



Iranian Towheed Boys
School

 Curriculum: Iranian

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2016-2017.....	6
Main inspection report	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	16
3. Teaching and assessment	18
4. Curriculum	19
5. The protection, care, guidance and support of students.....	20
Inclusion	22
6. Leadership and management	22
The views of parents, teachers and senior students	25



School information



General information	
Location	Al Safa
Type of school	Private
Opening year of school	1975
Website	http://www.bi-st.com/
Telephone	00971-4-3389954
Address	Al Meydan Road- P.O.BOX:33917
Principal	Ali Sohrab Sohrabi,
Language of instruction	Farsi and English
Inspection dates	12 to15 December 2016

Teachers / Support staff	
Number of teachers	70
Largest nationality group of teachers	Iranian
Number of teaching assistants	20
Teacher-student ratio	1:12
Number of guidance counsellors	2
Teacher turnover	36%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	836
Number of children in pre-kindergarten	NA
Number of Emirati students	0
Number of students with SEND	19
Largest nationality group of students	Iran

Curriculum	
Educational permit / Licence	Iranian
Main curriculum	Iranian / International Baccalaureate
External tests and examinations	IBT, CAT4
Accreditation	Government of Iran and International Baccalaureate
National Agenda benchmark tests	Not applicable



The DSIB inspection process



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

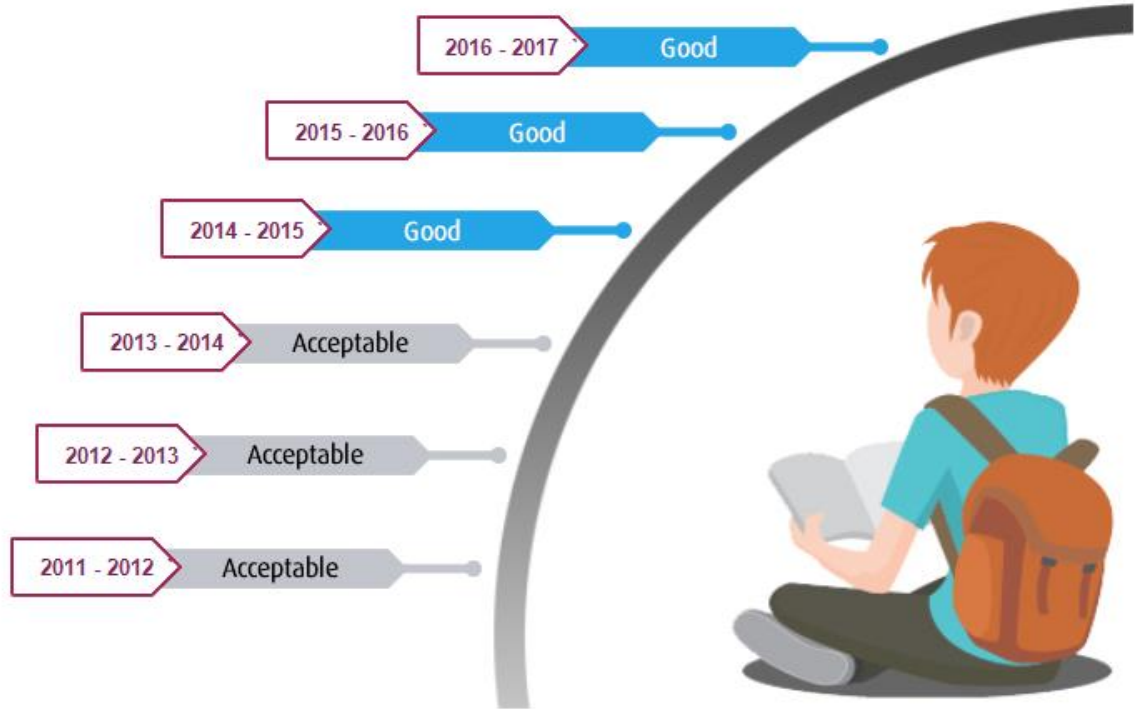
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Inspection journey for Iranian Towheed Boys School



- The School opened in 1975. At the time of inspection, the school roll was 836. It has increased by 13 from the previous year. The school has a Kindergarten, a national stream in which the language of tuition is Farsi and students work towards the national qualifications of Iran and an international stream where students work towards the IBDP in which the language of tuition is English. Students are aged from four to 18 years. Teacher turnover at the time of inspection was 36 per cent, compared to 23 per cent the previous year.
- Previous inspections have acknowledged the strong progress and attainment students make in most subjects, their good personal and social development, the effectiveness of governance, and the school's links with parents.
- Recommendations since 2013/14 have focussed on the need to improve: aspects of teaching, especially in the Kindergarten; the provision for students with special education needs and disabilities (SEND); and the school's compliance with the statutory requirements of the UAE Ministry of Education for the teaching of Islamic education.

Summary of inspection findings 2016-2017



Iranian Towheed Boys School was inspected by DSIB from 12 to 15 December 2016. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Across the school, students make good or better progress in all key subjects with the exception of middle school Arabic, where attainment is acceptable. Almost all students are keen to learn and work independently without constant teacher intervention. This is a particularly strong feature in the senior section of the school.
- Students' personal and social development is good or better in each phase of the school. Their understanding of the impact of Islam on life in Dubai is a particularly strong feature in each phase.
- Almost all teachers have good knowledge of their subjects. They have positive relationships with their students. However, questions that encourage students to think deeply about their answers or help teachers to check students' understanding are still not evident or used skilfully in all lessons.
- The school provides a range of extended activities for students. Careful consideration is given to providing different curriculum pathways that will help students be successful in their home country, as well as nurturing them as global citizens.
- Security, health and child protection are given due importance and understood by everyone in school. The school provides students with very good personal care. This includes a very good level of support for students as they make their choices for their future lives and education. Support for students with SEND is good.
- The principal leads the school well. The school has developed a clear understanding of what it needs to do next to provide students with a high quality of education. Communication among all staff, parents and the governing body is effective and leads to collegiate working at all levels. The governing body provides effective direction. School leaders provide opportunities for all staff to contribute to school improvement.

What the school does best

- Students make good or better progress in all core subjects across the school and attain good or better standards in most core subjects in the primary, middle and high school phases.
- Learning skills have improved and are now good or better across the school.
- Students' understanding of the impact of Islamic values on life in Dubai and their appreciation of other cultures is very good in each phase.
- The strong, positive and respectful relationships between staff and students.
- The involvement of parents in their children's education and the participation of parents in the life of the school.
- The impact of leadership on improving progress across the school.

Recommendations

- Continue to improve the quality of teaching by:
 - taking more account of students' learning needs when planning tasks and asking questions, to further challenge all abilities
 - providing more independent learning opportunities for students
 - introducing a wider range of activities into lesson, including more play-based activities in the Kindergarten.
- Further improve the effectiveness of assessment by:
 - analysing data and making better use of assessment to identify strengths and weaknesses in each subject, and trends in performance
 - using assessment data to improve lesson planning and the teaching of different groups of students.
- Improve the impact of self-evaluation procedures by:
 - implementing a more robust approach to lesson observation in which teachers receive clear advice on how to enhance their practice
 - monitoring the quality of students' work more closely
 - taking account of assessment data when evaluating the quality of teaching and learning
- Ensure that the school fully complies with the UAE Ministry of Education regulations for the curriculum and teaching of Islamic education.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.








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

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

Overall school performance

Good

1 Students' achievement

		KG	Primary	Middle	High
Islamic education 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Good ↑	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
Language of instruction 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
English 	Attainment	Acceptable	Good	Good	Very good
	Progress	Good	Good	Good	Very good
Mathematics 	Attainment	Acceptable	Good	Good	Very good
	Progress	Good ↑	Very good ↑	Very good ↑	Very good
Science 	Attainment	Good	Good	Good	Very good ↑
	Progress	Good	Very good ↑	Very good ↑	Very good ↑
		KG	Primary	Middle	High
Learning skills		Good ↑	Good	Good	Very good

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

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

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Very good
Assessment	Good	Good	Good	Good

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Very good
Curriculum adaptation	Good ↑	Good	Good	Good

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



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

6. Leadership and management


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




1. Students' achievement

 KG		
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	Good
Mathematics	Acceptable	Good 
Science	Good	Good

- In English, most children's communication skills are in line with curriculum standards of Iran. In KG1, children learn to understand instructions, respond to simple questions and recognise letters, matching them to pictures. By KG2, they can speak more confidently with a wider vocabulary. Children use their knowledge of letter sounds to read and write familiar words. From their individual starting points of learning English, as an additional language, their progress in listening and speaking is particularly strong. During lessons, good progress is also made against the intended learning outcomes.
- In mathematics, most children develop their knowledge and understanding to an acceptable level; a few children perform better. In KG1 most children are able to count up to 8 and recognise the numerals 1 to 8. By KG2, they have made good progress and are able to name simple shapes, recognise numerals up to nineteen, and make sets using counting frames. A few are able to engage in simple addition but applying numerical skills to solve simple problems is less developed for most children.
- The majority of children make good progress and attain levels in science that are above national curriculum standards. Through a range of hands-on activities, children develop skills of observation, investigation and experimentation. They use language to problem-solve and describe their scientific thinking. In KG1, children experiment with liquids, solids and magnets and by KG2 they are developing further and making good progress with the use of language to categorise and describe animals that live in different habitats.

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

- In Arabic as an additional language, the majority of students attain levels that are above curriculum standards of the MoE. Speaking and listening skills and the use of contextual language are strong features in lessons and samples of students' work. Overall, the majority of students make better than expected progress in relation to their relative starting points. Students' writing skills are well developed and stronger in the international section. Students with SEND work at a lower level and do not make the same consistent progress as other groups of students.
- In English, a majority of students make better than expected progress from their relative starting points with overall attainment being above national curriculum standards. On entry, students are able to read and write letters, short words and understand simple narrative texts. By Grade 1 they communicate with self-confidence in reading, listening and speaking. By Grade 4 they make good progress with the assimilation of new vocabulary as they compile and write synonyms, antonyms, definitions and use new words within phrases with increasing skill.
- In mathematics, a large majority of students make better than expected progress in lessons and against appropriate learning objectives in relation to the national curriculum standards. Attainment levels over time for the majority have been above curriculum expectations, although external benchmark results are weaker. In lessons, students have good levels of knowledge, skills and understanding and can relate mathematics to the real world. Number skills are improving and support the students' growing confidence in describing their mathematical understanding using correct terminology. Progress by students with SEND is good overall.
- In science, the majority of students' attainment is above national curriculum standards; it is weaker when judged against internationally benchmarked tests. Standards are good because students have positive attitudes to scientific investigation and enjoy observing natural phenomena from a very early age. They make accurate observations when investigating energy, understanding the three states of water and using chemical reactions and volume measurements to develop their learning further. Students are challenged to develop new skills by applying scientific knowledge in practical investigations and as a result, most including those with SEND, make very good progress.

 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	Good
Language of instruction	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Very good ↑
Science	Good	Very good ↑

- In Arabic as an additional language, most students attain levels that are in line with curriculum standards. In lessons most demonstrate levels of competency in all communication skills that are within curriculum expectations. However, from their relative starting points a majority make better than expected progress. For instance, girls have stronger language and creative writing skills than boys; progress in writing is more developed in the international section of the school. Students with SEND work at a lower level and do not always make the same consistent progress as other groups of students.
- In English, a majority of students achieve good levels of attainment and progress when measured against curriculum standards, although the results of international benchmarking assessments are weaker. Most students' speaking and listening skills are strong. They make significant contributions to discussions, varying how and when they participate. Overall, students' writing skills are not as strongly developed because they are not consistent in their use of a wide range of vocabulary and grammar.
- In mathematics, the majority of students attain levels above the expected curriculum standards, despite external benchmarking assessments being weaker. Students are developing strong numerical skills and a good understanding of the relevance of mathematics in the real world. In lessons, and in their recent work, a large majority make better than expected progress, demonstrating their growing understanding of mathematical concepts and applications. Students are strong communicators of mathematics with the confidence to explain their work using accurate terminology. Progress made by SEND students is good overall.
- In science the majority of students' attainment is above the school's curriculum standards. It is weaker when judged against internationally benchmarked standards. Students' good achievements are reflected in lessons, where they undertake scientific experimentation to understand the complex nature of cell DNA and the principles of chemical bonding in atoms. Practical laboratory investigations help students to make very good progress. They apply subject knowledge and skills well to the phenomena of flight when studying theories and principles of physics. Students with SEND make the same progress as their peers.

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	Very good	Very good
Mathematics	Very good	Very good
Science	Very good ↑	Very good ↑

- In English, a large majority of students attain levels that are above national and international curricula standards, especially within the international section of the school. Students show a sophisticated use of Standard English during discussions. They initiate and sustain discussion through sensitive, and often passionate contributions often related to real life situations. Students are also able to express complex ideas clearly in their writing, with carefully structured paragraphing. A large majority of students make better than expected progress across all communication skills when measured against curriculum standards.
- A large majority of students have developed a very good knowledge and understanding of mathematics. These strong mathematical skills support the consistent performance over time in the national examinations and currently, in the developing International Baccalaureate Diploma Programme. Progress in lessons, and within students' work, is better than expected in relation to learning objectives and curriculum standards. Students are totally engaged in lessons, enjoying problem solving whilst discussing mathematical concepts. Reasoning skills are well developed, with learning viewed through real world contexts. Progress made by students with SEND is good, overall.
- In science, a large majority of students' attainment is above internal and external national and international curricula standards, although weaker when compared to internally benchmarked standards. In lessons students show very good understanding of the processes of extracting DNA, functions of gas exchanges in photosynthesis, and the structure of benzene molecules. Less progress is made in a few physics lessons because the level of tasks are not suitably challenging. Very well informed teaching enables a large majority of students, including those with SEND, to make very good progress in all areas of science and outstanding progress in the International Baccalaureate science courses.

	KG	Primary	Middle	High
Learning skills	Good ↑	Good	Good	Very good

- In all subjects students have positive attitudes and take interest in their learning. Improved practices of students using technology in support of their learning is increasing their motivation and ability to work productively on their own. Although students know how well they are doing, more individual information from teachers to help them understand these next steps would support more rapid progress.

- Students enjoy working collaboratively and understand the benefits of shared knowledge. This is seen consistently in science investigations and in the sharing of resources in the kindergarten. In mathematics, English and Arabic there are too few opportunities to improve team-working skills. In many lessons, dialogue with peers is purposeful and students are skilled at presenting their new learning in a confident and mature manner.
- A recent initiative is helping students to make connections between subjects such as, science, technology, Arabic, English, art and mathematics and helping them to apply their learning in other contexts and within their own lives. In mathematics these strategies are less developed as problem solving is not as well linked to real life contexts or linked to other subjects.
- In many areas of their learning students are developing enquiring minds and research skills which are helping them to discover new information. In the high school, students use well-developed critical thinking skills to produce outstanding International Baccalaureate projects. In other areas, such as the kindergarten and Arabic, opportunities to work independently and use different sources of information, are less developed.

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

	KG	Primary	Middle	High
Personal development	Good	Good	Very good	Outstanding

- Students demonstrate positive attitudes to learning and a strong sense of independence, working at times with little supervision. They are self-reliant, able and willing to ask questions, while not being afraid to take risks. Students respond well and thrive on constructive criticism especially in the secondary phase.
- Most students behave well. They often help each other to complete classroom tasks and support each other during breaks. Almost all students respond positively to adults and peers.
- Students often take the lead in demonstrating tolerance towards others. They are sensitive to the needs of others, including students with SEND. Relationships with teachers and peers are very positive and constructive.
- Most students are willing to participate in physical activities after school and in physical education classes. They are keen to learn new sports. Students respond well to healthy eating choices which are encouraged in the cafeteria and through health awareness programmes.
- Students' punctuality is very good and attendance levels are high. The school is working to further improve attendance with a range of strategies.

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

- Students across the school demonstrate a very good understanding of Islamic values and their relevance to life in the UAE. They can talk about tolerance and explain how all people are treated equally regardless of their religion or origin. They can describe the values they learn by fasting in the month of Ramadan such as, patience and sharing, as well as the suffering of the poor.
- Students display a strong awareness of Emirati heritage and culture. They can describe the cultural activities of the UAE and explain how Dubai has changed rapidly from a desert to a modern city with business, facilities and innovation. However, this awareness is not always evident in activities the students engage in or in exhibitions displayed in public spaces in the school.
- Students are immensely proud of their own culture and have a good understanding of the cultural diversity in the UAE. They are aware of world cultures and can talk knowledgeably about their significance in other countries. For example, they know and explain the importance of famous historical sites in different countries such as, the Colosseum in Rome and the Great Wall of China.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Good	Good	Very good	Very good

- From the kindergarten, children are encouraged to carry out their responsibilities independently: for example, by helping to keep their school classroom clean and tidy. Older students take an active part in organising charitable events, such as, breast cancer research, arranged by the students' council. Leadership skills are encouraged and students increasingly develop these skills, by taking initiatives to support their community.
- Co-operation is very much part of the daily routines for all students. They have positive attitudes to work and when they face difficulties, students know where to seek support. They are increasingly self-reliant and aware of a range of independent approaches. Developing innovative projects, such as the Yavar, gives them opportunities to be creative and communicate effectively.
- Students care for their school and for its environment. They know about solar energy and alternative energy sources. Recycling begins in the primary phase where students begin to understand the importance of building comprehensive systems to save both energy and materials.

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Very good

- Teachers have good subject knowledge in all subjects and in most lessons are able to hold students' attention with an interesting range of activities that motivates them to learn. Their understanding of how students learn in different ways is less consistently applied. Some lessons in science have excellent student centred investigative activities but in other lessons teachers spend too much time talking to the class.
- In most lessons teachers' lesson planning makes clear what is to be learnt and how resources and tasks aid this process. This is less effective In English and Arabic, and in the kindergarten where a wider range of play-based activities would support more effective learning. In a minority of lessons, the lack of appropriate variety of activities results in students not learning as rapidly as they could.
- Positive interactions between teachers and students ensures engagement and enthusiasm for learning. In the best lessons, teachers employ a range of effective questioning strategies that successfully encourages students to reflect and supports their ongoing assessments and progress. However, there is less consistency in the way teachers individualise questions for particular students, to challenge them further or to uncover gaps in their learning.
- Most teachers know their students well and are aware they have different needs. Planning nearly always includes good strategies to enable students with SEND to access learning. Practices are less successful for the higher attaining students except in the high school. In this phase, challenge and support is well established and very successfully meets the needs of students not only in their overall learning but also for external examinations.
- Many teachers prioritise tasks that require students to spend time reflecting on their work, through problem solving and investigations. In some lessons students are too reliant on their teachers and lack confidence to reason for themselves. In a few subjects new programmes of work, and on-line learning outside the classroom, are starting to help students apply their learning to real-life applications and to be innovative in their thinking.

	KG	Primary	Middle	High
Assessment	Good	Good	Good	Good

- Internal assessment processes link closely to the school's curriculum standards providing sound procedures across all phases. An improved and more comprehensive range of assessment processes have been implemented over the last year but the full benefit of these has yet to emerge. In most classes assessment practices provide valid measures of student attainment and progress.
- The school is using international benchmark testing alongside its own internal assessments. At present there is very little correlation between the internal and external data so in future a more curriculum compatible benchmark test will be used. The first International Baccalaureate Diploma cohort will provide international data from 2017. Comparison of national examination data with all other Iranian schools is in place.

- Improved assessment processes assist teachers to track student progress over time. Tracking of students with SEND is less developed. Over the last year the school has further analysed the performance data of students to support better progress although target setting for individuals is not in place. Teachers use this information well to evaluate the success of lessons and to re-evaluate their teaching.
- Assessment data, including diagnostic testing and start of year benchmarking, underpins all lesson planning but is not always used well enough to provide suitable levels of challenge to meet the various needs of all students. An online testing programme allowing students to learn, and be assessed at different levels in most core subjects, is beginning to support achievement towards learning outcomes.
- Teachers know the strengths and weaknesses of their students. Oral feedback in most lessons is strong but written feedback less secure. Teachers' monthly reporting to students conveys clear expectations and the next steps in their learning. Self and peer assessment are built into the better lessons. The good practice of self-reflection introduced in the newly established International Baccalaureate curriculum classes is starting to permeate throughout the school.

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Very good

- The entire curriculum entitlement has a clear rationale. It offers choice for students and their parents, while preparing students successfully for the next phase of their education and world of work. In the national section of the school, the Iranian National curriculum is taught in Farsi, while the international section, also based on the same curriculum, is taught in English and supplemented by the International Baccalaureate Diploma Programme in Grades 11 and 12. The curriculum in the kindergarten is based mainly on the Iranian curriculum; Arabic as an additional language follows the MoE curriculum.
- Effective planning enables students to progress smoothly between the phases in all core subjects. Arabic is taught throughout the school and beyond Grade 9 supporting continuity and progression in this subject. The curriculum in the kindergarten is designed to ensure progression within the key areas of learning. It is planned to equip children with the relevant skills for Grade 1, thereby enabling them to progress well.
- The range of curricular choices is in line with the regulations of the Iranian National curriculum and within the international section, the International Baccalaureate Diploma Programme provides a broader range of choices. All students can choose from a limited range of extra-curricular activities to develop their talents or support academic progress. In the kindergarten, the range of activities are too few to enable children to deepen their learning and follow their interests.
- Teachers have developed effective cross-curricular links, especially between science and mathematics with the introduction of the STEM-approach. They also support children in the kindergarten to make links across some curricular areas. For example, children demonstrate their knowledge of habitats in science by painting a class mural and using circle time as an opportunity to consolidate number and reading skills.

- Assessment results, as well as UAE national priorities, support the regular review of the curriculum in all subjects, with a view to meeting the needs of most groups of students. As a result, meaningful changes have been made which have improved the quality for science and mathematics. In English the process has led to the introduction of textbooks which are particularly suitable for encouraging more independent learning.
- The social studies curriculum is carefully planned to provide students with the learning experiences they need in the subject. It is broad and balanced and covers a wide range of themes and topics such as citizenship and community, UAE society, geography and economics. The concepts provided in the curriculum are vertically progressed and sufficiently broad to meet the needs of students at the different stages of learning. Cross curricular links are made with subjects such as Islamic education and science. A range of activities and resources are used by teachers to provide independent learning opportunities for students. Assessment of social studies is conducted both formally and informally and linked to curriculum outcomes.

	KG	Primary	Middle	High
Curriculum adaptation	Good ↑	Good	Good	Good

- Modifications have been made to the curriculum to meet the needs of almost all groups of students. Those newly arrived to Dubai have the opportunity for additional English language support and additional classes are in place to support learners of Farsi. In the kindergarten teachers have made appropriate adaptations to meet the learning needs of young children with more activity based approaches.
- The school provides a range of activities to support the achievement of students. Within the United Nations programmes for public speaking, four students have received nominations and others are successful within the Young Entrepreneurship programme. They take an active part preparing the Iranian presentation during the Expo exhibition. Mutual visits promote the relationship between the school and universities in Dubai.
- Field trips are an important part of school life. Across all phases students enjoy opportunities for instance, to be part of the Reading Marathon and to exhibit their own art products for purchase in the mall in Dubai. Supported by staff members, students take part in the Dubai, "Top 100 Student Leadership Programme" as appointed members of the Dubai Student council.

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

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The school has developed robust policies for the protection and safeguarding of students, including policies on child protection. Students, staff and parents are fully aware of these policies, and the processes involved in reporting a concern. Cyber-safety and anti-bullying campaigns are areas of focus throughout the school.

- The school provides a safe, secure and hygienic environment for all students and staff. Health, safety and security protocols are reviewed regularly, and staff receive ongoing training and updates. The school conducts routine safety audits of the premises ensuring that any dangers are noted and addressed. All school bus drivers are trained. Buses are equipped with seatbelts and GPS tracking.
- Buildings and equipment are well maintained. The school keeps secure records, including records of any incidents that take place and the actions which follow. The school conducts a thorough risk analysis when planning for students to engage in activities outside the school. Students on these excursions are always accompanied by adequately trained staff.
- The premises are safe, secure, and well suited to the learning needs of all students. This ensures that students are safe while participating in a range of varied and challenging activities. Some improvements to the entrance to the kindergarten section are recommended to further improve the safety and security of the youngest children.
- Healthy living is integrated into all aspects of school life. Medical staff are vigilant in their care of students. Routine checks are carried out and detailed records kept of students' physical and dental health. School meals are nutritious and varied, and healthy eating campaigns encourage students to make healthy lunch choices.

	KG	Primary	Middle	High
Care and support	Very good	Very good	Very good	Very good

- The relationships between students, and students and staff, are of a high standard. The management of behaviour is effective with incidents being rare. The school has a very caring approach in its dealings with all students. School leaders and staff consider that student welfare is of paramount importance. Students are courteous to visitors and their peers.
- There are secure procedures in place to ensure the effective management of students' punctuality and attendance. Punctuality is good and students are hardly ever late for lessons.
- There are very effective procedures to identify students with SEND through screening tests at admission, a range of diagnostic tests, detailed records completed by staff and anecdotal evidence from lessons. The identification of students who are gifted and talented is not yet fully in place but is developing.
- The support the school provides for students with SEND has built on the firm foundation established by senior leaders. There are modifications to the curriculum for identified students and the work of the students is scrutinised to ensure good progress is being made.
- The support for students' emotional well-being and academic work is very effective. Older students report that they feel that they have considerable guidance when making informed choices for placements in higher education or prospective careers.

Inclusion

Provision and outcomes for students with SEND

Good

- The leader of SEND has improved provision in the last year. Lesson plans often include differentiated activities based on students' abilities. Teachers provide additional support, when required, for those who learn more slowly. In the better lessons, teachers consistently provide specific levels of challenge for almost all students.
- Procedures for identifying students with SEND are secure. Students are identified early in their school careers, frequently with parents' support. Additional external advice is frequently used. There is continued development of teachers' skills of identification. Consequently, most students have access to supportive individual programmes.
- Parents are very positive about the school and its procedures to support their children. They know about their child's IEP, and are involved in their writing and review. Good contacts with staff are established with parents feeling consulted at all stages and able to offer information to the school about how their child behaves and learns at home.
- Teachers' plans frequently note individual students in class and the adjustments which are to be made. The quality of the planning is inconsistent but, in the best examples, modifications made are sensitive to the student's needs. Some IEPs have too many goals and many of them have targets which are too long term and lack specificity.
- In the majority of lessons students make good progress. Students with SEND often make slower progress as they start their school life, but this improves as they benefit from the support and provision. Progress is slower when the IEP and advice are too broad and when teachers are uncertain of the most effective strategies to support learning.

6. Leadership and management

The effectiveness of leadership

Very good

- The Principal and senior leaders have communicated very well to the whole school community a clear vision of providing a high quality education which embraces the Iranian National curriculum and aspects of the UAE's National Priorities. The school has an inclusive admissions policy.
- Senior leaders across the school have a sound knowledge of effective teaching, learning and assessment practices. They have been successful in promoting a positive learning culture and in improving aspects of students' learning experiences and standards of attainment.
- Relationships between senior leaders and teachers are very good. Communication within the school is effective. Leadership is shared well among the senior team with clear lines of responsibilities delegated to heads of departments and other middle leaders.

- Senior and middle leaders are aware that further improvements can be made across the school and they have been successful in taking the school forward. For example, they introduced the new programmes in mathematics and science, which resulted in improved standards in these subjects.
- Senior leaders have been innovative and very successful in improving the school. Following the last inspection, they have taken steps to enhance a number of aspects of provision including, taking steps to make the school more compliant with the policies of the UAE.

School self-evaluation and improvement planning

Good

- The school has a systematic and comprehensive approach to self-evaluation which enables leaders and teachers to know the key strengths and development needs of the school. In forming a view of the school, leaders take account of internal and external assessment data, as well as information from discussions with staff and lesson observations.
- The quality of lessons is reviewed by middle and senior managers, but the impact of their work is inconsistent as the feedback provided to teachers lacks focus. An observation checklist is used to monitor learning and teaching with insufficient focus on students' outcomes. The school has yet to analyse the data it has on the performance of students fully and relate it to the quality of teaching and learning.
- After the last inspection, groups of staff considered very carefully the strengths, weaknesses, opportunities and pressures facing their areas of work. They actively compiled well-considered improvement plans which have successfully brought about steady improvement across the school.
- The school has taken very seriously the recommendations of the last inspection and leaders and teachers have taken steps to bring about change in all of the areas of recommendation, including those where the school was not compliant.

Partnerships with parents and the community

Outstanding

- The school is extremely successful in involving parents in their children's education and the life of the school. At each stage, from the kindergarten to Grade 12, the school is interested in the views of parents. They are consulted on the school's priorities and the school takes their views into account.
- The excellent communication between the school and parents engages and gives them confidence in the school. A wide range of media is used to communicate with parents. The school has organised a number of workshops to help them keep well-informed of innovations in the school.
- The regular reports and meetings between parents and teachers ensure that parents are fully informed about their children's progress. In the kindergarten, daily communication between teachers and parents is especially good and enables parents to know exactly what a child has been doing.
- The school has very good links with other Iranian schools and universities in Dubai. School staff have been effective in sharing good practice with other Iranian school staff in Dubai and this is benefiting the local education community. Parents can make use of the school's library and other facilities, should they wish to do so.

Governance

Good

- The governing body has a wide membership and includes the Director of Iranian Schools in Dubai, the head of the PTA, senior leaders, a teacher’s representative and students for certain meetings. The constitution of the board gives parents a strong voice in the governance of the school. The views of parents are sought on particular issues from the PTA, through surveys and informal contacts. Minutes of meetings are published and key points are circulated to parents through social media.
- The board and the Director of Education receive detailed information on the school’s performance on a regular basis and hold the school to account for its performance. Close attention is paid to the school’s academic results.
- The governing body has provided adequate staffing and sufficient resources to enable students to receive high quality education. However, the school does yet not fulfil the requirements of the UAE Ministry of Education for Islamic education.

Management, staffing, facilities and resources




Very good

- Almost all aspects of the school are managed very efficiently on a day to day basis. Routines are well established and the sense of order contributes well to the establishment of a positive learning culture.
- The school is staffed with a sufficient number of well-qualified teachers, including those with responsibility for SEND. Secondary teachers, especially, have a very good knowledge of their subjects and how to teach them. Teacher turnover was high last year at 36 percent. A well planned induction and continuous professional development programme are in place. Training of all adults employed by the school on child protection is routinely undertaken.
- The very good premises and facilities provide a learning environment which supports the delivery of the varied curricula. Specialist facilities include modern science laboratories, and computer laboratories. Displays in classrooms and public areas celebrate students’ work. The school is very well equipped with learning resources to facilitate up to date teaching methods. This includes good ICT facilities, as well as interactive white boards in classrooms. Sports facilities are plentiful, including a spacious indoor soft play area for the youngest students.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 <p>Parents*</p>	2016-2017	56
	2015-2016	145
 <p>Teachers</p>	44	
 <p>Students</p>	123	

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

- Almost all of the parents and teachers who responded to the survey are satisfied with overall provision at the school. In particular, they are satisfied with the quality of education and consider that their children are safe in school and when using school transport. Parents think that students' behaviour is good and that there are very few instances of bullying.
- Almost all parents think that their children have gained a good understanding of the importance of Islamic values in Dubai and they are developing a good awareness of the UAE and other cultures. Almost all of the teachers and most of the students who responded to the survey agree with this comment.
- Almost all parents believe that their children are learning well as a result of the good teaching and most think that teachers have helped their children to develop the skills to learn independently, use technology and conduct research. They think that academic reports and meetings with teachers keep them informed about how their children are progressing.
- A minority of students who responded to the survey stated that they would like a wider choice of subjects and more extra-curricular activities.
- Almost all parents and teachers consider that the school is well led, that leaders are approachable and that their views are appreciated.

What happens next?

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

- Recommendations from DSIB
- Areas identified by the school as requiring improvement
- Other external reports or sources of information that comment on the work of the school
- Priorities arising from the school's unique characteristics.

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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