



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Iranian Salman Farsi Boys School

Curriculum: Iranian

Overall rating: Acceptable

Read more about the school



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“Without
challenges,
we won't feel
the taste of
success and
happiness”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Al Qusais
Type of school	Private
Opening year of school	1995
Website	www.salman.uaeirschools.com
Telephone	04-2988116
Address	Al Qusais Dubai - PO Box 3167
Principal	Farhad Farhadi
Language of instruction	Farsi
Inspection dates	7 to 9 December 2015

Students



Gender of students	Boys
Age range	5-19
Grades or year groups	Grade 1 to Grade 12
Number of students on roll	405
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	45
Largest nationality group of students	Iranian

Teachers / Support staff



Number of teachers	40
Largest nationality group of teachers	Iranian
Number of teaching assistants	7
Teacher-student ratio	1:10
Number of guidance counsellors	2
Teacher turnover	38%

Curriculum



Educational permit / Licence	Iranian
Main curriculum	Iranian
External tests and examinations	None
Accreditation	None
National Agenda benchmark tests	None

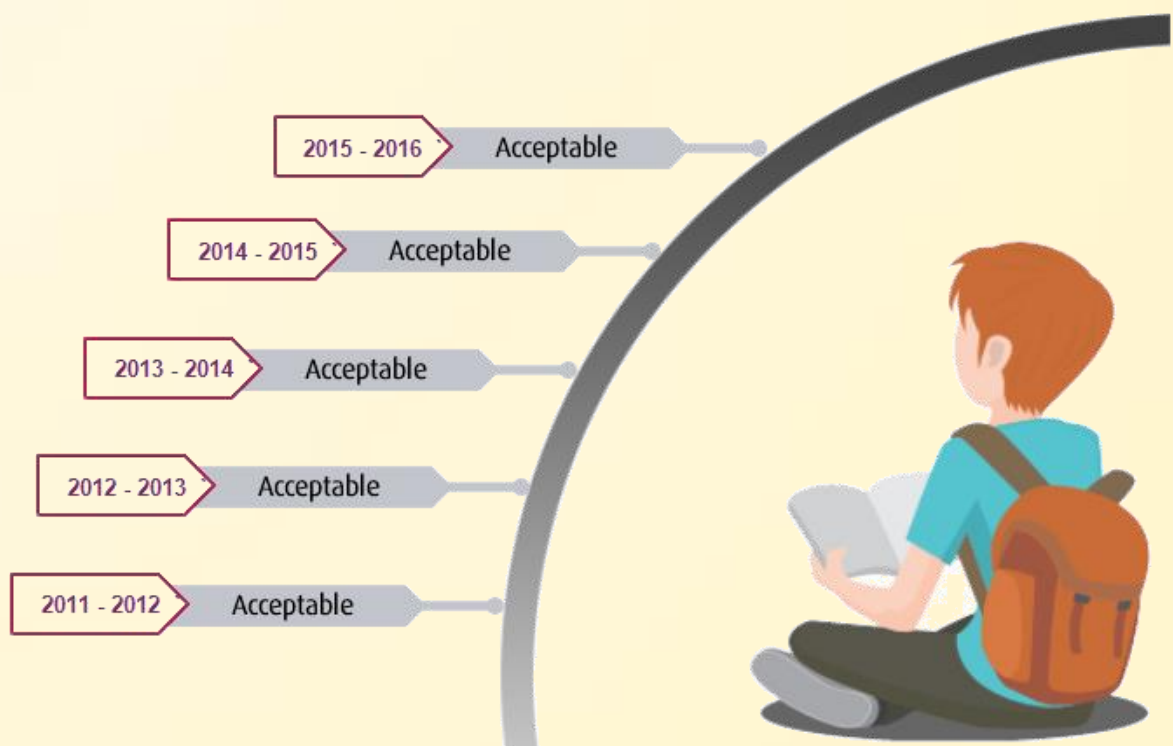


Summary for parents and the community

Iranian Salman Farsi Boys School was inspected by DSIB from 7 to 9 of December 2015. The overall quality of education provided by the school was found to be **acceptable**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, Iranian Salman Farsi Boys School provided an **acceptable** quality of education for its students.

- Students' attainment and progress in the primary were acceptable in English, mathematics and science but weak in Arabic. In the middle school, levels of attainment and progress were acceptable in Arabic, mathematics and science, while good in English. Students achieved better overall in the high school, where attainment and progress in English, mathematics and science were good, as was the quality of their learning skills.
- Students' attitudes to learning and their behaviour were good in all phases. Attendance had improved since the previous inspection and was very good. Their understanding of Islamic values was good while their knowledge of UAE culture and heritage was acceptable. Students often depended too much on teacher direction and rarely initiated activities. However, there was a higher level of enterprise in the special education unit.
- The quality of assessment was acceptable in all phases, whereas teaching was better in the high school, because teachers promoted better engagement of students. While most teachers' subject knowledge was secure, they did not plan lessons that took into account students' different learning needs.
- The curriculum offered by the school was only acceptable because leaders had not yet been able to modify the textbook-based curriculum to meet the needs of all students. Planning for the development of skills of enquiry, critical thinking and independent learning was also under-developed. The curriculum for students in the special educational needs unit was effectively modified.
- The school took adequate steps to safeguard students, and provided good medical care. Hazard identification practices and supervision of students were less effective. Behaviour and attendance were well managed by the school. Students with special educational needs and disabilities (SEND) were better supported in the special educational needs unit than in the mainstream classes.
- The quality of leadership, governance and management of staff and resources was acceptable, while partnership with parents was good. The quality of school self-evaluation and improvement planning was weak. Leaders' capacity to improve the school was significantly compromised by the frequent changes in the teaching staff, particularly within the school leadership team.
- The board had not ensured that the school was fully compliant with the United Arab Emirates (UAE) Ministry of Education regulations for Islamic education and Arabic as an additional language.



What did the school do well?

- Students' good attainment and progress in English in the middle school, and in English, mathematics and science in the high school
- Students' positive attitudes and behaviour across the school
- The high quality support provided by staff in the unit for students with severe SEND



What does the school need to do next?

- School governors should ensure that:
 - the school complies with the UAE Ministry of Education regulations for the teaching and curriculum of Islamic education and Arabic as an additional language
 - the practice of appointing teaching staff, particularly senior leaders, for short periods is reviewed to minimise disruption to the school and to help ensure better continuity, sustainability and capacity building for improvement
 - school leaders and teachers benefit from good practice that is occurring in other schools.
- Leaders should improve school self-evaluation in order to gain an accurate view of the school's strengths and areas for development by:
 - using the *UAE School Inspection Framework* and the *DSIB Self-evaluation Form* as a basis for ongoing self-review and improvement
 - regularly reviewing the effectiveness of all of the school's work, including the provision for a healthy and safe environment
 - focusing the evaluation of teaching quality on the extent of students' progress
 - clearly identifying responsibilities within the senior leadership team for the achievement of the above.
- School leaders should improve the quality of teaching by ensuring that teachers:
 - set work at different levels so that the most able students are challenged and less able ones are well supported
 - structure their lessons to ensure that students are engaged in their learning at all times
 - provide students with opportunities to use learning technologies to conduct research and be more independent in their work.



How well did the school provide for students with special educational needs and disabilities?

- Students with SEND made good progress in the special educational needs unit. However, the rate of progress was less consistent in the primary and high school mainstream classes.
- Parents of children in the unit received daily updates on the progress of their child, which included any behavioural issues that had arisen during the day.
- All parents received monthly written reports based on assessments completed by the students; these contained comments on progress made and any gaps in learning.
- Parents contributed to surveys to give feedback about their views on the school and attended monthly meetings with teachers to discuss their child's report. However, they were not directly involved with the writing of their child's individual education plan, which limited its use and content.
- Parents were made welcome in the school and could meet with specialist staff if they needed advice and guidance. Seminars were held in school to provide additional advice to parents on a range of topics.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda 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'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.



Promoting a culture of innovation:

- School leaders understood the importance of innovation as a priority within the UAE's vision for 2021 and recognised the need to articulate the school's ambition to contribute to this. They had taken several measures to develop the capacity for promoting a culture of innovation through revised scheduling of classes and relevant professional learning opportunities for teachers. The school's infrastructure was beginning to be improved by installing technologies to support students' basic resource requirements and learning. Innovation skills and concepts had recently been integrated into the curriculum design and staff were considering ways to promote opportunities to enhance students' leadership qualities.

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	Weak ↓	Acceptable	Not applicable
	Progress	Weak ↓	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	Acceptable	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	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable
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	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:



- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

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	Weak ↓	Weak ↓
Language of instruction	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Attainment in Arabic as an additional language was below curriculum expectations for the majority of students. In the absence of international benchmarks, wider comparisons beyond curriculum expectations were not available, but students' knowledge, skills and understanding were clearly limited. Students' progress was weak, particularly in the rate of development of their reading and writing skills. Teachers' low expectations of students' attainment resulted in students having limited ability to read and write in Arabic by the end of the primary phase.
- Attainment and progress in English were in line with curriculum and national standards. International benchmark measures were not used. Younger children practised letter formation and developed an acceptable standard of vocabulary. Older students in the primary phase were able to build on this and converse in meaningful role-playing situations. This helped them develop confidence in their speaking skills. However, by the end of the phase, the scope for writing was limited by the constraints of the mandated text books and therefore the writing skills were not as well developed as they should be. Attainment over the previous three years had been similarly in line with curriculum standards.
- Attainment and progress in mathematics were broadly as expected as measured by the national tests from the Ministry of Education in Iran. International benchmarks were not used. Most students had a sound knowledge of key topics in mathematics, which they were able to use when completing set tasks. Their understanding of, and application to, practical examples was developing. Over time they displayed a working ability to use number in a variety of situations and most could use Farsi numbers alongside their equivalent English numbers. For example in Grade 2, students could count from one to 100 in Farsi and English alike. In Grade 5 students could understand simple fractions and use these when equally dividing shapes, such as rectangles and circles. Attainment and progress over time was consistently acceptable.
- Achievement and progress in science were in line with curriculum and national expectations, international benchmarks were not used. Students developed an acceptable understanding of topics prescribed by the curriculum, for example to understand the importance of water to living things. The most able students were not sufficiently challenged and students did not have opportunities to think deeply enough about underpinning concepts or to carry out independent enquiries to extend their knowledge. Consequently, students' progress in developing skills of experimentation was limited. They carried out simple practical tasks suggested in their text books, for example building model volcanoes, but did not develop important skills of scientific enquiry and investigation.

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

- Achievement and progress in Arabic as an additional language were acceptable. As in primary phase, international benchmarks were not available for wider comparisons beyond curriculum and national expectations. Students developed an acceptable range of vocabulary. However were not able to use the words they had learnt in simple conversations. They were able to respond to teacher's simple directions. Measures of the progress students were making were too limited. Consequently their rates of progress were not accelerated. Students with SEND made similar progress to other students.
- In English, the majority of students were building well on the skills they had developed in the primary phase and were making good progress. Attainment over time was also good, but as in primary phase, the lack of international benchmarking limited reliable comparisons. Students were able to understand the meaning of phrases such as, 'hard working' and the different uses for the word 'like'. They spoke clearly and confidently. They were beginning to take responsibility for their own learning and to ask questions to clarify their understanding.
- Attainment and progress in mathematics were acceptable for most students, but in the absence of international benchmarks being used, wider comparisons were not possible. The most able students were not sufficiently challenged. Otherwise, the students' progress and skill development in lessons were as expected and measured by national tests. For example in Grade 7, most students were able to calculate and identify links between the lengths of sides of various triangular shapes. By Grade 8, they could develop and solve simple equations for calculating the area of more complex shapes. Applications to the real world were limited and only developing slowly across the phase. As a result, the development of their knowledge and skills were also restricted.
- Achievement and progress in science were in line with curriculum and national expectations, but without international benchmarking assessments, the rates of comparative progress were not evident to the school. Students developed an understanding of a broad range of facts. However they were not sufficiently challenged to understand the underpinning scientific concepts to extend their thinking, or to apply what they had learnt to the real world. They could carry out prescribed practical tasks, for example determining the density of an object, but lacked skills of systematic scientific investigation. Their ability to make observations, deduce patterns, suggest hypotheses, explain them and plan fair tests was underdeveloped. Different groups of students made similar rates of acceptable progress in lessons and over time.

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 ↑

- Students made good progress in English and the majority reached standards that were above curriculum and national expectations. At this level, the lack of international benchmarking meant that the detail needed to assess attainment comparatively was a constraint to identifying areas for further progress. Levels of attainment had been steadily improving over time. Students spoke fluently and confidently, using correct sentence structure and a good range of vocabulary. They acquired good reading and comprehension skills, often using specialist language appropriately. When writing, most students' spelling, punctuation and grammar was accurate. Too few opportunities for extended writing meant that this aspect was less well developed. Limitations meant that some students did not extend their knowledge, understanding and skills enough.
- The majority of students' attainment and progress in high school mathematics showed improvement and were above expectations. There was a well-pitched level of challenge in the questions set to which students were able to meet in their answers through dialogue and mutual support. External results showed positive outcomes. This was also evident over time as a result of recent improvement. Calculus was the most improved aspect. There were weaknesses in algebra and these were being addressed. Students were able to apply their knowledge to set questions and there was scope to ensure that students understood the practical application of the topics they were learning to the real world.
- Levels of attainment and rates of progress were above curriculum and national expectations for the majority of students. As in earlier phases, international benchmarks were not used. Students developed a strong understanding of science. For example, they could carry out complex calculations and were able to solve set problems and explain their solutions to each other in topics such as electrostatics and population genetics. Lack of opportunity to work beyond the constraints of the set text books limited their progress in applying their knowledge and understanding to solve or explain problems relating to unfamiliar situations. Students demonstrated good observation skills during practical work and could relate their findings well to their theoretical work. However scientific investigation skills were not as well developed as their technical skills.

	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Good ↑

- Most students stayed on task during lessons but generally did not take responsibility for their own learning. Students in the primary and middle phases were not able to explain how well they were doing. Students in the high school were more engaged in their learning and participated more actively in lessons than in other phases.
- Students were able to learn cooperatively when given the opportunity to do so. This was more evident in the high school where students' communication skills were better developed than in the earlier phases. Students were able to work together under their teachers' guidance in the primary and middle phases but did not have the skills to work independently enough.
- Students made some connections between areas of learning and related these to their understanding of the world. For example, during English lessons, students developed their language skills while learning about topics in other subjects, in one interesting case, 'natural disasters'.
- There were limited opportunities for students to use research skills and modern technology to support their learning. The development of their critical thinking and problem solving skills was limited because of shortcomings in the advancement of their more basic skills of communication, especially in the primary and middle phases.

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

	Primary	Middle	High
Personal development	Good	Good	Good

- Students developed positive and responsible attitudes. This was evident, for example, in their general demeanour and their mature responses to feedback from their peers, adults and teachers.
- Students behaved very well. They followed the school's rules and exercised good self-control and self-discipline. Consequently, the school population as a whole operated in an orderly manner.
- Relationships between students reflected their mutual respect and concern for each other. They did not hesitate to give support to others, especially to those students with SEND. Relationships between students and their teachers were often very good.
- Students had a good understanding of the benefits of a healthy life style. Many took part in sporting activities in and out of school. They were aware of the importance of a healthy diet.
- Students were committed to attending school regularly and arriving for classes on time. Attendance had improved since the previous inspection and was being maintained at very good levels.

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

- Students across the phases showed a good understanding of Islamic values and how these influenced the multi-cultural society in the UAE. In some cases they had lesser appreciation of the impact of these on their own lives.
- Students had a basic knowledge of UAE culture and heritage and could talk about the seven Emirates and Emirati costumes. They learnt about the establishment of the UAE through celebrating National Day. However, their participation in activities and celebrations that could promote a deeper understanding and appreciation was limited.
- While students generally showed a good understanding of their own culture, they were not able to talk in depth about different examples or patterns drawn from world heritage and cultures.

	Primary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Students contributed to the life of the school through planned responsibilities. A students' council, elected by students, had a role in the day-to-day management of the school. Student monitors helped ensured the smooth movement of students during assemblies and at break times. Links with the local community were developing. There was scope to take on more self-directed initiatives and see these through to completion.
- Most students had a positive work ethic and participated reasonably well in school activities when given the opportunity. They often depended on teacher direction and rarely initiated activities. However, there was a higher level of enterprise in the special educational needs unit. There was scope to ensure that the students' council was more visible to the general student body.
- The level of environmental action initiated by students was limited. Plants had been supplied by students for the garden and around the beds of the school. Care was shown towards these and the general school environment. There was scope to improve further the levels of care for the environment in the school. Global awareness of environmental issues was developing.

3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Good ↑

- Most teachers' subject knowledge was secure. For example, in English lessons they role-modelled language well, and as a result students were developing into confident speakers. In lessons in the high school, teachers generally provided students with more opportunities for collaborative tasks which enhanced their learning beyond speaking and listening.
- Despite previous recommendations, planning throughout the school was still not sufficiently developed to ensure that students were challenged in lessons. Lesson plans were tightly linked to the content in the text books but did not sufficiently take into account different students' learning needs. Classrooms did not consistently provide environments which encouraged independent learning or which celebrated students' work.
- Students generally engaged well with their teachers because of very positive relationships. Students were therefore attentive and sustained their concentration in lessons. In the high school, students were beginning to ask questions to clarify their understanding. Students in the primary and middle phases were not given sufficient opportunities to take responsibility for their own learning during lessons.
- The majority of teachers did not use strategies that met the varied needs of students in their classes. For example, most teachers' questioning in the primary and middle school phases did not provide appropriate levels of challenge for more able students.
- In some lessons, particularly in the high school, students were encouraged to work independently on challenging tasks, and therefore they made good progress. This was, however, not a common feature, especially in the primary and middle phases. Most teachers in these phases were not focused on developing students' critical thinking and independent learning skills.
- Teaching of Arabic as an additional language was better in the middle school phase, where teachers' expectations were in line with curriculum standards. In primary, the teaching of Arabic was weak because of inadequate planning and a lack of use of strategies to ensure that students' varied needs were being met.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- Assessment systems were generally linked to the school's curriculum standards. Students completed tests set by the Ministry of Education in Iran at the end of each phase. This end-of-phase assessment, together with the school's internal assessments were used to determine students' attainment in relation to curriculum and Iranian national standards. The school's systems for measuring and tracking students' progress were not well developed.
- The school was not effectively benchmarking attainment and progress of its students against international standards. School leaders were starting to compare high school students' attainment with that of another school in Iran, however the rationale, aim and impact of this practice were unclear.

- Attainment information was regularly recorded and some analysis was undertaken to identify pupils who may need support. The use of information emerging from this general analysis to guide and monitor students' progress was too limited to be evaluated as good.
- Most teachers did not use assessment information to plan or adapt lessons to meet the varied needs of their students. For example, in an English lesson some students completed the tasks easily and could have moved on to a more difficult task which would have challenged their thinking.
- Teachers knew their students well. They offered individual support during lessons and, in the high school, students were beginning to assess their own work. Marking was not used consistently in ways that gave students clear advice for their next steps in learning.

4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The school closely followed the curriculum prescribed by the Ministry of Education in Iran. The school was not fully compliant with the UAE Ministry of Education requirements for the provision of Islamic education and Arabic as an additional language.
- The curriculum structure ensured adequate progression in knowledge across most key subjects. However planning for progression in Arabic as an additional language was weak, as was planning for the development of skills of enquiry, critical thinking and independent learning. High school students were prepared adequately for the next phase of learning in the Iranian curriculum.
- High school students were able to select subjects from a limited range of curriculum choices to meet their interests and abilities. The school had designed the choices in ways that secured a reliable balance of curriculum content to be taught.
- Planning for cross-curricular links was developing, with opportunities highlighted in subject plans of work. For example the high school curriculum in English used a range of cross-curricular topics as a basis for discussion. Students used their mathematical skills well in science.
- The school received an annual curriculum update from the government of Iran and planned for the delivery of any required changes. It less effectively planned for modifications in delivery to meet the needs of different groups of students and to meet other additional requirements of students in the UAE, in particular the requirements of the UAE for Arabic as an additional language.
- The social studies curriculum was based on the UAE Ministry of Education text book which is written in English. This enabled good development of the students' English language skills within a different subject context. There were strong links with other subjects, including geography and history.

	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The compulsory use of the same text book for all students constrained the ability of teachers to modify the curriculum to take account of the most able students. Opportunities for these students to deepen their own knowledge understanding and skills was limited. The curriculum for students in the SEND unit was effectively modified but insufficient account was taken of their needs within mainstream lessons.
- The curriculum sometimes engaged students, especially when teachers interpreted central guidelines in imaginative ways, rather than simply having students work through the prescribed text books. In the special educational needs unit, there were good opportunities for enterprise, innovation and creativity. There were few such opportunities in the mainstream classes. There was a limited range of extra-curricular activities.
- Some appropriate learning experiences were provided to develop students' understanding of the UAE's culture and society but these were not well integrated into the curriculum. There were references to the UAE within social studies. Students visited museums and landmarks, and members of the Emirati community were invited to talk to students about local culture and traditions.

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

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

- A child-protection policy was in place and safeguarding procedures were communicated to staff and students. The school was aware of the need for cyber safety and had some systems were in place to protect students from the potential dangers of the internet and social media.
- Procedures were in place to ensure that students were kept safe most of the time. Students were not fully supervised across the premises, especially during break times. No fire drills had been conducted since the beginning of the academic year. Safety checks were generally regular and up-to date.
- There were sufficient medical staff to carry out routine checks and keep appropriate records. Hazard identification was not sufficiently systematic. For example, inspectors needed to raise some concerns regarding potential hazards in some of the specialist rooms and about the lack of visibility of evacuation route maps.
- The school buildings and premises were generally suitable for the needs of most of the students. However, some parts of the buildings lacked ramps for students with mobility issues.
- The school encouraged students to practise sports and physical education during the school day. It provided healthy snacks and advice on how students should continue to be active beyond school.

	Primary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable

- Relationships between staff and students were often very good, being invariably respectful and polite. Teachers managed student behaviour in a positive way and were ably supported by older students who helped to supervise younger peers at break times.
- The school reinforced the need for good attendance and punctuality through parent-school agreements. There was also positive recognition given during assembly time to students who had the highest levels of attendance.
- The specialist staff for students with used a combination of methods to accurately identify students' needs, particularly those with more severe complex needs. However, the school lacked appropriate systems to identify students who were gifted and talented.
- In the special educational needs unit, various forms of specialist support were provided to help meet students' specific needs. For example, students with language needs had regular access to specialist speech therapy to aid their linguistic development. However, in the primary and high school mainstream classes, students with SEND did not routinely receive the personalised learning support they required to make sufficient progress.
- Students and parents completed surveys at regular intervals which enabled staff in school to monitor students' wellbeing and personal development, and to take action where necessary. Higher education information sessions were attended by older students to gather useful information on UAE and international universities. Careers advice was also provided in school by the specialist counsellor.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities	Acceptable
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- Senior leaders and governors promoted an inclusive ethos. This was reflected in their investment in, and development of, a successful but separate unit for students with complex SEND. However, the considerable level of skill and knowledge of this specialist team had not been well utilised to influence the quality of provision in the mainstream classes. Consequently, students with SEND in these classes received lower quality provision.
- The recent appointment of an additional educational psychologist had improved the processes which led to the identification of students with SEND across the school. The specialist unit utilised this information well to match interventions to their needs. However, little was done in the mainstream classes to reduce identified barriers to learning.
- In the special educational needs unit, parent-school communication links were purposeful and effective. Parents received daily updates and a monthly written report to confirm their child's progress. They had guidance from teachers and specialist counsellors in the unit to support their child's personal and academic development. However, communication with parents of students with SEND in the mainstream classes was not as effective and less regular.

- Specialist counsellors provided support for students who had behavioural issues. There was an effective referral system in place which included comments from teachers and parents, and specialists' observations of behaviour. Detailed records were kept for the ongoing monitoring of these students' progress.
- The personal development of students was very well supported in the special educational needs unit. Teachers and supervisors developed detailed individual educational plans to guide teaching strategies and monitor personal progress. Students with specific behavioural issues in the primary and high school section were referred to specialist counsellors who provided appropriate guidance and support.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The recently appointed principal and most of the senior leaders were dedicated and committed to the development of the school. They shared a sense of purpose as a team and communicated the school's vision and aims among staff and parents. They were dedicated to ensuring provision for students with complex SEND.
- The majority of leaders demonstrated a secure knowledge of the Iranian curriculum. Their understanding of best practices in teaching and learning, was limited. The embedded learning culture was generally positive and inclusive and helped ensure that students' personal development was good.
- Relationships and communication were generally positive and professional. The majority of staff knew what was required of them. However, their roles were not routinely aligned to school priorities. The steady development of a culture of shared leadership, effective communication and clear accountability was being hindered by frequent changes in school leadership.
- School leaders were aware that improvements were needed in the school and were willing to make changes to ensure better outcomes for students. They could identify some areas for improvement and made short term plans to address them. Their capacity to improve the school was significantly compromised by the frequent changes in the teaching staff, and particularly those within the school leadership team.
- The principal and senior leadership team were aware that teaching in the school needed to improve. Since the previous inspection, they had managed to secure the transfer of experienced specialist teachers from Iran, and conduct professional development with most teachers. This resulted in better teaching in some key subjects, particularly in the high school. Compliance with statutory requirements had not been achieved in Islamic education.

School self-evaluation and improvement planning

Weak ↓

- The school's self-evaluation practices were not sufficiently rigorous to ensure an accurate picture of the school's strengths and weaknesses, or a realistic view of its priorities. Leaders made minimal use of data to inform planning. School self-evaluation had not been completed prior to the inspection. Review of health and safety was weak, resulting in acceptable rather than good risk assessments and standards of safety.
- Monitoring of teaching was carried out by the principal and other senior leaders. Observations were not sufficiently based on the learning skills acquired, and the progress made, by students during lessons observed. Consequently leaders did not have an accurate view of the quality of teaching in the school.
- The principal and school leaders had put together an action plan to address the areas for development highlighted in the previous inspection report. Most of the targets were not focused sharply enough. A few of the intended improvements in the plan were at least, partially successful. However, there was little systematic monitoring and review of the impact of these actions on student outcomes.
- School leaders had made limited progress in addressing the recommendations from the previous inspection report. The transfer of some experienced teachers from Iran had helped improve teaching and learning in some key subject areas, particularly in the high school. Frequent changes in school leadership and teaching positions had limited improvements over time, and made any improvements more difficult to sustain.

Partnerships with parents and the community

Good




- School leaders ensured that parents were engaged in their children's learning and that parental involvement was integrated into the school's improvement plan. Parents were invited to the school to learn how to help their children learn better at home. The parent-teacher committee worked closely with school leaders and governors and was involved in various aspects of school life.
- Parents were kept informed about various aspects of school life through the school's website and through electronic text and paper communication. They appreciated the principal's open door policy and approachability of the senior leaders.
- Parents received regular written reports and attended parent-teacher conferences during which they were kept informed about their children's progress and how their work could be further improved.
- School leaders had established beneficial links with other Iranian and local schools, especially in organising joint sporting events. More widely, links with the community and local business were under-developed.

Governance	Acceptable
<ul style="list-style-type: none"> • The school's governors consisted of the local representatives of the Iranian Ministry of Education. Although other stakeholders were not directly represented on the board, governors consulted with the school's parent-teacher committee and sought to encourage the views of the wider parent body. • Governors periodically monitored the quality of teaching and the operational management of the principal and senior leaders. They did not sufficiently hold the leaders to account for developments and improvements to the school. As a result, while governors had a realistic view of the school's operations, they were less informed about the impact of the school's plans for improvement on students' outcomes. • The governors articulated an overview of the school and offered useful guidance to its leaders. They were fully aware that frequent changes in the school's staffing were having a negative impact. However, their ability to influence the policy that initiated these changes seemed limited. The school was not fully compliant with the UAE Ministry of Education regulations for Islamic education and Arabic as an additional language. 	

Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> • The operations of the school generally ran smoothly. The administrative staff and those in support roles made a good contribution to its day-to-day operation. Daily routines, such as registration were organised effectively. Procedures for coping with staff absence were well established. The timetable was split into 90-minute periods. In some cases, students found it difficult to sustain engagement throughout these long lessons. • The school was adequately staffed with all teachers having appropriate qualifications. Careful thought had been given to deploying staff according to their expertise and experience. Opportunities for professional development were increasing, with regular workshops and demonstration lessons. The impact of this additional training was starting to emerge, for example in the promotion of effective group work in some lessons. • The premises and facilities provided a hygienic environment for learning and teaching. Classrooms were reasonably sized. Playing fields and recreation areas were adequate and well maintained. The lack of displays, including prompts for learning and the celebration of students' work, meant that the learning environment across the school was rather dull and uninspiring. • Most printed resources were determined and approved by the Ministry of Education in Iran. There were limited opportunities for teachers to introduce different texts. There was a good range of resources in the special education needs unit. Although students had access to a computer suite and a newly acquired set of tablet computers, technology facilities in classrooms were limited. 	

The views of the parents, teachers and 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* 	2015-2016	100
	2014-2015	194
Teachers 	26	
Students 	115	

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

- Most parents and students who responded to the survey were positive about key aspects of the school. Nearly all were positive about the overall quality of education.
- Most students felt they made good progress in English, mathematics and science but a minority of parents expressed concerns about progress in English. A majority of students reported that they had some form of private tutoring.
- The majority of parents were not satisfied with the progress in Arabic. Furthermore, a minority of students raised concerns about progress in Arabic and in Islamic studies.
- Most students felt safe at school and on school transportation. They felt that behaviour was good and that the school dealt well with bullying, however a minority of parents felt that bullying including cyber bullying was not well dealt with.
- Most students and parents felt the school was well led and that assessment and marking helped students achieve. Most students, but only a large majority of parents, believed that they would gain a recognised qualification at the end of schooling.

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