



Al Adab Iranian Private S...



National Agenda



Early years



Special educational  
needs and disabilities



Innovation

## Inspection Report 2015-2016

Al Adab Iranian Private School for Boys

Curriculum: Iranian

Overall rating: Acceptable

Read more about the school



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



Sheikh Mohammed Bin Rashid Al Maktoum

## Contents

School information .....	2
Summary for parents and the community .....	3
Main inspection report .....	10
1. Students' achievement .....	11
2. Students' personal and social development, and their innovation skills .....	15
3. Teaching and assessment .....	16
4. Curriculum .....	17
5. The protection, care, guidance and support of students .....	19
Provision for students with special educational needs and disabilities (SEND) .....	20
6. Leadership and management .....	20
The views of the parents, teachers and students .....	23

## School information

### General information



Location	Al Qusais
Type of school	Private
Opening year of school	1989
Website	www.adabschool.com
Telephone	04-2633405
Address	Dubai - AlQusais - behind Al Bustan Centre-P.O.BOX:23259
Principal	Khorso Alimardan Farahmand
Language of instruction	Farsi
Inspection dates	7 to 9 December 2015

### Students



Gender of students	Boys
Age range	3-18
Grades or year groups	Kindergarten 1 to Grade 12
Number of students on roll	470
Number of children in pre-kindergarten	None
Number of Emirati students	0
Number of students with SEND	23
Largest nationality group of students	Iran

### Teachers / Support staff



Number of teachers	48
Largest nationality group of teachers	Iranian
Number of teaching assistants	7
Teacher-student ratio	1:10
Number of guidance counsellors	2
Teacher turnover	10%

### Curriculum



Educational permit / Licence	Iranian
Main curriculum	Iranian / International
External tests and examinations	Iranian
Accreditation	None
National Agenda benchmark tests	International Benchmarking Tests (IBT)

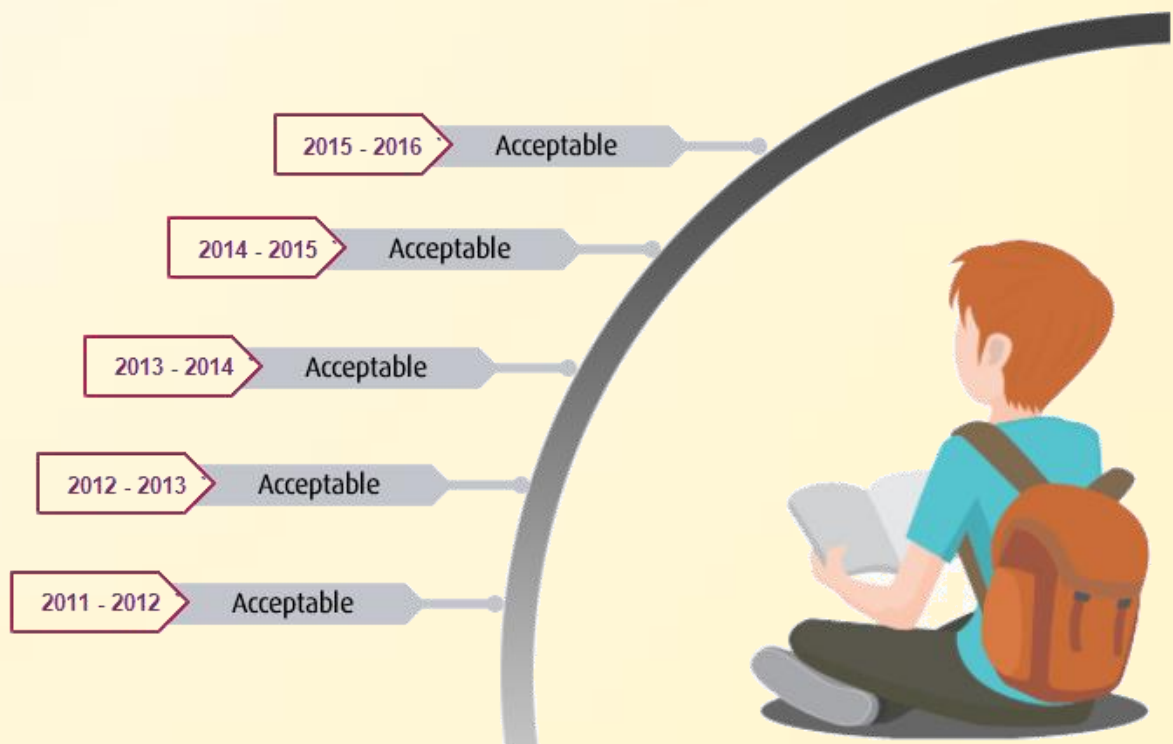


## Summary for parents and the community

**Al Adab Iranian Private School for Boys** 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 the school provided an **acceptable** level of education for its students.

- Attainment and progress in Arabic as an additional language were acceptable. Almost all aspects of attainment and progress in English, mathematics and science were good, and some aspects at the high school phase were very good. Students acquired an acceptable range of learning skills in Kindergarten and the primary phase, and a broader range of skills in the middle and high school phase.
- Students at all phases were well behaved, with good attitudes towards learning and to their peers and adults. They had a well-developed understanding of Islamic values and the impact of those values on society. Knowledge of global cultures, and involvement in activities to show social responsibility were not as developed.
- Teachers planned lessons well, although there was some inconsistency across phases. They used a range of approaches to assessing the strengths and weaknesses of students. These aspects were acceptable at some phases and good at others.
- The quality of the curriculum had improved and was now good at all phases. Adaptation of the curriculum to meet the needs of all groups of students was acceptable.
- Staff and students showed concern of each other's welfare. The overall ethos of the school was of a caring nature. Some aspects of health and safety arrangements and procedures for care and support were in need of improvement.
- Partnerships with parents was of good quality and helpful to the school. Governors and senior leaders had shown successful leadership in improving several aspects of the school's work. Leadership at other levels was less consistent. A wider range of staff were now involved in school self-evaluation and improvement activities. The day-to-day work of the school was managed well.



### What did the school do well?

- The hard work of staff to enhance the curriculum and teaching had resulted in better learning skills at the middle phase and good or better attainment and progress in English, mathematics and science at various phases.
- Staff successfully encouraged students to have positive attitudes towards learning and to respect their peers and adults. These attitudes were particularly evident in the high school. Students had a well-developed understanding of Islamic values and their influence on society.



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

Senior leaders and governors should monitor closely the implementation of the following recommendations.

- Ensure that the school fully complies with the United Arab Emirates Ministry of Education regulations for the curriculum and teaching of Islamic education.
- Improve students' learning skills across the school and raise attainment, particularly in English at the primary and Kindergarten phases, in mathematics at Kindergarten, and in Arabic as an additional language.
- Use assessment information and other data to adapt the curriculum and plan lessons to ensure that the learning needs of all groups of students, particularly those with special educational needs, are met.
- Draw up and implement appropriate, individual education plans for students with special educational needs and disabilities (SEND), setting out each student's learning needs, targets for progress, and how they will be supported in lessons to meet those targets.
- Use external assessment data and other information, including advice from other schools and organisations, to form an objective view of the school's work and support it in its development, including the planned implementation of the International Baccalaureate programme.
- Improve key aspects of health and safety, including the awareness among staff, students and parent of child protection policy, control of access to the school, management of traffic outside the school at drop-off and pick-up times, and cleanliness of toilets.



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

- The progress of students with special educational needs and disabilities was acceptable. All students had a positive approach to their work. A minority of students were unable to work independently, and supporting adults did not always promote independent learning skills sufficiently.
- Parents regularly received written reports about the academic progress of their child. These did not refer to specific targets for improvement based on their individual needs.
- The school made sure that parents were able to regularly communicate with school about their child's progress. Parents had positive relationships with teachers and counsellors as a result.
- Parents were involved in helping their child succeed, once they accepted there was an issue. The school did not prepare individual education plans, preventing parental involvement in their design and review.
- The school provided useful guidance to parents on how to help their children at home.

### 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 intent 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. This academic year, KHDA introduced 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.

#### Main points:

- The school was not required to meet the registration demands of the National Agenda Parameter. Senior staff, however, had ensured that most students from Grade 3 to Grade 10 had entered for IBT tests in English, mathematics and science.
- The school had not been given National Agenda Targets. No attainment data from the National Agenda Parameter was available at the time of the inspection to make a judgement on the school's progress in its chosen international benchmark tests.
- Senior staff had spread awareness of the National Agenda and, as a result, there had been a beneficial impact on some areas of school life. They had ensured that teachers introduced the typical vocabulary used in TIMSS and PISA tests papers into their planning of lessons. Skill development was a key feature in various aspects of the school's work.
- In English, students were challenged to produce rational arguments in debates. In mathematics there was a strong emphasis on problem solving and a growing emphasis on applying the skills students had learned to real life. Science lessons increasingly involved an investigative approach.
- Overall, critical thinking was underdeveloped. Use of learning technologies by students was not a common feature, restricting opportunities for independent research in school. However, homework had a sharp focus on research, and students were asked to prepare presentations on what they had found out.

## Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

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









### Promoting a culture of innovation:

- School leaders understood the importance of innovation as a national priority and had begun to use a selection of resources to support the culture. Leaders and teachers were beginning to identify the capacity needed to promote the structures and routines to ensure that students' learning opportunities were met. The learning environment and school infrastructure provided basic student innovation skill development and support. The curriculum provided a range of extra-curricular activities but had not yet facilitated students' critical thinking and enterprise.

Overall school performance

Acceptable

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	Acceptable	Acceptable	Not applicable
<b>English</b> 	<b>Attainment</b>	Acceptable	Acceptable	Good ↑	Good
	<b>Progress</b>	Good ↑	Acceptable	Good	Good
<b>Mathematics</b> 	<b>Attainment</b>	Acceptable	Good	Good	Very good ↑
	<b>Progress</b>	Good	Good	Good	Very good ↑
<b>Science</b> 	<b>Attainment</b>	Good ↑	Good	Good	Very good ↓
	<b>Progress</b>	Good ↑	Good ↑	Good	Very good ↓

	KG	Primary	Middle	High
<b>Learning skills</b>	Acceptable	Acceptable	Good ↑	Good

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

## 6. Leadership and management

	All phases
The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Good
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

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

- The children were making good progress in English as an additional language. The older kindergarten children were able to recognize a selection of common words and could blend some sounds to read short three-letter words. In communication, the children listened attentively and followed instructions in class and during group activities. They were able to talk to their teachers and each other and explain their learning. They understood the meaning of books and talked about features such as the title and characters. They were also able to sequence a story. Their writing skills were not well developed because there weren't many opportunities to write for meaning and purpose. Children could read some words but were not able to read sentences.
- In mathematics, most of the children demonstrated a good understanding of mathematical concepts and skills that were in line with the international and Farsi curriculum standards. The children made good progress in relation to their assessed starting points and as measured against learning objectives. Most children counted and added numbers in play and used the language of more-than or less-than. They could match numbers and objects using one-to-one correspondence, and many were able to sequence simple patterns and use numbers to ten, twenty and above for the more able. Children were able to identify shapes and colors using interesting real objects. A minority were able to use number operations beyond international expectations.
- In science, most children made good progress in their understanding of the world. They understood age-appropriate earth-science and life-science concepts. The older children had planted a garden and could explain what plants needed to grow. They also understood their place in the world through recycling projects. Enquiry and investigative skills were being implemented in several lessons. The addition of new workbooks that provided appropriate material using best practice helped guide the lesson planning and teaching which then significantly assisted the children in making progress.

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

- In Arabic as an additional language, most students displayed skills in line with curriculum expectations, and this had been the case over the past three years. Most students were able to understand the meaning of speech and follow instructions well. Students' answers were short, involving single words or simple sentences. Students had difficulty in engaging in longer conversations. Most students were able to read short paragraphs, but stumbled with new words. Writing was the least developed skill. Most students' writing was relatively short and characterised by the use of a limited range of vocabulary. In relation to students' initial starting points, they were making acceptable progress.
- In relation to English language curriculum standards, the skills and understanding of most students were in line with expectations. They were able to speak confidently, read fairly accurately and listen attentively. They could respond appropriately to requests, follow instructions and use their knowledge of letter sounds to decipher words. Skills in writing in younger year groups were not as well developed. Progress began to accelerate through the upper grades in the international section as students' writing skills developed. Their work showed more independent, unaided writing, using an increasing range of challenging vocabulary and plausible attempts at spelling unfamiliar words. Progress for students overall, including those with special educational needs and disabilities, was acceptable.
- In mathematics, the students made good progress in lessons and over time, and a majority attained at levels above age-related standards. This was clearly evident in their written work. All of the students, including those with special educational needs and disabilities, were challenged by problem-solving activities and projects that enabled them to apply their skills to the real world. Grade 6 students were able to apply their knowledge of rounding numbers to make estimates of their shopping budget. The school followed the standards laid down by the Iranian authorities and they had also recently introduced international benchmark tests. Over time, there had been a steady improvement in students' levels of attainment in relation to national standards.
- In science, most students were making progress in line with or ahead of expectations, and a majority were making better than expected progress. A majority had attainment above the school's age-related curriculum standards. For example, in the international section at Grade 6 were working above international standards, illustrated very clearly by the progress they had made in their understanding of photosynthesis in plants. Although there was clear evidence for high standards in science in the primary section, teachers did not systematically measure all students' work against international curriculum expectations.

**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
English	Good ↑	Good
Mathematics	Good	Good
Science	Good	Good

- Similar to the primary phase in Arabic as an additional language, most students displayed language skills in line with curriculum expectations, as had been the case over the past three years. Most students were able to understand the meaning of speech and follow instructions well. Speaking skills were in line with expectations. Students' answers were short using a few words or simple sentences and they were not confident enough to engage in lengthy conversations. Most students were able to read short paragraphs but stumbled with new words. Writing was the least developed skill across all phases. In lessons, most students made acceptable progress against appropriate lesson objectives, particularly in speaking and reading skills.
- Attainment in English was good in relation to curriculum standards. Students made good progress from their relative starting points as additional language learners. Students with special educational needs and disabilities made acceptable progress in relation to their needs. International tests were being used well to confirm good students' achievement against external indicators. Attainment and progress were also judged against national norms to confirm good attainment. In lessons, a majority of students attained beyond curriculum expectations. Students applied their knowledge, skills and understanding well in their speaking, listening and reading for understanding, especially in relation to answering challenging questions and engaging in discussion and debate.
- In mathematics, the majority of the students demonstrated attainment which was above curriculum standards. A Grade 7 class understood how to solve complex equations. Progress observed in lessons, and tracked over time, was also good. Progress was clearly evident in the students' workbooks, where there was a strong emphasis on the development of skills. Grade 9 students made real progress, in a lesson, as they worked out how to apply their knowledge to the solving of quadratic equations. Staff moderated internal assessments against the Iranian curriculum standards, and their analysis confirmed the good attainment. Attainment steadily improved as the students progressed through the phase.
- In science, teachers' assessments of attainment against national curriculum standards and results in external examinations showed that a majority of students were working above the expected age-related levels. Assessment data also showed that a majority made better than expected progress. Students showed a well-developed understanding of how sound waves needed energy to travel through varied media. They demonstrated higher-order thinking skills that were well above age-related standards when calculating distances, times and frequencies. Laboratory skills and understanding of experimental processes were less well developed.

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
English	Good	Good
Mathematics	Very good ↑	Very good ↑
Science	Very good ↓	Very good ↓

- Students' external examination and internal test results in English reflected their well-developed levels of understanding, skills and knowledge. In lessons they showed good use of higher-order skills such as critical thinking and applying their knowledge. They could tackle challenging texts, using skimming and scanning techniques to select information quickly and efficiently. They understood and could explain the use of different texts and styles of writing and delivery to convey meaning. The students used technology to support their learning, for example demonstrating good presentation skills. Students with special educational needs and disabilities made acceptable progress in relation to their needs.
- In mathematics, a large majority of students reached attainment levels above curriculum standards, and their progress over time was also very good. In the Iranian Ministry of Education examinations, a large majority of students achieved marks above other Iranian schools, and this had been a recurring feature of student performance over the last few years. Teachers had high expectations of the students, who relished the opportunity to apply their knowledge and to work independently. Students in Grade 11 demonstrated very good understanding of mathematical concepts through presentations of their work to other students. A common feature of this practice was the subsequent focused discussion that followed, which enabled students to show their deep understanding of concepts.
- In science, a trend in which a large majority of students achieved results which were well above national and international examination expectations had continued. Students had developed very good knowledge and understanding of the roles and properties of acids and proteins in genetic structures. They consistently used very good mathematical knowledge to resolve their investigations in science, as observed when they plotted the linear relationships between force and volume in force-stretch experiments. Students generally lacked the appropriate practical laboratory skills and the ability to apply their studies through technology to achieve outstanding standards.

	KG	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Good ↑	Good

- There were generally good levels of student motivation and engagement across the school. In lower grades in primary, opportunities for students to choose and direct their own areas of learning were inconsistent. Overall, students enjoyed their involvement in the school and took pride in their work.
- When given the opportunity, students were capable of co-operating, collaborating and negotiating in their work, especially older students. In the international section, middle and high school students were able to investigate for themselves, for example, to find definitions of words. Older students gave presentations to the class on research work which, benefitted their speaking skills and boosted their self-confidence.

- Students were able to make connections between areas of learning and relate these to their understanding of the world, particularly in the older grades. Students were able to reflect on what they had read, resulting in good levels of discussion, argument and debate.
- Upper grade students benefited from opportunities to undertake research. When given the chance, students developed skills in critical thinking, research and persuasive arguments. The chances for students to use technology independently to support their learning was limited.

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

	KG	Primary	Middle	High
Personal development	Good	Good	Good	Outstanding

- Students had positive and responsible attitudes to their learning. They became more self-reliant as they progressed through the school. They were keen to learn and help each other. In the Kindergarten, children co-operated with one another as they became more aware of other children's needs. In the high school students displayed exemplary attitudes.
- Most students were self-disciplined, polite and courteous to adults and other students. In classes and around the school, from Kindergarten phase onwards, students were very well behaved, and their outlook was very positive, particularly when learning activities engaged their attention.
- Relationships between students and with their teachers and visiting adults were of the highest standard. Students respected their teachers and each other. They were active and supportive of each other and were sensitive to others' needs. High school students played a significant role in maintaining those strong relationships throughout the school.
- Students were well aware of the key features of a healthy lifestyle. They made effective choices of healthy eating and actively took part in the variety of fitness activities and sporting games on offer in and out of the school.
- Students' attendance was good across the school. Almost all students arrived on time for school and for lessons, ready to learn. As a result lessons started promptly and enabled students to maximise learning time.

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

- Students across school demonstrated a clear understanding of Islamic values and how they influenced contemporary society in the UAE. They provided a variety of examples of how these values influenced people's lives in the Dubai. Children in Kindergarten had an age-appropriate understanding of those matters too.
- A good appreciation of the traditions, heritage and values of Dubai and the UAE was communicated by most students. They could describe some of the main sporting activities such as camel racing, horse racing and falconry. They had a good knowledge about local food and traditional clothes and valued the contributions of other nationalities to life in Dubai.

- A pride was taken when students spoke of their own Iranian culture. Some of them were familiar with the culture of other countries such as Iraq and Syria, but not many knew enough about other world cultures.

	KG	Primary	Middle	High
<b>Social responsibility and innovation skills</b>	Acceptable	Acceptable	Acceptable	Acceptable

- The students were responsible participants in the life of the school. They respected their learning spaces and were often seen picking up litter and taking care of classroom materials. Work in the wider community was more limited. The atmosphere of the school was one where all students cared for each other and appreciated each other's abilities and needs.
- In all phases most students worked hard and contributed to classroom assignments and projects when directed. Some were beginning to take more interest in developing their own school projects based on interests. For example, the student council had recently raised money for a charity in Iran. Such projects in which students took the initiative were still rare.
- Students were careful to keep their school clean and understood the importance of recycling in the school. The Kindergarten children had used recycled materials to build a model of the Burj Khalifa for National Day. The older students were aware of other environmental issues, such as global warming, but had too few opportunities to contribute to the wider community of Dubai and the UAE.

### 3. Teaching and assessment

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

- The majority of teachers knew their subjects well and had good strategies that enabled them to explain difficult concepts in an interesting way. The most successful teachers linked learning to students' interests and experiences. The school improvement plan to increase practical learning was becoming increasingly effective, especially in the Kindergarten. English teachers effectively demonstrated to students how to use the language.
- In many lessons, teachers planned interesting tasks based on the use of a variety of resources, although learning technologies were rarely used. Teaching in the early primary years especially did not take into account enough how students learned best. As a result, teachers often spoke too much and did not generate sufficient dialogue with students.
- Teachers were generally skillful and diligent at asking questions to secure good answers from their students. When given independent and group tasks the students responded positively and the work the students did independently to plan for their next lessons, or through homework activities, was admirable and set the tone for positive learning.
- Teachers knew their students well and were vigilant in classrooms to ensure on-task behaviour and appropriate responses. Most teachers had high expectations of their students and set challenging work. Further improvements were needed in matching tasks and activities to the different learning needs of different groups.

- Teachers were aware of the need to improve students' critical thinking and problem-solving skills. The best lessons were characterised by teachers' use of open-ended questions. This practice was beginning to be shared across the school. Student-initiated projects and presentations in science often had the necessary challenge and, as a result, students' progress improved.
- Teaching in Arabic as an additional language was generally acceptable. Teachers planned appropriately but was insufficiently matched to the needs of different groups of students. Opportunities were not always provided for the students to extend their speaking listening and writing skills.

	KG	Primary	Middle	High
Assessment	Acceptable	Acceptable	Good ↑	Good

- Teachers used internally produced assessments regularly to provide evidence of students' progress and attainment. The Ministry of Education (MOE) moderated these to ensure appropriate standards in relation to other Iranian schools.
- The school had responded well to a recommendation from the last inspection by using a range of external competitions and examinations, including IBT, which threw light on students' attainment when measured against international expectations. No national or international assessments were used in Kindergarten.
- Staff used assessment information effectively to identify students who were underperforming, and offered them extra, catch-up classes after school. Analysis to give a fully informed picture of progress across the school, particularly for different groups of students, was still in a developmental stage.
- Assessment information was used to an acceptable level to inform teaching. This aspect tended to be better in the middle and high school phases, although there was some good practice in mathematics in the primary phase. In Kindergarten some teachers understood when a concept needed to be covered again and in more depth.
- Teachers generally had good knowledge of the strengths and weaknesses of individual students and used this knowledge to provide effective support in lessons. Support for individuals was less effective in primary especially in the lower grades. Planning for the particular needs of students with SEND and subsequent support in class rarely promoted good progress from their starting points.

#### 4. Curriculum

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

- The curriculum was based on a clear rationale. It was broad and balanced and provided UAE social studies. The school had been accepted as a candidate school International Baccalaureate Diploma (IBDP) curriculum in the International section. Although the focus was mainly knowledge-based, critical thinking and problem solving skills had been identified and were being implemented in science classes, in particular.
- The school was not fully compliant with the UAE Ministry of Education (MOE) requirements for the provision of Islamic education.

- The curriculum was effectively planned to ensure continuity and progression in students' learning. This aspect was especially evident in the mathematics and science departments. The science curriculum was broad and exciting. Improvements to the curriculum were beginning to result in a measurable impact on students' achievements, especially in the international section where the students were involved in project-based investigations.
- The curriculum included a range of opportunities and choices for students. Kindergarten children were able to select what they wished to do, which then supported their independent learning across a range of interesting and relevant activities. There were opportunities for students to take art and music classes and participate in community and regional academic competitions.
- Staff had improved and expanded cross-curricular links. For example, students regularly used mathematics to tackle challenging science concepts. UAE social studies had been incorporated to develop links across the curriculum. Speakers had been invited to the school based on lessons and students' interests.
- Staff regularly reviewed the curriculum in the international and Farsi sections, with an appropriate emphasis on raising students' achievement. They took into account the needs of most students.
- The school developed a clear action plan ways to deliver the UAE social studies across phases. Older students recognized the history of the UAE and its early development as part of the gulf countries. They had a clear understanding of the UAE's vision on an international level. Cross curricular links were observed in lessons across different subjects.

	KG	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The school was aware of students who needed extra help in their studies. Support was sometimes given during lessons or in sessions held after school. The small class sizes were conducive to some one-to-one support. Academic competitions were a part of the curriculum which allowed for more challenging work for those students who were interested. Overall though, modifications were not widespread.
- The curriculum in the international and Farsi sections appropriately met the needs of most students. There was some opportunity for creativity through art classes. Projects provided opportunities for the students to be involved in the community and develop academically and personally. The use of enterprise and innovation were, on the whole, limited.
- Students were aware of their own heritage and the culture and society of the UAE. The wide range of field trips taken by the students had given them opportunities for exploring Dubai through rich learning experiences, including trips to several museums.
- The school offered five 90-minute sessions per week in Arabic for both Kindergarten grades one and two. The Kindergarten had a total enrollment of 82 children. The school's lessons targeted Arabic alphabet sound recognition in Kindergarten 1 and basic vocabulary and common phrases in Kindergarten 2. The school followed the MOE Arabic curriculum.

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

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

- Child Protection advice was included within the Ministry regulations but senior staff had not customised these regulations into a policy for the school. Child protection issues were not understood by all staff. Over the course of the inspection, senior staff produced an amended policy. This needed to be fully implemented. Students were made aware of the dangers of the internet and cyber bullying.
- The school met the general requirements for maintaining health and safety. All buses met regulations. The systems for the arrival and the departure of bus transport were effective, but drop-off and pick-up arrangements for personal cars were not well managed. The school held regular fire drills. No regular written logs were kept of these drills.
- The buildings were generally well maintained, although certain toilets were in need of modernisation. The school clinic held detailed medical records on all students and operated effective procedures for the recording of medical incidents and the subsequent communication thereafter. The premises and facilities provided a safe physical environment that were fit for purpose for all of the students currently at the school.
- The school promoted a safe and healthy lifestyle in a responsible manner. Facilities for physical education were of a good standard and the school maximised the usage of them. The canteen provided only healthy eating options and non-carbonated drinks. Outside areas offered adequate shade during break times. Water fountains were prevalent around the school.

	KG	Primary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Positive relationships between staff and students were very evident in their interactions with one another. The students, particularly in the middle and high school phases, were aware of the high expectations of their behaviour, which they met on a daily basis.
- The school was successful in promoting good attendance and punctuality. However, during the inspection attendance rates were slightly lower than the school's annual figures. Students reported their enthusiasm for coming to school.
- Processes to identify students with special educational needs and disability were appropriate and systematically followed up, resulting in accurate assessments that took into account the views of parents. Gifted and talented students were also identified and given extra classes to enable them to compete in the mathematics, science and ICT Olympiads.
- The school provided acceptable support outside the classroom in the form of extra classes and modified examination papers for students with special educational needs and disabilities. However, curriculum modifications were rarely seen in the classroom, which meant that students were not always engaged in their learning activities. Students did not have individual education plans to help teachers meet their needs effectively in the classroom.

- The students could access the support of two counsellors for advice regarding their well-being, personal development and careers guidance. Older students were able to explore their higher education options through visits from universities.

### 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 school was committed to the inclusion of students with special educational needs and disabilities and welcomed all, as shown by the range of students needs in the school. Two counsellors provided effective support on a daily basis but were not held accountable by the senior leadership team for the monitoring and evaluation of the provision for students with special educational needs in any formal way.
- Processes to identify students' needs were appropriate and systematically followed up, resulting in thorough and accurate assessments that took into account the views of parents. Staff did not, however, use the assessments to create individual education plans to help teachers meet students' needs effectively in lessons.
- Parents were appreciative of the support given by the school, which had improved their children's behavior and attitudes to learning. They were well informed of their children's progress and were encouraged to communicate with class teachers regularly. Parents also appreciated the guidance they received to help their child at home.
- The school provided adequate extra support outside the classroom in the form of extra classes and modified examination papers. However, curriculum modifications were rarely seen in the classroom, which meant that students were not always engaged in meaningful learning activities. Counsellors ensured the development of social skills, self-belief and confidence were high priorities.
- Overall the progress of students with SEND was acceptable. All students had a positive approach to their work, but a minority of students were unable to work independently and supporting adults did not promote independent learning skills effectively.

### 6. Leadership and management

#### The effectiveness of leadership

Acceptable

- Senior staff worked closely with the governors as they sought to improve the school. They gave a lead to other staff and were committed to contributing towards the UAE's National Agenda targets. They had been successful in having the school accepted as a candidate school for the IBDP.
- Senior staff had reviewed the allocation of leadership roles and responsibilities across the school. They had ensured that aspects of the curriculum and teaching in the International Section were developing to provide a good basis for implementing IBDP. They had started to link with a few other schools to help them in this aim. The SEND department required stronger leadership and support.

- Morale among staff was positive. There was effective communication between senior leaders and middle leaders, but inconsistencies remained at middle leadership level in respect of how individuals carried out their roles and responsibilities.
- Leaders had an acceptable capacity to drive improvement, and had identified that they needed outside support for some of the school's improvement priorities.
- Senior leaders had successfully brought the curriculum more into line with UAE requirements, though further work was needed in Islamic education. They had overseen improvements in several key aspects of the school's work.

#### School self-evaluation and improvement planning

Acceptable

- School leaders took into account the views of stakeholders and had a broadly accurate view of the school's strengths and areas in need of development. They judged some aspects too generously, but were becoming increasingly accurate in assessing students' attainment and progress.
- Leaders monitored the quality of lessons and used the results to organise staff development activities for teachers. As a result, they had targeted development in certain aspects, and there were signs of improvement in the curriculum and in teaching approaches at some phases.
- The school's improvement projects were set out in well-structured plans. The targets were realistic, though not always set out totally clearly. For example, the criteria which leaders would use to judge whether or not projects had been implemented successfully were vague.
- Staff were making progress in implementing all of the recommendations from the previous inspection. As a result of well-targeted development work, key aspects of the curriculum and teaching had improved and were leading to better attainment and progress.

#### Partnerships with parents and the community

Good




- Parents were highly supportive of the work of the school and their regular participation in school life contributed to a positive community spirit. The school actively involved parents in the work it was doing to improve the provision for their children and provided workshops that enabled them to further understand the strategies and improvement steps they were taking.
- Parents reported that they were made most welcome in the school and were happy with communications to them about school life and the prompt nature of responses to any queries they had.
- Reporting on students' progress happened regularly. Parents felt they were well informed on how well their children were doing and were suitably involved in procedures to help their child improve if this was felt necessary.
- Staff valued the links they had within their local communities, including other Iranian schools in Dubai, and have increased their involvement in sporting and cultural activities in the community since the last inspection. Leaders were clear in their intentions to pursue other national and international partnerships and links, especially through curriculum arrangements, to benefit students' learning.

Governance	Good
<ul style="list-style-type: none"> <li>While the governing body did not have parent representation, the governors were responsive to the views of parents and other stakeholders.</li> <li>The governing board closely monitored the school's progress in implementing targets in the school improvement plans. They held regular meetings with school leaders to monitor the work of the school, and had a good knowledge about educational practice.</li> <li>The governing body was supportive of the school in its drive to improve and in relation to specific projects, including implementing IBDP in the International Section.</li> </ul>	

Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> <li>The day-to-day management of the school, including timetabling teachers to classes, was managed effectively. Most administrative routines and procedures were carried out well. Lessons and assemblies started promptly and the timetable implemented appropriately.</li> <li>The school had suitably qualified teachers in most subjects and parts of the school, who benefited from a range of professional development activities. Teaching assistants made an acceptable contribution.</li> <li>The premises were kept clean, although toilets were not always cleaned sufficiently well or regularly. Specialist areas included a science laboratory and a computer room. Some aspects of access to and from the school and management of traffic at drop-off and pick-up times needed to be more systematic.</li> <li>With support from the governors, some resources, including televisions for display and new textbooks in the international section, had been improved. The school did not have sufficient hand-held technology resources to enable students to find things out for themselves.</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	313
	2014-2015	127
<b>Teachers</b> 	27	
<b>Students</b> 	5	

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

- Most parents and a majority of teachers, but only a few senior secondary students responded to the survey.
- Parents' views were very positive. Almost all who responded were satisfied with the quality of education. They felt that their children enjoyed school and were safe there. A small number of parents reported some concerns about health and safety issues linked to the drop-off and pick-up arrangements.
- Almost all students who responded were happy with the quality of education they received. They thought that students were well behaved, although a small minority believed that there was bullying in the school
- Almost all staff believed that inspections had led to improvements in the school. They felt that they were involved in reviewing the curriculum and in school self-evaluation and improvement activities.

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)