



ادب
المعرفة Knowledge



**AL ADAB IRANIAN PRIVATE SCHOOL FOR
BOYS AND GIRLS
IRANIAN/IB CURRICULUM**

GOOD



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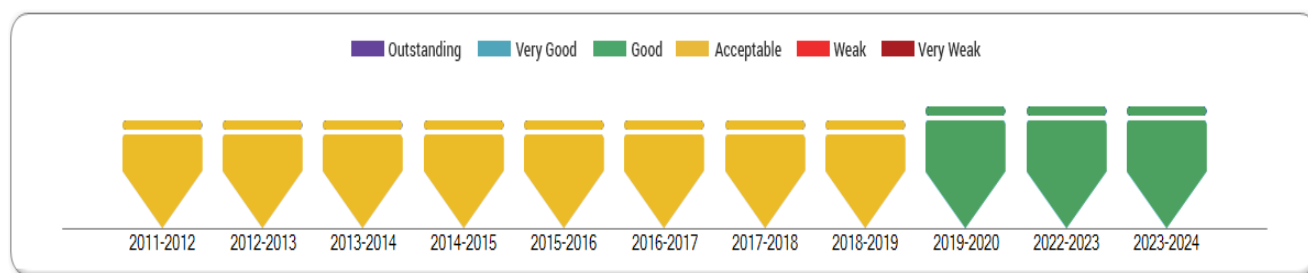
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Al Qusais
	 Opening year of school	1990
	 Website	www.adabschool.org
	 Telephone	97142633405
	 Principal	Khosro Alimardan Farahmand
	 Principal - date appointed	1/24/1997
	 Language of instruction	English, Persian
	 Inspection dates	16 to 20 October 2023
 STUDENTS	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	316
	 Number of Emirati students	0
	 Number of students of determination	14
	 Largest nationality group of students	Iran
 TEACHERS	 Number of teachers	55
	 Largest nationality group of teachers	Iranian
	 Number of teaching assistants	8
	 Number of guidance counsellors	3
 CURRICULUM	 curriculum	Iranian/IB
	 External Curriculum Examinations	Iranian, IBDP
	 Accreditation	IBO

School Journey for AL ADAB IRANIAN PRIVATE SCHOOL FOR BOYS & GIRLS



SUMMARY OF INSPECTION FINDINGS 2023-2024

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



Students Outcomes

- Students' academic achievement is particularly good in the senior phases. Students make very good progress in mathematics. Achievement in Arabic speaking, and writing, are delayed because of students' limited vocabulary. Students' attainment and progress in English and science are above curriculum expectations.
- Students take responsibility for their own learning and their personal and social development are strong. They are happy in school and relationships between students and teachers are positive. Students' have positive, responsible attitudes and are self-disciplined and caring. High school students have strong leadership skills and a very strong appreciation for the Emirati culture and its values.

Provision For learners

- Teachers have increased the range of student-centred learning activities in lessons. Teaching in the Kindergarten (KG) enable children to learn through practical activities. Most teachers in High phase challenge students to think in-depth about their learning. In Primary and Middle, teachers do not always use assessment information to adapt lesson activities to meet students' different learning needs, especially in Arabic. External benchmarks assessments are not fully in place.
- The school offers a choice of three curriculum programmes. They are the Iranian National Curriculum in the national stream, an international curriculum informed by US Common Core (CCSS) for middle and primary students, and the International Baccalaureate Diploma Programme (IBDP) for senior students in the international section. The US Common Core State Standard (CCSS) curriculum is not fully compliant with standards and regulations.
- The protection, care and guidance of students is particularly strong for older students. The health and safety team ensures that the school's policies and procedures are regularly monitored and reviewed. The school protects students from bullying and internet security is taken seriously. Student attendance throughout the school is excellent. They enjoy coming to school as they feel very welcome and safe.

Leadership and management

- Senior leaders have recently developed a long-term strategic plan and vision for improvement, but its targets are insufficiently focused on student outcomes. Middle leaders are highly committed to improving students' outcomes and they consistently monitor the quality of teaching and learning. The daily management of the school is efficient. Governors do not yet represent all school stakeholders and they do not ensure that the curriculum is fully compliant.

HIGHLIGHTS OF THE SCHOOL:

- Very good student progress in mathematics in most phases across the school
- Strong partnerships with very supportive parents
- The positive and respectful relationships between teachers and students that create a positive environment in lessons
- Strong student personal development and their very good appreciation of Emirati culture and values
- Effective arrangements for child protection, safety and security of all students across the school

KEY RECOMMENDATIONS:

- Raise students' attainment and progress in Arabic.
- Ensure assessment procedures provide accurate measures of students' attainment and progress and that full use is made of this information in lesson planning
- Governors must ensure that the curriculum is fully compliant with all regulations.
- Improve leadership by:
 - ensuring leaders implement improvement plans with measurable targets that focus on the impact on student outcomes,
 - strengthening the rigour and target-setting of the appraisal system by linking it more effectively to students' learning in lesson observations and,
 - providing training for leaders at all levels to improve the monitoring of teaching and learning.





OVERALL SCHOOL PERFORMANCE

Good

01 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	Acceptable ↓	Acceptable ↓	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 English	Attainment	Good	Acceptable	Good	Very good
	Progress	Good	Good	Good	Very good
 Mathematics	Attainment	Good	Good	Good	Very good
	Progress	Good	Very good	Very good	Very good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good
		KG	Primary	Middle	High
Learning skills		Good	Good	Good	Very good

02 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	Very good	Very good

03 Teaching and assessment

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

04 Curriculum

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

05 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	Very good

06 Leadership and management

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

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

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a good level

- Wellbeing is a strong focus for the school. The principal and senior leaders are committed to wellbeing development. A dedicated team and leader drive the policy and are implementing a new wellbeing curriculum across the school. Student and parent surveys have been completed and leaders have an action plan in place to address common themes. One such theme is the length of double lessons for older students, who feel that they are occasionally too long.
- The caring approach towards students and their development is a strength of the school. Parent partnerships are well established, and students' personal development is tracked. This is particularly well-developed in KG. High staff retention levels reflect a satisfied team. They value the questionnaire distributed to all staff and feel that their concerns have been mostly addressed. School counsellors provide additional support to students which is enhancing their development.
- The climate in classrooms is consistently nurturing and supportive. The student council promotes, and model's wellbeing and a dedicated group of students lead a range of wellbeing clubs and initiatives. The wellbeing curriculum has a particularly positive impact in KG. Attendance is excellent and students enjoy coming to school as they feel very welcomed and safe. Numerous communication systems are in place throughout the school to support wellbeing initiatives and information is shared with parents.

For Development:

- Ensure teachers give students regular breaks within lessons, especially when double lessons are consecutive.
- Strengthen the monitoring systems of the wellbeing curriculum across the primary, middle and high phases and thereby, ensuring its impact is measurable.

UAE Social Studies and Moral Education

- Primary lessons and activities use curriculum standards from the Moral, Social and Cultural Studies (MSCS) framework. In the national stream moral and social studies is taught by specialist teachers. In Primary, class tutors teach the course. Moral education is integrated with social studies in Middle and High. In Primary, social and moral studies are taught as separate subjects once a week.
- The middle and high school curriculum enhances activities using MSCS textbooks. Primary teachers enhance lessons using varied resources. Primary assemblies promote the Pillars of Moral Education. Community and environmental responsibility are promoted through culture days, sustainability activities and environmental clubs. Wider world connections embed historical and geographical topics. Older students debate topics on sustainability. Assessment is formative through projects and activities.

Arabic in Early Years

- Arabic is taught in both KG1 and KG2 in two separate lessons for 80 minutes per week. Although the curriculum is adapted for young children, it does not always provide them with enough opportunities to learn through active play. As children are taught through formal teaching methods, their understanding of what is expected of them is not always clear. Teachers rely on observations and questions to assess children's learning and provide feedback to parents.





Main Inspection Report

1. STUDENTS' ACHIEVEMENT

ARABIC AS AN ADDITIONAL LANGUAGE				
	KG	Primary	Middle	High
Attainment	Not applicable	Acceptable ↓	Acceptable ↓	Not applicable
Progress	Not applicable	Good	Acceptable	Not applicable

- Most students attain levels that align with the curriculum standards. The school's internal assessment data indicate very good attainment which is not evident in lessons. Students show adequate reading skills, although their comprehension skills are mostly confined to familiar words.
- Primary students make good progress. They construct and write meaningful sentences, using newly acquired vocabulary. Middle students make acceptable progress and are able to apply new rules of grammar in speech. Most students have limited Arabic vocabulary, which is restricting the development of their speaking skills.
- Students' writing skills are underdeveloped. Although the department is assessing students' understanding of Arabic, this information is not being used effectively to address the specific needs of individual students.

For Development:

- Expand students' Arabic vocabulary, and improve their comprehension skills, by encouraging them to speak on a more regular basis.
- Ensure that assessments of students' language and writing skills are accurate.

ENGLISH

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

- High school students demonstrate secure literacy skills compared to other phases. This is partly due to the rigour of the IBDP. Listening and speaking skills in Primary and Middle are promoted more consistently than writing and reading.
- Students' reading skills and comprehension strategies are improving as a result of the introduction of regular whole class readers. The reading scheme in KG is supporting the development of early reading literacy skills.
- The lack of external assessment data in these phases, means that students' do not have informed differentiated reading and writing activities to meet their individual needs.

For Development:

- Ensure that reading and writing activities are key features of every lesson.
- Use assessment data more effectively to modify tasks to meet the needs of individual students.

MATHEMATICS

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

- Students in the upper three phases make very good progress because they have developed strong mathematical skills. In Primary and Middle, students are improving number and estimation through well-structured practice. Mathematical thinking, problem-solving and working with variable values in algebra, are very well-developed in both streams in the high school.
- The school has focused on developing investigative skills in KG to establish basic concepts. However, children are not always given enough time to explore and consolidate their learning of these concepts. Students elsewhere develop good numeracy skills and solve complex problems.
- Teachers' assessments of individuals, with the exception of KG, swiftly identify and skilfully address any learning gaps. However, unreliable assessment processes are hindering teachers' ability to know which groups need the most support.

For Development:

- Ensure external and internal data are used effectively to inform priorities for groups of students who need additional support.
- Improve the use of practical resources in KG to improve children's rates of progress.

SCIENCE

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

- Internal assessment data indicate high levels of attainment and progress in all phases. External assessment data indicates strong attainment in the high school. In Primary and lower Middle, students make slower progress than indicated by internal assessments.
- Children in KG enjoy science investigations. Older students in Middle have regular opportunities to develop their practical skills. In the high school, students are able to design complex investigations to test their own scientific hypotheses. There are fewer opportunities for students in Primary to develop their investigation skills.
- Students display a high level of scientific literacy in the senior section of the school. Primary students lack confidence in using scientific terminology in context in both talking and writing about their understanding of science.

For Development:

- Ensure that all students, make predictions, plan and carry out investigations to test their understanding when evaluating their outcomes.
- Reinforce and consolidate scientific terminology by talking and writing about science, particularly in Primary and lower Middle.

LEARNING SKILLS

	KG	Primary	Middle	High
Learning skills	Good	Good	Good	Very good

- Students in all phases enjoy their learning and are fully engaged in lessons. In KG, there are more limited opportunities for children to communicate their learning. High school students benefit from skilful questioning leading to improved proficiency and positive learning experiences.
- Although efforts are underway to connect learning with the wider world, this integration is in the early stages of development in Primary and Middle. Older students in the upper grades work extremely well and independently.
- Students have opportunities to demonstrate their higher-order thinking skills. Students interact constructively when working in collaboration with each other. Their use of digital technology is limited. Students use technology well in lessons where teachers are confident and promote it.

For Development:

- Ensure that all students have opportunities to use digital technology to support learning.
- Provide more opportunities for students to develop their critical thinking and higher order thinking skills.

2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Students feel safe and valued at school, and they know that their views are heard. They have positive and responsible attitudes and are self-disciplined and caring. High school students have strong leadership skills.
- The relationships between all students and staff are positive and friendly, fostering mutual respect and support. Almost all students demonstrate a good understanding of healthy living, which is reflected in their choices of food and active participation in initiatives for instance, the health club.
- Students are punctual, both when arriving to school and attending classes throughout the day. They understand the connection between attendance and high academic performance, resulting in an outstanding school attendance rate.

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

- Students have a deep understanding of Islamic values and principles, which is evident in their respectful interactions with one another. They actively engage in Islamic events, such as, decorating the school for Ramadan and contributing to charitable activities.
- Students hold a deep appreciation for the heritage and culture of the UAE. They show this by participating in various cultural activities, such as, wearing national costumes and preparing Emirati foods at the school. Their knowledge extends to the history of reasons for the union of the seven Emirates.
- Students take pride in their own cultures. They take the initiative in sharing their heritages with others during cultural events, and by participating in national celebrations. While they acknowledge global cultural diversity, their familiarity with it remains limited.

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

- Students in all phases contribute much to the life of the school. Children in KG children create art which is auctioned at charitable events. There is a caring ethos which underlies all relationships and a strong commitment by all students to support and respect for others.
- All students demonstrate a positive work ethic, and this is particularly noticeable in the older students. They take responsibility for leading whole-school clubs and members of the student council organise projects that include voluntary activities. They use their initiative to make decisions about destinations for field trips.
- Students plant trees and care for the environment and they speak enthusiastically about sustainability. Primary students volunteer to help clean public places, although they are not always so vigilant in caring for their own school environment.

For Development:

- Provide more opportunities for students to learn about other cultures.
- Ensure Primary students show greater care for their own school environment.

3. TEACHING AND ASSESSMENT

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

- Teachers have secure subject knowledge especially in Middle and High. Teachers in KG plan engaging lessons, however there are missed opportunities for children to use and apply their learning in everyday contexts. Teachers in Primary and Middle do not always challenge the higher ability students in lessons.
- Teachers in the upper grades engage students through the use of thought-provoking questions which elicit extended responses. Across the school, teachers plan varied activities to support the development of students' skills. Interactions between teachers and their students are positive in all phases.
- Lesson planning makes little reference to assessment data or how the use of this information to adapt learning activities to meet students' differing needs. Teachers' planning identifies learning tasks but the extent to which these are effective is variable.

	KG	Primary	Middle	High
Assessment	Good	Acceptable	Acceptable	Acceptable

- Teachers use assessment data from internal tests to monitor individual student's progress. This process ensures that most students are given clear guidance about what they need to do to improve.
- Teachers in KG use assessment information well to evaluate children's strengths and weaknesses and plan effectively to support their learning. The lack of a robust external assessments for most students in Grades 1 to 9, restricts the school's ability to compare their internal results with external standards.
- Teachers have access to range of assessment data. However, they do not always use this information to adapt learning activities to meet students' attainment levels. In lessons, teachers check and mark students' work. In all phases, marking tends to be over-generous, leading to internal assessment being inflated.

For Development:

- Embed challenging activities in all lessons to meet the needs of higher ability students.
- Implement external assessment systems to validate internal assessments in Primary and Middle.
- Ensure all teachers use assessment information to plan learning activities that match students' attainment levels.

4. CURRICULUM

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

- The curriculum of the national stream is aligned to the requirements of the Iranian National Curriculum. The US Common Core curriculum (CCSS) informs the curriculum of the international stream in Primary and Middle, but it is not linked to the standards or benchmark assessments and not fully compliant with standards and regulations. The IBDP curriculum is followed in the High school.
- Students are provided with a range of curricular choices particularly at IBDP. Cross-curricular links are evident throughout the school, particularly in KG and Primary. They are implemented less consistently in the middle phase.
- The curriculum is reviewed regularly and developed as required. For example, French has been added to the curriculum in Primary and Middle, and swimming has been added to the PE curriculum.

	KG	Primary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Appropriate modifications are made within most lessons to meet the needs of individual students. Modifications to meet the needs of higher ability students are not managed consistently. The school has modified the curriculum in KG to address children's language needs, by deploying Farsi-speaking classroom assistants to help children with their transition into learning English.
- The school provides a wide range of extra-curricular activities including sports. Enterprise and community links are not yet developed systematically across the school. Special projects, and the introduction of robotics, are promoting innovation, but this is not a regular feature of most lessons.
- Links with the Emirati culture and UAE society are strong. Appropriate learning experiences are integrated through most aspects of the curriculum to enable students develop a clear understanding of Emirati culture.

For Development:

- Ensure that the curriculum is fully compliant with all regulations.
- Modify the curriculum to meet the needs of all groups of students more consistently.

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

- Safeguarding is effective. All staff have received training on how to protect students and the correct protocols to be used in the event of a child-protection concern. The school protects students from bullying and internet safety is taken seriously.
- The school is diligent in implementing security measures. Children in KG are closely supervised, and efficient systems ensure students remain safe on school transport. Safety checks and risk assessments are in place; however, they do not always identify all health and safety issues.
- The premises, and equipment are maintained to a generally good standard. All medical records are stored securely in the clinic. Healthy eating is encouraged throughout the school and the medical staff effectively promote healthy living.

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

- Strong relationships between students and teachers enable students to feel safe. Behaviour is respectful between adults and students, particularly in the higher phase. Standards of care and nurture in KG are very good and assessment tracking for wellbeing is effective.
- Attendance is outstanding across the school. This mirrors the enjoyment and excellent behaviour of all students. Students in the high school value academic and career guidance and which has been an area of development for the school this year.
- Students of determination make good progress in lessons. Gifted and talented students are listed with their area of strength and are well-known by staff. However, systems for identifying students of determination and including those with gifts and talents are not always prompt or sufficiently rigorous.

For Development:

- Develop stronger systems for identifying students of determination on entry and classifying their key barriers to learning.
- Ensure that the gifted and talented students' academic starting points are clarified.
- Ensure health and safety checks are robust and identify any potential issues promptly.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- The principal and governing board demonstrate a commitment to an inclusive ethos as is shown by the school's admission policy. A committed team work collaboratively to promote this provision. However, the monitoring of inclusive education procedures and practice is inconsistent.
- Identification procedures for students of determination are not always sufficiently detailed in identifying key barriers to learning. Related categorisation procedures are not consistently applied. Teachers are able to apply appropriate interventions but are not always sufficiently knowledgeable of student needs or starting points.
- Parent partnerships are well-established and include regular and supportive communication. Parents appreciate the caring approach of the school. However, full advantage of parents' capacity to support their children's learning and progress is not always taken.
- In lessons teaching strategies and learning activities and usually appropriately modified. In the better lessons all students of determination are fully engaged in meaningful activities. Alternative educational pathways for students are not yet in place. This is restricting the relevance of the curriculum for some students.
- Assessment systems are not yet fully developed, and this is impeding the quality of information related to students' learning needs and achievement levels. Students' academic progress is inconsistent. However, the strong focus upon student's personal development ensures they achieve well socially and emotionally.

For Development:

- Ensure students of determination are clearly assessed and their needs identified on entry.
- Improve the consistency of academic challenge for students with gifts and talents.



6. LEADERSHIP AND MANAGEMENT

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

- Senior leaders have recently implemented a long-term strategic plan, which clearly outlines their vision for the school. Educational leadership lies mainly with proactive and engaged middle leaders whose understanding of, and accountability for, student outcomes is very strong. Across all phases, competent middle leaders monitor the quality of teaching and learning and are driving school improvement.
- The self-evaluation process is underdeveloped. Judgements on student achievement are generally accurate but others are aspirational and unchecked by senior leaders. Middle leaders are conscientious in monitoring school improvement, and they conduct regular teacher appraisals. However, improvement targets are not consistently linked to student outcomes and there is limited evidence to show that senior leaders appraise middle leaders. The impact of the whole-school strategy plan and subject action plans are not yet evident because targets are insufficiently measurable.
- Parents are very supportive of the school. The parent council are supportive of the progress their children are making. They have formal monthly meetings, coordinate parents' visits to school, and hold workshops and make presentations for parents and students. Parents have indicated that they would welcome greater involvement in the school evaluation process and plan to increase their partnerships with wider community organisations.
- Governance does not currently represent all stakeholders in the school, and there is no inclusion governor. Governors have not ensured that the curriculum is fully compliant with all regulatory requirements. They have developed a long-term strategic plan, although its targets are insufficiently focused on student outcomes. They do not hold senior leaders sufficiently to account for the school's overall performance.
- The management of the school's daily life is efficient. Staffing is adequate and teachers well-qualified. Halls and corridors are spacious with colourful displays. Teachers receive regular training and professional development. Classroom resources support active learning and practical investigations in mathematics, science and other subjects such as, art and food technology. Some teaching spaces and laboratories are crowded, particularly for younger students. Most KG classrooms are spacious, and resources to promote creative, child-centred learning are well-developed.

For Development:

- Ensure improvement plans have measurable targets that focus on student outcomes.
- Urgently address the need for the US Common Core State Standard (CCSS) curriculum to be fully compliant with standards and regulations.
- Ensure that governance is fully representative of all stakeholders and that governors rigorously hold senior leaders to account for the performance of the school.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae