



المعرفة
Knowledge



IRANIAN SALMAN FARSI BOYS SCHOOL

IRANIAN CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



ACCEPTABLE

NATIONAL AGENDA
PARAMETER



Not applicable

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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	97142988116
	Principal	Majid Ekhlesi
	Principal - date appointed	6/22/2023
	Language of instruction	Persian
	Inspection dates	16 to 20 October 2023



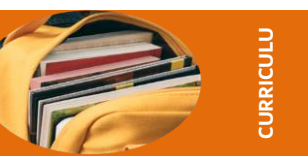
STUDENTS

	Gender of students	Boys
	Age range	6-18
	Grades or year groups	Grade 1-Grade 12
	Number of students on roll	475
	Number of Emirati students	0
	Number of students of determination	0
	Largest nationality group of students	Iran



TEACHERS

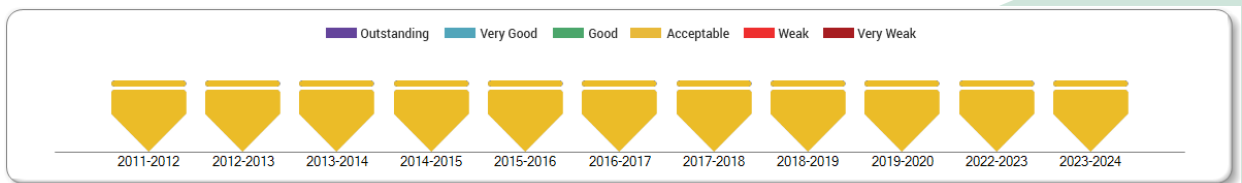
	Number of teachers	37
	Largest nationality group of teachers	Iran
	Number of teaching assistants	3
	Number of guidance counsellors	2



CURRICULUM

	curriculum	Iranian
	External Curriculum Examinations	Iranian
	Accreditation	NA

School Journey for IRANIAN SALMAN FARSI BOYS SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- As in the previous inspection, student outcomes in Arabic remain in line with curriculum expectations. Levels of attainment in English are good across all phases. Mathematics in High is a positive picture where students learning skills are well-developed. Science continues to remain the strongest subject across all phases and the effective use of the laboratory is supporting secure student outcomes.
- Students across the school demonstrate a positive attitude towards school and learning. They have a clear understanding of Islamic values. Students play an active part in promoting the values of friendship, fairness, and respect. Students are aware of environmental issues and of the need for sustainability. They have a secure understanding of the importance to save resources, water and power.

Provision For learners

- Specialist teachers in High are secure in their subject knowledge. Across the school there is inconsistency in teachers' skills. In Primary and Middle, matching learning activities to the needs, interests, and abilities of the learners, is not well-developed. Outcomes from internal assessment processes are not reflected in the quality of students' work observed in classrooms. Students' assessment outcomes do not fully inform planning for teaching and learning.
- The curriculum fulfils the expectations and requirements of the Iranian Ministry. Skills development are stronger in High where teachers follow closely the examination requirements. Adaptations to the curriculum are effectively used by teachers to promote interest and engage students. A limited number of extra-curricular activities contribute to students' understanding of life as members of the UAE and international communities.
- Effective policies, practices and systems ensure the safety and protection of students and staff. The school does not ensure that all new staff sign the child protection documents. A range of procedures are in place to prevent cyber bullying. Arrangements for managing behaviour and the supervision of students are secure. Consequently, the school operates in an atmosphere of mutual respect between students and teachers.

Leadership and management

- Governors recently appointed a new principal, and he is engaging with stakeholders while developing the school's vision. The school's own self-evaluation is not based on an accurate analysis of provision and outcomes. The school's governance is managed by the Directorate of Iranian schools. There are limitations in the ongoing training of staff and the modern resources needed to enhance school performance. The school benefits from a strong level of partnership with parents.

Highlights of the school:

- Good teaching, learning and curriculum design has resulted in students in the high phase making better than expected progress in science and mathematics
- The learning skills of students in Middle are good, especially in science
- Students' positive attitudes, courteous behaviour, respect for the UAE and regular involvement in their own community
- The personalised support for students of determination who may present with complex needs, and experience significant barriers to their learning
- The very good involvement and support of parents and the learning resources they have provided in recent times

Key recommendations:








- Ensure assessment results of individual subjects are analysed in detail, to meet the needs of all groups of students, particularly in Arabic, English and mathematics.
- Ensure all leaders and teachers understand and implement the expectations of high-quality teaching as outlined in the KHDA School Inspection Framework.
- Ensure that the self-evaluation processes are analytical, comprehensive and reliable, and, inform a strategic approach to school improvement priorities.
- Governors must provide resources and ensure targeted professional training for leaders and teachers.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 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
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Good	Good	Good
	Progress	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good
 Science	Attainment	Good	Good	Good
	Progress	Good	Good	Good

	Primary	Middle	High
Learning skills	Acceptable	Good 	Good

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Primary	Middle	High
Personal development	Good	Very 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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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

06 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](#)

FOCUS AREAS

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of well-being provision and outcome is at an acceptable level.

- Leaders are committed to the development of wellbeing principles. There is an emerging focus in the school's planning processes through informed decision making. Given time, the school intends to ensure improvement through a process of review and professional training for all teachers.
- The personal care of students is apparent in the school and in classrooms. To date, limited use of surveys has hindered the gathering of secure data and information. As a result, the range of information to inform the planning of wellbeing initiatives is incomplete. The Wednesday Wellbeing school initiative is beginning to influence healthy lifestyle options for students across all phases.
- Curriculum planning that takes account of the wellbeing of all students is underdeveloped leading to a lack of engagement by staff. As a result, wellbeing is not fully embedded in all features of teaching and learning. Students of determination visit the specialist unit on a weekly basis. This is highly valued by parents and students and viewed as making a positive contribution to the wellbeing of students with more complex needs.

For Development:

- Ensure relevant data is gathered from the whole school community, with emphasis on students' social and emotional needs and expectations.
- Develop and then implement curriculum planning across all phases to ensure that wellbeing is prioritised and fully understood by all staff.

UAE social studies and Moral Education

- The school offers UAE social studies and moral education based on the Moral, Social and Cultural Studies framework (MSCS). The provision is delivered for 90 minutes weekly for students from Grades 1 to 12.
- Teachers use a variety of teaching strategies and present students with diverse ways of learning. These include groupwork and workshops, debating and giving feedback to their classmates. Lessons focus on social studies and on values and characteristics such as, helpfulness and resilience. Assessment takes place, with feedback given throughout the lesson. In addition, students are asked to self-assess their own progress.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In lessons and recent work, most students attain levels of understanding and display language skills that are in line with the Ministry of Education (MoE) curriculum standards. In both phases, progress in listening and reading is strongest. Writing and speaking remain a challenge.
- In Primary, most students start simple sentences, but have difficulty in going further and expressing themselves confidently. in Middle, students' creative writing skills are underdeveloped, mostly due to a lack of consistent practice.
- Most students in both phases, demonstrate secure reading and comprehension skills, However, writing skills are weaker, because students do not have sufficient opportunities to practice these skills.

For Development:

- In both phases, improve students' speaking, independent and creative writing skills to match the curriculum standards.

ENGLISH

	Primary	Middle	High
Attainment	Good	Good	Good
Progress	Acceptable	Acceptable	Acceptable

- The school's internal data does not match what is seen in lessons and students' work. Literacy and comprehension tasks are insufficiently matched to meet the needs of all groups of students. Consequently, student progress is inconsistent across all phases.
- In all phases, students' listening and speaking skills outperform their skills of reading and writing. Students have limited opportunities to work independently with texts, and to practise writing in meaningful contexts.
- Most students are confident and articulate speakers. Students in High, communicate their thinking effectively and, when given an opportunity, can justify their opinions. Students' reading comprehension and analytical skills are beginning to develop but opportunities to deepen understanding are irregular.

For Development:

- In all phases, provide more opportunities for students to learn independently in lessons.
- Use assessment data more effectively to plan differentiated learning activities that match the needs of all students, especially those who already have a good command of English.

MATHEMATICS

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Good

- Achievement is better in the high school, where teachers' expectations are higher and more use is made of students' learning skills. The specialist mathematics teachers in the upper phase promote greater independence in their students' learning.
- In Primary, students' learning includes fractions, perimeter, volume, and capacity. In Middle, students are introduced to simple algebraic expressions, indices, and statistics. Older students learn about standard deviation, more complex trigonometry problems and tree diagrams in probability.

- Since the previous inspection, the mathematics department has given increased focus to supportive mathematical displays, early positive mathematical experiences and linking mathematics learning to everyday situations. These changes have not yet been implemented consistently in the lower phases of the school to bring about improved student outcomes.

For Development:

- Improve the mathematical skills of younger students, through enjoyable activities and as a foundation for future learning.
- Increase the links to everyday situations in mathematics lessons.

SCIENCE

	Primary	Middle	High
Attainment	Good	Good	Good
Progress	Good	Good	Good

- A majority of students in High, have a strong understanding of key scientific concepts and demonstrate strong investigative skills. In the primary and middle phases, the majority of students develop knowledge and scientific skills steadily.
- In all phases, practical activities enhance students' skills of observation, theory, and practice. As a result, investigative, and explorative skills such as, hypothesis formulation, and experimental design, are improving.
- The regular use of laboratory-based lessons has increased opportunities for students to extend their practical and investigative skills. This learning has not yet been fully planned with a clear progression from phase to phase, to enable all students to develop a full range of scientific skills.

For Development:

- Broaden the range of laboratory skills so that students can work more independently and conduct increasingly challenging scientific experiments and investigations.

LEARNING SKILLS

	Primary	Middle	High
Learning skills	Acceptable	Good ↑	Good

- Students in Middle and High collaborate well in groupwork. In Primary, students sometimes are slower to settle and are more easily distracted in the lengthy teaching periods. Often, the quality of their interactions varies, and students are overly reliant on their teachers.
- Some older students display effective critical thinking skills, particularly in mathematics and science. Across all phases, the development of research skills is less evident. The use of technology to support and enhance learning throughout the school, is not fully developed.
- The school’s particular emphasis on the development of critical thinking and creativity through learning activities in all phases. This remains a priority for development and particularly in designing activities to meet the needs of the more able students.

For Development:

- Improve students’ critical thinking and research skills in all phases.
- Increase the use of technology to support and enhance the students’ learning.
- Provide younger students more opportunities for independent learning.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Primary	Middle	High
Personal development	Good	Very good ↑	Very good

- Most students across the school demonstrate positive attitudes towards school and learning. Behaviour is generally positive, and students demonstrate high levels of self-discipline. The behaviour of students in Middle and High is stronger than in Primary.
- Students develop respectful and strong relationships with members of staff and each other. Across the school students show a secure understanding of how to stay safe and healthy. They are fully aware of the need to make healthy food choices.
- Almost all students attend school regularly and their attendance is good overall. Students enjoy coming to school and taking part in their learning experiences. They arrive at school and to lessons on time.

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

- Students demonstrate a clear understanding of Islamic values and how they influence contemporary society in the UAE. They provide examples of how they appreciate the friendship, fairness, and respect promoted by Islam.
- Students exhibit positive attitudes towards the heritage and local traditions of the UAE, and can describe some of the main sporting activities which are traditionally enjoyed in Dubai. Students talk confidently about the future of the UAE, explaining how the country has changed and entered the world of space.
- Across the school students demonstrate an understanding and awareness of their own cultures and an emerging appreciation of other cultures from around the world. This understanding is not as strong in the lower grades.

	Primary	Middle	High
Social responsibility and innovation skills	Good	Good	Good

- Students are keen to take on roles to serve the school community as, for example, class monitors, student council representatives and flag bearers. Students have regular opportunities to volunteer and be involved in the wider community.

- Students demonstrate a positive work ethic, showing that they are keen to learn and eager to share their learning. In Middle and High, students display notable levels of commitment, concentration and independence when completing tasks. More opportunities are being considered for students to be innovative and enterprising.
- Students are aware of environmental issues and of the need for sustainability. They have a good understanding of the need to save resources, water, and power. They have participated in a variety of recycling initiatives.

For Development:

- Improve students' cultural awareness, particularly in the lower grades, by providing more intercultural activities that enhance their appreciation and understanding of other world cultures.
- Provide more opportunities for students to develop their innovation, enterprise, and entrepreneurial skills.

03 TEACHING AND ASSESSMENT

	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Good

- Specialist teachers in High are secure in their subject knowledge. Across the school, there is inconsistency in teachers' instructional skills. Not all teachers match the learning activities to the needs, interests, and abilities of the learners, especially in Primary and Middle.
- Most teachers use questioning well to assess prior knowledge, to prompt the students' thinking and to consolidate their learning. This works well when teachers take time, at the end of a lesson for a plenary session, to revisit the learning objectives.
- Recently, in strategic planning, there has been a focus on cultivating creativity and innovative thinking in teaching. There has also been an aim to see more use of technologies in classrooms. These have not yet found their way from planning into practice.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- Outcomes from internal assessment processes are not reflected in the quality of students' work observed in classrooms. The school has yet to benchmark students' academic outcomes against appropriate external and international expectations and undertake a detailed analysis of assessment outcomes.
- Students' assessment outcomes do not fully inform future planning for teaching and learning and curriculum adaptation. There is undue variation in most teachers' response to students' written work and their understanding of the diverse needs of all students in lessons.
- The school's action plan identified the need to encourage students to self-evaluate and measure the progress of their peers. However, students in all phases, have insufficient skills to apply these rules to their own work or to the work of others.

For Development:

- Improve the use of assessment information in lesson planning to ensure that learning activities match students' attainment levels.

04 CURRICULUM

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Good

- The acquisition of knowledge is a feature across all grades. Skill development is strongest in High, as teachers follow examination requirements closely. It is also stronger across most subjects other than English and Arabic.
- Continuity and progression adequately support learning in mathematics but are inconsistent across other subjects, particularly English and Arabic. Cross-curricular links, and the development of critical thinking, are not an established feature of the curriculum and especially in Primary and Middle.
- Review processes to evaluate how effectively teachers plan for and implement curriculum improvements, and their resulting impact on students' learning, are at an early stage of development.

	Primary	Middle	High
Curriculum adaptation	Good	Good	Good

- Adaptations to the curriculum are used effectively by teachers to interest and engage students. Students also benefit from adjustments to provide additional support and challenge for learning although these do not always consider the needs of the more able students.
- Extra-curricular activities, although not extensive, contribute to students' understanding of life as members of the UAE and international communities. These activities mainly reflect curriculum intentions related to service of the community, and in maintaining health through sport.
- Leaders have increased the resourcing of work-based skills related to information technology. They have also provided curriculum opportunities to learn about personal health. This is enhancing the lives of students, and sometimes also their families, but has yet to achieve its full impact.

For Development:

- Strengthen the continuity and progression of the curriculum by reviewing how it is implemented, and its impact on learning and adaptations in lessons.
- Enable all teachers to develop students' critical thinking particularly in Primary and Middle.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Appropriate policies, systems and practices ensure the safety and protection of students and members of staff, including the safe use of technology. However, leaders do not ensure that all new staff are familiar with the child protection arrangements. Transport arrangements are safe and well managed.
- Premises are clean and maintained to a reasonable standard. Routine checks are made on essential safety equipment. Regular fire drills are conducted, and results recorded. Facilities and resources meet the needs of students including those in the specialist unit.
- Policies are in place to help students stay healthy. Health education is delivered as part of the curriculum and supported with initiatives by the medical staff. Students have regular breaks for movement. While students understand the benefits of healthy living, snacks are not always appropriate, nor healthy.

	Primary	Middle	High
Care and support	Good	Good	Good

- Staff are aware of the needs of the students in their care. The school operates in an atmosphere of mutual respect between students and teachers. The whole community understand and support the school's code of behaviour. Systems to manage attendance and punctuality are effective.
- The school is inclusive and provides a welcoming and nurturing environment for students of determination. They have secure systems in place to identify students and are in the process of developing arrangements for those who are gifted and talented.
- The school has two counsellors to deal with students' social and emotional needs and advise them on career paths and alternative pathways for their futures. The school has a specialist support unit which is available as an alternative pathway for students with more complex needs.

For Development:

- Ensure all new staff are familiar with the child protection arrangements.
- Ensure that procedures are firmly in place to identify students with gifts and talents.

INCLUSION OF STUDENTS OF DETERMINATION
Provision and outcomes for students of determination

Good

- Leaders support the school's inclusive vision which means students of determination are welcomed. Governors provide support to the team and encourage links between the mainstream school and the specialist unit, in various activities.
- Assessment procedures are in place to identify a wide range of needs and for staff to provide support for students' social, emotional, and academic needs. Arrangements to identify students with gifts and talents are being developed. The school has a specialist unit for students with severe and complex needs, who also benefit from the support of a speech therapist.
- Parents appreciate the good care and support provided for their children. They are pleased with the regular and informative communications they receive about their children's progress and report that the specialist unit is a key support for them.
- The school provides a generally accommodating classroom climate for students of determination. Lesson planning however, does not always consider the full range of needs of all students. Adaptations to learning are not focused sharply enough to ensure sustained levels of progress for students.
- The measuring of progress is more successful in the specialist unit than in mainstream classes. Feedback provided by teachers is not always specific enough for students to know what they are doing well and what they should do to improve.

For Development:

- Ensure students with gifts and talents are identified and provided with appropriate support.
- Ensure all assessments that measure and report on the progress of students of determination also includes their social, emotional, and academic progress.

06 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

- Senior leaders, including the principal, engage with stakeholders while developing the school's vision of improving the quality of provision and student outcomes. Leaders have been successful in sustaining judgements from the previous inspection. However, the roles of all leaders are insufficiently clear to ensure accountability for performance in relation to improving students' outcomes. As such, there is insufficient focus on improving student achievement through improved teaching and learning.
- Information from staff reviews, external and internal assessments, parent and student feedback, informs the planning process. The school's improvement plans are adequate and contain a limited range of appropriate actions. Recommendations from the previous inspection report have not been fully addressed. Self-evaluation processes are yet to ensure that improvement plans are effective, timebound and strategic. The monitoring of teaching by leaders in all phases, is not precise enough to ensure that the needs of all students are met.
- The school benefits from a strong level of partnership with parents. They participate in the life of the school and encourage their children to be responsible and respectful citizens. Parents report that the school keeps them fully informed about the social, emotional and academic progress, of their children. In recent times, parents volunteered to paint the school, provided resources such as, new air conditioning units, computers, and science facilities.
- The school's governance is managed by the Directorate of Iranian schools and has the approval of the Iranian Ministry of Education. The school meets all legal and statutory requirements of the Iranian Ministry of Education along with UAE national requirements. Governors appointed a new principal this academic year to support its key priority of improving student outcomes. Additional priorities identified by governors include, embedding wellbeing across the curriculum, more rigorous monitoring of teaching and learning, and improving resources and facilities.
- The school's routines and procedures are generally effective. However, timetabling is a challenge as some teachers are working across other Iranian schools. Consequently, some lessons are 90

minutes duration and appear a heavy burden on both teachers and students. Professional development lacks rigour and is not targeted yet on improving teaching, learning and student outcomes. A new sports pitch has improved facilities but the availability of quality resources across all subjects is limited.

For Development:

- Ensure all leaders and teachers understand and implement the expectations of high-quality teaching as outlined in the UAE School’s Inspection Framework.
- Ensure self-evaluation processes are analytical, comprehensive and reliable and, fully inform a strategic approach to priorities for school improvement.
- Make certain governors improve resources, and target more rigorously, the professional development of all leaders and teachers.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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