

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

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Primus Private
School LLC

Celebrating
10 years of
inspections

PRIMUS PRIVATE SCHOOL LLC

INDIAN (CBSE) CURRICULUM

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School information

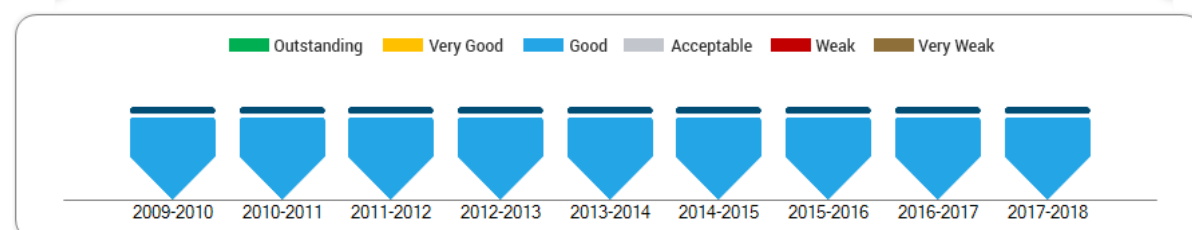
General information	
Location	Al Warqaa
Type of school	Private
Opening year of school	April 2008
Website	www.risdubai.org
Telephone	0097142800691
Address	Al Warqaa, Dubai, UAE,
Principal	Arundhati Rawat
Principal - Date appointed	11/27/2013
Language of instruction	English
Inspection dates	25 - 28 September 2017

Teachers / Support staff	
Number of teachers	108
Largest nationality group of teachers	Indian
Number of teaching assistants	3
Teacher-student ratio	1:14
Number of guidance counsellors	3
Teacher turnover	19%

Students	
Gender of students	Boys and girls
Age range	3-16
Grades or year groups	KG - 12
Number of students on roll	1552
Number of children in pre-kindergarten	Not applicable
Number of Emirati students	0
Number of students with SEND	65
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	CBSE, IBT, ASSET, CAT4
Accreditation	CBSE
National Agenda benchmark tests	ASSET, IBT

School Journey for Primus Private School LLC



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Primus Private School LLC was inspected by DSIB from 25 to 28 September 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Leadership and management remains good overall. The partnerships with parents and the performance of governors are particularly strong. Investments by governors have led to interactive white boards being installed into every classroom and improvements to playground surfaces which have expanded learning opportunities for students. The arrangements for the health and safety of students and staff continues to be outstanding.

Students' achievement

Improvements in students' achievement in mathematics in the primary and middle phases are in place. Students' achievement in English, and science in the secondary phase has also improved. CBSE Board scores for Grade 10 students in English and mathematics are well above curriculum standards.

Students' personal and social development, and their innovation skills

Students' involvement in projects and charitable in the upper three phases has resulted in outstanding personal development and exemplary behaviour. Students in the Kindergarten and the secondary phase demonstrate a very good understanding and practice of Islamic values.

Teaching and assessment

Outcomes for teaching and assessment are similar to the previous year and generally good. Assessment in the middle phase is now good. Assessment systems are well structured with varied weighting as students get older.

Curriculum

Curriculum design is mostly good throughout the school. Curriculum implementation is particularly effective in the primary and middle phases. Moral education and UAE social studies are successfully integrated across all phases in the school.

The protection, care, guidance and support of students

Arrangements for the protection, care, and support of students remains a primary focus for this school. Much effort has again resulted in the very good quality of provision.

What the school does best

- The exceptional personal development of students, who display positive attitudes underpinned by very good behaviour.
- The outstanding adoption of safe and healthy lifestyles, and students' very good attendance and punctuality.
- Effective governance and outstanding partnerships with parents.
- The school's excellent provision for the health and safety of all students and staff.

Key recommendations

- Enhance the quality of teaching, improve attainment, and accelerate progress by:
 - embedding opportunities for innovative exploration and hands on activities for students into lessons
 - improving curriculum implementation in the Kindergarten to provide discovery and exploration led learning
 - integrating critical thinking, research opportunities, and activities that enable students to learn independently
 - training teachers to identify students' strengths and weaknesses through data analysis and use this information to match teaching strategies to students' learning needs.
- Improve outcomes for students in Arabic as an additional language by:
 - using best practice in the school to improve the effectiveness of teaching
 - improving assessment practices and the analysis of data to modify curriculum.
- Improve outcomes for students with SEND by:
 - enabling teachers to remove barriers to learning for individuals and for groups of students
 - rigorously monitoring the progress made by students with SEND and adjusting teaching to meet their needs.

Overall School Performance

Good

1. 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	Good	Acceptable	Acceptable
 English	Attainment	Good ↓	Good	Good	Very good ↑
	Progress	Good ↓	Good	Good	Very good ↑
 Mathematics	Attainment	Good	Very good ↑	Good ↑	Good
	Progress	Good	Very good ↑	Acceptable	Good
 Science	Attainment	Good	Very good	Good ↓	Very good ↑
	Progress	Good	Very good	Good ↓	Very good ↑
		KG	Primary	Middle	Secondary
Learning skills		Good	Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good ↓	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

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
Care and support	Very good	Very good	Very good	Very good

6. Leadership and management

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

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment as indicated by the National Agenda Parameter (N.A.P) benchmarks meets expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter (N.A.P)
- Leadership is committed to the goals of the National Agenda. Their National Agenda Action Plan is complete and relevant.
- Senior leaders examine the data to track trends and identify groups that are at risk of underachievement. Data is then triangulated and presented to teachers to inform planning.
- Senior leaders and departmental heads analyse the results from CAT4, IBT, and TIMSS assessments. Curriculum modifications are then made to address areas of weakness.
- Teachers identify students in their classes who are risk of underachievement. Teachers do not always plan to match teaching strategies to students' needs.
- Following N.A.P assessments, some students are challenged to use resources to investigate, experiment, debate, defend and refine open-ended solutions.

Overall, the school's provision for achieving its National Agenda targets meets expectations

Moral Education

- Moral education is sequentially integrated into the curriculum and follows all relevant guidelines.
- Lessons are taught in English by teachers who are familiar with curriculum content. Teachers meet weekly to design, coordinate and assess the programme.
- In moral education, learners are engaged because lessons and activities are student-centred and parents are also offered the opportunity to participate.
- Assessment of moral education is informal through worksheets, projects, student information, communication and technology (ICT) initiatives. These are shared with parents.

The school's implementation of the Moral Education Programme is developing.

Social Studies

- UAE Social Studies is well-established in the school. The programme utilises the UAE textbooks and lessons plans and is complemented by the CBSE Life Skills curriculum.
- The programme is taught by social studies teachers who are experienced with the CBSE Life Skills expectations, and can embed cultural development into a variety of school subjects.
- Teachers enable enthusiastic and knowledgeable student participation. For example, Grade 6 girls happily volunteered to learn the Ayallah dance.
- A number of strategies such as, projects, presentations, quizzes and worksheets are used to assess social studies.

The school's implementation of the UAE Social Studies Programme is well developed.

Innovation in Education

- As a result of opportunities occurring in lessons and activities, greater opportunities for students to develop the skills of innovation are being provided.
- In some phases of the school, students have initiated entrepreneurial activities to raise money for community charities. Students have deployed innovative approaches to inform and influence other students.
- Teaching strategies are emerging which, include the use of technology within lessons. The development of skills using the technology is not systematic.
- Some lessons are now being adapted to encourage opportunities for students to access resources necessary to support innovative thinking.
- The strong support of the school leaders to new initiatives demonstrates a commitment to the promotion of a culture of innovation.

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

Main inspection report

1. Students' achievements

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

- Although external assessments are not available for Islamic education, inspection evidence indicates students develop a clear understanding of Islamic concepts and how they relate to their lives. Understanding of concepts is not as strong in the secondary phase because opportunities to extend students' thinking are infrequent.
- Across the phases, particularly in the primary and middle phases, students have a clear understanding of concepts of Islam, laws of worship and Hadeeth.
- Students' recitation skills have improved as a result of providing additional recitation and Tajweed sessions. Students are beginning to develop their critical thinking skills, particularly in the primary and secondary phases.

For development

- Development of a deeper understanding of Islamic concepts and knowledge in the secondary grades.

		KG	Primary	Middle	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable

- Most students attain results that are generally in line with curriculum expectations. Internal assessment results and lesson observations indicate students have secure reading and comprehension skills particularly in the primary phase.
- Across the grades, students have developed their reading and writing skills. Their writing samples feature expected use of vocabulary and basic sentence structures. Their sentences are more developed in the upper grades. Students' listening and speaking skills are less secure.
- Improved teaching, in a number of lessons, has contributed to changes in student outcomes, in limited ways.

For development

- Improving student outcomes through the development of teaching to better support learning an additional language.
- Planning for systematic assessments that are aligned with learning outcomes.
- Developing the curriculum to meet the needs of learners.

		KG	Primary	Middle	Secondary
English 	Attainment	Good ↓	Good	Good	Very good ↑
	Progress	Good ↓	Good	Good	Very good ↑

- The very strong results from internal assessments on attainment and progress in the primary and middle phases, lack congruence with classroom observations and scrutiny of students' workbooks. In the secondary phase, results are stronger and reflect the work undertaken in lessons.
- A large majority of students possess convincing, self-confident communication skills appropriate for their ages. They achieve a similarly high level of competence in reading and comprehension. Their writing skills are less well developed.
- In the secondary phase, students are highly motivated and highly engaged in lessons. This is because teaching is effective and leads to very strong achievements in student outcomes.

For development

- Share the best practices within the department.

		KG	Primary	Middle	Secondary
Mathematics 	Attainment	Good	Very good ↑	Good ↑	Good
	Progress	Good	Very good ↑	Acceptable	Good

- Attainment and progress in mathematics are very good in primary and good in the Kindergarten and secondary phases. Although attainment in middle school is at a good level overall, progress is limited for some groups of students, particularly the more able learners.
- Most students in the Kindergarten and primary phases understand the concept of quantity and have good number sense. Middle and higher grade students understand space and shape of geometrical figures however, fewer students demonstrate skills of critical thinking, problem solving or reasoning.
- Although attainment and progress at primary and the attainment at middle school has improved, the improvements have not been secured in all phases due to inconsistencies in teaching.

For development

- Implement strategies which deepen students' conceptual understanding for problem solving.

		KG	Primary	Middle	Secondary
Science 	Attainment	Good	Very good	Good ↓	Very good ↑
	Progress	Good	Very good	Good ↓	Very good ↑

- Students' attainment and progress are strongest in primary and secondary phases. The achievement of students in the middle phase on external benchmark assessments is lower because the school has not adapted the curriculum.
- Students' acquisition of scientific knowledge is stronger than their development of investigative skills. Progress made by students is stronger where prior learning is taken into account.
- Increases in the use of learning technologies are leading to improvements in the development of scientific enquiry skills. However, there are insufficient opportunities within the classroom for students to develop their investigative skills.

For development

- Provide more opportunities for students to develop skills of investigation.

	KG	Primary	Middle	Secondary
Learning Skills	Good	Good	Good	Good

- Across all phases, learning skills are well developed. Teachers consistently apply knowledge of their subject to plan interesting and engaging lessons. Students take responsibility for their own learning and work independently or collaboratively with others.
- Engaging learning environments enable the majority of students to experience success. However, opportunities for students with SEND and gifted or talented students are underdeveloped.
- The school's purchase of a significant number of electronic IT tools has increased opportunities in all phases for research, independent study and problem solving. In the primary phase, theme based learning is used as teachers focus their lessons on a single topic for the entire day, for instance, human body systems.

For development

- Adjust teaching and lesson plans to ensure students with SEND make progress.

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

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

- Although personal development is very strong throughout the school, children in the Kindergarten have limited opportunities to make choices and act independently.
- Across the school students are very respectful of the learning process and show exemplary levels of personal responsibility and care towards each other. Absence and lateness are rare.
- As a result of continued promotion of well-being and healthy eating, students in all phases but particularly in the upper phases, make wise choices to stay healthy, eat well and keep active.

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

- Students demonstrate a strong awareness and understanding of the influence of Islamic values in Dubai, particularly in the upper grades. Students exhibit clear knowledge of the Emirati culture in all phases.
- Students' awareness of their own culture is strong across the grades. They are developing their knowledge of world cultures. When provided with the opportunity they are able to elaborate on distinct features of other cultures.
- The increased focus on highlighting basic information about Islam and world cultures contributes to students' knowledge base. Deeper understanding of world cultures and the values of Islam is more evident in the primary and middle phases.

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

- Students across the school attach considerable importance to their participation in charity projects, which they proudly promote. At the same time, they take active responsibility for preserving and protecting the environment in the school and beyond.
- Students' work ethic is very evident in their involvement in different school activities. In addition they are supported in developing leadership skills, through participation in activities such as the Model United Nations,
- The school has ensured a particular focus on strengthening all students understanding of environmental concerns, which has helped to deepen understanding and strengthen awareness.

For development

- Focus on developing a deeper understanding of world cultures and the values of Islam in the primary and middle phases.

3. Teaching and assessment

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

- Teaching for effective learning is stronger in the upper phases. In the Kindergarten teaching is overly directed restricting opportunities for independent learning. Most teachers plan well but in the Kindergarten the planning of activities and tasks does not sufficiently take into account the particular learning needs of different groups of children.
- Less time is made available by teachers for independent research and problem solving in all subjects. However, teachers' use of higher order thinking questions is more evident in lessons and written assessments.
- Recent strengthening of the use of technology has enabled teaching to be more effective resulting in better learning outcomes for some students. It has not led to increased research opportunities.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good 	Good

- In the Kindergarten, teachers continually assess children's strengths and weaknesses within lessons. In all other phases, there is a common framework for internal assessment. The resulting data is examined. However, this analysis is not consistently used to amend teaching strategies.
- The school employs a variety of international assessments to compare the performance of students with those in the international cohort.
- Assessment practices throughout the school are consistent. Improved assessment processes in the middle phase have impacted positively on student learning. Following assessments, teachers provide effective oral and written feedback to motivate students and direct learning.

For development

- Rigorously monitor lesson planning to ensure assessment information is used to inform adjustments to teaching strategies and support the provision of enquiry based learning and independent research.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good ↓	Good	Good	Good

- Curriculum implementation is less effective in Kindergarten than previously but is still strong. Generally the curriculum design ensures smooth transition of learning from one phase to another and students are well prepared for future learning.
- A particular strength of the curriculum is its relevance, and its promotion of innovation across phases. However, the implementation of the curriculum in the Kindergarten does not sufficiently enable children to lead their own learning and make choices.
- Curriculum reviews have resulted in new topics being introduced to meet the learning requirements of international benchmarking tests. However, in implementation the strengths and weaknesses of students at different phases has not been taken into account, therefore limiting its impact on student outcomes.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Good

- Curriculum adaptations result in good provision across phases and provide a range of good learning experiences which motivate students.
- Lessons are generally adapted well to identify different teaching strategies to meet the needs different groups of students. However, the effectiveness of the adjustments and curriculum adaptations is not consistently evaluated.
- As a result of curriculum adaptations lessons include reference to "Asset Wall Task". However, the impact of these modifications on learning outcomes are not yet evident..

For development

- Establish links between areas of learning to promote students' critical thinking and research skills during lessons.

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 arrangements and processes to keep students and staff safe and secure are rigorous, systematic and highly effective. - Staff take exceptional care of the students' health. A particular strength is the promotion of healthy lifestyles where staff work closely with each other and students to provide effective role models of well-being. - New elements of risk management have been implemented such as lock down drill. This has further increased the safety standards. Important and effective innovations have been introduced to ensure smooth operation and a safe transport.				

	KG	Primary	Middle	Secondary
Care and support	Very good	Very good	Very good	Very good
- Excellent relationships and efficient systems promote exceptionally good behaviour, attitudes to learning and attendance. However, sometimes adult supervision restricts opportunities for students to take responsibility. - Students with SEND are identified well, particularly in the Kindergarten, Systems for pinpointing children who are gifted and talented are well developed in the Kindergarten, Leaders understand the need to use this information to ensure the best progress for this group of students. - Pastoral care for students is strong resulting in a harmonious community. However, classroom practice often fails to stretch or nurture students with additional learning needs, including those who are gifted or talented or have SEND.				

For development

- Ensure teachers maximize opportunities to challenge students, particularly those who have SEND or are gifted and talented..

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable ↓

- The school embraces full inclusion and ensures the governing body and leaders contribute to the inclusive action plan. However, the translation of the plan into actions that drive better teaching and learning remain underdeveloped. .
- Identification and diagnosis of students needs are improving particularly in early phases. This results in teachers having adequate information to support students and remove barriers to learning.
- Parents are supportive of the school's inclusive ethos and are content with the information they receive about student's progress. They are confident in the schools' response to needs and feel problems are dealt with quickly and sympathetically.
- Learning Support Assistants (LSA) work skilfully using their knowledge of students to improve learning. Class teachers are less successful in differentiating their lessons to meet all needs and most do not systemically use assessment and careful questioning to track learning.
- The students with the greatest needs usually make the most progress when working with an LSA but individual sessions with counsellors do not always result in good progress. Progress of students with SEND is not always monitored or maximized.

For development

- Identify and implement practices impact most on students' progress and increase the opportunities for LSA support.

6. Leadership and management

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

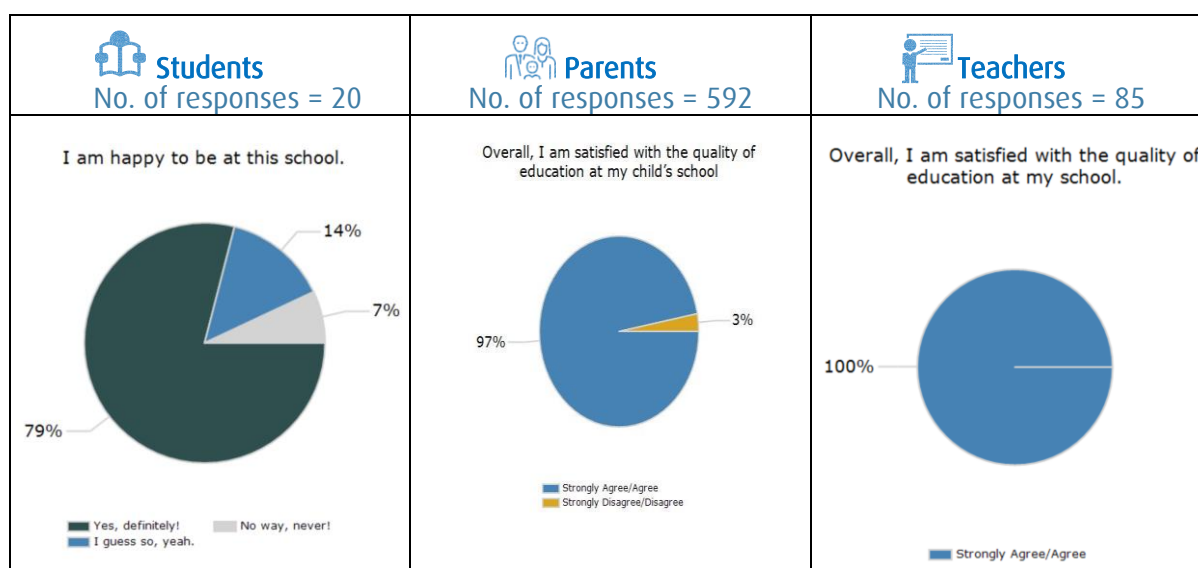
- School leaders, led by the principal, have set a clear direction and vision that has been embraced by the entire school community. They have created an inclusive school. Data is used carefully and analyses disseminated to teachers. However, middle managers do not work as consistently to implement the vision.
- The evaluation of the school's performance by examining internal and external data remains generally accurate and insightful. Senior leaders consider both qualitative and quantitative measures in an effort to evaluate effectively. The evaluation of the resulting curriculum modifications and the effectiveness of teacher's interventions are less well monitored.
- Parents are actively involved in school activities and are well-informed about students' academic learning and development. Parental involvement has yet to establish and contribute to raising standards in the school.
- A very diverse governing board delivers effective leadership. Stakeholders are very well informed of student achievement. Senior leaders are held to account for the accurate self-evaluation of the school and for school improvement. The deployment of resources is effectively managed and monitored well to guarantee effective impact.
- The school has detailed and thorough policies and procedures to monitor and record all aspects of the day-to-day management of the school. All staff members are suitably qualified although not every teacher has teacher certification. The premises are well-maintained and updated with specialist facilities to support learning. All phases are provided with a wide range of learning resources to support 21st century learning skills.

For development

- Involve middle leaders in systematic monitoring and support for teachers.
- Ensure all staff are held to account for embedding curricular modifications, implementation of innovative teaching strategies.

The views of parents, teachers and senior students

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



 Students	Most students believe that the work of KHDA has been an important ingredient in the improvement of schools in Dubai Almost all students report that they enjoy coming to school.
 Parents	The great majority of the parents who responded to the survey are satisfied with the quality of education that their children are receiving. They believe that the school promotes literacy and a love of reading. Almost all parents report that their children are happy at school.
 Teachers	Teachers believe that student learn well primarily due to effective teaching and that students are well behaved with no incidents of bullying. They report that targeted professional development has helped them to become better teachers.

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