INSPECTION REPORT

2022-2023

AL ADAB IRANIAN PRIVATE SCHOOL FOR BOYS AND GIRLS

IRANIAN CURRICULUM

GOOD

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Qusais
Opening year of School	1989
Website	www.adabschool.org
Telephone	97142633405
Principal	Boys: Khosro Alimardan Farahmand
	Girls: Batool Abolghasem Mohaghegh
Principal - Date appointed	1/24/1997
Language of Instruction	English, Arabic, Persian, French
Inspection Dates	14 to 18 November 2022

STUDENTS

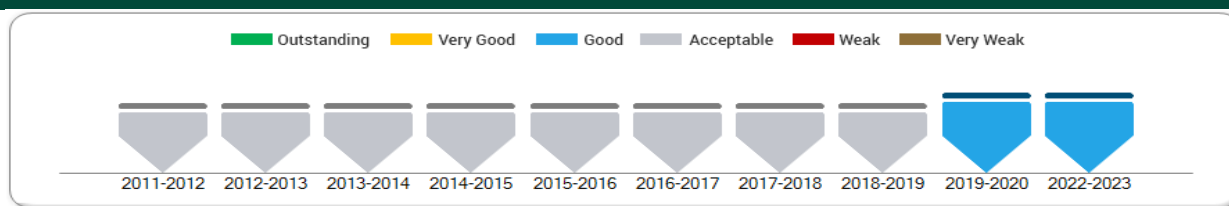|	
Gender of students	Boys and girls
Age range	4 to 18
Grades or year groups	KG 1 to Grade 12
Number of students on roll	Boys: 312
	Girls: 160
Number of Emirati students	0
Number of students of determination	13
Largest nationality group of students	Iran

TEACHERS

Number of teachers	51
Largest nationality group of teachers	Iranian
Number of teaching assistants	8
Teacher-student ratio	1:6
Number of guidance counsellors	2
Teacher turnover	8

CURRICULUM

Educational Permit/ License	Iranian
Main Curricula	Iranian, IBDP
External Tests and Examinations	Iranian, IBDP
Accreditation	None

School Journey for AL ADAB IRANIAN PRIVATE SCHOOL FOR BOYS

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2022-2023
Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good

Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES	• Students generally achieve good outcomes across the first three phases, while outcomes in the high phase are very good in the key subjects. Students display good learning skills which steadily improve as they move through the school. By Grade 12, students are independent and creative learners, able to take responsibility for their own learning.
	• Students' personal and social development remains a very strong feature of the school. Levels of mutual student support are impressive. Students' positive behaviour contributes to a productive school environment. Students organise and participate in many initiatives which promote healthy lifestyles, environmental awareness, and enterprise. They are aware of local, Iranian and world cultures and appreciate UAE values and traditions.

PROVISION FOR LEARNERS	• The quality of teaching remains good across all phases and sections, apart from the high phase, where teaching is very good. In that phase, teachers plan and deliver lessons which allow students to take responsibility for their own learning. However, the limited use of externally benchmarked assessment information limits teachers' ability to personalise learning.
	• The school offers a choice of three curriculum programmes. They are the Iranian National Curriculum, an international curriculum informed by US Common Core standards, and the International Baccalaureate Diploma Programme (IBDP) for senior students in the international section. All three curricula are reviewed regularly and are modified to meet the needs of students.
	• Students feel safe and cared for when they are at school. Procedures for managing students on school transport are generally effective. Inclusion is central to everything that the school does. Support procedures in this area have improved since the previous inspection. Senior students have a mentoring role with younger students in the school.

LEADERSHIP AND MANAGEMENT	• The principal and senior leaders are very committed to the school and its community. The school is successful in engaging parents as valued and important partners. Levels of staff morale and commitment remain high. The governing board is ambitious in its planning for future facilities. The day-to-day management of the school is well organized, and creates a student-friendly environment for learning.

The Best Features of The School:

- The caring, safe, and inclusive learning environment
- The positive relationships which the school leadership has developed between all stakeholders
- Students' strong learning skills, especially in the high phase
- The consistent quality of teaching across the school, particularly in the high phase

Key Recommendations:

- Ensure that a range of assessment data, both internal and external, informs decision-making in areas such as curriculum, resources, teaching, and learning.

- Ensure that teachers' use of assessment data and other information impacts positively on students' progress in every classroom.

- Develop a digital learning strategy and ensure that appropriate technologies add value to learning.

- Ensure that appropriate levels of challenge are personalised for all students in all phases.

- Ensure that examples of best practice and innovation in teaching are shared with teachers across all sections in the school.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	High
Islamic Education	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Acceptable ↓	Not applicable
Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
English	Attainment	Good	Acceptable	Good	Very good ⬆
	Progress	Good	Good	Good	Very good ⬆
Mathematics	Attainment	Good	Good	Good	Very good
	Progress	Good	Very good	Very good	Very good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good ⬆

	KG	Primary	Middle	High
Learning skills	Good	Good	Good	Very good

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

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

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Very good ⬆
Assessment	Good	Acceptable	Acceptable	Acceptable

4. Curriculum

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

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

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

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Good
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

Wellbeing

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

- The governing board and school leaders value wellbeing. The school's vision and strategic and action planning for wellbeing are in the early stages of development. The school has not yet conducted specific surveys or established focus groups, aimed at understanding the wellbeing needs of students. This is a barrier to directing improvement and to the creation of an enabling environment.

- Teachers know their students well and closely monitor their wellbeing in class. Students, parents and staff feel valued and supported. Procedures for reporting wellbeing concerns and gathering stakeholder views are not securely implemented or monitored.

- Informal and generic wellbeing development opportunities are available to students. The school is exploring how to establish a structured wellbeing curriculum. Generally, the school encourages safe and healthy lifestyles which is evident in some of the student's lifestyle choices. Students feel safe and valued in this school. They have positive attitudes.

UAE social studies and Moral Education

- The moral, social, and cultural curriculum follows the UAE model very closely. It is taught throughout the school in separate lessons. School assemblies often enhance students' understanding. Students explore local, national, and global affairs and events, current environmental issues, and their own personal development and relationships.

- Teachers enable students to formulate their ideas in group discussions. Students are encouraged to communicate their opinions in depth. To evaluate learning, the school uses assessment procedures which are similar to those in all other subjects.

Main Inspection Report

1. Students' Achievement

Arabic as an Additional Language

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

- Lesson observations and a review of students' recent work confirm that attainment levels are above curriculum standards in all phases. The majority of students in Primary makes good progress. However, most students in the middle phase are making insufficient progress.

- Students' listening and reading skills are strongest in the Primar. In the middle phase, speaking is characterised by short conversations. Students can read simple sentences, but struggle to read extended texts. Their independent writing skills are still developing.

- Students demonstrate good listening and reading skills in lessons. However, the same level of competence is not evident when they are speaking or writing.

For Development:
- Provide higher levels of challenge to students by using Arabic when teaching.

- Increase levels of expectation and align teaching strategies and assessments to students' years of study in the subject.

English

	KG	Primary	Middle	High
Attainment	Good	Acceptable	Good	Very good ⬆
Progress	Good	Good	Good	Very good ⬆

- In Kindergarten (KG), children rapidly develop listening and speaking skills and build strong foundations in literacy. In the high phase, students make strong progress in improving their speaking skills. They are skillful in using learned vocabulary to enhance their expressive writing.

- In Primary, there is a wide variation in the development of skills, particularly in reading and writing. This variation in levels of English is, in part linked to a significant increase in student numbers and teaching across the essential language skills dos not ensure all groups make expected gains in their learning. recent arrival

- The highest levels of improvement are in theattainment outcomes in English in the high phase. In the primary and middle phases, the alignment between internal assessments, lesson observations and students' notebooks is not consistent.

For Development:
- Provide students with more opportunities to enhance their reading and writing skills, mainly in the primary phase.

- Review and refine the additional support offered to new students so that they can quickly acquire the level of language proficiency in line with their age group.

Mathematics

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

- Children in KG have a good start to gaining mathematical knowledge, especially in the international section. Evidence from lessons and workbooks show that students throughout the school make better than expected progress. Students' attainment levels are greater in the high phase.

- Children in KG become increasingly confident with numbers, measures, and basic shapes. The majority of primary phase students has age-appropriate number skills. Middle phase students can solve simple algebra problems. High phase students have well-developed knowledge and understanding of calculus and exponential functions.

- Students develop independent learning skills when solving problems in most lessons. However, problems are often not complex enough to offer sufficient challenge, especially to higher attaining students. They are then not progressing in line with their abilities.

For Development:
- Increase the levels of challenge presented to students so that in all lessons they spend time solving increasingly complex problems.

Science

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

- Observations of lessons and children's' work indicate that scientific knowledge and skills are well developed in KG. The majority of students makes better than expected progress in the primary and middle phases. In the high phase, scientific skills are secure.

- Attainment across all phases is above curriculum standards. Scientific concepts are consistently developed. Investigative and enquiry skills are particularly well extended in the high phase.

- The school has made some progress in improving students' critical thinking skills in all phases. However, these skills are more strongly developed in the high phase, where students use these skills to learn more independently.

For Development:
- Ensure that there is a focus on developing the skills of scientific thinking, the ability to draw conclusions and the application of science to technology, especially in the primary and middle phases.

- Increase science experimentation and investigation in lessons from KG to the middle phase.

Learning Skills

	KG	Primary	Middle	High
Learning skills	Good	Good	Good	Very good

- The majority of children in KG respond well to feedback from their teachers and classmates and are able to work collaboratively in small groups. Throughout the school, students are confident in expressing their opinions, but they make limited connections between other areas of learning.

- In the best lessons, students develop and use critical thinking, problem-solving, and enquiry skills, particularly in the high phase. Elsewhere, students are not always offered opportunities to be responsible for their own learning or to act as independent thinkers.

- Students are comfortable working together, although they may not always fully engage in collaborative activities. They can think for themselves, but they can access insufficient opportunities to be innovative and enterprising.

For Development:

- Develop independent thinking and learning skills as the central elements in all learning opportunities.

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

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

- Students have very positive, mature, and responsible attitudes to their work and to school. Behaviour is exemplary. Students demonstrate high levels of self-discipline. They engage very successfully with fellow students and with adults.

- Bullying events are rare at the school. Students enjoy excellent relationships with staff and respond well to critical feedback. They are very caring towards one another. They report that they feel supported, valued, and safe in school.

- Most students are aware of the benefits of a healthy lifestyle and understand the importance of healthy eating. Attendance is outstanding in all phases. Students are keen to come to school. Most are punctual when arriving at school and to their classes.

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

- Students demonstrate a deep understanding of Islamic values and how they influence contemporary society in the UAE. They can provide examples of how they appreciate the friendship, tolerance, and respect promoted by Islam.

- Students show a strong appreciation of Emirati culture and the traditions of the UAE. They participate respectfully in local celebrations such as National Day and Flag Day. Students discuss local sports in the UAE, such as horse and camel racing.

- Most students demonstrate an excellent understanding and appreciation of their own culture. They show a strong appreciation of other local cultures through their participation in International Day and through various school projects. However, their awareness of wider world cultures is underdeveloped.

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

- The school encourages social responsibility and innovation among students of all ages. Students respond positively to leadership opportunities.

- The student council holds planning meetings with teachers and school leaders twice per month. The council meets with the governing board twice every year. These meetings provide students with an effective voice in the school.

- Students are involved in planning their own field trips, organising school events, and taking part in various competitions. They are actively encouraged to assume appropriate responsibilities in the school.

For Development:
- Include more cross-phase interaction in the field of conservation, recycling, and volunteering, and develop responsibility, creativity, and innovation.
- Improve students' awareness of other cultures in the wider world, especially in Primary.

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Very good ⬆

- Interactions between teachers and students are usually very positive. Nevertheless, the deepening of students' knowledge and understanding through questioning is inconsistent, except in the high phase. Lesson planning is detailed, but planned activities are rarely delivered in full.

- In the majority of lessons, especially in the high phase, teaching strategies are employed that adequately meet the needs of all groups of students. However, teaching plans are not consistently personalized, and appropriately structured to cater for the full range of learning abilities evident in lessons.

- Teachers create positive learning environments where students feel comfortable and enjoy their learning. Progress against the intended objectives are not routinely checked in all lessons. Feedback which identifies the next steps for learning is not always provided in notebooks.

	KG	Primary	Middle	High
Assessment	Good	Acceptable	Acceptable	Acceptable

- Assessment processes are individually linked to the schools' three curricula. However, the international curriculum is not consistently and effectively benchmarked against external assessment data to ensure the accuracy of internal assessments.

- The school systematically gathers assessment information through its internal assessment processes. This works well in KG. The information is not always used effectively in other phases to measure students' progress accurately.

- Teachers give some written feedback on students' work in all phases. However, students' work is not evaluated frequently or consistently, limiting the potential impact of relevant feedback and refining targets for improvement.

For Development:

- Adjust planning and teaching strategies to address the needs of different groups of students.

- Ensure that an appropriate external benchmark assessment is introduced for the school's international curriculum.

- Introduce a purposeful and effective tracking system for all assessments to ensure an accurate measurement of individual progress, and to identify gaps in learning and provision.

4. Curriculum

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

- The KG curriculum prepares children well for transition into Grade 1. Across all phases, however, it does not provide sufficient challenge to meet the varied needs of all groups. Extra-curricular provision helps a minority of students to practise and enhance their skills.

- The curriculum enables students to gain a clear understanding of Islamic values and a strong appreciation of UAE culture and heritage.

- Arabic is taught in KG for one session of 40 minutes per week.

	KG	Primary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- The schools' three curricula offer a range of learning opportunities across all phases. Activities to develop innovation and creativity are more apparent in the high phase.

- Through UAE celebrations and involvement with the local community, the school ensures that students in all phases have appropriate opportunities to develop a clear understanding of UAE culture, values, and society.

- Teachers try to ensure that the curriculum is modified to support the needs of different groups of students. The use of assessment data to inform relevant changes or refine suitably challenging adaptations to the existing curricula is insecure.

For Development:

- Ensure that assessment information is used effectively to guide lesson planning.
- Ensure that the curriculum provides appropriate challenge to meet the needs of all groups of students.

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

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

- Child protection, safeguarding, and anti-bullying policies have been developed and shared with all members of staff. All adults who work in the school have received certified safety training.

- Efficient systems are in place to ensure a safe and secure environment in the science laboratories and on school transport. Some students do not wear seat belts. Safety checks and risk assessments of field trips are routinely performed.

- The school premises and equipment are maintained to a generally good standard, though some issues remain in KG. The school promotes safe and healthy living through health awareness initiatives and through the promotion of healthy eating.

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

- Students and members of staff have positive relationships based on trust and respect. Systems for managing students' behaviour are effective.

- Early identification procedures for students of determination are rigorous. Identification of gifted and talented students is only emerging. Individual Education Plans (IEPs) are personalized, and relevant. Constructive parental involvement in and ongoing monitoring of IEPs are effective.

- Student's wellbeing and personal development are routinely monitored. Careers education and guidance are underdeveloped, with little systematic identification of career pathways.

For Development:

- Support all groups of students, particularly those who are gifted and talented, to make better progress in their learning and to identify appropriate career pathways.

- Review the provision of safety features, such as finger protectors on doors in KG and the wearing of seatbelts on buses.

Inclusion of students of determination

Provision and outcomes for students of determination	Good

- Governors, inclusion leaders, and the inclusion team have ensured that their vision for inclusion is reflected in their policy and practice throughout all phases in the school.

- Identification systems are robust and are supported by outside agencies. Rigorous assessment for students of determination leads to detailed and accurate IEPs. Identification systems and provision for gifted and talented students are underdeveloped.

- Parents are strong partners in the inclusion process. The school values them as integral partners, supporting their children's progress.

- Provision for most students of determination is effective. Curriculum modification for a minority of students is very basic. There is no whole-school approach to curriculum modification for gifted and talented students.

- Progress and outcomes for students of determination are effective and align accurately with their IEPs and abilities. There is no progress data for gifted and talented students.

For Development:

- Encourage students to be involved in the construction of their own IEPs to improve self-esteem and a sense of achievement.

- Identify and support all gifted and talented students.

6. Leadership and management

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

- The principal and senior leaders are very committed to the school and to its future. They have created and maintained a positive and welcoming school atmosphere for students, teachers, and the wider school community. Leadership is effectively distributed across the three curricular sections of the school. Most aspects of leadership are well organised and create a student-friendly context for learning. Leaders at all levels understand what needs to be done to improve the school.

- The school has created a self-evaluation process which analyses information and feedback from a variety of sources Senior leaders are thus enabled to make judgements about the school and school improvement. Internal data analysis processes are strong across the three curricular areas, but there is a lack of external benchmarking data in the international section. Internal monitoring systems are effective and inform professional development priorities. There has been progress in addressing the recommendations from the previous inspection report.

- Parents are fully supportive of the school and the positive learning environment which it creates. Communication channels between parents and the school are effective in bringing information and ideas to decision-makers in the school. Regular and detailed reporting systems ensure that parents are aware of all aspects of their children's education. Strong partnerships have been established and sustained with the local Iranian community and with other schools in Dubai.

- The governing board includes representation from all stakeholders and is responsive to any ideas or issues raised by the school community. The owners visit the school on a regular basis. They understand the importance of developing the school's potential to serve its national and international sections well. The governing board has ambitious plans for the development of school facilities. It ensures that the school has appropriate staffing and resources, especially during the current period of high student population growth.

- Most aspects of the day-to-day management of the school are well organised and create a student-friendly context for learning. Most staff members are suitably qualified. They have appropriate opportunities to access relevant professional training. The premises are fit for purpose and the ground floor is now accessible to all. The availability of digital technologies to support teaching and learning has improved. The school has not developed a clear digital learning strategy and action plan.

For Development:

- Ensure that self-evaluation processes include an analysis of external data.

- Ensure that the use of all resources, especially digital resources, are adding value to learning.

- Ensure that examples of best practice and innovation in teaching are shared with teachers across all sections in the school.

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**