




**Iranian Khadije Kobra
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	
Location	Al Karama
Type of school	Private
Opening year of school	1955
Website	NA
Telephone	00971-4-3961236
Address	Al Karama Dubai-P.O.BOX:17
Principal	Mitra Akbar Shahnazi, Nayereh Gholamali Nezamdoost
Language of instruction	Farsi
Inspection dates	12 - 14 December 2016

Teachers / Support staff	
Number of teachers	28
Largest nationality group of teachers	Iranian
Number of teaching assistants	0
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	46%

Students	
Gender of students	Girls
Age range	6-18
Grades or year groups	Grade 1-Grade 12
Number of students on roll	359
Number of children in pre-kindergarten	NA
Number of Emirati students	0
Number of students with SEND	19
Largest nationality group of students	Iran

Curriculum	
Educational permit / Licence	Iranian
Main curriculum	Iranian / NA
External tests and examinations	NA
Accreditation	Iranian
National Agenda benchmark tests	NA



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.

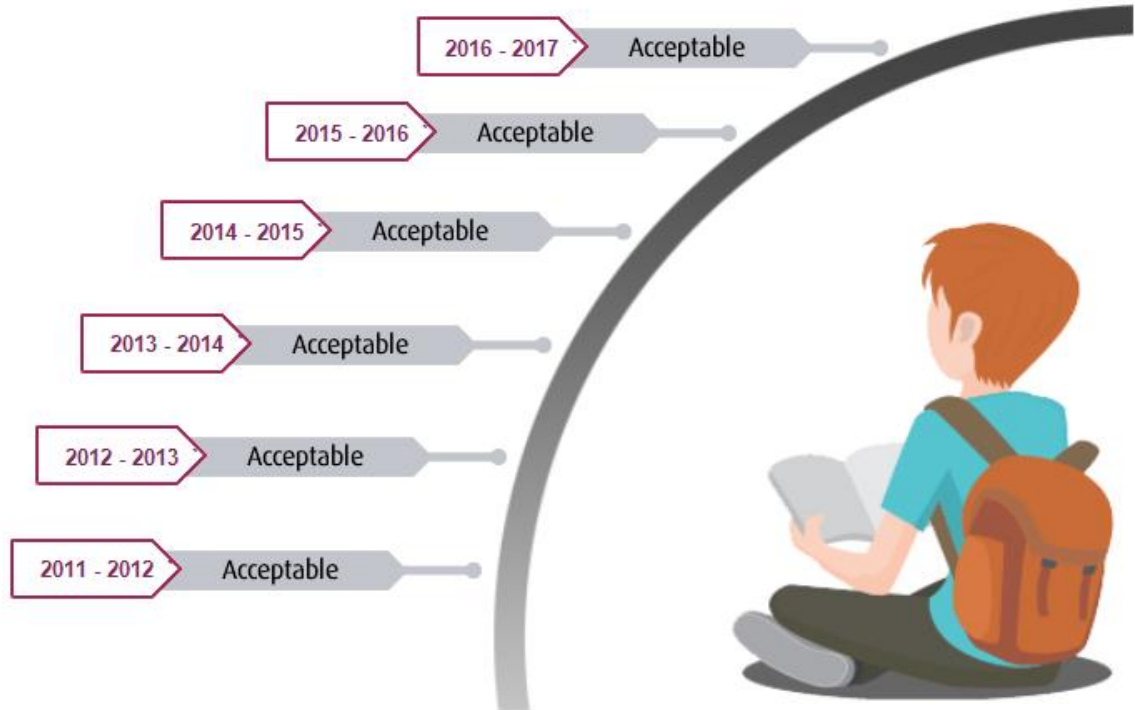
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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.

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

Inspection journey for Iranian Khadije Kobra School



- The Iranian Khadije Kobra School opened in 1955. At the time of this inspection, the school had 359 girls on roll, aged 6 to 18. The principal has been in post since 2015. Teacher turnover is high at 46 percent.
- The three previous inspections have acknowledged strengths in students' attitudes, their good understanding of Islamic values and local cultures, the progress students make in primary mathematics and, last year, the positive impact of the new principal and the school counsellor.
- Recommendations over the same period of time focused on the need for governors to be more centrally involved in robust, data-driven self-evaluation and school improvement planning. Teaching needed to improve, so that work set consistently met individual students' needs. Overall provision needed to better meet the needs of the most able and those with special educational needs.

Summary of inspection findings 2016-2017



Iranian Khadije Kobra 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 in English, mathematics and Arabic is acceptable across all phases. Their attainment in science is acceptable in the primary and middle phases and good in the high school. Students` progress is mostly acceptable across Arabic, English and mathematics in the primary and middle phases. It is good in the high school in mathematics and science.
- Students` personal and social development are a strength of the school. Students behave well and have very positive attitudes to learning. They also relate well to each other, to adults in the school and to visitors.
- The quality of teaching is acceptable in the primary and middle phases and is good in the high school. Whilst teachers` subject knowledge is adequate, they often do not have a secure understanding of the ways in which students learn. The use of information technology to support and extend students` learning is still in its infancy.
- The curriculum, determined by the Iranian Government, is broad and balanced. Whilst it is effective in developing students` knowledge across a range of subjects, the curriculum places less of an emphasis on developing students` skills. The curriculum is not sufficiently adapted to provide either challenge for the most able or provide support for students with special educational needs (SEND).
- School leaders and staff have developed and successfully implemented robust procedures to ensure the safety of students. Students feel safe in an environment that is built on trust, support and mutual respect.
- Senior leaders monitor and review the school`s work regularly and effectively. The self-evaluation informs school improvement planning. Partnerships with parents are increasingly effective. The standard of governance has improved since the previous inspection. There are effective, shared processes for self-evaluation. Governors are beginning to hold the leaders of the school to account.

What the school does best

- Leaders articulate a clear vision and there is a shared and positive sense of purpose throughout the school.
- Students demonstrate highly positive attitudes and a mature approach to learning, to each other and to adults.
- Improvements in the quality of teaching in the high school have led to improved student progress; this is particularly the case in mathematics and science.
- Good attention is given to ensuring students' welfare, including their health and safety. Students are happy and feel safe and well supported as individuals.

Recommendations

- Accelerate students' progress and raise attainment by:
 - using external tests to compare students' achievement with students internationally
 - accurately tracking students' progress over time and use the data generated to inform timely and effective learning interventions
 - providing clear guidance for students on how to improve their work, both during lessons and through clear marking and feedback.
- Improve the quality of teaching by:
 - frequent and rigorous monitoring by senior and middle leaders, to ensure that teachers' expectations of learners are high
 - teachers using their knowledge of students' starting points to set challenging work, particularly for the most able students
 - extending the range of teachers' questioning to promote more insightful, higher-order responses from students.
- Improve the rate of progress of students with SEND by:
 - ensuring that individual education plans (IEPs) include accurate diagnostic information, measurable goals and clear advice on meeting individual learning needs
 - ensuring teachers refer to IEPs when planning day-to-day lessons and evaluating what they do to support learners with SEND
 - identifying and sharing the most effective practice in personalising learning within the school.

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:

- The school is not yet promoting a culture of innovation. Students nevertheless have a good work ethic that could easily be involved in innovative or enterprising projects. Not enough teaching provides opportunities for learners to use their own initiative or to develop their own ideas. Many teachers fail to adapt the curriculum to provide opportunities that motivate and challenge students in creative ways, for example by the broadening learner experience through local and global business links. There are some examples of valuable extra-curricular activity alongside well-planned sequences of IT lessons and handcrafts. However, there is not a compelling school-led vision, mission and strategy to innovate.

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	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	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	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	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 .	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	Good ↑	Good ↑	Good ↑
Care and support	Acceptable .	Acceptable .	Acceptable .


6. Leadership and management

The effectiveness of leadership	Acceptable .
School self-evaluation and improvement planning	Acceptable ↑
Parents and the community	Acceptable .
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	Acceptable
Mathematics	Acceptable	Good
Science	Acceptable	Acceptable

- In Arabic as an additional language, the high results of internal examinations are not reflected in the standards demonstrated in students' work over time. From lesson observation and work scrutiny, the attainment of most students is in line with curriculum standards. Students' speaking skills are acceptable; students usually respond with short answers. Students make acceptable progress in listening and reading with understanding. Progress in writing and speaking is restricted by the limited opportunities for developing these skills.
- Towards end of the primary phase, students achieve standards that are broadly in line with expectations for students learning English as an additional language. Listening skills are stronger than speaking, reading and writing. In lower primary, students understand a range of instructions and explanations and show emerging speaking skills. In the last year of the primary phase, most students can express their views clearly about topics such as pollution and conservation. Students develop their knowledge of sounds and letters and make acceptable progress in early reading skills. Comprehension and independent writing skills remain underdeveloped.
- In mathematics, students' attainment is in line with curriculum standards. However, the progress they make from the start of the phase is better than expected. Internal assessments do not accurately reflect this progress. There are no external examinations to make comparisons nationally and internationally. Work scrutiny and lesson observations illustrate that students are developing knowledge, skills and understanding in line with the expectations of the curriculum. There is no notable difference in the progress made by different groups of students in the school.
- In science, towards the end of the phase, most students have attained standards that are in line with the expectations of the Iranian curriculum. However, students' performance is not as impressive when compared to international standards. Students have begun to understand how to classify and hypothesise using scientific principles and how to generalise learning from results of practical work. Whilst almost all students, including those who have SEND, make acceptable progress in lessons, the more able are capable of more.

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	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Internal assessment data for Arabic as an additional language show that students attain levels above the MoE curriculum expectations. However, this is not seen in lesson observation and work scrutiny; here the attainment of most students is in line with curriculum standards. Students' listening skills are strong. They respond well to classroom instructions. Speaking skills are limited as students are mostly required to give one word or simple answers. Most students make acceptable progress and they are confident readers. However, students' speaking and writing skills are less well developed.
- Towards the end of the middle phase, students are working at the expected level in English, although independent writing skills are underdeveloped. There are too few opportunities for students to write at length and for different purposes. Students make progress quickly in developing listening skills, enabling them to understand a wide range of spoken language and improve their speaking. Students make acceptable progress in reading increasingly complex texts. Higher order comprehension and critical thinking skills are underdeveloped. Students apply their knowledge of grammar and spelling accurately in their notebooks.
- In mathematics, students make progress and attain levels that are in line with the expectations of the school's curriculum. Although some comparisons are made with other schools, this is not rigorous. Because the school's internal assessments do not measure the attainment of students in relation to national or international standards, it is not possible to assess the progress made over time from the data. However, the levels of knowledge and skills acquired by most students in lessons, and as evident in their work, are in line with curriculum standards.
- In science, attainment and progress are in line with the expectations of the curriculum. Students learn complex scientific principles and become more skilled in practical work but, whilst they are able to demonstrate good understanding, their own questioning and critical thinking skills remain underdeveloped. In lessons, students make acceptable progress, particularly in knowledge acquisition. More able students do not make the better progress over time that should be expected of them.

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	Acceptable	Acceptable
Mathematics	Acceptable	Good ↑
Science	Good ↑	Good ↑

- In English, attainment and progress are acceptable. Students do not achieve the attainment levels typically expected by universities. They possess rudimentary skills in research and express their views confidently when discussing topics such as the Olympics and child labour. Teachers supplement the curriculum with additional activities to develop the skills of reading and speaking. Progress over time, however, is limited because insufficient time is allocated to the teaching of English. Students' independent writing skills are underdeveloped.
- Most students in mathematics attain levels which are in line with curriculum expectations. There is close adherence to the curriculum text book. There is no benchmarking of students' work against international standards. In lessons, students demonstrate good levels of knowledge, skills and understanding. They make good progress relative to their starting points and the expected curriculum standards. This is evident from lesson observation and work scrutiny. Different groups of students make similar progress but, in some lessons, there is not always effective, differentiated challenge for the most able students.
- In science, the majority of students attain standards which are above the expected Iranian curriculum standards. Students develop appropriate skills in critical thinking and scientific analysis. Their knowledge acquisition and retention over time is good. Students, particularly the most able, talk confidently about science theory but they do not sufficiently challenge, question or discuss the underlying principles being learned. Attainment over time is good and improving.

	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Good ↑

- Students are eager and have positive attitudes to learning across the school. They engage well with tasks and enjoy their learning. However, in the primary and middle phases, learning activities are largely passive and do not encourage learners to take the initiative. In the secondary phase, students are more motivated, more independent and keen to improve in preparation for university.
- Most students in upper primary, middle, and secondary phases communicate with their peers and collaborate well in lessons. They can explain their learning well. Younger students are less confident. This is sometimes due to their low skill levels in the language of the curriculum. Students in the secondary phase are more confident and collaborate in small groups to undertake research and prepare presentations.

- In lessons, students are beginning to make connections between in-class learning and real life scenarios. An example of this development is where students are encouraged to think about science through a range of events organised by the students, including a science fair. Connections are also embedded by school-led activities such as 'research week' which focus on environmental chemistry
- In the secondary phase, students are encouraged to contribute analytically, during lessons and demonstrate emerging skills in this. 'Flipped learning' activities, where students take the role of teacher, promote enquiry and research. In the secondary phase, students undertake independent research on topics such as child labour and make compelling multimedia presentations. The presenters ask pertinent questions and other learners respond thoughtfully.

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

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

- Students have a very strong sense of personal responsibility and commitment to the school and they have highly positive attitudes to their learning. They welcome opportunities to take on responsibilities. They appreciate and see the purpose of teachers' comments about their work.
- Across the school, students are very well-behaved and follow school rules. Incidents of bullying are rare. Students are very self-disciplined, respectful and they respond well to both peers and adults. Their positive behaviour contributes to a harmonious learning community.
- Strong relationships between staff and students contribute to the mutual care and respect evident across the school. Older students act as role models and provide support to the younger students both inside and outside lessons. This helps to increase their confidence.
- Students understand the importance of a safe and healthy lifestyle. They can explain the reasons for making healthy eating choices and taking regular exercise. The school health and fitness programme encourages students to exercise regularly. Many students are enthusiastic when explaining their participation in sporting activities within school and outside.
- At the start of the day, almost all students arrive on time. They get to lessons on time throughout the day. Rates of attendance across the school are very high.

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

- Students demonstrate a clear understanding of Islamic values and the importance of Islam in Dubai. They respect and appreciate Islamic tradition. They discuss Islamic values, such as cooperation, modesty and respecting women.
- Students in the higher grades exhibit positive attitudes towards the heritage and traditions of the UAE, and can explain their relevance to people in Dubai. They identify and talk in depth about some of the main recreational activities which are traditionally enjoyed in Dubai. In the primary phase, students demonstrate a more basic level of understanding.
- Students have a clear appreciation of their own culture and the variety and range of other cultures from around the world. They show respect for people of other nationalities and religions and for those who speak other languages. In the primary phase, students' awareness of their own and other cultures, whilst still good, is more limited.

	Primary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Most students, particularly in the upper grades, understand their duty and responsibilities as members of the school community. Students across the school do not have enough opportunities to initiate and develop activities connected with developing social responsibility, for example, through charitable or voluntary work outside the school.
- Although students have a strong work ethic, their involvement in the local community is restricted to a few visits outside the school, initiated and planned by staff. There is scant evidence of innovation, enterprise and entrepreneurship projects initiated by students.
- Students across the school are generally aware of the need to take care of the school and local environment. However, their understanding of environmental sustainability is rudimentary. The older students have a deeper appreciation of some of the global environmental issues and challenges. Students willingly take responsibilities when asked, such as leading assemblies. Other examples include recycling and planting in the school garden, although opportunities for students to take on leadership roles are limited.

3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Good ↑

- Teachers have an adequate knowledge of the subjects they teach. In a minority of lessons, teachers with a high level of expertise also have a good knowledge of the predispositions and needs of their students. In these lessons, learners are challenged but more inclined and able to think for themselves. However, in most lessons teachers do not personalise the learning and so progress is limited for some individuals and groups.
- Lesson planning is inconsistent and focuses more on tasks to acquire knowledge than on skills development. Planning follows the prescribed curriculum closely. Older students in particular, make effective use of the limited resources. Information technology is rarely used by students in lessons. Learner engagement and deeper learning are restricted by the limited resources and insufficient practical activities.
- In the high school phase, teachers' questioning has a positive impact on learning. In other phases, there is a notable lack of both thoughtful questioning and opportunities for extended dialogue. Students are enthusiastic and easy to engage but low-level questioning, typically with whole-class responses, frequently fails to meet their needs and particularly, of the more able.
- In the best lessons, teachers recognise differences and promote learning by the thoughtful design of tasks and differentiated materials. In most lessons, however, teachers do not sufficiently stretch all students because they adopt a pace that keeps all students learning at similar levels. Whilst this often means students with SEND make reasonable progress, others who could do more, remain unchallenged.
- Critical thinking is not an intrinsic part of school life but teachers are finding ways of developing students' abilities to solve problems and learn independently outside of lessons. Initiatives such as 'research week' allow students to find their own ways to innovate or to apply their learning to the world. In high school science, some students are given research tasks to extend their learning outside the lessons.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- Internal assessment thoroughly tests the students' progress through the prescribed curriculum. Tests are regular and frequent but whilst they might pinpoint the lack of attainment, they rarely show any student achieving less than a good pass rate. As a result, the tests are of limited value in checking that students are making sufficient progress against wider national and international benchmarks.
- Benchmarking is carried out with a similar school and the data show that in almost all areas, comparative standards are high. National and international comparisons of attainment or progress are not prioritised, so the school has little evidence of how the students leaving the school might fit into a worldwide employment market for talent, skills, and knowledge.

- Assessment information shows that the students are progressing well against the standards of the given curriculum. Almost all students exceed the expected attainment levels but the information collected from tests provides few opportunities to track progress except against the school's own curriculum expectations, which are narrow and not personalised.
- Whilst information is collected about attainment, and teachers know their students well, there is little use of this information to modify the curriculum, methods or pace of teaching. Students are seen mostly to be achieving well and continuing to do so. Therefore, teachers are unable to target improvements in their teaching to enable students to make better progress.
- Small classes enable teachers to get to know their students well. Beyond testing, checking on learning is mostly informal, based around class questioning and task completion. In the best lessons, teachers have a progressive starter and a summary plenary. However, most rarely finish with systematic checks on learning or encourage students to make judgements about their own performance to share with the teachers.

4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum is broad and balanced for content. There is a strong focus on the development of knowledge in most subjects. Teachers rarely plan a broad range of activities for a given class. The curriculum is compliant with the MoE requirements in terms of the time allocated to the teaching of Arabic as an additional language.
- The curriculum textbooks provide adequately for the majority of learners. In most subjects, the sequencing of lessons is appropriate and builds on prior learning. Textbooks are not always used flexibly to maximise progress for all learners. The school provides additional support for students as they prepare for final examinations and this helps them to plan for the next stage in their education.
- The school offers an adequate range of curricular choices in the high school phase. There are opportunities for students to pursue specialisms, in science, humanities and ICT, which meet their needs and aspirations for their future careers. Students opting to study mathematics at a higher level transfer to another school. Students report that they are satisfied with the choices offered.
- The implementation of integrated learning between different subjects is developing in all phases. Useful links are made between science, mathematics and ICT. There are also opportunities to discuss healthy eating in English, to use recycled materials to create collages and models in art, and to discuss the importance of conservation and effects of pollution in UAE social studies.
- Curriculum review is undertaken regularly. This has led to some improvements in the curriculum, such as the establishment of cross-curricular links and a greater emphasis on the application of mathematical understanding in real life contexts. It is less successful in ensuring that all students are appropriately challenged in all subjects.

- UAE social studies is taught in all phases as a discrete subject and integrated into other subjects where appropriate. Teachers facilitate lively discussions about the impact of water pollution on the environment and the need to conserve water. Students are keen to learn about UAE culture, heritage and traditions and the diverse groups of people that are represented in the country. Participation in national celebrations and visits to museums and mosques further enhances their understanding. Older secondary students take a keen interest in comparing significant figures such as Martin Luther with contemporary leaders in the UAE.

	Primary	Middle	High
Curriculum adaptation	Acceptable ↑	Acceptable ↑	Acceptable ↑

- The curriculum is delivered almost exclusively through textbooks. Not enough consideration is given to meeting the needs of all groups of students, including students with SEND and those identified as gifted and talented. Curricular planning in a few subjects provides additional challenges for students to undertake independent research. Modification to the curriculum is not a feature of planning.
- The school provides a range of enrichment activities through special events and themed days, such as science and book fairs and a research week. Students benefit from taking part in a few educational visits, activities to develop environmental awareness and some opportunities to raise funds for charity. There are limited opportunities for students to develop enterprise and innovation skills.
- The curriculum includes relevant programmes and opportunities to develop students' knowledge, understanding and appreciation of the heritage of the UAE. These include Emirati culture, celebrations and the values that influence UAE society. Students' understanding of UAE society is enhanced by studying UAE social studies through to the higher grades.

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

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

- The school has a good child protection policy that details mandatory reporting requirements, establishes the campus as a child safe environment and provides guidelines for responding to child disclosure. It is signed by students, parents, and staff. A policy for bullying and cyber bullying is the focus of student discussions. Other topics include obesity, HIV and beach hazards.
- Safety policy and procedures, with cameras around campus, ensure students are protected from harm. Staff receive training updates each year. Fire and earthquake drills focus on the safety and speed of evacuation. Students are supervised by a helper on each bus to make sure they arrive at and leave school safely. A nurse and part-time doctor provide good health care.

- Maintenance repairs and records of upkeep on equipment and building facilities are handled efficiently by the central governors' office of Iranian schools in Dubai. Record keeping is detailed. Science chemicals are kept in locked cabinets and the ventilation system has been improved in response to feedback from last year's inspection visit. The school is located on an old campus providing an adequate and safe learning environment for students. Many rooms, however, are small with very little room for movement by students during class sessions. Access to the campus is limited for students who have mobility issues.

	Primary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable

- A very calm and friendly atmosphere is maintained on campus with especially close relationships between students and staff. Behaviour management is effective. Support and guidance are provided by the counsellor and administrative staff when needed.
- Outstanding levels of attendance are maintained across the school. Attendance is closely monitored by the primary and secondary administrative offices with calls made to parents for absent students by 8:00 am each day.
- Students with special educational needs are identified at enrolment when diagnostic records are submitted with application paperwork. Other students are identified by parents or teachers when found struggling in class, triggering a series of interventions. However, no assessment information is included in individual education plans. Talented students in the arts, literature, and in physical education are identified through teacher referrals.
- Some students with SEND engage in additional instruction three times a week in withdrawal sessions and some receive intervention and support from their classroom teachers. Others receive limited intervention in mainstream classrooms. Talented students benefit from enhanced opportunities for development during two periods each week. Specialist support for gifted students is not yet established.
- University preparation starts in Grade 9 with students selecting a field of study (computers, science, or literature) for high school. Of the 28 students who graduated last year, two went on to university while the others are studying English in preparation for entering university. Some parents reported that support for university entrance could be improved.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- The provision for students with SEND leads to acceptable levels of progress. There are insufficient staff with specialist qualifications in SEND. This limits the guidance and support available for teachers.
- Students are identified as in need of additional support by their parents at the time of enrolment or by teachers, based on their performance in the classroom.
- Parents of students with SEND are well informed regarding on-going support, through timely communication they receive from the school counsellor and teachers. Parents sign IEPs, acknowledging their understanding and agreement whilst some also share in the writing of them. There are very few workshops and forums for discussion to help build parents' broader understanding or to support them with daily issues or plan for their children's futures.
- Classroom teachers make reference to students with SEND in their planning but adequate support in these lessons is not provided routinely. Most teachers lack skills in designing effective strategies for supporting the most vulnerable learners in lessons.
- Students with SEND make acceptable progress. The school's commitment to students' personal, social and emotional growth is very strong and supportive.

6. Leadership and management

The effectiveness of leadership

Acceptable

- Under the effective direction of the principal, senior leaders model a clear vision and sense of purpose across the school community. There is a strong commitment to ensuring all students do as well as they can.
- Senior leaders understand what effective classroom practice looks like and they communicate this clearly to all staff. Subject and phase leaders work together effectively. This results in students' accelerated progress in the high school and improvements in the curriculum. A positive learning culture is evident in both the dedication of staff and the ambition of students.
- Relationships across the school are open and professional. Staff are mutually supportive and there is a strong team spirit. Lines of accountability are established, although middle leaders are not entirely clear about the central importance of their roles in promoting students' academic achievement.
- The school has good capacity to improve. There are inconsistencies, however, in the confidence and ability of middle leaders to think creatively within the context of the given curriculum. In science, however, the provision has been enhanced by encouraging teachers to interpret the curriculum flexibly and creatively. This approach is less evident in other subjects.

- The effectiveness of the school leadership team is evident in the progress made since the previous inspection. Although improvements have been modest, the school is developing in several areas. Leaders ensure that the school is compliant with statutory and regulatory requirements.

School self-evaluation and improvement planning

Acceptable 

- Progress has been made in establishing systems to review the school's effectiveness. Information gathered from internal assessments is increasingly used to check students' attainment. Some assessment information does not provide an entirely accurate picture of students' progress against external benchmarks.
- Whilst leaders now regularly observe lessons and provide feedback to teachers, they focus too much on what teachers do during lessons, rather than on the impact of their teaching on learning. The results of monitoring are used to determine the programme for monthly training sessions. Good practice is shared and identified weaknesses are addressed.
- Improvement planning focuses on the recommendations of the previous inspection. Plans appropriately prioritise improving teaching and assessment. However, some targets are vague or not easily measured.
- The recommendations from the previous report have been tackled well, leading to several improvements, including more meaningful and useful self-evaluation. Better curriculum planning and improvements in the quality of teaching in mathematics and science have led to improved outcomes in the middle and high school phases. The school acknowledges that improvements are not easy to make, given the high turnover of staff appointed by the Iranian government each year.

Partnerships with parents and the community

Acceptable

- The school generally engages well with parents. Their views are sought through regular parent council meetings and a representative feeds back to the governing committee. The views of parents have contributed to school life, for example improving the school environment.
- The school communicates well with parents. Systems have been devised for teachers to use various internet platforms to facilitate this. Some parents, however, are not fully engaged and do not respond to the school's efforts to communicate with them. This limits the support they can give towards the education of their children.
- Parents receive regular reports on how well their children are learning. However, these are not comprehensive, nor do they identify a clear pattern of progress over time. They do not provide sufficient information for parents to understand what is being reported on or provide information about personal development.
- Links with other schools in the community are used well to promote mutual professional dialogue. These relationships also help to enhance further curricular opportunities. Relationships with the wider local community, such as commercial concerns and businesses are limited.

Governance

Acceptable 

- The Iranian Ministry of Education maintains a governing body responsible for all Iranian schools in Dubai. Although there is no parent member of the governing body, the chair of the parent council relays parents' views effectively. Regular surveys provide a further opportunity for two-way communication.
- One governor liaises closely with senior leaders and this has increased governors' awareness of the school's strengths and areas for development. For example, governors have developed further insights into the quality of teaching. They play an increasing role in holding the school to account. Governors recognise that their ability to do this is somewhat constrained by the lack of comparative assessment information. They have provided international tests this year and there are plans to increase the number of students involved.
- Governors encourage the principal to promote innovation and, where finances allow, they provide additional resources such as data projectors in almost all classrooms. There has been reasonable progress in addressing the recommendations of the last report, particularly in relation to self-evaluation. Governors have a strong determination to make further improvements to the school.

Management, staffing, facilities and resources




Acceptable

- The school runs smoothly due to well established routines and communication among school leaders, administrative, security and maintenance staff.
- Most teachers are suitably qualified with a range of relevant experiences. Up to half the teachers are engaged on a temporary basis directly from Iran by the Iranian ministry. This somewhat constrains continuity. Staff welcome and benefit from opportunities for additional training.
- The school grounds, buildings and equipment are safe and reasonably well maintained. Some rooms are rather small and not conducive to practical activities. Staff work hard to enhance the learning environment, celebrating students' work through displays in classrooms and communal areas.
- Classroom furniture is adequate. There is a reasonable range of books in the library. Facilities for recreation and sport are adequate. There are shaded areas suitable for physical education.
- All classrooms are equipped with a data projector. Computer hardware and software have been recently reviewed and updated, including new equipment for learning robotics. Older students regularly use their own computers in their studies. The science laboratory is used more effectively and by more classes than at the previous inspection. Resources are generally adequate, although there was little specialist equipment to support the learning of students with SEND.

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	64
	2015-2016	72
 Teachers	24	
 Students	34	

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

- Parents, who responded to the survey, are generally happy with the quality of education provided by the school.
- Most responses are positive, although some concerns are evident in how parents view the provision of careers and academic guidance, and how well supported their children are in their learning.
- Parents who responded to the survey were positive about the level of understanding of Islamic values in Dubai that their children developed.
- Overall, teachers who responded to the survey were positive. They were particularly pleased with aspects such as dealing with bullying, good awareness of UAE and other cultures, support for students with SEND and how well the school helps students become better people.
- Students are largely positive in their responses but are less secure in how well they are encouraged to develop literacy skills and reading Arabic, and how safe they feel in 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 inspection@khda.gov.ae