

# Al Fadeelah Kindergarten Inspection Report

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## Explanation of the inspection levels used in the report

**Outstanding** – exceptionally high quality of performance or practice.

**Good** – the expected level of quality for every school in Dubai.

**Acceptable** – the minimum level of acceptability required for Dubai. All key aspects of performance and practice in every school should meet or exceed this level.

**Unsatisfactory** – quality not yet at the level acceptable for schools in Dubai. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

Al Fadeelah Kindergarten was inspected in March 2010 as part of the regular inspection of all schools in Dubai. The inspection covered key aspects of the work of the school at all stages. It evaluated children's achievements, the effectiveness of the school, the environment for learning, the school's processes for self-evaluation and capacity for improvement. There was a particular focus on children's progress in Arabic, English, mathematics and science.

### Basic information about the school

Located in Al Twar, Al Fadeelah Kindergarten is a public school providing education for boys and girls in Kindergarten, aged three to five years. The school follows the Ministry of Education curriculum. At the time of the inspection, there were 174 children on roll. The children's attendance reported by the school for the last academic session was unsatisfactory.

Dubai Schools Inspection Bureau (DSIB) analysed responses to on-line questionnaires completed by parents. Parents were highly supportive of the school and had hardly any concerns. They thought that their children liked school and made good progress, although a small minority did not know of their progress in science. About a quarter did not know how the school had progressed since the last inspection but the remainder thought that it had made good progress. They felt that the school kept their children safe and healthy and provided them with enough information about their children's progress and how to help them at home.

## How well does the school perform overall?

The school provided a good quality of education and had made significant improvements since the previous inspection. It had a good capacity for continuing improvement and had kept its promise to the parents. It enabled the children to make good progress in Arabic, English, mathematics and science and reached good standards in Arabic. They reached acceptable standards in the remaining subjects. All aspects of children's personal development were good. Children behaved well; they were obedient and willing to learn. They enjoyed their lessons and were becoming increasingly confident. They usually arrived punctually but their attendance was not yet satisfactory. They showed respect for the The Holy Qur'an during assemblies. Most knew Dubai's main sights, and knew why they should use water and electricity sparingly.

All aspects of teaching, learning and assessment were good and were a major factor in improving children's progress. Teachers were knowledgeable and used a variety of teaching strategies to help children learn well. One of these was to organise more learning in groups, rather than teaching the whole class at once. This was developing well though teachers did not ask more searching questions during group work. They did not ask children to do more difficult work but rather asked them to repeat what they already knew. Children listened carefully and were increasingly good at collaborative learning. Teachers assessed children's work accurately and used the information well to plan subsequent lessons. The quality of the curriculum had improved and was good. This was because it was meeting more children's needs well and offered more practical activities. Health and safety arrangements were good and kept children safe. The school provided good care and guidance for its children. This had improved because the school tracked children's academic and social progress very carefully and was beginning to use this information well.

The school was led and managed well. Senior leaders had energetically steered school improvement and had been well supported by middle leaders, such as the leading teacher for English. The staff had made concerted efforts to improve what the school did and used the effective improvement plans to organise their efforts. These plans were not yet refined to include measurable ways of judging the impact of the school's actions on what it provided and on children's outcomes. Links with parents and the community were outstanding. Parents thought very highly of the school and supported it extremely well in many ways. They appreciated the guidance they got from the school to help their children at home. The community made a strong contribution to the school by providing extra resources and extending the curriculum through the children's visits. School governance was acceptable and the school had recently made an encouraging start in setting this up and planning the governors' roles. The school had good levels of staffing, accommodation and resources which it used well to help its children make good progress.

## Key features of the school

- The school had improved well since the previous inspection and provided a good quality of education;
- The children made good progress in Arabic, English, mathematics and science and attainment in Arabic was good;
- The children's personal and social development was good;
- All aspects of teaching and learning had improved, but the quality of questioning was limited and challenge was lacking;
- The school's curriculum met the needs of all the children well;
- The school protected and supported its children well;
- Most aspects of leadership and management were good, links with parents and the community were outstanding.

## Recommendations

- Improve the quality of teaching and learning by:
  - Ensuring that teachers ask more open questions during group work to deepen children's understanding;
  - Setting some of the children more challenging work;
- Refine school improvement planning by setting clear, measurable targets to evaluate the impact of actions on children's learning;
- Ensure good governance by building on the effective start already made.

## How good are the students' attainment and progress in key subjects?

Attainment and progress in Arabic were good. Most children listened carefully and could follow teachers' instructions. In KG 1, most children understood well and provided good oral responses in short-phrase forms to teachers' direct questions. Most children made good progress in learning to identify and pronounce new letters of the alphabet. Most children knew the numbers and could count from one to ten. In KG 2, most children could form good short sentences to answer teachers' questions. They could copy the new letters their teachers wrote easily and correctly. Most children could give example words containing the new letters they were learning. Most children knew and understood a good range of vocabulary.

Children's attainment in English was acceptable and their progress was good. Writing attainment was lower than other aspects of English. Children named common foods and a few named parts of a triangle. Most could greet and bid goodbye. A minority of children showed their feelings by repeating verbally and by their actions by saying "I am tired" or "I am hungry". They listened carefully to instructions such as "Throw the yarn ball to me" and, with a little guidance, followed them. They answered promptly in single words and a few commented spontaneously in complete, grammatically correct sentences. Many could write their name and most could write a variety of single letters and say what sounds they made.

Attainment in mathematics was acceptable and progress was good. In KG1 almost all children were able to write up to the number seven using a variety of materials and a minority were able to combine numbers up to seven. In KG2 a significant number of children were able to name, write and count to 13 successfully. All children were able to identify a circle and in KG2 almost all children were able to recognise a triangle and identify its properties. Most pupils made good progress in number formation and counting. A minority of children were beginning to apply their skills to addition and subtraction.

Attainment in science was acceptable with many good features and progress was good. In KG1 children explored the effects of water when added to different coloured paints and also categorised substances into those that dissolved or were insoluble. In KG2 almost all children recognised that mixing the primary colours red and green makes brown. A few children in KG2 predicted the changes to materials when heated and most could observe and record weather changes accurately. Children explored living things by examining the plants in the school garden and used their investigative skills well.

## How good is the students' personal and social development?

Children's attitudes and behaviour were good. They lined up obediently in straight lines before assembly and maintained good behaviour throughout. Most children showed respect for their teachers and other children. They enjoyed behaving well, telling the truth and trusting others. Almost all the children had good relationships with their teachers and other school staff. They showed respect for others and learned to consider other children's needs. Most of the children preferred orderliness and cleanliness. The children's attendance was not yet acceptable but was improving.

Children's Islamic and civic understanding was good. Most children performed the national song during the assembly. The children respected and listened to the The Holy Qur'an during the assembly. Most children knew basic information about Islam and the UAE. Most children understood some traditions of Dubai and UAE such as the kinds of the foods, the women's clothes and how to pour the Arabic coffee. Most children knew the colours of the UAE flag. Many recognised famous Islamic places such as Kaaba in Mecca and their significance.

Children's economic and environmental understanding was good. Most children knew the main sights in Dubai such as Khalifah tower, Dubai metro, Dubai Mall, and the Palm Island. Most children had visited the global village in Dubai. The children recognised the currency of UAE. Most children used water and electricity wisely and knew why they acted that way. The children washed their hands before eating their food and after using the toilet. They knew that rain could wash things clean and feed plants and crops but that heavy rain blocked drains and resulted in flooding.

## How good are the teaching and learning?

The quality of teaching and learning was good. Teachers had a good knowledge of the subjects being taught and a good understanding of how young children learn. Lesson planning was good with teachers working together collaboratively. The teachers had expanded the learning activities and used a variety of resources effectively. These resources were readily available in the classrooms and in the activity corners. There were good teacher child interactions in all classes. Teachers used praise well. In group work, questioning did not always meet the needs of the children and only sometimes enabled the development of higher order thinking. Teachers used a good range of teaching methods including talk and discussion, discovery learning and games. In addition, storytelling and practical activities were used in English; rhymes and song during mathematics and science. The use of this wide range of methods effectively motivated the children to take an active part in their education. In most classes teachers monitored three groups namely high achievers, those working successfully and those who needed further assistance. Teaching was directed towards those groups but during free play times, teachers did not identify enough children in order to accelerate their learning and to avoid them repeating work unnecessarily.

Learning was good and the children were well motivated. There was some good collaborative work in mathematics where children in their groups completed a number string and in science in the garden where the children tended the plants. The children worked diligently at the tasks presented to them and the work produced was of a good quality. The children interacted well with their teachers and eagerly engaged in the exercises presented. Children developed good co-operative skills while engaged in the activities in the play areas. Children were challenged to make their own enquiries during the play sessions when presented with a range of resources such as binoculars, sand, fish tank, jigsaws, play building blocks, computer games and water to discover aspects of floating and sinking.

Assessment was also good. During all lessons the teachers noted the development of the children and this was recorded at the end of the session. Records were kept of the achievement of the children each week towards their lesson objectives and these records were updated monthly and reports sent to parents regularly. The data collected were analysed and used to identify areas for future development. Results of tests were appropriately recorded.

## How well does the curriculum meet the educational needs of all students?

The quality of the curriculum was good. It was broad and well balanced. The school implemented the units of work set out by the Ministry of Education and these were further enriched and expanded by the teachers. The curriculum was reviewed annually. Groups of teachers reviewed aspects of the curriculum and at a year-end meeting; the curriculum was presented to the entire faculty for further discussion and adoption. There was development of the curriculum from KG1 to KG2. Continuity and progression from year to year was well developed by all teachers planning regularly together. The school had established a number of cross-curricular links. English was used as the language of instruction for mathematics in all KG2 classes. Art was used in science and mathematics lessons. The school used a number of designated areas to enhance learning through play and to promote active learning. The school had taken part in the pilot Lollipop programme that promoted information and communication technology (ICT) usage. The curriculum was supported by a physical education hall, library and resources room and a school garden. Short physical education sessions took place at assembly each morning. The school facilitated talks from people involved in first aid, safety on the buses and dental hygiene. Children from the school had visited a home for the elderly, a clothes shop and a supermarket. The school had taken part in National Day celebrations and in Clean the Globe project. Parents helped promote the culture of Dubai by establishing and overseeing the well-equipped Majlis.

## How well does the school protect and support students?

Provision for children's health and safety was good. The building was clean and well maintained and the toilets, hygienic. The nurse monitored the central activity area, the toilets and the restaurants. There was an isolation room for children who were suspected of H1N1 infection and the school ran awareness-raising lectures for the mothers about healthy eating. There was co-operation with the Road Transport Authority about safety on the school buses. There were regular fire and evacuation drills. There was a health file for every child and the nurse registered all relevant details. The school informed parents about their children's personal cleanliness. There was signage to guide the children during an emergency. Every bus had seat belts and the assistants made sure that the children were properly secured.

The quality of support was good. The relationships between the children and the staff were very good. The staff carefully tracked the children's personal and academic progress, which was an improvement since the previous inspection. The staff actively encouraged the children to arrive at school punctually. Staff kept careful records of children's attendance and did all they reasonably could to promote good attendance. There was parental guidance about choice of school. The children were frequently reminded about good behaviour and being polite. The staff looked after children well and supervised them carefully when disembarking from and boarding buses. The school used experts such as a psychologist to help with children who found self control difficult.

## How good are the leadership and management of the school?

Leadership and management were good because a good management structure had been created and responsibilities delegated well. These were conscientiously carried out within the senior leadership team and beyond. For instance, the senior teacher of English worked productively with colleagues to develop a relevant curriculum. The leadership team had set up effective systems to ensure the recommendations from the previous inspection were addressed and had made good progress in these. Leadership had set its sights high and encouraged staff to work together with an agreed purpose to achieve the school's goals. Leaders had arranged professional development to increase the quality of teaching and learning with some success.

The school's self-evaluation procedures and school improvement planning were good and had improved significantly. The plans were securely based on the identified areas for improvement of staff and children's attainment. The plans showed effective ways of implementing planned actions. They did not have detailed means of judging the impact of the actions on pupil outcomes. Monitoring of teaching picked out general areas for improvement such as increasing the amount of time children spent working in groups. However, monitoring was not focused enough to indicate how these sessions could be improved further. The leadership team had developed a very good system for tracking children's progress and was beginning to use this well.

The partnerships with parents and the community were outstanding. Parents were very proud of the school and came into school regularly to help. Through the parent-teacher association they organised events such as the celebration of National Day. The school consulted with them on areas to improve and provided excellent guidance for parents to help their children at home. Community links were strong and they helped the school with additional resources such as outdoor play equipment. Visits from the emergency services brought relevance to the curriculum and extended children's learning through visits to local areas of interest.

The school had made an encouraging start to establishing governance, the quality of which was acceptable. The people selected had an improving knowledge of the school and wished to support it. Meetings had been arranged and the Principal and governors had a good idea of what her reports to them should contain.

Staffing, facilities and resources were good. Staff were well-deployed and clear about their responsibilities. There were sufficient staff to cover for absence and to work flexibly to provide good quality staff training. There were good facilities to enable the children to learn well in a variety of situations. However, the central area was only partially covered which restricted its use in summer. Very colourful examples of children's work were displayed around the school along with good learning resources. The school gardens, a wheeled play vehicle area to teach road safety and physical education hall all added to the school's facilities for learning.

## Summary of inspection judgements

In their evaluation of the overall effectiveness of the school, the inspection team made judgements about the following aspects of the school's performance.

Four descriptors are: Outstanding; Good; Acceptable; Unsatisfactory.

How good are the students' attainment and progress in Arabic?	
Age group:	Kindergarten
Attainment	Good
Progress over time	Good

How good are the students' attainment and progress in English?	
Age group:	Kindergarten
Attainment	Acceptable
Progress over time	Good

How good are the students' attainment and progress in mathematics?	
Age group:	Kindergarten
Attainment	Acceptable
Progress over time	Good

How good are the students' attainment and progress in science?	
Age group:	Kindergarten
Attainment	Acceptable
Progress over time	Good

How good is the students' personal and social development?	
Age group:	Kindergarten
Attitudes and behaviour	Good
Islamic, cultural and civic understanding	Good
Economic and environmental understanding	Good

How good are teaching and learning?	
Age group:	Kindergarten
Teaching for effective learning	Good
Quality of students' learning	Good
Assessment	Good

How well does the curriculum meet the educational needs of all students?	
Age group:	Kindergarten
Curriculum quality	Good

How well does the school protect and support students?	
Age group:	Kindergarten
Health and safety	Good
Quality of support	Good

How good are the leadership and management of the school?	
Quality of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Outstanding
Governance	Acceptable
Staffing, facilities and resources	Good

How well does the school perform overall?
Good

## Next Steps

The school has been asked to prepare an action plan indicating how it will address the main findings of the report, and to share that plan with parents. The next inspection will report on the progress made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

## How to contact us

If you have a concern or wish to comment on any aspect of this report you should contact: [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae).

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