

# INSPECTION REPORT

## Dubai Police Kindergarten - Deira Branch

Report published in April 2014

## GENERAL INFORMATION ABOUT Dubai Police Kindergarten - Deira Branch

Location	Al Waheda
Type of school	Private
Website	NA
Telephone	04-2387391
Address	Deira, P.O Box: 1493
Principal	ابتسام مبارك, Mrs Ebtessam Mubarak
Curriculum	MoE
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-5
Attendance	Acceptable
Number of students on roll	127
Largest nationality group of Students	Emirati
Number of Emirati students	127
Date of the inspection	10th to 11th March

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## The context of the school

Dubai Police Kindergarten - Deira is a private kindergarten (KG) providing education for boys and girls aged three to five years whose parents are employees of the Dubai police force. At the time of the inspection there were 127 children on roll. The school followed an enriched Ministry of Education curriculum. All children were Emirati and almost all spoke Arabic as their first language. All teachers in the school were adequately qualified and deployed effectively. The school had significantly increased in number as a result of the closure of a partner school. Most of the children and staff from the partner school had joined Dubai Police Kindergarten.

## Overall school performance 2013-2014

Good

### Key strengths

- Good direction for improvement given by the leadership and management team;
- Good teaching and assessment leading to good learning skills;
- Breadth and variety of the curriculum;
- Good progress in all subjects;
- Outstanding attention given to health and safety.

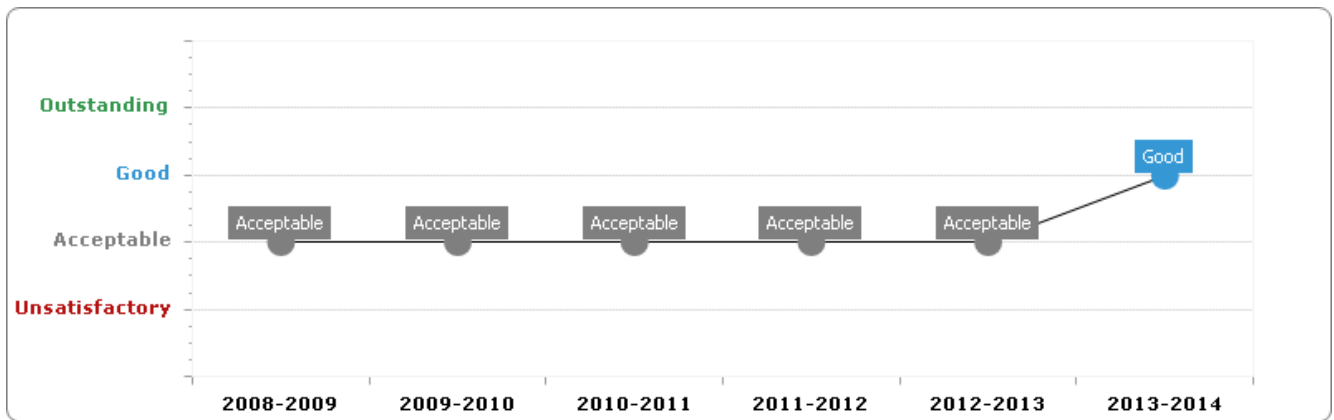
### Recommendations

- Further improve the quality of teaching with clearer objectives for learning, especially in mathematics;
- Modify the design of the curriculum to meet the needs of all children including those with special educational needs;
- Improve the effectiveness of all staff by providing appropriate training for teaching assistants and staff who teach children with special educational needs.

## Progress since the last inspection

- Improved progress in mathematics;
- Improved assessment systems that have helped raise the quality of teaching and learning;
- Identification of children with special educational needs and children who are gifted and talented;
- The weekly letters sent to parents with information about what their children will be learning;
- Greater range of information and communications technology used by teachers in lessons with opportunities for children to use iPads when learning independently.

## Trend of overall performance



## How good are the students' attainment progress and learning skills?

	KG
<b>Islamic Education</b>	
Attainment	Good
Progress	Good
<b>Arabic as a first language</b>	
Attainment	Good
Progress	Good
<b>Arabic as an additional language</b>	
Attainment	Not Applicable
Progress	Not Applicable
<b>English</b>	
Attainment	Good
Progress	Good
<b>Mathematics</b>	
Attainment	Acceptable
Progress	Good
<b>Science</b>	
Attainment	Good
Progress	Good

[Read paragraph](#)

	KG
Quality of students' learning skills	Good

[Read paragraph](#)

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

	KG
Personal responsibility	Good
Students' understanding of Islamic values and their local, cultural and global awareness	Good
Community and environmental responsibility	Good

[Read paragraph](#)

## How good are teaching and assessment?

	KG
Teaching for effective learning	Good
Assessment	Good

[Read paragraph](#)

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

	KG
Curriculum quality	Good
Curriculum design to meet the individual needs of students	Acceptable

[Read paragraph](#)



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

	KG
Health and Safety	Outstanding
Quality of Support	Good

[Read paragraph](#)

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

	Whole school
Quality of leadership	Good
Self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good
Management, including staffing, facilities and resources	Good

[Read paragraph](#)

## How good are the students' attainment and progress?

In Islamic Education, all children had a good understanding of basic Islamic values and morals. KG1 children could name the Prophet and other members of his family. KG2 children could name the five prayers and explain the process of ablution. They showed good recitation and memorisation of prescribed Qur'an verses. In Arabic as a first language, children listened very well. They spoke with confidence, and displayed good reading skills. They could match pictures and words confidently. KG2 children could write simple words and KG1 children could link letters with words. In English attainment was good. Children had good speaking and listening skills for their age. They understood and followed instructions well. Most children had a secure knowledge of the letter sounds and were increasingly able to recognise words and sentences. Children could form letters correctly and almost all could write simple words. In mathematics attainment was acceptable. Most children were able to count beyond 20. They could add and subtract different objects and many could compare the size and weight of two objects. In science attainment was good. Children could identify and describe different kinds of transport and how they were powered. They recognised that some objects were magnetic and were able to predict whether or not different materials would float in water.

In Islamic Education, children made good progress applying their knowledge and understanding of Islamic concepts in their daily lives. KG2 children made progress in learning about the prophets. Across the school, children were making steady progress in reciting and memorising prescribed Qur'an verses and in their understanding of Islamic morals. In Arabic, children made good progress; KG2 children developed a wide range of vocabulary and made good progress when using new words in short sentences. Most children did not speak or understand English when they began Kindergarten but overall progress was good. Through daily use of English they made outstanding progress in their speaking and listening skills, reading skills developed well but progress in writing skills was slower. In mathematics children made good progress in recognising simple patterns in numbers, colours and objects. Progress slowed when children were learning about the different values of coins. In science children made good progress in their knowledge and understanding of the world and their scientific skills of investigating and predicting.

[View judgements](#)

## Quality of students' learning skills

The quality of children's learning skills was good. In all lessons, children showed a high level of enjoyment especially when involved in practical activities for example, using a torch to search for the letter of the day. They worked with enthusiasm and maintained concentration without the need of prompting from an adult. They co-operated well with each other. For example, in physical education they worked well as a team by offering each other good support and clapping spontaneously to celebrate the successes of others.

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Children eagerly responded to opportunities to make connections between areas of learning and recognised when learning was linked to their everyday experiences, such as in the current topic of transport. In some classes, children had the chance to use information technology resources such as tablets to enhance their learning but this was not equally well developed in all parts of the school.

[View judgements](#)

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

Personal responsibility was good. Children displayed sensible attitudes and respected each other and everyone in the school. They actively played together, shared materials and were courteous to each other. Across the school, children responded well to adults. They brought healthy snacks to schools, and followed the school's advice on healthy living.

Children showed a good understanding of Islamic practice in their interactions with each other and with their teachers. They respected Emirati culture, sang the National Anthem proudly, and could identify several features of the UAE and Dubai. They demonstrated a good understanding of the importance of respecting everyone, including people from other cultures.

Children showed a good understanding of their roles as members of the schools. They enjoyed visits to the local community and contributed to charity projects. They cared for their school, and cared for plants and animals. Children actively participated in planting and energy saving activities.

[View judgements](#)

## How good are teaching and assessment?

The quality of teaching was good. Teachers' relationships with their classes were warm and encouraging. This resulted in happy, confident children who were developing a love of learning. All teachers planned a range of activities. They made good use of a wide range of resources that encouraged children to think about what they were learning. In science, for example, children were able to predict, carry out tasks and draw conclusions from their findings because the teacher developed, in children, a confidence to work independently. All teachers had a good understanding of the ability of each child. They observed children carefully and made daily notes of what children could and could not do. In most classes they used this information to plan tasks that helped all children to take their next step in learning. In a minority of lessons, especially in mathematics, the learning objectives were not clear. Therefore the focus for learning was not

strong enough to improve attainment even though children enjoyed the lesson. In the majority of lessons teaching assistants did not have the skill or training to be able to support children's learning effectively.

Assessment was good. There was a well-established system to measure the attainment of children as they joined the Kindergarten. This included information from parents and assessment by teachers which provided a secure base for learning. Daily observations of what children knew and understood and tracking of progress against the assessment criteria, provided a comprehensive view of children's progress over time. This was reported to parents on a monthly basis and provided detailed information about how they could support their children's learning. Verbal feedback was given to children during activities and, in the majority of lessons, teachers helped children to reflect on what they had learned. In most lessons assessment information was used to plan tasks that met the needs of children of differing abilities. However, it was not fully successful for those children identified as having specific learning difficulties. Use of assessment information to measure the impact of curriculum modifications, such as those in mathematics, was not well developed.

[View judgements](#)

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

The curriculum quality was good. Regular review included research of best practice from across the UAE and other countries. This was used to good effect to extend and enhance curriculum quality beyond the core curriculum of the Ministry of Education. The curriculum included a good balance between learning led by adults and practical activities where children developed good independent learning skills. Cross-curricular learning was a strongly developing feature of provision. A wide range of enrichment activities linked to real life experiences, such as 'young entrepreneur day', provided children with high quality experiences. There was good provision for children's personal development and their understanding of Islamic values, the heritage and culture of the UAE and the wider world. Curriculum opportunities for children to develop independent writing skills were less well developed.

Curriculum design was acceptable. Effective review had led to some improvements such as a broader curriculum for the teaching of mathematics and a greater level of challenge for more able children. The curriculum was regularly modified and increasingly provided children with the skills needed for modern life, together with an appreciation of their heritage and culture. In the majority of lessons teachers modified the curriculum to provide for the different abilities of children. However, the curriculum was not designed well enough to meet the needs of those children who were identified as having specific learning difficulties. As a result, there was too much dependence on the skills of individual class teachers.

[View judgements](#)

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

The arrangements for ensuring the health and safety of the children were outstanding. The school had safe, secure premises which were clean. Clear practical routines followed by all staff ensured safety on school transport and during educational visits. School premises were well maintained and well suited to the needs of young children. Children's health and welfare were closely monitored by the staff. Appropriate records were maintained. Emergency evacuation procedures and fire drills were held regularly and effectively monitored. Medication and medical records were stored securely. Healthy living was included within the curriculum and supported by regular physical activities and a focus on healthy food choices. All staff dealt sensitively and effectively with children's needs and had a clear understanding of the school's child protection procedures.

The quality of support for children was good. Relationships between the staff and the students were good and based on mutual respect. The routines of the school, which were very well established, supported good behaviour in lessons, at supervised snack times and during outdoor play. Students were supported by the staff and the environment to engage as much as possible with learning. The identification of students with special educational needs was relatively new. Those identified were supported within the classrooms as far as possible but there was no specialist help for such children. Nevertheless their progress was monitored and their parents were regularly updated. All children were supported to make at least acceptable progress academically, socially and physically.

[View judgements](#)

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

The quality of the leadership was good. The leaders were committed to improving the school and set a clear direction for all the staff. There was an understanding throughout the school that children's well-being was central to their work. Responsibilities were shared out to staff in an ethos of mutual support and collective responsibility. Relationships were strong with good communication between staff and parents in order to provide the best for all the children. Leaders were receptive to external evaluation because the levels of progress and attainment, and the quality of teaching and learning, were key priorities. The school had sustained its good performance and improved some of the judgements from the previous inspection despite doubling in size.

Self-evaluation and improvement planning were good. Leaders were aware of the strengths and weaknesses of the school. They rigorously monitored the school's work using a range of methods that included a focus on what the children were experiencing within the classrooms and how well they were

progressing. Effective performance management arrangements helped the school to evaluate accurately the professional development needs of most the staff. Improvement plans were positive and included detailed action plans However the goals to show success were not always focused enough to provide the school with accurate evidence of any improvement. The school had made significant progress in addressing all the recommendations from the previous report.

Partnerships with parents and the community were good. Parents were very supportive of the school and appreciated the approachability and accessibility of the staff. The school provided regular information to parents about what their children were going to learn and monthly reports to show how well they were progressing. There were good links with the local community that brought children into frequent contact with local people and places.

Governance was good. The school was governed by the Dubai Police with the support of a school management group. The group held the school to account with regular detailed reports and meetings that kept governors informed of the school's performance and progress. The governors were aware of the importance of staff training and appropriate resources to improve the quality of children's learning outcomes. The views of all parents were welcomed through extensive surveys and the inclusion of a parent representative on the management group.

Staffing, facilities and resources were good. The management of the day-to-day life of the school was effective and efficient. The organisation of lessons and activities made good use of the bright classrooms and the central areas for learning. Good links with parents supported the planning of school activities. There were sufficient qualified teachers to provide an appropriate curriculum for all children, including an art teacher who was new to the school. However teaching assistants were not always effective enough in supporting children in the classroom and not all teachers had the expertise to support children with special educational needs. Learning resources were of a good quality and suitably matched the learning needs of the children.

[View judgements](#)

## How well does the school provide for students with special educational needs?

The provision for students with special educational needs (SEN) was acceptable. The school made efforts to screen children on entry but did not believe it could meet the needs of children with significant SEN. Nevertheless some children needed support and the school had tried to meet those needs as fully as it could. The school had identified 37 students in need of support either for a learning difficulty or because they were

gifted or talented. The support was given through adaptation of the lessons to meet the children's needs through more teacher time, different independent work, and a change of pace in learning. Teachers were provided with suggestions on ways to support children with SEN and most teachers followed these suggestions. However the school had not reached the stage of adapting the curriculum fully for this group of children. Therefore it was difficult to monitor progress other than in the broadest of terms. The style of the curriculum, delivered with many opportunities for practical work, meant that almost all of the students with SEN were supported to make acceptable progress. The impact of classroom support assistants on the outcomes for students with SEN was minimal.

### **How well does the school teach Arabic as a first language?**

Teachers of Arabic as a first language had secure subject knowledge and used interesting contexts. Lesson plans included a variety of different activities that engaged children. Children were engaged in active learning about letters and words while playing in the different learning corners in their classrooms. Teachers interacted very well with the children by asking them challenging questions, encouraging them to read and write, which supported their learning. Teachers used a wide range of resources in Arabic to enrich their lessons and provided the majority of children with good learning opportunities. Children's learning experiences in Arabic were enriched with a variety of cross-curricular links and real life applications. The school curriculum followed the Ministry of Education standards, but the Arabic teachers regularly reviewed other early childhood language international curricula to improve their lessons and to provide the children with more challenge.

## What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	38	33%
	Last year	31	52%
Teachers	10		91%
Students	00 There were no senior students in the school		

\*The percentage of responses from parents is based on the number of families.

About a third of parents and almost all teachers responded to the surveys. Almost all parents who responded had great confidence in the work of the school. They agreed that their children enjoyed school although a smaller proportion of parents than teachers believed that the behaviour of the children was good. Parents thought that their children were making good progress in all subjects but they noticed slightly less progress in science. They appreciated the high level of safety for their children both at school and while travelling on buses. They felt that their children were respected, valued and treated fairly by the school staff. Almost all parents agreed with teachers that the school was well led.



## What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This 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 inspection will report on the progress made by the school.

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## 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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