

INSPECTION REPORT

2022-2023



JUMEIRAH COLLEGE

UK CURRICULUM

OUTSTANDING

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Safa
	Opening year of School	2000
	Website	www.gemsjc.com
	Telephone	97143955524
	Principal	Robert Kesterton (Acting principal)
	Principal - Date appointed	1 January 2023
	Language of Instruction	English
	Inspection Dates	23 to 27 January 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	11 to 18
	Grades or year groups	Year 7 to Year 13
	Number of students on roll	1120
	Number of Emirati students	30
	Number of students of determination	88
	Largest nationality group of students	Indian

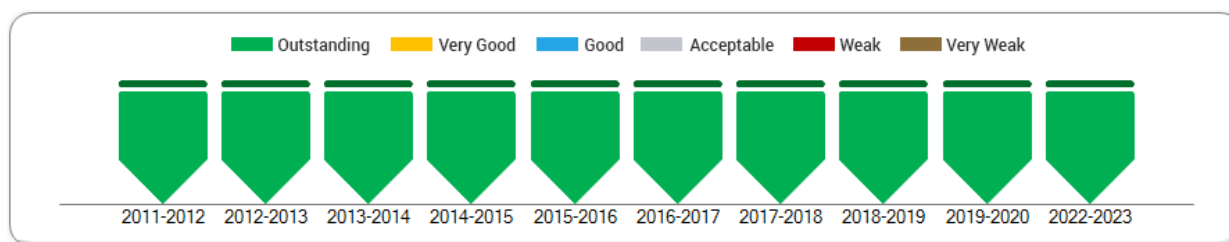
TEACHERS

	Number of teachers	100
	Largest nationality group of teachers	British
	Number of teaching assistants	15
	Teacher-student ratio	1:13
	Number of guidance counsellors	2
	Teacher turnover	10%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GCSE, AS Level, A Level
	Accreditation	BSO

School Journey for JUMEIRAH COLLEGE



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students' achievement is outstanding in English, mathematics and science. Attainment in Islamic Education and Arabic as a first language has improved in the secondary phase and is now good. Students' progress in the lower secondary year groups is at times slower than in other year groups. Students have exceptional learning skills. Most students readily take responsibility for improving their own learning.
- Behaviour is exemplary. Students have highly positive attitudes to learning, but their attendance is only good. Students fully respect and appreciate the diverse population and cultures within the UAE. They understand the importance of being responsible members of the school and of the wider community. Most demonstrate this in the way in which they initiate projects to improve sustainability issues and to support charitable organisations.

PROVISION FOR LEARNERS

- Teachers have strong subject knowledge which they use expertly to engage students in a wide variety of learning experiences. High quality interactions inspire students to think critically and to strive to do their best. Most teachers have high expectations and provide challenging work. This is less consistent in lower secondary classes, where teachers do not always use assessment of students' prior learning or the correct level of curriculum expectations to ensure the same rapid progress as in other year groups.
- The curriculum is well designed to provide structured learning opportunities and progression in most subjects. A wide range of curricular choices enables students to progress to more in-depth study of their chosen subjects. The curriculum has been modified to provide a separate learning pathway for students of determination who are unable to access the main school curriculum. However, this pathway does not extend beyond Year 11.
- Health and safety, and practices for child protection, are very good. The school provides a safe, hygienic and secure environment. Safety checks are carried out effectively and frequently. The school successfully promotes safe and healthy living. Students receive very good care and support which contributes significantly to their wellbeing.

LEADERSHIP AND MANAGEMENT

- Leaders provide strong educational direction. Communication between leaders, staff and students is highly effective. Self- evaluation processes generally support the identification of areas in need of further improvement, but this is not fully supported by the use of assessment data. Parents are very supportive of the school. The governing body is fully representative of the school community and exerts a positive influence. Facilities and resources are of an outstanding quality and contribute to the very positive learning environment enjoyed by students.

The best features of the school:

- Students' outstanding achievement in external examinations in English, mathematics and science at the end of Secondary and Post-16
- Students' personal development
- The way in which teachers encourage students to think critically
- The effectiveness of systems to promote the wellbeing of staff and students
- The excellent partnership developed with parents





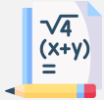

Key recommendations:

- Eradicate inconsistencies in assessment processes and practice to ensure that there is an accurate understanding of the progress of all students measured against their prior learning and the appropriate curriculum standards
- Improve the effectiveness of the systems to support students of determination

Overall School Performance

Outstanding

1. Students' Achievement

		Secondary	Post-16
 Islamic Education	Attainment	Good ↑	Good
	Progress	Good	Good
 Arabic as a First Language	Attainment	Good ↑	Good
	Progress	Good	Good
 Arabic as an Additional Language	Attainment	Good	Not applicable
	Progress	Good	Not applicable
 English	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
Learning skills		Secondary	Post-16
		Outstanding	Outstanding

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

	Secondary	Post-16
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding

3. Teaching and assessment

	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding
Assessment	Very good ↓	Outstanding

4. Curriculum

	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

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

	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good
Care and support	Very good	Very good

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the 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.](#)

The school does not fully meet the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	is above expectations.	meets expectations.

- In PISA, the school exceeded the target in reading, met the target in mathematics and marginally missed the target in science. The school's overall performance is at proficiency level 4 in all three subjects. In TIMSS, the school exceeded the Year 9 targets in both mathematics and science and is performing at the advanced international benchmark. Boys' performance exceeded that of girls in both mathematics and science, but not in reading. The schools' overall progression is outstanding.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations.

- The leadership team has not sufficiently prioritised the development of the skills required in the National Agenda external benchmarking assessments. The school's National Agenda action plan is generic and does not highlight key areas for improvement. Leaders analyse assessment data and staff are trained to use the results. However, the use of assessment data to inform lesson planning is inconsistent.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations	is above expectations

- The school implements the NGRT and Accelerated Reader assessments. These enable the school to measure and monitor students' reading literacy levels. Reading literacy is promoted across the school. Students' critical thinking, and problem-solving skills are fully integrated in all subjects. Not all teachers have the skills needed to teach reading effectively within their subjects.

Overall, the schools' progression to achieve the UAE National Agenda targets meets expectations.

For development:

- Improve the use of analyses of National Agenda parameter test data in lesson planning and teaching.
- Ensure that all teachers have the necessary skills to support the development of reading in their subjects.

Wellbeing

The quality of wellbeing provision and outcomes is at a **very high level**.

- The acting principal and senior leaders demonstrate a very strong commitment to wellbeing. The importance of wellbeing is stressed through policies and practices. The policies provide very clear guidance to the school community about the importance of wellbeing to the health, happiness and success of the school community as a whole. The school's wellbeing trajectory shows significant levels of improvement over time. A wealth of data is studied to help leaders to identify ways to continue this rate of improvement.
- The inclusion leader has developed a strong approachable team, members of which are available to assist anyone in the school community needing academic, emotional and career support. Older students mentor younger students. New teachers have an allocated mentor to support them as they begin their careers in the school. Students are taught to be kind, reflective, positive and respectful. They are very grateful for the establishment of the broad range of activities that promote wellbeing.
- The pastoral care curriculum underpins the wellbeing programme and permeates the whole school. The alternative pathways, life skills and modified work provide students of determination with opportunities to build confidence and achieve personal success. The broad range of curricular activities helps to develop teamwork through shared challenges. Students feel safe and valued at school and they clearly understand the link between diet, exercise and good health. There is outstanding engagement between students and staff.

UAE social studies and moral education

- The school devotes one 40-minute session each week to the teaching of moral education. Social studies is taught in one face-to-face session of 40-minutes every fortnight, and a further 40-minutes per fortnight are devoted to self-directed student study. Teaching and learning are securely rooted in the UAE social studies and moral education programmes.
- The curriculum has been thoughtfully translated into unit and individual lesson plans by the head of department. These resources are well considered. Every form tutor draws from the plans to teach the programme. Their lessons are of high quality. Students enjoy discussing each theme and speak with maturity about the issues raised. At the end of each unit, the school assesses students' response using a written test. The results are reported to parents annually.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Secondary	Post-16
Attainment	Good ↑	Good
Progress	Good	Good

- Students in the upper year groups have very well-developed analytical skills. The use of these skills is less evident in earlier years. Non-Arab students make better progress than Arab students in most areas of learning. The schools' internal assessment data indicate that most students make better than expected progress. This is not evident in lessons or in students' work overtime.
- Most students develop a strong knowledge of the Seerah and important personalities. Students' recitation skills are well developed, especially among Arab students. Their knowledge and application of the rules of Tajweed exceed the curriculum expectations. However, their knowledge of Aqeedah and national identity is less secure.
- Students' ability to work collaboratively, and their effective use of technology, are expanding their learning. This, and the whole school focus on recitation and Seerah, is improving students' attainment, especially in Secondary. Students' ability to provide contextual evidence to support their views is underdeveloped.

For development:

- Improve students' skills of using references from the Holy Qur'an and Hadeeth to support their views.

Arabic as a first language

	Secondary	Post-16
Attainment	Good ↑	Good
Progress	Good	Good

- A majority of students can respond to literary prompts with ability and self-confidence. Students in the lower year groups find it difficult to understand what they are reading when texts are unfamiliar. Older students can analyse texts and understand the main and secondary meanings.
- The majority of students have a well-developed understanding of sentence structure. They are able to construct and use questions and exclamatory sentences. Those not working at the expected level have difficulty in using correct grammar and do not have a wide enough range of vocabulary.
- The school's approach to students' engagement with Arabic underpins the development of speaking and dialogue skills. This is particularly evident when students debate contemporary issues that deal with societal beliefs, for example, the role of women in society.

For development:

- Improve the reading skills of students in lower secondary classes.
- Improve students' writing skills by extending the range of their vocabularies and the use correct grammar.

Arabic as an additional language

	Secondary	Post-16
Attainment	Good	Not applicable
Progress	Good	Not applicable

- The majority of students have a good understanding of familiar passages which are read to them. They can answer predicted questions and take part in conversations seeking and conveying information and using a variety of structures. Their independent reading is not as well developed.
- In lessons and in their recent work, students identify and note the main points and personal opinions in writing. Most can write on a range of familiar and sometimes unfamiliar topics. A majority can apply appropriate knowledge of grammar and are beginning to write descriptive texts.
- The effective use of Arabic in lessons, and the selection of the topics that motivate and engage learners, is leading to students developing stronger linguistic skills and confidence.

For development:

- Improve students' ability to write creatively using a wide range of vocabulary.
- Improve students' independent reading skills.

English

	Secondary	Post-16
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Most students make rapid progress. Their attainment in reading, writing, speaking and listening develops strongly as they move from year to year. They are very well prepared for the demands of external examinations in which they attain very highly.
- Students become highly confident and articulate speakers, who are adept at debating. Older students rise to the challenge of tackling complex texts and themes. Younger students relish using their developing knowledge.
- Occasionally, students' rates of learning are slower in lower secondary classes. Their progress is uneven because of variability in the depth in which they study a particular literary theme. Older students' progress is more even, because they tackle different themes and concepts to a similar depth.

For development:

- Ensure that students revisit and consolidate key knowledge and skills in sufficient depth as they move through the lower secondary classes.

Mathematics

	Secondary	Post-16
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- External examination results are particularly strong. Results in GCSE, A Level and A Level further mathematics are outstanding. Students explain their mathematical understanding exceptionally well. They work through the processes of calculation, using standard algorithms, as well as exploring multiple approaches to solving mathematical problems.
- In the upper secondary and post-16 phases, students' deepening knowledge and understanding of complex mathematical concepts accelerates their progress. Their reasoning skills are developing steadily in solving complex numbers and matrices, but progress is not as fast as in other elements of their learning.
- The school has identified students who struggle with mathematics and provides them with appropriate interventions during the mathematics clinic periods. This is having a positive impact on their progress.

For development:

- Improve the rate of progress at which students, particularly in lower secondary classes, improve their reasoning skills.

Science

	Secondary	Post-16
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Students secure high levels of scientific knowledge as they progress through the school. They excel in Post-16 and GCSE external examinations across the three science disciplines. In a few lower secondary classes, students' progress slows when they do not build upon what they already know.
- In biology, older students can explain the difference in colour and texture of chicken and duck breast meat using their knowledge of the function and structure of specialised cells. Other students confidently discuss the processes required for organic synthesis.
- Students use scientific vocabulary confidently to explain complex concepts. They build effectively on prior learning and develop a secure conceptual understanding of scientific processes. Practical investigative skills have been refined through the increasingly demanding experiential learning.

For development:

- Increase the rate of progress of students in lower secondary by building more consistently on their prior knowledge.

Learning Skills

	Secondary	Post-16
Learning skills	Outstanding	Outstanding

- As students move through the school, they develop an increasingly wide repertoire of learning skills which they draw upon to help them to derive the maximum benefit from learning. Students in lower secondary tend to take less responsibility for moving their own learning forwards.
- Most students are enthusiastic learners who strive to get things right. They challenge themselves, whether by trying to exceed a known target or simply by reflecting critically as to why they made mistakes.
- Students capitalise on excellent opportunities to develop as learners. They use their extensive vocabularies to debate and make connections between curricular areas as they compose well-formed arguments rooted in analysis and evidence.

For development:

- Improve the ability of younger students to take responsibility for their own learning.

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

	Secondary	Post-16
Personal development	Outstanding	Outstanding

- Students in both phases show a consistent willingness to take personal responsibility. Most students demonstrate strong self-reliance and positive attitudes to school. Their behaviour is exemplary both in lessons and outside the classroom.
- Students' relationships with one another and adults are excellent. The wellbeing committee and mentoring group are very active in helping students to develop in a safe and supporting environment. Although students' punctuality to lessons is very good, their attendance is only good.
- Most students are aware of the importance of following a healthy lifestyle. This is evident across the school. They make healthy choices when selecting their meals and participate in various sporting activities, for example fitness challenges and after school competitions.

	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding

- Most students demonstrate a strong understanding and appreciation of the values of Islam and how they influence Dubai society. They are respectful of Muslim practices and make links between Islamic values and school values such as gratitude, respect and kindness.
- Students are knowledgeable about and respectful of the UAE culture. They show pride in being part of the society and contribute to the various national celebrations. Students are keen to share their knowledge of the historic and economic development of the UAE
- Students demonstrate a strong understanding of their own cultures and are mindful and respectful of other cultures in school. They initiate and participate in cultural projects and events to celebrate different cultures, such as International Day, Diwali and the Chinese New Year.

	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding

- Most students have a positive work ethic. They care for their school and work hard to improve it. Most students, led by the eco committee, initiate ideas to protect the environment, for example through the recycling project, planting trees and conserving energy.
- Students develop entrepreneurial and innovative skills in business and enterprise week and through design and technology extra-curricular activities. They understand the importance of dedication and hard work to be successful in life.
- Most students are proactive and responsible members of the school and the wider community. Older students frequently take part in volunteering projects and collect donations for local and international charities.

For development:

- Emphasise to parents and students the importance of regular attendance.

3. Teaching and assessment

	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding

- Teaching is exceptionally strong in post-16 and the upper secondary years because teachers have a clear understanding of what their students already know and can do. In the lower secondary years, teachers in some subjects do not always know how to build sequentially on students' existing knowledge.
- Teachers have very secure subject knowledge. They question skilfully, probing carefully to check that students have understood, then work deftly to deal with misconceptions. They encourage students to think critically and build students' confidence in their abilities. Teachers often create infectious enthusiasm.
- Teachers observe one another in the classroom, critically evaluating and learning from one another's performance, which in turn reinforces the quality of teaching. In addition, new teachers receive strong support to give of their best in their new posts.

	Secondary	Post-16
Assessment	Very good ↓	Outstanding

- Internal assessments of students' attainment closely match the outcomes of GCSE and post-16 examination results. In upper secondary, teachers have an excellent understanding of GCSE examination requirements, and they use this well to check students' progress towards their target grades.
- Assessment processes and implementation are not as consistently strong in lower secondary, or in Islamic Education and Arabic throughout the school. Insufficient account is taken of students' starting points in relation to the expected curriculum standards.
- Teachers' use of assessment in lessons to accelerate progress and to address misconceptions is very strong. However, in lower secondary classes it is inconsistent in its accuracy and how it is used to plan lessons to support or challenge students.

For development:

- Ensure that teaching in the lower secondary phase builds upon students' existing knowledge and understanding and skills.
- Ensure that all assessment processes are linked clearly to the curriculum standards and take full account of students' prior learning.

4. Curriculum

	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum is aligned to the school's vision to provide a highly engaging and successful education for students. The comprehensive, well-planned curriculum provides an extensive range of academic and creative subject choices for GCSE and A Level to support students' career aspirations.
- The school meets statutory curricular requirements. Regular reviews of the curriculum have led to a three-year GCSE science option and more structured progression into examination courses. In Arabic, a progressive skills-based approach is not securely embedded.
- The curriculum supports the development of higher order thinking skills, innovation and research. Critical thinking is a key component in many subjects. Cross-curricular links are systematically planned to enrich and enhance students' learning experiences.

	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding

- The curriculum is enhanced with an extensive range of visits which deepen learning and support the development of meaningful links between education and the wider world. The extensive range of extra-curricular opportunities encourages participation in creative, sporting and academic activities.
- Across the taught and extended curriculum, key links are made to enhance students' understanding of Emirati culture and UAE society. The National Studies curriculum deepens this understanding further.
- Opportunities for high achievement are embedded across the curriculum. Appropriate adaptations are made to meet the needs of lower achievers. However, curriculum modifications for students of determination do not include a learning pathway beyond the end of the secondary phase.

For development:

- Refine the Arabic curriculum to secure a progressive skills-based approach
- Ensure that a specific curriculum pathway is planned for students of determination beyond the end of the secondary phase.

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

	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good

- The school's child protection and safeguarding procedures are rigorous and complemented by well trained staff. There are very effective links with parents. Processes to identify issues and to solve problems are appropriate and handled very sensitively. There are very strong links with external services.
- The school provides an attractive, safe, hygienic and secure environment for students and staff. Safety checks are frequent and thorough. Supervision of students is highly effective at all times. The few minor issues which were raised with the school during the inspection were promptly addressed.
- The school's doctor and nurses organise and maintain the medical facilities efficiently and are responsive to students' needs. Staff successfully promote healthy eating and fitness, which includes providing a range of physical activities.

	Secondary	Post-16
Care and support	Very good	Very good

- Teachers know their students very well and have built very positive relationships based on mutual respect, trust and confidence. Attendance is monitored closely and there is systematic follow-up of any unauthorised absence and lateness.
- The school uses a range of assessments to identify any barriers to learning and the needs of students of determination. The resultant targets for improvement are accurate and subsequent modifications and support are suited to most students.
- There are secure assessment processes to identify and provide extension activities for students with gifts and talents. The school offers a wide range of extra-curricular activities for all students. High quality personalised advice and guidance is provided about health and career choices and higher education pathways.

For development:

- Improve provision for inclusion by deploying appropriate levels of support staff and by monitoring the effectiveness of the support.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good ↑

- The new leader of inclusion has strengthened the profile of the department. She has created a detailed strategic action plan based on effective self-evaluation. Robust systems are in place to meet the needs of an increasingly diverse student population
- Improved identification processes result in the creation of student profiles and for some an individual education plan. These good quality documents identify the strengths of students and the provision that is necessary to reduce individual barriers to learning.
- In discussion, parents describe the development of an inclusive school ethos as overwhelmingly positive. They appreciate the open communication and positive partnerships with staff which build the all-round education of their children.
- There is a range of modifications to the curriculum and support both in class and in the support department. Reviews of strategies to support students' learning take place regularly with student and parent involvement. Overall, modifications and support are less developed than other areas of the departments' work.
- There is a structure of regular assessment of academic and pastoral progress. Assessment data, work scrutiny and feedback from staff provide evidence of very good progress and improved outcomes. Students are becoming increasingly resilient as they work through a range of pathways in readiness for more complex work.

For development:

- Ensure that training for teaching and support staff enables them to implement curricular modifications more effectively for students of determination.
- Ensure that staffing levels enable more effective monitoring of provision and the quality of support in lessons.

6. Leadership and management

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

- The schools' vision to develop confident and accomplished students is firmly embedded in all areas of the school. Most leaders demonstrate a strong understanding of the best practices in teaching and curriculum. Their understanding of best practices in assessment is less secure. Very strong relationships and highly effective systems of communication are evident between leaders and all stakeholders. Leaders demonstrate a very strong capacity to continue to improve the school.
- Analyses of data from end-of-phase external assessments is used very effectively to identify areas for further improvement. Comparisons of the outcomes of National Agenda parameter tests are not made as effectively. Checks on the quality of teaching by middle leaders provide valuable feedback to teachers. However, they are less effective in recording the link between teaching and students' progress. School improvement plans demonstrate a clear understanding of where further improvement is required.
- The school is very successful in encouraging parents to work in partnership with staff in supporting students learning. Effective systems of communication enable parents to be fully involved in the life of the school. Parents highlight the parent-teacher consultations as key factors in understanding how well their children are progressing.
- Governors have been influential in ensuring there is an appropriate focus on the UAE priorities, such as inclusion and wellbeing. They work closely with staff in driving school improvement. Governors gain knowledge of the school through reports from staff and visits. However, the Local Advisory Board are not provided with sufficient detailed comparisons of internal and external assessment data to effectively hold leaders to account.
- Effective systems of communication and highly trained administrative and facilities staff contribute to the smooth running of the school. The school is appropriately staffed with qualified teachers.. Facilities have improved since the last inspection and fully meet the requirements of the curriculum. There is an extensive range of high-quality resources, well matched to the curriculum requirements and students' needs.

For development:

- Improve the understanding of all leaders of the best practices in assessment related to the school's curriculum.
- Ensure that in the monitoring of lessons, there is a closer link between teaching and students' progress.
- Ensure that members of the Local Advisory Board have the information needed to enable them to hold leaders to account.

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 QA.Schools@khda.gov.ae