DUBAI
Knowledge المعرفة

INSPECTION REPORT

2022-2023

IRANIAN KHADIJE KOBRA SCHOOL

IRANIAN CURRICULUM

ACCEPTABLE

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Karama
Opening year of School	1955
Website	NA
Telephone	97143961236
Principal	Mitra Akbar Shahnazi
Principal - Date appointed	9/1/2019
Language of Instruction	Farsi
Inspection Dates	07 to 10 November 2022

STUDENTS

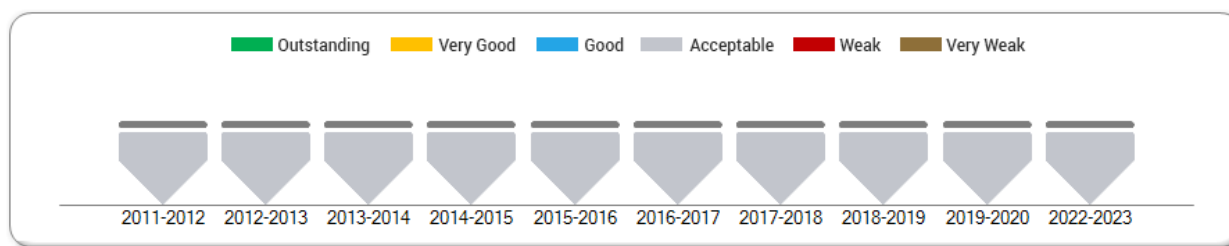|	
Gender of students	Girls
Age range	6 to 18
Grades or year groups	Grade 1 to Grade 12
Number of students on roll	335
Number of Emirati students	0
Number of students of determination	27
Largest nationality group of students	Iran

TEACHERS

Number of teachers	26
Largest nationality group of teachers	Iranian
Number of teaching assistants	0
Teacher-student ratio	1:13
Number of guidance counsellors	1
Teacher turnover	0

CURRICULUM

Educational Permit/ License	Iranian
Main Curriculum	Iranian
External Tests and Examinations	Iranian
Accreditation	NA

School Journey for IRANIAN KHADIJE KOBRA SCHOOL

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

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

Summary of Inspection Findings 2022-2023

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	

- Students' progress in Arabic, as an additional language, is better in Middle than Primary. Attainment and progress in English are good across all phases. Progress in mathematics improves in Middle and High, although attainment remains acceptable. In science, attainment and progress are good in High, but acceptable in Primary and Middle. Students' learning skills become increasingly stronger as they move through the school.

- All students display positive attitudes to learning. Behaviour is very good in and out of lessons. Students respect their teachers and one another. Most adopt healthy lifestyles and student attendance is excellent. All students appreciate the values of Islam. They acknowledge diversity and tolerance within the culture of the UAE. Students understand their responsibilities as members of the school community, and care for their environment.

PROVISION FOR LEARNERS

- Most teachers display secure subject knowledge. During the better lessons, students are fully engaged, and develop knowledge, skills and understanding. This is less evident in Primary Arabic. Lessons are not always taught as planned. Interactions between students and adults are positive. In Primary, teachers' use of questioning to promote deeper learning is variable. Not enough use is made of the analyses of assessment data to track the progress of different groups of students.

- Leaders have not responded fully to the previous recommendation to develop a broader, skills-based curriculum. The curriculum offered follows the Iranian Government requirements and directives from KHDA. However, it does not fully support the learning needs of all groups of students. Older students are now able to pursue graphic design, mathematics and science courses. The school has yet to review the curriculum on a systematic basis.

- The school aims to keep students safe and cares for their wellbeing. However, key policies are inconsistent and are not widely understood. Maintenance records are poor. Students understand the need for healthy lifestyles and are supported in their learning. A positive atmosphere exists between students, but, a few students and their parents, do not feel that there is a listening ethos in the school. Systems to identify and support students of determination, are emerging.

LEADERSHIP AND MANAGEMENT

- Leaders are committed to a culture of inclusion, but policies are unclear. The Iranian Schools' Directorate have now appointed specialists to support this area. Although students' outcomes have been sustained, leaders have not driven further improvements by addressing inspection recommendations. Parents are not fully engaged with their children's learning. The professional development for teachers has had little impact. Provision for online learning is inadequate.

The best features of the school:

- The positive relationships between students that create a harmonious learning environment
- The Iranian community ethos of the school and its associated stakeholders
- The students' understanding of their responsibilities within the school community
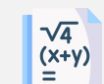- The parents' desire and drive to support the improvement of the school

Key Recommendations:

- Governors and senior leaders must ensure that the vision of inclusivity is clearly shared with all stakeholders by:
  - ensuring safeguarding, inclusion and other policies are precise, understood by all, and embedded in practice and,
  - re-engaging parents as partners in learning.
- Improve students' attainment and progress by sharing the best teaching practices in the school to:
  - raise the level of challenge during lessons and,
  - offer students more opportunities to develop their critical thinking and problem-solving skills.
- Improve Self-evaluation and improvement planning to ensure teachers understand how to use student progress information to plan activities for different groups of students during their lessons.
- Provide leaders and staff with the necessary professional development to embed student-led wellbeing as a core curriculum priority across the whole school community.

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	Good	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	Good	Good	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good	Good
Science	Attainment	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good

	Primary	**Middle**	**High**
Learning skills	Acceptable	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework**

Focus Areas

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Not Applicable

Wellbeing

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

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

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

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

UAE social studies and Moral Education

- UAE social studies and moral education have been modified and are now taught as a combined subject, in a 45-minute weekly lesson for each class. The UAE framework is embedded fully within the learning programme. This is supported by a whole school cross-curricular approach, through which students can also apply their learning in other subjects.

- Teachers plan their lessons very well, with effective use of digital resources. Learning consistently builds on students' previous experience and supports the adoption of high standards in personal moral values and social and cultural understanding. Assessment strategies are applied appropriately in each phase. The adaptation of the curriculum to provide individual challenge for different groups of students is at an early stage of development.

Main Inspection Report

1. Students' Achievement

Arabic as an Additional Language

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

- Students in each phase achieve satisfactory outcomes in developing their language skills. The different assessment tools used have revealed that a majority of students are meeting curriculum standards. A few students in the middle phase achieve above curriculum expectations.

- Across the school almost all students have good listening skills and are able to respond to teachers' instructions and react accordingly. However, due to lack of opportunities, and limited resources, students find it difficult to express themselves fluently in speaking and in their written work.

- Since the previous inspection, the Arabic department have been trying to address the recommendations. They have been partially successful. However, lessons are still not sufficiently focused on developing students' speaking, reading, and writing skills.

For Development:

- Ensure that students in each phase develop their language skills further, especially speaking and writing.

- Provide more access to age-appropriate resources to enhance students' reading and writing skills.

English

	Primary	Middle	High
Attainment	Good	Good	Good
Progress	Good	Good	Good

- A majority of students make better than expected progress, as measured against the curriculum standards. In all phases, but particularly in Middle and High, students are developing their speaking and listening skills with confidence. However, students are less confident when reading or writing.

- Reading and writing skills are underdeveloped because students do not have sufficient opportunities to read and write creatively, at length, nor in a variety of formats for various audiences. Links between English topics and real life are variable between individual classes, limiting students' expressive capabilities.

- The schools' recent adoption of more appropriately challenging English textbooks has the potential to accelerate students' language proficiency. When they are offered the opportunities, students involve themselves in lively class discussions, reflecting their enthusiasm for learning English.

For Development:

- Offer students in all phases more opportunities to read and to write about topics that motivate them in the process of developing all language skills.

Mathematics

	Primary	Middle	High
Attainment	Acceptable .	Acceptable .	Acceptable .
Progress	Acceptable .	Good .	Good .

- Students have sustained attainment levels since the previous inspection despite significant disruption to their schooling. Progress is improving more rapidly in the middle and high phases as a direct result of the quality of teaching.

- Number is a significant strength for most students. By Grade 6, students can accurately measure using appropriate standard units. By Grade 9, they are able to identify quadrilaterals, understand their properties and calculate unknown interior angles. Grade 11 students are confident in calculating the perpendicular height of a triangle and understand complex mathematical challenges.

- In response to the previous recommendations, primary students apply their mathematical knowledge to more practical activities, although investigative skills have not improved significantly. In Middle and High students are also offered more frequent opportunities to develop their higher-order thinking skills.

For Development:

- Provide more opportunities for students to enhance their higher order thinking skills through investigation and enquiry.

Science

	Primary	Middle	High
Attainment	Acceptable .	Acceptable .	Good .
Progress	Acceptable .	Acceptable .	Good .

- Students' attainment in the high phase indicates that a majority of students are making accelerated progress during their lessons. Students make less progress in Primary and Middle because teaching is less effective, and teachers do not have high enough expectations of what students can do.

- Students enjoy practical activities and older students in the high phase demonstrate secure skills in carrying out more complex investigations for instance, dissection and the chemical analysis of unknown substances. Students in Primary and Middle do not always record their findings during experiments.

- In the lower phases, students do not have enough opportunities to apply their scientific understanding and use scientific vocabulary accurately when answering more complex real-world questions.

For Development:

- Ensure all students record their findings from experiments and discussions, and then critically analyse their results.

- Improve the scientific vocabulary and understanding of students in all grades so that they can understand how to answer questions in assessments.

Learning Skills

	Primary	Middle	High
Learning skills	Acceptable	Good	Good

- Students enjoy learning. They are comfortable working together with others and they can apply aspects of their learning to the world beyond school. They sustain concentration during lessons and are eager to offer their contributions.

- Students can discover things for themselves. However, some demonstrate limited capacity to interpret their discoveries because they have not been given sufficient challenge, particularly in the primary phase. Students can work together purposefully on group tasks which helps them to develop their capacity to learn, independently of the teacher.

- During the better lessons, students establish clear connections between areas of learning. However, the development of critical thinking and problem-solving skills is less significant as they are given too few opportunities to improve these skills.

For Development:

- Provide more opportunities for students to develop their critical thinking and problem-solving skills and foster their capacity to be innovative.

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

	Primary	Middle	High
Personal development	Very good	Very good	Very good

- Students in all phases display a positive attitude towards learning. They behave extremely well during lessons, in activities and in their movements around the school.

- The ethos of the school ensures that very good relationships exist among students and between students and their teachers. These positive relationships are built on mutual respect and trust.

- Students are encouraged to adopt healthy lifestyle choices and to partake in as much exercise as possible and on a regular basis. The medical team supports these endeavours with the help of teachers who urge students to practice sport and to exercise as a part of their daily routine.

- Students enjoy being at school and their attendance and punctuality are excellent.

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

- Students in all phases are appreciative of the role and values of Islam in the UAE. They acknowledge the diversity of religion and the tolerance of the citizens of the UAE. Students report that they enjoy the peacefulness and security of life in the UAE.

- Students are respectful of the heritage and culture of the UAE. They participate with enthusiasm in events for instance, National Day and Flag Day. Students also help to organise activities for students and staff, although these are not always initiated by them.

- Students have a clear understanding of their own, and a growing awareness of other cultures from around the world. They can give concrete examples of cultural practices in Iran and other countries, such as, Japan.

	Primary	Middle	High
Social responsibility and innovation skills	Good	Good	Good

- Students particularly in Middle and High understand their responsibility as members of the school community. Their constructive voluntary activities benefit the school and other communities. For example, they organise a charity market during Eid. Students have creative ideas and, when offered opportunities, they enjoy developing their own projects. A good example of this is when high phase graphics students, design carpet patterns and scarves digitally. They also use a spatial computing platform to design buildings.

- Students show a positive work ethic. They care for their school and participate in activities to improve its environment. They participate in schemes that promote sustainability through recycling.

For Development:

- Increase students' awareness and knowledge of world cultures, especially in Primary.

- Offer students, in each phase, greater opportunities to develop their skills of innovation.

3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Good	Good

- Most teachers demonstrate a good knowledge of their subjects. This is particularly evident in English in all phases, and in science, in Middle and High. In the most effective lessons, teachers plan activities that fully engage students in learning.

- Teachers plan lessons that match students' attainment levels. However, there are inconsistencies between planning and the teaching of those lessons. Interactions with students ensure that they are willing learners, although opportunities for discussion are variable.

- Teachers do not make enough use of questioning to extend students' thinking, particularly in Primary. This is inhibiting the development of students' critical thinking, innovation, research, and independent learning skills.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- Assessment systems are consistently applied in all subjects and within each phase. They are aligned to the Iranian curriculum standards. Students' progress is closely monitored using internal assessments, supported by external national assessments at Grades 6, 9 and 12. The school is not involved in external international benchmarking assessments.

- Assessment data are analysed by senior and middle leaders but the progress of groups such as, high attainers is not reviewed separately. Teachers' use of this information to plan learning activities that precisely match the needs and abilities of students are inconsistent.

- Students' books are marked regularly but teachers do not provide students with specific feedback about what they should do to improve their work. Students are not responsive to occasional comments that are provided. As a result, the necessary improvements are not always achieved.

For Development:

- Provide learning opportunities for students to develop their critical thinking, problem-solving, innovation, and independent learning skills.

- Ensure all teachers understand how to use student progress information to plan activities that meet the learning needs of all groups of students.

4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable .	Acceptable .	Acceptable .

- The curriculum follows the expectations of the Iranian government and KHDA directives. School leaders have not responded fully to the recommendations of the previous inspection report to increase opportunities in all subjects for students to develop skills and understanding alongside knowledge.

- Older students are now able to pursue wider choices, including following the mathematics and science streams, without changing schools. Additionally, further curricular choices have been made available through the implementation of a graphic design course.

- In English, the core textbooks have been changed to address the higher expectations of the standards of English required in Dubai. The school does not systematically review the curriculum and has little information by which to evaluate its effectiveness.

	Primary	Middle	High
Curriculum adaptation	Acceptable .	Acceptable .	Acceptable .

- School leaders have not responded fully to the recommendation of the previous inspection report to ensure that the curriculum provides support and challenge to meet the academic needs of all groups of students.

- The effectiveness of strategies to support students of determination is limited. Lesson planning is generic, Individual Education Plans (IEPs) are mostly identical and target setting is at a very early stage of development.

- Opportunities for enterprise, innovation and creativity are inconsistent features in all subjects. Students' understanding of the UAE's culture and society is largely gained through morning assemblies, and the UAE moral, social and cultural studies programme, which is now fully implemented.

For Development:

- Implement a regular and systematic review of the curriculum which takes full account of regulations and prepares students for their future lives.

- Ensure that curriculum adaptations meet the learning 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 / safeguarding	Acceptable	Acceptable	Acceptable

- The school aims to keep students safe and care for their wellbeing. However, key policies are inconsistent, lack detail and are not widely understood by students and staff.

- The school's collection of health and safety, and site maintenance records is not well organised. The recommendation from the previous inspection report regarding the implementation of more rigorous risk assessments has not been undertaken.

- The premises and facilities are just acceptable, but they are not entirely suitable for students with restricted mobility. Students are encouraged to make healthy food choices and to take regular exercise. These messages are supported by the school but not always actively promoted.

	Primary	Middle	High
Care and support	Acceptable ⬇	Acceptable ⬇	Acceptable ⬇

- Care and guidance for students is a priority for the school. There is a positive atmosphere in the school, but the support for each student to develop personally, and to feel listened to, is sometimes constrained. The promotion of effective behaviour, attendance and punctuality are secure.

- The school has developed satisfactory systems to identify students of determination. Appropriate support strategies are emerging. Progress rates for students of determination and for those with gifts and talents are at best in line with other students.

- The inclusion team is developing a clear pathway for improvement. However, professional training has not yet led to effective planning by all teachers. Target-setting and the monitoring of outcomes are not evident in most subjects and, skilful interventions are rarely seen during lessons.

For Development:

- Ensure that there are developed processes to listen to student views, particularly on how additional support can lead to better planning for careers and further education.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable

- Governors and leaders are committed to providing an inclusive school. However, leaders have not yet developed systems that inform, support and monitor the implementation of effective strategies for students of determination.

- Inclusion leaders understand many of the educational needs reflected in the KHDA categories of need. Work is being undertaken with the identification processes and with improving lesson planning so that strategies for learning match student needs. The identification of students with gifts and talents is not in place.

- Parents of students of determination are all grateful for their child's admission into the school. They value the care provided and appreciate the support they are given. Parents do fulfil some role in planning to meet the child's needs, but they are not regularly informed about progress made.

- There is limited adaptation of the curriculum or teaching strategies to meet the learning needs of students of determination. There is also little monitoring of classroom practice to support learning. The professional training of teachers has not yet led to improved teaching strategies. Senior leaders have yet to monitor and support classroom activities sufficiently to identify the strengths and weaknesses in meeting the needs of students of determination.

- Progress for students of determination is in line with their peers, but often with less depth of understanding. Planning is inconsistent in targeting specific gains that can be made if appropriate modifications are in place.

For Development:

- Involve students and their parents in the planning of IEPs so that they know what they need to do to improve.

- Ensure that the identification processes include students with gifts and talents and that the learning needs of all students of determination are met.

6. Leadership and management

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

- Senior leaders are yet to promote a clear vision for the future of the school. Although committed to a culture of inclusion, this vision is not shared or embedded in practice. Most middle leaders demonstrate secure knowledge of effective teaching and learning. In response to the recommendations from the previous inspection, the Iranian Schools' Directorate has appointed some strong leaders. However, other recommendations relating to policy and procedures, including those around health and safety, safeguarding and inclusion have not been met.

- The school successfully sustained students' outcomes through the pandemic. Although self-evaluation for this inspection is mostly accurate it is based on a lack of reliable analyses and a focused drive to improve. Internal and external data are not used to inform curriculum development or lesson planning. Lesson observations focus on teaching rather than students' learning and their outcomes. School improvement plans lack clarity, review processes, and success criteria. Thesedo not address all the recommendations of the previous report.

- Parents appreciate the efforts made by the school during the pandemic, although many struggled with connecting to online learning. Many consider that their opinions are sought often enough but the system for communication between teachers and parents is too complex to be fully effective. The reports of academic progress have improved through the use of an online platform. The school has some links with, and makes contributions to, the local community.

- Governance is provided by the Directorate of Iranian Schools. There is no parental representation. The parents' council does not have an active role in contribution to school improvement. The directorate monitors the school's performance but does not provide sufficient challenge to senior leaders for improvement in students' outcomes.

- The day-to-day management of the school is adequately organised, but significant policies are not translated into effective practice. In response to the previous inspection report, recent teaching appointments have had a positive effect. Professional training of teachers has had less impact, especially in supporting students of determination. Interactive whiteboards benefit some classrooms; however, resources for learning including technology are limited.

For Development:
- Senior leaders should drive improvements by:
  o sharing good classroom practice more widely and,
  o re-establishing stronger engagement with parents so that they are full partners in their children's learning.
- Governors should:
  o monitor the school's actions and outcomes more closely,
  o provide active support and challenge and,
  o improve links within the group of schools to share expertise that will benefit the school.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:
- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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