus. Sufficient resources optimise students' achievement at all levels. Reading resources and the libraries in each section of the school support the development of literacy.

For Development:

- Develop action plans with measurable outcomes that can be achieved within a realistic period, clearly identify who is responsible for delivery, and use these plans to help to measure success.
- Use the school action plans to hold middle leaders accountable for their responsibilities.



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