

INSPECTION REPORT

2022-2023



KINGS SCHOOL DUBAI L.L.C

UK CURRICULUM









OUTSTANDING

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SCHOOL INFORMATION







GENERAL INFORMATION

 Location	Umm Suqeim
 Opening year of School	2004
 Website	http://kings-edu.com/dubai/
 Telephone	+971 (0)43483939
 Principal	Mr Bede Patrick Higgins
 Principal - Date appointed	8/1/2016
 Language of Instruction	English
 Inspection Dates	07 to 10 November 2022





STUDENTS

 Gender of students	Boys and girls
 Age range	3 to 11
 Grades or year groups	FS1 to Year 6
 Number of students on roll	1099
 Number of Emirati students	57
 Number of students of determination	82
 Largest nationality group of students	UK

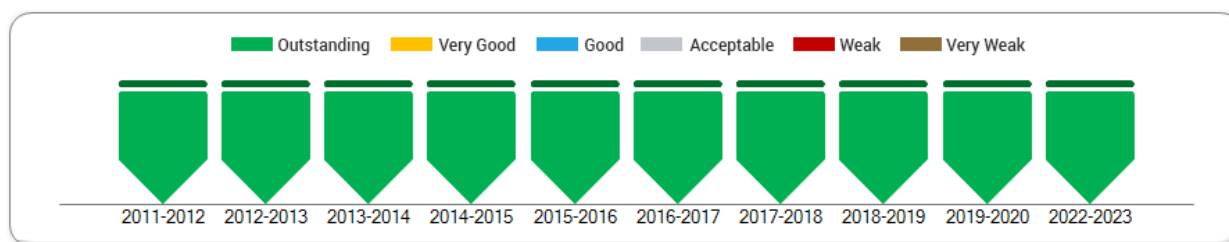
TEACHERS

 Number of teachers	84
 Largest nationality group of teachers	British
 Number of teaching assistants	47
 Teacher-student ratio	1:13
 Number of guidance counsellors	1
 Teacher turnover	15%

CURRICULUM

 Educational Permit/ License	UK
 Main Curriculum	EYFS / National Curriculum for England
 External Tests and Examinations	N/A
 Accreditation	British Schools Overseas

School Journey for KINGS SCHOOL DUBAI L.L.C



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

- Across the school in English, mathematics and science the achievements of students are outstanding. Students have good attainment and make very good progress in Islamic Education. In Arabic as a first and additional language, attainment and progress are good. Students' learning skills are outstanding.
- With their excellent personal development, highly positive attitudes to learning, and considerate relationships, children and students are true ambassadors for the school. All are proud of their school and are increasingly involved in contributing to the school and the wider community. They appreciate, celebrate and possess a very secure knowledge and understanding of UAE heritage and culture.

PROVISION FOR LEARNERS

- Teaching is almost always very good and in the large majority of lessons, outstanding. Teachers possess excellent subject knowledge and present inspiring opportunities for learning. They treat students as individuals, personalising work to support the most vulnerable and to challenge the more able. Assessment is well managed, and the outcomes of assessments are used effectively to adapt the curriculum and when planning teaching.
- The curriculum has a clear rationale with a strong emphasis on shared values. It aims to promote choice, challenge and support, and is very effective in promoting self-reliance and independence. The 'concept curriculum' is an innovative school-developed model, which involves maintaining a very high level of challenge, relevance and creativity. The curriculum is very well adapted to meet the needs of most groups of students.
- The school has rigorous procedures for protecting children, including from bullying and the risks associated with social media. It maintains accurate records of incidents and subsequent actions. Many staff hold first aid certificates. Security and supervision are excellent, and healthy lifestyle choices are systematically promoted. The identification of every student's learning and social development needs is precise and matched with appropriate provision. Secondary transition arrangements are excellent.

LEADERSHIP AND MANAGEMENT

- A dynamic principal supported by well-informed and active governors is helping to build highly effective teams of leaders and teachers. The community share a vision of inclusivity and excellence in education where students achieve at the very highest level. The school's facilities and resources are of the highest standard and very well presented. Strategies for spreading best practice in teaching and learning through professional learning are highly successful.

The best features of the school:

- The exceptional teaching and use of assessment, alongside the excellent learning skills and personal development of students, leading to high achievement.
- Excellent recruitment of high quality teachers and the provision of ongoing training and support.
- The building of highly effective teams of leaders, teachers and non-teaching staff.
- The high standards of inclusive education provision for students of determination and the highly effective promotion of wellbeing.
- The dynamic and innovative curriculum design and its implementation.





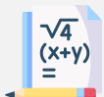

Key Recommendations:

- Extend the use of progressive technology across the curriculum, for example, in robotics and virtual reality learning spaces.
- Systematically promote the development of students' skills in open-ended, critical research across the curriculum.

Overall School Performance

Outstanding

1. Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Good
	Progress	Not applicable	Very good
 Arabic as a First Language	Attainment	Not applicable	Good ↑
	Progress	Not applicable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good
	Progress	Not applicable	Good
 English	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
		Foundation Stage	Primary
Learning skills		Outstanding	Outstanding

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

	Foundation Stage	Primary
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

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding

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 meets the registration requirements for the National Agenda Parameter

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

- Most students across the school make better than expected progress in the GL progress tests. In TIMSS, most students make better than expected progress in mathematics and science.

	Whole school	Emirati cohort
Leadership: data analysis and curricular adaptation	is above expectations	

- Leaders across the school identify gaps from the National Agenda assessments in knowledge and skills. They then adapt the curriculum effectively, enabling teachers in English, mathematics and science to provide continuous opportunities to close these gaps.

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

- Across the school, most students have reading, comprehension and pronunciation skills which are above age-related expectations. Students often demonstrate independence when working and are versatile, can solve problems, analyse and research, from various sources.

Overall, the school's contribution to achieving the UAE National Agenda targets is above expectations.

For Development:

- Ensure that all strategies for learning maximise achievement for Emirati students in the National Agenda parameter tests and their progress in reading is reviewed regularly.

Wellbeing

The quality of wellbeing provision and outcome is at a very high level:

- Wellbeing lies at the forefront of the school's vision for students, staff, and their parents. A range of data informs self-evaluation and improvement processes which enable the refinement of provision. A senior leader with relevant knowledge of current practices manages and trains staff to deliver the priorities identified from regular surveys and conversations across the school. The governor for wellbeing is knowledgeable and proactive, holding leaders to account. Wellbeing focused routines and activities are embedded and provide stability, consistency, and support for all children within the school.
- Teachers and more specialist staff monitor and support student wellbeing on an ongoing basis. Sensory rooms and short breaks promote students' mental health and release anxiety. Opportunities for students to become involved in the leadership of wellbeing are increasing. Students' views and voices are valued, and children feel confident to initiate and drive wellbeing initiatives. Staff also share weekly breakfasts that celebrate culture. Staff induction processes significantly support their wellbeing.
- Student, parent and staff surveys show that students feel valued, safe, and engaged in school life. This is also evident through their full and enthusiastic engagement in the life of the school. All aspects of the school's curriculum and activities strongly promote a sense of belonging and respect to all members of the community. The positive behaviour policy is embedded, and students of all years choose the shared values each year. Students demonstrate a strong appreciation for healthy lifestyles.

UAE social studies and Moral Education

- The school teaches moral social and cultural education (MSC) using a series of resources, including the Salma series for reference but adapting this within their own innovative curriculum framework. MSC is taught in the English language and is timetabled as discrete lessons across the week, with each class timetabled for 2 to 3 lessons per week. Assessment is rigorous and contributes to the school's assessment system, enabling accurate tracking and reporting.
- The MSC curriculum is an integral part of the school's 'concept curriculum'. This delivers innovative, learner-centred provision, guided and stimulated by teachers, and which develops students' interests in a cohesive and collaborative way.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Very good

- Internal assessments indicate that students are steadily improving their knowledge of Islamic principles, Pillars of Islam and Iman. A large majority of students make progress above the curriculum expectation in lessons and work samples. These were evidenced in the Holy Qur'an, Hadeeth, and learning reflections on the Seesaw platforms.
- Students in Year 4 and above are confident in reflecting on their understanding of key concepts and Islamic values and in applying critical thinking skills. They do this by making relevant connections from Islamic topics to other areas of learning. This is especially evident in non-Arabic speaking lessons.
- Effective assessments have resulted in significant improvements in the recitations of the Holy Qur'an and Seerah of the Prophet Mohammed (PBUH), and especially in Years 2 to 3 of the Arabic speaking lessons. Emirati Students are improving their Holy Qur'anic recitation and Tajweed rules at a fast rate.

For Development:

- Provide students especially in Arabic-speaking lessons, with more opportunities for critical thinking learning and enable them to expand their reflections of Islamic concepts,

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Good ↑
Progress	Not applicable	Good

- Across the year groups, students' listening skills are strong. They achieve higher standards in reading than they do writing. The achievement of Emirati students, who make up a considerable proportion of the group, is less secure.
- Students' comprehension skills are generally improving. However, the quality of their writing varies. The most capable students demonstrate creative openings to a story, whereas the less confident struggle with basic writing skills. Students' standard Arabic speaking skills are insecure.
- More structured instructions from teachers are resulting in improved achievement levels in the lower years. Although, a significant number of students, including Emirati students, are making slower progress.

For Development:

- Enhance the language proficiency of all Emirati students.
- Improve all students' writing and speaking skills ensuring that they use standard Arabic at all times.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- Due to improvements in teaching and the use of assessment, students are developing language skills which are above expectations for their years of study. Too much variance is apparent between the year groupings, but new students often begin with strong starting points.
- A majority of students are improving their comprehension skills and writing conventions. In the higher ability groups, reading proficiency is strong. Listening and oral communication skills are not as well-developed. The highest attaining students engage positively in personal related discussions.
- Students are fully engaged in the learning process as a result of the emphasis on learning through enjoyment and practical activities. The assessment processes of the department are successfully linked with the criteria. Students' notebooks contain self-and-peer-evaluations as well as written teacher comments.

For Development:

- Provide students with additional opportunities to enhance their listening and speaking skills in lessons.

English

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Children leave FS2 with language skills that are well above expectations. By Year 6 students are competent in analysing figurative language in literature including poetry by Wilfred Owen.
- Older students gain confidence in speaking and in taking leading roles in assemblies. Their writing is coherent and compelling, across a range of genres and with sophisticated levels of vocabulary. Most students are able to apply a range of literary devices in their writing very effectively.
- Students respond well to lessons which feature imaginative elements and because of support and challenge, they make excellent progress. Occasionally support for a few students who have gaps in their language skills means they do not explore tasks as deeply as they could.
- Emirati students are making very good progress from low starting points. The standards they reach are not as high as their fellow students.

For Development:

- Bridge the gaps in learning for students whose English language development requires more support.

Mathematics

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- The school is highly effective in supporting learners of all abilities in mathematics and enabling them to meet or exceed the expectations of the curriculum. Students of determination are particularly well supported in mathematics classes, enabling them to be fully involved in mainstream lessons and make good progress in their mathematical skills.
- Lessons are engaging, with opportunities to extend and stretch students' learning, resulting in outstanding attainment. A focus on developing students' investigative skills is beginning to support their overall outstanding levels of achievement.
- Students in all classes are making excellent progress and are very competent mathematicians. Opportunities for students to apply their mathematical skills in real life contexts are not consistent in all year groups. ,
- Emirati students make good levels of progress in mathematics.

For Development:

- Provide more opportunities for all students to develop their skills by encouraging in-depth, open-ended mathematical investigations in lessons.

Science

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- External and internal assessment results indicate that most students attain above curriculum standards, in each section of the school. Students also make much better-than-expected progress from their starting points.
- Attainment across the phases is well above the curriculum standards, with students developing a strong understanding of scientific concepts and the skills of scientific enquiry. For instance, primary students were observed solving a problem on the separation of materials.
- The skills of students are developed to a high level in science because of the regular and well-structured opportunities for practical investigative work. A recent inquiry in biomimicry saw students explaining how some of Dubai's buildings mimic structures in nature.
- Across the school Emirati students make good progress in their knowledge, understanding and skills in science.

For Development:

- Enhance students' knowledge and understanding by ensuring that scientific enquiries are related to everyday contexts and which develops the skills of all groups of students.

Learning Skills

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- A strong learning culture pervades the school with students exhibiting enthusiasm for learning. They know their strengths and weaknesses and take targeted actions to improve. Especially in mathematics and science, problem-solving is intrinsic to lessons. Across subjects and phases, students collaborate very effectively with others.
- Students show self-discipline and a strong concentration in lessons when working independently. They seek out information, using learning technologies with confidence but open-ended research is less frequent. Innovation, creativity and exploration are prominent features in FS.
- Through the curriculum, and particularly in moral, social and cultural studies, students draw meaningful connections between learning and the real world. Through art, creative writing and science projects on biomimicry, primary students innovate and explore. Critical thinking features in most lessons when students reflect on their learning.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Across the school children and students exhibit exemplary behaviour and possess very positive attitudes to their learning. They have strong relationships with one another which are based on care and respect. Students are self-reliant and self-disciplined. Most generally make healthy lifestyle choices.
- Students lead assemblies and show confidence on the stage especially when they celebrate success for instance, in Years 5 and 6. Students exhibit tolerance, empathy, and sensitivity in group discussions. They respond to others with maturity and are accepting of and celebrate diversity.
- Students are punctual to lessons and keen not to miss school. Attendance is good and improving.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding

- Students stand and sing the national anthem, showing very respectful attitudes. They engage in Islamic activities in the school and the community. They can speak about key Islamic values and share their knowledge about the heritage of the UAE.
- Student displays, especially in the Islamic area, reflect their respect for the Arabic language and Islamic symbols. Children successfully make traditional Emirati jewellery, while students in Year 4 and above speak about tolerance and the future vision of the leaders of the UAE.
- Students celebrate other nationalities in art, music, reading, and language activities. On International Day, students and their families share information about their home cultures. Students are very proud of their own culture and show a high degree of respect for other cultures.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students are insightful and demonstrate commitment and loyalty through the values of care and consideration for others. Older students have an excellent sense of civic responsibility and make valuable contributions when offering opinions on issues in the school.
- Students report that their experience of education is positive and that teachers respect their individuality, creativity and talents. They feel confident in leading, initiating and participating in projects for instance, the Community Action Programme, Enterprise Week and World Ocean Day.
- In Primary, students plan and lead lessons on marine conservation and sustainability issues. In FS, children discuss global goals for good health, life on land and below water, and how to keep their school plastic free. Caring for the environment is part of each student's daily routine.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- Teachers create a vibrant and well-supported learning environment where students are empowered to work independently and to collaborate productively. Questioning is used to check and probe students' learning. Teaching provides students with regular opportunities to reflect meaningfully on their learning and their successes.
- Teachers have expert subject knowledge. They plan motivating, well-structured lessons which enthuse students. Routinely, teachers use time, imaginative activities and resources, including learning technologies, to enable students to learn successfully. Very occasionally time is not used as efficiently as possible by a few teachers.
- Most teachers have a deep knowledge of students' academic achievements. They use a wide range of strategies to provide effective support and challenge for students. However, these are not always sufficiently personalised to optimise learning.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding

- Internal assessment processes are coherent, consistent and linked to the school's curriculum. They provide reliable measures of student achievement. Internal assessments are rigorously benchmarked against a range of external national and international measures.
- The systematic gathering and rigorous examination of a range of internal and external data is a strong feature of the school. Assessment is used skilfully to adapt teaching and the curriculum to support the needs of all groups of students.
- The school is constantly reviewing and amending its assessment procedures, so that they provide the accurate information to improve learning. Recently this has included more robust external assessments for Arabic. Although self-assessment is seen in some lessons, peer assessment is less regularly seen.

For Development:

- Ensure that students are provided with enough time in lessons to undertake self- and-peer assessment activities.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The school curriculum has a clear rationale. It is based on the Early Years Foundation Stage (EYFS) and the National Curriculum for England (NCfE). It is concept-based and explicitly sets out to provide students with opportunities to develop deeper understanding as well as knowledge and mastery of skills. The comprehensive nature of the curriculum ensures that students learning experiences are continuous, and they make better than expected progress. This is enhanced through links across subjects and prepares students well for later learning.
- The curriculum offers a rich variety of provision and is responsive to students' interests and needs. Regular reviews are carried out to ensure the curriculum remains relevant and, is always focused on the needs and interests of students.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- The curriculum is rich and innovative, designed to inspire all students and is very effectively planned to provide stimulating learning opportunities. It is adapted very well to ensure full engagement for students of all abilities
- There are many opportunities for students to develop higher-order thinking skills, which are reinforced throughout the school. There is a wide range of extra-curricular activities which promote and enhance students' academic, personal, innovation and social skills development.
- Additional curriculum provision includes special projects and links with the secondary school in the Kings' cluster to provide specialised curriculum support. Coherent learning skills are embedded throughout the curriculum enabling students to deepen their understanding and celebration of the Emirati culture.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- All adults and students are fully aware of the safeguarding arrangements and, training has been provided to academic and ancillary staff. The school has rigorous procedures for protecting children from bullying and the potential dangers of social media.
- The school has very thorough systems for ensuring students' health and safety and maintains accurate records of incidents and subsequent actions. A sizeable number of staff hold first aid certificates. In addition, they provide excellent supervision to students as they arrive and leave school.
- Healthy living is systematically promoted and well supported by a vigilant medical clinic. Yoga and mindfulness sessions for students are timetabled across phases, with a particular focus in FS. As part of the science curriculum, healthy living is taught through discussing diet, exercise, and healthy food choices.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- In FS, children settle quickly because staff help them to form supportive friendships with one another. Throughout the primary phase, relationships continue to benefit from the positive behaviour strategy which rewards, and celebrates the shared values, this harmonious community hold and achieve.
- Teachers create a happy learning environment by working together with students to identify the elements of successful care, support and respect. The consequences of absence on learning are explained to students and parents as part of the school's responsibility to promote regular attendance.
- The identification of every students' learning and social development needs is precise and matched with appropriate provision. Transition into school, across year groups and onto secondary schools is exceptionally well-managed. Teachers have detailed knowledge of students' wellbeing from annual surveys and are actively seeking to refine this process further.

For Development:

- Consider relevant strategies tools and assessments to support the measuring of daily and longer-term wellbeing of students.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding ↑

- School leaders commit themselves to providing support for all areas of inclusive education. The inclusion champion ensures the admissions policy welcomes and admits students with additional needs. The head of inclusion makes a significant contribution to the admission process.
- The identification of students of determination, including those with more specific learning difficulties, is rigorous. Specialist teachers undertake diagnostic assessments to plan appropriate support that reduces barriers to learning or students' personal and social development. Personalised interventions, taught by specialist teachers, contribute to the exceptional progress students are making.
- The inclusion team form strong partnerships with parents in regular reviews, reporting of progress and when setting learning targets. Individual Education Plans (IEP) include the views of parents and students, so their awareness of support strategies is shared and reinforced at home.
- Provision for students of determination is jointly planned by class teachers, specialist teachers and additional adults who provide learning support within classes and in enrichment groups. Pre-teaching and refreshing knowledge and skills students need, make a strong contribution to closing achievement gaps between identified students and fellow students.
- Targeted support and consistency in teaching strategies are contributory factors in accelerating progress for students of determination. Assessments are regular and inform accurate and ambitious target setting. This inclusive approach, with enriched provision for a fully diverse student community, is also in place for students who are exceptionally able.

For Development:

- Ensure that effective succession planning is in place to ensure the high-quality provision continues.

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 principal builds and leads a team of very effective senior and middle leaders with a clarity of vision and a shared desire for excellence in education. School leaders ensure that the wellbeing of staff, children and parents is successfully prioritised. Their commitment to leading a highly inclusive school has been successful. In most areas, the academic and personal achievements of students are of the highest standard.
- School leaders' approach to ensuring quality provision for all students is robust and evidence based. School improvement is underpinned by a comprehensive analyses of various assessment data. All stakeholders are involved in the school's self-evaluation and improvement planning. Action plans are regularly reviewed for impact and modified as appropriate. The school's approach to the monitoring of teaching standards is rigorous, accurate, developmental and linked to an excellent appraisal system and professional training.
- Highly engaged parents are supportive of the school and appreciative of the visibility and accessibility of all staff. They value the excellent levels of communication and informative reporting of their children's progress. They recognise that their children are happy, safe, valued and cared for as individuals. They report that they see the school as an 'extended family'. As parents, they feel listened to and enjoy making a positive contribution to the continuing success of the school.
- The board of governors is fully representative of the school community and successfully brings the school under the umbrella of the Kings' group. Governors provide vital expertise, including educational, to add value to their contributions. This is helping to ensure the highest of standards of leadership, provision and achievement across the school. Governors engage with leaders, staff and families to ensure that all are consulted, and contribute to the ongoing success of the school.
- The school's, timetable and day-to-day routines run efficiently. Risk management is in place and security is tight. Considerable care is taken over the recruitment and retention of staff. All leaders, teachers and support staff benefit from a highly personalised approach to performance management and professional development. All general learning and specialist areas, and most notably the FS outdoor spaces, are of excellent quality. The environment is very well presented, accessible and highly conducive to learning for all.

For Development:

- To raise achievement in Islamic Education and Arabic to match that in other subject areas.

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

A handwritten signature in black ink, consisting of a large, stylized 'G' followed by a horizontal line and a small dot.