

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

دبي
Knowledge المعرفة

Inspection Report 2018-2019

**Iranian Khadije Kobra
School**

11 YEARS OF INSPECTIONS

Acceptable

**Curriculum
Iranian**



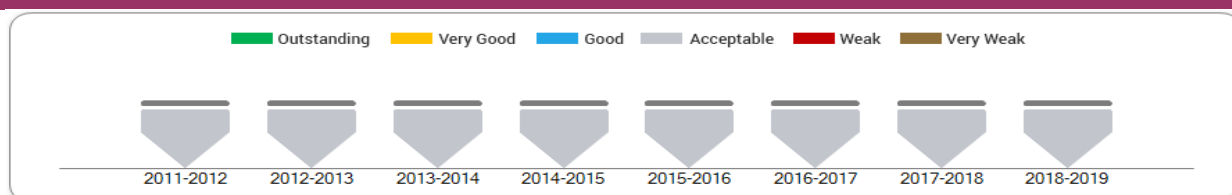
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School Information

General Information	 Location	Al Karama
	 Opening year of School	1955
	 Website	www.kha-irs.com
	 Telephone	00971-4-3961236
	 Principal	Nayereh Gholamali Nezamdoost Faraz
	 Principal - Date appointed	22/06/2015
	 Language of Instruction	Persian
	 Inspection Dates:	10 to 12 December 2018
Students	 Gender of students	Girls
	 Age range	6 to 18
	 Grades or year groups	Grade 1 to Grade 12
	 Number of students on roll	494
	 Number of Emirati students	0
	 Number of students of determination	46
	 Largest nationality group of students	Iran
Teachers	 Number of teachers	35
	 Largest nationality group of teachers	Iranian
	 Number of teaching assistants	2
	 Teacher-student ratio	1:14
	 Number of guidance counsellors	1
	 Teacher turnover	20%
Curriculum	 Educational Permit/License	Iranian
	 Main Curriculum	Iranian
	 External Tests and Examinations	Iranian
	 Accreditation	None
	 National Agenda Benchmark Tests	Not applicable

School Journey for Iranian Khadije Kobra School



Summary of Inspection Findings 2018-2019

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

- In both Arabic and English as modern foreign languages, students' speaking, listening and reading skills are stronger than their written work. Students in the primary phase develop their numeracy skills, and those in the middle phase and high school increase their understanding of more complex algebra. In the primary and middle phases, students demonstrate better scientific knowledge, but weaker investigative skills.
- Students have very positive and responsible attitudes. They are self-reliant, self-disciplined, sensitive and empathetic towards others. They demonstrate excellent understanding of safe and healthy living. They have a clear understanding of Islamic values and the impact of these on contemporary society in Dubai. They are less aware of UAE heritage and particularly of other world cultures or of environmental issues facing the world today.

Provision for learners

- Teachers' subject knowledge is strong, particularly in the middle phase and high school. Most lesson plans identify the learning needs of different groups, but this information is rarely applied during lessons. Most teachers promote active learning but do not provide enough opportunities in lessons for innovation or independence. Some lessons remain teacher-dominated. Assessment processes are in place but do not provide a systematic approach to monitoring students' progress.
- The prescribed curriculum is balanced but does not fully meet the requirements of the Ministry of Education (MoE) guidance for Islamic education. It is extended with English in the primary phase and with art, creativity or media in the high school. Older students can transfer to a sister school for specialist tuition in mathematics and science. The curriculum is adapted well in Arabic and English and includes innovation as a separate aspect of study in the middle phase.
- Policies and procedures ensure students' safety and well-being on the premises and during bus journeys. The building is old but well-maintained and improvements have been made since the previous inspection. Students feel well-supported and have positive relationships with staff. Students of determination and those with gifts and talents are identified well but are not always supported or challenged appropriately during lessons.

Leadership and management

- Leaders have established an inclusive learning environment. They extend the curriculum and encourage good teaching. Support for students of determination has improved since the previous inspection. Strategic plans respond to all previous inspection recommendations, leading to improved learning outcomes. Parents are well-informed, have good communications with governors and value the community support provided. Governors have focused on stabilising the teaching team and providing suitable curriculum and career pathways for senior students.

What the School does Best:

- Maintaining a harmonious and purposeful community, underpinned by warm, supportive relationships among staff, students and parents
- Ensuring students develop very positive attitudes, a strong work ethic and a secure understanding of Islamic values
- Improving the teaching in the middle phase and ensuring that students are making greater progress in their learning in both the middle phase and high school
- Providing an inclusive and strongly supportive learning environment for students of determination.

Key Recommendations:

- Improve students' achievements in the primary phase by reviewing the curriculum and developing teachers' skills to ensure that more lessons provide students with active learning experiences.
- Standardise and simplify the gathering and presentation of data to ensure students' progress can be measured more accurately by teachers and leaders.
- Develop the role of subject co-ordinators and train them to take a more active role in evaluating outcomes by analysing data more accurately and undertaking observations of lessons taught by other teachers.

Overall School Performance

Acceptable

1. Students' Achievement

		Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Good ↑	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Good ↑
	Progress	Acceptable	Good ↑	Good ↑
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good ↑	Good
 Science	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Not applicable
		Primary	Middle	High
Learning skills		Acceptable	Good ↑	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

Not applicable.

Reading Across the Curriculum

- The tracking of students' reading levels is only done by class teachers during English lessons, using descriptive language. Reading skills are not monitored in science or mathematics.
- Reading skills and confidence-building are important features of the primary curriculum. In all phases, students rise to the challenge of developing their skills of reading in Farsi, Arabic and English.
- The library is not systematically used to promote reading. Though well-presented, it is underused and does not provide an environment for formal or informal reading by individuals or groups of students.
- The leaders have embraced the reading initiative. They have provided resources by renovating the library and purchasing new reading materials in Farsi, Arabic and English to support the primary curriculum.

The school's provision, leading to raised outcomes in reading across the curriculum, is emerging.

For Development:

- Provide informal reading spaces in the library and around the school to promote reading for pleasure, and to encourage students to use these whenever they are able to do so.

UAE Social Studies

- The curriculum caters for most students but requires adaptation if it is to cater for all. Clear links are made between the UAE and Iranian social studies and Arabic, but there is little evidence of differentiation during lessons.
- The development of students' learning skills is limited by a lack of opportunity to engage in paired or group work, or to pursue their own thoughts or themes through individual research.
- Attainment for most students is acceptable and in line with the UAE social studies' curriculum standards.
- In lessons, most students make better than expected progress from their individual starting points against the UAE curriculum standards.

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

Innovation

- As most lessons follow strict curriculum guidelines, there are few opportunities for students to develop innovation skills. However, students in Grades 7 to 9 engage in separate innovation lessons and there are some innovative projects in science.
- Small numbers of students have participated and performed well in national and international forums, including a robotics competition.
- Teachers follow text books closely and do not provide students with enough opportunities to think innovatively. During a few lessons they enable students to use technological devices for independent research.
- Innovation is not incorporated into curriculum mapping and the development of students' innovation skills are not addressed in lesson plans.
- Leaders demonstrate some understanding of how to innovate and improve their school. They have introduced specific innovation sessions during which some students initiate ideas and then apply these to discussions and artifacts. However, leaders have not ensured that innovation is embedded into school life.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Not applicable

For Development:

- Not applicable

Arabic as an Additional Language

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

- Students' listening and comprehension skills are strongest. Their copying of writing is developing as they all draw letters correctly and copy sentences and paragraphs without spelling errors. Older students, especially in the middle phase, can write extended paragraphs about summer vacations and describe tourist attractions such as the Burj Kalifa.
- Orally, most students in the primary phase can introduce themselves, using short sentences. In the middle phase, they speak in longer sentences to express feelings. Students in the primary phase can read from the textbook and explain the meaning of words. Those in the middle phase read stories in addition to those prescribed by the curriculum.
- Students' grasp of grammar is improving in both phases as they study in additional classes comparing Arabic and Farsi grammar. This approach is particularly successful in the middle phase.

For Development:

- Focus on improving students' speaking skills and developing their independent writing skills in the primary phase.

English

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Good ↑
Progress	Acceptable	Good ↑	Good ↑

- Students in the primary phase develop oral communication skills steadily and read with increasing accuracy. By Grade 9, they are generally very confident in speaking and reading. Students in the high school are very articulate and perform very well in the Grade 12 examinations.
- Students read with increasing fluency and understanding. In the high school, they use their comprehension skills confidently for independent research. In all phases, students' writing skills are developing steadily, despite this not being a required part of the curriculum in the primary phase.
- Students in the primary phase are benefiting from the doubling of time allocation for English over the past two years, and the introduction of phonics in the classes for younger students. Improvements in the quality of teaching have accelerated progress in the middle phase and high school.

For Development:

- Develop teachers' skills in setting writing tasks with specific success criteria so that students are fully aware of their next steps in learning.

Mathematics

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Good ↑	Good

- In all phases, students are enthusiastic and engaged during lessons. Numeracy skills are strong in the primary phase. Students in the middle phase and high school develop strong algebraic skills.
- The rigid alignment to the textbook restricts opportunities for creativity and innovation. Students in the primary phase develop their understanding of geometry and basic algebra and can apply their calculation skills to real-life measuring activities.
- In the middle phase and high school, students develop their problem-solving skills as they regularly collaborate in paired or group activities and undertake peer review. Explaining their work to other students helps them to embed their own knowledge, skills and understanding. From Grade 10 onwards, students can apply prior knowledge with confidence to statistical analysis.

For Development:

- Provide regular opportunities for the application of mathematical concepts to real world problem-solving in order to support the development of students' critical thinking, research and investigation skills.

Science

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

- In both primary and middle phases, students demonstrate knowledge and understanding of scientific concepts that are in line with curriculum expectations. They can follow instructions appropriately to carry out investigations and report on their findings.
- Students' internal assessment data shows much better levels of achievement than those evident during lessons and in their written work. Their scientific skills, such as hypothesising, do not develop well due to the limited opportunities for them to engage in practical experiments. In many lessons, students' progress is hindered by the slow pace and the low level of challenge set by the teacher.
- The science department has improved lesson planning by linking plans to inspection requirements. However, this has not led to measurable improvement in the quality of teaching or in students' learning outcomes.

For Development:

- Ensure that lessons are brisker in pace and promote students' scientific skills more effectively.

Learning Skills

	Primary	Middle	High
Learning skills	Acceptable	Good ↑	Good

- Students' learning skills are developing in each phase but are stronger in the middle phase and high school. Critical thinking and problem-solving are becoming more regular features in these phases, but are not well-developed in the primary phase.
- Students take responsibility for, and actively engage with their learning. They are comfortable working together and can apply aspects of their learning to the real world. However, they do not always understand the importance of listening to others in order to make meaningful contributions to discussions.
- The use of technology to support learning is limited in most subjects and in all phases. Students in the middle phase are developing their creativity, research and thinking skills during separate innovation lessons but innovation is not embedded within other lessons.

For Development:

- Develop students' critical thinking and independent learning skills, particularly in the primary phase.
- Increase opportunities for innovation and enterprise in each phase of the school.

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

	Primary	Middle	High
Personal development	Very good	Very good	Very good

- Students have very positive and responsible attitudes to learning. They are developing self-reliance and thrive on critical feedback. All students are self-disciplined during lessons and outside the classroom. Attendance is very good. Students are punctual to school and to lessons.
- Students are sensitive and show empathy to the needs and differences of others. They always help each other and support peers who are students of determination.
- Students have considerable understanding of safe and healthy living and respond well to advice and guidance from the teacher of physical education and the school's doctor. Older students play an active role in the school. They take pride in running the school's radio broadcasting station.

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

- Students demonstrate a clear understanding of Islamic values and their impact on contemporary society in Dubai. They believe that the Islamic culture ensures that the UAE remains a very safe country.
- Students are knowledgeable about Emirati heritage and the UAE vision for 2021. Through their participation in a range of cultural activities such as the National Day celebrations, they are able to compare events from the UAE's past and present. Most students have appropriate knowledge of important landmarks, such as Dubai's Burj Khalifa.
- Students can describe their own culture illustrated by examples. However, they are somewhat introspective. They demonstrate little understanding of the way of life of Emiratis beyond the cities and only a basic understanding of other cultures of the world.

	Primary	Middle	High
Social responsibility and innovation skills	Acceptable	Good ↑	Good

- Students are engaged, active and enthusiastic participants in school-based activities. They have a strong work ethic and display a commitment to succeed, especially in the high school where they have a clear focus on their futures.
- Involvement in the local community is beneficial but irregular. They participate in some projects to support those less fortunate than themselves, but rarely initiate their own ideas. Students in the middle phase, who benefit from innovation lessons, are developing some independent thinking and creativity, but this is not a common feature in the school.
- Few students, even in the high school, have any clear understanding of the environmental issues facing the planet and a limited idea of how they could contribute to necessary change.

For Development:

- Broaden students' horizons by increasing their understanding of other cultures and raising their awareness of environmental issues and the significance of these to their futures.

3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Good ↑	Good

- Teachers' subject knowledge is especially strong in the upper two phases. Most lesson plans include basic information on how to meet the needs of different groups of learners. However, most teachers do not use that information to deliver their lessons accordingly. Therefore, the needs of some groups of students are not sufficiently met, especially in the primary phase.
- Most teachers promote active learning during lessons, but do not provide students with enough opportunities to be innovative, to work independently or in open-ended investigations. Although teachers involve students in meaningful discussions, too often these continue to be teacher-dominated.
- The school's monitoring of teaching, through formal lesson observations and the use of unified lesson plans, has helped to improve the quality of teaching in the middle phase.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- The school has processes that ensure all internal assessments are aligned with curriculum requirements. The school monitors individual student achievement, but does not have a systematic approach to monitoring the progress of groups of students in order to influence teaching or to review the curriculum.
- Although the use of self-and peer-assessment is evident in many lessons, it is not clear how these enable students to achieve better learning outcomes. The quality of teachers' written feedback to students is variable. Most teachers mark students' work and correct mistakes consistently. However, teachers do not provide students with detailed information on how to improve their work.
- School leaders understand the importance of assessment data analyses to identify what is working well and what needs to be improved. They have recently started working with a commercial company to help them to analyse the data generated.

For Development:

- Train teachers to plan and deliver lessons that challenge different groups of students in order to meet their learning needs and to help them reach their potential.
- Ensure that assessment data is used more accurately to track students' progress and to inform teaching and curriculum improvement.

4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The prescribed curriculum is balanced, but does not fully meet the requirements of the MoE's guidance for the teaching of Islamic education. Curriculum plans are well-synchronised, ensuring continuity between grades and phases.
- Although not compulsory within the school's curriculum, English is taught in the primary phase. This is providing students with a secure base for subsequent learning. Cross-curricular links and references to students' daily lives are well-established in English and Arabic, but less apparent in other subjects.
- Students in the high school appreciate the opportunity to extend their learning experiences to include art, creativity or media studies for one period each week. Those studying mathematics and science transfer to a sister school for specialist tuition. The impact of these wider choices has not been evaluated.

	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- In Arabic and English, teachers adapt the curriculum, taking account of students' needs and extending their learning experiences beyond the expectations of the standard textbooks. This is not as evident in mathematics and science where there is often too much of a focus on the acquisition of conceptual knowledge and insufficient emphasis on the development of skills.
- Students benefit from a wide range of enrichment activities. They speak enthusiastically about events such as, 'Culture Day' and 'Saving Energy Day'. They can explain how they benefit from educational excursions and sporting activities, including volleyball, badminton and football.
- Opportunities for enterprise and creativity have increased but are not routinely incorporated into day-to-day studies. Although not fully embedded, innovation skills are being promoted more successfully. For example, some students in Grade 9 constructed a robotic drone with real world application.

For Development:

- Refine curriculum planning to extend students' learning and to achieve a better balance between gaining knowledge, deepening understanding and developing skills.

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

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

- The school has a child protection policy and procedures that are clearly defined and understood by staff, students and their parents. Students are monitored appropriately throughout breaks, on buses, and during all school activities. Bus drivers and escorts are well-trained. The school uses a global positioning system (GPS) to track bus journeys.
- Procedures ensure that students are protected from any form of abuse, including bullying. The school has provided workshops on cyber-safety to help students to remain safe online.
- The school consistently provides a safe, hygienic and secure environment. There are frequent checks of the premises, facilities and all activities undertaken by the students. The building is old but well-maintained and improvements have been made since the previous inspection.

	Primary	Middle	High
Care and support	Good	Good	Good

- Staff and student relationships are positive in both formal and informal situations. Systems to manage students' behaviour are successful. The promotion of attendance and punctuality are clearly effective.
- The identification of students of determination, and of those with gifts and talents, is carried out systematically. Some support is provided during lessons through differentiation or extension by teachers, but these interventions do not always ensure that students make good progress in their learning.
- As students prepare to enter the high school, they are supported with advice and guidance to assist them in making subject choices and about which specialised stream to follow. However, career guidance for students focuses on preparing them for university or the workplace and does not include reference to vocational training.

For Development:

- Monitor and improve structured and targeted differentiation during lessons to ensure greater progress for students of determination and for those with gifts and talents.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- An inclusion governor and an inclusion champion have been appointed. The action plan for the integration of students of determination is clear and specific. The restructuring of the staffing within the counselling centre has created a broad-based, dedicated and committed team. They implement the inclusive vision through both policy and practice, leading to improvements in provision and better learning outcomes for the students.
- The school has a well-developed understanding of the different barriers to learning experienced by the students. Appropriate interventions are provided for them. These address their personal, social, emotional, behavioural and academic challenges, to ensure that they make progress.
- Parents are key partners alongside the school in the provision for their children. The school enables parents to engage in their children's education through guidance, training and support that it provides for them to access specialised services. This relationship with the parents ensures that students are always at the centre of any plans or actions.
- Highly effective personal support is provided in all phases. However, differentiation to enable students of determination to access the curriculum is not consistently provided by all teachers in each phase.
- Students of determination with social, emotional and behavioural barriers to learning make evident progress during lessons, as their confidence, self-esteem and resilience develops. With in-class support, withdrawal tutorial sessions and differentiation in the better lessons, almost all students of determination make good progress from their individual starting point.

For Development:

- Train all teachers to differentiate more specifically during lessons, and monitor their classroom practice more closely to ensure that all students make progress in their learning.

6. Leadership and management

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

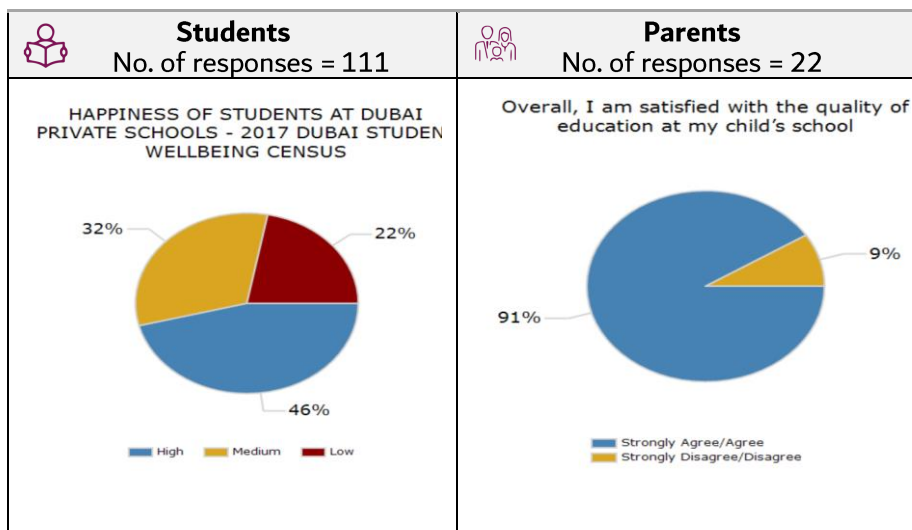
- Leaders have established a highly inclusive and supportive learning environment. They have a clear understanding of how to extend the curriculum and encourage best practice in teaching. The mutually respectful relationships help to maintain good staff morale. Although some middle leaders require further support to improve outcomes, most have the capacity to do this. The quality of teaching, and of support for students of determination, have improved significantly, although these remain areas for further development.
- Senior leaders have a clear understanding of their school's development needs. The strategic plans identify priorities for improvement and are shared with middle leaders and staff. They are creating an environment in which outcomes are improving as illustrated by students' increased progress in most key subjects and in teaching in the middle phase. However, not all heads of department have responsibility for monitoring the impact of developments through data analysis and the observation of teaching and learning in lessons.
- Parents feel well-informed about their children's development and value the community's support secured by the school. They engage fully with special events and a few contribute to the reading programme in the primary phase. They have many avenues for communication and particularly effective interaction with governors through the parents' council. Strong links with the Iranian Hospital and Iranian Club are used well to support students' learning outcomes. Students' limited understanding of other cultures indicates insufficient interaction internationally or with other communities in Dubai.
- Governors have responded fully to the recommendations of the previous inspection report. Addressing the need to improve educational outcomes, they have gained permission to extend teachers' contracts to four years and secured opportunities for high school students by linking the school and a sister school and turning these into specialised facilities. Governors have made significant improvements to the physical and organisational structure of the school by modernising furniture, investing in teachers' development and providing greater support for students of determination.
- Leaders manage the school well, maximising the educational impact of limited resources. Since the previous inspection, outdoor spaces have been partially refurbished and classrooms, which are adequate for the size of most groups, have also been refurbished. The library has been redesigned, but is underused. The laboratory has been improved, enabling students to engage in more practical work. A strategic plan is being implemented to ensure access to technology is available in each classroom. The students' radio station plays an important part in school life.

For Development:

- Monitor teaching and learning in all phases to measure the success of the recent changes to staffing and of the specialisation for high school students.
- Consider ways to utilise the large central spaces on both floors of the main building to enhance and extend learning.

The view of parents and senior students

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



 Students	Students did not access the survey.
 Parents	Perhaps due to the challenges of language, very few parents accessed the survey. However, those who did are largely very supportive of the school. They feel that it provides a good education for their children and value for money. They value the communication they have with governors and the support the school has secured within the local Iranian community.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae