



National Agenda



Early years



Special educational  
needs and disabilities



Innovation

## Inspection Report 2015-2016

IranianTowheed Boys School

Curriculum: Iranian

Overall rating: Good

Read more about the school



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“Don't look  
behind to  
see who is  
following you,  
but look forward  
to be ahead”



Sheikh Mohammed Bin Rashid Al Maktoum

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## School information

### General information



Location	Al Karama
Type of school	Private
Opening year of school	1975
Website	www.bi-st.com
Telephone	04-338-9953
Address	Al Meydan Road-Dubai
Principal	Ali Sohrab Sohrabi
Language of instruction	English and Farsi
Inspection dates	7 to 10 December 2015

### Students



Gender of students	Boys and girls
Age range	4-18
Grades or year groups	Kindergarten 1 to Grade 12
Number of students on roll	823
Number of children in pre-kindergarten	N/A
Number of Emirati students	0
Number of students with SEND	20
Largest nationality group of students	Iranian

### Teachers / Support staff



Number of teachers	70
Largest nationality group of teachers	Iranian
Number of teaching assistants	0
Teacher-student ratio	1:12
Number of guidance counsellors	2
Teacher turnover	23%

### Curriculum



Educational permit / Licence	Iranian
Main curriculum	Iranian / International Baccalaureate (IB)
External tests and examinations	IB
Accreditation	Government of Iran and IB
National Agenda benchmark tests	None

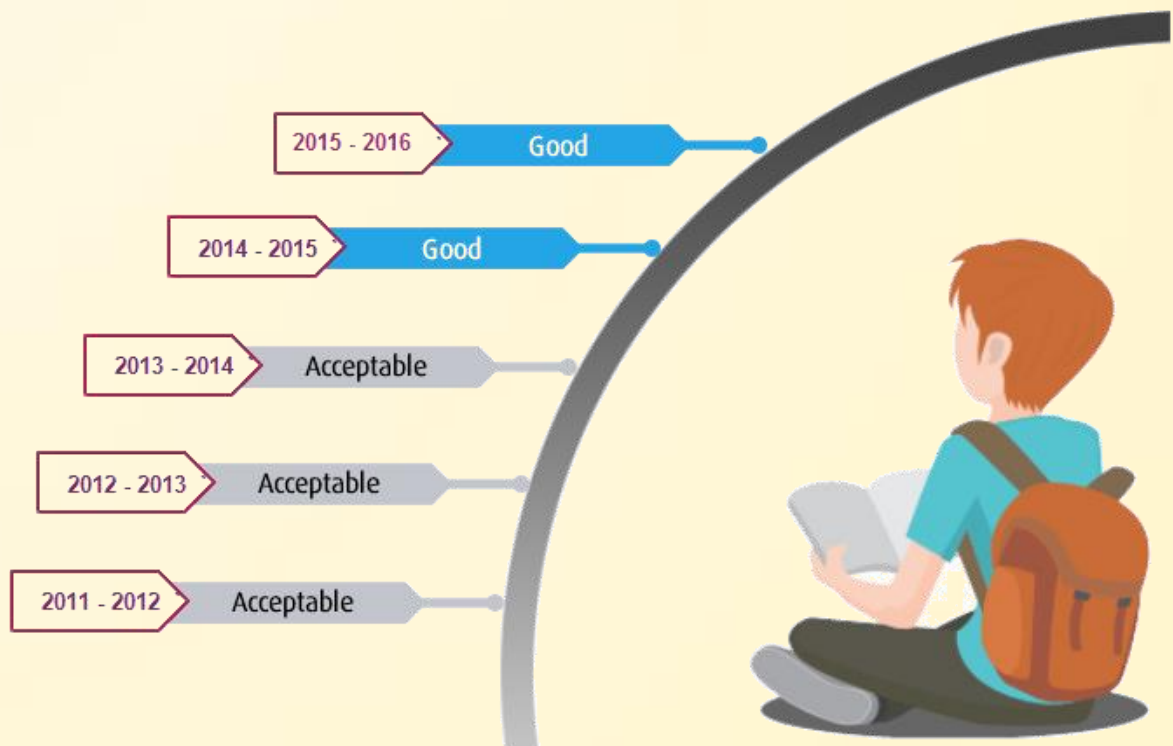


## Summary for parents and the community

**Iranian Towheed Boys School** was inspected by DSIB from 7 to 10 December 2015. The overall quality of education provided by the school was found to be **Good**.

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, the **Iranian Towheed Boys School**, provided a **good** quality of education for its students.

- The students' attainment and progress in English and mathematics in the high school phase were very good. Elsewhere, students made good progress in almost all subjects with the exception of mathematics in the Kindergarten (KG) phase, and in Arabic as an additional language where there were acceptable judgements. Students' learning skills were good or better in the upper phases of the school and acceptable in the KG phase.
- All aspects of students' personal and social development were at least good.
- Good or better teaching helped students to make strong progress in their learning. The teachers used accurate information to understand what students had learned.
- The students studied a good range of subjects. This had improved with the introduction of the International Baccalaureate Diploma program (IBDP) for the older students.
- Students were very well protected, cared for and given sound advice, for instance about curriculum choices.
- The school was well led by the Principal who worked closely with an established senior leadership team. Together, they had a good idea of the school's strengths and weaknesses and had appropriate plans for further improvements. Parents were closely involved in the life of the school and played a vital part in its development. Governors were well organised, knew the school well and supported its development. The school was very well resourced. It had improved staffing and good facilities.



### What did the school do well?

- Students made good or better progress in nearly all subjects and the quality of teaching and the assessment of learning were at least good.
- Students' personal and social development, were good or better across all phases.
- The school protected, cared for and supported its students very well.
- All aspects of the school's leadership and management were good or better.



### What does the school need to do next?

- Review and further develop the many improvements that the school has made over the previous two years, to further enhance students' achievement.
- Improve the range of teaching strategies used by teachers by employing more consistent monitoring and evaluation of students' learning.
- Ensure that the school is in full compliance with the statutory requirements of the UAE Ministry of Education (MoE) for the teaching of Islamic education.





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

- Most of the students with special educational needs and disabilities, (SEND) made good or better progress in English, mathematics and science and acceptable progress in learning Arabic as an additional language.
- The parents of students with SEND were regularly kept informed, on an informal basis, of their child's progress mostly through the special education needs organiser (SENO). More formal reporting structures were not in place.
- The school used a range of methods to inform parents about their children's progress. These included contact with the SENO, e-mail contact and to a lesser extent, telephone calls and the use of the internet.
- Parents usually left the development of the Individual Education Plans (IEPs) to the teachers and the SENO and they took on board their professional advice in this matter.
- The parents worked with the SENO, who offered good levels of professional advice and supported parents well in all of their enquiries.

## 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:

- The school's leaders had clear understanding of, and strong commitments to innovation as a national priority. The school's action plan identified innovation as a key priority through learning technologies and teaching styles, although much of this initiative was in an early stage of development. The school's curriculum provided project based learning opportunities, which promoted students' creativity, critical thinking, and problem solving.

Overall school performance

Good

1. Students' achievement

		KG	Primary	Middle	High
<b>Islamic education</b> 	<b>Attainment</b>	Not applicable	Not applicable	Not applicable	Not applicable
	<b>Progress</b>	Not applicable	Not applicable	Not applicable	Not applicable
<b>Arabic as a first language</b> 	<b>Attainment</b>	Not applicable	Not applicable	Not applicable	Not applicable
	<b>Progress</b>	Not applicable	Not applicable	Not applicable	Not applicable
<b>Arabic as an additional language</b> 	<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Not applicable
	<b>Progress</b>	Not applicable	Good	Good	Not applicable
<b>Language of instruction</b> 	<b>Attainment</b>	Not applicable	Not applicable	Not applicable	Not applicable
	<b>Progress</b>	Not applicable	Not applicable	Not applicable	Not applicable
<b>English</b> 	<b>Attainment</b>	Acceptable	Good	Good	Very good ↑
	<b>Progress</b>	Good	Good	Good	Very good ↑
<b>Mathematics</b> 	<b>Attainment</b>	Acceptable	Good	Good	Very good ↑
	<b>Progress</b>	Acceptable	Good	Good	Very good ↑
<b>Science</b> 	<b>Attainment</b>	Good ↑	Good	Good	Good
	<b>Progress</b>	Good	Good	Good	Good



	KG	Primary	Middle	High
Learning skills	Acceptable	Good	Good	Very good ↑

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

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

## 3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good ↑	Good	Good	Very good ↑
Assessment	Good ↑	Good ↑	Good ↑	Good

## 4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Very good ↑
Curriculum adaptation	Acceptable	Good ↑	Good ↑	Good ↑

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

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

## 6. Leadership and management

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



## 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

### KG

Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
Language of instruction	Not applicable	Not applicable
English	Acceptable	Good
Mathematics	Acceptable	Acceptable
Science	Good 	Good

- In KG 1, most children could interact with their teacher in English using brief sentences. By KG 2, children could identify the letters of the alphabet and sound them out correctly. As children progressed in KG 2, their language and communication skills improved significantly. Most children could recognise a number of high frequency words. In KG 2, the majority of children had begun to construct and recognise simple words through the use of their letter sounding skills, write simple sentences and engage in the reading process.
- Most children developed a range of mathematical concepts to an acceptable level. Their mathematical knowledge, language and computational skills were developed in line with the school's stated curriculum objectives, with some children performing above those levels. Children had some opportunities to engage with concrete materials when exploring relevant number concepts. Children in the KG 2 could count numbers up to 20 and beyond, construct simple sequences, and identify basic mathematical shapes. A small minority of children carried out simple operations with numbers up to 20. Over time, most children progressed as expected.
- In science, attainment and progress were good by a majority of the children. They had opportunities to investigate a range of topics, which enabled them to develop good understanding of basic scientific concepts. In addition, the introduction of a classroom investigation area gave children the opportunity for hands on experiences. In lessons, they made good progress, for example, they were happily able to explore concepts such as 'floating and sinking' and so develop their critical thinking skills. Over time, the majority of the children progressed well.

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	Good
Language of instruction	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- Most students had levels of understanding in Arabic as an additional language that were in line with curriculum standards. They responded accurately to what they heard from their teachers and had acceptable understanding of basic spoken Arabic. They spoke the language appropriately and used a broad range of vocabulary. They exhibited good reading skills when reading stories and in dialogue. Students' writing was legible and they produced short, descriptive passages by following prompts. The majority of students could talk about games, kitchen items, fruit and vegetables. They also expressed their likes and dislikes. They described seasons of the year in ways that were above the expected levels.
- In English, the majority of students attained above the national and authorised curriculum standards. They made good progress in lessons and had good language skills. Students built on the speaking and listening skills developed in the KG phase. Students in Grade 2 used apostrophes correctly to form and write contractions. Grade 3 students could identify tenses, whilst Grade 4 students identified synonyms and antonyms and used these skilfully in their writing. Older students read well and could talk about texts they had read. In a few lessons, students applied critical thinking skills through discussion about one another's work. Students' listening and speaking skills were particularly well developed by Grade 6. Students with SEND made good progress overall.
- In mathematics, students' attainment and progress as measured against the school's curriculum showed that a majority were above the school's expected standards. The students were beginning to develop good number manipulation skills. They could clearly express their ideas and understanding, often using the correct mathematical language. Students' active engagement in lessons benefitted their learning. The progress by students with SEND was good overall.
- In science, the majority of students attained above the curriculum standards. They made good progress in lessons and had good levels of knowledge and skills. The students made good progress in developing observational skills and were improving their skills of investigation. They could understand that vibrating objects made sounds and constructed simple musical 'instruments to demonstrate this. They could describe some different terrestrial environments and identify how forces acted. They knew about the main stages in the life cycle of plants and could identify some properties of materials.

### 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	Good
Language of instruction	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Arabic as an additional language, most students reached levels of understanding that were in line with the curriculum standards. They understood their teacher's instructions and responded to them using correct Arabic. Students developed basic reading skills; they could read stories and articles written using familiar words. Their writing was neat and legible, but often copied from their text books. A minority wrote descriptive texts independently. A majority of students developed their speaking skills to levels above the expectations. For example, they recalled stories and spoke about sports. Girls made faster progress than boys.
- Students' attainment against the curriculum standards for English was good for the majority. There was no comparison made with international benchmarks. Students were fluent speakers and their writing showed a good grasp of grammar, which they applied accurately in their writing. Their listening, reading and comprehension skills were good and developing well. Most students made good progress in lessons and internal examinations. The progress of students with SEND was in line with that of their peers.
- Students' attainment and progress in mathematics as measured against the school's curriculum showed that a majority were performing at levels above the school's expected standards. There was no comparison made with international benchmarks. Students were actively engaged in their learning and were developing more effective mathematical skills. They could clearly express their ideas and understanding using the correct mathematical terms. They were starting to relate their learning to real-life situations and to make some connections between subjects. The progress made by students with SEND was good overall.
- A majority of students' attainment and progress in science were good when measured against the school's curriculum expectations. There was no comparison made with international benchmarks. The majority of students displayed good understanding of scientific concepts. For example, they understood the difference between weight and mass. Older students had an understanding of density and could recognise the relationship between pressure, volume and the temperature of gases. In designing simple investigations, most students could hypothesise and draw conclusions. In lessons and over time, the majority of students made good progress.

### 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	Very good ↑	Very good ↑
Mathematics	Very good ↑	Very good ↑
Science	Good	Good

- Students' attainment against the curriculum standards for English was very good by a large majority. They had well developed speaking skills and they demonstrated these competently during discussions. Their writing showed a very good grasp of grammar. Whilst the majority wrote high quality passages for a range of purposes, others performed in line with the expectations. Their listening skills were well above those expected. The most able students were confident, expressive readers who understood texts of varying difficulty very well. A large majority of students made very good progress in lessons and on the internal examinations. The progress made by students with SEND was good overall.
- A large majority of students had very good knowledge and understanding of mathematics. The students developed effective mathematical skills to reach the required outcomes of the respective national and international curricula. The students performed well in the national examinations. The attainment by a large majority of students was above the school's expected curriculum standards. Students were making better than expected progress. They expressed their ideas and understanding clearly and when challenged, were often able to justify their understanding with sound reasoning. The progress made by students with SEND was good.
- In science, a majority of students had attainment levels that were above the expected standards. They were developing good levels of scientific skills to help them match the outcomes for national and international curricula. A majority could successfully carry out investigations on enzymes. They had some understanding of the physics of light. In lessons, the majority of students made good progress against the learning objectives. They constructed ray diagrams for mirrors, and lenses and successfully carried out an experiment to determine the effects of friction on an object. The majority of students, including those with SEND, made good progress over time.

	KG	Primary	Middle	High
Learning skills	Acceptable	Good	Good	Very good ↑

- Most students enjoyed the challenge of school work. However, some students, especially those in the KG phase, were often too reliant upon their teachers' directions. Older students were aware of their own strengths and weaknesses and had good understanding of how they could improve. High school phase students were particularly resourceful when seeking their own solutions to problems.
- Most students worked collaboratively and supported each other, although a minority of the youngest children found sharing difficult. Students communicated between each other and with their teachers well. Older students had the confidence to take on leadership roles.



- High school phase students made meaningful connections between their areas of learning. The majority of students had a good understanding of the world around them, but a minority needed help when making connections with their own learning. High school phase students were very good at making cross- curricular links.
- Most students had good research skills and the majority could use technology to support their learning. Students confidently operated smart-boards and other technology to support of their learning. Older students provided some outstanding examples of initiative and innovation involving higher level thinking and problem solving; the 'Blast Eco plus' student project developed a multi-functional solar-powered vehicle.

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

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

- Most students demonstrated positive attitudes towards learning. Students engaged well in classes and responded positively to their teachers' instructions and suggestions. There was a sense of curiosity and interest among the students. The older students could combine a determination to succeed with growing independence.
- Most students were highly respectful of their teachers and each other. Students' behaviour in class was generally good or better. Most students were attentive and worked purposefully when in class.
- A large majority of classes exhibited a relaxed and friendly atmosphere. Students worked collaboratively in classes and within small groups. Very good interactions occurred between teachers and students; students had the confidence to ask their teachers questions. Almost all students were respectful of each other.
- Students responded well to the school's promotion of improved attitudes and practices towards healthy living; they appreciated the importance of healthy lifestyles. Students demonstrated very good understanding of the importance of exercising. Older boys engaged well in sports outside of the school.
- Overall, students' rates of attendance were very good and almost all students arrived punctually to their classes. This was especially so for those in the middle and high school phases.

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

- Students had deep respect for Islamic values and clear understanding of their influence and significance within the society and culture of Dubai. Students had clear appreciation for and understanding of the conventions of Islam, such as dress, prayer and respect, as they applied to everyday life in Dubai.
- Students had good understanding of and appreciation and respect for the history and culture of Dubai. Older students were well informed about major projects in Dubai such as the infrastructure developments and the economic reasons for them. They were also knowledgeable about aspects of Dubai's future aspirations and some of the resourcing issues Dubai would face as a consequence of its expanding population.

- Students clearly appreciated and valued their own Iranian culture and respected their traditions. They expressed a genuine interest in other cultures. Older students were better placed to make contact with students from other cultural groups outside of school through sports and other activities. Students felt fortunate to be able to celebrate both Iranian and UAE festivals and events.

	KG	Primary	Middle	High
<b>Social responsibility and innovation skills</b>	Good	Good	Very good ↓	Very good ↓

- Students were actively involved in activities within their school community. The school had developed connections with other schools, thus expanding its learning community. Older students took advantage of opportunities to be involved in the wider community outside of the school in activities including sports, part-time work and voluntary work.
- Students appreciated the need for sustained work in order to be successful in later life. Older students were aware of examples of innovation in Dubai and demonstrated their own initiative and innovation in projects such as a student-operated school radio station and an experimental solar-powered vehicle. A group of older students were heavily involved in the school's leadership programme. This developed initiative and involvement, while actively promoting positive life skills.
- Students had an awareness of environmental issues, as well as ideas about actively addressing them. The school addressed environmental issues within the curriculum.

### 3. Teaching and assessment

	KG	Primary	Middle	High
<b>Teaching for effective learning</b>	Good ↑	Good	Good	Very good ↑

- Teachers in the lower phases had a good knowledge of their subjects and how students learned. In the high school phase this knowledge was stronger. Most teachers used their subject knowledge skilfully to develop students' learning and make it more enjoyable. This was particularly evident in English, design technology and mathematics classes.
- Most teachers planned purposeful learning activities, which were appropriately challenging to support learners. However, in a few lessons teachers did not consistently ensure that students achieved their aspirations. Teachers in the KG phase had begun to personalise their lesson plans to better meet the needs of the children.
- Most teachers used challenging questions to develop students' thinking, while providing them with time to discuss their views and form opinions. In English, in the middle and high school phases, this skill was particularly effective in developing students' critical thinking.
- There was a developing emphasis on using a range of teaching approaches to match the diverse abilities and learning styles of students. However, this required a more consistent approach across the school. The quality of teaching for students with SEND was generally good and made use of the improved IEP's.
- Whilst many teachers focused on developing students' independent learning, students' problem solving and critical thinking skills were not consistently developed. Too often the students relied heavily upon their teachers to direct them.

- Teachers of Arabic as an additional language had positive relationships with their students. They had a secure subject knowledge and used it well in most lessons. Most teachers planned their lessons appropriately, however, the level of challenge provided was at times too low for the most able students. Teachers' domination of some lessons restricted the opportunities for students to actively engage in learning.

	KG	Primary	Middle	High
Assessment	Good ↑	Good ↑	Good ↑	Good

- Internal assessment procedures were good throughout all phases of the school. In most classes, assessment arrangements provided valid measures of students' attainment and progress. Assessments of students' attainment and progress in the KG, primary and middle phases had improved since the last inspection and thus enhanced the children's learning.
- The school had introduced international benchmark testing alongside its own internal assessments. However, not all of the internal tests were moderated against external benchmarks to ensure the validity of the results. Testing of the children upon entry to the KG phase had helped teachers identify children's starting points and abilities accurately.
- The revised assessment procedures had helped teachers to accurately track the progress of students over time and provide more accurate measures of their achievements. The school was well placed to further analyse the performance by different groups of students, in order to improve progress in all subjects.
- Teachers were using improved assessment information to better inform teaching and curriculum planning. In the KG phase, teachers had begun to use their formative assessments to adjust their planning and teaching. However, more work was needed to be done in this area across all phases of the school.
- Self-assessment supported students' learning and was an increasing feature of school wide assessment practices. Teachers knew their students well and used their knowledge to test, evaluate and further develop their lesson plans. Teachers kept records of students' achievements and monitored the progress of all students including those with SEND, on a monthly basis. They also monitored progress against students IEPs every three months. Teachers' marking of students' books acknowledged what students knew, but did not routinely give guidance to students on their next steps for improvement.

#### 4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Very good ↑

- The curriculum had a clear rationale. It was effective in developing a balance between skills, knowledge and understanding. It was broad and balanced. There were curricular improvements that promoted innovation and creative thinking. The new framework for the KG phase covered all appropriate areas of development and supported teachers' planning.
- The curriculum was well planned to meet the needs of most students. It ensured that there was progression of content in all subjects and provided smooth transition through the different phases of the school. Students were well prepared for each stage of their education and for life beyond school.

- The school provided a range of curricular options, particularly for the older students. The International section of the school had introduced the IBDP at the beginning of this academic year. This enabled the school to offer a wider variety of subjects and higher levels of challenge to meet students' aspirations. New subjects included Iranian literature, French, business management and 'environmental systems and societies.' The school recently initiated a feasibility study for the introduction of a Middle Years Programme (MYP) to improve students' preparation for the IBDP.
- The adoption of a science, technology, engineering and mathematics (STEM) approach enabled the school to develop stronger cross-curricular links in lessons, particularly between science and mathematics. It also enabled students to recognise more clearly the links between their learning and the wider world. The introduction of research, design and technology further broadened the curriculum. Some impressive examples of students' projects were displayed in the school.
- The curriculum was regularly reviewed. Changes to the curriculum for the national section of the school had been made to meet Iranian requirements for future international assessments. The school had introduced some improvements in the provision of Islamic education, but these did not fully meet the UAE Ministry of Education (MoE) requirements.
- The social studies curriculum was broad and well balanced and integrated a wide range of other subjects and themes, such as the countries of Asia in geography, peace and war in history and the effects of economic growth in economics.

	KG	Primary	Middle	High
Curriculum adaptation	Acceptable	Good ↑	Good ↑	Good ↑

- The school made effective modifications to its curriculum in most areas to suit the learning needs of its students. However, in Arabic as an additional language in the primary and middle phases, adaptations for students' learning needs were limited. In the KG, adaptations made to the curriculum had been implemented and were beginning to improve children's learning. Programmes were planned to challenge students appropriately, including those with SEND.
- Recent changes to the curriculum, including the introduction of the IBDP in the international section, were increasing students' interest, motivation and the levels of challenge. There were more opportunities than previously for students in the areas of enterprise, creativity and innovation. For example, research, design and technology in the national section and the broad range of subjects offered in the IBDP.
- The school's social studies programmes were providing an expanding range of appropriate learning experiences to develop students understanding of the UAE's culture, values and society.

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

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

- The provision for the health, safety and well being of the children and students around the school was of a high standard. The school made frequent checks of all personnel and premises, as well as facilities and activities undertaken by the students to ensure their safety and well-being.



- The school had developed a wide range of policies and procedures which were clearly understood by the staff, the students and their parents. All students were supervised during breaks, while on the school buses, and during school activities. The use of the Global Positioning System linked parents with their children while they were on the buses.
- The school buildings and equipment were in a very safe condition. The school's records were secure, including incident reports, medical reports, child protection documents and all licenses.
- The school's premises and facilities were very suitable for students' learning and other needs. Lifts and ramps were provided to give disabled students equal access to different parts of the school. The school made every effort to ensure that the KG building was safe.
- The school effectively promoted healthy living and lifestyles. Hygienic practices were encouraged through school wide-displays. The school's canteen provided healthy food choices for students and teachers. The school's programmes promoted healthy eating and exercise.

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

- Student and staff relationships were of a high quality and fostered excellent discussions. Behavioural management was effective. It was implemented in a caring and considerate manner. The school successfully promoted good behaviour and consistently encouraged the students to be courteous to fellow students, the staff and visitors
- There were clear procedures in place to ensure the effective management of students' attendance and punctuality. Students were very punctual when coming to school and attending their lessons.
- There were a number of procedures to identify students with SEND through screening tests at admission, adapted diagnostic tests and the compilation of records of observations by teachers. The identification of students who were gifted and talented was in its developmental phase.
- The school provided good support for those students who were identified with SEND. Support for students who possibly had SEND but were not formally assessed was developing. Systems were being established to support those students who were gifted and talented.
- The school's counselling team was available to support all students. Senior students supported the staff in monitoring the safety of younger students to ensure the school was free from bullying. The students were introduced to career guidance at an early age and suitable assistance ensured that they were well prepared for their next educational steps or their chosen careers.

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

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


Good ↑

- The school had a detailed policies to promote the inclusion of all students, including those with SEND. The school had a special education needs organiser (SENO) who had begun a number of new practices with her support team colleagues. Included was an improved, centralised system for the identification of and reporting on the progress by students with SEND.

- The school had developed a number of indicators to identify students with SEND. Included was the completion of a learning disabilities checklist upon admission. In the KG phase, classroom observation of all children by teachers and the SENO identified children who required further diagnosis. However, these procedures required greater rigour.
- The parents of students with SEND were regularly informed of their children's progress. Most contact with the school was on an informal basis. The parents had limited involvement in developing their children's IEP's.
- A number of appropriate curriculum modifications had taken place. Included were the provision of tasks that were more closely matched to students' abilities. The school accessed external advice and guidance to help teachers modify their teaching strategies.
- The progress of students with SEND was measured regularly in the majority of classes. Students' overall progress was monitored on a monthly basis using a suitable tracking system. Teachers corrected the work of students with SEND regularly. However, corrections did not always give clear guidance on what students needed to do to improve.

## 6. Leadership and management


### The effectiveness of leadership

Very good 

- The school's direction, led by the principal and the other senior staff members, was clear and ambitious. It was strategic in intent and was widely shared amongst all stakeholders. The vision had begun to take account of the UAE's National Agenda priorities but did not embrace all aspects. The insightful principal led the SLT very effectively. The leaders ensured that students with SEND were included when planning the school's improved provision.
- The leaders had very good knowledge of the curriculum and, with their colleagues, had made some important improvements to it. The leaders had improved the quality of teaching and assessment through staff training. Their efforts had resulted in improvements to students' personal development and academic progress and attainment.
- Staff collegiality and high staff morale were strong features of the school. All stakeholders contributed to the school's professional and cordial relationships. Leaders had discharged their individual and collective responsibilities very well. The school had very effective two way communications, which kept stakeholders informed about developments and enabled wider dialogue.
- Leaders had established continued improvements and had effective strategies for continuing this process. They had developed some innovative work in encouraging the use of critical thinking techniques across the school. The school's improvement plan indicated medium term goals.
- The leaders had created and led teams of teachers who had been successful in consolidating the school's strengths. Leaders had introduced further improvements, such as the use of new assessments of learning. They had been successful in solving the long standing problem of non-compliance with regulations in relation to the time provided for learning Arabic as an additional language. They signalled their determination to ensure full compliance with regulations in respect of Islamic education.



## School self-evaluation and improvement planning

Good 

- The leaders had good knowledge of the school's strengths and weaknesses and had addressed them over time through action plans and short and long term improvement plans. These were aligned to the recommendations in the previous inspection report. The school had analysed its assessment data from internal tests to evaluate the levels of performance. The school did not have external benchmarks against which to judge the achievements of its students.
- The school used internal and external personnel to regularly monitor the quality of the teaching. While there was a lack of consistency in monitoring, in the KG phase it had resulted in improved teaching. Staff members' professional training was better informed as a consequence of this process.
- The school had a range of improvement plans to support its development. These reflected the school's vision statement, had clear objectives and explained the means of achieving them. However, they did not measure the effects of actions upon students' achievement, nor did they make explicit reference to the UAE's national priorities.
- The leaders and other stakeholders were well informed of the previous school inspection recommendations. The action plan was well focused and had led to improvements on all of the recommendations. The leaders recognised that there was still work to do, especially in ensuring full compliance with regulations regarding Islamic education. Over time, they had secured steady improvements and had used the current year wisely to embed recent changes.

## Partnerships with parents and the community

Outstanding




- The school was extremely well supported by its parents, who were very closely involved in the school's development; they were true partners in their children's education. There was an extensive system of consultation with parents. The views of parents were taken very seriously and acted on when considering the school's next steps in improvement. This helped in the school's improvement over recent years.
- Parents had organised themselves into committees to represent their perspectives. These provided them with regular opportunities to air their views and communicate them to the leaders in various ways. Parents were represented on the school council and were part of the governing body. Parents were kept well informed about how their children were progressing, both at meetings and through reports.
- The partnership with parents was founded on trust. This was fostered through effective reporting of students' overall development both during meetings and through regular written reports. Parents could easily contact teachers directly. This ensured that parents were up to date with how to help their child at home or to allay any concerns.
- The school had close links with other Iranian schools in Dubai as well as with schools in Iran. These had proved beneficial in supporting the school's development through, for instance the sharing of expertise. The school had been proactive in reaching out to other schools in Dubai through sporting and cultural links and by taking part in national competitions. These links had broadened students' views of the world and supported their wider education.

Governance	Good
<ul style="list-style-type: none"> <li>The school's governing board had wide representation from stakeholders. It included members of the school council, parents and the Director of Iranian Schools in Dubai. The governors sought parents' views regularly through this representation and through surveys. They were very well informed about the school and used this information to support it and shape its strategic direction.</li> <li>The school's governing board was well organised. It received regular reports from the senior staff about school performance and development. In this way, the governors kept the school under review and supported its improvement through suggestions and dialogue. The Director of Iranian schools in Dubai also provided guidance for the school to follow.</li> <li>The school's governing board took part in the improvement planning process; it supported the school's leadership and strategic direction. It had had some success in enabling the school to be compliant with statutory regulations with regard to teaching Arabic as an additional language. It had supported the changes made to the teaching of Islamic education, but it had not ensured that the school was fully compliant with the local MoE regulations.</li> </ul>	

Management, staffing, facilities and resources	Very good ↑
<ul style="list-style-type: none"> <li>The school ran smoothly on a daily basis. Systems and procedures were well established and both teachers and students knew what was expected of them. This supported the school's positive learning environment.</li> <li>The school had recruited teachers with improved levels of qualifications, which supported the improvement of students' progress. There was a well organised programme of staff development and regular meetings amongst the staff to review their work and plan for improvement.</li> <li>The premises were well cared for and accessible to students with physical disabilities. The premises offered a good range of specialist facilities. These included well equipped science laboratories, information technology and design technology areas. There were appropriate indoor and outdoor sports facilities. The library was well stocked and most classrooms were spacious.</li> <li>The school had a very good level of learning resources which enabled the curriculum to be taught well. The KG children had accessible play equipment that promoted their physical development. Teachers and students made good use of interactive white boards in classrooms to provide variety to students learning. The older students used laptops with controlled internet access for research.</li> </ul>	

## 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	
<b>Parents*</b> 	2015-2016	141
	2014-2015	161
<b>Teachers</b> 	36	
<b>Students</b> 	115	

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

- Most parents and teachers agreed that the school provided a good quality education.
- A minority of parents and their children indicated that they did not know enough about progress in learning Arabic as an additional language, but they were better informed about their progress in the other key subjects.
- Most parents thought that teaching and learning were good and that their children were developing good social skills. The teachers mostly agreed.
- A minority of parents thought that there too few extra activities offered and a minority of teachers and students agreed with them.
- Most parents agreed that the school's welfare and safety arrangements were good. Most students agreed with them.
- Most parents and teachers thought that the leadership was good and that the school listened to their concerns.

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