



المعرفة
Knowledge



IRANIAN TOWHEED BOYS SCHOOL

IRANIAN CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA PARAMETER



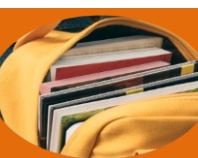
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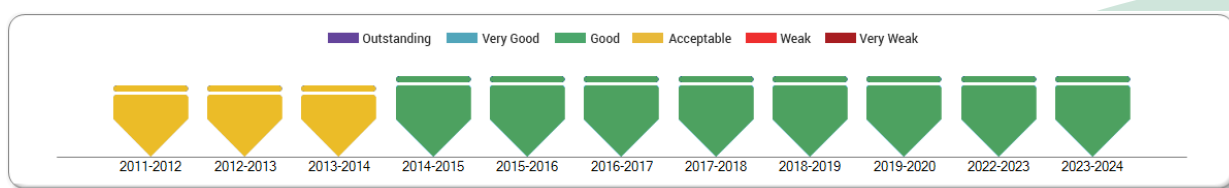
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	AlQuoz
	 Opening year of school	1957
	 Website	www.bi-st.com
	 Telephone	97143389953
	 Principal	Vahid Qanbar Keshavarzi
	 Principal - date appointed	1/1/2017
	 Language of instruction	Persian and English
	 Inspection dates	16 to 20 October 2023
 STUDENTS	 Gender of students	Boys
	 Age range	4-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	915
	 Number of Emirati students	0
	 Number of students of determination	45
	 Largest nationality group of students	Iran
 TEACHERS	 Number of teachers	73
	 Largest nationality group of teachers	Iranian
	 Number of teaching assistants	6
	 Number of guidance counsellors	3
 CURRICULUM	 curriculum	Iranian/IB
	 External Curriculum Examinations	IBDP
	 Accreditation	IBO

School Journey for IRANIAN TOWHEED BOYS SCHOOL



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

- In English, mathematics, and science, students' achievements in Primary, Middle, and High are at least good. High school students perform exceptionally well in English, with significant progress seen in Middle. Children in the Kindergarten (KG) also achieve well in English, mathematics and science. In Arabic, as an additional language, students' attainment and progress are stronger in Primary than Middle. Students' learning skills are at least good across the school.
- Overall, students possess a strong understanding of the significance of maintaining a healthy lifestyle. Students' relationships with their teachers and each another are caring and respectful. Throughout the school, students demonstrate excellent standards of behaviour and highly positive attitudes towards their learning. Students display a deep appreciation of and for the Emirati culture and Islamic heritage. They engage in a diverse range of activities and actively contribute to civic responsibilities.

Provision For learners

- In the KG, teachers are beginning to adapt their teaching to accommodate the children's different learning needs. Most teachers possess strong subject knowledge and employ effective teaching methods. Positive teacher-student interactions are prevalent in most classes. Teachers use a variety of questioning techniques to support effective learning. The school is beginning to enhance its systems of assessment to support a more cohesive approach to the monitoring of students' progress.
- The school implements an English medium curriculum in KG, based on the Iranian national curriculum standards. Students aspiring to attend Iranian universities follow the Iranian national curriculum from Grades 1 to 12. Students planning to attend international universities follow the international curriculum taught in English from Grades 1 to 12, and effectively preparing them for the International Baccalaureate (IB). Both curricula adequately prepare students for their next phase of education. The opportunities for independent creativity in KG have been improved.
- The school nurtures a compassionate atmosphere and encourages positive student attitudes with high levels of attendance. Robust procedures identify students of determination. Older students benefit significantly from guidance on the selection of subjects and pathways for higher education. The school rigorously adheres to safety protocols and policies, fulfilling all legal requirements, including evacuation drills. The facilities provide a secure environment for both students and teaching staff.

Leadership and management

- Leadership across all levels demonstrates a well-defined vision for effective school administration and student achievement. They employ systematic approaches in support of continued school improvement. Middle leaders contribute to enhancing academic outcomes while adhering closely to the requirements of the curriculum. The principal fosters positive communication not only within the school's leaders and teachers but also with parents and the wider community.

Highlights of the school:

- The mutually respectful relations between staff and students and students' positive attitudes to learning
- The high-quality protection, care, guidance, and support of students
- The highly effective partnerships with parents that support students' personal and social development

Key recommendations:

- Enhance the curriculum by:
 - incorporating more project-based and active learning experiences, and
 - adapting tasks and activities to meet the needs of all learners.
- Improve the quality of lesson plans by:
 - adopting a collaborative approach to lesson planning, making use of students' assessment information and, taking account of the learning needs of all students, and
 - providing more opportunities for students to apply their learning skills in lessons.
- Establish the most important priorities for school improvement by improving the rigour of the self-evaluation process.



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	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	Very good	Very good
 Mathematics	Attainment	Good	Good 	Very good	Good
	Progress	Good	Good	Very good	Good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	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	Good	Very good	Very good	Very good
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	Very good	Very good	Very good

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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	Good	Very good	Very good	Very good

06 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Good
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 well-being provision and outcomes is provided below:

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

- The school has a culture of care and inclusion, with a strong focus on wellbeing. School leaders have crafted a comprehensive policy and are in the process of implementing surveys to inform their priorities. The school maintains robust partnerships with parents, characterised by open channels of communication. School leaders acknowledge the importance and challenges of applying best practices consistently across all phases. The evaluation of the impact of recent initiatives is ongoing.
- The school has effective systems in place to ensure students' safety, wellbeing, and access to high-quality support for personal concerns. Initiatives integrated into the upper phases are particularly successful in promoting students' personal development and their leadership skills. In Primary, students are taught about the importance of safety and healthy lifestyles. The school is dedicated to fostering a more professionally supportive atmosphere for all its teaching staff.
- The school is in the process of developing its wellbeing curriculum. Purposeful activities, such as, assemblies, special events, and extra-curricular activities, enhance personal development and create opportunities for students to contribute to the wellbeing of others. Students generally enjoy school, exude positivity and confidence, and strongly identify with the school. They benefit from respectful relationships with staff and effective care and support. However, the provision of high-quality learning experiences in lessons varies.

For Development:

- Provide professional training for teachers to develop their skills in creating more vibrant and inspiring classroom learning environments.
- Ensure that best practice in supporting wellbeing is fully embedded across the school.

UAE social studies and Moral Education

- The school delivers the UAE social studies and moral education curriculum using the official (MSCS) framework programme. It is taught in English and across all sections. In Grades 1 to 10, students have two 45-minute lessons each week. Meanwhile, in the high school, MSCS is seamlessly integrated into the National and IBDP curricula as moral education.
- The provision of MSCS is structured around the core learning resources and complemented by digital and audio-visual resources. Students' progress is assessed through formative and portfolio evaluations, culminating in an end-of-year assessment that is included in their reports. Students generally find their MSCS lessons engaging, and many actively participate in clubs and projects centred around global climate awareness and environmental exploration.

Arabic in Early Years

Arabic is not taught in the early years



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In Primary, the majority of students exhibit notable achievement, especially among lower grades. In Middle, students' performance meets the curriculum requirements. Students in the national section of the school make less rapid overall progress. Girls' expressive skills are strong.
- Students in both phases have shown improvement in their listening skills. However, this has not yet translated into corresponding progress in their speaking skills. While many students are showing improvement in handwriting and dictation, their independent writing skills remain underdeveloped.
- The school does not administer external assessments in Arabic, and the results of the department's internal assessments are insecure. Despite the availability of additional reading platforms, students' comprehension skills are weak.

For Development:

- Improve students' speaking, reading and writing skills.
- Improve the quality and use of internal assessments to support students' learning of Arabic.

ENGLISH

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

- Students exhibit strong engagement in their learning, with good progress observed across all lessons. Notably, more substantial achievement is made in Middle and High. In KG, young children actively listen, respond, and engage in discussions with relevant questions, comments, and actions.
- Students consistently make steady progress in their reading, writing, and listening skills as they progress throughout the school. However, fluency in language acquisition takes a longer to become fully integrated. In KG, children eagerly participate in class discussions, using recently acquired vocabulary.
- While lesson planning is generally adequate, teaching strategies do not make enough use of assessment information about students' achievement and learning needs. Although a majority of teachers employ effective questioning strategies, written feedback does not provide students with clear guidance on how to improve their work.

For Development:

- Ensure that assessment information informs the planning of all lessons.
- Ensure that learning outcomes and success criteria are explicit to students and that they are given clear feedback on their next steps in learning.

MATHEMATICS

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

- The results of the IBDP examinations demonstrate exceptionally strong attainment, while the National external examinations show weaker outcomes in Grade 12 but outstanding outcomes in Grade 9. In Primary, internal assessments indicate outstanding achievement; however, this strength is not reflected in the external benchmark assessments of Grade 6.
- In KG and Primary, students display a keen interest in mathematics but do not have enough opportunity to engage in investigative tasks. In Middle and across both curricula students exhibit rapid progress in grasping mathematical concepts related to geometry. In the senior grades, functions and trigonometry are well-established.
- While students' critical thinking and problem-solving skills developing, they are not consistently evident across all the school.

For Development:

- Challenge students, with more demanding higher order problem-solving activities.

SCIENCE

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

- The achievement of the majority of students in all phases exceeds expectations in both curricula and achieve with high student outcomes in external benchmark assessments.
- In KG, children actively investigate material properties and draw basic conclusions. In Primary, students following the national curriculum are create wind turbine models and discuss renewable energy. Middle and Secondary students in the English medium curriculum are able to describe cell structures in detail.
- In the high school students following the National curriculum, critique and evaluate modelled answers presented by their peers, showing a high level of level of critical thinking skills. However, this is not a common feature of learning as the needs of higher attaining students are not always met.

For Development:

- Ensure teachers plan and then meet the learning needs of different student groups and especially the more able.

LEARNING SKILLS

	KG	Primary	Middle	High
Learning skills	Good	Good	Good	Very good

- In KG, children display a genuine interest in learning and actively engage in their lessons. Across other phases, students exhibit a strong desire to learn, with older students progressively taking responsibility for their own educational journeys.
- Students demonstrate the ability to learn both independently and collaboratively when given the opportunity to do so. In mathematics, they effectively work in pairs and can explain their thought processes within group settings. The use of technology for research and investigation is not evident across the school.
- While opportunities for self-assessment were observed in the high school, these skills are still developing in other sections of the school.

For Development:

- Provide more structured opportunities for students to learn collaboratively and use technology to support their learning in lessons.
- Improve classroom routines and learning so that students are more involved in assessing their own and others' learning. .

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

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

- Across all grades, students exhibit a strong sense of the school's ethos and display a sense of personal responsibility. However, in KG children are not always fully engaged in their learning activities.
- Students demonstrate self-discipline in various activities and take the lead in interacting with all groups of students. Students' foster a sense of inclusivity and mutual respect, creating a harmonious school atmosphere. In lessons, students' behaviour is exemplary.
- Students display an enthusiasm for making healthy food choices and benefit from programmes that promote their physical wellbeing. Students' attend school regularly and are punctual at the start of the school and to their lessons.

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

- Students throughout the school demonstrate a strong understanding of Islamic values and take pride in their connections with Islamic cultures. They recognise how the UAE's customs align with the core values of Islam and in promoting tolerance, co-existence and peace.
- School activities and classroom lessons provide strong support for Islamic values while fostering respect for the culture and heritage of the Emirates. This commitment is evident during assemblies and numerous celebrations of religious and national occasions, such as, the UAE National Day and FARSI Nowruz Day.
- Students display an openness and appropriate respect for other global cultures. However, further activities and programmes to explore the common elements between cultures, with a particular emphasis on art and literature would enhance this even further.

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

- Students across all phases understand their roles and responsibilities, with some actively assuming key positions. While there are several elected leadership roles available across the school, these are less common for younger students. Students are empathetic towards others and willingly volunteer to organise many school events.

- Students demonstrate a positive work ethic and an aptitude for creative thinking. Many actively participate in enterprising activities taking the initiative to design their environmental and charitable campaigns.
- Across all phases, students display a keen awareness of environmental concerns and keenly engage in initiatives that promote sustainability within the school environment. They are presented with opportunities to be innovative with inter-school campaigns and competitions.

For Development:

- Enhance students' understanding and awareness of the common areas between global cultures, especially in art and literature.
- Provide more opportunities for younger students to take on key responsibilities in the school community.

03 TEACHING AND ASSESSMENT

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

- In KG, teachers demonstrate an understanding of children's learning needs and are beginning to adapt their teaching methods accordingly. Most teachers possess strong subject knowledge and an understanding of how students learn. Positive teacher-student interactions are a notable aspect of most lessons.
- While the majority of teachers employ questioning strategies skilfully, this is not as apparent in mathematics where teachers focus more on knowledge acquisition. Most teachers are improving their teaching strategies to ensure that students' needs are appropriately met.
- The majority of lesson plans aim to develop students' critical thinking and independent learning skills. However, such opportunities are not consistently realised during lessons.

	KG	Primary	Middle	High
Assessment	Good	Good	Good	Good

- The school is in the process of enhancing its assessment systems and processes to establish a more comprehensive approach to the monitoring and tracking students' progress. Once fully developed, these systems are intended to support the analysis of assessment information.
- The school draws on external international assessments such as, IBDP outcomes and MAP assessments to benchmark students' attainment and progress. However, this is not consistently implemented across all grade levels and subjects. There is no external benchmark assessment for Arabic or reading literacy.
- Across the school, teachers have a secure grasp of individual students' strengths and weaknesses and rely on their own observations to monitor progress. However, this does not always translate into lessons, especially for challenge for the higher achieving students.

For Development:

- Extend the benchmarking assessments to include Arabic and reading literacy.
- Ensure a more systematic approach to collecting, recording, and analysing data.
- Ensure that teachers are making full use of assessment information to plan work that is closely matched to students' abilities.

04 CURRICULUM

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

- In the KG, the school provides an English-medium curriculum assessed against its own national criteria. Students aiming for Iranian universities follow the national curriculum from Grades 1 to 12. Those aspiring to international universities follow an English-medium curriculum from Grades 1 to 12, and which prepares them for the IBDP.
- Across most phases the curriculum is carefully designed to ensure effective preparation for the students' next stage in their education. However, the transition from KG to early primary lacks this continuity and clear progression.
- While opportunities for children to engage in innovative and independent creative activities have increased in the KG, they remain limited in other phases.

	KG	Primary	Middle	High
Curriculum adaptation	Good	Acceptable ↓	Acceptable ↓	Good ↓

- Teachers successfully adapt the curriculum in KG and the high school, particularly in IB lessons, to cater for the needs of most students. However, in Primary and Middle, teachers do not sufficiently personalise their teaching to address the individual needs of all students effectively.
- Students are provided with opportunities to enhance their skills through cross-curricular activities and the application to broader interdisciplinary projects. The school is still in the early stages of offering opportunities for student-led innovation, enterprise, and entrepreneurship.
- Through a variety of activities, particularly in MSCS lessons, students gain a strong understanding of the UAE's culture. They develop an appreciation for the country's core values, including tolerance and co-existence.

For Development:

- Improve the transition from KG into the primary school so that learning activities build on children's prior knowledge.
- Ensure teachers adapt their planning and identify specific activities that precisely match the needs of students in their lessons.

05 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 maintains rigorous procedures and policies to ensure the safety and security of students. It consistently adheres to all regulatory and legislative requirements, including conducting evacuation drills. The premises and facilities provide a secure environment for both students and staff.
- All staff members are well-informed in safeguarding procedures and child protection protocols. Students have a strong sense of safety and know how to report concerns to adults. They are taught about online safety and understand how to protect themselves and others when using the internet.
- The school prioritises the promotion of healthy living, regularly organising events focused on healthy eating and hosting sports activities and competitions. This commitment highlights the school's dedication to student wellbeing.

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

- A caring atmosphere and respectful relationships contribute to students' enjoyment of school and their positive attitudes towards learning. While support for behaviour management and social skills development can be inconsistent in KG, the school excels in ensuring regular attendance and punctuality.
- The school has effective procedures for identifying students with particular needs, and intervention plans are increasingly guiding classroom practices. Guidance related to subject choices and higher education pathways, particularly for older students, is notably successful.
- Teachers and counsellors offer high-quality pastoral support, and the identification of students with gifts and talents has improved. These students have opportunities to excel through extra-curricular activities. However, they are not always provided with an appropriate level of challenge and support in lessons.

For Development:

- Ensure that teachers provide appropriate challenge and support for students with gifts and talents.
- Ensure that teachers in KG use supportive behaviour management strategies and create more opportunities for children to develop their social skills.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- School leaders prioritise inclusivity and strong partnerships with parents, together with ongoing staff recruitment to meet the complex needs of students. However, a lack of investment in staff training limits teacher's expertise in enhancing students' learning outcomes.
- Leaders utilise various assessment tools to identify students requiring extra support and planning personalised interventions with parental involvement. The effectiveness of these interventions varies depending on the skills and expertise of individual teachers.
- Parents are highly valued as active participants in their children's education. They benefit from helpful guidance and workshops, effectively supporting their children's learning at home. Parents appreciate the school's inclusive environment, which offers students opportunities beyond the classroom to promote their wellbeing and personal development.
- Most teachers succeed in implementing strategies that support students with their behaviour and concentration, thus improving their access to the curriculum. However, curriculum differentiation and personalised support are inconsistent across the school. In some cases, tasks and activities do not adequately build upon students' prior knowledge.
- The school maintains detailed records of students' progress towards their targets. Inclusive strategies ensure that the majority of students make consistently good progress based on their starting points. However, progress can be slow when tasks and activities are not appropriately aligned with students' abilities.

For Development:

- Provide training for teachers to equip them with the necessary skills to implement intervention strategies that enable students to make stronger gains in their learning.
- Ensure that curriculum differentiation and support are well-matched to students' needs to optimise progress in lessons.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders at all levels possess a clear vision for effective school management and guiding students toward strong levels of achievement. Middle leaders are dedicated to improving academic achievement and developing their skills of leadership in their subject areas. The school's principal excels in team communication, maintaining systematic links with the school and the wider communities, and in aligning future plans for improvement.
- The self-evaluation processes and outcomes are mostly accurate. The school presents an account of students' achievement, but this is not securely always based on the accurate analyses of assessment information. The school's development plan outlines a timeline for enhancements, but it lacks an emphasis on the impact of school improvement planning. School leaders monitor teaching and learning but discrepancies arise between the plans and practice. The school has addressed some of the recommendations made in the previous inspection.
- The parent and teacher association (PTA) assumes a pivotal role in fostering harmonious relationships with the school. The association actively supports the school's drive to enhance the academic performance of students. Parents take pride in the association and ensures that parents' voices are heard, and their contributions valued. Reporting to parents on their children's achievement is regular and informative.
- The governing board consists of a representative group of stakeholders, including parents, enabling the school to realise its planned goals. The board diligently holds senior leaders to account for the school's performance. The board gathers information through online surveys and reports from leaders and addresses any emerging concerns, including the development of the curriculum provision.
- The day-to-day operations of the school are effective. The timetables are organised to make the best use of staffing and resources. The school is equipped with a reasonable range of resources, including some technology. Although the facilities, including the laboratories, are well furnished, the library is understocked. Although staff are provided with regular training, the quality and coverage of the training is variable.

For Development:

- Improve the leadership skills of all leaders and particularly those of middle leaders to support the monitoring of teaching and learning and student progress.
- Improve the self-evaluation processes including the monitoring of progress towards targets.
- Strengthen the ongoing training of staff to improve the effectiveness of teaching and learning.



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