



المعرفة
Knowledge



IRANIAN KHADIJE KOBRA SCHOOL

IRANIAN CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA PARAMETER



NOT APPLICABLE

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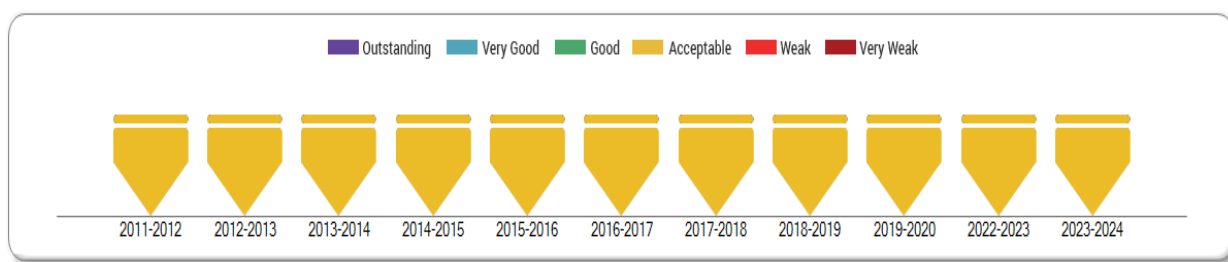
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Al Karama
	 Opening year of school	1955
	 Website	www.kha.irs-uae.com
	 Telephone	97143961236
	 Principal	Fatemeh Baratali Mahmoudi
	 Principal - date appointed	10/11/2023
	 Language of instruction	Farsi
	 Inspection dates	16 to 20 October 2023
 STUDENTS	 Gender of students	Boys and girls
	 Age range	6-18
	 Grades or year groups	Grade 1-Grade 12
	 Number of students on roll	341
	 Number of Emirati students	0
	 Number of students of determination	0
 TEACHERS	 Largest nationality group of students	Iran
	 Number of teachers	27
	 Largest nationality group of teachers	Iranian
	 Number of teaching assistants	0
 CURRICULUM	 Number of guidance counsellors	2
	 curriculum	Iranian
	 External Curriculum Examinations	Iranian
	 Accreditation	Iranian

School Journey for IRANIAN KHADIJE KOBRA SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students' attainment in Arabic in Middle and Mathematics in High school have improved this year to become at good rate. However, both attainment and progress in English in primary phase are declined, and there are both acceptable now. The students' achievements across the other subjects and phases are remaining the same as last year. The students' learning skills are noticeably stronger in middle and secondary phases compared to the primary phase.
- The students have demonstrated very positive attitudes and behaviour in Middle and High. This is at less quality in primary phase due to self-control during the classes. The students adopt healthy lifestyle, and their attendance is very strong. They appreciate the impact of the Islamic values on their life and UAE. Their understanding as responsible members of the school community is strong.

Provision For learners

- Teaching in Middle and High is stronger than in primary phase. In most effective lessons, teachers demonstrate a strong knowledge of their subjects and questioning. However, teachers do not yet consistently use effective strategies to challenge students, particularly the more able student. Teachers' use of questioning to promote critical thinking is inconsistent. Their use of the analyses of assessment data to track the progress of different groups of students is less developed.
- The school curriculum is complained with Iranian educational requirements. It focuses on developing students' knowledge more than skills and understanding. Curriculum review has led to the school day being extended to strengthen provision in some areas. There are few opportunities for students to enrich their learning or develop innovation skills. The school curriculum provides clear opportunities for students to develop knowledge and understanding of the Emirati culture.
- Students' health and safety are the focus of the school leaders. Premises are maintained appropriately. However, leaders have not yet considered the quality of all key policies and taken actions to ensure they support students and staff. Teachers know their students well. The identification of students of determination is now accurate and overall, they receive appropriate support. The school counsellor and clinic staff provide a range of guidance for academic and personal needs.

Leadership and management

- School leaders are committed to school improvements. The self-evaluation is limited and lacks rigor. Parents are very supporting to the school and hoping for better learning experiences for students. The school governance is representing the Directorate of Iranian Schools with limited contribution of the school stakeholders. The day-to-day management of the school is appropriately organised. The school fallen short in filling some leadership position and transportation buses.

Highlights of the school:

- The students' good attainment and progress in high school.
- The students very good personal and social development in middle and high phases.
- The strong Iranian ethos across the school and its community.
- The positive and supportive partnership with parents.

Key recommendations:

- Ensure assessment is more realistic to inform accurate evaluation and monitoring of students' attainment and progress.
- Improve students' attainment and progress, particularly in primary, by:
 - Raising the level of challenge and provide more independent learning opportunities.
 - Providing students with more opportunities for research, critical thinking and problem-solving.
- Develop the teaching and learning in primary by:
 - sharing and implementing the better practices that exist in the school.
 - adapting teaching strategies to meet the needs of different groups of students.
- The school governance should:
 - hold the school leaders to account to school improvement and monitor closely the impact of their actions on student outcomes.
 - develop all leaders and teachers' capacity to accurately, measure and track the students' progress in lessons, current work and over time.
- Develop systems to ensure students and teachers can express their views and share their concerns confidentially to senior leaders and Governors.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 STUDENTS' ACHIEVEMENT

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

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

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

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 well-being provision and outcomes is provided below:

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

- Senior leaders make the wellbeing of students a priority. Since the previous inspection the wellbeing leader has introduced some surveys but there is not a regular systematic process to identify and follow up concerns. The inclusion leader checks progress towards goals for students of determination but support for them remains inconsistent. Students have regular access to a known adult and value the advice from the school counsellor and clinic staff.
- Regular professional development is provided for staff, morale is positive and they say management cares for their wellbeing. The large majority of lessons take account of students personal and academic needs. Classroom management is usually effective. Most students are engaged and resilient learners. Relationships are strong and the behaviour of students is often exemplary. Parents are increasingly close partners in their child's education and have regular access to teaching and support staff.
- Students have opportunities to contribute to the life of the school through leading assemblies and taking responsibility for the care of younger students. They are aware of and adhere closely to online safety protocols when using the internet. Clinic staff regularly promote aspects of a healthy lifestyle and the physical wellbeing of students is closely monitored. Students enjoy school as is indicated by their high levels of attendance and the harmonious nature of the school community.

For Development:

- Develop systems to ensure teachers and students can express their views and concerns confidentially to senior leaders and Governors.
- Continue to refine current systems to ensure quick and 'real time' access to support and advice

UAE social studies and Moral Education

- The school's curriculum is aligned with the framework for Moral Education and for UAE Social Studies. These subjects are integrated and taught for eighty minutes per week within each phase of the school. The school uses the Ministry of Education (MoE) textbooks. Teaching is effective in promoting learning beyond the classroom through projects, providing students with further opportunities to deepen their understanding of Emirati history and geography and extend their awareness of relationships within society.
- Students are engaged learners who display thoughtful approaches to their work. They use information technology effectively to research different areas and to share and present their ideas. Moral values teaching engages students in challenging and meaningful discussions. Assessment is shared with parents but has yet to be precise in tracking the progress of individual students in line with the framework.

Arabic in Early Years

- Arabic is not taught in the early years.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Progress in the primary school is not as strong due to a lack of opportunity for students to practice their extended expression and to complete their work independently. Middle school students read long texts with more fluency.
- Students understand and respond well to instructions and questions, especially the older students. In primary school, their speaking skills are mostly single word responses. Lower primary students recognise letter sounds and phonics markers while upper primary read sentences and short paragraphs but find difficulty understanding text.
- Middle school students' extended expression, both in speaking and writing, has improved due to more opportunity to use a rich vocabulary reserve and rephrase and summarize ideas and plots with clarity and sequence. Lessons do not differentiate and cater to the needs of learners according to the number of years of learning Arabic.

For Development:

- Develop students' extended expression in writing, particularly in the primary school, by providing them with more opportunities to work independently in the lesson on their speaking and writing.
- Provide separate learning outcomes for students according to the number of years of learning Arabic.

ENGLISH

	Primary	Middle	High
Attainment	Acceptable ↓	Good	Good
Progress	Acceptable ↓	Good	Good

- Speaking and listening skills are promoted across all phases of the school. Students confidently exchange ideas and respond well to one another in discussions. Middle school students use their reading skills to understand new texts and extract key information. High school students demonstrate good progress in their use of reading inference.
- Student's are gaining more confidence and grammatical accuracy in their writing as they progress through the middle and high school. In primary, opportunities for students to use and apply their writing skills within lessons are less well developed.
- Across the school, almost all students are learning English as an additional language. Teaching is more effective in the middle and secondary phases where language skills are integrated purposefully within lessons.

For Development:

- Improve students' writing skills in primary by providing more opportunities for students to engage in independent writing for a range of purposes.
- Raise the attainment and progress of primary students in English to match that of students in the other phases.

MATHEMATICS

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

- Attainment and progress remain the same as in the previous inspection in Primary and Middle. In High, work in lessons and books shows that the majority of students attain above curriculum expectations. Students make better progress in Middle and High than in Primary.
- Most students in Primary acquire age-related basic number skills. Data handling and geometry skills are not as well developed. The majority of students in Middle school can calculate absolute values of numbers accurately and identify lines of symmetry in polygons. Trigonometry and geometry skills are above curriculum expectations in High.
- Attainment has improved in High because teaching provides greater challenge to students to use higher order mathematical thinking. The opportunity to develop and use skills to solve complex problems is more evident in Middle and High than in Primary.

For Development:

- Ensure that tasks offer consistent challenge, especially in Primary, for students to apply their skills and knowledge to solve complex problems related to real life.

SCIENCE

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Good

- Attainment and progress continues to be better in the high school as teachers provide students with more opportunities to interpret, analyse and apply their knowledge. Teaching does not support Primary and Middle students to predict, draw conclusions or reflect on their learning.
- Students' skills in observation and the application of scientific enquiry through practical investigation are improving across the school. This is as a result of improved curricular design.
- Despite additional time, teachers do not consistently focus all students on learning objectives or the key vocabulary in lessons. Consequently, students, particularly those in Primary and Middle, do not reflect upon or apply the skills or knowledge they are developing.

For Development:

- Students should be provided with more challenge and opportunities to analyse and write about their learning in detail.
- To develop scientific skills and concepts, teachers should focus on vocabulary and systematically check the progress of students within lessons to inform teaching and reshape learning.

LEARNING SKILLS

	Primary	Middle	High
Learning skills	Acceptable	Good	Good

- Students display good learning skills in middle and high school. They are independent learners who engage actively in student-led learning and demonstrate strong research skills. In primary, they have fewer opportunities to develop their inquiry skills and find things out for themselves.
- Students enjoy interacting and collaborating with their peers. They are increasingly making meaningful connections between their subjects and real life contexts when these are relevant to what they are learning. However, students' critical thinking and problem-solving skills are inconsistently developed across the school.
- High school students use digital technology to support and share their learning with their peers. Opportunities to be innovative, including through the use of technology, are less evident within the middle and primary phases.

For Development:

- Provide students with more frequent opportunities to display their critical thinking and problem solving skills across all subjects.
- Enhance the use of digital technology to develop primary and middle students' skills of inquiry and research.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Primary	Middle	High
Personal development	Good 	Very good	Very good

- Primary school students possess positive and responsible attitudes, especially with the older primary students who hold leadership roles. However, teaching practices do not always enable primary students to display the level of mature behavior and attitude in lessons.
- Relationships between students and with their teachers are made of mutual respect and a sense of empathy for one another. Students in the middle and high school are self-disciplined and take responsibility for solving each other's problems in a learning community described as a family.
- Students possess a solid understanding of healthy food and lifestyles. They are enthusiastic about participating in sports activities and awareness events such as about breast cancer. Attendance rates are high, especially for older students, reflecting their exceptional attitude towards learning.

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

- Middle and high school students demonstrate a more solid and mature awareness of the culture, traditions, and leadership of the UAE. Across the school, students celebrate a variety of events such as National and Flag Day, and lead related assemblies.
- Students apply the deeply rooted Islamic values in their daily life, which can be observed in their attitudes and practices such as observing modest dress. They also demonstrate a strong awareness of their own native country's geographical regions, traditions, dress and food, which the school promotes an awareness of.
- Although there is an appreciation of the cultural diversity found in the UAE, there are limited opportunities for students to participate in events and activities that expose them to different global cultures across all phases of the school.

	Primary	Middle	High
Social responsibility and innovation skills	Good	Good	Good

- Older primary and middle and high school students display a high level of responsibility through leadership roles they are given. They are confident, capable of making decisions to justify their views and sometimes take initiative to achieve their goals.
- Students possess a strong work ethic and always seek to improve themselves as learners. They contribute to their wider community by participating in a few charity events to raise money for the less fortunate. Their awareness of environmental issues includes recycling which they are encouraged to practice in their daily lives.
- Students demonstrate their innovative skills in projects such as that for science and Artificial Intelligence but are provided with limited opportunities to take initiative, which they have a capacity for.

For Development:

- Provide more opportunities for students to take part in activities and events that raise their awareness to a variety of world cultures
- Provide more opportunities for students to take initiative in creating their own innovative projects and organizing events and activities of an environmental and volunteering nature that contribute to their own and wider community.

03 TEACHING AND ASSESSMENT

	Primary	Middle	High
Teaching for effective learning	Acceptable	Good	Good

- Teaching is stronger in middle and secondary school. In the most effective lessons, teachers demonstrate a strong knowledge of their subjects and questioning is of a higher quality. However, there are limited resources in classrooms to help teachers facilitate learning.
- The extent to which students are engaged in their lessons varies across the school. Not enough account is taken of students' starting points and different needs in planning and adapting teaching. As a result, teachers do not yet consistently use effective strategies to challenge students, particularly the more able, to support the development of their higher-level thinking.
- The best practices in teaching within the school are not yet widely shared to support the professional development of all teachers, to continually raise the quality of teaching.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- At the start of each year, internal diagnostic tests are used to adapt the planned curriculum to support student achievement. The school has systems to record, analyse and track students' attainment and they have started to explore systems to evaluate progress in the high school.
- Primary assessment is based on teacher judgements, with limited guidance to support accurate judgements. In the Middle and High phases, diagnostic assessments are linked to the curriculum. Internal assessments are consistent but the lack of robust moderation and external benchmarks, limits accurate evaluation of achievement across all subjects.
- In all phases, teachers do not make enough use of all available assessment data to influence teaching effectively or to make useful curricular adaptations. Differentiation is rarely personalised to align with students' needs.

For Development:

- Develop assessment processes, in all phases, to ensure teachers have an accurate view of student attainment and progress.
- Use assessment data to ensure that students are provided with appropriate challenge in all lessons.
- Extend the best practice in teaching strategies across the school.

04 CURRICULUM

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The licensed curriculum is compliant and aligns closely with requirements. It focuses on developing students' knowledge more than skills and understanding. Planning meets the needs of the majority of students. Provision is not consistently appropriate for Students of Determination or the more able.
- In science, the curriculum develops students' scientific skills in all phases. The mathematics curriculum develops basic knowledge. Planning suitable challenges for students to solve complex problems related to real life are inconsistent. In English and Arabic, there are limited opportunities for students to develop their skills in writing, especially in Primary.
- Curriculum review has led to the school day being extended to strengthen provision in some areas. In Primary, there are additional English and information and communication technology lessons. In Middle and High, the focus is on mathematics, chemistry and physics.

	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The school has not fully met the recommendations of the previous inspection report to ensure that the curriculum is modified to meet the needs of all groups of students. It does not provide sufficient support for Students of Determination or suitable challenge for more able students to develop and use higher order, critical thinking and problem solving skills.
- There are few opportunities for students to enrich their learning or develop innovation skills. A small number of students have opportunity to participate in sporting events and competitions to enhance their skills.
- The school curriculum provides appropriate learning opportunities for students to develop knowledge and understanding of the culture, heritage and values of the UAE through assemblies, the moral, social and cultural curriculum and participation in Flag Day and National Day celebrations.

For Development:

- Ensure that planning meets the needs of all groups of students and develops higher order, critical thinking and problem solving skills.
- Provide more opportunities for students to enhance their learning and develop innovation skills.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Provision for and promotion of healthy living is a key feature of the school. Students understand the importance of healthy eating, evidenced by their food choices. Components of healthy living and students' wellbeing are embedded across all grades.
- Leaders are committed to providing a safe environment. Premises and facilities are maintained in sound repair. Students feel safe at school and are supervised around school and on buses. The school meets all legal and regulatory requirements, including emergency evacuation drills.
- Risk assessments are used to protect students and arrangements are reviewed to ensure that they are effective. The Safeguarding policy identifies roles and responsibilities but staff training is not secure. Leaders have not yet considered the quality of all key policies and taken actions to ensure they support students and staff.

	Primary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable

- Teachers know their students well; relationships are positive and there is a strong sense of community. The behaviour code of conduct is followed very successfully. Thorough procedures for monitoring levels of attendance impact positively on high attendance levels.
- The identification of students of determination is now more accurate and overall, they receive appropriate support. In a minority of lessons individual needs are not fully met as tasks do not fully match their next stage in learning. Since the previous inspection some gifted and talented students have been recognised but do yet receive sufficient challenge.
- Students' personal and academic progress are appropriately monitored. The school counsellor and clinic staff provide a range of personalised guidance. Older students receive course and career advice.

For Development:

- Leaders must ensure that all policies support student and staff understanding of their specific role in developing a safe environment
- Ensure all lessons provide consistent support well matched to the needs of individual students including those who are academically gifted

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Acceptable
- School leaders are committed to providing appropriate provision for students of determination although no Governor is currently responsible for inclusion. A caring and inclusive culture supports the personal and emotional needs of students of determination. The inclusion leader has addressed many of the areas for development from the last report. - There is now more accurate identification of student prime needs. The school uses a range of assessments, including outside specialists to identify individual barriers to learning. A number of students have been recognised as being gifted and talented but no programme is in place to provide additional challenge. - There are positive and close partnerships with parents. Parents are pleased with the quality of support for their children. They appreciate the open-door policy and the frequent opportunities to discuss progress. - Education plans are now more focussed on the needs of individual students. They include measurable goals with regular updates on progress and achievement. In a minority of lessons these goals are not taken sufficiently into account when planning the modifications necessary to meet personal needs. - Most students make acceptable progress towards achieving their individual goals. When lesson planning accurately identifies next steps to learning and provides appropriate interventions, progress is accelerated.	
For Development: - Ensure all teachers consistently take close account of individual needs when planning and delivering lessons - Develop programmes to ensure gifted students receive more challenge.	

06 LEADERSHIP AND MANAGEMENT

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

- The school leaders, at all levels, are committed to school development and can maintain the effective communication within their leadership team and with teachers and the school community. They set the direction for the school future. However, their capacity is inconsistent to improve the school. Also, they are at early stage in establishing a common understanding of how to enhance the school across all sections and departments.
- The school self-evaluation is limited and lacks rigor. The process lacks systematicity and the evidence gathering is narrowly focused and excluding staff reviews. The Evaluation methods are limited in scope, failing to prioritize the quality of students' learning. Monitoring of teaching and learning is done generally and does not identify weaknesses and their impact on student learning. Improvement planning targets are generic, and unrealistic. The progress is slow towards the last inspection recommendations.
- Parents are very supporting to the school and looking forward for better learning experiences for their children. They have clear communication channels with the school leaders and teachers. The reports of academic progress have improved. However, it offers limited information to help parent how they can support the students' learning. The school has some links with local community but the links with the international community are developing.
- The school governance is representing the Directorate of Iranian Schools with limited contribution of the school stakeholders. The governing board is working closely with the school leaders to ensure the Iranian requirements are met. However, it is not fully holding the school leaders to account for the school pace of improvement and not sufficiently challenging them for the students' outcomes.
- The day-to-day management of the school is appropriately organised, and the school internal policies are starting to be translated into some inconstant practice. The school has provided some new learning resources. However, few vacancies of the leadership roles need to be filled such as, Head of primary and full-time head of science. Also, limited professional development for staff regarding the evaluation of the students' progress and the school fallen short in transportation buses.

For Development:

- Ensure that the school leaders at all levels have the educational leadership skills to improve the students' outcomes, especially in Primary.
- Develop the school leaders and head of departments ability to monitor and track the students' progress.
- Enhance the school links with the local and international community.
- Hold the school leaders, at all levels, to account for the school improvement and students' outcomes.
- Provide enough buses for the students' transportation and fill the staffing vacancies in the school leadership roles.



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