




Dubai Police Kindergarten
- Deira Branch

 Curriculum: MOE

Overall Rating:



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Al Waheda
Type of school	Private
Opening year of school	2000
Website	www.dubaipolice.gov.ae
Telephone	042387391
Address	Deira, P.O Box: 1493
Principal	Mrs Khulood Al Mulla
Language of instruction	Arabic
Inspection dates	20 th February to 21 st February 2017

Teachers / Support staff	
Number of teachers	7
Largest nationality group of teachers	UAE
Number of teaching assistants	2
Teacher-student ratio	1:15
Number of guidance counsellors	0
Teacher turnover	1%

Students	
Gender of students	Boys and girls
Age range	4-5
Grades or year groups	KG1-KG2
Number of students on roll	102
Number of children in pre-kindergarten	NA
Number of Emirati students	62
Number of students with SEND	4
Largest nationality group of students	Emirati

Curriculum	
Educational permit / Licence	MoE
This might be deleted	MoE
Main curriculum	
External tests and examinations	NA
Accreditation	NA
National Agenda benchmark tests	NA



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children’s attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school’s curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

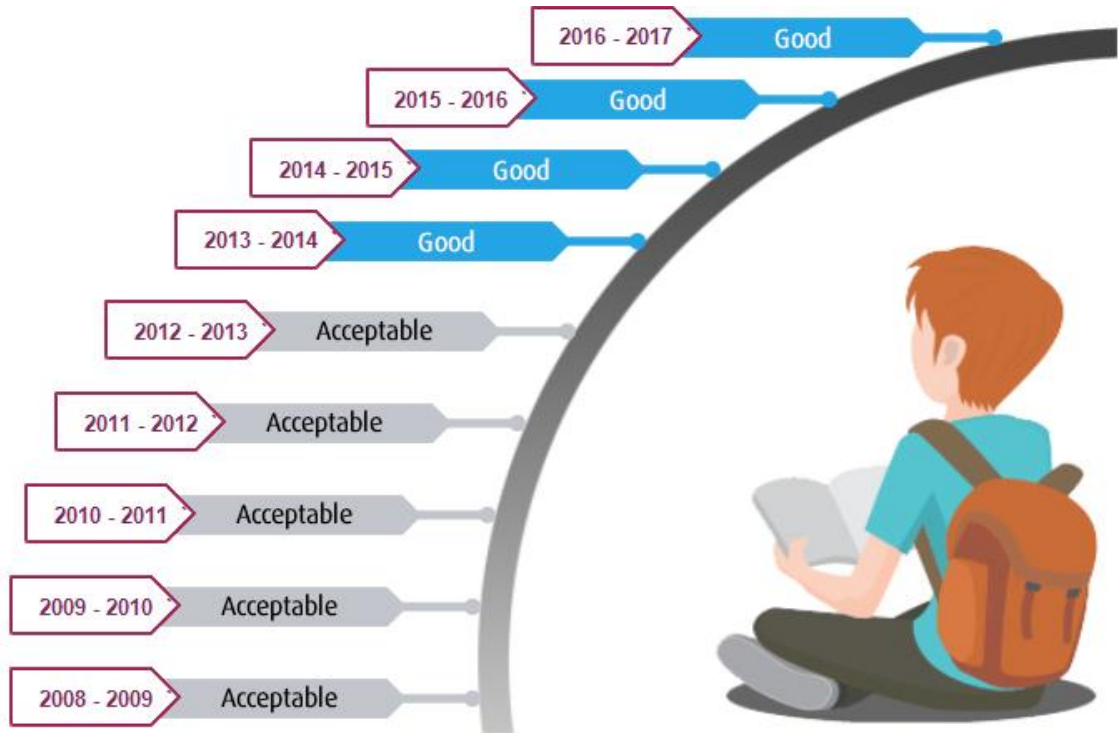
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Dubai Police Kindergarten - Deira Branch



- The school was opened in 2000. It operates under the ownership of the Dubai Police Federation. The current principal is in her second year at the school. There are currently 102 children in the school with space and capacity to educate more. Seven teachers and two teaching assistants support leaders in running the school.
- Previous inspection reports have acknowledged the strengths in children's personal and social development and their strong awareness and understanding of Islamic values. More recent inspections have highlighted the very positive partnerships with governors, parents, and the local community.
- Recommendations over the same period have focused on the need to adapt the curriculum, strengthen assessment systems and ensure provision for the identification and support of children with special educational needs.

Summary of inspection findings 2016-2017



Dubai Police Kindergarten - Deira Branch was inspected by DSIB from 2/20/2017 to 2/21/2017 . The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Children's attainment and progress in Islamic education, Arabic, English and mathematics are good. Attainment in science remains acceptable, although progress is good. Children are aware of the needs of others. They work and play alongside each other harmoniously. They are beginning to learn quickly how to negotiate with each other and solve disputes without adult intervention.
- Children's personal and social development is a strength of the school. Children enjoy school, and display very good behaviour and attitudes to learning. Children are kept safe by caring adults, and are developing a good awareness of how to keep themselves safe. Their understanding of Islamic values and of their social responsibilities is very good.
- Both indoor and outdoor teaching activities are increasingly well planned by teachers, especially in KG1. Activities in the centres are developing to include more imaginative tasks which build on learning and help children to make choices about what they learn. Teachers are using assessment and tracking systems more skilfully to plan activities that address gaps in children's knowledge.
- The children enjoy the curriculum and are making links between different aspects of their learning. The school is developing a better understanding of the revised MoE curriculum and ensures continuity and progression for children in almost all subjects.
- Medical staff provide training for all staff in safeguarding procedures. Records and arrangements for checking the suitability of adults to work with children are in place. Children learn in a safe environment. Care and support of children are good because of the improvements in the provision for children with special educational needs and disabilities.
- Strong senior leadership has resulted in improvements in the work of the school. Governors share the ambitions of the senior leaders and are committed to bringing about improvements. They have been very successful in developing effective provision for children with special educational needs and disabilities. Parents feel fully highly involved in the life of the school and appreciate the care and education their children receive.

What the school does best

- Confident and courteous children enjoy coming to school to learn in a nurturing environment.
- Children have a very good understanding of Islamic values, and awareness of Emirati and world cultures.
- Teachers are caring and sensitive to the needs of children in a very safe and secure school community.
- There is strong commitment from all senior leaders and governors to improving the school.
- There are excellent relationships and engagement with parents resulting in their active support for the work of the school.

Recommendations







- Continue to develop the effectiveness of teaching throughout the school by improving teachers' questioning skills, in order to:
 - promote children's critical thinking, research skills and independence in learning
 - find out what the children understand and can do, so that lessons can be adapted to meet the needs of all groups of children.
- Continue to develop self-evaluation systems based on:
 - a better understanding the of UAE school inspection framework
 - more accurate internal assessments that collate information and track the progress of children
 - the revised Ministry of Education (MoE) curriculum standards, and benchmarking against these to identify the school's strengths and areas for improvement.

Overall school performance

Good

1 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
English 	Attainment	Good
	Progress	Good
Mathematics 	Attainment	Good
	Progress	Good
Science 	Attainment	Acceptable
	Progress	Good
		KG
Learning skills		Good

2. 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

Good

3. Teaching and assessment

KG

Teaching for effective learning

Good

Assessment

Good

4. Curriculum

KG

Curriculum design and implementation

Good

Curriculum adaptation

Good ↑

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

KG

Health and safety, including arrangements for child protection / safeguarding

Outstanding

Care and support

Good ↑

6. 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

Good

Main inspection report



1. Students' achievement

	 KG	
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Acceptable	Good

- In Islamic education, the majority of children attain levels that are above the MoE curriculum standards. Children have developed good recitation skills of the Holy Qur'an such as Surat Al Nasr and the Kursi verse. They display good knowledge of Islamic morals and values and understanding the life of Prophet Mohammad (PBUH) and his companions and can apply what they have learned to their own lives, such as reciting Dua'a before eating. They can recall the story of Prophet Suleiman and Prophet Noah. The majority of children are making better than expected progress over time.
- In Arabic as a first language, the majority of children attain levels that are above MoE curriculum expectations. They have strong listening skills. They can respond to questions using short sentences in standard Arabic. In KG1, children can write their names, identify and write letters with legible handwriting. By KG2, children can write words and simple phrases. They answer questions related to a story and identify the main ideas and characters. The majority of children are making better than expected progress in lessons and overtime.
- Attainment in English is good overall and above curriculum standards for the majority of children. All children are learning English as an additional language, and most are confident and willing speakers. Letter recognition and formation is good, and by KG2, children's writing is beginning to develop. Reading is less developed although most children can read simple single words and follow teachers' instructions, responding in simple sentences. The school are piloting an additional, fourth level of assessment to better track the progress of the most able students.
- In mathematics, according to the school's own assessments, most children attain levels which are in above curriculum expectations. However, due to the revised curriculum, the data have not been collated over a sufficient period to be valid. In lessons, children, including those who have SEND, make good progress overall. The progress seen in lessons in KG1 is stronger than in KG2. Samples of work from children's portfolios shows that attainment over time is good and improving.
- In science, the school's internal assessments show that most children reach levels that are in line with the expectations of the curriculum. These data are very recent, due to the changes in the MoE curriculum. This means that it has not been collated over a significant period. Samples of work from children's portfolios show that attainment over time is acceptable but it is improving steadily. In lessons, children, including those who have SEND, make good progress overall.

KG

Learning skills

Good

- Almost all children enjoy learning and work independently in the free flow learning corners inside and outside the classrooms. They follow instructions and are eager to take part in activities; they take their classroom responsibilities very seriously. Most are aware of how well they are progressing in their learning but are less clear on how to improve their work.
- The majority of children interact and collaborate well with each other and with their teachers during teacher and child initiated activities. Almost all of them are able to communicate their learning confidently, although this is a stronger feature in KG 1.
- Application of learning to the world is well embedded in the new curriculum and opportunities are systematically planned into every day practices in all subjects. For example, children are able to list the sources of water in UAE, sing a song about water during assembly and classify rocks by texture and physical characteristics. The bilingual approach to learning in the classroom with an English and an Arabic teacher in each class is improving the communication skills of all children.
- Teachers plan for the development of critical thinking but their questioning strategies are still predominantly based around knowledge recall and understanding. As such, most children are not yet 'creative thinkers' who are able to demonstrate the ability to generate and explore ideas independently.

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

KG

Personal development

Very good ↑

- Children are confident enough to try new activities and say why they like some activities more than others. They are confident when speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their activities. They say when they do or do not need help. Active role playing scenarios are supporting this development.
- Most children can talk about how they are feeling, expanding their ideas with others in their groups. They are sensitive and show empathy toward the needs and differences of others. They adhere to the classroom routine and rules when working as part of a group and during extended activities.
- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activities. They always help each other in lessons and at play times.
- Children's understanding of safe and healthy living is age appropriate. Their snacks and the contents of their lunch boxes are mostly healthy and, when asked about their choice, they understand healthy choices although they do not always adhere to them.
- Attendance at the Kindergarten is acceptable. Lateness is rare.

KG

Understanding of Islamic values and awareness of Emirati and world cultures

Very good ↑

- Children show a very good understanding of Islamic values. They are happy, respect each other, take care of their classroom and playground environment. They cooperate well with each other. They use Islamic greetings at all times. Children read verses from the Holy Qur'an and talk about the Pillars of Islam.
- Emirati traditions and cultural heritage are well embedded in the KG curriculum. Children can list and discuss local traditions, food, games and clothes. They speak confidently about the desert and many animals native to the UAE. Displays of drawings of UAE and Arab traditional dresses, setting up of a Majlis, murals of hand printed UAE flags and Dubai reflect the appreciation of UAE culture and heritage.
- By KG2 children are starting to appreciate and celebrate their own and other cultures. They celebrate different Arab cultures during the multicultural week, name the prominent places in the Arabian Gulf and can talk about the Blue Mosque in Istanbul as well as Burj Khalifa in Dubai. Displays of their own work about different cultures such as Indian, African and Omani are evidence of their growing multicultural knowledge.

	KG	Cycle2	Cycle3
Social responsibility and innovation skills	Good	Not applicable	Not applicable

- Children demonstrate positive attitudes in school and are keen to show their responsibility within the community of the kindergarten. They enjoy their roles as classroom helpers. Most children are keen to contribute to their school through opportunities extended to them in projects such as, recycling promoted through artwork.
- Most children have a positive work ethic. They are actively engaged in projects initiated by the kindergarten, such as collections for charity. Classes feature a variety of activity centres for children to explore learning by doing. Children benefit from the growing number of more focused creative opportunities to stimulate idea generation and independent work.
- The school raises awareness about environmental issues through activities such as water and electricity conservation and the benefits of recycling. Children learn how to care for the environment through beach and desert clean-up campaigns. The development of innovation skills does not feature as a high priority in the curriculum planning.

3. Teaching and assessment

KG

Teaching for effective learning

Good

- Most teachers have a secure knowledge of the subjects they teach. On some occasions this knowledge is more limited, meaning that teachers do not effectively challenge some children in their learning. Teachers generally have a good understanding of how children learn at this age. The school has also provided appropriate training to build on this knowledge.
- In their lesson planning, teachers increasingly acknowledge the abilities of individuals and different groups of children. This is most clearly seen in the differentiated learning activities, planned to meet the needs of children with differing abilities. However, these planned activities do not always happen in the lessons. Time and resources are generally used well to ensure that children are enabled to be successful learners.
- Although teachers interact well with the children in their lessons and use questioning as a strategy in their teaching, the questions are often closed. They focus on knowledge rather than supporting the development of skills, such as critical thinking and problem solving. During 'corner activities' in sessions, children are encouraged to interact and discuss their learning. This helps them to reflect on what they have learned.
- There is variability in how well teachers use different strategies to meet the needs of all groups of children. Most teachers know the levels at which their children are working. They use teaching strategies that meet the needs of children with SEND and those who require more challenge. However, this lacks consistency and, as a result, not all children make as much progress as they might.
- Teaching which promotes critical thinking and innovation is underdeveloped in the school. When opportunities are presented for children to undertake independent work, they enjoy doing so, as seen in the corner activities. During these sessions, children either work on their own or in small groups. Sometimes, however, these activities are still too teacher driven with insufficient opportunities for children to be genuinely independent.

KG

Assessment

Good

- Established internal assessment systems are directly linked to the revised MoE curriculum standards. These are accurate and detailed. They measure both individual and group attainment and progress in all their areas of development. As such, they produce valid and reliable data enhanced through individual portfolios of evidence.
- Assessment processes are linked to Early Years Foundation Stage (EYFS) and benchmarked against scientific and reliable standards in all 7 areas of development. This is helping to build a comprehensive knowledge of each child's individual progress especially as the school is in the early stages of implementing the revised curriculum.

- In all subjects, teachers regularly assess from their baseline, whether children are meeting, developing or not yet reaching expected levels of development. The piloting of a separate level, 'exceeding' in English, is helping the school to understand and to track the progress of high achievers. It is not included in other key subjects. Evaluating the progress of children towards meeting their agreed targets is developing.
- The school works hard to assess and analyse achievement data. However, the teachers do not always use this information to plan a variety of differentiated activities and assessment strategies to ensure that children gain the skills required to move them to their next stages in learning.
- Teachers' knowledge of students' strengths and weaknesses enables them to provide children with individual support and help. However, written feedback is limited to stars and occasional congratulatory words. Children's evaluation of their own and others' work is not a regular feature of the school's assessment procedures.

4. Curriculum

KG

Curriculum design and implementation

Good

- The curriculum has a clear rationale based on the new MoE curriculum and closely follows its requirements. It is broad and balanced, integrated and age-appropriate, with a focus on knowledge, skills and attitudes in all areas of development. The opportunities for developing higher order thinking and independent learning skills are emerging features of all subjects.
- The curriculum has a defined scope and sequence with clear, levelled performance indicators to help evaluate children's progress in most subjects. The daily routines and activities support children's learning and development well. These ensure a seamless transition to Grade 1 as children are prepared for their first year of schooling.
- Curricular choices are provided to children through a selection of activities in and out of the classroom learning centres. This provides a broad range of opportunities to develop key skills, such as those in literacy and numeracy.
- Cross-curricular links are embedded across the new curriculum and practised across all subjects. This has helped children to apply acquired skills in meaningful contexts and relate them to the world around them.
- At this stage, the new MoE curriculum is part of a pilot project. The implementation and adaptation is continuously recorded in order to review and develop it at a later stage.
- UAE social studies is well embedded in the adopted new MoE curriculum. It is age-appropriate, with a balanced focus on knowledge, concepts and skills. The curriculum has a defined scope and sequence with clear performance indicators. The subject is assessed through using MoE assessment tools. Teachers are effective in planning meaningful experiences for the children, ensuring a positive and effective learning environment.

KG

Curriculum adaptation

Good ↑

- The adoption of the new MoE curriculum is beginning to have some impact on how the adaptation of the curricular programmes meet the needs of most children, in particular for those who have SEND and also for those who have gifts and talents.
- Local projects, at this age, are limited but the school ensures children benefit from extra-curricular activities. A good example of enterprise is an annual merchant day, for making and selling crafts. This provides children with an idea about how small businesses operate. Innovation opportunities are emerging for children to engage in creative critical thinking activities.
- Children are provided with many opportunities to learn and appreciate UAE values and Emirati culture. Morning assemblies include the UAE National Anthem and reciting the UAE pledge of allegiance. Other learning experiences feature activities such as a Qur'an competition.

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

KG

Health and safety, including arrangements for child protection / safeguarding

Outstanding

- The school has clear and detailed policies to ensure the safety and protection of children. All staff receive training in child protection and know what to do if they think children are at risk. Children are also helped to understand how to be safe and when they should ask for help.
- The school has sufficient procedures in place to ensure that the environment is safe, secure and hygienic for all. Regular checks, including monthly staff, parent and health audits on children, are conducted on safety equipment and school systems. The supervision of children before, during and as they leave the school, is very effective. School transport meets all legal and regulatory requirements.
- Equipment and buildings are well maintained by outside contractors with records of all servicing. Medical and personnel records are detailed and safely kept. All incidents, and their subsequent follow-up, are logged. Individuals entering or leaving the school during the day are monitored.
- The facilities, equipment and resources offer a safe physical environment for all students. Play areas, classrooms, and various facilities within the centre are efficiently and effectively used, safe and suitable for purpose.
- The school has a very positive approach to encouraging healthy eating habits. Through the assembly programme, and other means of communication, the school educates the children to avoid dangers and promotes healthy living. Teachers work with parents to ensure children bring healthy snacks to eat in school, especially fresh fruit. Staff support children to be active before and during school time.

KG

Care and support

Good ↑

- Staff have positive relationships with students across the school. Behaviour is managed successfully by staff; there are very few incidents of poor behaviour evident in the school. A major aspect of this is how well teachers use positive strategies to engage students who are at risk of becoming disengaged.
- The school has appropriate procedures in place to promote attendance. Parents are regularly reminded about the impact of non-attendance on their children's education. The school requires a medical certificate for prolonged medical absences. Systems are also in place for promoting punctuality to school. Often when lateness does occur it is caused by traffic problems around the school.
- Procedures for the identification of children, who have SEND, have improved. The school now uses a range of assessments when children enter the school, or concerns arise. The school has different tiers of identification, where some students who may have less significant, or temporary, obstacles to their learning are monitored over time. The systems for the identification of children who have gifts and talents are developing
- The school is increasingly skilful at providing effective support for most children who have SEND and, to a lesser extent, for those who have gifts and talents. This has improved due to the training provided to teachers in how to modify their teaching to better meet the needs of all groups of students. However, more consistency is needed across all staff to ensure that students with SEND make as much progress as they can.
- The well-being and personal development of all children is well monitored by the school and detailed plans are written for their support. Children receive good academic guidance in the form of specific plans to help them make better progress. The school is a very caring and nurturing environment which supports children's personal development well.

Inclusion

Provision and outcomes for students with SEND

Acceptable ↑

- The school has an inclusive ethos, promoted and valued by governors and leaders, which meets the needs of children who have SEND. A wide range of resources and appropriate policies are starting to become embedded across the range of needs. This enables the school to ensure appropriate provision for children who need it. The school is currently in the process of expanding its staffing expertise in SEND.
- The school is improving its understanding of different types of SEND and has significantly enhanced its systems for identifying children with SEND. Teachers raise concerns and make referrals and an increasing number of children are being appropriately identified as requiring additional support.

- Parents are very happy with the support they receive from the school. They feel that communication is very open and that teachers and leaders are readily available when required. Appropriate home to school communication is promoted by class teachers and specialist members of staff, including through the use of social media. Regular feedback regarding the progress of their children, against academic standards and their IEP targets, contributes to the information parents appreciate.
- Curriculum planning is improving so that it now meets the needs of children with SEND more appropriately. As a result, they are better engaged in their learning. Despite general improvements, there are still some inconsistencies in how well teachers modify their teaching. This leads to slower progress when the curriculum is not modified effectively. Where it is done best, the curriculum modification leads to improvements in children's personal development, through the use of individual education plans (IEPs) to inform the modification.
- Students make progress in line with other children where there is good modification of work to meet their needs. Using data to inform modifications to the planning is inconsistent. The tracking, monitoring and evaluation of progress has improved significantly in the past year. The school measures progress against IEP objectives as well as against academic targets. As a result, the school is more effective at evidencing improvements in children's learning.

6. Leadership and management

The effectiveness of leadership

Good

- All leaders are effective in setting clear, strategic direction for the school and show a firm commitment to achieving success. The school's vision, mission and core values, incorporate a well-developed understanding of the values of this community and are fully understood by the school society. All are committed to the UAE national priorities.
- Leaders have a good understanding of the MoE curriculum and a growing understanding of its recent revision and best practices. They are beginning to monitor their areas of responsibility, including teaching and learning, with greater accuracy. Leaders are developing a complete awareness of the effective use of assessment information and its impact on raising children's achievement. Teamwork in the school is strong.
- Staff feel valued; they are listened to and have a say in the school's direction. They appreciate the opportunities for training and professional development. They are clear of what is required of them. This is ensuring that children are given a good start to their education.
- School leaders have been innovative and successful in driving improvements. All are aware of the need to develop consistently good and better teaching throughout the school. The principal delegates teaching roles and responsibilities strategically. All are highly committed and have capacity to improve in their areas.
- Leaders have a clear understanding of the school's major strengths and weaknesses. The correct priorities have been identified, demonstrating the school's increasing capacity to continue to improve. The school is compliant with all regulatory requirements.

School self-evaluation and improvement planning

Acceptable

- Although senior leaders have involved all the school community in monitoring how well the school is doing, some of their evaluations are inaccurate. Leaders have prioritised training to address areas for improvement, such as provision for children with special educational needs. The implementation of the revised MoE curriculum and the impact of assessment are not having consistent positive effects upon children’s learning.
- Senior leaders regularly observe teaching, review the quality of work in children’s folders, and look at the progress children are making. Further monitoring comes from governors, who contribute their evaluation to how well the school is performing. This is leading to more effective measures to prioritise, plan and take action.
- The school’s action planning includes stated aims that reflect the findings of self-evaluation. Timescales, detailed actions, resourcing and responsibilities are appropriately identified although the plan does not include precise success criteria related to outcomes for children. The school recognises that improvement planning must continue to be supported by sufficient staff capacity to ensure its drive to improve standards in teaching, learning and assessment.
- The school has made significant progress in addressing the recommendations from the last inspection report. It has sustained good practice and continues to improve aspects of its work, for example, the children’s personal and social development, provision for SEND and curriculum adaptation to meet the needs of all learners.

Partnerships with parents and the community

Very good

- The Kindergarten has been very successful in engaging the parents in school life and their children’s learning. Teachers provide parents with opportunities to participate in different activities and events, such as awareness of child safety and innovation workshops.
- The school adopts a range of successful communication strategies, with periodic publications and the active use of WhatsApp supporting their actions. These strategies assist the KG to keep the parents well-informed about their children’s learning and development. Leaders and teachers also work with the parents as they are partners in different projects, such as the early detection projects that provide parents with counselling in speech and behaviour modification.
- The school provides regular reports for parents which incorporate updated information about their children’s academic progress and development. Furthermore, frequent meetings, formal and informal, between teachers and parents are also conducted to discuss the children’s achievements and areas of further improvement.
- The Kindergarten has developed further its extensive and purposeful contributions to the local and national communities. These contributions are developing positive effects on the children’s progress in various aspects of their lives, in particular, their personal and social development.

Governance

Good

- The governing body includes a broad range of stakeholder groups including those from the Dubai Police Force. The school has the full support of this organisation in their efforts to build a more inclusive school. Governors seek the views of the parents through meetings and with the 'Parents' Support Group' helping to ensure that they are kept well informed about parental views on all matters of the school.
- The governing body meets on a regular basis. The school receives effective and continuing support from governors, some of whom regularly visit and validate the work of the school. Governors exert a positive influence on the school, and help shape and direct overall strategies.
- The governing body ensures that the pace of improvement of the school is maintained, and that most of the recommendations noted in the previous inspection report have been addressed. It is aware of the need to ensure that all future plans meet the needs of all children in the school, including those with SEND.

Management, staffing, facilities and resources




Good

- The school runs smoothly on a day-to-day basis and is well organised. The school timetable provides enough time for a substantial break for the children which enables them to learn well. Roles and responsibilities are clearly defined; staff members know their accountabilities and carry them out efficiently. Supervision at the beginning and end of each day, is adequate.
- Most teachers are suitably qualified and most understand the principles of early childhood education. Senior leaders ensure training and support are high priorities, leading to effective collaboration with lesson planning and the effective sharing of ideas and good practice.
- Learning areas are accessible, of good sizes, and support a wide range of activities, such as play and life skills. Good use is made of role play and centre areas, both inside and out of the classroom, with children engaging busily in a range of scenarios.
- All classrooms are well resourced. There is a good supply of books and a plentiful supply of learning materials to support and extend learning. Most classrooms have an interactive computer screen which teachers use to support learning. However, facilities and resources for learning technologies remain insufficient.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

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

Responses to the surveys		
Responses received	Number	
Parents* 	2016-2017	51
	2015-2016	33
Teachers 	14	
Students 	0	

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

- The number of parents responding to this year's survey was greater than last year; 51 parents responded to this year's survey compared with 33 the previous year. Most teachers completed their survey. Students are not eligible to complete a survey because of their ages.
- Almost all parents who responded are satisfied with the quality of the school's educational provision. They agree that their children are learning well, in an extremely safe environment and that the children enjoy their schooling.
- All parents believe that the school supports their children with their learning and positively promotes literacy and the love of reading. However, a minority of parents are less positive about the development of those skills and qualities in English.
- Almost all parents agree that their children are safe on the school buses, that behaviour of children in the school is extremely good and that the school promotes a caring ethos, while developing children's independence in learning.
- All of the teachers surveyed are extremely positive about the overall quality of the school's provision and its operational efficiency.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae