

INSPECTION REPORT

2022-2023



IRANIAN TOWHEED GIRLS SCHOOL

IRANIAN CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Karama
	Opening year of School	1992
	Website	www.gi_st.com
	Telephone	043961234
	Principal	Safoura Nourouz Amiri
	Principal - Date appointed	8/15/2019
	Language of Instruction	Farsi
	Inspection Dates	07 to 10 November 2022

STUDENTS

	Gender of students	Please select
	Age range	6 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	262
	Number of Emirati students	0
	Number of students of determination	5
	Largest nationality group of students	Iran

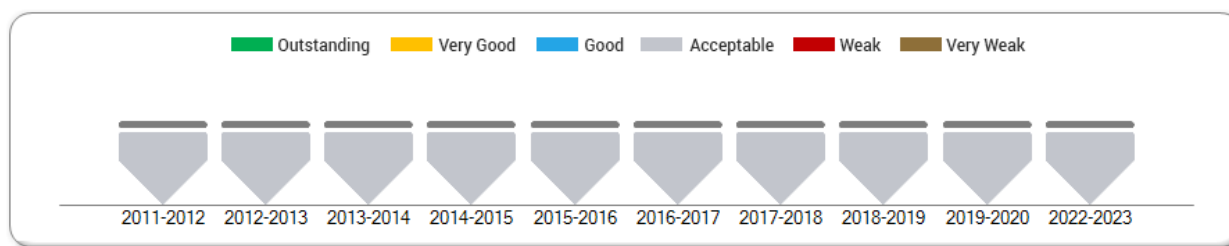
TEACHERS

	Number of teachers	28
	Largest nationality group of teachers	Iranian
	Number of teaching assistants	12
	Teacher-student ratio	1:9
	Number of guidance counsellors	1
	Teacher turnover	0

CURRICULUM

	Educational Permit/ License	Iranian
	Main Curriculum	Iranian
	External Tests and Examinations	Not Applicable
	Accreditation	None

School Journey for IRANIAN TOWHEED GIRLS SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students' attainment in Arabic, in the primary and middle phases, remains acceptable. Attainment in English, mathematics and science is acceptable in the newly established Kindergarten (KG), and good across primary, middle and high phases. Progress in these subjects, and in Arabic, is good across all phases.
- Students throughout the school demonstrate very good to outstanding personal responsibility in their respect for themselves and for others. In their daily conduct they show very good understanding of Islamic values. Their knowledge of UAE heritage and of UAE and other cultures is strong. Students in the middle phase voluntarily designed and created attractive murals in the new KG. High school students' very good innovative skills support feasible solutions to environmental challenges.

PROVISION FOR LEARNERS

- The quality of teaching is good across all phases. Teachers' good subject knowledge and questioning skills help to extend most students' knowledge and understanding. The school's acceptable assessment processes include the gathering and analysis of information on students' attainment. Teachers do not consistently use their knowledge of students' attainment to set tasks and activities pitched at the appropriate level of challenge for groups and individuals.
- The school curriculum does not meet the requirements of the UAE Ministry of Education (MoE) for the teaching of Islamic Education. Across all phases, the curriculum does not suitably balance the acquisition of knowledge and understanding and the development of key learning skills, particularly in Primary. Curricular adaptation acceptably meets the needs of most students. The bilingual curriculum in KG provides a good start to children's learning.
- Throughout the school, arrangements for students' safety, security and safeguarding are good. The school is well maintained. Any health and safety issues are quickly addressed. Cafeteria snacks do not always support healthy food choice. Caring support in KG helps entrants quickly to develop readiness to learn. High school students, including those in Grade 12, are well supported in preparation for the next steps beyond school.

LEADERSHIP AND MANAGEMENT

- The principal's widely shared and well-understood vision for students' high achievement and global citizenship informs the work of the school. Leaders have improved students' progress in key subjects. Self-evaluation judgements are overoptimistic. Leaders have not yet ensured that teachers use assessment appropriately to adapt the curriculum to meet all learners' needs.

The Best Features of The School:

- Students' very good to outstanding personal development and very good understanding of Islamic values
- The very good quality of care and support for students in High
- The very good partnerships with parents that contribute to students' personal development and support the school's provision of a broader choice of subjects in High






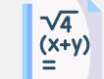

Key Recommendations:

- Enhance students' critical thinking skills by providing opportunities for them to engage in open-ended, enquiry-based learning, and by ensuring appropriate challenge for all.
- Ensure that all sources of data are fully analysed, and that the analysis is used to design class activities that match the specific needs of different groups of students.
- Make sure that self-evaluation is accurate, so that improvement planning has a positive impact on key priorities.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good ↑	Good ↑	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Good ↑	Good ↑	Good ↑
	Progress	Good	Good ↑	Good ↑	Good
 Mathematics	Attainment	Acceptable	Good ↑	Good ↑	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Acceptable	Good ↑	Good	Good
	Progress	Good	Good ↑	Good	Good
		KG	Primary	Middle	High
Learning skills		Good	Acceptable ↓	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Very good

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



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

Not Applicable

Wellbeing

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

- School leaders share a developing vision for wellbeing. There is a clear wellbeing policy, and the governing board and leaders know the wellbeing strengths and areas for development. They are aware of the key strategies and actions required to underpin more successful outcomes. The school is in the process of surveying the opinions of students and their parents and analysing the resulting information.
- Well-informed staff in the middle and high phases accurately identify students who have wellbeing issues. A counsellor is available to offer advice, guidance, and support. Information from students and parents is beginning to influence wellbeing policies. The school promptly addresses the needs of its staff.
- Students' lifestyle choices demonstrate limited knowledge about the importance and value of healthy living. They report that they feel safe, valued, and welcome in the school. Students with emotional challenges, especially during examinations, receive appropriate support from all members of staff.

UAE social studies and Moral Education

- Moral and social education is taught mostly as a combined subject. It follows the curriculum standards set out in the moral, social, and cultural framework. There is one teacher for the whole school. In the lower school, the social aspects of the programme are taught in history and geography lessons.
- Moral education is assessed by setting the students work which is marked. The work can be done in class or at home. The social studies aspects are assessed by examinations in the humanities subjects.

Main Inspection Report

1. Students' Achievement

Arabic as an Additional Language

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

- Students' attainment is within curriculum expectations in both phases. Students in the primary phase extract information directly from texts rather than forming their own original sentences when responding to questions. Students' progress is improving in both phases.
- Listening skills are a strength. Students can read and understand familiar texts with help from the teacher. Writing skills are developing well in both phases. Assessments do not evaluate accurately the level of students' attainment.
- Students' ability to speak, read and write about daily life in Arabic is improving. This is helped by their participation in reading competitions and by the use of interactive learning technology.

For Development:

- Improve students' speaking and writing skills by giving them more opportunities to practise.
- Provide more collaborative learning experiences to engage students in the interactive use of Arabic, particularly in the primary phase.

English

	KG	Primary	Middle	High
Attainment	Acceptable	Good ↑	Good ↑	Good ↑
Progress	Good	Good ↑	Good ↑	Good

- Children in KG communicate in English with increasing confidence. New students joining the middle phase have generally not been taught English at primary level. Although they are making good progress, their levels of attainment affect the overall picture.
- Students' listening and speaking skills increase rapidly as they move through the school. They use their developing reading skills and widening vocabulary with increasing confidence when writing. By Grade 12, students typically structure their writing well across a range of styles.
- Since the previous inspection, additional English lessons benefit students' English skills, particularly in the primary phase where students' progress has accelerated. Support by the University of Wollongong (Dubai) helps to improve writing skills in the high phase.

For Development:

- Increase the number of books that appeal to both beginners and more confident readers and so provide further opportunities for students to read for pleasure.

Mathematics

	KG	Primary	Middle	High
Attainment	Acceptable	Good ↑	Good ↑	Good
Progress	Good	Good	Good	Good

- Students' attainment in lessons is strongest in Primary where, together with KG, enquiry-based learning is most effective. Primary and middle phase students demonstrate stronger collaborative mathematical skills than those in other phases. Students in the high phase are provided with greater challenge and make more rapid progress.
- Children in KG accurately understand numbers to nine, writing and ordering correctly to six. Grade 5 students represent fractions with visual models and use them for multiplication. Grade 9 students understand and use enlargement in studying similarity. Students in Grade 12 successfully apply the concept of remainder to congruency.
- Children in KG are making rapid progress through enquiry and investigation. Critical thinking remains a relative weakness in mathematics classes. Lesson planning is most effective in primary where a larger range of teaching approaches leads to greater variety of activities.

For Development:

- Develop the use of open-ended tasks that allow students to develop their critical thinking skills.
- Ensure that extension and support material is available at all levels and that tasks are varied and stimulating.

Science

	KG	Primary	Middle	High
Attainment	Acceptable	Good ↑	Good	Good
Progress	Good	Good ↑	Good	Good

- Internal assessments and Iranian final examination results indicate high attainment across the school. Against international expectations, students perform less well in practical aspects of science and in scientific thinking, such as hypothesis testing and scientific enquiry.
- Students attain best when meaningful topics relate to everyday life. Primary students' study of temperature, the study of physical force and the biology of the human eye in Middle and learning about fuel cells in the high phase exemplify this well.
- Recording of students' work during lessons is often on worksheets, sometimes shared during practical sessions, and as brief notes in their textbooks. Consequently, exercise books do not contain an easily accessible and complete record of work, constraining students' revision to improve their performance.

For Development:

- Prioritise the scientific method of investigation in lessons in the primary phase, so that students learn to think critically about the validity and reliability of scientific data and information.
- Extend students' writing skills, so that they become competent in producing good quality scientific reports and lesson notes that illustrate their developing knowledge and understanding.

Learning Skills

	KG	Primary	Middle	High
Learning skills	Good	Acceptable ↓	Good	Good

- Children in KG settle in quickly, are eager to learn and are curious about the world around them. In the primary phase, students sometimes become overexcited, constraining their learning. Older students participate in class discussions with increasing confidence.
- Students often link learning to their daily lives during lessons, particularly in Arabic and English. In the middle and high phases, students offer insightful comments and exchange mature ideas and opinions, often with fluency and a degree of passion.
- The drive to develop students' critical thinking skills is having limited success, particularly in the primary phase. Although more frequent in the older phases, opportunities to explore ideas in depth are not routine features of lessons.

For Development:

- Enhance students' critical thinking skills by providing opportunities for them to engage in open-ended, enquiry-based learning and by providing appropriate challenge for all.

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

	KG	Primary	Middle	High
Personal development	Very good	Very good	Outstanding	Outstanding

- Across all phases, almost all students display highly positive attitudes and behaviour. They are confident and caring towards one another. Students in the middle and high phases have supportive and respectful relationships that contribute to positive learning.
- Good attendance and punctuality exemplify students' highly positive attitudes towards learning. They are consistently self-disciplined, enjoy mutual friendships, and are respectful to all adults. They show empathy and sensitivity to the needs of others.
- Students benefit from programmes that encourage physical exercise and outdoor play. They develop a secure understanding of the importance of making consistently wise choices about eating well and keeping fit. They participate in activities that promote safe and healthy lifestyles.

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

- Students demonstrate a secure level of understanding of Islamic values and how these affect the UAE community. They understand and appreciate the values of donation, honesty, hospitality, and respect for their elders. They reflect on the importance of rules when in public places.
- Students are knowledgeable about the different aspects of Emirati heritage and culture that underpin modern life in the UAE. They respect the national anthem and take part in National Day celebrations. They can use Arabic expressions to respond to common greetings. They are content to be living in Dubai.
- Students are aware of their own culture, and they demonstrate appreciation and respect for other cultures. They interact positively and politely with people from different nationalities. They participate in some cultural celebrations in their school. Knowledge of other cultures is improving.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Good	Good	Good	Very good ↑

- Students have a strong sense of social responsibility. They willingly provide help for their classmates and other students. Older students regularly provide academic support for their fellow students and guidance for the younger.
- In the secondary phase, students show creative flair when independently devising innovative projects. Their imaginative designs have included the capture of energy generated by treadmills in gyms, uses for the sea salt produced by desalination, and a variety of ideas for using solar power.
- Students frequently organise the recycling of plastic bottles and drinks cans. They demonstrate a determined work ethic and considerable resilience when they discuss their current learning.

For Development:

- Provide more opportunities for students in all phases to initiate, involve and lead a range of cultural activities.
- Provide more opportunities for students in Primary to be creative and innovative.

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good	Good ↑	Good	Good

- Lessons across the phases are underpinned by positive relationships between teachers and students. Teachers' subject knowledge is secure, enabling them to deal promptly with students' misconceptions. In the high phase, teachers confidently encourage students to take ownership of their learning.
- In the most effective lessons, teachers use questioning to elicit information and to extend students' understanding. Teachers are aware of the strengths and weaknesses of their students and demonstrate this clearly when planning lessons. This is a strong feature in mathematics in Primary.
- Within this positive picture, support for the less confident and challenge for the more able is not a consistent feature of teaching. There is sometimes too much teacher talk, leaving insufficient time for students to be actively engaged in learning or to develop skills of critical thinking.

	KG	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The processes for measuring attainment in final assessments are valid and reliable. A wider range of assessments is used in Primary than in the other phases. The use of ongoing assessment is inconsistent across subjects and grades.
- The analysis of all assessment data to understand students' strengths and weaknesses is not well developed. There are inconsistencies in the way in which this analysis is used to meet the needs of all groups. The process is most effectively applied in mathematics.
- Diagnostic testing is well used to establish baseline data and to determine initial ability groupings. The school does not define how progress is measured in the different phases. Regular marking of work, including feedback on next steps in learning, is not a strong feature.

For Development:

- Ensure that support for the less confident and challenge for the more able is a consistent feature of teaching.
- Develop the assessment policy to include clear expectations of how progress will be measured and monitored in each phase.
- Use well-analysed data to set tasks and activities that match the needs of all groups of students in all subjects and phases.

4. Curriculum

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

- The curriculum does not meet the UAE MoE requirements for Islamic Education. It is closely matched to the Iranian MoE expectations. The curriculum emphasises knowledge and understanding at the expense of the development of skills. Planning across the phases provides continuity and progression in learning.
- In the high phase, students choose from three study streams, with additional choice within the mathematics stream. There is scope to provide more suitably challenging options for students to develop talents and skills. Cross-curricular links are not always meaningfully planned.
- Annual review and development in most subjects are based on feedback from students and teachers, and on information from assessments. In Arabic, curricular supplements improve students' speaking and reading skills. Across the subjects, the focus on critical thinking, independent learning and problem-solving skills is limited.

	KG	Primary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- The bilingual curriculum in KG matches learning well to children's learning needs in all subjects. Adaptations in other phases adequately address the needs of students of determination. Suitably challenging adaptation for higher attaining and for students with gifts and talents is more limited.
- Enrichment activities include external visits to projects of interest. Students' engagement in the young researchers group widened their extra-curricular activities. Opportunities for enterprise and innovation, creativity and social contribution are relatively few. After-school tuition and online courses support and develop students' learning.
- Emirati culture is respected and taught in the curriculum. The newly established moral and social programme is having a positive effect on students' interests and on their understanding of values, culture, and society.
- One hour of Arabic is provided for children in KG each week.

For Development:

- Prioritise the teaching of subject specific skills across the curriculum and ensure that the highest-attaining students are appropriately supported..
- Increase provision so that all students benefit from involvement in enterprise, innovation, creativity and social projects.

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

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

- KG offers a safe and caring environment for young children. The campus buildings are appropriate and are clean and hygienic. Outdoor spaces and specialist areas are used well by all phases. Supervision of students is effective. School bus or private car drop-off and pick-up are safely managed.
- Buildings and equipment are well maintained with regular safety checks. Access to the campus is not always secure. The unhealthy snacks on sale in school do not support efforts to promote healthy lifestyles.
- All members of staff are aware of their roles and responsibilities in child protection. They receive annual training. Appropriate policies for safeguarding and anti-bullying are in place. Leaders have designated roles to ensure the care and welfare of all students.

	KG	Primary	Middle	High
Care and support	Good	Good	Good	Very good

- The school promotes and encourages an atmosphere of mutual respect between students and teachers, especially in the high phase. Procedures for managing attendance and punctuality, including the investigation of unauthorized absences and lateness, are efficient and effective.
- With the involvement of specialist staff within the school, processes to identify students of determination are improving. Individualised planning takes place with the support and involvement of parents. Modification practices do not yet meet the needs of all students including those with gifts and talents.
- Teachers know their students well. They have established supportive structures and interventions such as personal counselling and wellbeing initiatives. Guidance systems in the school provide appropriate advice on career pathways and lifelong learning choices.

For Development:

- Ensure that access to the campus is secure and always supervised.
- Ensure that students understand and appreciate the importance of healthy lifestyles.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- School leaders are establishing a commitment to inclusive education within the context of a rapid increase in the school roll and significant numbers of staff new to the school.
- The school is steadily developing early identification of students of determination and support for them. Information from teachers' observations is mainly used to categorise additional needs.
- Parents respect and value what the school is seeking to do. They report that teachers are supportive, caring, and willing to try a range of interventions to support their children's personal, social and academic needs.
- The absence of accurate diagnoses and assessment data on students with very specific needs constrain the quality of modification that teachers can currently offer. In addition, present staffing levels limit the development of more personalised support.
- The acceptable progress of students of determination is reflected in their workbooks and during lesson observations. Some make better progress when individualised planning is used effectively.

For Development:

- Establish rigorous processes to identify all students of determination and offer meaningful interventions.
- Expand staffing to meet the needs of students of determination.

6. Leadership and management

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

- The principal clearly directs the work of the school. Her professional knowledge and understanding of good teaching and learning have helped members of staff to secure improvement in students' achievement across all subjects. The KG is ably led and supports all children to learn in Farsi and in English, in line with the principal's vision for an international section in the school. Leaders at all levels have not ensured that teachers' use of assessment and provision for inclusion are fully effective.
- The school's processes for self-evaluation analyse data on students' performance. Observations of classroom learning and teaching are linked to the quality of students' outcomes. Nonetheless, leaders' evaluations of the quality of outcomes and of the school's provision are not consistently accurate, too often reaching overly optimistic conclusions. School improvement planning has supported the successful establishment of KG. Recommendations from the previous inspection report have not all been effectively addressed.
- The school engages parents very effectively as partners in their children's education. The parents' council gives good support to school improvement. Leaders, teachers, and parents communicate promptly and effectively through social media that enable whole-school and group communication. Valued consultation complements informative progress reports. The views of the parents' council help to identify important priorities for senior students' progression after Grade 12. A range of educational partnerships helps the school to provide wider opportunities for students' academic and personal development.
- Governors' interactions with representatives of the parents' council and the principal, and visits to the school, inform their view of the quality of the schools' work. That view is not always accurate, and so governors are constrained from holding school leaders effectively to account. Although governors support important school priorities, resources for the new and already-thriving KG do not fully assist children's learning.
- Efficient daily routines support the purposeful climate for learning in all phases. Some additional staffing supports guidance for students and the provision of additional humanities courses in the high phase. Outdoor areas are increasingly well used for learning and recreation. Timetabling does not consistently allow all members of staff, including some leaders, sufficient planning time. The bright, attractive KG lacks resources for imaginative and outdoor play. The school library's potential to support independent learning is not fully realised.

For Development:

- Leaders at all levels should make sure that all teachers' use of assessment information improves and influences classroom teaching and learning to meet the learning needs of all, including students of determination.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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