




Iranian Salman Farsi  
Boys School

 Curriculum: Iranian

Overall Rating:

Acceptable



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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## School information



General information		Students	
Location	Al Qusais	Gender of students	Boys
Type of school	Private	Age range	5-19
Opening year of school	1995	Grades or year groups	Grade 1 to Grade 12
Website	www.salman.uaeirschools.com	Number of students on roll	360
Telephone	00971-4-2988116	Number of children in pre-kindergarten	0
Address	Qusais Dubai-P.O.BOX:3167	Number of Emirati students	0
Principal	Farhad Eshagh Farhadi	Number of students with SEND	28
Language of instruction	Farsi	Largest nationality group of students	Iranian
Inspection dates	12 to 14 December 2016		
Teachers / Support staff		Curriculum	
Number of teachers	29	Educational permit / Licence	Iranian
Largest nationality group of teachers	Iranian	Main curriculum	Iranian
Number of teaching assistants	2	External tests and examinations	None
Teacher-student ratio	N/A	Accreditation	None
Number of guidance counsellors	2	National Agenda benchmark tests	None
Teacher turnover	45%		



## The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

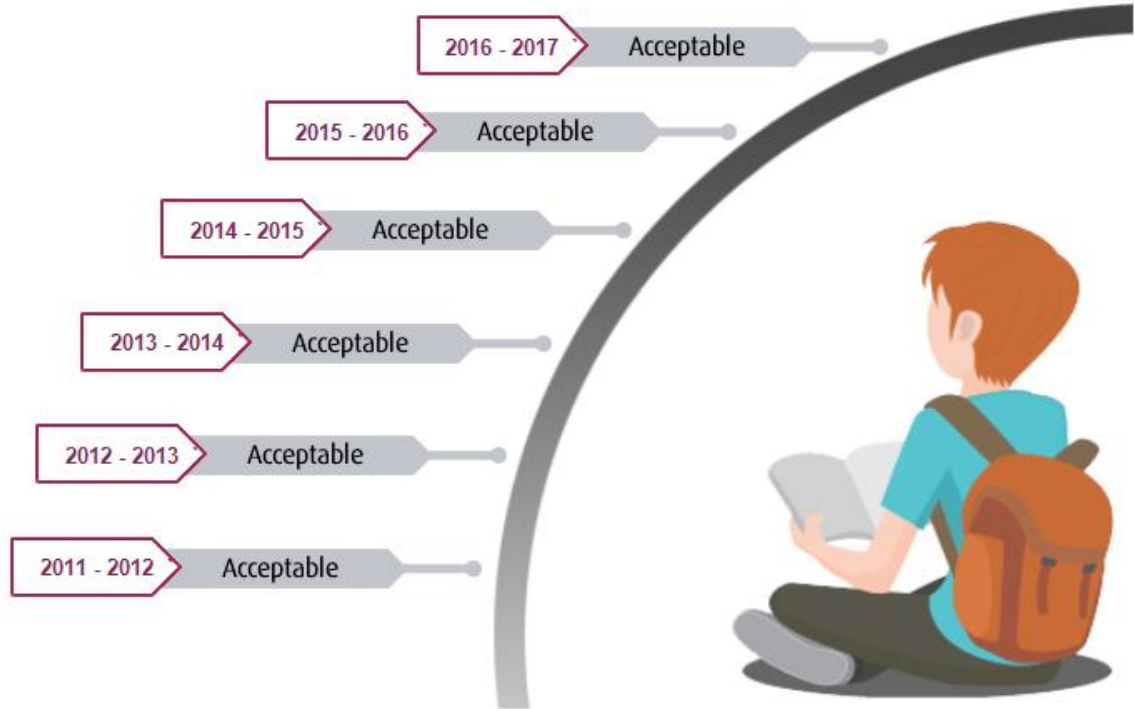
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

<b>Outstanding</b>	Quality of performance substantially exceeds the expectation of the UAE
<b>Very good</b>	Quality of performance exceeds the expectation of the UAE
<b>Good</b>	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
<b>Acceptable</b>	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
<b>Weak</b>	Quality of performance is below the expectation of the UAE
<b>Very weak</b>	Quality of performance is significantly below the expectation of the UAE

## Inspection journey for Iranian Salman Farsi Boys School



- The school has 360 boys aged from five to 19 years old from Grade 1 to Grade 12, compared with 405 at the previous inspection. The principal was promoted from vice principal just before the last inspection. Teacher turnover was 45 per cent, compared to 38 per cent the previous year. The school confirms that approximately 80 per cent of teachers also teach at other schools, therefore they are part-time in this school.
- The school has been rated as acceptable since 2012. Previous inspections have acknowledged strengths in terms of provision in mathematics and science in the middle phase and the high school, as well as the provision from the Special Educational Needs Unit. The principal has had a positive influence on the school and is highly regarded by teachers, students and parents.
- Recommendations over time have focused on improving attainment and progress; developing assessment procedures; improving students' learning skills, including investigating, thinking critically and working independently; as well as ensuring that the curriculum for Islamic education meets the UAE Ministry of Education requirements.

## Summary of inspection findings 2016-2017



**Iranian Salman Farsi Boys School** was inspected by DSIB from 12 to 14 December 2016 . The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment is generally acceptable in the primary and middle phases but good in the high school. Given their starting points, progress in English is good in the primary phase. Student's enquiry, research, problem solving and critical thinking skills are developed effectively in social studies in the high school but less so elsewhere.
- Students' personal and social development are good in the primary phase and very good in the middle phase and high school, where students have more opportunities to take on leadership roles and demonstrate positive attitudes and behaviour. Students show an acceptable understanding of Islamic values and cultures, as well as community and environmental awareness. Attendance is very good.
- The quality of teaching and learning is acceptable in the primary and middle phases and better in the high school, where lessons are well planned and teachers' strong subject knowledge is used effectively. In too many lessons, teacher-talk dominates, limiting opportunities for students to be involved. The quality of learning is better than the quality of teaching.
- The school follows the curriculum of the Iranian Ministry of Education, with due regard offered to Arabic. However, Islamic education remains non-compliant. The curriculum is enhanced through a range of enrichment activities and links with other schools. There are effective modifications to the curriculum for students with special educational needs and/or disabilities (SEND). Students who are higher attaining are often unchallenged by the level of expectation.
- The protection, care and guidance of students is good. The school provides a safe, secure and supportive environment. The school takes its responsibilities for health and safety very seriously and procedures for child protection training are particularly strong. Respect and trust characterise interactions between staff and students.
- The leadership of the principal, capably supported by senior leaders and governors, is appreciated by students, staff and parents. The strengths and weaknesses of the school are known but not all rigorously pursued. Relationships with parents are very good. Management, facilities, staffing and resources are acceptable. There are too few opportunities for students to use technology within school.

## What the school does best

- Students' attainment and progress in English, mathematics and science in the high school; attainment and progress in English in the middle phase; and progress in English in the primary phase are all good.
- Students' personal development is very good in the middle phase and the high school. Students demonstrate positive attitudes to their work, behave very well and have positive relationships with their teachers and each other. Attendance is very high.
- The quality of teaching and learning is good in the high school, and student's enquiry and research skills in social studies in the high school are a particular strength.
- Health and safety are good across the school. The school's arrangements for promoting healthy lifestyles and keeping children safe are much improved. All teachers have received training in child protection.
- The provision and outcomes for students with SEND are good.
- Partnerships with parents are very good across the school.
- Teachers, students and parents speak very highly of the leadership of the principal.

## Recommendations

- Improve the quality of teaching, learning and assessment to raise attainment and progress across all subjects by ensuring that:
  - there is a greater consistency in the quality of teaching and a better focus on learning and progress
  - work is more closely matched to students' individual needs
  - students of all ability levels are appropriately challenged
  - better use is made of the available time so that students are engaged throughout the lesson
  - further opportunities are provided for students to make use of technology within lessons
  - teachers use assessment to provide feedback to students on what they need to do to improve.
- Ensure that the curriculum meets the needs of all groups of students, through the provision of focused support and extension, as well as cross-curricular activities.
- Governors must hold leaders at all levels more accountable for the quality of teaching, learning, assessment and progress, as well as meeting targets set in the action plan.
- Governors should ensure that the school complies with the UAE Ministry of Education regulations for the teaching and curriculum of Islamic education.

## Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.



### Promoting a culture of innovation:








- Students' innovation, enterprise and entrepreneurship skills are limited. In the high school however, they have a strong work ethic and increasingly make use of research and critical thinking, especially in social studies. This is supported by a range of enrichment activities, including trips to museums, sporting activities and camping in the desert. The use of technology by students is limited, as there are few resources available in the classrooms. In the Special Educational Needs Unit, there are good opportunities for enterprise in designing, producing and marketing crafts. Teachers have been trained, and schemes of work across the school include reference to innovation, creativity and critical thinking. However, there is little evidence of impact in the classrooms. Leaders support innovation but not all staff have a clear and accurate understanding of how it might be developed further.



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
Language of instruction 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
English 	Attainment	Acceptable	Good	Good
	Progress	Good ↑	Good	Good
Mathematics 	Attainment	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good
Science 	Attainment	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good
		Primary	Middle	High
Learning skills		Acceptable	Acceptable	Good

## 2. 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	Acceptable	Acceptable	Good ↑
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

## 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	Acceptable	Acceptable	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


# Main inspection report



## 1. Students' achievement

 Primary		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable ↑	Acceptable ↑
Language of instruction	Not applicable	Not applicable
English	Acceptable	Good ↑
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Arabic as an additional language, students' speaking and listening skills are adequate. Most students listen and respond appropriately. Reading skills are a developing feature. Students can read short texts and give one word answers or short phrases. Writing skills are less secure. In lessons, students make steady progress in building appropriate vocabulary. Students in the upper primary make better progress in listening and responding orally to short narrative texts. Arabic learners in the advanced groups make better progress.
- The school's internal data and evidence from students' work in lessons show that most attain acceptable standards in English as an additional language. Writing skills develop strongly because of effective modelling by the teacher. For example, students in Grade 1 learn the names of letters and numbers, and students in Grade 6 write their own short paragraphs using topic-based vocabulary. Progress in all literacy skills is good, especially in writing. Students with learning difficulties make good progress from their lower starting points.
- In mathematics, most students attain levels that are in line with curriculum standards. The school does not participate in international benchmark testing. In lessons, attainment and progress are acceptable. Work set by teachers does not always match the ability levels of the students, so some students are not challenged sufficiently. Levels of attainment, over time, are consistent although the school's measurement of attainment is not related accurately to DSIB standards.
- In science, the attainment and progress of most students are in line with curriculum and national expectations. The prescribed textbook is followed closely. Progress within lessons is variable across year groups, but overall it is acceptable. The development of scientific concepts and enquiry skills is hindered because students are given limited opportunities to use the laboratories. When students do carry out practical work, correct scientific methods are not used. Students do not fully understand the concepts of hypotheses or fair tests.

 Middle		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Not applicable	Not applicable
English	Good	Good
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Arabic as additional language, students demonstrate secure knowledge, understanding and skills. Their attainment in lessons is much lower than in internal assessment data. Students achieve at the expected levels in reading, comprehension, speaking and writing skills. Their listening skills are better. From their starting points, and in their recent work, most students demonstrate expected progress in building a range of vocabulary and scanning texts for information. However, they make less progress in their creative and extended writing.
- In English, the attainment of the large majority of students is good, especially in speaking. Their vocabulary is wide and improves rapidly because three other subjects are taught in English. Reading is the weakest skill, with the majority of students showing a lack of fluency and regard for punctuation. Students make appropriate progress in their writing skills. A few boys write poetry and enjoy imaginative writing. Progress for most students is good. More-able students are not always given sufficiently challenging work.
- In mathematics, attainment and progress are in line with curriculum expectations. The school closely follows the Iranian Ministry of Education curriculum but has no data to compare itself with in terms of international expectations. In lessons, students show an understanding of, and an ability to apply, mathematical skills, and this is supported by the written work in their books. Students make the best progress when they are given opportunities to work independently. Over time, students are acquiring the mathematical skills necessary for the next stage of their education.
- In science, the attainment and progress of most students are in line with curriculum and national expectations. International benchmarks are not used. Rates of progress are not adequately recorded or used to inform teaching. Over time, students acquire scientific knowledge. They also carry out practical activities, but the correct scientific methods and recording are not always evident. Extension and challenge for all students, but particularly the most able, is not encouraged by investigative scientific enquiry. As a result, progress in lessons is only acceptable.

High		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
Language of instruction	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- Attainment in English for the majority of students is good in all literacy skills. Speaking is significantly stronger than reading or writing. Students acquire sophisticated vocabulary from use and application outside school, as well as in lessons. No extended writing was seen in the high school. Almost all students use and apply their English in a range of lessons. Progress in lessons is good but students are significantly less proficient in reading and writing than in speaking and listening. Students' value learning English because it strengthens their employment opportunities.
- In mathematics, the majority of students attain levels that are above curriculum standards. Attainment is measured against national standards through the Iranian Ministry of Education examinations, but these are not linked to DSIB standards. In lessons, the majority of students build on prior knowledge to develop the necessary skills to cope with the demands of the subject. Progress data is limited but it indicates that the majority, including those with SEND, make good progress in relation to curriculum standards. This can also be observed in lessons and students' written work.
- In science, attainment and progress for the majority of students are good when compared to curriculum and national expectations. The results of Iranian Ministry of Education examinations show that the majority of students perform above curriculum expectations. These results have been broadly maintained, but show an improving trend over the last three years. Progress is good in almost all lessons. Students develop research and independent learning skills, alongside effective practical investigation skills due to effective teaching. They use technology well for homework tasks.

	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Good

- Almost all students show enthusiasm for learning. Positive attitudes prevail and students work well with minimal teacher intervention. There are few opportunities to take responsibility for their own learning in the primary and middle phases, where students are often passive learners. Students in the high school have more opportunities to work actively and independently. Across the school, students do not know how to improve their work specifically.
- Students are supportive of one another and, when given opportunities, they demonstrate effective collaborative skills. Students communicate well with one another and most listen to each other's responses with respect. The majority of students can articulate their learning in general terms. Student interactions are better in the high school than in other phases.

- In the majority of lessons, teachers make purposeful connections to real-life situations, in line with textbook examples. There are some links between subjects, for example, mathematics, science and English. However, connections between areas of learning are not systematically planned.
- There are insufficient opportunities for students to develop critical thinking, problem-solving and research skills, particularly in the primary and middle phases. Students in the high school use learning technologies well to support their learning at home. Generally, students are effective learners, but are being held back by teacher-dominated styles of teaching.

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

	Primary	Middle	High
Personal development	Good	Very good ↑	Very good ↑

- Students demonstrate a caring and courteous attitude toward their peers and adults in school. They are respectful in student-led assemblies. They respond positively to teachers' feedback and their peers' comments.
- Students show maturity and self-discipline. Their behaviour in lessons and when moving between classes is consistently good, particularly in the middle phase and the high school. Students follow the school rules very well and their positive attitudes are evident across the school.
- Students demonstrate positive relationships with adults and each other. They are considerate about other students' needs. As a result, students feel secure and confident during lessons and when contributing to whole class discussions. Older students contribute well to the learning experiences of younger students.
- Students are aware of the importance of healthy eating and healthy living. They participate in various initiatives run by the school. They take part in daily physical activities in assemblies and many are actively engaged in external sporting competitions.
- Students' attendance is consistently very high. Students attend school on time and they are always punctual when moving between lessons and when returning to class after break.

	Primary	Middle	High
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Acceptable	Acceptable	Good ↑

- Students have a secure understanding and appreciation of Islamic values in a multicultural environment. They demonstrate a secure understanding of Muslim practices and the importance of respect. Primary phase students show a basic awareness of these values and how it affects their personal lives.
- Students across the phases have a confident knowledge of UAE culture and heritage. They describe, in detail, life in the UAE in the past and the role of leadership in shaping the modern UAE. They have a secure understanding of the country's historical and economic background and how leaders have transformed Dubai to a modern digital city.
- Students demonstrate a strong understanding of their own culture and they show an understanding of other cultures within the school community. However, their understanding of the world outside school is less secure. Students in high school have better understanding of the importance of tolerance towards other cultures.

	Primary	Middle	High
<b>Social responsibility and innovation skills</b>	Acceptable	Acceptable	Acceptable

- Students show awareness of their responsibilities in school. Some students take on leadership roles to maintain safety and order in school. For example, elected students from all phases patrol the playground and corridors to ensure students' safe movement around the school.
- Students across all phases demonstrate a positive work ethic. They take their school work and home learning seriously. They participate in school-organised activities and they are beginning to initiate their own ideas, for example, students generate income for less privileged students. However, innovation is under-developed.
- Students care about the school environment. They grow plants and middle-phase students join clean-up operations in local parks and around the school. They are developing an awareness of recycling but do not fully understand the need or impact.

### 3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Good

- Teachers' generally have good subject knowledge, especially in the high school. They confidently convey their knowledge to students and support them when needed. However, most teachers do not understand how to support students to enable them to make rapid progress and therefore they do not adapt their approaches accordingly.
- Lesson planning is limited. Only a few teachers undertake planning and the majority rely solely on the textbook. Students are not always clear about their learning because success criteria are not clearly communicated. Teachers do not manage or plan well for the 90-minute lessons, so time is wasted and they do not incorporate a wide variety of activities to deepen and challenge students' understanding.
- Relationships between teachers and students are good and students are keen to learn. In a few lessons, teachers promote discussion, in collaborative groups, particularly in the high school. Students ask questions to clarify understanding. However, in the majority of lessons in the primary phase, lessons are dominated by teacher-talk, with too little student involvement.
- Teachers are aware of the different abilities and needs of students. However, in the large majority of lessons, they do not match work to the needs of students with SEND or higher ability. Few lessons have any differentiated activities or challenges to allow students to meet their potential. In most lesson, teachers' expectations are too low, particularly in the primary and middle phase.
- In the primary and middle phases, there are limited opportunities for students to develop critical thinking, problem solving and independent learning skills. Students are not encouraged to take responsibility for their own learning and there are few thought-provoking activities. In the high school, these skills are better developed when students work independently and collaboratively on appropriate tasks.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- Internal assessment procedures are aligned to the Iranian Ministry of Education curriculum standards. In the primary phase, the assessment system is personalised to meet students' needs. The school records all assessment data for the purposes of monitoring progress and reporting to parents.
- External examinations are taken by students in Grades 6, 9, 11 and 12, to measure outcomes against national expectations. However, these are not interpreted accurately so the school's self-evaluation of attainment is inaccurate. It is also difficult for the school to make comparisons of attainment with other schools in the Dubai region.



- The school uses assessment data to monitor students' progress, based mainly on performance in internal assessments. This is an underdeveloped area that does not provide the depth of detail needed in order for assessment to effectively inform teachers' planning.
- The school tries to use assessment data to make adaptations to both teaching and the curriculum. Any weaknesses in attainment or progress, identified from the analyses, are communicated to staff and parents so that remedial actions can be taken.
- Teachers have a reasonable knowledge of the strengths and weaknesses of their students. Feedback to students is variable. Written feedback is irregular and mostly of a corrective nature. Oral feedback is stronger. The school has made little progress in involving students in their own assessment.

## 4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Good ↑

- The school implements the curriculum prescribed by the Iranian Ministry of Education and uses their recommended lesson timings of 45 minutes in the primary phase and 90 minutes elsewhere. It is compliant with the UAE Ministry of Education requirements for Arabic as an additional language, but does not meet the requirements for Islamic education. Students experience a balanced range of subjects and practical experiences.
- The text books that accompany the Iranian curriculum ensure adequate progression in students' skills and knowledge in key subjects. There are timetabled opportunities to develop critical thinking for older students but much less within other phases.
- High school students choose twelve subjects to study, based on their interest and ability. Students with SEND have a wide range of practical learning experiences to complement their academic programme of study. The provision of challenge for the most able students is inconsistent across the three phases.
- The Iranian curriculum is planned to make meaningful links between subjects to enhance students' knowledge and interests, although these are not consistently implemented. Good examples include students using and applying their mathematical skills in science, and in Persian language lessons, making connections between historical events and modern society.
- Curriculum reviews identify areas that require adjustment to improve the delivery of individual subjects and students' outcomes. Recent changes to the curriculum include additional teaching after school in English, mathematics and science. An extra hour of conversational English is timetabled for Grade 9 students to increase their self-confidence and improve their opportunities for employment in Dubai.
- The school has a clear rationale for the inclusion of UAE social studies in the curriculum. The school teaches students about the UAE's history, geography, government and contemporary society. Students also learn about the UAE's place in international relations and economies. Teaching is based on the UAE Ministry of Education approved textbooks, which are supplemented by additional materials such as informative video clips. Students increasingly link what they learn about the UAE to their learning in other subjects.

	Primary	Middle	High
<b>Curriculum adaptation</b>	Acceptable	Acceptable	Good ↑

- The school makes effective adaptations in planning an appropriate curriculum for students in the Special Educational Needs Unit. This is less effective in other classes, where there is less consideration of students' abilities, especially for those who learn more quickly than others. In the high school, students are more challenged, because of opportunities to follow up work independently.
- A variety of extra-curricular activities are provided for the majority of students, to complement their academic studies. A minority take part in visits to museums and places of local interest. High school students learn how small businesses are organised and managed when parent volunteers give talks and provide opportunities to gain work experience in shops and offices. In the Special Educational Needs Unit, there are good opportunities for enterprise in designing, producing and marketing crafts.
- The UAE social studies curriculum extends students' knowledge of the Emirates. Almost all are familiar with the landmarks and architecture of Dubai. They share Emirati traditions and celebrate National Day. A small group of older students camped overnight to experience the hardships of life in the desert. Most students speak Arabic and English well enough to be understood in the commercial life of Dubai.

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

	Primary	Middle	High
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Good ↑	Good ↑	Good ↑

- The school has effective safeguarding procedures, which are co-ordinated by the nurse. She takes responsibility for the training and education of parents and staff and she involves the Iranian Consul in child protection issues, if needed. There is a planned programme to deal with the issues of bullying, including cyber bullying.
- The school provides a very safe and secure environment for students and staff. The environment is mostly hygienic, although some washrooms need modernisation. The school has raised the profile of health and safety and a culture is developing where assessment of risk is now viewed as everybody's responsibility. The supervision of students is very effective at all times.
- Buildings and equipment are generally well maintained. Regulatory requirements relating to the buildings are met and all incidents recorded. The clinic maintains comprehensive medical records and feedback is given to parents as appropriate.
- The premises and facilities provide a safe and inclusive environment, although wheelchair access between floors is difficult because ramps are very steep and present a risk to users. Some classrooms are small and cause a problem with the storage of the students' bags.

- The promotion of a healthy lifestyle is a high priority and uses an innovative approach. For students, there is a planned programme of lessons on all aspects of health, diet and hygiene. In addition, the school nurse makes use of social media, to good effect, to raise awareness amongst parents, posting advice and instructional videos on how they can help promote a healthy lifestyle within the home.

	Primary	Middle	High
Care and support	Good ↑	Good ↑	Good ↑

- Relationships between staff and students are consistently respectful. Staff manage student behaviour well across almost all areas of the school. They are well-supported by older students in each phase, who take their responsibilities very seriously.
- The school very effectively promotes students' and parents' understanding of the importance of regular attendance. School expectations are made clear in agreements between home and school. High levels of attendance and student performance are suitably recognised and celebrated.
- The school accurately identifies students with SEND using a range of suitable assessments. Specialist staff respond to teachers' or parents' concerns and seek external guidance where appropriate. The school is also alert to the ways in which it can identify those students who may have particular gifts and talents.
- Teachers in the Special Educational Needs Unit very skilfully modify the curriculum for their students' specific needs. They consistently enable their students to undertake well-planned tasks and activities that support good progress in their learning and personal development. Teachers across the school increasingly understand the needs of students with SEND and are beginning to adapt lessons effectively in some primary phase classes.
- School staff is well informed about students' health and well-being through a range of methods, including very informative surveys. The information gained helps the school to be proactive, for example, through a recent focus on students' self-perception of their happiness. Informative events about careers and higher education possibilities, support senior students well in their planning for life beyond school.

## Inclusion

### Provision and outcomes for students with SEND

Good ↑

- The highly-collaborative leadership of SEND provision ensures continuing commitment to the school's inclusive education. School leaders maintain suitably qualified staff in the Special Educational Needs Unit for students with more complex needs. Improvements to the quality of provision in this unit are not yet consistently matched across the school.
- The school has improved the ways it identifies students with SEND by further use of suitable assessments. Where required, specialist staff seek external advice or diagnosis. The school is also aware of ways to identify students who have particular gifts and talents. They are beginning to develop these approaches further.

- Specialist staff support students in the SEND unit with well-planned programmes of personal development. These programmes focus appropriately on vocational and enterprise skills, as well as key areas of literacy and numeracy. Teachers across the school increasingly understand students' special educational needs, with effective practice more evident in the primary phase. This is not yet consistent across other phases.
- Parents are very well involved as partners in their children's learning, both in the Special Educational Needs Unit and in the school. The school informs parents regularly about their children's progress and personal development. Specialist staff and parents collaborate well on assessments that can be done at home. Staff provide parents with valued advice and guidance.
- The majority of students with SEND make good progress. This is consistent in the Special Educational Needs Unit, but less so in other lessons. In the Special Educational Needs Unit, well-developed, effective tracking and monitoring of progress helps staff to meet students' needs. This expertise is not yet effectively shared to support teachers more widely to do the same for all students.


## 6. Leadership and management

### The effectiveness of leadership

Acceptable


- Senior leaders, and in particular the principal, are effective and focused on improving the school. They work hard to ensure an inclusive and happy school. They show commitment to the UAE vision but this is not always articulated through documentation. Leaders demonstrate a secure and detailed knowledge of the Iranian curriculum and an awareness of the additional requirements for Arabic. However, their understanding of best practices in teaching and learning to ensure improved attainment and progress is less secure, especially with regard to maximising achievement in the 90-minute lessons.
- Relationships and communications between the school and its stakeholders are much appreciated and feedback from parents is entirely positive. Leadership is particularly focused on the pastoral needs of students. Senior leaders work very well as a team but middle leaders are not always held accountable for their areas. Staff morale is high.
- Senior leaders have some understanding about what is needed to improve the school further but middle leaders are less knowledgeable about how to improve teaching and how to measure learning and progress. Lesson observation templates are helpful but narrowly focused. Strengths of the school are known but staff are unclear about how their involvement contributes to the wider success of the school.
- Leaders have improved some aspects of the school, especially in terms of the support offered to students and their parents. Self-evaluation is better, although rather brief. Students say that teaching is better although lessons are still more focused on what the teacher will do rather than what the students will learn. Teacher talk dominated many of the lessons observed during the inspection.

### School self-evaluation and improvement planning

Acceptable 

- Self-evaluation is developing and the school is beginning to make some use of internal and external data, as well as lesson observations and stakeholder surveys to evaluate what it does well and what it needs to do to improve. Aspects of self-evaluation such as health and safety risk assessments were well considered.
- The principal undertakes regular lesson observations, focusing on aspects such as the guidance teachers give to students, active learning, assessment and use of textbooks. Lesson observations are used well to highlight teachers' strengths and areas for improvement, as well as to identify professional development opportunities. However, there is not enough comment on how individual lessons impact on student achievement.
- The school has a well-considered action plan but the actions do not align closely enough with the recommendations from the last report, including structuring lessons, setting work at different levels and the use of learning technologies. Timelines are not provided and there is a lack of clarity about success indicators and exactly who is responsible for the implementation of the various actions.
- The school has made some progress in addressing the recommendations from the previous inspection report and parents and students confirm improvements since the new principal took over the running of the school. Most of the improvements are in the pastoral support offered to students. Teaching, learning and students' progress remain in need of further work.

### Partnerships with parents and the community

Very good 

- Parents' views are sought regularly. Parents are supportive and positive. They have an active partnership with school leaders, who value their significant input to school self-evaluation and improvement planning. Parents offer constructive feedback when discussing school priorities. They understand the important part they play in supporting their children's learning.
- The school provides a strong programme of workshops for parents about changes in education, and these are highly valued. School leaders are readily available to parents. Parents of students who experience difficulties in learning are clearly informed about their children's achievements and development.
- Parents receive regular information about their children's progress and about school events. Monthly reports record academic achievement with one extended report issued annually. Communication media and text messages provide daily information from teachers to parents. A few parents said they would like to see an improved school website where they can access additional information about the school.
- The school links with one local school to share best practice and a range of schools in Iran to compare students' performance in key subjects. Students participate in local sporting events and competitions. Students and parents share a strong sense of purpose and social contribution by raising funds for needy families.

**Governance**

Acceptable

- The governing board consists of local representatives of the Iranian Ministry of Education. Parents are actively consulted. Recommendations for governors from the last inspection report have not all been addressed, including ensuring that the school complies with the UAE Ministry of Education regulations for Islamic education, and reviewing the practice of appointing teaching staff for short periods of time. Nearly half the teachers in the school are new this year.
- Governors maintain an oversight of the quality of teaching and the operational management of senior leaders. However, they do not hold leaders sufficiently to account for their work. Governors have a realistic view of many aspects of the school but they are less informed about the quality of teaching, learning and progress.
- Governors are knowledgeable and committed. They offer useful guidance to leaders but most of this has focused on pastoral rather than academic issues. Governors are aware of the impact of high staff turnover and limited resources, but their ability to influence policy seems limited. The school remains non-compliant with the UAE Ministry of Education regulations for Islamic education.

**Management, staffing, facilities and resources**

Acceptable

- The day-to-day management of the school is well organised and procedures are effective. Almost all students are mindful of these routines. The organisation of lessons into 90-minute blocks does not impact positively on students' achievements because teachers do not always make effective use of the learning time. No time is lost between lessons because students are punctual.
- The school is adequately staffed and most teachers have appropriate qualifications. There has been a large turnover of staff this year, but parents and students speak positively about the staffing changes. SEND staff are well qualified to meet the needs of their students. All staff benefit from regular professional development and they share their practice through peer observation.
- The premises and facilities are adequate and provide a safe environment for learning. Some displays of student work enliven the classrooms and hallways. Technology facilities are limited, but high school students bring their own devices. Students use technology more frequently for home-based learning. Resources are sufficient to support adequate teaching and learning. Most teachers rely on the textbook as their main resource, with little else to enrich learning and motivate students. However, extra texts are being used this year to supplement English lessons. The Special Educational Needs Unit has a wide range of resources, which are regularly used to meet students' needs.

## The views of parents, teachers and senior students

### The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents*	2016-2017	316
	2015-2016	102
Teachers	19	
Students	67	

\*The number of responses from parents is based on the number of families.

- All parents responding to the survey say they are satisfied with the quality of education provided by the school. They feel that the school is well led and that leaders and staff listen and act upon their concerns. They find academic reports and parents' meetings to be informative.
- Almost all parents say that their children enjoy school. They feel that their children are safe in school and on school buses. They agree that the school offers good careers and academic guidance.
- Teacher comments are very positive, although a few do not think that leaders listen to their views or offer sufficient ongoing professional development.
- Students who responded to the survey are generally positive about the school and almost all find the school to be a friendly and welcoming place.
- Parents, teachers and students all expressed concern about the lack of technology to support learning.

## 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](mailto:inspection@khda.gov.ae)