

INSPECTION REPORT

2022-2023



IRANIAN TOWHEED BOYS SCHOOL

IRANIAN CURRICULUM

GOOD

CONTENTS

CONTENTS	2
SCHOOL INFORMATION	3
Summary of Inspection Findings 2022-2023	4
Overall School Performance	6
Focus Areas	8
Not Applicable	8
Main Inspection Report	10

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Karama
	Opening year of School	1958
	Website	www.bi-st.com
	Telephone	043389953
	Principal	Vahid Keshavarzi
	Principal - Date appointed	6/22/2014
	Language of Instruction	Persian / English
	Inspection Dates	14 to 18 November 2022

STUDENTS

	Gender of students	Please select
	Age range	4 to18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	870
	Number of Emirati students	0
	Number of students of determination	33
	Largest nationality group of students	Iran

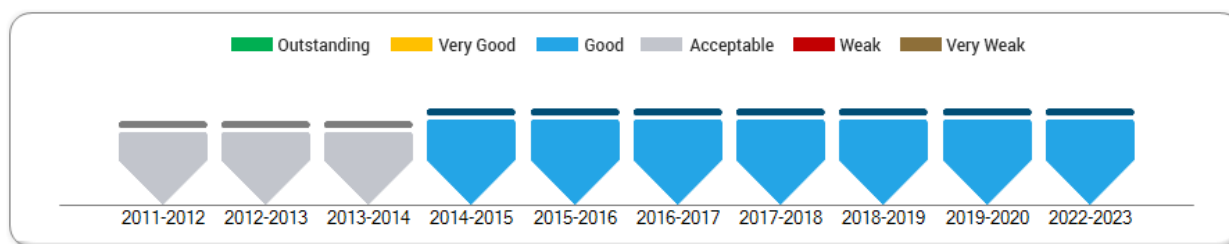
TEACHERS

	Number of teachers	73
	Largest nationality group of teachers	Iranian
	Number of teaching assistants	2
	Teacher-student ratio	1:12
	Number of guidance counsellors	3
	Teacher turnover	8%

CURRICULUM

	Educational Permit/ License	IB
	Main Curriculum	Iranian
	External Tests and Examinations	Iranian Curriculum and IBDP
	Accreditation	IB

School Journey for IRANIAN TOWHEED BOYS SCHOOL



Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

STUDENTS' OUTCOMES

- Students' attainment is good in Arabic in the primary phase and acceptable in the middle phase. Their attainment in English is very good in the high phase and good in the other phases. The children's attainment is good in the Kindergarten (KG). In mathematics, attainment is very good in the elementary and middle phases and good in the other phases. Their attainment in science is good in all phases. Students' progress is good or very good across all subjects and in all phases except Arabic in the middle phase, where progress is acceptable. Students of determination make good progress. Students' learning skills are good overall and the strongest in the high phase.
- Across the school, students' personal development is strong. Students' attitudes and behaviour are most positive in the high phase. Nevertheless, across all phases, students demonstrate positive attitudes and self-reliance. They actively support and initiate schemes that have positive environmental benefits. A variety of opportunities for older students allows them to be creative, innovative and entrepreneurial.

PROVISION FOR LEARNERS

- Teachers have good skills and across the school, and their subject knowledge is secure. Good questioning strategies are employed in the most effective lessons. The school assesses students' progress frequently to identify their strengths and any gaps in learning. The school does not have a systematic approach to monitoring the progress of individuals and groups of students over time.
- The curriculum is broad and balanced across the phases. It aligns with both Iranian National and the UAE's Ministry of Education (MoE) curriculum requirements. The International Baccalaureate (IB) Diploma Programme is a strength in the high phase. The school meets the MoE's requirements for teaching Arabic as an additional language. The school adapts the curriculum effectively to meet the needs of almost all groups of students. Links to the UAE's culture are most evident in social and moral education lessons.
- Teachers have positive relationships with their students. Thorough systems are in place for identifying students of determination and those with gifts and talents. The health and wellbeing of all are given a high priority. The school has robust safeguarding policies and procedures. Healthy lifestyles are promoted by the medical and physical education staff. Risk-assessments are in place, but the results are not routinely applied.

LEADERSHIP AND MANAGEMENT

- The school's leadership team demonstrates commitment to achieving high academic and personal standards. The capacity of the senior and middle leaders to lead school improvement initiatives is restricted, due to the limited time available for such work. The efficient daily management of the school enhances students' behaviour and overall performance. The governing board is well informed of the school's performance.

The Best Features of The School:

- The school's excellent relationship with parents
- Students' rapid progress in learning English
- The wide range of curricular choices that meets the needs and interests of most students
- Students' very strong personal development in most phases.

Key Recommendations

- Implement a systematic approach to monitoring the progress of individuals and groups of students.
- Ensure that middle leaders have the skills and time needed to improve the quality of teaching and learning in their areas of responsibility.
- Make precise self-evaluation judgements to ensure the accurate identification of improvement priorities.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	High
<p>Islamic Education</p>	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
<p>Arabic as a First Language</p>	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
<p>Language of instruction</p>	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
<p>English</p>	Attainment	Good	Good ↓	Good ↓	Very good
	Progress	Good	Good ↓	Very good	Very good
<p>Mathematics</p>	Attainment	Good	Very good ↑	Very good	Good ↓
	Progress	Good	Good	Very good	Good ↓
<p>Science</p>	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning skills		KG	Primary	Middle	High
		Good	Good	Good	Very good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

Not Applicable.

Well-being

The quality of wellbeing provision and outcomes is at a moderate level:

- The school's vision for wellbeing recognises the importance of mental health as well as physical wellbeing. It considers positive values, attitudes and experiences. Leaders know that the school is on a wellbeing journey, and there is still much to do. They have been successful in creating a positive, nurturing environment in which most students succeed. Not enough use is made of the external and internal survey results to identify areas for development.
- The high-quality care, guidance and support provided by the school have positive effects on students' wellbeing. A few students say they are concerned about other students' behaviour. Governors have links with the school's welfare team who share the school's wellbeing vision and are aware of factors which affect both student and adult wellbeing. Leaders also prioritise adult wellbeing. For example, they organise social events for staff. Some staff members are concerned about their work loads.
- Throughout the school community, there is awareness of the responsibility to contribute to wellbeing. For example, older students run assemblies with wellbeing themes. The 'Buddies with No Barriers' programme promotes environmental issues. A review of the current wellbeing offer is important to inform a systematic approach to curriculum development. The school clinic leads activities to promote healthy living. Parents are pleased with the contributions the school makes to wellbeing and say their children are very well supported. Students feel safe, valued and engaged in their school life.

UAE social studies and Moral Education

- Social studies and moral education are taught throughout the school. The subjects are taught in English in the international section and in Farsi and English in the national section. The programme complies with the requirements of the MoE, as specified in the moral, social and cultural studies framework.
- Teachers promote and develop reasoning and analytical skills, which students apply in other subjects. Students are keen to discuss global issues with one another in lessons and when online with students across the world. Overall, these programmes are strong features.

Main Inspection Report

1. Students' Achievement

Arabic as an Additional Language

	KG	Primary	Middle	High
Attainment	Not applicable	Good	Acceptable	Not applicable
Progress	Not applicable	Good	Acceptable	Not applicable

- Students' achievements in Arabic in the primary phase are better than in the middle phase. The attainment of girls is above that of boys. Attainment in the national section is above that in the international section. Students find difficulty in speaking Arabic, particularly when they are discussing unfamiliar topics.
- Students' listening skills are a particular strength. Students can read and understand short texts about familiar topics such as food, sport, family and daily routines. Their spoken language is weaker and mostly limited to single words and short sentences, especially in the middle phase.
- The department's focus on translating Arabic texts into Farsi has restricted students' progress in acquiring communicative skills in the middle phase. Students have limited opportunities to improve their oral and written communication skills.

For Development:

- Improve students' writing and speaking skills through more regular receptive and expressive language learning experiences, combined with effective modelling by teachers.
- Provide more collaborative learning opportunities, particularly in the middle phase.

English

	KG	Primary	Middle	High
Attainment	Good	Good ↓	Good ↓	Very good
Progress	Good	Good ↓	Very good	Very good

- Children entering KG make rapid progress in speaking English. Their reading and writing skills are slow to develop, but the rate of progress in these aspects of English accelerates as students move through the school. By Grade 12, students' use of English is highly sophisticated.
- Students in the international section of the primary phase are confident English speakers and use an increasing range of vocabulary in their writing. Students entering the national primary section have rarely studied English previously but make good headway. This continues through the later phases.
- Subject leaders have capitalised on the independence students developed during the pandemic. Students are not as reliant on teachers for information and are increasingly able to use modern technology to find things out for themselves.

For Development:

- Ensure that all students have access to modern technology to enhance their learning.

Mathematics

	KG	Primary	Middle	High
Attainment	Good	Very good ↑	Very good	Good ↓
Progress	Good	Good	Very good	Good ↓

- Students' attainment in external curriculum examinations is stronger in the national than in the international section. Their progress in lessons in both sections largely depends on the level of challenge provided. It is strongest in the middle phase.
- Children in KG and primary students have age-appropriate knowledge of numbers. In the middle phase, students have good computing and algebra skills. Students following the IB Diploma Programme are confident in applying rules of differentiation for composite functions.
- Students' critical thinking skills are best developed in the middle phase. Limited opportunities for investigations, discussions and applied mathematics are provided during lessons. Not enough use is made of technology to support learning across all phases.

For Development:

- Ensure that the challenges to students in lessons allow all of them to make progress.
- Provide more opportunities for investigations and applied mathematics in lessons.

Science

	KG	Primary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Effective teaching leads to good progress in most lessons. In the primary phase, students' attainment in written assessments is higher than that typically seen in lessons and books. In some lessons, the progress of students is slowed down by the pace, poor questioning skills or work that is insufficiently challenging.
- At least a majority of students make progress above the age-related curriculum expectations. Progress and attainment across the three core sciences are similar, including in the IB Diploma Programme, where students' attainment is frequently higher than the international averages.
- Older students think critically, suggest hypotheses and test their ideas through investigations. However, in KG, children's critical thinking skills are hindered by a lack of experimental play to help them make predictions or look for patterns.

For Development:

- Ensure that teachers ask questions that promote critical thinking and scientific enquiry skills.
- Plan lessons that include appropriately challenging work for higher ability students.

Learning Skills

	KG	Primary	Middle	High
Learning skills	Good	Good	Good	Very good

- Students across the school are keen to learn and engage well in their lessons. Children entering KG soon settle in and, by KG 2, are happily working with their classmates. Older students confidently contribute to discussions and offer insightful ideas.
- Children in KG learn to make connections between what they already know and new learning. Students typically try hard and are resilient. Increasingly, they can reflect on their learning. This works best when they are aware of specific success criteria.
- A renewed focus on learning skills following the pandemic has been partially successful, but inconsistencies remain. The effects of this initiative are clearly evident in the IB Diploma Programme, where students use their research skills adeptly to explore their own ideas.

For Development:

- Engage students in more open-ended, enquiry-based tasks to enhance their independence and critical thinking skills.

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

	KG	Primary	Middle	High
Personal development	Good ↓	Very good	Very good	Very good ↓

- Across the school, students' personal development is strong. Students' attitudes and behaviour in the higher phases are stronger than in KG. The behaviour of girls is typically more mature than that of the boys.
- Across all phases, students demonstrate self-reliance. They are sensitive and care for each other's needs. They enjoy respectful relationships with one another and adults. They show good understanding and make correct choices about their own safety.
- Healthy eating is promoted well across the school, through a healthy food programme and other activities. In general, students make healthy food choices. Students benefit from programmes that encourage physical exercise. Students are in regular attendance and are punctual at the start of each day.

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

- Students across the school have strong appreciation and understanding of how Islamic values are interwoven with the UAE's traditions. They can provide many examples of how the school involves them in Islamic events and national celebrations.
- Primary students demonstrate deep understanding of the importance of tolerance and values in their lives. In the upper grades, students show awareness of common themes and values in their own and the UAE's cultures.
- Students are proud of their own heritage. They celebrate world cultures through school events. Almost all students can talk about different world cultures, which older students demonstrate when discussing the similarities and differences between cultures.

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

- Students show secure understanding of their roles in the school and how these benefit members of the school community. Volunteer roles are popular, recognised and respected throughout the school. Students often take the initiative when organising charitable fund-raising events.
- Most students are provided with a variety of opportunities that allow them to be creative, innovative and entrepreneurial. However, opportunities for children in KG to be creative are limited.
- Students are focused on improving the environment. They actively support or initiate schemes that have positive environmental effects through roles such as 'ECO' leaders and participation in groups that focus on environmental awareness and action.

For Development:

- Develop the creative skills of children in KG.

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good ↓

- Teachers in KG have strong awareness of how young children learn. Across the school, teachers' subject knowledge is secure. In the most effective lessons, teachers use questions to elicit and enhance students' knowledge and understanding.
- Lessons are generally structured well. Typically, activities are planned to meet the needs of different groups of students. The challenge to the more able and the support for the less confident students are inconsistent, especially in the primary phase.
- Teaching in the high phase promotes students' independence and prepares them well for subsequent education and employment. Teachers successfully encourage students to study maturely and take responsibility for their own progress.

	KG	Primary	Middle	High
Assessment	Good	Good	Good	Good

- The school assesses students frequently against the various curriculum standards. This information is used to track students' progress and identify where additional support is needed. However, the procedures are not systematic enough to provide reliable information on the progress of individuals and groups of students.
- Teachers mark students' work in books and provide feedback, although this may not give guidance on how work can be improved. Self and peer-assessments are used well in some lessons but not consistently.
- Leaders compare students' attainment with students internationally, providing a helpful picture of performance. Although international benchmark assessments are done, reliable data are unavailable. The outcomes of assessments are inconsistently used to adapt lesson plans.

For Development:

- Raise the levels of challenge for the more able students.
- Provide support more consistently for the less confident students.
- When marking students' work, provide more guidance on how it can be improved.

4. Curriculum

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

- The curriculum is broad and balanced across the phases. It aligns with both the Iranian national and the MoE's requirements. The IB Diploma Programme is a strength in the high phase. Students in all phases are well prepared for the next stages of their education.
- The international section provides students with a variety of extra-curricular choices. The curriculum provides continuity and progression in learning in both the national and international sections. A variety of planned cross-curricular links facilitates students' transfer of learning between different subjects.
- The school meets the MoE's requirements for the teaching of Arabic as an additional language. The use of assessment information for curriculum reviews is an emerging feature. Opportunities for innovation and challenge are developing well across the phases.

	KG	Primary	Middle	High
Curriculum adaptation	Good	Good	Good	Very good

- The school adapts the curriculum well in both sections to meet the needs of almost all groups of students. The curriculum provides opportunities for students to be involved in activities that promote enterprise, creativity and social contributions.
- The curriculum is interesting and provides a range of opportunities to motivate most students. Students across the phases are engaged in a variety of extra-curricular activities. Clubs that link with the wider international community are a particularly strong feature of the high phase.
- Students appreciate and enjoy the opportunities for social involvement. Links to the UAE's culture are most evident in the social and moral education curricula. Various school-wide events provide students with opportunities to celebrate the heritage and culture of the UAE.

For Development:

- Make better use of the available assessment information to guide curriculum adaptations.
- Extend opportunities for enterprise, innovation and creativity across the four phases.

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

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

- The school has robust safeguarding policies and procedures which are fully understood by students and staff. Students are well supervised at school and on buses. Students feel safe at school and are confident to report any concerns to an adult.
- The buildings and equipment are very well maintained. The school keeps detailed records and quality checks in relation to maintenance. Risk assessments for checking students' safety on the school premises are in place, but their results are not always applied.
- Healthy lifestyles are diligently promoted by the clinic and the physical education staff, as part of their student support work. The school provides education on issues such as obesity and helps students with a wide range of diet and exercise programmes.

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

- Teachers have very positive and respectful relationships with their students. Consequently, students feel valued and well supported. In KG, some children have yet to develop appropriate social skills. Attendance and punctuality are promoted well and monitored closely, with timely interventions provided as needed.
- Thorough systems are in place for identifying students of determination and those with gifts and talents. Effective support is in place to help students of determination make consistent personal and academic progress.
- The health and wellbeing of all are given high priority and are supported well by very effective personal counselling. Academic and career guidance is very strong, especially in the high phase. The guidance helps prepare students for their future careers.

For Development:

- Ensure that risk assessments are carried out routinely and any potential hazards are quickly addressed.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The inclusion committee and school leaders promote a clear vision of an inclusive school which welcomes students of determination. Well-qualified staff members lead the inclusion department and plan effective support for teachers for achieving this vision.
- Effective assessment procedures, which include teachers' and parents' input, identify students who require additional support for their specific needs. Appropriate interventions, which are identified in diagnostic assessments, are included in lesson plans and implemented in classrooms.
- Parents are positive about the support provided for their children and are involved in setting individual support plans and learning targets. Parents are pleased with both the formal and informal reports they receive. They feel well informed about the progress their children are making.
- Learning support assistants are deployed effectively and are skilled in helping students. Plans identify the individualised modifications needed to support the development of students' personal, social and communication skills.
- In relation to their starting points, most students of determination make good progress. The school is very successful in promoting personal development. Consequently, students have positive attitudes which enable them to overcome difficulties and make good progress.

For Development:

- Monitor lessons to ensure that teaching strategies and adaptations for students of determination are being implemented effectively.

6. Leadership and management

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

- The principal and other leaders have a vision which is shared by the whole school community. Leaders demonstrate commitment to an inclusive and purposeful learning culture. The school pursues the goal of achieving high standards for students' learning and personal development. The capacity of the senior and middle leaders to lead school improvement initiatives is limited because of their frequent teaching commitments. This situation restricts the time available to make improvements. Relationships and communication with all stakeholders are consistently professional and effective.
- Processes of self-evaluation and school improvement planning are sufficiently robust to guide improvement in most key areas over the last three-years. Although there are inconsistencies, the use of assessment and other data enables the school to know the areas where improvements are needed. Key improvement priorities are heavily weighted in favour of the recommendations made in previous inspection report and the UAE national priorities. Checks on the quality of teaching of teaching and learning are carried out regularly. These do not always focus enough on the impact of teaching on students' outcomes.
- The school is very successful at engaging parents as partners in their children's learning. Parents are involved in a wide range of committees and responsible for a number of health and safety initiatives. Parents work collaboratively with the school to improve students' health and wellbeing. A highly effective communications network has been developed by the parent-teacher association, the chair of which is a member of the board of governors. Parents are highly influential in the governance of the school.
- The governing board is well informed of the school's performance. It is influential in directing the management of the school, through the provision of material and human resources. The board meets fortnightly to discuss the daily activities of the school. It monitors some school actions and holds senior leaders responsible for the quality of the school's performance. The board is representative of most stakeholders. Online surveys are used to elicit parents' views. These are discussed and acted upon.
- The efficient daily management of the school enhances students' behaviour and academic performance. Precise timetabling and deployment of teachers ensure the optimal use of time and resources. The premises include a modern physical education area and are of good quality. All classrooms are equipped with extensive digital resources. Specialist areas are well resourced and attractive. Student artwork enhances the common areas of the school.

For Development:

- Ensure that middle leaders have the time and training needed to carry out their responsibilities effectively.

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 QA.Schools@khda.gov.ae