



Iranian Towheed Girls  
School

 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 Karama
Type of school	Private
Opening year of school	1959
Website	www.gi-st.com
Telephone	04-3961234
Address	Al Karama
Principal	Ms. Shahla Jumeah, Mr. Narges Ahmad Rahimpour
Language of instruction	Farsi
Inspection dates	12 to 14 December 2016

Teachers / Support staff	
Number of teachers	23
Largest nationality group of teachers	Iran
Number of teaching assistants	0
Teacher-student ratio	1:10
Number of guidance counsellors	1
Teacher turnover	7%

Students	
Gender of students	Girls
Age range	6 - 18
Grades or year groups	Grade 1 - Grade 12
Number of students on roll	228
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	5
Largest nationality group of students	Iran

Curriculum	
Educational permit / Licence	Iranian
Main curriculum	Iranian
External tests and examinations	Iranian Ministry of Education
Accreditation	n/a
National Agenda benchmark tests	n/a



## 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.

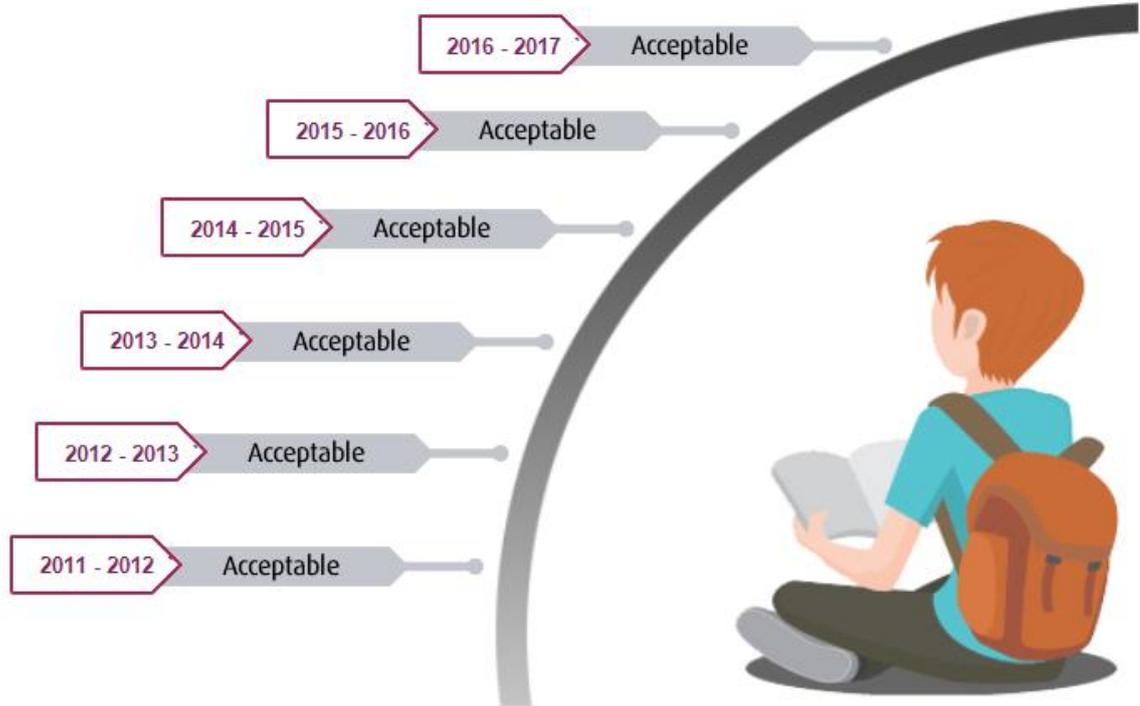
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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.

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

## Inspection journey for Iranian Towheed Girls School



- Iranian Towheed Girls School opened in 1959. The current principal has been in post since September 2016. The number of students on roll has declined from 257 last year to 228 this year. The teacher turnover figures are 7% compared to 23% last year; this includes the newly-appointed principal and senior leadership team.
- Recurring strengths of the school include the students' very good attendance and behaviour, and their excellent work ethic. Previous reports also acknowledge the good quality care provided for the students.
- Some of the recurring recommendations from previous inspection reports relate to improving systems for assessment, further developing self-evaluation, and ensuring that the curriculum and teaching are sufficiently modified to meet the needs of all students.

## Summary of inspection findings 2016-2017



**Iranian Towheed Girls School** 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.

- In the primary and middle phases of the school, attainment and progress in all key subjects are at least acceptable, while they are good in science. Students' progress in mathematics in the middle school is good, due to the improved teaching and learning strategies used in this phase. Students achieve better overall in the high school phase, with attainment and progress being mostly good.
- Students' behaviour and attendance is a strength of the school. Students' awareness of Islamic values and their understanding of UAE and Iranian cultures are strengths. However, students are less knowledgeable about other cultures.
- In all phases of the school, teachers have secure subject knowledge and they are keen for their students to do well. They plan their lessons but do not consistently or effectively plan to meet the different learning needs of all students. They are developing their teaching strategies, especially in the middle school. However, assessment data are not used effectively to identify the next steps in learning for individual students.
- The curriculum, although extended, remains limited in terms of choice and variety for all students. It is modified to meet the learning needs of the majority of students. However, teachers do not consistently adapt learning experiences to reflect individual needs in lessons.
- Health and safety are good across the school. The learning environment is clean, welcoming and rich with students' displays in all areas of the school. Provision for students with special educational needs and disabilities (SEND) has improved but outcomes remain acceptable.
- The new school leaders are committed to school improvement. Parents are supportive of the school and play an active role in governance. Plans for improvement and the school's self-evaluation are not fully aligned.

## What the school does best

- Students' very good personal development and positive work ethic.
- The steps taken by the leadership team to begin the process of meeting the recommendations from the previous report and their dedication to the development of the school.
- Students make good progress and achieve well in mathematics and science in the middle and high school phases.

## Recommendations

- Comply with the United Arab Emirates Ministry of Education regulations for the teaching and curriculum of Islamic Education.
- Provide students with more opportunities to develop independent and extended writing across all relevant subjects.
- Plan and teach lessons so that all groups of students, including those with SEND and higher-attaining students, make good progress.
- Improve the school's assessment practices by using the data more effectively to identify better the next steps in learning for individual students, and to share this information with parents.
- Improve self-evaluation practices and action planning by:
  - using a wider range of good quality data and information
  - linking the findings of self-evaluation to the action plan.



Overall school performance

Acceptable

1 Students' achievement

		Primary	Middle	High
Islamic education 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Not applicable
English 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good
Mathematics 	Attainment	Acceptable	Acceptable	Good
	Progress	Good	Good ↑	Good
Science 	Attainment	Acceptable	Good	Good
	Progress	Acceptable	Good	Good
		<b>Primary</b>	<b>Middle</b>	<b>High</b>
Learning skills		Acceptable	Good ↑	Good

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 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 .



## 1. Students' achievement

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

- In Arabic as an additional language, most students are working at levels in line with the curriculum standards. Students have strong listening skills and can understand their teachers' instructions. Most students can carry on short conversations and role plays following a familiar pattern. They can read familiar text fluently, with few mistakes. In lessons and their recent work, most students make the expected progress as measured against appropriate learning objectives. Reading comprehension and writing skills progress at a slower rate and are less developed.
- In English, most students attain levels in line with curriculum expectations. Most students' are confident speakers of English, but their reading and writing skills are less well developed. Progress over time, and from starting points in lessons, is therefore restricted.
- In mathematics, most students attain levels in line with curriculum expectations. A majority make better than expected progress from their low starting points, particularly at the upper grades. In the lower grades, students can count, understand shapes and, by Grade 3, are beginning to learn about multiplication. By the end of the phase, most students reach the expected levels of attainment against national curriculum standards in understanding numbers including fractions, geometry, and performing calculations. These patterns of progress and attainment have been steady over the last few years.
- In science, most students attain levels in line with curriculum expectations. They make acceptable progress and, by the end of the phase, they reach curriculum expectations for their age. Students steadily develop knowledge and understanding of scientific concepts. Younger students develop independence in learning and scientific skills, such as prediction and drawing conclusions, more quickly than those in upper primary. Occasionally, the most able students make limited progress because the work does not challenge them.

 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
English	Acceptable	Acceptable
Mathematics	Acceptable	Good ↑
Science	Good	Good

- In Arabic as an additional language, most students are working at levels in line with the curriculum standards. In lessons and recent work, they make the expected progress as measured against appropriate learning objectives. Students have good listening skills and can respond to what they hear. They can read aloud from their textbooks with few pronunciation errors and can identify the main points. Progress in writing is slower because students do not have enough opportunities to write at length for different purposes.
- Students' attainment and progress in English are in line with the curriculum expectations. Most students are confident when speaking and listening, and can express themselves well and engage in a conversation. Their writing skills are less well developed. This is due to the few opportunities for independent writing. Their reading comprehension skills are acceptable and could be extended further.
- In mathematics, most students attain levels in line with curriculum expectations. While internal test results indicate consistently high levels of attainment, students' performance in external tests is more variable across grades. Most students attain expected levels in such topics as the geometry of triangles and circles, and algebraic operations involving indices. A majority make better than expected progress from their starting points. However, good work involving critical thinking or extended reasoning is less evident.
- In science, the majority of students attain levels above curriculum expectations. Internal assessment indicates higher levels of attainment than that shown in external tests. In the lessons observed and in their recent work, students make good progress in gaining an understanding of scientific concepts and applying their knowledge to solving scientific problems. They use scientific language well to explain their thinking. Research and enquiry skills are more evident at this stage, but students do not pose their own scientific questions or design ways to test their ideas often enough. The most able students do not make the progress of which they are capable because their work lacks challenge.

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
English	Acceptable	Good
Mathematics	Good	Good
Science	Good	Good

- Students' attainment in English is in line with curriculum expectations. Students make good progress. Speaking and listening skills remain the strongest skills, and students are now also developing their vocabulary at good pace. Progress in writing and reading is not as strong, mainly because of limited opportunities to do so independently. Higher-attaining students do not make sufficient progress due to lack of challenge in most lessons.
- In mathematics, the majority of students attain levels above curriculum expectations. Grade 12 students' attainment in external examinations has been consistently high. In lessons and in their recent work, the majority of students make better than expected progress. They acquire knowledge and understanding in a wide range of topics, including algebra, geometry and calculus. As a result, they reach higher standards, for example in their ability to work out advanced calculations. Critical thinking skills are less well developed.
- In science, external examination results show that students make good progress, with the majority reaching above expected standards by Year 12. Attainment is highest in geology. Over the last three years, examination results have shown a slight improvement in attainment. This is confirmed by students' attainment and progress in lessons and work books, which show more extended writing about science, aptly illustrated by charts and diagrams. Students develop their theoretical knowledge and understanding well in Grade 12. Enquiry and investigative skills develop more consistently in Grade 11.

	Primary	Middle	High
Learning skills	Acceptable	Good ↑	Good

- Throughout the school, students show enthusiasm for their learning and persist when they experience difficulties. They act responsibly, completing their homework diligently and preparing presentations for their peers as well as they can. When they have the opportunity, they assess their own work well.
- Students take a full and lively part in discussions and debates, for example when presenting and discussing a topic confidently during social studies. They collaborate well when asked to undertake tasks, share ideas and take on roles and responsibilities. They develop these skills better in the middle and high school than in the primary as they have more opportunities to practise.
- Students link their learning consistently well to life. For example, children in the Kindergarten and students in the other phases make connections between their work in science, dealing with areas such as nutrition and the need for exercise. Students do not make connections consistently across different subject areas.

- Older students are beginning to develop critical thinking and problem-solving skills in mathematics and science but, other than this, the practice is uneven across the school. They make limited use of technology to support research, especially for homework, although this is stronger in the upper school. Students do not apply innovative thinking or demonstrate enterprise skills in their day-to-day work. However, there are specific occasions where they use these skills.

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

	Primary	Middle	High
Personal development	Very good	Very good	Very good

- Students have positive attitudes towards learning. They are attentive and focus during lessons. They are eager to receive feedback from their teachers and respond positively to teachers' instructions and comments.
- Students are self-disciplined and highly respectful of their teachers and other students. They respond well and collaborate while working together. Such positive interactions make the school a safe and welcoming learning community.
- Students are respectful and ready to help each other. They have strong relationships with their teachers and each other. These relationships and interactions create a positive and friendly atmosphere.
- Students demonstrate an understanding of healthy food choices. They recognise the importance of making the right choices when selecting their food. They also keep the premises clean during and after break times.
- Attendance across the school is outstanding and students arrive to their classes on time. Students recognise the importance of the relationship between being punctual and performing well at school.

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

- Across all phases, students demonstrate a very good understanding and appreciation of Islamic values. They have a clear understanding of their influence on society in the UAE. Students celebrate different Islamic festivities such as Ramadan, Eid, and the birth of Prophet Mohammad (PBUH).
- Students throughout the different phases have a secure knowledge of Emirati culture and heritage. They celebrate UAE cultural events such as the Flag Day, Martyrs' Day, and the National Day. However, their knowledge about the UAE's future vision, major projects and initiatives is underdeveloped.

- Students demonstrate an excellent understanding of their own culture. They are able to describe aspects in which Farsi Culture is similar to, and different from, Emirati culture. However, students' understanding and knowledge about other world cultures is underdeveloped.

	Primary	Middle	High
<b>Social responsibility and innovation skills</b>	Acceptable	Acceptable	Acceptable

- Students are aware of their responsibilities within the school community but have only limited involvement with the local community or in supporting voluntary work. Students undertake social contribution by raising funds for cancer patients in Iran.
- Work ethic is strong throughout the school. However, most students rely on adults in the community to make decisions for them. A student council exists but it mostly focuses on having students help with the management of the school rather than on developing opportunities for entrepreneurship. Overall, there are not enough opportunities for students to develop their leadership skills.
- Students take care of their surroundings and there is growing awareness in the school of the importance of environmental issues. They participate in recycling initiatives but further activities that support sustainability and conservation in the school are only beginning to be undertaken.

### 3. Teaching and assessment

	Primary	Middle	High
<b>Teaching for effective learning</b>	Acceptable	Good ↑	Good

- Teachers' knowledge of their subjects is sound and this helps them to engage students in their learning. Teachers respond knowledgeably to students' questions and guide students accurately using their subject expertise. In Arabic as an additional language, teachers sometimes use colloquial rather than classical Arabic. Knowledge of how students learn is better established in the middle and high school phases.
- Lesson planning is completed carefully but, in practice, quite a narrow range of teaching strategies is used in the primary school, occasionally accompanied by didactic teaching. Most teachers provide a welcoming and organised learning environment for students and generally use time purposefully. In many lessons, for example in science, teachers use well-chosen resources to illustrate or enliven lessons.
- Teachers in the upper grades interact well with students, especially in some of the older classes, where they frequently ask skilful questions to extend students' learning and to promote lively discussion. This is stronger in mathematics than in English and Arabic. In the primary phase, teachers seek short or sometimes a chorus response, which does not encourage student to reflect deeply.

- The majority of teachers plan and deliver lessons that take into account students' varied needs. A significant minority, many of whom teach in the primary, plan lessons based on text books that provide the same activities for all students, regardless of their abilities or starting points. In these lessons, teachers do not use strategies that provide a sufficient level of challenge for the most able students.
- Most teachers do not promote sufficiently the development of critical thinking, problem solving and independent learning skills. Some teachers, for example those teaching science and mathematics to older students, are introducing such skills into their teaching, but this is not consistent across the school. For example in Arabic, teaching is mostly didactic and it limits opportunities for students to become independent learners. The promotion of innovation and enterprise is at the early stages.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- Internal assessment processes are linked to the school's curriculum. Staff are working to improve the processes further, and are increasingly using assessment data to measure the progress of individual students, for example in mathematics. Internal assessment data show more positive results than external assessments in the grades where the latter are undertaken.
- Staff are improving the way in which they compare students' attainment with Iranian national expectations. Some students in Grades 4, 6 and 8 have had opportunities to take international benchmarking tests set in English. Students took a test based on assessment questions from the TIMSS maths and science survey, which was translated into Farsi.
- A few leaders and teachers are starting to analyse assessment results by identifying groups of students whose progress is ahead, in line with or behind expectations, but this is done inconsistently across subjects. Most teachers' discussion of assessment results is often basic and not useful enough to help identify trends, patterns and gaps in learning.
- Teachers do not use assessment information well enough. They do not match the challenge of tasks and activities to the learning needs of different groups of students, particularly those with SEND and higher-attaining students. This lack of differentiation is more often seen in the primary phase than in the middle or high school phases.
- Teachers' knowledge of students' strengths and weaknesses varies across subjects and phases but is improving. In general, assessment, feedback and support in lessons are more effective in mathematics and science in the middle and high school phases than in other subjects or phases.

## 4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum is based on the rationale and values that underpin the Iranian Ministry of Education curriculum. The school carefully follows the expected breadth and balance of subjects taught across phases. Leaders are ensuring that the development of skills features more alongside the knowledge-based approach of the prescribed textbooks. The school does not fulfil the requirements of the UAE Ministry of Education for Islamic education.
- The curriculum is appropriately planned and supports continuity throughout the school in key subjects but does not always take account of students' prior learning. Students have insufficient opportunities to develop the range and purpose of their writing across subjects. Senior students are well supported for their move to the next stage in education.
- Students follow a range of subjects which meets their interests. Older students can choose to study subjects which are relevant to their careers or further study, and are helped with additional classes to support these pathways. Enrichment activities are more limited across primary and middle phases.
- The planning of cross-curricular links is in the early stages of development across the school. When these links are planned, such as between English and social subjects, students are provided with opportunities to use their skills across subject areas and in different contexts, thus deepening their learning in both subjects.
- The school reviews the curriculum regularly to refresh aspects and improve choices for students. The greater emphasis on developing UAE studies is supporting students' wider understanding of their own and local cultures.
- The UAE social studies curriculum is well planned for progression across the school and taught in a variety of ways, both as discrete lessons and integrated in subjects. It follows the UAE Ministry of Education guidance. It is also linked suitably to the delivery of the Iran social studies curriculum. The curriculum is taught in English and, for younger students, supported in Farsi. Positive cross-curricular links are developed effectively with English. Students in the middle and senior phases engage in collaborative work and research, for example, in making presentations to the class. Teachers assess individual and group work based on the students' subject knowledge and through tests to measure progress against the UAE framework.

	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The curriculum is modified to meet the learning needs of the majority students. Teachers recognise the different abilities and learning needs of most students, particularly those with special educational needs. They know their students well but do not consistently adapt learning experiences to reflect their individual needs in lessons. Nevertheless, they provide challenge for a few talented students, including provision of additional lessons.

- Students have opportunities to extend their learning in a range of extra curricular areas including art and physical education. They take on responsibilities in school projects such as re-cycling initiatives and growing plants. They do not have sufficient opportunities to gain experience in the wider community to enhance their social and personal responsibilities.
- Understanding and appreciation of the UAE culture and society is integrated through some aspects of the curriculum. Teachers include appropriate contexts in lesson plans in a range of subjects. The further implementation of UAE social studies has improved the delivery and understanding of the local and UAE national perspective.

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

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

- Staff are vigilant around the school and ensure that students are safe at all times. They effectively ensure the care, welfare and safeguarding of students at all times. Matters of child protection and cyber bullying are addressed by teachers, students and health care staff. Students are aware of the need for personal safety.
- The school's policies and procedures for cleanliness, maintenance and safety are effective. Arrangements for buses and private cars at departure and arrival are secure and ensure student safety. Details and records of recent exercises of emergency evacuation procedures show appropriate thoroughness.
- Maintenance and associated record keeping are in order and buildings, furniture and equipment are well maintained by the central authority.
- The premises are suitable to support effective learning, although anyone needing mobility assistance would need to be accommodated on the ground floor as there is no elevator.
- The clinic's policies and procedures testify to the focus on student health, and regular assemblies are held to address health issues. Food served in the canteen is, for the most part, healthy as is the food children bring from home.

	Primary	Middle	High
Care and support	Good	Good	Good

- Relationships between staff and students are very positive and supportive. This is due to an atmosphere of mutual respect established in the school. Students and teachers adhere to the behaviour policy and this is understood clearly by all.
- The school's systems for maintaining high levels of attendance are very effective and result in outstanding attendance and very good punctuality for lessons.
- The school has appropriate assessments for identifying students with SEND who are new to the school. However, recognition of needs of existing students is less well defined in policy statements. The school is making positive steps towards improving the provision with the appointment of two teachers as part of the special needs support team.
- Across the school, most teachers show an understanding of their students and their needs. They are supportive in their social and emotional development ensuring they are included with class activities. However, work is not always appropriately modified for individualised learning.
- Students in the school get appropriate advice and guidance with regards to their future careers. The school provides students with the required support for university applications. This is commended by parents.

## Inclusion

### Provision and outcomes for students with SEND

Acceptable

- Together with the new principal, the school counsellor has initiated appropriate developments for the improvement of SEND provision in the school. This new direction is already showing impact. The experienced team supports students and teachers effectively, and outcomes for most students are improving.
- Initial assessments are carried out for students who are new to the school, or identified by their class teachers as needing more support. Screening is efficiently conducted by the school counsellor using a range of assessments tools.
- Parents express satisfaction with the support their children receive. They receive information about their children's progress. However, teachers do not always provide enough information for parents to know exactly what their children will be learning in the short term in order to give appropriate support at home.
- Students with SEND are included in all curricular areas and, when appropriate, provided with more one-to-one support. This is especially helpful for mathematics and language development. Teachers help to adapt resources and methods of learning for some students but this is not yet consistent. In most cases, the adaptations are not matched to the goals set in the students' individual education plans.
- Students make acceptable progress against curriculum expectations and most are improving from their starting points in school. For a few students, the information on prior learning is not matched clearly enough to the individual and differentiated learning in class.

## 6. Leadership and management

### The effectiveness of leadership

Acceptable

- The new principal and senior leadership team share a clear vision for the school. They are committed to improving the school in line with Dubai priorities and the UAE vision. They are also committed to supporting students with SEND.
- Senior leaders demonstrate a solid understanding of the Iranian curriculum and are aware of the areas that need to be developed. They are committed to the wellbeing and success of their students and are keen for them to achieve well. However, middle leaders need to ensure that data is sufficiently analysed and used to identify next steps of learning for all students.
- Relationships between school leaders, staff and students are professional and positive. There is a sense of teamwork and willingness to move the school forward. Middle managers are clear about their roles and responsibilities. However consistency across different subjects in terms of data analysis, sharing good practice and enabling change, remains variable.
- The new leaders are keen to provide students with opportunities to improve. They demonstrate the capacity to move the school forward and have started to take steps towards improvement. Middle leaders have opportunities to take on wider roles within the school but they are not fully aware of the areas for development within their departments.
- Senior leaders are working hard to identify how they will improve aspects of the school. They have started to take steps towards meeting the recommendations from last year. The school has partnered with an outstanding school in Dubai and the two schools are working well together to develop aspects of teaching within the different departments.

### School self-evaluation and improvement planning

Acceptable

- The process of self-evaluation within the school involves teachers, senior leaders, parents and members of the governing board. Although most of the senior and middle leaders know aspects of their department well, they do not use data well enough to inform their views. Consequently, the school does not have a realistic view of the key areas of development in terms of student attainment and progress, and other aspects of its work.
- Teaching is monitored across the school by the senior leaders and representatives from the school board. Although visits to lessons are frequent, there is not enough focus on the impact of the quality of teaching and learning on the students' individual outcomes.
- The school's action plan is practical. It addresses UAE priorities, in addition to providing more detail around actions for improvement. Targets, however, are not specific enough for leaders to be able to determine the impact of their actions. Timelines for the completion of tasks are not specific enough and criteria to indicate success are not included.

- School leaders have taken appropriate steps in addressing the recommendations from the previous inspection report. They have employed more staff for SEND but this has not had a significant impact on improving learning outcomes. The results of training to improve teaching is evident in some lessons as the school continues to attempt to develop the quality of teaching and learning. This is mostly evident in the improvement in teaching and learning in the middle phase.

**Partnerships with parents and the community**

Good

- Parents have positive views about the school overall. They feel that the improving trend identified previously is continuing and that their views are taken into account. Parents have opportunities to be involved in the school's work by being on the parents' association, attending meetings or talking to students about careers.
- Communication and co-operation between the school and parents are positive features. Parents feel that staff are more open to meet with individual parents than was previously the case. A few parents think that the school is reactive to problems rather than foreseeing them and taking steps in advance.
- Parents receive regular, helpful updates on their children's performance in tests but reports do not set out next steps in learning for individual students. Parents do not receive sufficient advice on how to help their children in their learning at home.
- The school contributes to the Iranian community in Dubai. Many parents value the fact that they have access to a girls-only school within that community. Staff are benefiting from a partnership with a high-performing school in Dubai, outside the Iranian community, whose teachers are helping them to improve the quality of lessons. Parents support the school's involvement in national competitions, although a few feel that there should be more team games.

**Governance**

Acceptable

- The governing board is well represented by parents, teachers and members of the school leadership team. The board plays a key role in ensuring that the school is in line with the requirements of the Iranian Ministry of Education. The board regularly seeks the opinions of parents and other stakeholders on aspects of the school's work.
- The governing board is actively involved in monitoring the school's actions, holding senior leaders to account and providing feedback. However, governors do not consistently focus on how the school will raise attainment, progress and learning skills across the school, specifically in primary and the middle school.
- The governing board is supportive of school leaders' plans and efforts and it plays a key role in setting the direction of the school. Governors have provided the school with new ICT resources this year, such as smartboards in all secondary classrooms. The governing board has not ensured that the school is fully compliant with UAE Ministry of Education requirements for Islamic education.

**Management, staffing, facilities and resources**

Acceptable

- School leaders and staff have systems in place to ensure that aspects of day-to-day management are effective. Daily routines are clear. The students enjoy the morning assembly in which they reinforce their school values and Iranian Identity. This is also an opportunity for them to share aspects of what they are learning, such as about features of Dubai.
- The school is adequately staffed and staff are appropriately qualified. Some staff are shared across other Iranian schools. This is managed well. The school has employed two new teachers with SEND experience to support the work of the counsellor.
- The premises are creatively used but space is very limited. The school proudly displays students' work, including that of SEND students, in all areas of the school and across all subjects.
- The school's resources are adequate. The school has purchased new ICT resources across the primary and secondary phases, and provides a few computers in the secondary hallway for students to use for research purposes. The ICT room is appropriately equipped but it is not used well enough as a research hub for other subjects. In most lessons, the textbooks remain the key resources for 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	29
	2015-2016	167
 <p>Teachers</p>	21	
 <p>Students</p>	66	

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

- Parents are positive about the school and supportive of the new principal. They feel that she is approachable and that she has made positive changes. They stated that they wanted the school to raise the levels of curiosity and creativity in the students.
- Teachers are also positive about the school and the new direction in which it is heading. They feel that the students' understanding of Islamic values is a strength. They state that there is a limited range of extra-curricular activities for students.
- Students' opinions varied but were mostly positive. Students stated that they feel safe and that the school is welcoming and friendly. They also stated that they know what is expected of them and that they are expected to follow the school rules.

## 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](mailto:inspection@khda.gov.ae)