



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Iranian Towheed Girls School

Curriculum: Iranian

Overall rating: Acceptable

Read more about the school



www.khda.gov.ae

‘Without
challenges,
we won’t feel
the taste of
success and
happiness’



Sheikh Mohammed Bin Rashid Al Maktoum

Contents

School information.....	2
Summary for parents and the community	3
Main inspection report	9
1. Students' achievement	10
2. Students' personal and social development, and their innovation skills	13
3. Teaching and assessment.....	14
4. Curriculum	16
5. The protection, care, guidance and support of students	17
Provision for students with special educational needs and disabilities (SEND).....	18
6. Leadership and management.....	18
The views of the parents, teachers and students	21

School Information

General information 	Location	Al Karama
	Type of school	Private
	Opening year of school	1959
	Website	www.Gi-st.com
	Telephone	04-3961234
	Address	Dubai Al Karama – PO Box:17
	Principal	Shahla Jumei
	Language of instruction	Persian language
	Inspection dates	7 to 9 December 2015
Students 	Gender of students	Girls
	Age range	6-18
	Grades or year groups	Grade 1 to Grade 12
	Number of students on roll	257
	Number of children in pre-kindergarten	0
	Number of Emirati students	0
	Number of students with SEND	6
	Largest nationality group of students	Iranian
Teachers / Support staff 	Number of teachers	25
	Largest nationality group of teachers	Iranian
	Number of teaching assistants	1
	Teacher-student ratio	1-15
	Number of guidance counsellors	1
	Teacher turnover	23%
Curriculum 	Educational permit / Licence	Other
	Main curriculum	Iranian
	External tests and examinations	Iranian
	Accreditation	None
	National Agenda benchmark tests	Not applicable

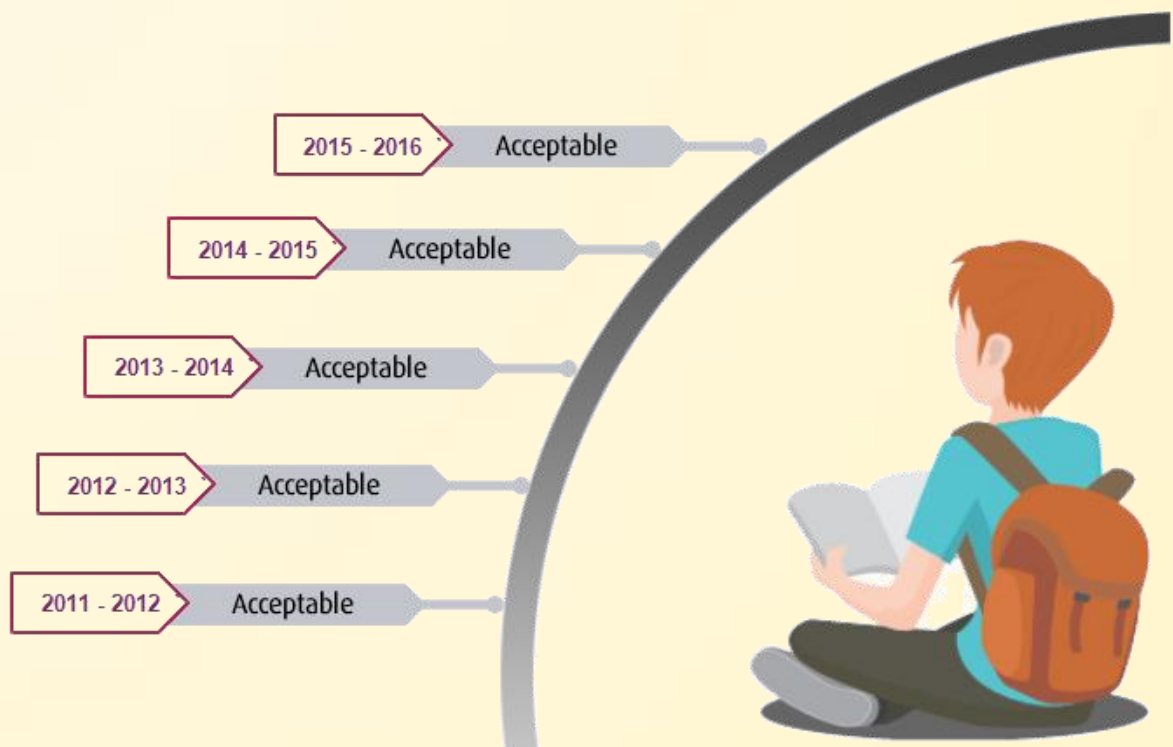


Summary for parents and the community

Iranian Towheed Girls School was inspected by DSIB from 7 to 9 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 Towheed Girls School** provided an **acceptable** quality of education for its students.

- In all phases of the school attainment and progress in Arabic as an additional language, English, mathematics and science were at least acceptable. As a result of student involvement in learning there was good attainment and progress in mathematics and science in the high school. In the high school, students' attainment in English was acceptable while their progress was good.
- The very good behaviour and attendance by students was a strength of the school. Punctuality was less consistent. Although strong Islamic values were clearly evident, understanding of other cultures and involvement in the wider community was less developed.
- The knowledge teachers had of their subject was not consistently adapted to meet the needs of different groups of students. This led to an absence of challenge in many lessons. A keenness was expressed by students to be involved in lessons which developed their learning skills and enabled them to take responsibility for what they learned.
- The school had extended the curriculum and provided more time for some subject areas, including English and Arabic as an additional language. The curriculum was not fully compliant with the United Arab Emirates Ministry of Education requirements for Islamic education. Plans had been developed to incorporate learning skills in all areas of the curriculum.
- Following the move to new premises health and safety had significantly improved. It was a safe and secure environment which enabled the school to provide good care and support for its students. In addition, provision for special educational needs and disabilities (SEND) had improved and was acceptable.
- There was a good partnership between the parents and the school. Representation on the governing council by parents had strengthened the partnership. This had led to plans for school improvement being aligned and matched to advancing learning for all students.



What did the school do well?

- The school enabled students to graduate who were confident, ambitious and possessed a strong desire to succeed.
- It provided clear guidance for students to achieve well at university.
- There were many opportunities in secondary science and English for independent learning and student leadership.
- Attendance across the school was outstanding.
- There was strong support from the parent community.



What does the school need to do next?

- Work with the governing authority to:
 - bring quality improvements to training for all teachers which impact positively on students' achievement and personal development
 - create a step by step approach to school self-evaluation which identifies and implements specific priorities for improvement in teaching and learning
 - ensure that the school complies with the United Arab Emirates Ministry of Education regulations for the teaching and curriculum of Islamic education.
- Provide challenge for the most able students in every lesson by:
 - learning from best practice, particularly in the secondary phase
 - using probing questioning that deepen thinking
 - matching specific tasks to their abilities
 - enabling them to evaluate and reflect on their learning and identify the next steps.
- Improve the school's assessment practices by:
 - using Iranian curriculum test data and teachers' own assessments to plan next steps in learning
 - involving students in lessons to identify what and how they have learned, and make connections with the world and other subjects
 - moderating available assessment data against international standards.



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

- The provision for students with SEND had improved. The system of identifying students with SEND was effective. The SEND coordinator had planned for support to improve learning and progress.
- The school ensured that it reported to parents and that the parents understood the additional actions that were being taken for their children.
- Parents were pleased with the open communications established between themselves and the school. They were able to contact the school at any time and they knew their request would be acted upon.
- Parents felt involved with the school in support of their children and received regular information on how they were progressing.
- The school included all students with SEND in all activities within the school. The support was most useful when provided by external agencies which could provide expert advice to the school on how best to support each individual student.

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 were aware of the innovation agenda and keen to promote a culture which supported it. Higher grade students were involved in sharing and identifying the skills of innovation. As a result of limited space, leaders and the parents' association were collaboratively working to identify innovative ways to make best use of the learning environment. Teachers planned to identify curriculum areas which could be adapted to support a culture of innovation.

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	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
English 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good ↑
Mathematics 	Attainment	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Good
Science 	Attainment	Acceptable ↓	Good	Good
	Progress	Acceptable ↓	Good	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	Good	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	Good ↑	Good ↑	Good ↑

6. Leadership and management

	All phases
The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
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	Acceptable	Acceptable
Language of instruction	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Good
Science	Acceptable ↓	Acceptable ↓

- The school had introduced some improvements in the provision of Islamic education.
- In Arabic as an additional language, most of the students easily responded to instructions and communication given in colloquial Arabic. Students progressed in line with curriculum content of the text book, with a minority above, especially in upper primary. Although students demonstrated the ability to acquire Arabic language skills, their vocabulary was limited to text book content. Most students were able to read familiar text aloud fluently. A few sentences contained mistakes in pronunciation and structure. Writing in Arabic was limited to very simple sentences. Overall students did not reach an attainment level beyond that in the textbook.
- In English, students' progress over time was lower than expected because the curriculum was based on the content of text books which did not fully cover skills development in reading, writing speaking and listening. Progression was better in upper primary grades. In independent writing, students were unable to express their opinions easily. Students started with low literacy levels in English and most made expected progress in speaking, listening and reading fluency skills by the end of the primary phase. A few students made better than expected progress through the strong focus on conversational and role play activities in some lessons. Reading comprehension and writing skills were less developed. Assessment information and recent work did not give reliable indicators of students' achievement.
- In mathematics, most students achieved in line with curriculum standards. In Grade 1, standards were lower than expected. Students were not secure in students' understanding of 'equals' or 'all together'. Lessons and internal tests indicated that across primary grades students made good progress. Grade 6 students understood place value to six digits, were able to calculate, measure and use their knowledge of shapes to solve problems using a good level of accuracy. The school did not undertake primary benchmark testing.
- Attainment and progress in science were acceptable when compared with international and Iranian curriculum standards. Internal tests helped the school track student learning. As students moved through grades they gradually gained confidence to ask questions about more complex learning such as how mathematics can be used to predict how levers will work. Students made less progress with being able to test their own thinking about how or why something happens. The progress of students with SEND was acceptable. The trends in attainment over the last three years had been inconsistent and was currently acceptable.


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	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Good	Good

- The school had introduced some improvements in the provision of Islamic education:
- In Arabic as an additional language, attainment was generally in line with curriculum content of text books, with a few students able to attain above, particularly in reading aloud. Although students in the middle phase demonstrated the ability to acquire language skills, their vocabulary was limited by the curriculum content. They used reasonable vocabulary and phrases and a few sentences contained mistakes in pronunciation and structure. Students' progress overall was inconsistent.
- As in the primary phase students in English started with low literacy levels and most made expected progress in speaking, listening and reading fluency by the end of the middle phase. A few made better than expected progress through conversational and presentation activities where students were encouraged to question each other in lessons. For example, in a Grade 8 lesson, a few students presented their work to the class and used their speaking skills well to explain and expand on the points they made. They asked closed questions; the teacher did not challenge their thinking with open questioning. Students were developing wider writing skills beyond textbook exercises that required single word or short sentence answers. There was little evidence of free or extended writing in books.
- In mathematics, students made acceptable progress, attaining standards in line with curriculum and national expectations. Internal test results indicated the majority of students had a secure knowledge of mathematics. During lessons the majority of students made good gains in knowledge. There were few opportunities to apply knowledge, deepen understanding and develop skills which limited students' ability to make good progress. For example, in one lesson students gained knowledge of Pythagoras' theorem but could not suggest how this could be applied in everyday contexts.
- Attainment and progress were good against Iranian curriculum standards in science. Students' learning was checked by internal tests, teacher questioning and activities. Most students were able to see patterns and relationships in their learning, such as how proteins join together in genes. Opportunities to investigate students' own ideas were increasing slowly. Progress made by students with SEND was acceptable. Attainment over the past two years had been similar and better than the year before.

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	Acceptable	Acceptable
English	Acceptable	Good ↑
Mathematics	Good	Good
Science	Good	Good

- The school had introduced some improvements in the provision of Islamic education.
- Attainment was better than expected in English speaking and listening skills and in line with standards for writing and reading. Lessons balanced developing skills in conversation and discussion with students' reading and writing skills. Grade 11 and 12 students held sustained conversations relating to student presentations and reading topics, answering open questions which deepened their understanding. This was observed in extended, independent writing samples. Students' written work was limited to factual genres, with limited opportunities to read outside of textbooks. Extra time given to English in the higher grades positively impacted on progress, as students had more time to develop ideas using all four skills in lessons; they often led discussions, created open questions and researched topics.
- In mathematics, the majority of students were working at levels that exceeded the school's curriculum standards. For example, students demonstrated a strong ability to manipulate functions, and with geometric transformations and differential calculus. The progress of all groups was consistently good from their starting points. National test data indicated that students in the mathematics stream consistently attained higher standards than those in the science stream, although overall attainment and progress were good in both subjects. The school did not undertake international benchmarked tests.
- Attainment and progress were good by the end of Grade 12 compared to national and curriculum standards. They were higher in chemistry and biology than in physics. Standards in lessons and in students' books supported these judgements. Mathematical understanding helped the majority of students learn some complex ideas well; for example, when learning about equations related to electricity. Discussions about theories of evolution included identifying differences in sub-groups as well as the major groups of living organisms. The progress of students with SEND was good. Problem-solving and inquiry skills to develop critical-thinking skills and lengthier responses to questions were less well developed. Last year's attainment had been similar to that observed during this inspection.

	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Good 

- Students enjoyed learning and took responsibility for their own learning when given opportunities to do so. For example, they carried out research and presented their findings in English lessons in the high school; this supported their progress well. When the predominant style of teaching was the whole class listening to the teacher, students became passive learners and progress slowed.
- Across all phases, most students collaborated well in a range of learning situations when they were enabled to work in pairs or groups. They offered each other support and respected different points of view. Students, particularly those in the high school, were confident to present their ideas to the rest of the class, clearly communicating what they knew and understood.
- Students linked prior knowledge to new learning. For example, the mathematics knowledge of properties of shapes developed in primary phase, supported progress in the high school complex geometry tasks. Good progress in speaking and listening skills supported learning in other subjects. Students' ability to apply subject knowledge to everyday situations was limited in most lessons; it was stronger in the high school.
- Students responded positively to opportunities to carry out research and to questions aimed at making them think deeply about their learning. For example, when working out why a block moved more easily over a shiny book than a table? These opportunities and probing questions were not regular features of most lessons in the primary and middle phases. As a result, students' skills were underdeveloped.

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

	Primary	Middle	High
Personal development	Very good 	Very good 	Very good 

- Students had very positive and responsible attitudes to learning. They remained focused and diligent during lessons. They were ambitious and had high expectations for themselves as learners. Most students progressed to university.
- Students responded very well to their peers and adults. They felt safe, happy and well looked after in school. Students resolved difficulties in a mature way. This had resulted in a caring ethos within the school.
- Relationships with staff and amongst students were very strong which has helped promote a positive learning environment. Students were sensitive to the needs of others, including those with special educational needs and disabilities.
- Students have a secure understanding and commitment to safe and healthy living. Students understand the need to eat a healthy diet and exercise regularly both within and outside school.
- Attendance across the school was outstanding. Students recognised that good attendance helped them achieve well. Overall, students were punctual when arriving at school and for lessons, with only a few being late.

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

- In each grade students were aware of the Muslim identity of the UAE. They had a good understanding of the Pillars of Faith and the values of Islam as they were applied to their daily lives.
- As a result of their awareness of the culture and values of the UAE, students could distinctly identify features of living in, and of the environment in Dubai, and compare them with those of Iran.
- Students were very secure in their knowledge about their country, and showed pride in their own Farsi culture and heritage. They were able to compare Farsi culture with that of the UAE. However, students were only able to convey limited information and understanding about different world cultures.

	Primary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Students had learned from their involvement in a number of community projects such as charity and health causes. They showed interest and had positive attitudes about these experiences.
- Students had considered opinions about how they could change the school and make it better. They provided examples during discussions that reflected their maturity and thinking. For example, one student said, "What can we do better in this school to get a higher overall inspection grade?" Students worked together and supported each other in groups, and had generally positive experiences.
- Students had a general awareness of some environmental issues, such as the conservation of energy and pollution both locally and globally. They participated in a few projects that provided them with further exposure to those issues. Participation and engagement in hands-on projects encouraged them to take initiative and action was limited.

3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Good ↑

- In almost all subjects in each phase teachers' subject knowledge was secure. In the high school, good subject knowledge was used well to provide students with clear explanations. Teachers' knowledge of how students learned best was less secure and not routinely used to good effect to adjust teaching methods.
- Teachers' planning was clearly focused on the school's stated curriculum and was appropriate for the age, grades or year groups in each class. In primary mathematics lessons, time and resources were used well to provide students with opportunities to deepen their understanding through a good range of practical activities. This was evident in planning in other phases or subjects.

- In the best lessons teachers' questioning and dialogue with students were used effectively to check understanding and to encourage students to think deeply about their learning. For example, in English high school lessons, questions often led to further discussion and debate. More typically in the primary and middle school, teachers' interactions with students were used to check understanding of instructions or lesson content.
- The majority of lessons, particularly in the primary and middle phases, were overly directed by the teacher. Most teachers knew students' strengths and weaknesses and provided additional explanation or support for the least able students. A lack of challenge to build on the learning of the most able students was a weakness in most lessons.
- Opportunities to develop students' problem solving abilities and critical thinking was evident in primary phase mathematics and were developing well in high school. For example, in English students developed speaking and listening skills well, presenting research on child labour. In other subjects in some phases this was a weak element of teaching, with an emphasis on covering content rather than developing skills.
- In Arabic as an additional language, the majority of teachers were insecure in their knowledge of the subject especially in the middle phase. Teachers did not provide environments that encouraged learning. While teachers' interaction with students ensured that they were willing learners, students were not sufficiently challenged.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- Internal assessment processes were consistent and linked to the school curriculum. Standards in mathematics attainment were compared year on year. However, it was not clear which group of students were being compared. Using the results to measure progress was not applied consistently across all subjects and did not lead to rigorous analysis of assessment information to inform future learning.
- The school benchmarked students' outcomes against external national expectations from Grades 7 to 12 and compared these outcomes to other Iranian schools. Analysis of assessment information was not consistent across phases and subjects.
- Attainment information showed individual and class progress over the months it was collected but analysis was inconsistent across subjects. In mathematics the data was analysed more consistently than other subjects but how it informed progress and learning for individuals or groups particularly the more able was not clear.
- On-going assessment in lessons was mainly through observation and questioning to check understanding. Assessment information was used better in the high phase to meet the needs of all groups. Planning generally lacked differentiation, although in mathematics differentiated activities were regularly delivered in the primary phase. Most activities followed textbook objectives to ensure coverage. In most lessons, assessment was not used to meet the needs of higher attaining students.
- Teachers' knowledge of students' strengths and weaknesses varied across subjects and phases. In primary mathematics, activities were matched better to challenge all groups. In high school science students benefitted from assessing their own work. Higher attaining students were the least challenged in lessons, often undertaking activities well below their abilities. Feedback to students rarely informed them about how to improve.

4. Curriculum


	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum was broad and balanced and followed the Iranian State curriculum. It had been modified to meet statutory requirements. The development of knowledge was stronger than the focus on skills across the curriculum.
- The curriculum was adequately planned and showed clear progression across the key subjects. Text books were the main source of progression and continuity across the school in the key subjects. This showed progression of knowledge but not of skills. The dual use of both 'British' and 'American' English textbooks had adversely affected the quality of students' spelling and writing.
- The range of curricular options allowed older children to study subjects in which they were interested, could achieve success and which would take them into further study. Most graduates progressed to university to study science, technology, engineering and mathematics.
- There were limited opportunities for cross-curricular links. When these arose they were not necessarily planned and did not always help students to transfer learning across the curriculum. Links were established between UAE social studies and Farsi. There were opportunities for independent learning but these were limited for critical thinking.
- The curriculum was reviewed annually. As a result, changes had been made to time allocations for subjects. Most students', including those with additional support needs, were having their needs met in terms of their academic achievements and personal development.
- The school provided a UAE social studies curriculum as a discrete subject. It provided middle school students with one period every two weeks. The school established links between UAE social studies and Farsi social studies whenever applicable.




	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The curriculum was primarily delivered by use of textbooks. Planning did not sufficiently lead to rich learning experiences for students. The curriculum had been modified appropriately to support students with additional support needs. Challenge particularly for more able students was less evident in the curriculum.
- While there was innovative practice, such as enabling students to lead learning by teaching their peers, overall there were limited opportunities for enterprise and innovation across the curriculum. There were appropriate opportunities for extra-curricular activities such as students taking on membership roles in an orphanage society and raising funds for charity.
- The school had developed some appropriate learning experiences for students to develop their understanding of the UAE culture and society, including providing a UAE social subjects curriculum. Students had made field trips within the UAE. Provision within the curriculum was made to ensure students had a sound knowledge of UAE culture.

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

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

- Staff were vigilant about the safety of students and had helped create a safe environment. Parents supported the school's efforts to keep students safe. The school ensured that safeguarding and child protection procedures were consistently applied. Staff and students understood school procedures. Thorough checks were made before staff were allowed to join the school. Students used the internet safely.
- The school carried out safety checks to make sure that there were no hazards for students. The school transport system helped students travel to and from school safely. While the school had ramps to provide disabled access when necessary, there were no lifts to enable easy movement to higher floors in the building. Closed-circuit TV cameras provided additional security.
- The new school building was well maintained. Any essential repairs or improvements were carried out promptly. Incidents affecting safety were recorded efficiently and steps taken to address any issues that arose.
- The premises provide a safe physical environment. The facilities were not sufficient to meet the needs of all aspects of the curriculum. Students had to travel off site to participate in physical education lessons
- The school had developed a health promotion strategy. Through this, it provided education and activities to promote well-being amongst students and their families. The food the students brought from home indicated students ate mainly healthy food. A healthy lifestyle was consistently promoted by the school.

	Primary	Middle	High
Care and support	Good 	Good 	Good 

- Students had developed very positive relationships with other students and staff both inside school lessons and at break times. A climate of mutual respect had been successfully promoted and nurtured.
- The school's processes and procedures for encouraging excellent attendance were outstanding and absence levels were very low. Punctuality was generally good but there were instances where late arrival to lessons affected the rate of progress those students made.
- The processes implemented for the identification of students with SEND had been improved, were more accurate and had greater teacher involvement as a result of some effective staff professional development.
- In a few good examples of practice observed, teachers provided effective support for students with SEND by providing modified tasks, additional resources and specific help.
- Teaching staff, senior staff and the school counsellor provided advice to students, who were highly determined, particularly about their future careers. They and their parents very much appreciated this advice.

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

The overall effectiveness of provision for students with special educational needs and disabilities

Acceptable 

- The special educational needs coordinator had been proactive and enthusiastic in improving the awareness among teachers about special educational needs and disabilities (SEND) and how the needs of students can be better met. Overall, leaders needed to implement a more systematic approach to monitoring and improving the school's overall provision for students with SEND.
- Procedures for identifying students with SEND had improved; students were identified much earlier in their school careers and the key focus had been learning difficulties. This work had been established and now needed to be secured to ensure that no student's needs were overlooked.
- Parents were positive about the school and its procedures to support their children. Good, effective contacts with key staff had been established and parents felt consulted at all stages. They had seen the individual education plan for their children and understood how they were being supported.
- The individual education plans had, in some cases, clear actions and indications of changes in provision required. These were not consistently applied and, in most cases, only resulted in acceptable progress. Monitoring of the work of the students in class was not developed enough to gauge the progress made.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The vision of the principal to improve the school was shared by staff and students. The commitment to the UAE national and Dubai priorities was evident. This vision, however, did not drive the school plans in a strategic way. A commitment to making provision for students with SEND was demonstrated by actions taken to improve identification. They were yet to impact on the students' learning.
- School leaders were ambitious for students to receive the best learning and had strong commitment to their personal development. Best practices in teaching and learning were not shared consistently in all phases. Training of teachers had not impacted sufficiently to improve the quality of learning and assessment and promote a culture of high achievement throughout the school.
- Relationships between staff, and between staff and students, was professional and supportive. Opportunities for staff to work together to share best practice and feedback to all colleagues were restricted. Roles of subject coordinators were not clearly defined. As a result, improvements within different curriculum areas were inconsistent. Opportunities to learn from each other were missed.
- Leaders were keen to improve and to provide opportunities for students to flourish. Insufficient direction prevented the whole school community working together to overcome barriers to provision of effective teaching and learning. A system was being developed that combined the governing authority's and the school's approaches to training and supporting effective learning.
- Hard work had been undertaken to improve some key aspects of school performance. This included improvements in the identification of students with SEND. Compliance with most statutory and regulatory requirements had been achieved, particularly in the provision of Arabic as an additional language. Adequate school performance was maintained. Plans were being developed to moderate their performance against local and international standards.

School self-evaluation and improvement planning

Acceptable

- Leaders, members of the parent partnership and governors were involved in evaluating teaching, learning and personal development of students. There were plans to moderate internal data, to identify where students were doing well and in need of support against national and international standards. The views on priorities for improvement were not used to create specific and measurable targets with success criteria in the school improvement plan.
- The principal, her assistants and representatives monitored teaching and learning. Plans to ensure that monitoring was consistent and systematic had not been implemented. Lessons observations were insufficiently evaluative of student learning and did not inform the training programme for all teachers. The impact of teacher training on student achievement was not consistently followed up.
- There were school plans which contained appropriate actions for improvement. These were not systematic and did not always address the UAE and all school priorities. Lack of opportunities for middle leader involvement in school self-evaluation and planning resulted in an inconsistent impact on students' achievements. There were plans to moderate self-evaluation and improvement plans with other schools using the same curriculum.
- Actions had been taken to address recommendations from last year's inspection report. Identification of students with SEND had improved. It had yet to produce better learning outcomes. The results of training to improve learning skills throughout the school were not evident in all lessons, although there had been notable improvements in the secondary phase. Arabic as an additional language was now compliant.

Partnerships with parents and the community

Good




- Parents spoke very warmly about the school. They had noticed improvements over the last 18 months. Concerns raised to school leaders were listened to and acted on. The well-established parents' association contributed fully and were able to shape priorities for the school. They communicated clearly with the school leadership and the governing authority. They were involved in developing plans to provide facilities for physical education.
- Clear communication strategies were in place to inform parents about priorities for learning. Parents were able to approach teachers if their children needed support or was experiencing difficulties. Particular appreciation was given for the support and guidance to students preparing for university. Specific guidance on how to develop their children's learning skills would have been welcomed by the parents.
- Regular monthly meetings took place between teachers and parents to discuss progress made by their children. This followed a brief written report detailing the results of school or Iranian ministry tests. Teachers knew their students well and were able to provide parents with useful information to support development of knowledge. Parents were less well informed about their children's achievements in relation to external assessments.
- The school was at the heart of the community and played a significant role in strengthening its identity. Support was clearly given to the development of a range of partnerships. There was strong parental support for involvement in national competitions. Opportunities to learn from other schools, particularly those with the same governing authority, were less developed.

Governance	Acceptable
<ul style="list-style-type: none"> Parents, teachers and the school leadership were all represented on the governing council of the school. They had a significant role in informing the principal and the Iranian ministry of priorities. As a result, plans were formulated to address specific issues that arose at meetings. Opportunities to connect the specific issues to whole school priorities for learning and feed into a strategic plan were limited. The governing authority monitored school actions and evaluated data to identify priorities. The principal's commitment to improving the school was shared. Responsibility for implementing actions against priorities was insufficiently delegated to school leaders. This resulted in two systems of accountability within the school. Consequentially, the impact of targets set to improve the learning and personal development of all students was limited. The governing authority supported the school leadership with resourcing and direction. Evaluation of decisions made by the governing authority had not impacted in a way that improved the overall performance of the school year on year. The governing authority had not ensured that the school was fully compliant with UAE Ministry of Education requirements for Islamic education. 	

Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> Staff worked together to ensure that most aspects of the day to day management were effective. The day was started with assembly which reinforced the school's identity and values. Routines were effective and information was readily available although there was no evaluation of how procedures impacted on students' learning. The school was adequately staffed and staff were matched to their specialisms. Late arrival of new teachers each year due to difficulties obtaining visas did delay opportunities for students to make progress. The outside specialist who worked with the special needs coordinator was an example of targeted professional development, however there was no step by step training to improve learning. The new school building provided additional resources and facilities. This led to a broader curriculum being available. As a result of the new laboratory, more students were enabled to access science experiments. The library incorporated computer technology. It was not sufficiently inviting to encourage reading for enjoyment. A dedicated, well-resourced clinic contributed to a safer and more secure environment. Use had been made of new interactive whiteboards in classrooms to support achievement. Creative application of the technology had not been embedded. Students' work was displayed throughout the school. Displayed work was not supported by open ended questions that challenged students' thinking. There was an over reliance on textbooks in the absence of alternative and creative resources which encouraged independent learning. 	

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	167
	2014-2015	118
Teachers 	24	
Students 	111	

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

- There was an increased response from parents this year representing over half the families in the school. Responses were received from nearly all teachers and almost 50 per cent of students.
- Of those who responded to the survey almost all parents were very positive about the school and happy with the quality of education their children received. Concerns were expressed about the lack of facilities for physical education and the need for students to go off site to access this particular aspect of the curriculum. Parents would welcome wider community involvement and more information about learning skills.
- Some students expressed concerns about the quality of teaching and learning. They reported that improvements in lessons were particularly noticeable around inspection time but felt that these improvements were not sustained.
- All responses from teachers were very positive about the school.

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