



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Iranian Khadije Kobra School

Curriculum: Iranian

Overall rating: Acceptable

Read more about the school



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‘Without
challenges,
we won’t feel
the taste of
success and
happiness’



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Al Karama
Type of school	Private
Opening year of school	1955
Website	www.kha-irs.com
Telephone	04-3961072
Address	Al Karama Dubai-P.O.BOX:17
Principal	Mitra Akbar Shahnazi
Language of instruction	Farsi
Inspection dates	7 to 9 December 2015

Students



Gender of students	Girls
Age range	5-18
Grades or year groups	Grade 1-Grade 12
Number of students on roll	388
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	19
Largest nationality group of students	Iranian

Teachers / Support staff



Number of teachers	27
Largest nationality group of teachers	Iranian
Number of teaching assistants	0
Teacher-student ratio	1:30
Number of guidance counsellors	1
Teacher turnover	37%

Curriculum



Educational permit / Licence	Iranian
Main curriculum	Iranian
External tests and examinations	Iranian MoE Examinations
Accreditation	Iranian MoE
National Agenda benchmark tests	None

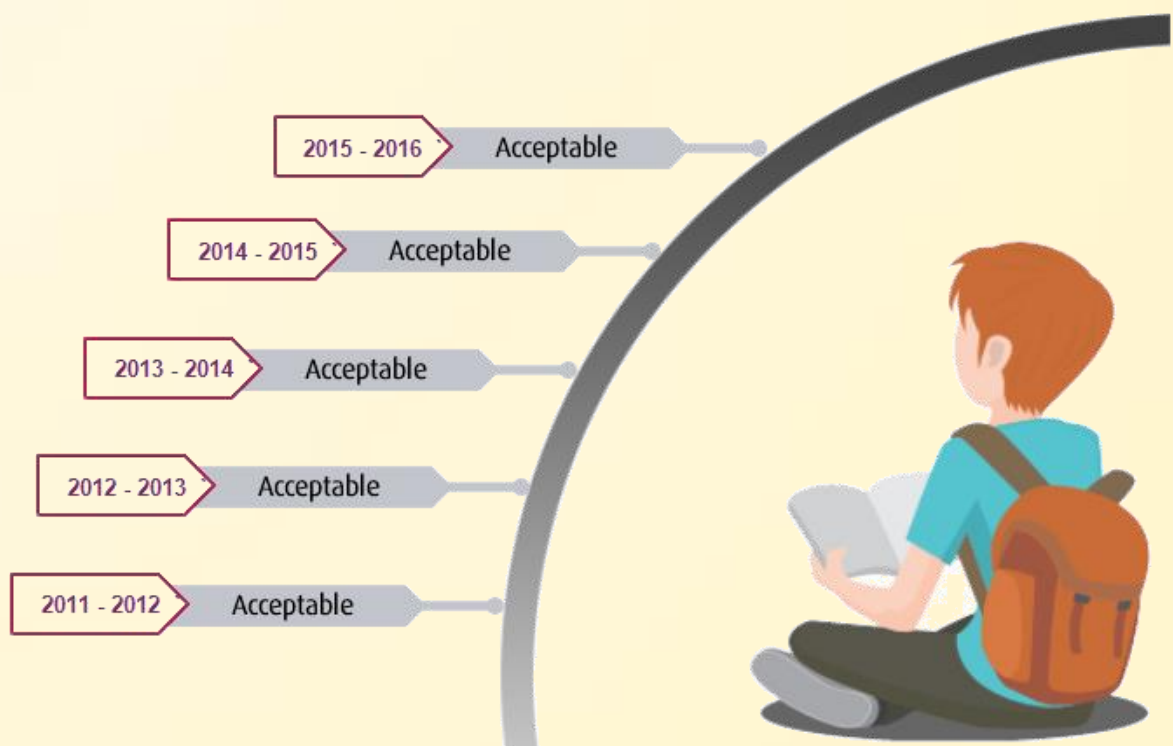


Summary for parents and the community

Iranian Khadije Kobra School was inspected by DSIB from 7 to 9 December 2015. The overall quality of education provided by the school was found to be **acceptable**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, the Iranian Khadije Kobra School provided an **acceptable** quality of education for its students.

- Students' attainment and progress were mostly acceptable across all phases. Attainment and progress were similar to that at the time of the last inspection. Students' learning skills were acceptable overall. However, there were few opportunities provided for students to develop their critical thinking and problem solving skills.
- Students' personal and social development was a strength found at the school. Relationships were respectful and good humoured. Attendance and punctuality were very good. Students demonstrated a secure understanding of Islamic values and had a good understanding of different cultures, including their own. Environmental awareness and conservation efforts were being developed and some projects were already underway, including recycling.
- Teachers had sufficient subject knowledge and a growing understanding of how students learned, which impacted positively on their teaching methods. However, strategies to meet the needs of different groups of students, especially gifted and talented students, were not always evident. Assessment information was underdeveloped although the school's regular testing did mean that the school had more reliable and usable data than before.
- The school offered a curriculum which did not comply with the United Arab Emirates (UAE) Ministry of Education (MoE) regulations relating to Islamic education and Arabic in the primary phase. The curriculum was insufficiently modified to meet the different needs of all groups of students. There were few opportunities for enterprise, innovation and creativity. The provision of extra-curricular activities was limited.
- The school provided a secure and safe environment for students. The school took its responsibilities for health and safety seriously and procedures and practices had been improved since the last inspection. A child protection policy had been introduced and was followed by all staff. Care for students with special educational needs was an area for further improvement.
- The recently appointed principal demonstrated a strong capacity for improving the school. She had a good understanding of what needed to be done but self-evaluation was weak and lacked focus. Parents were supportive of the school and the new principal. The governing board had not addressed the recommendations of the last report, including statutory requirements. Staffing, facilities and resources were acceptable.



What did the school do well?

- The positive impact of the recently appointed principal and the school counsellor/SEN coordinator.
- The progress of students in mathematics in the primary phase was good given their initial starting points in their first year.
- Students' positive attitudes, behaviour and relationships as well as their healthy lifestyles and very good attendance.
- Students' good understanding of Islamic values and their respect and appreciation for the heritage and culture of the UAE.



What does the school need to do next?

- Improve governance by ensuring that:
 - the governing board develops self-evaluation to offer a more rigorous analysis of the school's performance in relation to students' achievements
 - action and school improvement planning reflects the recommendations of this report and, additionally, takes account of student outcomes and the quality of teaching
 - the school is sufficiently and adequately resourced to enrich the curriculum, promote achievement and ensure that the environment is conducive to teaching and learning
 - the school is fully compliant with the UAE Ministry of Education regulations for Islamic education and Arabic as an additional language.
- Improve the quality of teaching, learning and assessment by:
 - ensuring that work is well matched to students' individual learning preferences and needs
 - developing and sharing a wider range of suitable teaching and learning resources
 - developing students' critical thinking, problem solving and independent learning skills
 - using assessment data to monitor progress, set progress targets and support students in their day to day learning
 - identifying and sharing the best teaching practices so these become consistent practice.
- Enhance the curriculum by making sure that teachers plan activities to meet the needs of all groups of students, especially gifted and talented students, as well as providing opportunities for enterprise, innovation, creativity and extra-curricular activities.
- Improve the quality and impact of provision for gifted and talented students and those with SEND by:
 - ensuring that they are accurately identified
 - using this information is used to provide targeted provision which is regularly reviewed
 - providing work to match their levels of ability and enable them to make good levels of progress in all subjects.



How well did the school provide for students with special educational needs and disabilities? (SEND)

- Students with SEND made acceptable progress and generally attained in line with other students.
- Parents of children with SEND received regular reports from teachers and from the newly appointed counsellor/SEN coordinator.
- The school welcomed and encouraged parents of students to communicate with the school and this is particularly true of parents who have children with SEND in the school.
- The school encouraged all parents and in particular the parents of students who have SEND to become involved with their child's education and their child's individual educational plan (IEP).
- The teachers and the counsellor/SEN coordinator offered support and guidance to parents of students with SEND throughout the school.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.










Promoting a culture of innovation:

- The school's leadership had not yet developed their strategic response to the national innovation agenda. Leaders and teachers were beginning to develop their capacity for promoting innovation in teaching and learning through regular professional learning workshops. Key people had been identified to drive the agenda. The school's physical and virtual infrastructure provided for basic student innovation skill development and support. The school was aware of the need to embed innovation skills through their curriculum design but at present it is limited in learning, teaching and enterprise.

Overall school performance

Acceptable

1. Students' achievement

		Primary	Middle	High
Islamic education 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Not applicable
Language of instruction 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
English 	Attainment	Acceptable	Acceptable ↓	Acceptable
	Progress	Acceptable	Acceptable ↓	Acceptable
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable
Science 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable ↓

	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

	All phases
The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Weak
Parents and the community	Acceptable
Governance	Weak ↓
Management, staffing, facilities and resources	Acceptable



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

Primary		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Good
Science	Acceptable	Acceptable

- In Arabic as an additional language, most students' knowledge, understanding and skills were in line with curriculum expectations. Students were able to hold a simple conversation for a reasonable time about daily life. Their reading for understanding was adequate but their comprehension skills were weaker. Students' independent writing skills were developing. Internal and external assessment for benchmarking was underdeveloped. Most students made acceptable progress in relation to their starting points and against the learning objectives in lessons. Their progress was in line with expectations in listening, responding and reading skills but lower in writing independently and reading comprehension. The majority of groups made sufficient progress.
- In English most students demonstrated adequate knowledge and understanding in language development and emergent English. Listening skills in English were stronger than reading, speaking and writing skills. By the end of the phase most students were applying grammatical features into their written notebooks using compound sentences with some grammatical mistakes and at times with lack of confidence. Inferential skills were still weaker for students in this phase. Students were generally working at the expected level, as evidenced in lessons observed and the assignment on body parts.
- Most students met the curriculum standards and attained at the expected level in mathematics. Grade 6 students worked effectively on non-standard measure. The majority linked their knowledge to everyday applications. Most students attained in line with international standards. However, Grade 1 students were attaining below the expected level. Overall student performance had been consistently in line with expectations over the last three years. Students entered the phase with limited mathematical experiences but made good progress over time. Students showed a determination and application that enabled them to improve at a better than expected rate.
- Most students demonstrated knowledge and skills in line with curriculum requirements in science. Some practical activities were performed in classes but students did not always understand what they were doing or why they were doing it. The focus was too often on the end result rather than the process so that most students simply made expected progress when measured against lesson objectives. An example of this was taking the temperature of cold and hot water in Grade 4 where no clear objectives had been provided for the lesson.

Middle

Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Not applicable	Not applicable
English	Acceptable ↓	Acceptable ↓
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Arabic as an additional language most students' knowledge, understanding and skills were in line with curriculum expectations. They could participate effectively in conversations about topics that interested them. They were able to read with clear pronunciation. However, their reading comprehension was weaker. Students had a clear understanding of grammatical rules but did not always apply these correctly. Their independent writing skills were still developing. Students' progress against learning objectives in lessons, and in relation to their starting points, was steady as were their listening, speaking and reading skills. The majority of groups made appropriate progress.
- In English students' attainment was acceptable. Most students could read fairly fluently and were able to decipher unfamiliar words. Some students could deduce with accuracy the meaning of unknown words from the context. They often demonstrated basic competency in English comprehension but often without clarity. Most students' workbooks showed limited vocabulary but generally accurate spelling as their writing progressed over time. Handwriting ranged from Farsi to mostly English as students gained in confidence. Most lessons were textbook driven where the teacher read directly from the text with little focused questioning or opportunities for students to develop their critical thinking skills.
- In mathematics students were consistent in their attainment and worked at a level that matched curriculum requirements. For example, in Grade 8 students could use Pythagoras' theorem effectively. Most students were competent mathematicians and were able to match the expected standards of others, both nationally and internationally. In lessons, and over time, students had developed their mathematical knowledge and showed a confidence and ability to solve the examples set for them. All groups had maintained an expected rate of progress in relation to their starting points. Students' commitment ensured that they continued to make progress throughout lessons.
- In science students' attainment of knowledge, understanding and skills was in line with curriculum standards. Most students were able to successfully engage in lessons and could complete the assigned activities. However, few opportunities were given for them to develop their critical thinking or problem solving skills. Experimental activities revolved around the theory and application of formulas. Students would answer a few questions and then proceed to apply a formula. Students would go to the board in pairs to calculate, while the rest of the class were passively watching. Most students made expected progress in lessons.

High

Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
Language of instruction	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable ↓

- In English most students could define basic concepts and terms in line with the lesson's learning outcomes. Students could regularly assess each other's work and make recommendations when needed. Most students showed increasing confidence in their understanding of given texts. With peer support they could develop their opinions about what they were writing. They often responded to readings, such as 'child labor policies,' with purpose but were not often challenged to think deeply. Their progress was too uneven across classes resulting in students not doing as well as they could, although the trend in progress over time was acceptable.
- Most students in mathematics attained the expected level of attainment. Students were able to solve the problems set, for example, Grade 12 students understood the Fibonacci sequence and used the formula to complete a sequence. Students performed at a level comparable with standards both nationally and internationally. They could work independently and collaborate with peers. Most students were developing a sound understanding of mathematics. They maintained a consistent level of progress throughout the high school and this was evident in their approach to the subject in lessons. The progress made by all groups of students, including those with specific needs, was consistently at the level required to successfully complete their studies.
- Most students demonstrated knowledge, skills and understanding in line with the science curriculum. Students' work appeared to be age-appropriate as determined by the Iranian Ministry of Education. Students were able to determine the concentration of an acid, calculate resistance in electrical circuits and describe the process of natural selection. These activities were aligned with expected progress in lessons, with appropriate learning objectives, as well as in relation to individual starting points and the curriculum standards.

	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable

- Positive attitudes were demonstrated towards learning by students. They willingly undertook work tasks. On the occasions when they were given responsibility for their own learning, they persevered well. Not all students were given clear guidance by their teachers on how to improve their work.
- The opportunities to work collaboratively were welcomed by students. They cooperated appropriately when given the chance. When working in groups not all students had developed the skills to interpret and question the information they were given. Most students were able to take turns, listen to others and present their findings adequately to the class.
- Some connections between areas of learning were made by students but insufficient opportunities were provided for them to apply their skills across different areas of the curriculum. Many students did not understand or apply their learning sufficiently to real life situations.
- Students demonstrated age-appropriate research and learning skills in technology, particularly in the upper grades. However, students were not given enough opportunities to work independently, test their ideas or form their own judgements. Critical thinking and problem-solving skills were underdeveloped and the opportunity to use technology to develop these was limited by the lack of classroom resources made available to students.

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

	Primary	Middle	High
Personal development	Good	Good	Good

- Student attitudes across all phases were positive and they behaved responsibly in and around the school. They responded well to critical feedback and were, for the most part, confident and self-reliant. Student were very loyal to the school and to the teachers.
- Positive behaviour was observed throughout the school. Older students were good role models and supported younger students, especially during assemblies. No bullying was evident during the inspection. Self-discipline and responsibility were demonstrated across the school and in classrooms.
- Relationships between students, staff and teachers were respectful and friendly. Students were aware of the needs and differences of others. They were willing to help each other as the occasions arose. This was particularly true in classes when they were given the opportunity.
- Students participated in activities that promoted well-being. Students demonstrated understanding of healthy living and safety. They were making healthy choices about their own health and safety. They engaged well in the morning exercises.
- Attendance was very good and almost all students were on time to school. Additionally, almost all students were punctual in arriving for classes during the school day.

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

- Across all phases students had a clear understanding of how Islamic values impacted on their daily lives in Dubai and the UAE. Students, particularly in the middle and high phases, talked about its positive impact on their daily routine and their relationships with others.
- There was a strong awareness of Emirati heritage and culture amongst students. They explained respectfully their understanding of the union journey of the UAE. They had a secure knowledge of Emirati traditions, including social and national events. In addition, their awareness of the diversity of the UAE and Dubai was secure.
- Students shared their views about their own culture and traditions positively. Across different phases they spoke highly and proudly about their own heritage and how it was similar and different from the other cultures. They appreciated its impact on their own life. However, their understanding of wider world culture was not as developed.

	Primary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Students were primarily aware of their social responsibilities within school but had a limited awareness of their social responsibilities within the larger community outside of school. While some students volunteered for community projects, such as litter duties, these activities were limited.
- Students in all phases showed some initiative and could be creative at times. However, they often relied on others when making decisions and were somewhat passive. Their economic decision making was underdeveloped with little evidence of enterprise, innovation and creativity.
- Some students were aware of the importance of local environmental issues but were unclear about how they might participate. A few students shrugged their shoulders when asked if they knew a way to positively impact upon their environment.

3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Teachers had sufficient and secure subject knowledge. They were aware of how students learned and shared their knowledge appropriately with them. In the better lessons teachers used a range of teaching approaches and relevant examples to enhance learning.
- Lessons plans followed the required curriculum. Teachers made clear the purpose of lessons, created a positive climate for learning and allowed sufficient time for the completion of tasks. Teachers used limited materials and resources to develop acceptable learning skills.
- Teachers ensured students engaged sufficiently in lesson activities. A range of suitable questions supported learning and indicated understanding and readiness to move forward in the planned activity. Students were given opportunities in many lessons to contribute to discussions and explain task results.
- Teachers were increasingly aware of the different learning needs of students. Adaptation of teaching methods was sometimes used, particularly for students with special educational need or disabilities. In some lessons students were asked to complete the same tasks, resulting in a lack of challenge for some groups, particularly the gifted and talented students.
- Some examples were observed of teachers enabling students to develop their own approaches to learning. In many lessons an over-reliance on textbooks did not enable the development of critical thinking and problem-solving skills. Students did not receive enough opportunities to form hypotheses and draw their own conclusions from open-ended tasks.
- The quality of teaching in Arabic as an additional language was consistent. Teachers had a secure subject knowledge but limited understanding of how students learned. In most lessons a whole class approach with direct questions were the main features of the teaching strategy. The limited range of activity and challenges were the main weaknesses found in teaching.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- The school carried out regular assessments of students' attainment in key subjects. Formal assessment systems were consistent across the school and linked to the school's curriculum standards set by the Iranian Ministry of Education. Assessment systems provided an appropriate measure of students' progress.
- The school had limited systems for comparing student performance with schools following a similar curriculum in Dubai. The school had begun to compare student outcomes in a range of subjects with schools in Iran. Some international benchmarking beyond those schools following the same curriculum had begun in science and mathematics.
- Staff made some use of assessment information to plan their lessons. Ongoing and formative assessment was not consistently used across the school. Not all teachers planned sufficiently for individual needs and as a result some groups were not sufficiently challenged.

- Overall assessment information was used adequately to inform teaching of the required curriculum. Some teachers used their own assessment systems to better match tasks to student needs, but some teachers had an over reliance on textbooks. The needs of some groups such as students with SEND were now better met but many gifted and talented students were not sufficiently challenged.
- Teachers often gave oral feedback to students, but marking was not used sufficiently to enable students to know how well they had achieved or how they might improve in the future. Students' evaluation of their own work was not a regular feature of the school's assessment procedures. Teachers did not check routinely as to whether students had responded to feedback.

4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The school provided students with a reasonably broad and balanced range of content from which to learn. The curriculum developed students' knowledge more than their skills. The school was not fully compliant with the UAE Ministry of Education requirements for the provision of Islamic education and Arabic as an additional language.
- Curriculum continuity and progression was detailed in student text books for each subject across the phases. In a minority of instances, for example in Grade 6, students required greater breadth of learning and challenge to ensure ongoing progress was made. Students wishing to continue their education received guidance from the counsellor and additional support for sitting entrance exams.
- Curricular choices were limited for students within the higher phases, both in terms of the range of subjects and the advice they received. Some options were offered when students made choices for their future.
- Teachers made some cross curricular links in lessons but this was not consistent across phases. When links were made, students were able to connect their learning between different subjects. For example, Grade 10 students learned geographical facts about how earthquakes occur and connected this to mathematics when thinking about amounts of rainfall and temperatures.
- The school reviewed the curriculum each year. Teachers were given additional training to take account of any changes that were made to text and work books which detailed the expectations for each year group. The school did not specifically personalise the curriculum to meet the academic and personal needs of most students.
- Social studies was taught in all phases. Younger students had an appropriate awareness of the culture, traditions, history and festivals through weekly lessons and assemblies. The school followed the UAE social studies text books in all phases.

	Primary	Middle	High
Curriculum adaptation	Weak	Weak	Weak

- The curriculum did not adequately meet the educational or personal needs of all groups of students. It was not modified sufficiently to ensure it addressed the needs of different groups of learners.
- Opportunities for the understanding of enterprise and innovation were very limited, particularly in the primary and middle phases. The school had begun working towards improving aspects of social contribution and developing community links. The school had not significantly improved the provision of extra-curricular activities as recommended in the previous report.
- The school had developed some opportunities for students to develop their understanding of the UAE culture across the phases. For example, students took part in UAE Flag Day and National Day. Students studied UAE social studies across phases.

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

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

- School policies covering cyber safety, health promotion, attendance and behaviour were all in place and suitably implemented. Students, staff and parents were aware of these policies. Child protection arrangements had been significantly improved since the previous inspection.
- The school had effective policies and procedures to ensure that students were kept safe. Safety measures were conducted and reviewed regularly. Bus arrivals and departures ran smoothly, with attendants added for safety and bus drivers trained for emergencies. Fire drills were conducted annually in line with recommendations. Healthy snacks were strongly encouraged but students were often given unhealthy snacks as rewards in the classroom.
- Record keeping was thorough and up to date, with detailed electronic records kept of daily attendance. Medical record keeping was detailed, with all minor emergencies recorded and reported to parents. Science laboratory chemicals were secured but ventilation systems needed further consideration so that fumes were not released into the outside air.
- The school buildings and facilities provided a safe but unstimulating environment which met the needs and interests of most students although access for students with SEND was difficult. Student supervision at break times was minimal but students said that they felt safe and secure.
- Procedures were in place to promote school-wide participation in safe and healthy lifestyles. Details of healthy lifestyles, such as healthy food charts, were posted around the school and the school nurse regularly attended classrooms to encourage healthy lifestyles.

	Primary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable

- Staff and students had a caring, positive rapport and respect for each other. There was an atmosphere of trust and courtesy throughout the school and, as a consequence, behaviour overall was good. Whole school systems for managing behaviour were good and known to students and parents.
- The school had an attendance policy and maintained accurate records of student attendance and punctuality. Systems for monitoring attendance were rigorous and all suggested procedures implemented. Enquiries were made to individual parents daily regarding student absence. The school considered good attendance a high priority.
- Students with SEND were identified prior to entry to the school based on external evaluations. While the school had appropriate systems to identify students with SEND in order to support them, there were no formal systems or policies evident in the school to identify those who were gifted and talented. There was confusion regarding the KHDA classifications used throughout the school, so teachers were not always accurately aware of individual students' needs.
- Appropriate support was available for most students with SEND. The newly appointed counsellor had provided appropriate strategies to all teachers to support the students with SEND in their classrooms. There was less focus currently on support for the students who were gifted and talented.
- The well-being and personal development of all students was monitored at intervals throughout the year. The information was used to provide appropriate personal and academic guidance and support and, for senior students, careers guidance. Personal guidance and support for all students was suitably promoted by way of whole school events, specialist visits and school projects.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Acceptable 

- Senior leaders and governors were committed to developing an inclusive ethos within the school. Recent initiatives led by the new and appropriately skilled and qualified counsellor had ensured that there was an increased capacity to improve provision further. However, key leaders did not always ensure that the necessary support was provided to enable improvements to be sustainable and progressive overtime.
- The school made use of a number of indicators, including formative and summative assessments to identify the SEND of most students. However, these were not always consistently applied across the school. The categories used to classify the needs of students were not always well aligned to national expectations and consequently the main barriers to learning were not always well understood by teachers.
- Parents of students with SEND valued and appreciated the support and guidance which the school provided for their children and they felt well-informed and involved in their child's education. Parents were encouraged to work in partnership with the school although they were not always involved in the development of their child's individual educational plans.
- The counsellor had developed an appropriate and useful IEP system in collaboration with teachers and sometimes parents. However, this process did not include ongoing reviews to monitor the progress and achievements of students and include appropriate and individual targets for learning and the resources needed to reach their prioritised targets.
- Student observations and monitoring by the counsellor and class teachers indicated that students were progressing over time towards their age-related levels of learning and development. The support available had ensured that students had a positive attitude towards their work.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The recently appointed principal and other senior leaders, including the counsellor/SEN coordinator, were working extremely hard to improve the school. Senior leaders undertook their duties efficiently and competently. Local and national initiatives were being systematically developed with staff.
- Senior leaders were competent in their roles and responsibilities. All staff were supportive of one another and worked cooperatively. Priorities for development were understood and suitably focused on developing teaching across the school. Subject and phase leaders were more variable in their leadership roles.
- Relationships between staff across the school were professional and courteous. Staff were encouraged to work co-operatively and support one another. Leadership roles were generally clear but individuals and teams were not sufficiently held to account for their areas of responsibility.
- The principal demonstrated a strong capacity for improvement. She had a good understanding of what needed to be done and was resolute in her determination to effect improvement. Teachers, parents and students expressed confidence in the leadership of the school.

- Leaders had worked hard to improve the quality of teaching and aspects of the school's procedures for health and safety. They were receptive and open to external evaluation. Staff were keen and enthusiastic to receive feedback about their classroom performance and how to improve.

School self-evaluation and improvement planning

Weak

- Self-evaluation was underdeveloped. The principal had a clear view of the strengths and weaknesses of the school but written self-evaluation did not offer a suitable vehicle for ongoing school improvement. Evidence collected was narrowly focused and did not take sufficient account of lesson observations or examination data. Action planning lacked rigour with outcomes which were difficult to measure.
- The principal undertook regular observations of teaching, offering support to teachers on how to improve their practice. However, teaching was not sufficiently focused on students' achievement and identified weaknesses were not systematically addressed other than through further lesson observations. Professional development was provided but content was more generic than specific with little emphasis given to how such training improved classroom practice and student achievement.
- Improvement planning was evidenced but lacked detail and focus with little real impact on the practices of management and teachers. The school improvement action plan did not accord well with the recommendations of the previous report or the priorities identified by the principal. There were too many targets and these were often unrealistic or else impossible to measure.
- There had been limited progress in addressing the recommendations of the previous report although the school had developed and implemented a child protection policy as well as providing more supervisors on school buses. However, the curriculum for Islamic education and Arabic as an additional language still did not meet the UAE Ministry of Education requirements. Teaching was still too pedestrian. Gifted and talented students were still not supported.

Partnerships with parents and the community

Acceptable

- The school continued to develop positive links through its parents' association. Parents felt that relationships between parents and school had significantly improved with the appointment of the new principal and their views were being valued. In the past they had been 'heard but not listened to'. Parents were invited to attend information sharing workshops and events such as World Diabetes Day.
- Updates were shared with parents in letters and through mobile technology. Some students in the primary phase had a home-school diary to share school and student news. Parents of children with SEND were appreciative of the improved quality of information they received from the newly appointed SEN coordinator as well as the level of support and strategies provided by teachers for their children.
- The school sent regular reports to parents, with basic comments and information regarding how well students were progressing. Parents were able to contact teachers to discuss any aspects of their child's school experience on an ongoing basis. Formal parent consultations were not scheduled.

- The school had organised some opportunities for students to take part in social contribution projects for the wider community and internationally. For example, students raised money for Mahak Society, an Iranian organisation supporting children with cancer. The school had established constructive partnerships with other Iranian schools in the UAE.

Governance

Weak ↓

- The Iranian Ministry of Education maintained a governing body role in respect of the school. Representatives visited the school and were informed about the school. Parents were provided with opportunities to share their views, through surveys and discussion. However the governing body did not include direct representation of the stakeholders of the school.
- The board had a knowledge of the school as a result of visits and discussions but did not hold leaders sufficiently accountable for the quality of the school's performance. Their understanding of strengths and weaknesses as well as the quality of teaching was insufficient to offers strategic challenge and support to the school.
- The board supported and encouraged senior staff in their pursuit of improvement but did not do enough to ensure that priorities were funded and resourced. There had been insufficient progress on addressing the recommendations of the last report and the board had not ensured that the school was fully compliant with the UAE Ministry of Education regulations for Islamic education and Arabic as an additional language.




Management, staffing, facilities and resources

Acceptable

- The day to day operations of the school functioned smoothly most of the time. Information to update staff on safety and healthy lifestyle choices was posted, with training and workshops offered. Parents were involved and updated on new school procedures as evidenced in the school records and displays.
- Most teachers had suitable degrees but not all had suitable teacher training for the grade or subject which they taught. The school did not have sufficient teacher assistants to enhance the learning experience of all students. Support staff were deployed during the departure and arrival of buses for children. The rate of staff turnover was high.
- The school buildings and classrooms were safe and clean but uninspiring as a learning environment. Facilities for students with SEND were limited and access for these students was difficult. The sports field was used for all physical education activities, but the concrete grounds for sports use were not appropriate and were a potential risk of injury for students.
- The library, as a learning resource, was adequate. Computer technology was limited and, in the computer rooms, students had to share facilities. Learning technology in lessons, to enhance students' learning experiences and encourage research, was limited.

The views of the parents, teachers and 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	69
	2014-2015	201
Teachers 	5	
Students 	94	

*The number of responses from parents is based on the number of families.

- Students and parents were generally positive about the school. Most said that they were satisfied with the quality of education at the school but a few were not.
- Most parents felt their child was making good progress in English, mathematics and science.
- A minority of students felt they were not making good progress in science.
- Most parents said that their child enjoyed school and almost all agreed that their child was looked after and safe. Almost all students felt safe but a minority did not feel that the school dealt well with bullying.
- Students felt that teachers were well qualified, skilled and helped them to learn.
- Almost all students said that the school was well led. A minority of students did not feel that they were well prepared for their future or received adequate careers education advice.
- A minority of students did not feel that the school offered sufficient opportunities to take on leadership roles.
- A few parents and a minority of students did not find the school reports and staff meeting were helpful.
- Only five teachers responded to the teacher survey so it was difficult to make any realistic comment on their overall views of the school. Not all responses were wholly positive especially regarding the safety of students.

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