




Al Adab Iranian Private
School for Boys

 Curriculum: Iranian

Overall Rating:

Acceptable



"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



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School information



General information	
Location	Al Qusais
Type of school	Private
Opening year of school	1989
Website	www.adabschool.com
Telephone	00971-4-2633405
Address	Centre P.O BOX 23259 Dubai
Principal	Khosro Alimardan Farahmand
Language of instruction	English, Farsi
Inspection dates	12 to 14 December 2016

Teachers / Support staff	
Number of teachers	40
Largest nationality group of teachers	Iran
Number of teaching assistants	8
Teacher-student ratio	1: 10
Number of guidance counsellors	2
Teacher turnover	10%

Students	
Gender of students	Boys
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	390
Number of children in pre-kindergarten	NA
Number of Emirati students	0
Number of students with SEND	22
Largest nationality group of students	Iran

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



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.

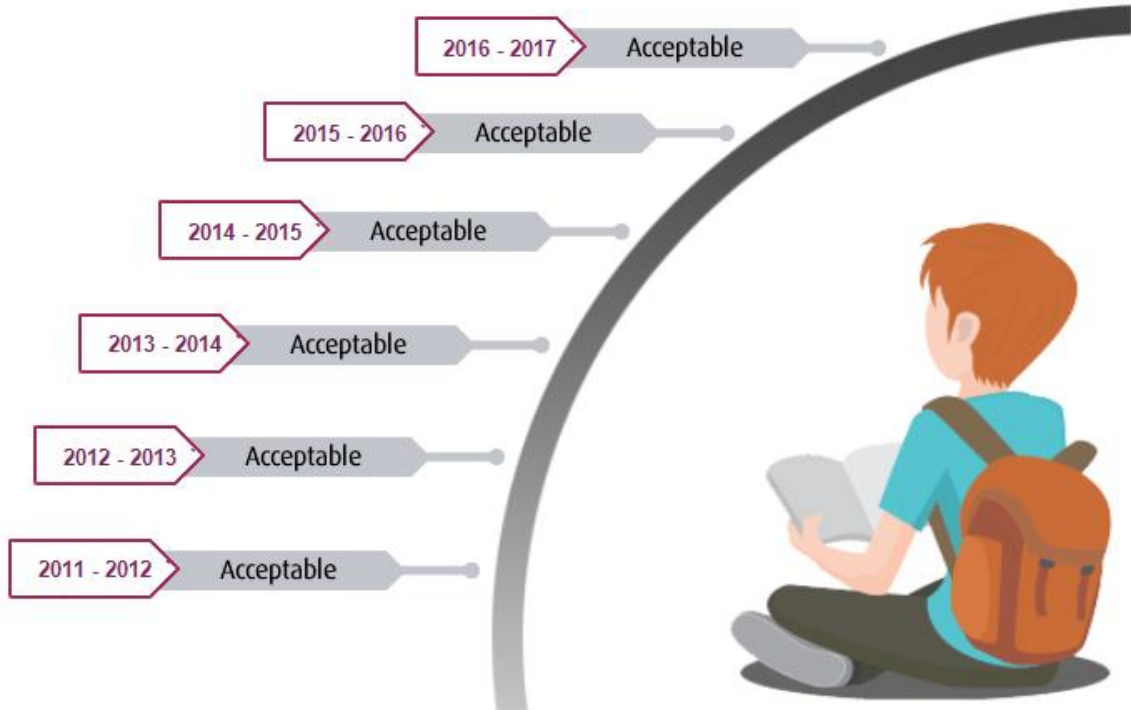
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

Dubai Schools Inspection Bureau (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 Al Adab Iranian Private School for Boys



- The Al Adab Iranian School opened in 1989. It is providing its students with an acceptable quality of education and has done so since its first inspection in the 2011-2012 academic year. In recent years student numbers dropped to less than 400. The school’s principal has been in the post for a number of years. Staff turnover is low.
- There have been steady improvements in students’ academic achievement in recent years. During the previous inspection, students’ attainment and progress in mathematics and science in the high school phase were very good. Students’ personal development and their understanding of Islamic values and awareness of Emirati cultures were of a good quality as was the school’s curriculum design and implementation.
- The most recent inspection recommendations directed senior leaders and governors to ensure the school complies with the UAE Ministry of Education (MoE) regulations for the teaching of Islamic education, to improve levels of attainment and learning skills, and to use assessment information more effectively to support the learning needs of all students.

Summary of inspection findings 2016-2017



Al Adab Iranian Private School for Boys was inspected by DSIB from 12 to 14 December 2016 . The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' very good levels of attainment and progress in high school mathematics and in high and middle school science are strengths of the school. In English, students' attainment and progress reach good levels in middle and high school. In Arabic as an additional language students reach acceptable levels in primary and middle school. In Kindergarten (KG) children make good progress in English, mathematics and science but their attainment levels are generally acceptable. Students' learning skills are good in the middle and high phases.
- Students' personal responsibility and social development, and their innovation skills, vary between outstanding and acceptable. They are strongest in middle and high school where students are self-reliant, affirmative of each other's achievements, and punctual to school and class.
- Teaching for effective learning is good in KG, middle and high school phases. Teachers in these phases have good subject knowledge, positive relationships with their students, and high expectations of them. Assessment is good in the higher levels.
- The curriculum is of a good quality across all phases. It has a clear rationale, has a clear sequence of tasks, and is supplemented by sound cross-curricular links. The school makes some adaptations to its curriculum.
- The provision for health and safety, and care and support reach acceptable levels. More rigour in monitoring is required in these aspects. Students with special educational needs and disabilities (SEND) receive acceptable levels of support.
- Most aspects of leadership and management are acceptable. Partnerships with parents and the community are good.

What the school does best

- Students' high achievements in mathematics and science in the upper phases
- The preparation and training for the proposed International Baccalaureate curriculum, and the effect this has had on the achievement of students in the senior classes
- The excellent personal development of students in the middle and high school phases.

Recommendations

- Ensure that the school fully complies with the UAE Ministry of Education (MoE) regulations regarding the Islamic education curriculum.
- Improve teaching, particularly in the primary phase, and raise attainment and progress in all subjects and phases by making full use of assessment information to plan work that is suitably challenging to students of all abilities.
- Use the results of international benchmark tests to:
 - identify and overcome any gaps in students' knowledge, skills and understanding
 - align internal test results more closely to external results.
- Improve the effectiveness of leadership by ensuring:
 - full use is made of assessment information in evaluating the performance of the school and planning for improvement
 - the monitoring of teaching and learning accurately identifies strengths and areas for improvement
 - the outcomes of action plans are clearly focused on raising students' achievement
 - clear and fully understood monitoring procedures support effective management in all areas of the school's work.
- Improve the effectiveness of governance by ensuring:
 - leaders at all levels are held fully to account for the school's performance
 - the governing board is more fully representative of the main stakeholders and meets regularly to ensure that parents have a voice.

Overall school performance

Acceptable

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	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	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	Acceptable	Good ↑	Good
	Progress	Good ↑	Acceptable	Good	Good
Mathematics 	Attainment	Acceptable	Good	Good	Very good ↑
	Progress	Good	Good	Good	Very good ↑
Science 	Attainment	Good ↑	Good	Very good ↑	Very good ↓
	Progress	Good ↑	Good ↑	Very good ↑	Very good ↓
		KG	Primary	Middle	High
Learning skills		Acceptable	Acceptable	Good ↑	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	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good ↑	Acceptable	Good ↑	Good
Assessment	Acceptable	Acceptable	Good ↑	Good

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good ↑	Good ↑	Good ↑	Good ↑
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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

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


6. Leadership and management

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



Main inspection report



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 attain levels that are in line with the curriculum standards and a few at levels above those. In relation to their individual starting points and the curriculum standards, the majority of children make better than expected progress. In KG1, children listen to and follow instructions. By KG2, children have developed a reasonable range of oral vocabulary. The majority confidently respond to adults and their classmates using single words and basic sentences. A few are able to write simple three letter words.
- Most children's attainment in mathematics meets curriculum expectations. Involvement in active learning activities helps to reinforce children's mathematical knowledge and understanding. As a result, the majority of children make better than expected progress. By KG2, most children can identify numbers beyond 10 and can accurately combine small groups of objects. They can recognise and name a range of simple shapes. Children have some opportunities to apply their mathematical understanding to solve problems such as correctly sequencing numbers.
- In science, the majority of children's attainment is above curriculum standards and they make better than expected progress. In KG1, children can name a range of different animals and can distinguish between domestic and wild animals. By KG2, children are beginning to make progress in developing their observation skills. For example, they observe the effects of salt on melting ice and use magnifying glasses to look closely at butterflies, their eggs, and pupa.

 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	Good	Good
Science	Good	Good 

- In Arabic as an additional language, attainment and progress for most students reaches expected levels. Results in internal assessments are high but do not reflect the attainment levels seen in lessons and in students' work. Students are able to read well but their listening and comprehension skills are less secure, particularly in lower grades. Grade 6 students can read short texts and their knowledge of basic grammar is adequate. They can use adjectives when describing pictures, but they are not confident when engaging in extended conversations. Most students' handwriting is improving but independent writing skills are underdeveloped.
- In English, the attainment and progress of most students reach expected curriculum standards. In external benchmark testing, students' attainment is weaker. Most students demonstrate confidence when listening and communicating in class and during their group work. For example in Grade 4, students are able to express their ideas persuasively and communicate their meanings effectively. Their writing and reading skills are not as well-developed overall. However, most students make expected progress in their writing as they move to the upper primary grades where their ability to read and understand also improves. During presentations, students exhibit strong communication skills.
- In mathematics, the knowledge and understanding of mathematical concepts of the majority of students are above curriculum expectations. Students make good progress in understanding and applying the four rules of number. In Grade 6, the majority of students are able to identify multiples and factors, including finding the factor pairs of a number and common factors of two numbers. They know and use the vocabulary of prime numbers and prime factors. In the lower grades, the development of deeper understanding is occasionally limited because the work is not appropriately matched to students' levels of attainment.
- In science, the school's internal assessment information shows the attainment of the majority of students has been above curriculum standards for several years. This is in contrast to results from international benchmark assessments which reveal low levels of scientific skills. In upper primary classes, most students have an improving understanding of scientific enquiry, with developing research skills displayed in their presentations. Scrutiny of workbooks and lesson observations in both sections indicate that students make good progress. Progress is stronger in the international section, where most students have a better understanding of scientific methods.

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

- In Arabic as an additional language, attainment and progress for most students reach expected levels. In internal assessments, test results except for Grade 9 are high. However, these results are not reflected in student levels in lessons and in their workbooks. In general, students can read and recall main events of a short story. They improve their range of vocabulary and handwriting well but their independent writing is weak. Students are developing their Arabic in specialised speaking sessions but not in the general sessions in which they communicate in Arabic with their peers.
- A majority of students in English attain levels above curriculum expectations. Most groups of students make better than expected progress over time and in relation to their starting points. In external benchmark testing, attainment levels are weaker. In lessons, attainment levels in the application of oral communication skills in a wide range of unfamiliar contexts, are strong. In Grade 7, students listen critically with high levels of proficiency.
- In mathematics, students make good progress and consolidate their numerical and mathematical skills. They extend their understanding of the number system and place value to include decimals, fractions, powers and roots. The majority use appropriate calculation strategies to solve increasingly difficult problems and use algebra to formulate mathematical relationships. Students in Grade 8, for example, are able to use and interpret algebraic notations, substituting numerical values into formulae and expressions. Progress is consistently above expected levels, particularly in lessons where expectations are high and the work is challenging.
- In science, internal test results indicate that the large majority of students' attainment levels are above curriculum expectations. Students' results in international benchmark assessments, are, however, not as high. Almost all students have a secure understanding of scientific concepts and develop their proficiency in research and scientific enquiry. As they progress through the phase, almost all students improve their research skills, their confidence in their presentations, and their understanding of world issues.

 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	Good	Good
Mathematics	Very good 	Very good 
Science	Very good 	Very good 

- A majority of students demonstrate attainment and progress in English that exceed expected levels. Students' internal test results reflect their well-developed levels of knowledge, skills and understanding. External benchmark results, however, indicate much lower levels of performance. In lessons, students demonstrate good use of technology and research skills. They can confront challenging texts, compose short but powerful persuasive written statements, and express their views concisely and accurately. The majority understand and often can explain and identify key features of a variety of different texts.
- In mathematics, the attainment of the large majority of students is above curriculum expectations when compared to national benchmarks. During lessons, students consistently extend their mathematical knowledge, reasoning, and skills. For example, most students in Grade 11 are able to use standard notations for vectors and to calculate the magnitude of a vector and the scalar product of two vectors. Progress in lessons and over time is very good because students are consistently presented with appropriately challenging work.
- In science, moderated external assessments reveal sustained levels of attainment and progress for a large majority of students over time. Lesson observations and work scrutiny show outcomes for the majority of students that are above curriculum expectations. Students build on their progress through the middle school phase and, by the high school phase, they can apply their research and enquiry skills. They share their scientific knowledge and understanding with each other through in-depth presentations. They relate, successfully, their theoretical understanding to world problems.

	KG	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Good ↑	Good

- Most students across all phases of the school, are well motivated and eager to learn. When given the opportunity, they show that they can work without close teacher supervision. However, learning behaviour of this quality is not always seen in the KG and primary phases. In these phases, students are often only passively engaged because learning is almost entirely directed by the teacher.
- The majority of students show that they are able to work well in pairs or small groups. They enjoy sharing their ideas and listen carefully showing respect for the views of others. This was observed, for example, in a Grade 5 science lesson where students collaborated effectively to make presentations on the Earth as part of the solar system.
- In many subjects, students make meaningful connections to other subjects and to the world. Connections such as these enhance and consolidate their learning, and are a consistent feature of learning in mathematics. In a Grade 9 lesson, for example, students enhance their understanding of the properties of triangles as they explore triangular shapes in building design and construction. Links between subjects are also occasionally seen in Arabic as an additional language.
- Students' development of critical thinking through researching and through finding things out for themselves, is a regular feature of learning in mathematics and science in the upper grades. The development of these skills in other subjects, in the KG and the primary phase is less consistent. Most students show that they are competent in the use of technology to support their learning and their investigations.

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

	KG	Primary	Middle	High
Personal development	Good	Good	Very good ↑	Outstanding

- Students have positive and responsible attitudes. Older students, in particular, are self-reliant. They regularly seek and respond well to critical feedback. Students in the middle and high school phases are excellent role models to younger children.
- Students of all ages behave well. They are polite and courteous to adults and other students. Bullying is rare and students demonstrate genuine concern and sensitivity to the needs of their friends and others in the community. Students in the higher phases maintain caring and respectful relationships with other students and staff.
- Younger children enjoy particularly warm and caring relationships with their teachers. All students are sensitive to the needs and differences of others. They cooperate well with others and benefit from considerate and respectful relationships. Students in the high school phase take pride in each other's achievements. They show genuine concern for, empathy with, and tolerance of, others.
- Healthy living is embedded into the curriculum and, as a result, students have a secure understanding and strong commitment to following a safe and healthy lifestyle. This is evident in the food choices they make and their participation in physical activities. Students also learn how to stay safe when using social media.

- Almost all students are punctual when arriving at school and for lessons throughout the day. The rates of attendance are very good in most phases of the school but slightly lower in in KG phase. Students and their parents are very aware of how good attendance influences academic achievement.

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

- Students have a good appreciation and understanding of how Islamic values influence contemporary UAE society. They are attentive when listening to the Holy Qur'an during school assemblies. They apply the principles of Islam during lessons and breaks and exhibit cooperation, respect for each other and protection of the environment.
- Students are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. They participate in a range of cultural activities. For example, all students sing the UAE National Anthem in assemblies. They respect the traditions and participate in religious occasions of the UAE. Students have an astute understanding of the cultural aspects of the UAE such as traditional sports and Emirati clothes.
- Students are proud of their own culture and demonstrate a clear understanding, awareness and appreciation of the Iranian heritage. They have a wide knowledge of their own heritage and culture, participate in the Iranian national day, and have an age-appropriate knowledge of the history of Iran. However, their knowledge of other world cultures is limited.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Across all phases, students are aware of their responsibilities in the school community. They show respect and consideration for the needs of others. Grade 6 students are able to organise and manage groups of younger students in the international section. However, their involvement as volunteers within the local and wider community is limited.
- Students, in general, have a positive work ethic. They enjoy work but are given few opportunities to initiate ventures. They can be creative and enjoy taking part in projects. For example, Grade 6 students in the national section are able to create memorable artwork from used newspapers. However, enterprise and entrepreneurial skills are underdeveloped.
- Most students take care of their immediate surroundings and are aware of a limited range of environmental issues. They take care of the few green spaces in the school. Grade 9 students, for example, actively participate in desert clean-up. However, their knowledge of other environmental issues is underdeveloped.

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good ↑	Acceptable	Good ↑	Good

- Teachers generally have a good knowledge of their subjects and understand how students learn. In many lessons, teachers use this knowledge to provide students with suitably challenging work. This enables students in Grade 10 mathematics, for example, to tackle complex problems and, in Grade 12 science, to engage in high-level discussions. In Arabic, inconsistency in teachers' understanding of how an additional language should be taught slows students' progress.
- While there are examples of well-planned and successfully taught lessons in most subjects, the quality of planning varies, particularly in the primary phase. In the best lessons, students know exactly what they are going to learn because careful planning ensures that learning objectives are clear. In a few lessons, particularly in the primary phase, learning objectives are unclear. As a result, those lessons lack focus and result in slow progress. In most lessons, technology is used very effectively to support learning.
- Positive relationships between adults and students ensure that teaching takes place in safe and supportive learning environments. Skilled questioning is used to challenge students' thinking and to probe understanding. This is more evident in lessons in the middle and high school phases than in the primary phase. Nevertheless, when given the opportunity, students in all phases demonstrate the ability to engage in thoughtful class discussion and reflection.
- Teachers' expectations of students are mostly high and, in many lessons, students make good progress because the work is sufficiently demanding to interest them. However, this is not seen in all lessons. While teachers are generally aware of students' diverse abilities, they do not always adjust work well to meet their individual needs. The work set is not always challenging enough for students who are capable of the highest attainment.
- Teachers develop students' critical thinking in many lessons in mathematics and science, and occasionally in English, particularly in the upper phases. The development of these skills is less consistent in other subjects and phases. In the KG phase and in Arabic as an additional language, there are insufficient opportunities for students to learn independently; they are often over-reliant on their teachers. In most subjects, learning is linked to the real world and placed in a socially-relevant context.

	KG	Primary	Middle	High
Assessment	Acceptable	Acceptable	Good ↑	Good

- Internal assessment processes are robust. For some senior students, tests against curriculum standards are provided by the Iranian Ministry of Education and moderated externally. For other students, internal assessments are based upon either the Common Core State Standards or some International Baccalaureate style rubrics; especially in mathematics and science. Students also undertake regular online assessments to enable the school to identify their strengths and weaknesses.

- International benchmark assessments are used to align internal assessments with international standards. A range of international tests are used diagnostically to support senior students prepare for higher education in the United States of America (USA), the United Kingdom (UK) and Europe.
- From a baseline assessment at the start of each academic year, data are gathered monthly to track each student's progress. Data are shared with all teachers, but the application is variable. Data are particularly used well in mathematics to track students' progress but less so in other core subjects. Many teachers discuss progress with students based on feedback from regular online assessments. Rubrics are used to inform students of their developing skills in projects and presentations in science.
- The school uses external international assessments to inform curriculum development by identifying common weaknesses. KG teachers gather assessment information in response to early years' expectations, but do not fully understand its potential use. Nevertheless, students' results have been successfully used to inform curriculum changes; addressing weaknesses in skills in each phase of the school except KG. However, these results do not consistently inform or influence lesson planning or teaching methods.
- Teachers use lesson plenaries, particularly in English in the middle and high school phases, to obtain valuable information on students' understanding. Peer-evaluation is used well in mathematics in these phases but is inconsistently used in other phases and subjects. Science teachers use rubrics to evaluate projects but students do not use them to review their own or each other's work.

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good ↑	Good ↑	Good ↑	Good ↑

- The curriculum has a clear rationale. It is relevant to the needs of students and meets both school and national requirements. In the KG, the curriculum provides a balance between the development of knowledge and skills. Opportunities to connect learning with real life experiences are more consistently seen in the upper grades, as are opportunities for students to direct their own learning through inquiry and research. The school is not compliant with the UAE Ministry of Education (MoE) requirements for the provision of Islamic education and there is a lack of clarity about the expected curriculum standards to be used in the teaching of Arabic as an additional language.
- The curriculum is sequenced well to build on students' previous experience and prepare them for the next stage of their education. In the lower grades, there is an appropriate emphasis on the development of basic literacy skills. Older students are well prepared to continue their studies beyond the school. Planning for the introduction of the International Baccalaureate programme adds breadth to the mathematics and science curricula.
- Curricular options offer older students a suitable range of choices to pursue their interests and aspirations. In the KG phase, children are provided with opportunities to make learning choices both in the classroom and outdoors. However, the choices available are limited and not always challenging enough to promote learning. Opportunities for students to develop their talents and interests are extended by a variety of clubs and extra-curricular activities, including sporting activities.

- Cross-curricular links enable students to develop their knowledge and skills in different contexts. In the KG phase, the story of 'The Very Hungry Caterpillar' is linked to learning about the life cycle of the butterfly. UAE social studies concepts and links between the Arabic culture and traditions are incorporated into most subjects. Links are often supported by creative classroom displays.
- The curriculum is reviewed at regular intervals and monitored for its effectiveness in relation to students' needs. The impact of these reviews is more apparent in the secondary phase, where there is a more consistent approach to the development of higher order critical thinking skills.
- UAE social studies is taught as a stand-alone subject. Cross-curricular links with other subject areas are common features in most classrooms. The course enables students to compete with other schools, be active learners, and present projects using 3D models that represent the UAE popular building sites. Students often have opportunities to present to the wider school community through assemblies and programmes on UAE history and culture.

	KG	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> • The curriculum is appropriately adapted to meet the needs of most students including students with SEND. Changes to the curriculum, such as for new comers to Arabic, and the better use of data analysis enables the school to meet individual needs. • The school promotes curriculum enhancement, enterprise and innovation through a range of projects and tasks. In the KG, these are promoted through regular trips linked appropriately to curriculum requirements. These projects including 'Happy Plant Challenge', the development of Arabic grammar points, and the organisation of the 'Charity Day' by students, have are resulting in further developments. • Across all sections of the school, appropriate learning experiences are provided to develop students' understanding of the UAE's culture and society. The social studies curriculum successfully supports the development of that understanding. Field trips to museums, preparations for national festival days, and students' engagement in a number of projects further develop this key aspect of the curriculum. 				

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

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

- The school leaders provide a safe environment for all students. There are appropriate procedures for their safeguarding. Supervision is sufficient but the safeguarding policy is limited to child protection from in-school bullying. There is no reference to procedures for other forms of harm or abuse.

- There are adequate procedures in place to ensure that students are safe while in school and on the school buses. The arrival and departure procedures for those travelling on buses or in cars have been streamlined. The school regularly conducts evacuation drills.
- Governance ensures the maintenance of the school's buildings and equipment, addressing notable issues highlighted during the inspection. However, there is no risk assessment policy or any systematic review of all aspects of the facilities. Record keeping of scheduled maintenance is in place.
- Overall, the facility and premises provide the minimal expected learning environment for students. Many classrooms, particularly in the international section, restrict students' learning opportunities because they are too small. The upper floors and toilets are not accessible to students with a physical disability.
- The nurse provides first aid services. She provides a range of lectures to raise students' awareness of healthy lifestyles including personal and dental hygiene, and healthy living. Students are also made aware of safe and healthy life choices through their participation in sporting activities. The school nurse monitors the students' Body-Mass Index (BMI) and offers support for those who require help improving their BMIs.

	KG	Primary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- A close and positive relationship exists between staff and students across all phases of the school. Students are courteous and adhere to the school's code of conduct. Behaviour is of a very high standard and students are encouraged to moderate their own behaviour by providing good examples to their peers, in school, during games, and on field trips.
- The school has suitable systems to promote good attendance. Parents are made aware of the importance of sustained and regular attendance at school. The monitoring of attendance is rigorous and parents are informed promptly of any absence. Punctuality is monitored and almost all students attend classes on time.
- Suitable processes are in place to identify students with SEND and students who are gifted and talented. There is a dependency on the expertise and knowledge of the teachers to identify students at the preliminary stages.
- Subject teachers provide students with SEND with appropriate support within classroom settings. This support is based on the curriculum objectives of the grade level. Extra classes are provided to support students. However, the support is not fully modified to meet the specific needs of the students. Support for gifted and talented students is being developed.
- The provision of care and support to meet the needs of all students is being developed, and it is a priority for staff members. Suitable arrangements are in place to guide and assist students in their career choices.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- The school's policies reflect its inclusiveness, and it has a range of students with SEND. A counsellor, who reports directly to the principal, takes charge of all aspects of SEND provision. There is a reliance on class teachers to support the identified students. Additional training is required to enable teachers to carry out this role to a higher level.
- The identification of students with SEND relies mainly on the ability of class teachers to recognise students' specific needs. An appropriate protocol is in place to seek further assistance and to involve parents in the process. The process does not always ensure that there is early and accurate identification of students.
- Parents are very supportive of the school and appreciate the efforts the school makes to keep them informed. Monthly progress reports are provided, which lead to high levels of home-school trust. The counsellor works with parents and provides them with advice and support when needed.
- During most classes, students with SEND engage in modified classwork. However, this work often does not meet the specific learning needs of the students. Improvements to individual educational plans that are based on students' specific needs are needed to enhance learning opportunities.
- Personal and social development of students is well supported. Records show that almost all students make better than expected progress. The results of class assessments are recorded regularly and are used as a means of tracking the progress of students with SEND.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The experienced school leaders have reviewed the school's guiding statements in anticipation of a change of school curriculum. International themes and the UAE National Agenda targets are included in the school's new vision and mission statement. The school leaders are planning for the school's forthcoming International Baccalaureate Diploma Programme (IBDP) authorisation visit.
- Senior staff review the school's management structure and refine middle leaders' roles and responsibilities. The middle leaders enthusiastically review and modify key aspects of the curriculum and classroom provision. Improvements are noted in the delivery of mathematics and science particularly in the senior international section. This caring school focuses on being inclusive and has made attempts to meet the learning needs of all students.
- Staff are determined to develop the school further. Morale is high and lines of communication continue to develop. Relationships among staff are professional and most of them are secure in their understanding of their own roles and responsibilities. However, rapid development across senior phases is inhibited by a number of key staff being part-time in the school and by the lack of rigor and urgency of the teaching approach.

- The proposed transition to the IBDP curriculum is a key driver of school improvement. Leaders across the school have a growing awareness of what needs to be done to improve the school. They have addressed some of the barriers but others require significant external support.
- School leaders responded positively to the recommendations of the last DSIB inspection report. Improvement plans have been written and some actions are taken. However, almost all plans require additional development. These include plans to improve the Islamic education curriculum, and plans to improve assessment systems that ensure better analysis and the use of data.

School self-evaluation and improvement planning

Acceptable

- The school's processes of self-evaluation involve input from a wide group of staff, parents, students and the governing board. Appropriate use is made of internal and some external data. However, the analysis of data lacks accuracy, resulting in inflated self-evaluation judgements. The school has a reasonably realistic view of its key priorities and uses these to support its improvement planning.
- The monitoring and evaluation of internal processes, including that of teaching for effective learning, are generally systematic but not always effective. Lesson observations focus on what the teacher does, rather than on how well the students learn. Feedback to teachers following lesson observations, is often cursory and lacks meaningful steps for improvement. There is weak alignment between staff's needs and the professional development they receive. Some improvements in classroom practices are evident as a result of staff training, particularly in mathematics and science.
- The school's comprehensive improvement plan is based on the recommendations of the previous inspection report and some internal findings. The plan is the product of collaborative meetings among teachers, heads of departments and management. It contains a range of actions and goals but the objectives for each action are vague and often not measurable.
- Some progress is evident in addressing some of the recommendations of the previous DSIB inspection report. However, the school has much to do to elevate the quality of its performance to meet the expected level for every school in the UAE.

Partnerships with parents and the community

Good

- Parents are complimentary of the school's safe and caring ethos. Most feel that they are involved in their children's learning. A few are aware of the school's priorities, especially its proposed change in curriculum. However, only very few of them are aware of the role of the school's governing board and how they can communicate with them.
- There are improved lines of communication between the school and parents. The use of Edmodo, emails, and texting have enhanced the frequency and quality of information parents receive about their children's day-to-day issues, their educational progress, and their personal development. Parents of children with SEND are kept well-informed.

- Reports to parents about their children’s achievements and their personal and social development are informative and regular. The reports for the KG phase children are comprehensive and clearly convey areas for improvement and their next steps in learning.
- The school makes a few contributions to local, national and international communities. It has strong links with other Iranian schools in Dubai. It is developing opportunities for sporting and cultural exchanges. Internationalism, which is a component of IBDP programme, is being enhanced.

Governance	Acceptable ↓
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- The composition of the governing board has been reviewed and includes a broad representation of stakeholders and owners. However, regular board meetings are not formalised, and parents and students are not represented. This reduces the opportunity for the views of a broad range of representatives to have input into the school’s operations.
- The owners monitor the school’s developments through regular meetings with the school’s leaders and take part in the self-evaluation process. They have a reasonable knowledge of the school’s educational practices, the school’s results in international benchmark tests, and the school’s future strategic directions.
- The board is active in seeking authorisation to introduce the IBDP to the senior international section students. A range of new policies, upgraded facilities and additional resources have been introduced. However, the board has not ensured the implementation of all of the recommendations from the previous DSIB report.

Management, staffing, facilities and resources	Acceptable
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- The school’s day-to-day management including most of its procedures and routines are of acceptable quality. However, timetables require rationalisation. Not all teachers in senior positions teach full-time at the school; at certain times they are unavailable. Most lessons and other school events including assemblies start on time.
- The school has a range of suitably qualified teachers in most subjects, particularly in senior mathematics and science. Teachers in senior classes such as those associated with the IBDP curriculum, benefit from a range of professional development opportunities. Others are trained in the use of IT and teaching techniques. This training has enhanced their knowledge of high quality teaching practice.
- The school environment is generally kept in a clean condition, although a number of key learning areas, such as the library, the science laboratory and the art room, require modernising. Access to higher floors for students who are physically disabled is restricted; there is no lift available to them.
- The school benefits from some recently purchased technology resources. New textbooks in the international section including some related to the proposed IBDP course, enhance student learning opportunities. However, there are only few information and technology resources, library reference texts to support research, and science laboratory equipment to support senior chemistry and physics classes.

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	
Parents*	2016-2017	117
	2015-2016	201
Teachers	32	
Students	32	

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

- Almost all parents who responded to the survey are satisfied with the quality of education provided by the school. They agree that their children enjoy school and are well-supported by the school through good teaching, in a safe and secure environment. The development of their children's independent learning skills supported by the use of learning technologies is highly valued.
- Parents feel that the school is child-centred and gives a high degree of importance to their children's well-being. The school provides them with regular informative reports about their children's progress and their next steps in learning. They appreciate the school's focus on developing their children to become better and more caring citizens.
- Most parents agree that the school is well-led. They indicate that school leaders and staff are approachable and open to discussing their children's learning problems.
- Almost all teachers who responded to the survey are satisfied with the quality of education provided by the school. They note strengths in the school's leadership, the collegiality of the staff, and the professional development provided to enhance provision. Almost all feel that staff prioritise students' well-being and that teachers know their students' strengths and weaknesses.
- Teachers think that students enjoy school and are safe while at school and on school transport.
- Students who responded to the survey are positive about the quality of teaching offered at the school. They feel that most teachers are skilled and well-qualified. They are least positive about the few opportunities provided to them to develop their leadership skills.

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