



المعرفة
Knowledge



HIMAYAH KINDERGARTEN FOR EDUCATION - KARAMA MoE CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



Not Applicable

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Karama
	Opening year of school	2000
	Website	www.dubaipolice.gov.ae
	Telephone	97145070444
	Principal	Khulood Abdulrazzaq Mohammad Almulla
	Principal - date appointed	2/25/2016
	Language of instruction	Arabic
	Inspection dates	27 to 01 December 2023



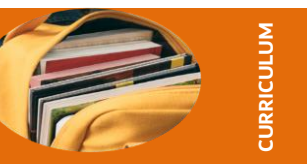
STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 6
	Grades or year groups	KG1 to KG2
	Number of students on roll	197
	Number of Emirati students	0
	Number of students of determination	3
	Largest nationality group of students	Arabic



TEACHERS

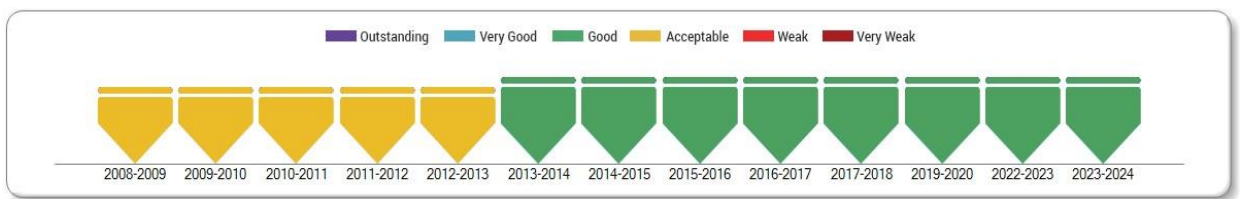
	Number of teachers	8
	Largest nationality group of teachers	UAE
	Number of teaching assistants	8
	Number of guidance counsellors	2



CURRICULUM

	Curriculum	MoE
	External Curriculum Examinations	None
	Accreditation	None

School Journey for HIMAYAH KINDERGARTEN FOR EDUCATION- KARAMA



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

- The Kindergarten (KG) leaders have maintained the children's good attainment in Islamic Education, Arabic and science. Attainment has improved to good in mathematics. However, the children’s achievement remains acceptable in English. Children’s progress is mostly good because of the improving quality of teaching for effective learning in the school. The learning skills of children are of a good quality.
- The children have very good attitudes and behaviour. They have developed strong relationships with each other and show respect to their teachers and other adults. Children have a very strong awareness of Emirati culture and traditions, and the Islamic values of the UAE. Their environmental awareness, participation in sustainability activities and initiatives, have improved.

Provision For learners

- The quality of teaching for effective learning has improved and is now of a good standard. In a majority of lessons, the activities are focused on developing children's knowledge and skills. Assessment systems and processes are in place and used actively by teachers to collect and analyse performance data. However, their analyses and application are not always reliably applied in supporting teachers’ understanding of the progress children are making.
- The curriculum aligns closely with the Ministry of Education (MoE) guidelines. It is well planned with a clear rationale and progression in learning. The curriculum provides a wide range of links with UAE culture and is enhanced by a variety of inspiring activities in collaboration with external agencies. Modifications of the curriculum ensure that the needs of the majority children are met.
- The KG is rightly proud of the excellent health and safety arrangements, support and care provided for the children and staff. Child protection policy and procedures are clear and understood by all. The children are well-supervised at all the times and relationships between children and teachers are very positive. Leaders and teachers successfully in promote healthy lifestyles for the children.

Leadership and management

- The principal and leaders are committed to the UAE’s vision and approach to education. They are dedicated to continuing improvement. However, self-evaluation and improvement planning are not entirely accurate. Parents are very supportive of the teachers and the school. Governors are supportive of the KG and the wider community. The KG provides a well-resourced learning environment.

Highlights of the school:

- The children’s very positive behaviour and their understanding of Emirati culture.
- The very strong and caring ethos and excellent provision for health and safety
- Supportive parents and their positive involvement in the life of the KG

Key recommendations:








- Adjust teaching strategies by raising expectations and meeting the needs of different groups of children.
- Improve teachers’ use of the assessment information to plan and implement lessons which are built on what children already know and can do.
- Enhance children’s learning by providing more focused child-centred learning activities.
- Ensure that leaders develop more accurate self-evaluation procedures to guide improvement planning.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

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

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

KG	
Personal development	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good
Social responsibility and innovation skills	Very good

03 TEACHING AND ASSESSMENT

KG	
Teaching for effective learning	Good
Assessment	Good

04 CURRICULUM

KG	
Curriculum design and implementation	Good
Curriculum adaptation	Good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

KG	
Health and safety, including arrangements for child protection/ safeguarding	Outstanding
Care and support	Very good

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Very good
Governance	Good
Management, staffing, facilities and resources	Very 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 wellbeing provision and outcomes is provided below:

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

- The governors and leaders adopt a strategic vision and hold high expectations around wellbeing development. The learning environment had been extensively enhanced to drive the wellbeing agenda forward.
- In addition to the existing engagement channels, the communication system is enhanced with the adoption of a variety of electronic platforms to strengthen contact with parents and respond to any concerns or suggestions. Informal methods to monitor wellbeing issues target staff and children through an open-door policy.
- The classroom environment and the teaching activities provide a wellbeing-conducive climate. However, this approach is not consistently offered for the children and staff.

For Development:

- Ensure that the classroom climates are consistently supportive of children's wellbeing and promote their understanding of personal wellbeing.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

KG

Attainment

Good

Progress

Good

- Girls' achievements, in most Islamic concepts, are relatively stronger than the boys. The progress of more able children is slightly slower than the less able. The children's knowledge and understanding of Islamic values are slightly stronger when compared to other Islamic concepts.
- Children have a strong knowledge of the Hadith and the Prophet's (PBUH) stories. Most can memorise the short Holy Qur'anic surahs. They make rapid progress in their understanding of Islamic etiquettes. However, their recitation skills and, their understanding of the meaning of Holy Qur'anic verses are still developing.
- Most teachers provide a reasonable range of activities in their lessons. However, these activities usually focus more on knowledge than skills and do not always follow the learner-centred approach for children of this age.

For Development:

- Improve children's knowledge and understanding of the Holy Qur'anic verses.
- Provide children with more learner-centred teaching approaches which develops their independence.

ARABIC AS A FIRST LANGUAGE

KG

Attainment

Good

Progress

Good

- Children's listening skills are the strongest of the language skills, particularly in KG2. Girls are progressing faster than the boys, especially in KG1. The more able students are making slower progress than other groups of children.
- Children have strong listening and responding skills. They can identify the Arabic letters of alphabet and their sounds, shapes and vowels. Their reading skills are above expectation for the majority of children, although limited to familiar phrases. The children's writing skills are developing well.
- Most teachers are starting to use the learning corners within lessons and endeavouring to promote children's reading skills. However, the materials are not always sufficiently matched to children's needs and interests and have a limited impact on the development their language skills.

For Development:

- Modify the curriculum and raise the expectations of what children can do particularly the boys, to improve their speaking, reading, and writing skills.
- Ensure that learning activities sufficiently match the needs and interests of children.

ENGLISH

KG

Attainment

Acceptable

Progress

Acceptable

- Achievement data suggests that the majority of children are performing above curriculum levels, however, this proficiency is not evident in lessons.
- Children integrate letter sounds and read common words, but their ability to read words fluently and write simple sentences is developing slowly. Their comprehension of written content is very limited, and therefore their English writing skills are developing very slowly.
- To enhance children's understanding of vocabulary, mathematics and science lessons are now conducted in English weekly. Although daily story sessions provide opportunities for children to write simple book reviews, these activities are yet to impact their reading and writing skills.

For Development:

- Provide more strategies to enhance the fluency of children's reading of words and writing of sentences.
- Increase the use of English in mathematics and science lessons to strengthen efforts to improve children's subject-specific vocabulary.

MATHEMATICS

KG

Attainment

Good ↑

Progress

Good

- The knowledge and understanding of the majority of children are above curriculum standards. Their ability to use these skills in tasks and applications is resulting in good progress from their starting points and as measured against learning objectives.
- Children are exposed to interactive mathematics through, learning corners and practical activities. However, the progress of some children slows because of limited opportunities for independent learning and suitably challenging activities.
- Attainment has advanced due to greater consistency in teaching and learning. The provision of a wider variety of activities is transforming the learning environment and making it more inclusive. This development is beginning to accelerate children's progress across the ability range.

For Development:

- Improve children's problem-solving skills and increase the level of challenge to accelerate their progress.

SCIENCE

KG

Attainment

Good

Progress

Good

- A majority of children are attaining above the curriculum expectations due to the integration of science across the school and its close alignment with the MoE curriculum. As a result, children's use of scientific vocabulary and connections to everyday life have improved.
- The scientific knowledge, skills and understanding of a majority of children are above curriculum standards. Their ability to investigate basic scientific concepts is resulting in improved progress from their starting points.
- Children's exploratory skills are not as well-developed as their knowledge and application of science. Although they make observations and draw simple conclusions, they are not always given enough opportunities to explore the world around them through investigations.

For Development:

- Provide children with more opportunities for independent investigative work.

LEARNING SKILLS

KG

Learning skills

Good

- Children demonstrate positive attitudes towards learning and are able to participate in activities that are suitable for their developmental stage. They enjoy using the new resources available in the learning corners, which have recently been added to the classrooms and the playground.
- Most children are able to explain what they have learned. They enjoy working individually and in groups with the activities provided to them. Children follow the guidance from their teachers at all times, but they are not always provided with the opportunities for collaborative group work.
- The children are willing learners but are not always given sufficient opportunities to be engaged in activities that develop their critical thinking, independent learning and problem-solving skills.

For Development:

- Provide children with more challenging situations which enhance their creativity and encourage their curiosity.
- Ensure that learning activities promote children’s independent learning, critical thinking and problem-solving skills.

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

KG	
Personal development	Very good

- Children demonstrate responsible attitudes to their learning and towards their teachers. They display very positive behaviour and really enjoy working and playing with each other and within their various groups.
- Throughout the KG children have constructive and respectful relationships with their teachers and each other. They are generally well-disciplined both inside and outside of the classroom.
- Children enjoy engaging in regular physical exercises and consume healthy meals, reflecting their understanding of the importance of healthy food and living a healthy lifestyle. Children's attendance and punctuality are very good.

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

- Children have a clear understanding of Islamic values and their impact on their own lives and for people within the UAE. This is clearly evident through their participation in relevant activities, their behaviour and contributions within the classroom and during morning assemblies.
- Children demonstrate knowledge and respect for the culture of the UAE. Examples include their respectful participation in the singing of the Emirati national anthem every morning and how they can name the seven emirates and the leaders of the country.
- Children actively engage in relevant activities which are now helping them to develop their understanding of other cultures and different customs. This is evident through the different school events and visual displays across the KG.

KG	
Social responsibility and innovation skills	Very good

- Children demonstrate a responsible and positive work ethic and take on leadership roles when provided with appropriate opportunities. These include, participating in the morning assembly and the 'Little Cubs' initiative.
- The KG promotes environmental awareness among children by educating them about the importance of maintaining cleanliness in their classrooms and around the school.
- Teachers are helping to inspire children's understanding of environmental awareness by involving them in the school's garden and ensuring that the children contribute to its upkeep.

For Development:

- Provide children with more opportunities to learn about cultural diversity.

03 TEACHING AND ASSESSMENT

KG

Good ↑

Teaching for effective learning

- Teachers are aware of the importance of individual children’s needs and the ways in which children at this stage of development learn individually and in groups. They now plan their lessons and activities adequately while considering the varying abilities of children across different groups.
- Teachers have secure knowledge of their subjects in accordance with the aims of the MoE curriculum. Most teachers use appropriate resources and activities to promote children’s learning.
- Questioning is used effectively in most lessons and technology has improved through the addition of electronic boards in every classroom. However, time management and the use of resources are not always used skilfully which results in children not always making enough progress with their higher-order thinking skills.

KG

Good

Assessment

- Internal assessment processes are connected to the MoE performance indicators, which provide age-related data. However, baseline assessments are inconsistent and so there are gaps in teachers’ knowledge of children’s starting points and consequently with lesson planning.
- Children’s written work and ongoing assessments serve as the basis for tracking their progress. However, these processes are not carried out systematically enough to provide reliable data of children’s attainment and progress.
- Teachers provide feedback to the children on the content and accuracy of their work and occasionally encourage them to attempt to self-assess their progress. However, this practice is not regularly observed across all lessons.

For Development:

- Implement a more systematic approach to the assessment and analysis of children’s attainment and progress.
- Make more effective use of assessment data to inform teaching and learning strategies.

04 CURRICULUM

KG	
Curriculum design and implementation	Good

- The curriculum closely aligns with the MoE guidelines and meets all statutory requirements. It provides a clear rationale and gives priority to children's interests and experiences. All core subjects are given appropriate coverage, ensuring a balance of knowledge and skills.
- Structured planning across the KG ensures systematic learning. Content and activities in the curriculum are age-appropriate and focused on early childhood learning. Cross-curricular links are planned and mostly implemented well.
- At the end of every term, a thorough examination of the curriculum, assessment results and parental feedback is conducted to uphold the consistency of the curriculum and ensure that learning objectives align with most children's needs.

KG	
Curriculum adaptation	Good

- The KG has modified the curriculum in all subjects in order to satisfy the needs of most groups of children. These adjustments are now beginning to have a more positive impact on learning for most, but not all, groups of children.
- A variety of activities and experiences are provided to inspire all children. Partnerships with the Dubai Electricity and Water Authority, Al Hilal. Al-Ahmar Club, Dubai Municipality and departments of the General Police Command help to bring the curriculum to life.
- The school successfully incorporates the UAE's culture and society into the curriculum. Various local excursions, guest speakers, and opportunities for children to enhance their understanding of Emirati culture and traditions complement this objective.

For Development:

- Ensure that adaptations to the curriculum meet the needs of all groups of children.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

KG	
Health and safety, including arrangements for child protection / safeguarding	Outstanding

- The KG provides safe facilities and a healthy, clean learning environment. Clear and precise child protection policies and procedures are implemented effectively. Fire evacuation drills are conducted on a regular basis.
- Leaders provide effective supervision for children and ensure that their health and safety are a high priority at all times. They closely monitor the transportation procedures to ensure compliance with safety requirements.
- The school's medical team provide health awareness sessions for children, parents, and members of staff on a regular basis. The medical staff also carefully monitor any illnesses that children may present.

KG	
Care and support	Very good

- Relationships between children and staff are very strong. The new learning corners inside and outside of the classrooms and the leaders' positive approach towards behaviour are contributing significantly to improvements in the children's engagement.
- The KG applies effective developmental screening to all new children. Individual education plans (IEPs) for children of determination along with enrichment activities for those who are gifted and talented, are enabling most children to make gains in their learning and personal development.
- Teachers work in close collaboration with the inclusion team to plan for, and offer differentiated learning and teaching strategies, inside the classroom. However, the application of these strategies is still variable in practice.

For Development:

- Ensure that differentiated planning and activities to meet the needs of all children are put into practice in all lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good
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- The governors and leaders are highly successful in promoting an inclusion culture in the KG. The required resources are addressed effectively leading to inclusive learning environments and effective provision.
- There is secure understanding of children's barriers to learning. The inclusion team works closely with teachers and parents to develop IEPs with comprehensive developmental indicators.
- A variety of channels enable the systematic and strong communication with parents before, during and after the identification of each of the children's learning needs. The KG leaders monitor children's progress and ensure parents are well-informed.
- The inclusion team provide effective individualised support through withdrawal sessions. Teachers and teaching assistants work collaboratively to utilise the various resources and organise differentiated activities and support in the classroom, although with varied levels of consistency.
- The inclusion team is developing an assessment system to inform the tracking of children's progress. Within the two years spent in the KG the majority of children of determination progress significantly in their learning and developmental milestones.

For Development:

- Ensure that the full use is made of the capacity of the inclusion team to provide quality support for all types of needs.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and leaders demonstrate a strong commitment to enhancing the KG and providing clear guidance to the school community. They have successfully established clear communication channels with stakeholders. Leaders have achieved positive outcomes in most subjects, in children’s learning skills and in their personal development. The school’s vision and mission are aligned and the UAE national goals. Leaders understanding of the how to implement the best practices in teaching and learning is variable
- Leaders have implemented a self-assessment and evaluation system to monitor the quality of teaching and learning. They have taken steps to address previous inspection recommendations and have made some improvements. However, their evaluation process lacks an accurate analysis of internal assessment information and does not focus sufficiently on the tracking of the children’s progress within classes and over time.
- Parents are very supportive of the KG, its teachers, and leaders. They play an active role in the events and celebrations. The KG has also developed active partnerships with the local community. Strong channels of communications with parents are evident including the social networks and the open-door policy. However, reports to parents lack the necessary detail about their children’s personal and social development and their areas for improvement.
- The governing board includes a wide representation of stakeholders from the community. Members of the board are very supportive of the principal and leaders and of the children. They hold the KG leaders accountable for its performance and provide an appropriate range of resources for learning. However, governors have yet to ensure the KG leaders have a realistic view of its performance and areas for further development.
- The day-to-day management of the KG runs smoothly. The children are well supervised at all times and the buildings are very well-maintained. The learning environment is well resourced across classes and play areas including learning corners and with technology of a high quality. A majority of teachers are qualified in early years practice, receive continuing professional training and benefit from partnerships with other schools.

For Development:

- Improve leaders’ understanding of the measurements of children’s progress in lessons and overtime.
- Ensure that self-evaluation and improvement planning are more evidenced based and realistic.
- Enhance the quality of the children’s reports by providing clearer information about their achievements and areas for improvement.



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