

ACCEPTABLE



2019-2020



























INSPECTION REPORT

IRANIAN CURRICULUM

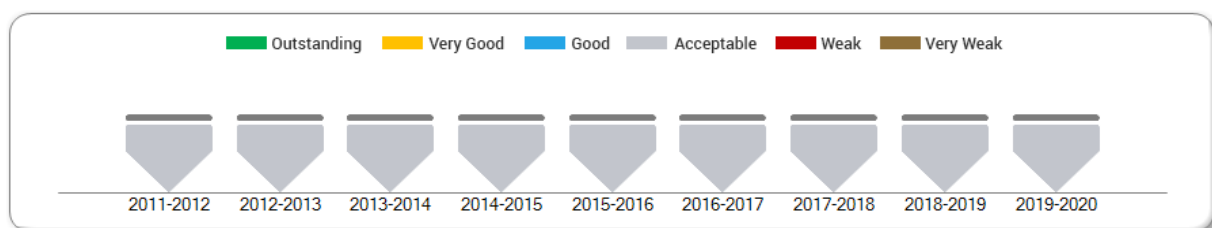
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School Information

General Information	 Location	Al Qusais
	 Opening year of School	1995
	 Website	www.irs-uae.com/salman/home.asp
	 Telephone	04-298-8116
	 Principal	Farhad Eshagh Farhadi Fard
	 Principal - Date appointed	12/8/2019
	 Language of Instruction	Persian
	 Inspection Dates	09 to 11 December 2019
Students	 Gender of students	Boys
	 Age range	5-20
	 Grades or year groups	Grade 1 to Grade 12
	 Number of students on roll	472
	 Number of Emirati students	0
	 Number of students of determination	54
	 Largest nationality group of students	Iranian
Teachers	 Number of teachers	40
	 Largest nationality group of teachers	Iranian
	 Number of teaching assistants	0
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	2
	 Teacher turnover	25%
Curriculum	 Educational Permit/ License	Iranian
	 Main Curriculum	Iranian
	 External Tests and Examinations	Iranian
	 Accreditation	None
	 National Agenda Benchmark Tests	None

School Journey for IRANIAN SALMAN FARSI BOYS SCHOOL



Summary of Inspection Findings 2019-2020

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

Students Outcomes	<ul style="list-style-type: none"> Students attain and make progress at good levels in science. Their progress in English is also good. Across other subjects, achievement is typically at least acceptable, except for UAE social studies where attainment is weak. Students' learning skills are mostly good, but their skills in critical thinking, research and innovation are modest across almost all areas of learning. Students' personal and social development are a strength of the school. Their understanding of Islamic values and Emirati culture, and their social responsibility are other strengths.
Provision for learners	<ul style="list-style-type: none"> The quality of teaching is broadly acceptable, with the strongest lessons typically being seen in the high school. Here, teachers have very secure subject knowledge and encourage deeper learning. However, teaching remains a matter of concern because its quality is declining in the middle school. The assessment of learning remains acceptable. Although the school does not promote meaningful and effective benchmarking of students' outcomes, it tests students frequently, providing teachers with additional information about learning. The Iranian curriculum is appropriately delivered across the three phases, incorporating almost all the applicable features of the UAE Ministry of Education (MoE) curriculum. There is an emphasis on developing conceptual knowledge rather than promoting skills and understanding through active learning opportunities. The curriculum is rarely modified to meet the learning needs of individuals or groups of students. The provision for the health and safety of students is good overall. Supervision within the school is increasingly effective. However, procedures for students' safe travel on school buses are not sufficiently consistent. Support for students is particularly strong in the specialist centre for students of determination.
Leadership and management	<ul style="list-style-type: none"> The new principal has a vision for the school's future that is shared by other leaders and supported by the governing body. There have been improvements since the last inspection due to some better systems being introduced. Self-evaluation processes, the monitoring of teaching and improvement planning remain as areas for development. Parents and governors are supportive of the school.

The Best Features of The School:

- The attitudes and behaviour displayed by students and their positive relationships with others.
- The engagement of parents as partners in students' learning and school life.
- The good progress made by students learning English across the school.
- The valuable work promoted by the specialist centre for students of determination.








Key Recommendations:

- Ensure that there is consistently good teaching across all phases.
- Enhance teachers' use of assessment information so that they adapt the curriculum and plan lessons to more effectively meet the needs of all groups of students, including those with special gifts and talents, and students of determination.
- Improve the quality and effectiveness of self-evaluation by:
 - focusing the observations of teaching on how well students learn and achieve;
 - sharing effective teaching practices so that all can become better teachers;
 - ensuring that improvement planning promotes better performance and well-being of students.
- Enrich the curriculum with a variety of active learning experiences in all subjects.
- Ensure that all members of the school community have clear understanding of the procedures for child protection and safeguarding.

Overall School Performance

Acceptable


1. Students' Achievement

		Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Not applicable
 English	Attainment	Acceptable	Acceptable	Good
	Progress	Good	Good ↑	Good
 Mathematics	Attainment	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good
 Science	Attainment	Good	Good ↓	Good ↓
	Progress	Good	Good ↓	Good ↓
 UAE Social Studies	Attainment		Weak	
Learning skills		Acceptable	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

Moral Education

- The school is compliant with the expectations for each student to receive moral education for 40 minutes per week. Teachers not sufficiently aware of curriculum expectations and are not following the MEP textbooks.
- Teachers are adequately qualified. Teaching is much better in the high school compared to the primary phase, but in all phases the teachers' expectations of their students are too low.
- Daily assessment practices are developing, but tests of learning in the moral education programme are currently very limited. The school has insufficient assessment information about this subject.

The school's implementation of the moral education programme is below expectations.

For Development:

- Strengthen the monitoring and support of the quality of teaching.
- Enhance the understanding of and raise curriculum expectations in each phase and grade.

Innovation

- The school provides limited opportunities for students to develop their skills of innovation and enterprise.
- The school endeavours to nurture a culture of innovation but this has limited impact upon students' entrepreneurial or social activity.
- Teaching across the phases and in most subjects provides very few opportunities for students to develop their critical thinking, problem solving, innovation and independent learning skills.
- The wider curriculum and extra-curricular activities support entrepreneurial opportunities for a minority of students and provide limited opportunities for the development of innovation skills.
- School leaders' ideas of what constitutes innovation are limited. Leaders have yet to demonstrate clear and accurate understanding of how to innovate and improve the school.

The school's promotion of a culture of innovation is emerging.

For Development:

- Define, promote and enhance the innovation skills of students within the school.

Main Inspection Report

1. Students' Achievement

Arabic as an Additional Language

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

- The analysis of internal assessment results indicates that outcomes exceed the expectations for most students across the phases. However, lessons and students' recent work suggest that they typically only meet the expectations of the MoE curriculum.
- Students are improving their speaking and reading comprehension skills. A few students are comfortable speaking and writing when given a model to follow. A few students are starting to take risks and produce original written texts and spoken sentences.
- The recent changes in the textbooks and other reading materials have had only limited impact, particularly in the primary phase, due to inconsistent teaching and assessment practices.

For Development:

- Develop students' independent learning skills to improve their speaking, reading and writing.

English

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Good
Progress	Good	Good ↑	Good

- From low starting points, the majority of students make better than expected progress acquiring speaking, listening and reading skills. Older students are able to express themselves confidently, ask and answer questions. They are beginning to use grammar accurately in their writing.
- The wider range of reading materials, both in the classrooms and the library, engage most boys' interest and is having a positive impact upon their reading. This has generated a focus on reading for pleasure.
- Extended and varied writing genres remain an area for development. In the middle grades, experiments with different writing styles illustrate improvements in students' writing.

For Development:

- Students need to write extensively and creatively.

Mathematics

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Good

- Students in the primary phase display improved basic calculation and problem-solving skills. In the middle grades a small proportion exceeds the expectations of the Iranian curriculum. High school aged students perform significantly well in lessons, although not so well in external examinations.
- Students have secure mental mathematical skills, calculate competently and understand the properties of two- and three-dimensional shapes. They apply mathematical learning to everyday problems. High school students explain complex ideas clearly and in detail.
- Students' investigative and critical thinking skills are improving. Work is better matched to learning needs, particularly in the high and upper primary phases.

For Development:

- Students should to discuss problems to extend their understanding.
- Students need to develop their teamwork skills in small groups.

Science

	Primary	Middle	High
Attainment	Good	Good ↓	Good ↓
Progress	Good	Good ↓	Good ↓

- Most students demonstrate knowledge and understanding in lessons that are in line with the MoE curriculum standards. Internal assessments suggests stronger achievement. The Grade 12 final examination results have dipped in the previous two years.
- Students enjoy learning opportunities in events such as the science fair to investigate and explore their own ideas. In everyday lessons, opportunities to develop scientific enquiry skills are very limited. As a result, students' progress is restricted.
- Students in the higher grades have more opportunities to apply and deepen their knowledge, both in and beyond their lessons. In the primary and middle phases, lessons often have low levels of challenge and tasks rarely go beyond those in the textbooks.

For Development:

- Students need to investigate more, solve challenging problems and think deeply.

UAE Social Studies

Grades 1 to 9

Attainment

Weak

- Students in the middle phase attain better than those in the primary phase. In both phases the school students' attainment does not meet the expectations of the UAE social studies curriculum.
- The students rarely demonstrate critical thinking, teamwork or innovation. The internal assessment data show that most students achieve above the expectations. However, students' work in lessons and their most recent work display lower attainment levels.
- The department has recently initiated environmental awareness and basic French. These initiatives have enhanced students' engagement, but they are inconsistently linked with the curriculum and do not in themselves lead to higher attainment in the subject.

For Development:

- Students need to be supported to develop higher order thinking skills in social studies lessons.

Learning Skills

	Primary	Middle	High
Learning skills	Acceptable	Good	Good

- Students are very willing learners who enjoy their work in a number of subjects, particularly in high school science, maths and English. However, they are not always challenged enough to be sufficiently engaged when learning a number of subjects, especially in the primary phase.
- Students interact and collaborate only when given meaningful opportunities to do so. Across all subjects, students communicate their learning less effectively in the middle and primary grades. Students' critical thinking, research and innovation skills are particularly evident in mathematics and science in the high school grades, but there is limited evidence of these being sufficiently well developed in the other phases and subjects.
- Recent developments intended to improve are yet to enhance students' learning skills. Students have very limited opportunities to use technology when their learning. Consequently, their ability to find answers, explore topics and independently draw conclusions is constrained.

For Development:

- Students need to develop their research, critical thinking and inquiry skills.
- Students should lead learning, take responsibility in their work, and collaborate effectively, especially in the primary phase.

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

	Primary	Middle	High
Personal development	Good	Good	Very good

- In the high school grades, students' attitudes and behaviour are noticeably better than in the other phases. They participate in school activities that promote safer and healthier lifestyles when compared to the primary and middle phases.
- Students display strong, responsible attitudes and self-reliance. They behave well and are mindful of the needs of others. They have mature, respectful and supportive relationships with their peers, teachers and the staff, especially in the high school phase. They generally adopt healthy lifestyles and can make wise choices regarding their safety.
- Almost all students, with their parents' support, respond well to the school's monitoring systems and are punctual when arriving at school and for lessons throughout the day.

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

- Primary students' age-related awareness of the Emirati culture and traditions is relatively strong compared to the other phases. Senior students' understanding of the influence of Islamic values upon modern society in the UAE is slightly better than in the other phases.
- Most students have detailed knowledge of their own cultures and talk with pride about them. However, their awareness of wider world cultures, outside of the UAE is not as strong.
- Students take part in Islamic and cultural celebrations, but their involvement in planning and organising them remains limited.

	Primary	Middle	High
Social responsibility and innovation skills	Good	Good	Good

- Across all phases, students are involved in activities that support the development of their social responsibility. Especially in the high school, students engage in community support and play key roles in promoting these relationships through active student council membership.
- Students are keen to participate in events that consolidate their roles in the school, such as the radio station, and the engagements they have with the Japanese school community. Participation in sustainability projects helps them to develop resilience and a strong work ethic.
- Students' social responsibility and environmental awareness develop well because of increased exposure to projects and events related to these matters.

For Development:

- Bringing about improvements in the typical attitudes and behaviour of students in the primary and middle schools as a priority.
- Students' understanding of wider world cultures should grow.
- Students' skills in innovation and enterprise should be developed further.

3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable ↓	Good

- Teaching is typically most effective in the high school lessons, where teachers have very secure subject knowledge and encourage deeper learning. In the primary and middle grades, too many lessons are focused on the textbooks, except in English. Teachers often have low expectations of their students and lessons lack the pace needed to sustain interest.
- Teachers' questioning skills are sometimes underdeveloped and are rarely asked of individual students. Questions are usually designed to test students' knowledge and recall rather than to challenge and encourage critical thinking. Teachers rarely offer students opportunities for reflection or to engage in extended dialogue.
- Interactions are mostly positive, and relationships are very good, but learning environments are too frequently uninspiring. Teachers plan and modify lessons for students with different abilities, but with limited success. Teachers offer few opportunities for students to be fully responsible for learning.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- The school uses a limited range of internal assessment procedures. It compares results with other Iranian schools in the UAE, but not formally with other schools nationally or internationally. However, it is now testing students more frequently, providing teachers with more information to use when planning their lessons.
- The school is using cognitive ability tests of the youngest students. The results help teachers plan their lessons more effectively. They are increasingly aware of how their students learn best and are beginning to work to meet the needs of all students.
- Teachers' use of assessment information to guide students on how to improve their work and to set learning goals is inconsistent.

For Development:

- Develop teachers' understanding about students' learning needs so they can provide detailed guidance to help them to achieve more.
- Ensure that teachers' questioning probes their students' understanding and helps them develop higher order thinking skills.

4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Good

- The broad curriculum provides continuity and progression, with a strong emphasis on the development of knowledge. The introduction of English in the primary phase supports language learning by students. The UAE MoE requirements for the teaching of Islamic education are not met.
- Curriculum reviews make insufficient use of assessment information to make considered changes to meet the needs of all students. There is limited focus on subject specific skills, active learning and critical thinking skills.
- High school students are offered wide curricular choices. They are well supported in making career choices through university fairs, careers guidance and opportunities to explore different work environments.

	Primary	Middle	High
Curriculum adaptation	Good	Good	Good

- In the Specialist Centre, the needs of students of determination are very well met because teachers know their students well. In lessons, the modifications to plans and in practice to meet all groups of students' needs are sometimes less effective.
- The wider curriculum engages a majority of students in some creative activities and opportunities for social contribution. Everyday lessons are less inspiring and engaging for students, with fewer opportunities for the development of innovation skills.
- The school is providing more opportunities for learning about the UAE's culture and society within social studies, moral education and Arabic. These opportunities are yet to be fully integrated throughout the curriculum.

For Development:

- Ensure that curriculum planning includes opportunities for students to develop and explore subject specific and critical thinking skills.
- Plan lessons that are adapted to the needs of all groups of students.

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

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

- Staff members in the medical centre promote healthy lifestyles and regularly carry out health checks on students. The clinic facilities are well maintained with medicines and students' files stored securely.
- Supervision of students during their free time in school has improved since the last inspection. This, together with safety workshops, inform and protect students from bullying. Supervision and the procedures for students' safety on school buses are not sufficiently consistent.
- The school's policy for child protection has recently been refined. Not all members of the staff are fully aware of the procedures or who has overall responsibility for safeguarding students. The school does not ensure that all visitors are systematically checked.

	Primary	Middle	High
Care and support	Good	Good	Good

- Support for students is particularly strong in the Specialist Centre for students of determination, where staff members modify their approaches to meet students' needs. Elsewhere across the school, the support for students of determination and those with gifts and talents is of varying quality.
- Respectful relationships, higher expectations and a more consistent approach to behaviour management resulted in improvements in students' behaviour across the school. Systems for promoting good attitudes toward attendance and punctuality are effective.
- Students receive valuable academic and personal guidance from well qualified and experienced counsellors. Older students receive advice about career choices and higher education as they prepare to leave school after Grade 12.

For Development:

- Ensure that safeguarding and child protection procedures have a high priority in all school activities.
- Teachers of all subjects should support students with gifts and talents and students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- School leaders show strong commitment to inclusion. The governor for inclusive education, together with the inclusion champions and wider inclusion action team, have refined high quality of provision in the Specialist Centre. The provision in the mainstream school is less strong.
- The school uses a range of assessment tools to identify students' learning or developmental needs against the KHDA categories. Once identified, leaders swiftly develop an individual education plan, providing appropriate learning goals and identifying strategies to help students overcome barriers to learning.
- Parents greatly value the support and encouragement they receive from members of the inclusion team. There is a regular two-way communication with parents, and they receive advice on how to support their children at home. Parents are involved in reviewing their children's individual education plans, but students are not always consulted.
- In the Specialist Centre the curriculum is skilfully adapted to support the learning and development of these students. Elsewhere in the school, teachers do not routinely modify their planning sufficiently to help students overcome the barriers to learning.
- Students of determination show positive attitudes toward their learning. They develop skills and knowledge that help them reduce the gap between their attainment and that of their peers.

For Development:

- Raise awareness and understanding of the different barriers to learning faced by students of determination and how they can be overcome.
- Involve students of determination in setting their individual goals and planning how they can achieve them.

6. Leadership and management

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




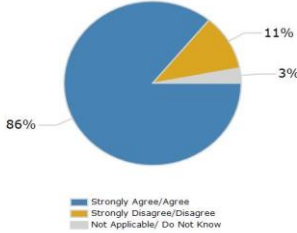
- School leaders, including the principal, are strongly committed to providing students with the best education possible. Their varied capacity to drive improvements hinders the school's endeavours to move forward. The professional relationships and communications create a generally positive morale in the school. Some leaders understand the best practices in curriculum, teaching and assessments of learning.
- The school's self-evaluation process involves school leaders at different levels and draws evidence from a range of sources. However, judgements are often inflated, giving a less than realistic view of the school's actual performance. The school's improvement plan is comprehensive, but the accountability is unclear, and the time frames are too vague. The improvement plan responds to the recommendations from the last inspection report.
- Parents are supportive of the school, its teachers and the principal. The reports on students' progress and achievement are informative. The school's open-door approach allows parents to have regular communication with the teachers and senior leadership team. In addition, the school communicates well with parents through electronic platforms. In an endeavour to enhance learning, the school has strong links with local business and community partners.
- The governing board uses a managerial approach to monitor the work of the school on a weekly basis, through meetings and reports from the principal. However, governors have inconsistent knowledge of the daily running of the school. They closely monitor the performance of the school and systematically hold the principal to account against fixed criteria of success. Governors ensure that statutory requirements are met, but are only partially influential in shaping the school's further development.
- The school runs smoothly on a daily basis. Teachers are suitably qualified and experienced and receive training to help improve. The facilities are adequate and the school deals satisfactorily with any problems with regard for students' safety. Resources are adequate and although there are textbooks to support learning in Farsi, Arabic and English, there are too few computers for students to engage in research and learning.



For Development:

- Monitor more robustly the quality of teaching with an emphasis on the outcomes for students.
- Improve the accuracy of the school's own evaluations of its leadership, provision and outcomes.
- Extend access to information technology for all students in order to develop further their research and learning skills.

Views of parents and students

Before the inspection the views of the parents were surveyed. Key messages were considered during the inspection and these helped to form inspection judgements.

 Students No. of responses = 0	 Parents No. of responses = 308								
	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <table border="1"> <caption>Satisfaction Levels</caption> <thead> <tr> <th>Satisfaction Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree/Agree</td> <td>86%</td> </tr> <tr> <td>Strongly Disagree/Disagree</td> <td>11%</td> </tr> <tr> <td>Not Applicable/ Do Not Know</td> <td>3%</td> </tr> </tbody> </table>	Satisfaction Level	Percentage	Strongly Agree/Agree	86%	Strongly Disagree/Disagree	11%	Not Applicable/ Do Not Know	3%
Satisfaction Level	Percentage								
Strongly Agree/Agree	86%								
Strongly Disagree/Disagree	11%								
Not Applicable/ Do Not Know	3%								

 <p>Students</p>	<p>No responses available</p>
 <p>Parents</p>	<ul style="list-style-type: none"> Almost all parents are satisfied with the quality of education their children receive, the communications they have with the school, and how well their children are looked after. They have some concerns about bullying, but this has been reduced since the school was last inspected, reflecting how well the school has dealt with this issue.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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