



INSPECTION SUMMARY REPORT

Parent Edition | 2022-2023

IRANIAN SALMAN FARSI BOYS SCHOOL

IRANIAN



ACCEPTABLE

IRANIAN SALMAN FARSI BOYS SCHOOL
IRANIAN

Inspection Dates
31 - 03 November 2022

Principal
Farhad Eshagh Farhadi Fard

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

463
Students



0
Emirati Students



44
Students of Determination



34
Teachers



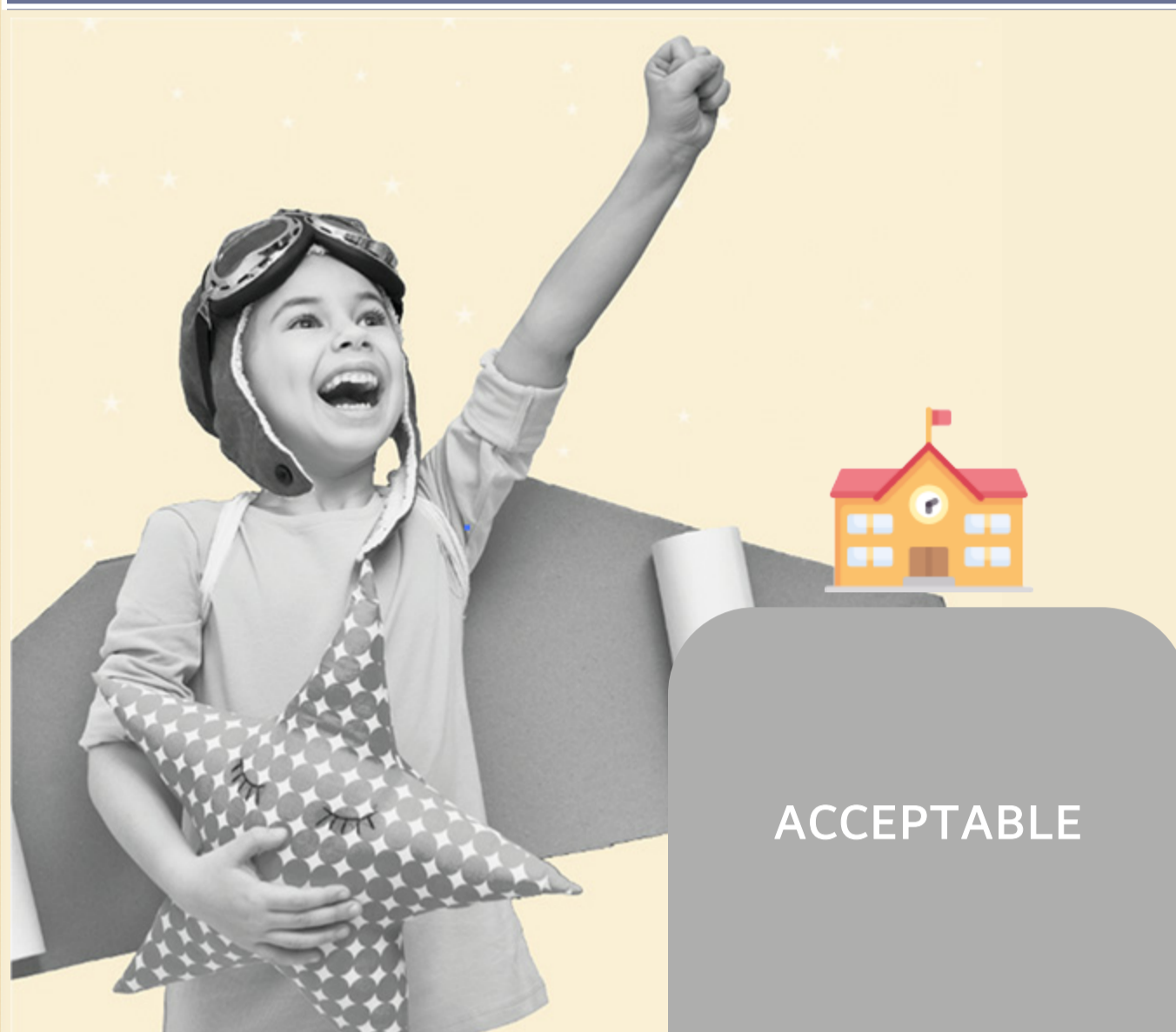
4
Teaching Assistants



2
Guidance counsellors



OVERALL SCHOOL PERFORMANCE



- OUTSTANDING** Quality of performance substantially exceeds the expectation of the UAE
- VERY GOOD** Quality of performance exceeds the expectation of the UAE
- GOOD** Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
- ACCEPTABLE** Quality of performance meets the minimum level of quality required in the UAE
- WEAK** Quality of performance is below the expectation of the UAE
- VERY WEAK** Quality of performance is significantly below the expectation of the UAE

WHAT ARE THE SCHOOLS' STRENGTHS AND POINTS TO IMPROVE?

BEST FEATURES OF THE SCHOOL

- The principal's and school leaders' passion and strong commitment to improve the school and students' learning experiences
- The warm and welcoming atmosphere in the school with excellent relationships between staff, students and parents
- Strong provision for students of determination which is enhanced by the support given by specialist staff
- The school's work with other schools and the community to form partnerships that enhance students' personal development

POINTS TO IMPROVE

- Improve the quality of teaching and learning so that it is consistently good or better across the school
- Improve the school's approach to the effective use of assessment data to both measure and track the progress of individual students over time
- Develop subject and phase-leaders' capacity to become more effective in monitoring planning, learning, teaching, and assessment within their areas of responsibility
- Ensure that the school's action plan has clear, meaningful targets to improve the school in all areas

WELLBEING

THE QUALITY OF WELLBEING PROVISION AND OUTCOME IS AT A MODERATE LEVEL



The school has a clear vision for the promotion of high levels of well-being of staff and students. Students feel safe, valued, secure and engaged in school life. The school radio enhances well-being by introducing relevant podcasts. The moral and social studies programme supports the well-being programme well. Leaders provide regular opportunities for students and parents to offer feedback on a range of well-being matters. The school needs to review the breadth of extra-curricular provision.

HEALTH, SAFETY AND SUPPORT

HEALTH AND SAFETY

Primary **GOOD**

Middle **GOOD**

High **GOOD**

SUPPORT AND GUIDANCE

Primary **GOOD**

Middle **GOOD**

High **GOOD**



PROGRESS IN KEY SUBJECTS AND INCLUSION

Generally, students are making at least acceptable progress in the core subjects in primary and middle school. However, they are making better progress in the high school. Inclusion is strong in the school and the provision for students of determination is good.



ENGLISH	MATHS	SCIENCE
Primary ACCEPTABLE	Primary ACCEPTABLE	Primary GOOD
Middle ACCEPTABLE	Middle ACCEPTABLE	Middle GOOD
High ACCEPTABLE	High GOOD	High GOOD
ARABIC AS FIRST LANGUAGE	ARABIC AS SECOND LANGUAGE	ISLAMIC
Primary NOT APPLICABLE	Primary ACCEPTABLE	Primary NOT APPLICABLE
Middle NOT APPLICABLE	Middle ACCEPTABLE	Middle NOT APPLICABLE
High NOT APPLICABLE	High NOT APPLICABLE	High NOT APPLICABLE

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **GOOD**

LEADERSHIP AND TEACHING FOR EFFECTIVE LEARNING

The principal has a strong and clear vision for the school and to improve students' experiences and their personal development. School leaders are very dedicated to improve the school's facilities and resources and the learning and teaching. The day-to-day management of the school is efficient and any issues are promptly dealt by the senior leadership team.

Standards of teaching and learning are acceptable in the primary and middle school, and in the high school they are at least good. This is because students are taking more responsibility for their own learning, they are more skilled, independent learners and they have more refined critical thinking skills.

EFFECTIVENESS OF LEADERSHIP



TEACHING FOR EFFECTIVE LEARNING

Primary **ACCEPTABLE**

Middle **ACCEPTABLE**

High **GOOD**

LEARNING SKILLS

Primary **ACCEPTABLE**

Middle **ACCEPTABLE**

High **GOOD**

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