

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

Inspection Report 2018-2019

**Al Adab Iranian Private
School for Boys**

11 YEARS OF INSPECTIONS

Acceptable

**Curriculum
Iranian**



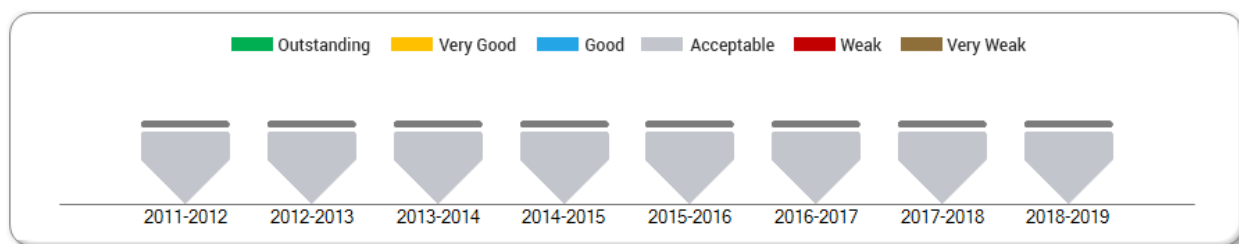
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School Information

General Information	 Location	Al Qusais
	 Opening year of School	1989
	 Website	www.adabschool.org
	 Telephone	042633405
	 Principal	Khosro Alimardan Farahmand
	 Principal - Date appointed	1/24/1997
	 Language of Instruction	Farsi
	 Inspection Dates:	10 to 12 December 2018
Students	 Gender of students	Boys
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	524
	 Number of Emirati students	0
	 Number of students of determination	16
	 Largest nationality group of students	Iranian
Teachers	 Number of teachers	56
	 Largest nationality group of teachers	Iranian
	 Number of teaching assistants	3
	 Teacher-student ratio	1:9
	 Number of guidance counsellors	2
	 Teacher turnover	2%
	 Educational Permit/ License	Iranian
Curriculum	 Main Curriculum	Iranian
	 External Tests and Examinations	Iranian
	 Accreditation	IBDP
	 National Agenda Benchmark Tests	Not applicable

School Journey for Al Adab Iranian Private School for Boys



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Primary students' progress in English and Arabic has improved. Achievement across the school is at least good, aside from primary English. Achievement has improved in mathematics in the high school and is now very good. Learning skills are developing across the school, although less rapidly in the primary phase. Higher-order skills are seen occasionally in mathematics, but rarely in other subjects.
- Across the school, an atmosphere of courteous consideration for others is apparent. Students' attitudes to learning and social interactions are most positive, especially in the high phase. Mutual respect is evident across all phases and between adults and students. Students' appreciation of the values of Islam, the culture of the UAE and of other world cultures is an improving strength of the school.

Provision for learners

- Teaching is good in all phases except in the primary school where it is less effective. While assessment has improved in the Kindergarten (KG), the use of assessment information to move learning forward in the classroom is underdeveloped in the other phases of the school. There is inconsistency in the extent to which the needs of all learners are met in lessons.
- The school curriculum does not fulfil the requirements of the Ministry of Education (MoE) for the teaching of Islamic education. In general, the curriculum meets the needs of students, especially in the National section, where modifications have been made which reflect the school's location and the need for a focus on the English language. The curriculum is adapted to meet the needs of all learners reasonably well in KG, but less so in other phases.
- The school's health and safety procedures ensure that students are safe at all times. Attendance and punctuality protocols are very effective. The warm, caring atmosphere in the school ensures that students' personal development has a high priority. Academic support for students of determination is adequate. It is developing most rapidly in KG.

Leadership and management

- The school's leadership has moved the school forward, especially in KG, where assessment, curriculum adaptation and the quality of care and support have all improved. The school's systems for evaluation and improvement are underdeveloped. Relationships with parents are strong and the governing body is supportive. The school runs efficiently although some classrooms are small and do not readily facilitate collaborative learning.

What the School does Best:

- Students' very good attainment and progress in high school mathematics
- The very good and outstanding personal development of students across the school
- Students' appreciation of Islamic values, their relevance to life in the UAE and their understanding of other cultures
- The improving use of assessment to guide support and curriculum adaptation in the Kindergarten (KG)
- The caring, respectful and supportive atmosphere that pervades the school.

Key Recommendations:

- Develop and implement a whole school assessment policy which ensures that:
 - the school has accurate measures of progress for different groups of students
 - internal assessment data are used to guide lesson planning so that the needs of all students, including students of determination and those with particular gifts and talents, are met through suitably challenging work.
- Strengthen school leadership by:
 - establishing more effectively coordinated and distributed leadership responsibilities, with a shared understanding of what high quality teaching, learning and assessment look like
 - ensuring that action plans include specific and measurable school, subject and individual student, improvement targets.
- Improve teaching across the school by:
 - using a common framework for observing lessons which leads to more accurate judgements and to more effective teaching and learning outcomes
 - sharing the examples of effective teaching and ensuring that targeted professional training drives improvement.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

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. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

Reading Across the Curriculum

- The school is starting to take action to improve students' reading skills, such as with the use of the online library platform.
- In KG and lower primary, most students make rapid progress in phonics which, supported by simple reading books, contributes to developing confidence in reading.
- The use of the library is a developing resource. The librarian is taking initiatives to extend the range of books and develop students' enjoyment of reading.
- Leaders are committed to promoting reading across the curriculum and have provided additional resources to enhance provision.

The schools provision, leading to raised outcomes in reading across the curriculum is Emerging.

For development:

- Ensure that there is a clear reading policy that details the roles and responsibilities of key staff, and that the implementation of the policy is closely monitored, and its impact evaluated.

UAE Social Studies

- The UAE social studies curriculum is adapted in the primary phase and provides appropriate resources to meet the needs of different groups of students. This is less evident in the middle school.
- Students make some connections between their learning and their understanding of the world. They can do basic research using learning technology. Critical thinking and problem-solving skills are not well developed.
- In lessons and recent work, most students attain levels that are in line with the UAE social studies expectations.
- Most students make the expected progress in relation to their individual starting points and the UAE social studies curriculum standards.

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

Innovation

- Children in KG are beginning to develop skills of innovation. Some students in other phases are competent in the use of technology and can be creative.
- Some students have opportunities to improve their innovation skills through projects, or by participating in competitions, where they are encouraged to enhance their leadership skills and creativity.
- In a few lessons, students are encouraged to engage in discussion and critical reflection. In mathematics, students apply their mathematical knowledge to solve word problems in unfamiliar contexts.
- The school encourages and capitalises on the innovative thinking of some students, but opportunities for creative thinking in lessons are relatively few.
- School leaders' encouragement of students and staff to be creative and innovative is not systematic. Innovation is not embedded in teaching, learning and the curriculum.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

Not applicable

Arabic as an Additional Language

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

- As seen in lessons and in their recent work, the attainment of the majority of students in both primary and middle phases, is above curriculum standards. The majority of students make better than expected progress from their individual starting points.
- Students demonstrate confidence in reading and listening skills. Their writing shows a clear understanding of Arabic grammar. The extension and application of vocabulary is helping to improve writing, although independent writing and speaking are less secure.
- In the middle phase, there are signs of improvement as students are beginning to write at greater length. Overall, students do not have enough opportunity to extend their speaking skills through class discussions and collaborative group work.

For development:

- Ensure that students are provided with more opportunities for extended writing and to engage in discussion and collaborative group work.

English

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

- Internal assessments indicate higher student attainment than the results of external benchmark tests and the work seen in lessons and students' books. Although progress has improved in the primary phase, attainment remains acceptable. In KG, a phonics programme underpins children's good progress in early language skills.
- In the National section, students' speaking and reading skills are developing well and they are able to answer questions confidently. In the International section, a focus on the development of grammar is helping to support improvements in writing.
- The implementation of a new, school-wide, online reading resource, with interactive literacy activities, offers increased opportunities for students to practise and improve their reading skills. The introduction of literature studies in the higher grades is supporting the development of critical text analysis.

For development:

- Increase opportunities for students in all phases to read a variety of texts.
- Encourage learning activities which include focused group work and class discussion.

Mathematics

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

- Internal assessment information indicates that students' attainment is very good. However, across most phases, the work seen in lessons and students' books does not fully reflect this. In the high school, achievement is stronger, as confirmed by work in lessons as well as through internal and external assessments.
- The emphasis on number skills and mathematical vocabulary results in students' accurate use of number facts and applications. In the middle and high phases, a focus on algebra is increasing students' ability to move from concrete to abstract concepts with confidence.
- The recent focus on real-life problem-solving is enabling students to apply their mathematical understanding to unfamiliar contexts. This practice is not consistently seen across all phases, particularly in the primary school. Opportunities for mathematical investigations are limited to older students.

For development:

- Ensure that students are provided with regular opportunities to apply their mathematical knowledge and understanding to unfamiliar real-life problems, and to carry out open-ended mathematical investigations.

Science

	KG	Primary	Middle	High
Attainment	Good	Good	Good ↓	Good ↓
Progress	Good	Good	Good ↓	Good ↓

- Internal assessments show attainment to be well above curriculum expectations in all phases. This level of attainment is not supported by external tests and examinations. In lessons and in recent work, the majority of students' achievement is above, rather than well above expected curriculum standards.
- The acquisition of scientific facts and theories and the ability of students to communicate this knowledge is a strong feature across the school. However, students' ability to apply their knowledge in different contexts is limited.
- The introduction of laboratory manuals and experimental work is beginning to develop students' investigative skills. Students' application of the scientific method, in terms of writing and testing hypotheses, and drawing conclusions, is at a very early stage of development.

For development:

- Increase opportunities for students to engage in inquiry-based investigations that develop high-order thinking and reasoning skills.

Learning Skills

	KG	Primary	Middle	High
Learning skills	Good	Acceptable	Good	Good

- In KG, children make choices in their learning activities. While older students take increasing responsibility for their own learning, primary students have fewer opportunities for independent learning. Students' critical thinking and problem-solving skills are not well developed in most subjects.
- Students at all levels are enthusiastic learners. They enjoy working with others and can find things out for themselves. Students in the primary phase do not communicate their learning as effectively as students elsewhere in the school.
- Students in the middle and high phases are developing greater confidence in expressing their views. In small group activities they share their ideas and learn from each other. In all phases, students do not make connections between different subjects and relate these to everyday life.

For development:

- Increase the opportunities for students to develop their critical thinking and problem-solving skills.

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

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

- Across the school students, including children in the KG, have positive and responsible attitudes. They are respectful, and self-disciplined. Many high school students, and particularly members of the student council, demonstrate strong leadership qualities and respond well to others.
- Relationships between students and adults are very positive. Students are willing to help each other and follow the school rules. Their respectful and considerate behaviour makes a significant contribution to the school's purposeful learning atmosphere.
- Students understand the value of maintaining an active lifestyle. This is reinforced through participation in a range of activities that promote safe and healthy lifestyles. Attendance is high and almost all students arrive at school and to lessons on time.

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

- Students across all phases have a strong appreciation of Islamic values and their influence on life in Dubai. They speak knowledgeably about Emirati heritage and the future vision of the UAE. They celebrate significant national events as well as those from a variety of other countries.
- Students appreciate their own culture and show respect for others. They demonstrate a very good knowledge of culturally related art and literature. Students are able to reflect on moral values, such as human rights and kindness, in their daily assemblies.
- Displays in corridors and classrooms reflect students' knowledge of culture and civilisations from round the world. They are proud of their own culture, but readily embrace opportunities to learn about other cultures too.

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

- Students in all phases understand their responsibilities as members of the school community. Most demonstrate a strong work ethic. Student council members take their responsibilities very seriously and have opportunities to contribute to whole school decision-making.
- When given the opportunity, students display that they are able to take initiative and make independent decisions. Students in the high phase, create and design their own projects, which they proudly display.
- Students care about environmental issues and take part in a variety of activities that promote environmental sustainability. Children in KG also participate in a number of 'green' activities. However, across all grades, students do not have enough opportunity to apply innovation and enterprise skills.

For development:

- Increase opportunities for students to engage in worthwhile activities in support of the wider school community.

3. Teaching and assessment

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

- Teachers in KG use their secure understanding of how young children learn to plan purposeful learning activities. In other phases, teachers demonstrate good subject knowledge and an awareness of curriculum requirements. However, the quality of teaching in the primary school is inconsistent. Work in lessons does not always meet the needs of all groups of students.
- In the most effective lessons, teachers plan well-structured activities that supplement the content of the textbooks. They promote critical thinking through probing questions. This is particularly evident in the senior school, where students are routinely involved in independent research tasks.
- Despite improvements in the analysis of assessment data, teachers do not routinely use this information to guide planning and adapt teaching. There is insufficient emphasis on meeting the needs of all learners, particularly those who find learning difficult and the more able students.

	KG	Primary	Middle	High
Assessment	Good ↑	Acceptable	Acceptable	Acceptable

- Assessment systems are evolving through the introduction of external tests and the use of moderated internal assessments in the National section. In KG, a wide range of formative assessments is recorded and analysed, and used to guide teaching and learning.
- With a few exceptions, internal assessments do not align well with external tests and examinations. The data are not accurate enough to provide the basis for curriculum adaptations, modifications of teaching, or for tracking students' progress.
- In most lessons, teachers' questioning elicits factual knowledge but does not encourage deeper thinking or reflective responses. While students' work is usually marked, it provides little guidance on what can be done to improve.

For development:

- Ensure that all lessons provide appropriately challenging work and support for all groups of learners, particularly students of determination and the more able students.
- Ensure that teachers' marking provides students with clear guidance on the standard of their work and how it can be improved.

4. Curriculum

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

- The school curriculum does not fulfil the requirements of the MoE for the teaching of Islamic education. However, in both the National and International sections the curriculum does provide sufficient breadth, while giving emphasis to the development of English language skills. The Iranian curriculum is creatively modified to meet the needs of Iranian students in Dubai.
- Recent changes in the Iranian curriculum have acknowledged the importance of developing students' critical thinking and innovation skills. Across the school, cross-curricular links have been strengthened and a science, technology, engineering, art and mathematics (STEAM) fair was held to explore opportunities to integrate curriculum subjects.
- Several curricular choices are offered in the senior phase and students are guided in their choices through consultation with teachers and counsellors. All senior students have additional support with their career choices through visits to education fairs in the region.
- Moral education is taught in lessons from Grades 1 to 12 and through specific topics, assemblies and whole school events.

	KG	Primary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- Curriculum adaptations to meet the learning needs of different groups of students is most effective in KG. The school recognises the abilities and needs of different groups of students, but the work in lessons is often too easy, particularly for the more able.
- Students have some opportunities to engage in activities which promote creativity and social development. Extra-curricular activities widen opportunity for sports, community activities and leisure. The Arabic curriculum has been adapted to provide enrichment in Grades 10 to 12.
- Through planned activities, students are able to develop their knowledge of the culture and heritage of the UAE. In the primary phase teachers miss opportunities to capitalise on students' knowledge by encouraging them to take the lead in class activities and celebrations.
- Arabic is taught for one lesson per-week in KG.

For development:

- Ensure that the curriculum provides an appropriate level of challenge for all students, particularly the more able,

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

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

- The school has adequate procedures for the safeguarding of students, including child protection. The buildings and equipment are in a generally good state of repair. Students are effectively supervised. This ensures their safety both within school and when on school transport.
- All staff are trained in fire-drill procedures. However, records of evacuation times are not kept. The clinic is adequately equipped. Medicine is safely stored, and students' medical records are adequately secured. The food available in the canteen is checked to ensure there are healthy options.
- Bullying and the need for cyber security are strongly highlighted through assemblies, workshops and messages displayed on screens in the playgrounds. The family workshops for parents, help to make them more aware of their children's needs.

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

- Effective monitoring systems ensure that students are in regular attendance and are punctual at the start of the day. Students' positive attitudes contribute to excellent relationships between staff and students, underpinned by a code of behaviour that is sympathetically and sensibly applied.
- Early identification of students of determination ensures that their needs are mostly met. Although those who have particular gifts or talents are also identified, only in a few lessons is the work matched to their needs.
- Positive relationships are the basis of the trust that students have in the staff who help them. Effective academic and career guidance ensure that they are well prepared for their life after school, whether locally or abroad.

For development:

- Ensure that teachers have the necessary skills to support all students of determination and those with gifts and talents.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Acceptable

- The inclusion team is committed to meeting the needs of the students of determination. They have a good knowledge of the students and offer advice on overcoming their individual barriers to learning. Improvement plans are unambitious and do not provide a basis for positive change.
- Almost all students of determination are accurately identified, and their needs assessed. Not enough use is made of assessment information to set targets and monitor students' progress. Assessment data are not routinely used to adjust lessons to meet students' needs.
- Parents are highly satisfied with the provision. They are content with their children's progress and appreciative of the care and support they receive. Parents receive regular information on their children's personal, and academic development, and any issues are resolved effectively.
- Teachers are fully committed to the welfare of students of determination. However, their ability to adjust teaching to meet their needs is inconsistent, as is the implementation of the advice they receive about individuals. Specialist staff provide students with good support.
- The large majority of students make acceptable progress, while a few make good gains from their starting points, particularly in KG. The use of target-setting and checks on progress are underdeveloped, making it difficult to judge progress accurately.

For development:

- Ensure that teachers have the skills necessary to help students of determination overcome barriers to learning.

6. Leadership and management

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

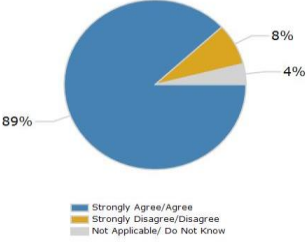
- Leaders have successfully created a friendly, family atmosphere within the school, where strong Islamic values, a sense of mutual respect and good behaviour are central to all the community. However, leadership is not consistently effective, particularly middle leadership. There is a lack of a shared understanding of what constitutes good practice in teaching, learning and assessment. There is also a lack of coordination in the work of different elements of the school.
- The school has a reasonably accurate view of itself. However, while self-evaluation involves staff teams making judgements, these judgements are not based on systematic analyses of performance data. Although the school improvement plan identifies key priorities, the plan is insufficiently focused on specific, measurable outcomes. There is little systematic, focused monitoring of the quality of teaching.
- The school engages successfully with parents. They say that they feel most welcome, their children are safe, secure and content, and that they have enough information to support them in understanding their children's learning. Parents are involved in the life of the school and provide links with the local community.
- The governing board represents all stakeholders and meets regularly. Meetings have an agenda and the minutes are shared with parents. Governors are very supportive and have the best interests of the students at heart. Although leaders are held to account by governors, there is not a sharp enough focus on the attainment and progress of students.
- The school operates efficiently on a daily basis. Teachers are qualified to teach their subjects. However, a majority are not sufficiently exposed to best practices in teaching. Teaching resources are adequate. The library, which serves the whole school, also serves as a prayer room. Classrooms in the boys' school do not allow easy movement of students, especially when conducting group work.

For development:

- Ensure consistency in the effectiveness of leadership, particularly middle leadership.
- Develop a shared understanding of what constitutes high quality teaching, learning and assessment, and implement a strategy for ensuring that all strive to achieve this standard.

The View of parents

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

 Students No. of responses = 0	 Parents No. of responses = 142
	Overall, I am satisfied with the quality of education at my child's school  89% 8% 4% Strongly Agree/Agree Strongly Disagree/Disagree Not Applicable/ Do Not Know

 Students	No responses
 Parents	The parental overview of the school is generally a positive one. A few indicated that they are not regularly involved in the life of the school. More than half of the parents surveyed feel that bullying is an issue. Nearly half consider that their child is sad and worries about many aspects of life. The inspection findings do not support these more negative views.

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