

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

Inspection Report 2018-2019

Iranian Towheed Boys School

11 YEARS OF INSPECTIONS

Good

Curriculum
Iranian



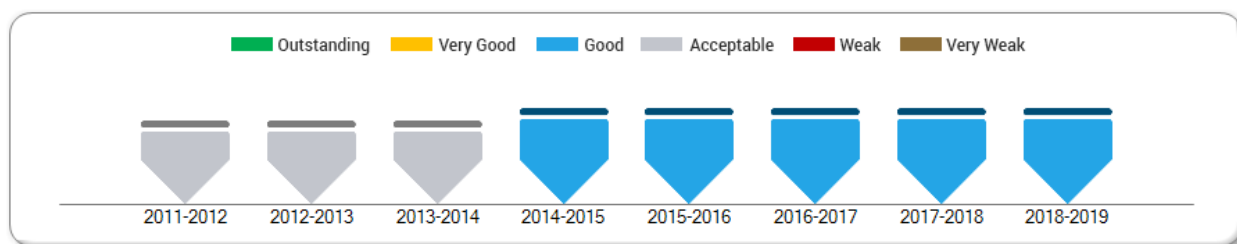
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School Information

General Information	Location	Al – Qouz – Almeydan Road
	Opening year of School	1958
	Website	http://www.bi-st.com/
	Telephone	0097-4-3389953
	Principal	Vahid Keshavarzi
	Principal - Date appointed	21/7/2017
	Language of Instruction	Farsi / English
	Inspection Dates:	10 to 13 December 2018
Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	Kindergarten 1-Grade 12
	Number of students on roll	754
	Number of Emirati students	0
	Number of students of determination	45
	Largest nationality group of students	Iran
Teachers	Number of teachers	67
	Largest nationality group of teachers	Iran
	Number of teaching assistants	16
	Teacher-student ratio	1:11
	Number of guidance counsellors	2
	Teacher turnover	12%
Curriculum	Educational Permit/ License	IB
	Main Curriculum	Iran
	External Tests and Examinations	IBDP, Iranian Leaving Certificate
	Accreditation	IB
	National Agenda Benchmark Tests	Not applicable

School Journey for Iranian Towheed Boys School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Attainment and progress are very good in key subjects in the high school, and in mathematics in the middle school. Progress is very good in science in the middle school. In Arabic in the middle school, attainment and progress are acceptable. Students' innovation, enterprise, enquiry, research, problem-solving and critical thinking skills are emerging. Learning skills are good overall and very good in the high school.
- Students' personal development, understanding of Islamic values and social responsibility continue to be very strong, especially in the high school. Their attitudes towards school are very positive. Attendance and punctuality are excellent. Students' understanding of Emirati heritage and culture are very good. They have a strong appreciation of conservation and environmental sustainability.

Provision for learners

- The quality of teaching is variable across the school. Teachers' subject knowledge is strong. Relationships between teachers and students are supportive. The use of differentiation and challenge in the classroom remain areas for improvement. Teachers have a very good knowledge of students' strengths and weaknesses. Assessment is good overall, but available data are not used effectively to plan well-structured lessons, to offer feedback or to measure student progress.
- The school's curricula do not fulfil the requirements of the MoE regarding Islamic education. The curricula lead to the Iranian leaving certificate and the IB diploma. Cross-curricular links are strong in the Kindergarten (KG) and social studies, but inconsistent elsewhere. Modifications to the curriculum for students of determination and for high achievers are very good in the high school. More artistic and creative courses in the lower grades have enhanced the curriculum in this phase.
- The school provides a safe, secure and supportive environment. Procedures and practices for child protection are well understood. Teachers know their students very well. Support for students of determination and for those with gifts and talents is good. All students have access to known and trusted members of staff who offer very good support for their future aspirations, health and personal well-being.

Leadership and management

- Senior leaders have high ambitions for the school. They know its strengths and weaknesses well. Development planning is detailed but lacks focus. Recent improvements have not had time to have had an impact. Relationships across the school are professional and supportive. The governors include a range of stakeholders who support and encourage senior leaders appropriately. Relationships with parents and the community are outstanding.

What the School does Best:

- Attainment and progress in the high school, attainment and progress in mathematics in the middle school and progress in science in the middle school.
- Students' personal development and their understanding of Islamic and Emirati culture.
- The quality of teaching and learning in the high school.
- The high standards of health and safety, care and support throughout the school.
- The outstanding partnerships with parents and the community.

Key Recommendations:

- Improve teaching and learning, and raise attainment and progress, by ensuring that:
 - there is greater consistency in the quality of teaching across subjects and across grades
 - teaching meets the needs of all students, especially higher attaining students
 - critical thinking skills, innovation and independent learning are developed in all lessons
 - expectations are raised, especially in Arabic in the middle school
 - assessment is used to offer on-going feedback to students
 - the monitoring and evaluation of teaching is more clearly focused on students' performance.
- Develop the role of middle leaders to support best practice in teaching, learning and assessment, and to take collective responsibility for students' academic performance.

Overall School Performance

Good

1. Students' Achievement

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

	KG	Primary	Middle	High
Learning skills	Good	Good	Good	Very good

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

	KG	Primary	Middle	High
Personal development	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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

- Data from external tests are used to identify students who are having difficulties with reading. Standardised assessments of reading are carried out in Arabic and planned for in English.
- Attitudes to reading are mostly positive across all languages. The majority of students are motivated to use their reading skills for learning in different subjects.
- Initiatives to promote strategies for students to become motivated, life-long readers are limited. The library does not yet provide a vibrant learning environment for students.
- A whole-school programme for reading across the curriculum is in the early stages of development.

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

For Development:

- Implement the whole school reading policy and enable all teachers to promote reading as a learning skill across the curriculum.

UAE Social Studies

- The UAE social studies curriculum has been adapted and is supported by appropriate resources. It is delivered in a manner which caters for the needs of different learners.
- Students engage in basic research with minimal teacher direction. In some higher grades, students use learning technologies to develop presentations about relevant topics.
- In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding in line with the curriculum standards of UAE social studies.
- Internal formative and summative assessment data indicate that most students make expected progress in relation to individual starting points and the UAE social studies curriculum standards.

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

Innovation

- Student-led research projects in social studies are carried out in the primary, middle and high schools. Such work is less evident elsewhere, except in design and technology.
- The school provides opportunities for students, especially those in the high school, to develop their skills in entrepreneurship and innovation. In the KG and primary school, opportunities are limited.
- Teachers are beginning to develop students' critical thinking, problem-solving and independent learning skills. Overall, the development of these skills is at an early stage across all phases.
- The science, technology, engineering, arts and mathematics (STEAM) classes are beginning to offer more opportunities to support students' innovative skills.
- Although leaders encourage innovation, to date, it has not been a focus for the school except in certain areas such as design and technology.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

Not Applicable.

Arabic as an Additional Language

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

- Students in the primary school have strong listening skills. Their reading and writing skills are improving, but they lack confidence in speaking and in independent writing. Middle school students, especially girls, listen and respond well to questions about familiar topics.
- Most students in the primary and middle schools can answer direct questions appropriately and can provide personal information. A minority in the middle school speak with confidence and engage in informal discussions. When speaking and writing, students' control of grammar remains insecure.
- Nonetheless, the use of text books and visual prompts has contributed to some improvement in attainment in reading and writing.

For Development:

- Improve students' speaking, reading and writing skills by raising teachers' expectations of what students can achieve.

English

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

- Children start KG with little or no English. They make rapid progress in developing their literacy skills as they move through primary and middle schools. In the high school, most students successfully achieve the external qualifications which allow them to study at university.
- Speaking skills are strong in all phases. Students become confident, articulate and fluent English speakers, with precise intonation. They can express their opinions with clarity and have a wide vocabulary for their age. Writing has improved.
- Children in the KG use phonics and letter sounds to pronounce and spell unfamiliar words. In the primary and middle schools, there are increased opportunities for creative and extended writing.

For Development:

- Raise the profile of reading by encouraging students to read widely for pleasure.

Mathematics

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

- The largest difference between internal attainment and international benchmarking results in mathematics is seen in the primary school. Most rapid progress is made in the middle and high schools. High school students show the greatest creativity and flexibility in using mathematics.
- Students perform well in routine problems and with all numeracy work, but less well with applications and open-ended tasks. The most appropriate challenges are in the middle and high schools in the national section, and in the IB Diploma Programme in the international section.
- Children in the KG participate in enquiry-based learning. In the primary school, real-life problems and critical thinking tasks are more prominent, although their impact on attainment is yet to be seen.

For Development:

- Ensure that, in all sections of the school, all students receive appropriate mathematical tasks that meet their diverse needs.

Science

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

- Attainment and progress in the middle and high schools are generally higher than in the KG and primary school. This is reflected in work in lessons, where students have a better understanding of what they are learning.
- Students' knowledge and practical skills are developing well across all phases. In the middle and high schools, students have more opportunities to lead lessons. However, individual students are not challenged enough, and so their performance does not improve sufficiently.
- The use of assessment information to plan lessons provides better learning experiences and improves attainment. Students make clear links between what they learn in science and real life.

For Development:

- Improve students' independent learning and critical thinking skills and provide a greater level of challenge for all students in lessons.

Learning Skills

	KG	Primary	Middle	High
Learning skills	Good	Good	Good	Very good

- All students in all phases collaborate and engage appropriately with their peers in learning. While critical thinking and problem-solving skills are evident, they are particularly strong in the high school.
- Children and students are enthusiastic learners. Most take responsibility for their learning. They work diligently as individuals and in groups. In the upper grades, some students lead on learning but overall, students' research skills require further development.
- The use of technology does not feature strongly in learning. Students' oral language and communication skills are well developed throughout the school, but their extended written communication skills are less so.

For Development:

- Integrate learning experiences that promote innovation, problem-solving and critical thinking into all subject areas, particularly in the KG and the primary school.
- Enable students to become more responsible and independent through involving them in designing the next steps in their learning.

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

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

- Students demonstrate a consistently positive and responsible attitude towards self-discipline. This is more evident amongst the girls.
- Students are very respectful, considerate and supportive to other students and adults. Older students support younger learners socially and academically. Most demonstrate a secure understanding of living a healthy lifestyle, participate in sporting activities and choose healthy eating options.
- Children in the KG show noticeable improvement in their behaviour and social development, as a result of the enhanced implementation of the curriculum. Attendance is outstanding and punctuality has improved.

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

- Across the school, students demonstrate a secure knowledge and understanding of Islamic values. They fully appreciate how these values affect them and the wider society in the UAE. Students are able to apply these values in their everyday lives.
- Students show a very strong understanding and appreciation of Emirati culture and heritage. They are aware of the historical development of the UAE and the role of the leaders in creating a harmonious society.
- Students actively participate in cultural celebrations such as the National Day and Flag Day. Most demonstrate strong knowledge of their own culture, but their knowledge of other world cultures is less evident.

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

- In all phases, students are active in improving their school environment by taking part in activities such as the gardening project. Older students demonstrate a strong awareness of local and global environmental issues and participate in the Emirates Environment Group initiatives.
- Innovation skills are developed through the STEAM curriculum in the lower grades, and through a range of enterprise skills in the high school, including the Young Entrepreneur competition. Innovation and entrepreneurial skills in the KG and primary school are underdeveloped.
- Students in the middle and high schools demonstrate strong leadership skills. They contribute to the smooth running of the school. They initiate and participate in various community projects.

For Development:

- Increase students' innovation and entrepreneurial skills, especially in the KG and the primary school, and support their better understanding of world cultures.

3. Teaching and assessment

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

- In all phases, teachers are knowledgeable about their subject and plan well-structured lessons. Teaching is very strong in the high school, particularly in English, mathematics and science. In the KG, teachers use time well and generate a wide range of helpful resources.
- Teachers interact with students successfully and engage them well in their learning. In the best lessons, skilled questioning develops students' critical thinking and problem-solving skills. Not all lessons are modified to meet the needs of all students, and consequently, some students are insufficiently challenged.
- Some lessons are overly directed by teachers. In others, teachers provide opportunities for students to lead lessons, to work independently and to take responsibility for their own learning. However, this is not consistent or well embedded in the school.

	KG	Primary	Middle	High
Assessment	Good	Good	Good	Good

- Internal assessments in the primary and lower middle schools are too generous. They are often too simplistic and do not provide enough challenge. Improved assessment procedures have been introduced in the KG, but their impact is yet to be seen.
- In science, data influence teaching well, and in all subjects assessment data are used to modify the curriculum. The quality of feedback is inconsistent. There are good examples of open questioning in class, but tasks often do not provide opportunities for creative thinking.
- Teachers are developing their understanding of international benchmarking standards. The new 'Participation and General Behaviour' reports in the upper primary school, and arrangements to cater for specific needs, are having a positive benefit.

For Development:

- Develop teachers' understanding of how students learn and provide opportunities for students to become more independent learners and improve their work through helpful feedback.
- Develop coherent systems to measure student progress accurately and consistently in all subjects and across all phases.

4. Curriculum

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

- The school offers curricula leading to the Iranian leaving certificate and the IB diploma. In the national section, all lessons except English are taught in Farsi. In the international section, all lessons are taught in English except for Arabic.
- The all-through nature of the school, and both curricula, provide choice, continuity and progression. Curricular choices are more numerous in the high school. Cross-curricular links are strong in the KG and in social studies. The planning of cross-curricular links is inconsistent.
- The school has made several changes to the curriculum, for example, the introduction of STEAM courses and more artistic and creative courses in the primary and middle schools. However, in these phases, the curriculum relies heavily on text books and workbooks.
- Neither curriculum meets the requirements of MoE for the teaching of Islamic education.
- Moral education is integrated into social studies and is taught for 2 lessons per week from Grades 1 to 12.

	KG	Primary	Middle	High
Curriculum adaptation	Good	Good	Good	Very good ↑

- Modification of the curriculum to meet the needs of students of determination is achieved mostly through the development of Individual Education Plans (IEPs). Students with gifts and talents are challenged through a number of projects, especially in the high school.
- The curriculum is enhanced by appropriate extra-curricular activities, which motivate and encourage students. Cross-curricular links, however, are not fully developed.
- The school promotes links to the Emirati culture and UAE society through the active celebration of cultural days, lessons in social studies and the moral education programme. Visits to museums and other areas of cultural importance support this development.
- Arabic is not taught in the KG.

For Development:

- Develop and enrich the curriculum by reducing the over-reliance on text books and work books in the primary and middle schools.
- Adapt and broaden the curriculum to meet students' skills and interests and ensure that cross-curricular links are planned and meaningful.

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

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

- The school has developed a secure safeguarding system, which ensures the safety and well-being of students and staff. There are comprehensive policies and procedures for the supervision and protection of students, and for the recruitment of staff.
- Detailed records are kept of the action taken to rectify any problems with the facilities or equipment identified through risk assessment procedures. The physical environment promotes the well-being of students. However, the response to maintenance issues is not as rapid as it could be.
- Healthy living is promoted effectively. Medical personnel make a valuable contribution to the health promotion programmes. School transport is well organised. Although safety checks are in place, they are not always systematically applied.

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

- Relationships between staff and students are of a very high order, with mutual respect across all grades. The caring, inclusive atmosphere ensures that all are cherished. Appropriate procedures are in place to ensure good behaviour, and to promote attendance and punctuality.
- Suitable assessment tools are used effectively to identify students of determination. Initial identification begins in the KG and leads to early interventions. Test results and teacher referrals are used to identify students who may have gifts and talents.
- The school continues to develop its provision and focused support for students of determination. The introduction of a range of new programmes, as well as participation in a number of projects, support those with gifts and talents.

For Development:

- Consistently monitor school transport to ensure students' safety and security.
- Develop the IEPs of students of determination and enhance support for students with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The school's inclusion team consists of an inclusion governor and an inclusion champion. The inclusive education improvement plan is comprehensive.
- A range of suitable assessment tools is used appropriately to identify students of determination, particularly on their admission to the KG. The school has improved its processes of identification and provides sharper guidance on actions needed for improvement.
- There is a very positive relationship between parents and the school. Parents of students of determination are very appreciative of the actions taken by the school in developing their children's social, as well as academic, skills.
- Support for students of determination is mostly dependent on class or subject teachers not all of whom are fully aware of their students' specific needs, the type of intervention required, or how to modify the curriculum to support them.
- Overall students of determination are making good progress across all subjects in all grades.

For Development:

- Develop teachers' understanding and skills in meeting the learning needs of all students of determination.
- Improve the structure of the IEPs to include success criteria and a clearer method of recording and tracking progress.

6. Leadership and management

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

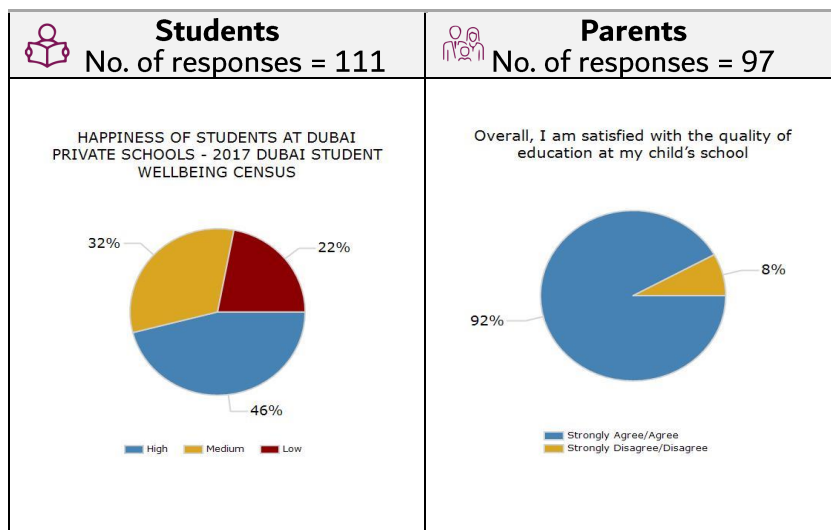
- Senior leaders have an ambitious vision for the school. Relationships are professional and supportive. The school has a strong community ethos. The views of stakeholders are actively pursued. Innovation is an improving feature but the use of technology requires development. Senior leaders have a clear and accurate understanding of what needs to be done to improve. Some improvements are evident but have not had time to be fully embedded.
- The school makes good use of a range of sources to evaluate what it does well and what it needs to do to improve. Self-evaluation is detailed but slightly generous. Lesson observations are not sufficiently analysed to inform priorities for training and improvement. Development planning is detailed but does not give enough attention to the quality of teaching. Middle leaders are often unclear about the school's priorities. However, the school has made progress in addressing the recommendations from the last inspection report.
- The school continues to benefit from a successful, active and productive partnership with parents. Their views are fully considered when making decisions and when setting priorities. Parents receive regular communications that are highly valued. They feel fully informed about their children's academic and personal development through regular, detailed reports. The school has recently introduced an online reporting system.
- Governance of the school includes representation from the Iranian Ministry of Education and from parents, teachers and community leaders. Board members visit the school frequently, and regularly seek stakeholders' views. Governors know the strengths and weaknesses of the school, but they do not monitor safeguarding arrangements as closely as they could. Governors provide timely support, encouragement and challenge for school leaders.
- Day-to-day management is effective. Teachers in most subjects are well qualified and benefit from on-going professional development. The premises and specialist facilities provide an appropriate learning environment, well used to promote students' achievements. However, there is restricted access to technology, which impacts adversely on students' ability to reach their full potential.

For Development:

- Enable middle leaders to support best practice in teaching, learning and assessment, and to take collective responsibility for students' academic performance.
- Ensure that development planning gives a greater focus to the quality of teaching, and that lesson observations are analysed to inform priorities for training and improvement.
- Governors should regularly monitor safeguarding and other statutory requirements, so that deficiencies and shortfalls can be quickly identified and addressed.

The View of parents and students

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



 Students	Students who responded to the survey are generally positive about their school. A very large majority say that they feel safe, and that there is someone in the school to support them if needed. In general, girls are more satisfied, happier and optimistic than boys. Feedback from the student survey also suggests that boys are more likely than girls to persevere in their studies.
 Parents	A very large majority of parents responding to the survey are satisfied with the quality of education provided by the school. They state that their children are happy, and feel safe. Most parents say that the school listens to them and acts on their views. They feel that they are involved in activities at the school, and have access to all the information which they need to help their children.

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