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— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Iranian Towheed
Boys School

Celebrating
10 years of
inspections

IRANIAN TOWHEED
BOYS SCHOOL

IRANIAN CURRICULUM

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School information

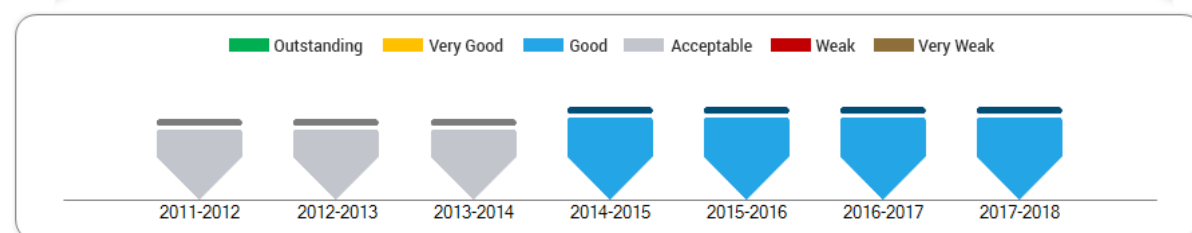
General information	
Location	Al Quoz
Type of school	Private
Opening year of school	1958
Website	http://www.bi-st.com/
Telephone	00971-4-3389954
Address	Al Meydan Road- P.O.Box:33917
Principal	Vahid Keshavarzi
Principal - Date appointed	7/21/2017
Language of instruction	Persian / English
Inspection dates	11 to 14 December 2017

Teachers / Support staff	
Number of teachers	70
Largest nationality group of teachers	Iranian
Number of teaching assistants	2
Teacher-student ratio	1:11
Number of guidance counsellors	2
Teacher turnover	21%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	789
Number of children in pre-kindergarten	Not applicable
Number of Emirati students	0
Number of students with SEND	19
Largest nationality group of students	Iranian

Curriculum	
Educational permit / Licence	IB
Main curriculum	Iranian
External tests and examinations	IBDP, Iranian leaving certificate
Accreditation	IB
National Agenda benchmark tests	Not applicable

School Journey for Iranian Towheed Boys School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

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

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

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

Summary of inspection findings 2017-2018

Iranian Towheed Boys School was inspected by DSIB from 11 to 14 December 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Senior leaders have successfully developed the national and international sections of the school. They have been particularly effective in improving and maintaining high-quality provision at the high school. They know the school well and ensure that it runs smoothly. The quality of leadership at the middle level, such as heads of department, is more variable, partly as a result of the insufficient time they have for planning and development.

Students' achievement

Good progress in English and mathematics in the Kindergarten (KG) has now led to improved attainment. Very good progress in mathematics in the middle school has also led to very good attainment. Progress in mathematics is generally very strong. Progress in Arabic in the middle school has declined to acceptable, and progress in science in the primary school has declined to good. Students' learning skills and achievement levels in the high school are very good.

Students' personal and social development, and their innovation skills

Students' behaviour and attitudes start from a good level in the KG and steadily develop, becoming outstanding in the high school. These aspects have improved to a very good level in the primary school, bringing them into line with the middle school. Students' understanding of Islamic values and Emirati culture is consistently very strong across the phases. Their social responsibility skills grow as they mature.

Teaching and assessment

The quality of teaching remains at a good level in the KG, primary and middle schools. Lessons in the high school are often of high quality, and teaching there continues to be very good. Staff have been working to improve aspects of assessment, with some success, but the overall quality remains good in all phases. There is a need for more rigorous internal assessments and better feedback to students.

Curriculum

The curriculum is well designed for continuity and progression. It is mostly in line with the relevant standards. Choice of subjects for older students is limited. Some innovative approaches have been taken to adapt the curriculum. KG children and students in the early years of primary school would benefit from more effective adaptation, as would gifted and talented students in the other phases.

The protection, care, guidance and support of students

Health and safety procedures are implemented very effectively in the KG and in the primary school. Safeguarding is given appropriate attention. Risk assessments need to be updated, particularly in the middle and high schools, where some facilities such as the design room and science laboratories may present hazards. The quality of care and support is very strong in all phases. Careers guidance is a particular strength of the school.

What the school does best

- The school has developed high-quality curriculum and teaching in the high school in the national and international sections, leading to very positive attainment and progress in English, mathematics and science, and very well-developed learning skills.
- Students develop very good personal and social skills, including, particularly in the middle and high schools, social responsibility and, in all phases, understanding of Islamic values.
- Staff implement the school's procedures for care and support very well, particularly in relation to the nurturing family ethos of the school, positive relationships, successful management of behaviour and very effective careers guidance.
- Senior leaders ensure that the school runs smoothly. They have been successful in maintaining almost all high-quality aspects of the school's work, including partnership with parents, which continues to have many outstanding features.








Key recommendations

- Improve students' attainment and progress in Arabic, particularly in the middle school, by promoting more student-centred, skill-focused learning and by providing appropriate professional development for teachers.
- Build on and spread the very good practice in teaching in the high school to ensure more consistency across the school in terms of differentiation of instruction, use of assessment data to provide appropriate challenge in lessons, aligning internal test results with external ones, and ensuring all students receive regular, helpful written feedback on their next steps in learning.
- Improve the support for KG and Grade 1 students with special educational needs and disabilities (SEND) by providing better resources and training for teachers.
- Undertake a whole-school, health and safety risk-assessment exercise which particularly covers the design workshop and science laboratories.
- Ensure that the curriculum and teaching in Islamic education is fully compliant with UAE requirements.

Overall School Performance

Good

1. Students' Achievement

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

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

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

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

The school does not take part in the TIMSS and PISA tests. The school has, however, started to use Measures of Academic Progress (MAP) tests and Cognitive Ability Test (CAT4).

Senior staff are fully committed to implementing key parts of the UAE National Agenda, including the social studies and the moral education programmes.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) **Governance and Leadership.** ii) **Learning and Intervention.** iii) **Personalisation**

The school does not have any Emirati students, and so this project is not applicable.

Moral Education

- Most moral education content is taught from Grades 1 to 9 and is integrated into social studies, English, science and art lessons. The school attempts, with some success, to engage families and community members in the process of moral education.
- Most teachers make lessons personalised, differentiated, engaging and challenging. Some teachers need support in exploring complex moral issues with students.
- Lessons attempt to engage students in exploring the concepts of moral education in their own way and at their own level. However, students are unable to fully apply concepts to personal, local and global contexts.
- Evidence of student growth is compiled in portfolios which contain assessment information, goal-setting and reflections.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The school offers UAE social studies in Farsi and English as a discrete subject. The programme establishes strong links with moral education and occasional links with other subjects.
- Teachers plan appropriately, have a reasonable subject knowledge and sufficiently engage students in lessons.
- Students can work collaboratively but their critical thinking skills are less developed.
- Students' knowledge and understanding are assessed mainly through formative strategies and tests, but these are insufficiently linked to the learning outcomes in the curriculum to provide valid and clear measures of progress.

The school's implementation of the UAE social studies programme is developing.


Innovation in Education

- The school's increasing focus on using technology is beginning to develop students' creative, reflective and independent learning skills, as demonstrated in the student blogs in Grades 6 and 8.
- Students in the KG and the primary school are increasingly showing well-developed age-appropriate innovation skills. Those in the middle and high schools are creative and can initiate projects when given the opportunity.
- Students' presentation skills are promoted by the strategy of using students as teachers in most subjects. 'Flipped classes' in the high school encourage students' independent learning.
- The school's commitment to develop students' innovative skills is evident in the 'Yavar' project in which high school students support younger students' well-being very effectively.
- Leaders are acquiring innovation skills in their own work and are increasingly encouraging innovation among staff and students. Signs of impact are emerging.

The school's promotion of a culture of innovation is emerging.

Main inspection report

1. Students' achievements


		KG	Primary	Middle	High
Islamic education 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable

		KG	Primary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable ↓	Not applicable

- Students in the primary school have better skills in using new vocabulary to create new sentences and phrases than students in the middle school. In the middle school, students depend mainly on translation and mechanical conversion drills in their textbooks, using limited new vocabulary.
- Students in both phases can read familiar texts clearly and often understand the general meaning and some of the details. They get limited opportunities for creative writing using new vocabulary and structures. Their listening comprehension is strong, but their conversation skills are inconsistent.
- The department's focus on translating Arabic texts into Farsi has restricted students' progress in communicative skills in the middle school. Students get limited opportunities to improve their oral and written communication skills.

For development


- Provide regular opportunities for students to develop their oral and written communication skills, especially in the middle school.

		KG	Primary	Middle	High
English 	Attainment	Good ↑	Good	Good	Very good
	Progress	Good	Good	Good	Very good

- Students' attainment and progress remain strong in all phases in the national and international sections. Students' outcomes remain stronger in the high school, although classroom observations indicate lower achievement than is suggested by internal test data.
- In the national and international sections, speaking in English is a strength across all phases. Students' good extended writing is evident in their project work but not in their workbooks. Students' choice of reading material is limited, and as a result, their reading skills are hampered.
- The introduction of special English classes for high-achieving students has met their needs well and has extended their understanding of the fine nuances of vocabulary. They show increased confidence when speaking in public.

For development


- Enhance students' choice of reading materials to enable them to develop their reading skills.
- Review the impact of the 'Special English' initiative to consider how it could be extended to include more students.

		KG	Primary	Middle	High
Mathematics 	Attainment	Good ↑	Good	Very good ↑	Very good
	Progress	Good	Very good	Very good	Very good

- Students' attainment is strongest in the middle and high schools, where teachers successfully place more emphasis on independent, student-centred investigative work. Tasks are more challenging and better targeted to the needs of individual students in these phases.
- Strengths include students' algebraic skills which are developed through flipped classes and their understanding of geometry which is enhanced by the use of the 'IXL' application. Tasks in the KG are not adequately differentiated to cater for all groups of children, thus hindering their progress.
- Improvements include the use of a new textbook in Grade 8, which encourages more enquiry-based learning, and the better use of open-ended questioning by teachers.

For development

- Ensure all groups and individual students are set appropriate challenging work.

		KG	Primary	Middle	High
 Science	Attainment	Good	Good	Good	Very good
	Progress	Good	Good ↓	Very good	Very good

- Most students in the high school use their understanding of science to acquire more complex knowledge that involves mathematical equations and scientific modelling. In the other phases, students' understanding of scientific concepts is less developed.
- Students have gained increased confidence in discussing and explaining their understanding of science. Opportunities for students to learn through discussions are very effective in the high school.
- Through increasingly regular opportunities in lessons, the majority of students have improved their investigative skills. In the lower grade levels, teachers tend to provide too much guidance which reduces the effectiveness of practical activities on students' learning.

For development

- Provide more opportunities for discussions and independent investigations in the KG and primary school.

	KG	Primary	Middle	High
Learning Skills	Good	Good	Good	Very good

- Students' learning skills are most developed between Grades 9 and 12. In the KG, primary school and lower middle school, students' development of learning skills is limited by lack of challenge and opportunities to engage in higher-order thinking.
- Students' presentation and communication skills are advanced in most subjects. Students demonstrate positive and enthusiastic attitudes and take increasing responsibility for their own learning.
- In most subjects, the increased use of ICT has led to improvements in students' digital skills. A greater emphasis on problem-solving is beginning to have an impact on students' learning, but this is still work in progress. Students now ask their peers for help or support when needed.

For development

- Provide students with challenging opportunities to develop their learning skills, especially in real-life scenarios.

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

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

- Students demonstrate positive behaviour and maintain good relationships with each other and with their teachers. This is particularly evident in the high school. There is a fully orderly learning environment in almost all classes. Children in the KG have not fully developed self-discipline.
- Students show very positive attitudes toward school and learning. In lessons, they are keen and engaged learners. Attendance rates are very high throughout the school. However, in some cases, students arrive late to lessons after break time.
- Students' behaviour has improved in the primary school. The ongoing focus on health ensures that students have positive attitudes toward healthy eating and make healthy choices. They maintain healthy life styles through participation in physical education and school sports.

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

- Students demonstrate a well-developed understanding and appreciation of the values and principles of Islam and its role in the lives of people in the UAE. They cherish the values of tolerance, freedom, and security that are evident in the Emirati society.
- Students' understanding and appreciation of Emirati culture are very strong. They celebrate UAE National Day and Flag Day. They are well aware of Emirati cultural practices and traditions and the aspiration of the country's leadership for excellence.
- Students are very proud of their own culture and mother languages. They take part in their own cultural events and show respect and tolerance for diversity in the UAE. However, their knowledge of other world cultures is superficial.

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

- Students in the KG and primary school understand their responsibilities at school and beyond. Those in the middle and high schools willingly participate in activities that benefit the school and wider community, particularly in those related to environmental conservation and sustainability.
- Practical activities to deepen students' understanding of environmental issues and solutions to them are well developed, particularly in the middle and high schools. Students initiate projects and develop their entrepreneurial skills to help raise funds for causes in Dubai and Iran. Innovation skills are developing and are used to tackle real-life problems.
- The school is working to embed approaches that develop students' environmental awareness more widely in lessons. Increased opportunities in school for students to care for others complement the focus on helping those beyond the school.

For development

- Develop students' innovation skills through lessons, not only through free-standing projects.
- Develop students' understanding of wider world cultures.

3. Teaching and assessment

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

- Some lessons in the primary and middle schools involve too much teacher-led work. Teaching is more ambitious, creative and student-centred higher up the school, where lessons are less textbook-orientated. Most KG teachers ensure that children are well engaged, and they strike a good balance between teacher input and student activity.
- Teachers generally show strong subject knowledge. Teacher-student interactions are effective, and teachers often use open-ended questioning. Learning support teachers in the KG and primary school do not support students' academic development effectively.
- There have been improvements in teachers' understanding of how students learn and of play-based learning in the KG. The continuing development and use of online resources in English, mathematics and science are having a positive impact on students' learning. Efforts to provide challenge for the high achievers remain largely ineffective.

	KG	Primary	Middle	High
Assessment	Good	Good	Good	Good

- The school's assessment processes are effective overall. In Grade 12, external assessments provide rigour, accuracy and reliability. In the other grade levels, internal assessments are not fully aligned to external benchmarks.
- There are some good examples in English of diagnostic comments and clear guidance from teachers about students' next steps in learning. In the other subjects, such as mathematics and science, feedback from teachers is less useful.
- Across the school, assessment information is now more readily available, and teachers analyse it with growing confidence. The impact of these improvements is not evident in some subjects, such as Arabic and science in the primary and middle schools.

For development

- Provide opportunities to develop students' problem-solving and critical-thinking skills through investigative and inquiry-based activities.
- Ensure teachers' feedback to students is more effective across the school.
- Ensure that internal assessments in Grades 1 to 11 are more aligned to external standards.
- Refine the KG assessments to better monitor children's developmental progress and to clearly identify their next steps in learning.

4. Curriculum

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

- The curriculum in the Iranian section is aligned well to the Iranian national curriculum in all phases. The curriculum in the international section is planned well, particularly in the high school, where it is well in tune with the philosophy of the IBDP.
- The curriculum has good breadth, continuity and progression. The programme for Islamic education is not fully in line with UAE requirements.
- In response to a recommendation in last year's inspection report, staff in the KG have increased play-based activities by introducing a weekly period of role-play. The science curriculum has improved as it now contains more practical work. Senior staff have successfully implemented recent changes to the Iranian national curriculum.

	KG	Primary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- The curriculum has effective adaptations, particularly in the provision for students with SEND. Provision for the gifted and talented students is strong in the high school, but it is less evident in the other phases. Analysis of cognitive tests to inform curriculum modifications and to meet students' needs is developing.
- Students have access to a range of extra-curricular activities that suit their interests and enhance their learning. Activities in the school and the community promote students' enterprise, innovation and social contribution. Students, particularly in the high school, participate enthusiastically in projects involving the local community.
- There are opportunities in the curriculum for students across the phases to develop their understanding and appreciation of the Emirati society, traditions and values.
- Arabic language is not taught in the KG.

For development

- Improve the flexibility of the curriculum and provide a wider range of opportunities for students to extend their experiences and learn in their own way.
- Encourage more students to access extra-curricular activities and become involved in community projects.

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	Good ↓	Good ↓

- Maintenance and development of the school premises and facilities are managed well. Chemical storage and management of medicines are appropriate. In subjects, such as science in the middle and high schools, risk assessment procedures are not always rigorous enough.
- The school provides a very safe environment in which students can learn and develop. Students understand how to stay safe and know how to report any concerns. The school provides prompt safeguarding support by using internal and external expertise.
- The school's focus has been on maintaining this level of health and safety, but some aspects have slipped. Records of reported concerns or incidents are not detailed enough to provide clear evidence of prompt actions taken by school leaders.

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

- Behaviour management strategies are effective and staff-student relationships are very positive across all phases of the school. Systems for promoting students' attendance and morning punctuality are rigorous.
- The school provides an inclusive, nurturing environment for students with SEND. Procedures and processes are in place to identify students with SEND as well as those who are gifted or talented. The quality of provision for students with SEND is less effective in the KG than in the other phases.
- Support for the social and emotional well-being of students is very effective, and sometimes involves older students in helping the younger ones in a commendable fashion. Careers guidance for older students is well developed. The counsellors and student representative provide outstanding guidance for students on educational pathways and career choices.

For development

- Document reported concerns or incidents related to safeguarding, so that records provide precise evidence of prompt actions taken by school leaders.
- Ensure identification processes are in place to support early intervention and provision for students with SEND and those who are gifted or talented.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- Governors and senior leaders promote an inclusive ethos. The inclusion team supported by the governor for inclusion, effectively coordinates provision. The school's strategic overview of the work of the team leads to a greater focus on areas of strength and improvement.
- The school makes use of a range of identification indicators. Most students have access to individual programmes. The inclusion champion works closely with teachers to identify students and provide support and intervention.
- Parents are pleased with the open regular communication with the school and appreciate the advice they receive to support their children at home. They have some involvement in their children's educational programmes. However, their contribution to the development and review of the programmes is limited.
- Students have detailed and focused individualised education plans (IEPs). The curriculum is modified to meet students' needs and, in the best lessons, it is challenging and supports their progress. This is less secure in the KG, partly due to the lack of staff who are experienced in SEND.
- Systems to track students' progress are developing. The inclusion champion works with staff and parents to ensure that provision and target-setting reduce barriers to learning. Most students make acceptable progress, but this is inconsistent across the subjects.

For development

- Provide rigorous tracking of the academic and pastoral progress of individual students.
- Develop resources for SEND, particularly in the KG, to include the recruitment, development and deployment of experienced members of staff.
- Involve students with SEND and their parents in the planning, design and review of their educational programmes.

6. Leadership and management

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

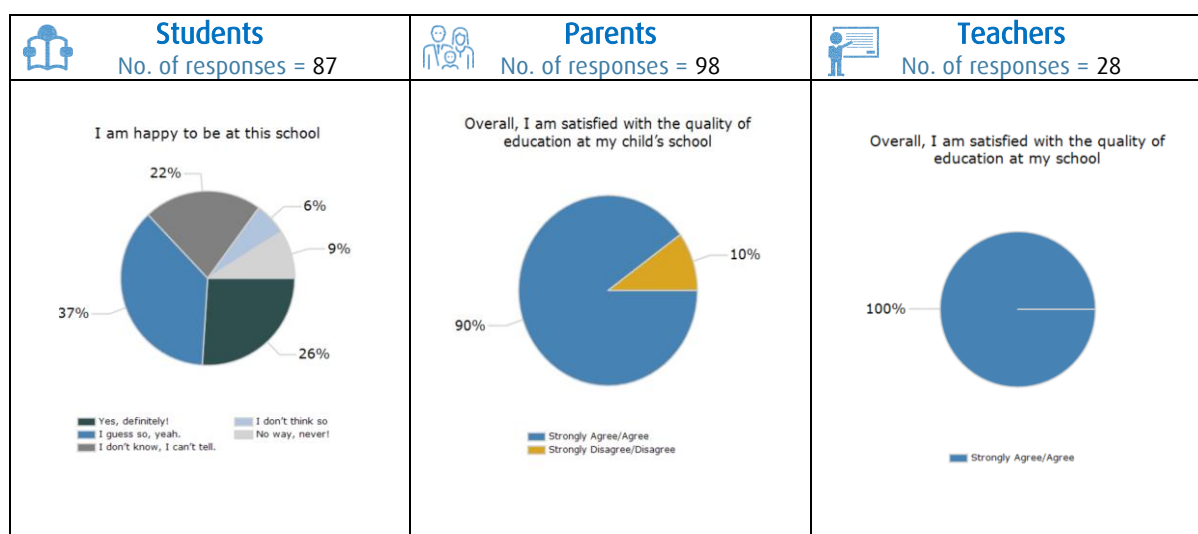
- The new principal is ably supported by a team of assistants, including the vice-principal, who successfully promotes the school's values and heads the international section. Together, they provide strong leadership and commitment to the UAE priorities and inclusion. Leadership at the middle level is variable but is good overall. Leaders have maintained most of the school's very good features and have secured improvement in some student outcomes.
- Senior leaders systematically gather information about the school's work. Monitoring of lessons and students' work is done by heads of department, with some variation in effectiveness. Staff analyse internal and external assessment data but do not fully address discrepancies. Senior leaders know the school's strengths and weaknesses, and improvement priorities are appropriate. The school has made progress in addressing most of the recommendations of the previous report.
- Parents have a wide range of opportunities to contribute to the life in the school. They are regularly informed about their children's learning and development. Parents of students with SEND are involved in a partnership with the school. The head of Parent Teacher Association sits on the school council. The school has positive partnerships with other Iranian schools and with some high-performing schools in Dubai and Finland.
- The governing body has representation from a wide range of stakeholders, including Iranian officials, one of whom is the designated co-ordinator for the school. Through this coordinating role, the governors are increasingly gaining a detailed understanding of the school to enable them to hold senior leaders to account. They support the school effectively but have not been able to ensure full compliance with the UAE requirements for Islamic education.
- The school runs smoothly, and almost all procedures, including timetabling, are very effective. Most staff are suitably qualified and benefit from good professional development. The facilities are of high quality. Rooms are provided with interactive whiteboards which teachers and students use regularly to good effect. The mathematics textbooks have been upgraded. The facilities for girls are, in some respects, less impressive than those for boys.




For development

- Ensure the analysis of data and information about the school's performance, results in accurate self-evaluation judgements which help to target improvement priorities.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> Students' views are positive overall. For example, most who responded to the survey believe that they learn well most of the time because of effective teaching. A majority express positive views about the range of opportunities to develop their leadership skills. Some younger girls believe that there is bullying at school and that it is not dealt with effectively by the school leaders.
 Parents	<ul style="list-style-type: none"> The parents who responded to the survey express very positive views. For example, almost all are satisfied with the quality of education at the school and feel that teaching is effective. Most parents think that there is a wide range of extra-curricular activities and that the school offers effective careers and academic guidance. These views are broadly in line with the inspection findings.
 Teachers	<ul style="list-style-type: none"> Teachers' views are very positive. All those who responded to the survey are satisfied with the quality of education in the school and indicate that there is trust and collegiality among staff. Almost all feel that professional development has helped them become better teachers. Most say the school is led well and that they are happy at their work in the school.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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