

Inspection Report



Iranian Towheed Boys School

2014-2015



CONTENTS

School Information	2
Parents' Report	3
School Inspection Report	9
Overall school judgement	10
Key strengths	10
Changes since the last inspection.....	10
Recommendations.....	11
How good are the students' attainment, progress and learning?.....	12
How good is the students' personal and social development?	14
How good are teaching and assessment?.....	15
How well does the curriculum meet the educational needs of all students?.....	16
How well does the school protect and support students?	17
How well does the school provide for students with special educational needs?	18
How good are the leadership and management of the school?	19
What are the views of the Principal, parents, teachers and students?.....	21
What happens next?.....	22
How to contact us.....	22

School information



General information

Location	Al Qouz
Type of school	Private
Opening year of school	1975
Website	www.bi-st.com
Telephone	04-3389953
Address	Al Meydan Road- P.O.BOX:33917
Principal	Ali Sohrab Sohrabi
Language of instruction	Farsi and English
Inspection dates	8 th – 11 th December 2014



Students

Gender of students	Boys and Girls
Age range	4 - 18
Grades or year groups	KG 1 - Grade 12
Number of students on roll	847
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	32
Largest nationality group of students	Iranian



Teachers / Support staff

Number of teachers	70
Largest nationality group of teachers	Iranian
Number of teacher assistants	7
Teacher-student ratio	1:12
Number of guidance counsellors	2
Teacher turnover	29%



Curriculum

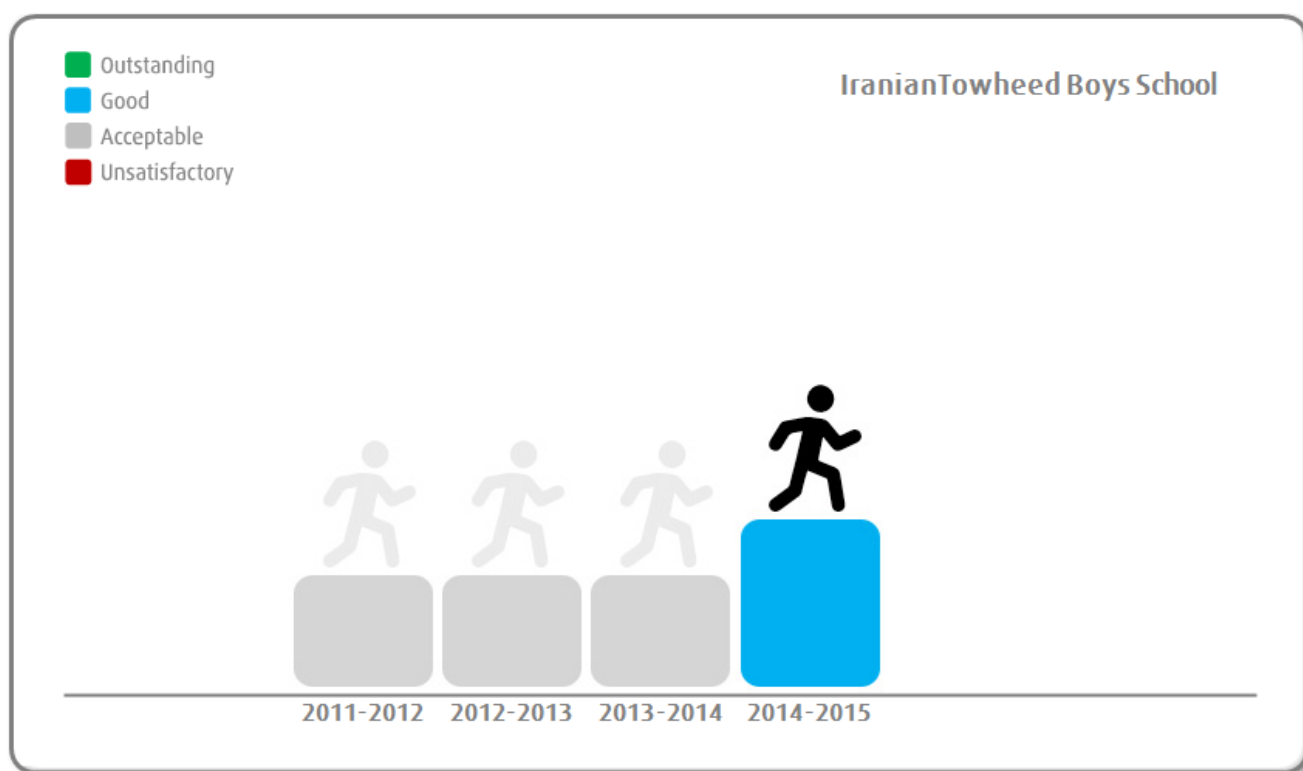
Educational Permit	Iranian
Main Curriculum / Other	Iranian MoE curriculum
Standardised tests / board exams	Iranian MoE assessments
Accreditation	



Dear Parents,

Iranian Towheed Boys School was inspected by DSIB from 8th – 11th December 2014, and the overall quality of education provided by the school was found to be **Good**

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



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

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- The insightful and wise leadership of the Principal and the effectiveness of the senior leadership team which had developed a strong sense of common purpose, underpinned by excellent harmonious relationships, across the school.
- Students made good progress in the primary, middle and high school phases in Arabic as an additional language, English, mathematics and science.
- Students' demonstrated very positive attitudes, together with their strong sense of community and environmental responsibility.

Areas for improvement

- Improve teachers' use of assessment to set work at the correct level for different groups of students and to promote critical thinking and greater challenge for the most able.
- Improve the provision for students with special educational needs by ensuring better quality, functional individual educational plans.
- Improve teachers' planning in the Kindergarten to provide more opportunities for children to learn independently and improve their learning skills.
- The leaders must ensure that the school is fully compliant with the UAE Ministry of Education regulations for Islamic Education and Arabic as an additional language.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Iranian Towheed Boys School



How well does the school perform overall?

Overall, the Iranian Towheed Boys School provided a Good quality of education for its students.

- Students made good progress in Arabic as an additional language but their attainment was acceptable. In other subjects, students' progress and attainment were good. Students demonstrated good learning skills, through their independent working, particularly in the upper phases of the school. Children's progress and attainment in the Kindergarten were mainly acceptable, with the exception of English where they made good progress.
- Students across all phases had very positive attitudes to school and to learning. Behaviour was excellent, particularly for middle and high school students. Across the school, the understanding of Islamic values and cultural awareness was above expected levels. The engagement of students in community and environment projects was outstanding in the two highest phases.
- In Kindergarten, teachers often dominated lessons and provided limited opportunities for child-led enquiry based learning. In higher phases of the school, students' critical thinking and enquiry were promoted well. Assessment of students was variable across the school. The ability to understand, analyse, apply learning and solve problems were not regularly assessed.
- The quality of the curriculum was increasingly challenging as students progressed up the school. There were increased choices and for the older students, preparation for a range of international assessments was available. There were good links to other subjects to support student learning and enrichment through life skills at the higher phases. The school had modified its curriculum for students with special educational needs, but had not met UAE Ministry of Education regulations for Islamic Education or Arabic languages.
- The school had good procedures to protect and support students. There were clear systems within the school which guided its monitoring and the promotion of its expectations. Parents were very confident that their children were safe at school, but not all students were happy with the narrow range of extra-curricular activities available. Students with special educational needs received acceptable support.
- The leadership and management of the school were good with particular strengths in the relationships with parents and the community. Parents were regarded as valuable partners in their children's education. The schools overall provision for leadership had risen from acceptable to good.

How well does the school provide for students with special educational needs?



- In the majority of lessons students with special educational needs made appropriate levels of progress. They were well prepared for the next stage of their education.
- The school took account of a range of information, including input from both teachers and parents to appropriately identify the special educational needs of students.
- Teachers used a range of strategies, including some modification of the curriculum, to help students with special educational needs in the classroom. These were insufficiently linked to the development of students' individual education plans.

1. How good are the students' attainment, progress and learning skills?

		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	Acceptable
	Progress	Not Applicable	Good ↑	Good ↑	Good ↑
Language of instruction	Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
 English	Attainment	Acceptable	Good ↑	Good	Good
	Progress	Good ↑	Good ↑	Good	Good ↑
 Mathematics	Attainment	Acceptable	Good ↑	Good	Good
	Progress	Acceptable	Good ↑	Good	Good
 Science	Attainment	Acceptable	Good ↑	Good	Good
	Progress	Acceptable	Good ↑	Good	Good
		KG	Primary	Middle	High
Learning skills		Acceptable	Good ↑	Good	Good

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	KG	Primary	Middle	High
Personal responsibility	Good	Good	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Good	Good	Outstanding	Outstanding

3. How good are teaching and assessment?

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

4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	High
Curriculum quality	Good	Good	Good	Good
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

5. How well does the school protect and support students?

	KG	Primary	Middle	High
Health and safety	Good	Good	Good	Good
Quality of support	Good	Good	Good	Good

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Good
Management, staffing, facilities and resources	Good



School **Inspection** Report

Overall school judgement

Good 

Key strengths

- There was a strong sense of common purpose, underpinned by harmonious relationships across the school.
- Students' demonstrated outstanding attitudes and behaviour in the middle and high school phases and had a well-developed appreciation of their community and environment responsibility.
- Students made good progress in the primary, middle and high school phases in English, mathematics science and Arabic as an additional language.
- The improvements made in self-evaluation led to important and valuable enhancements in the quality of the curriculum, provision for health and safety, and the support and guidance for students.


Changes since the last inspection

- Students' attainment and progress had improved in a range of key subjects.
- Students' sense of community and environmental responsibility had improved, particularly in the middle and high phases.
- The quality of teaching, particularly in the primary phase, had improved.
- Teachers' use of assessment information to influence students' learning had improved in the secondary phase.
- The quality of the curriculum had improved to offer a wider range of learning opportunities.
- The improved provision had ensured the health and safety and the quality of support for students.
- The school had improved the quality of leadership and management, self-evaluation, partnerships with parents, and the management of staffing, facilities and resources.

Recommendations


- Ensure that all teachers use more focused questioning, in order to:
 - assess and develop further the understanding of individual students
 - promote the routine development of critical thinking and greater challenge for the most able.
- Continue to develop the provision for students with special educational needs by:
 - implementing more effective and comprehensive individual education plans
 - providing additional training for all teachers to develop strategies to meet students' individual needs in lessons.
- Improve the teaching in Kindergarten by:
 - planning early childhood objectives that closely reflect how young children learn
 - implementing child-centered and developmentally appropriate activities to encourage more independent learning.
- Ensure that the school complies with the United Arab Emirates Ministry of Education regulations for the teaching and curriculum of Islamic Education and the timetable requirements for Arabic as an additional language in the primary section of the school.

 Improved from last inspection

 Declined from last inspection








1. How good are the students' attainment, progress and learning skills?

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	Acceptable
Science	Acceptable	Acceptable

- Most children entered the Kindergarten with limited English but progressed rapidly in speaking and comprehension. Their progress in reading and writing was slower. By the end of Kindergarten children demonstrated acceptable levels of knowledge and understanding in speaking and emergent reading.
- Children progressed to reach an acceptable understanding of mathematical concepts and skills. They were able to count to twenty and to apply their knowledge and understanding to real life situations such as shopping.
- In science, children had an acceptable understanding of age related topics. They knew their senses and the related organs. Most made acceptable progress. They acquired skills of observation more rapidly than independent enquiry skills.



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	Good 
Language of instruction	Not Applicable	Not Applicable
English	Good 	Good 
Mathematics	Good 	Good 
Science	Good 	Good 


- Students studying Arabic as an additional language understood the teachers' standard Arabic and responded well to questions. They spoke in short sentences using standard Arabic. Most students showed an expected level of skill in reading, although writing was less secure. Most students made good progress from their starting points.
- In English, the majority of students acquired good levels of knowledge, skills and understanding.
- Students enjoyed mathematics and made good progress. They were able to apply their mathematical skills and understanding to real world situations. A few students engaged confidently in enquiries which demanded critical thinking skills.
- Students made good progress in acquiring knowledge of scientific ideas and were often able to apply these, for example when debating environmental issues.

Middle		
Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Good 
Language of instruction	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good



- Students studying Arabic as an additional language spoke well. Most could write texts on a range of topics. Handwriting was mostly well presented, although students' spelling was weak.
- Students' spoken English was good and their reading skills developed quickly. They become increasingly adept in writing for different purposes, using the correct spelling, punctuation and grammar.
- Students were developing stronger analytical and enquiry skills and could communicate mathematical knowledge accurately and confidently.
- In science, students continued to develop knowledge and understanding with good skills of observation but they had limited opportunities to carry out investigative work.

High		
Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Good 
Language of instruction	Not Applicable	Not Applicable
English	Good	Good 
Mathematics	Good	Good
Science	Good	Good



- Most students understood passages in Arabic as an additional language, and could recognise points of view, attitudes and emotions. They responded appropriately to questions and some could expand their responses to include personal views. Most students used appropriate nouns, pronouns, numbers and adjectives in their writing.
- In English, students communicated well and listened with understanding. Older students read fluently and with expression. They became increasingly able to write for different purposes, using the correct spelling, punctuation and grammar. Skills in writing creative narratives and poems were less well developed.
- Students were well prepared for their external examinations in mathematics. They communicated an understanding of complex and abstract mathematical concepts in a variety of ways. They demonstrated accuracy in their use of mathematical terminology.
- Students understanding of science led to good attainment in the Iranian national exams. However their skills of planning and evaluating the outcomes of investigative work were less developed.

	KG	Primary	Middle	High
Learning skills	Acceptable	Good 	Good	Good
<ul style="list-style-type: none"> Children in the Kindergarten developed their learning skills to an acceptable level. They had limited opportunity to engage in appropriate child centered activities. This restricted the development of their independent learning skills. They successfully made connections between different areas of the curriculum. The majority of students in the upper phases were engaged in lessons and eager to display their knowledge and understanding. They took responsibilities for their own work and worked more independently as they moved up the school. The majority of students worked well collaboratively and could present their ideas with confidence. Most students demonstrated strong factual knowledge which they applied to real life contexts. Across all subjects there were too few opportunities for problem solving and critical thinking. Most students had well developed independent thinking skills but their extended research and investigative skills were weaker. They did not routinely use technology during day-to-day lessons as a result of its restricted availability. 				


2. How good is the students' personal and social development?

	KG	Primary	Middle	High
Personal responsibility	Good	Good	Outstanding 	Outstanding 
<ul style="list-style-type: none"> Students had very positive attitudes. They were enthusiastic during lessons, and were keen to contribute and do their best. They responded well to teachers' advice and made genuine efforts to improve. Students' in the middle and high school demonstrated exemplary behaviour during lessons. Students interacted very well. All were courteous to adults. Occasionally, in the Kindergarten and primary phases, behaviour did not reach these high standards. Relationships across the school were excellent. Students supported and encouraged one another, sometimes bursting into spontaneous applause at a classmate's accomplishments. Students were clear about the need to lead a healthy lifestyle and the value of eating healthily. Students tended to choose nutritious options during lunch. They were enthusiastic about physical activities and appreciated the importance of regular exercise, particularly the morning warm up routines in the Kindergarten and the primary phases. Attendance rates were excellent. Students arrived on time for lessons with little learning time lost between classes. 				

	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> Students had a clear understanding of Islamic values and their influence on the society of Dubai. They enjoyed taking part in Islamic ceremonies and special assemblies. Students were well aware of the importance of Islam in the United Arab Emirates (UAE) and they respected the values of Islam. They knew of the names of the present and past rulers of the UAE. Students were active in producing Arabic art, serving Arabic food and explaining about the UAE and Dubai to visitors to the school. Students appreciated their own Iranian culture and celebrated Iranian New Year, Yalda Night, Hafez Day, and Iran national day. They appreciated living in a multicultural country and respected other cultures. 				

	KG	Primary	Middle	High
Community and environmental responsibility	Good	Good	Outstanding 	Outstanding 
<ul style="list-style-type: none"> Students had a strong sense of responsibility. They valued school leaders' responses to their suggestions. They had instigated painting competitions, additional field trips, and acquired individual lockers for students. Older students took sole responsibility for running sports activities, a movie club and a book club. Students were extremely conscientious and worked hard in lessons. They had many creative ideas. They were proud of their success in designing robotic models. Students expressed concern for the environment. Members of the 'Eco-Club' had been involved in planting foliage around the school. Student initiated campaigns included breast cancer and diabetes awareness and the supply and conservation of water. 				

3. How good are teaching and assessment?

	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Good 	Good	Good
<ul style="list-style-type: none"> Teachers demonstrated good knowledge of their subject and of how to teach it. However Kindergarten teachers had not fully adapted to a child-led, enquiry based curriculum. Most lessons were well planned and covered subject topics imaginatively with good use of the classroom technology. However, in a small minority of lessons there was insufficient support for less able students and a lack of challenge for the most able. In the Kindergarten, teachers were often over directive and did not plan a sufficiently wide range of activities. Relationships between staff and students in most lessons were very good which promoted enjoyable and effective learning. Most teachers had high expectations and set a good pace. In a minority of lessons in all phases, and particularly in the Kindergarten, teachers provided insufficient time for reflective thinking, discussion or group work. 				

- In some lessons, particularly in the upper phases, opportunities for critical thinking and enquiry were promoted. Across all phases a minority of teachers asked questions of the whole class rather than challenged individuals and so missed opportunities to promote critical thinking.

	KG	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Good ↑

- The school had an effective system of diagnostic and formative assessment, augmented by termly summative tests in the middle and high school. In the national section of the high school this was firmly linked to the requirements of Iranian national examinations. In other phases, assessments were restricted to testing the recall of knowledge. The ability to understand, analyse, apply learning and solve problems were seldom assessed.
- In the high school, final examination results were compared with Iranian standards and the school had implemented external benchmark testing in Grade 9. However, the school did not effectively use international benchmarking to validate its judgements at the end of other phases.
- Assessment results were recorded in a sophisticated management system. Parents could view their children's attainment and progress and obtain regular detailed reports, electronically. Students requiring additional support were identified.
- Assessment results were used to inform curriculum changes. However, the use by teachers to plan lessons to meet the needs of groups of students in the classroom was less consistent.
- There were a very few good examples of student self-assessment. Most teachers knew their students well but a minority missed opportunities to test, evaluate and further develop the understanding of individuals. Marking of students books by teachers acknowledged what students knew but did not routinely give guidance to students on the next steps needed to improve.





4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	High
Curriculum quality	Good ↑	Good ↑	Good ↑	Good ↑

- The curriculum had a clear rationale. There was a good balance between developing students' knowledge and understanding, and the progressive promotion of skills across the curriculum.
- As students moved through phases, work became more challenging and demanding. Students were well prepared to move to their next phase. Year 10 students were prepared for the International English Language Testing System (IELTS) tests. The school was a 'candidate school' for the International Baccalaureate (IB), and planned in the future to offer the IB Diploma for students in Years 11 and 12.
- Curriculum plans included imaginative and interesting approaches designed to engage and motivate students. During social studies, older students considered human rights, and cultural and global issues. Learning was enhanced by visits to local museums and art galleries.
- Cross curricular links were a strong feature of most subjects, with strong links to students' daily lives. A systematic programme on life skills was used successfully in the older classes to promote independence and critical thinking, but these aspects of learning were not provided elsewhere.
- The curriculum was reviewed regularly. The UAE Ministry of Education requirements for Islamic Education and Arabic as an additional language were not fully met.

	KG	Primary	Middle	High
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school had modified the curriculum design to meet the differing needs of its students. It offered both the Iranian National Curriculum taught in Farsi for boys and an international curriculum taught in English for boys and girls. A programme for students with special educational needs was designed to support those identified with a need. The current curriculum choices provided opportunities for students to prepare for the next stage of education or the workplace. An option open to senior students, was the study of the theory of knowledge, an essential element of the proposed IB Diploma programme. The range of extra-curricular and wider community links was limited especially in the primary phase. In the middle and high school phases, a community, action and service (CAS) programme had been introduced. There were no Emirati or Arabic students requiring tuition in Arabic as a first language. 				

5. How well does the school protect and support students?


	KG	Primary	Middle	High
Health and safety	Good 	Good 	Good 	Good 
<ul style="list-style-type: none"> Child protection arrangements were clearly defined and understood by all. The school had effective arrangements to protect students and dealt sensitively and efficiently with students' needs and concerns. Staff fully understood their roles and responsibilities in ensuring all students were safe. Very efficient arrangements helped to ensure the safety of school transport. Comprehensive records were kept of regular and routine fire drills, evacuation procedures and other incidents. Medical staff were vigilant in their care. They made routine checks and kept detailed records. Relevant medical information was systematically shared with staff. The school premises, equipment and resources were appropriate for the educational needs of all students. Healthy living was systematically encouraged in all aspects of school life. School meals and snacks supported the promotion of healthy choices. 				


	KG	Primary	Middle	High
Quality of support	Good	Good	Good	Good
<ul style="list-style-type: none"> • Staff and students had mutually respectful relationships. Behaviour was generally good and managed well by all staff. • Systems for monitoring and promoting expected levels of attendance and punctuality were effective. • Students with special educational needs were welcomed. The school had clear processes to identify individual students with special educational needs. • The school had developed clear systems and provided ongoing teacher training to work towards its goal of ensuring all students make the best progress in their learning. • The school had good systems and approachable personnel to provide the necessary personal, academic and career support to its students. 				


How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> • Senior leaders promoted a commitment to improving provision for students with special educational needs. The development of appropriate systems, plans and policies, and the recruitment of specialist staff had increased the schools capacity to improve further. • The school was developing a greater knowledge of special educational needs. Identification of students included input from teachers and occasionally parents. Intervention was matched to the nature of student need, but further work was required to consolidate the use of individual education plans. • The school worked with parents to enhance partnerships and understanding. Parents were kept informed about the attainment and progress of their children and received sensitive guidance and support. • Various modifications were in place to support students with special educational needs. Lesson plan objectives, outcomes and lesson tasks were differentiated. Teacher and peer support, different resources and environmental adaptations were utilised, but there was inconsistent use of individual educational plans to ensure all students' needs were consistently met. • In the majority of lessons, progress against individual targets was acceptable. 	

6. How good are the leadership and management of the school?


	Overall
The effectiveness of leadership	Good 
<ul style="list-style-type: none"> Senior leaders were determined to ensure all students made appropriate progress in their learning. They had a high level of expertise and successfully promoted a shared vision. All staff felt valued and supported in their work. The senior leadership 'council' included staff and parent representatives and was highly effective. Subject and grade leaders provided strong support for colleagues. They monitored students' progress and took steps to improve the quality of teaching and learning where necessary. Relationships between all leaders were strong with consistent high quality communication and information. There were prompt responses to emerging issues. Clear policies and guidelines, resulted in all staff having a good understanding of leader's expectations. Leaders had been very successful in developing the school over the recent past. Attainment had improved in English, mathematics and science, as a result of better quality teaching. 	

	Overall
Self-evaluation and improvement planning	Good 
<ul style="list-style-type: none"> The school used a wide range of strategies to evaluate its effectiveness, including comprehensive analysis of strengths, weaknesses, opportunities and threats. School leaders used the resulting information to prioritise initiatives and to create relevant improvement plans. Through the regular monitoring of teaching, leaders identified successful classroom practice which was shared across the school. Further targeted training was provided for individual teachers when appropriate. Strategies to improve early years children's learning as well as more effective methods for supporting students with special educational needs were high priorities. Improvement plans were informed by the school's assessment data. Required actions included specific, measurable goals, strategies for improvement, time frames and required resources. Progress had been made in addressing the recommendations of the previous inspection report, including raising the quality of teaching, improving attainment and refining self-evaluation processes. 	

	Overall
Parents and the community	Outstanding 
<ul style="list-style-type: none"> Parents were regarded as valuable partners in their children's education, and were highly proactive in supporting the school. Members of the parent-teacher association had recently spent over 200 hours helping to relocate the Kindergarten. Communication between home and school was well organised. Instant messaging was frequently used, partly facilitated by the provision of SIM cards by the parents' association for teachers to use for this purpose. Parents received frequent updates on their children's progress. Detailed monthly written reports, plus face to face meetings between parents and teachers occurred. Reports included helpful guidance on student's improvement steps and possible strategies parents could use to help their children. 	




- There were close links with other Iranian schools and with other schools in the neighbourhood. Inter-school competitions, sports fixtures and joint celebrations, such as National Day events enhanced students learning and personal development. Parents visited the school to talk about their jobs and to answer students' questions about careers.

	Overall
Governance	Good
<ul style="list-style-type: none"> • Members of the governing body included parents and teachers, the chairperson of the parent-teacher association and occasionally, invited members of the student council. Parents' views were routinely taken into account. • Governors were kept well informed through regular reports from senior staff about students' attainment and progress. They received and scrutinised the results of diagnostic and other tests. They kept up-to-date with developments and held the school to account. • Governors had a positive influence on the school, especially in sustaining the drive to be inclusive. They provided additional resources and ensured that equipment purchased to support learning was used wisely. • Governors ensured that statutory requirements were met, with the exception of those regarding Islamic Education and Arabic as an additional language, where there were continued shortcomings. 	

	Overall
Management, staffing, facilities and resources	Good 
<ul style="list-style-type: none"> • The management of the schools' day-to-day operations was effective and efficient. Procedures and routines were well established and followed closely. • Most staff were suitably qualified, although, almost all Kindergarten teachers did not hold early years education qualifications. Across the remainder of the school, staff were deployed effectively according to their expertise and experience. Training opportunities were provided by school leaders and visiting consultants. • The premises were generally spacious and well maintained. The auditorium, multi-purpose halls, gymnasium and sports field were used effectively for a variety of purposes. Lifts provided easy access to different floors for students with disabilities. Each classroom had technology which was used effectively by teachers. Computer rooms were well equipped although routine access by students to computers was somewhat limited. • There were ample learning resources, including a well-stocked library, modern textbooks and practical materials. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 Parents*	This year	161	22%
	Last year	81	13%
 Teachers	38		55%
 Students	77		81%

- A minority of parents, a majority of teachers and most students completed this year's surveys.
- Of those who responded to the KHDA survey, parents were confident in the leadership of the school and were pleased with the quality of education. Parents were happy with their children's progress in English, mathematics and science. A small minority of those responding to the survey were concerned about their children's progress in Islamic Education and Arabic as an additional language.
- Most parents agreed that their children enjoyed school and were developing a sense of self-awareness. They were very confident that their children were safe in school and when transported on the school buses.
- Parents felt the reports on their children's progress were detailed and helpful.
- Students felt the school had improved as a result of inspection.
- Students were generally pleased with the way teachers helped them to develop good learning skills. They had mixed views on the extent to which homework helped them learn. Some felt they were overloaded with homework.
- A minority did not agree that students behaved well and a similar proportion felt that opportunities to learn about the Emirati heritage were limited. Although, most said they were well looked after, a minority felt they were not treated fairly.
- Almost all staff were very positive about all aspects of the school.

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

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

How to contact us

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