

GOOD



2019-2020



























INSPECTION REPORT

MoE CURRICULUM

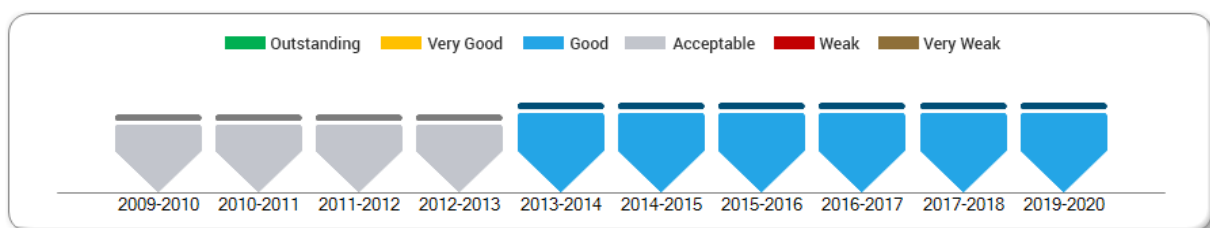
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School Information

General Information	 Location	Karama
	 Opening year of School	2000
	 Website	www.dubaipolice.gov.ae
	 Telephone	04-507-0444
	 Principal	Mrs. Khulood Al Mulla
	 Principal - Date appointed	2/25/2016
	 Language of Instruction	Arabic
	 Inspection Dates	25 to 26 November 2019
Children	 Gender of children	Boys and girls
	 Age range	4 to 6
	 Grades or year groups	KG 1 and KG 2
	 Number of children on roll	260
	 Number of Emirati children	8
	 Number of children of determination	4
	 Largest nationality group of children	Other Arab
Teachers	 Number of teachers	13
	 Largest nationality group of teachers	Emirati
	 Number of teaching assistants	0
	 Teacher-student ratio	1:20
	 Number of guidance counsellors	1
	 Teacher turnover	1%
Curriculum	 Educational Permit/ License	MoE
	 Main Curriculum	MoE
	 External Tests and Examinations	MoE
	 Accreditation	NA
	 National Agenda Benchmark Tests	NA

School Journey for HIMAYAH KINDERGARTEN FOR EDUCATION- KARAMA



Summary of Inspection Findings 2019-2020

The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for children's outcomes, provision and leadership.

Children's outcomes	<ul style="list-style-type: none"> • Strengths in children's progress in Islamic education and Arabic are due to their teachers' high expectations. Attainment in English, mathematics, science and social studies is strong. Mathematics and science are taught in Arabic and English to extend children's understanding. Children achieve better when taught in Arabic. Their learning skills are developing strongly. They engage in a good range of learning activities. • Children's personal development, understanding of Islamic values and awareness of Emirati culture are strong features of the school. Their attitudes towards learning are positive all the time. Their innovation skills are emerging.
Provision for learners	<ul style="list-style-type: none"> • Teaching is at least good in all key subjects. However, there are some inconsistent practices. In Islamic education and Arabic, the strongest teaching occurs when teachers provide different levels of challenge. Assessments of learning are developing across the school. The tracking of children's progress is an area that requires improvement. • The curriculum ensures that children make a good start in their education, especially in their Arabic speaking skills. In most subjects, the curriculum succeeds in gradually extending children's knowledge. However, they do not always meet the expected levels of attainment in English. Curriculum alignment and links between subjects effectively motivate children and support their learning. • The school provides high levels of support and care for the children. As a result, all are happy as they learn. They have advanced knowledge, for their age, of Islamic values and the heritage of the UAE. Children of determination also receive significant and systematic support.
Leadership and management	<ul style="list-style-type: none"> • The distribution of leadership has enhanced the management of the school and contributes to improved achievements by children. The generous financial support of the governors provides resources and staffing to meet most of the school's needs.

The best features of the school:

- The very good progress in Islamic education and Arabic as a first language
- The very good provision for the health, safety, care and support of children
- Children's strong personal development, their understanding of Islamic values and their awareness of Emirati culture.

Key recommendations:








Governors should ensure that the school is:

- accurate in its self-evaluation processes and judgements, and in the measurement of its performance at all levels
- rigorous in promoting children's progress and thorough in monitoring the quality of teaching, curriculum adaptation and children's attainment.

Overall School Performance

Good

1. Children's achievement

		KG
 <p>Islamic Education</p>	Attainment	Good
	Progress	Very good ↑
 <p>Arabic as a First Language</p>	Attainment	Good
	Progress	Very good ↑
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable
	Progress	Not applicable
 <p>English</p>	Attainment	Good
	Progress	Good
 <p>Mathematics</p>	Attainment	Good
	Progress	Good
 <p>Science</p>	Attainment	Good
	Progress	Good
 <p>UAE Social Studies</p>	Attainment	Good

		KG
Learning skills		Good

2. Children' 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 children

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

National Priorities

Reading across the curriculum

- In Arabic and in English, children's reading skills are improving. Assessments of reading are an emerging feature. The analysis of information from assessments and the tracking of reading progress are not yet established.
- Children have positive attitudes towards reading and are beginning to use appropriate strategies to understand what they read.
- The classroom library corners are beginning to heighten children's awareness of the importance of reading and to address cross-curricular reading.
- The reading policy encourages the development of the 'fluent reader programme' throughout this Kindergarten (KG). The policy is shared with teachers and parents to good effect.

The school's provision, leading to raised outcomes in reading across the curriculum, is emerging.

For Development:

- Develop a strategic plan to guide the development of reading across the curriculum.
- Provide additional classroom Arabic and English reading resources.

Innovation

- Children increasingly engage in play as a means of exploration and learning. They approach tasks, activities and problems with creativity, imagination and willingness to try new experiences.
- The Expo 2020 theme is embedded in all subjects. It exposes children to other cultures, technology, creativity, imagination and curiosity and develops their initiative for social contributions.
- Teachers incorporate teaching strategies that develop children's creativity and inquiry skills. However, these are not regular features of lessons.
- Children use IT devices for activities and games. Teachers' use of technology to adapt the curriculum is inconsistent and just emerging.
- Leaders at all levels show strong commitment to innovation. They increasingly give priority to planning and financing different projects, such as the information technology laboratory, which contributes to the promotion of innovative thinking among teachers and children.

For Development:

- Adapt the curriculum using IT resources more consistently to support purposeful learning.

Main Inspection Report

1. Children's achievement

Islamic Education

KG

Attainment

Good

Progress

Very good ↑

- Children in KG 2 demonstrate good knowledge of Islam and show recitation skills that are above the curriculum expectations. They make better progress than those in KG 1.
- Children in KG 2 can name the Prophet (PBUH) and members of his family. A majority can talk briefly about the Pillars of Islam. They know about Khadija, the wife of the Prophet (PBUH) and how she supported him.
- Appropriate teaching strategies and high expectations lead to strong progress, especially in KG 2. As a result, children show high levels of understanding of Islam in lessons and demonstrate their learning around the school.

For Development:

- Extend children's skills of reading the Holy Qur'an, as appropriate to their ages.

Arabic as a First Language

KG

Attainment

Good

Progress

Very good ↑

- The majority of children attain above curriculum expectations for listening and speaking. Their reading and writing skills are less developed.
- Most children can copy accurately from the board. They recognise Arabic letters. They can copy words and pronounce them correctly. Their use of classical Arabic is emerging. However, they use colloquial Arabic in their conversations when working in groups.
- Children's reading skills are enhanced through a consistently-applied reading programme. As a result, most children in KG 2 can read above the expected levels.

For Development:

- Ensure that children use classical Arabic in their conversations.

English

KG

Attainment

Good

Progress

Good

- The attainment and progress of the majority of children are above Ministry of Education (MoE) curriculum standards. In KG 1, children participate by singing songs and rhymes using simple repetitive language. Only a few are able to make relevant comments or ask questions with confidence.
- By KG 2, the majority of children can identify letters and their sounds and write them accurately. They recognise commonly-used words. They can have short conversations while reading with their teachers, asking and answering simple questions.
- The majority of children are making better than expected progress in speaking. The systematic integration of phonics and comprehension into story time is effective. It enables children to develop a wide range of vocabulary and to use new words in meaningful conversations.

For Development:

- Provide more support for the children who are not attaining the curriculum standards in all four language skills.

Mathematics

KG

Attainment

Good

Progress

Good

- The majority of children show an interest in early mathematics. They are developing knowledge and understanding of numbers, shapes and patterns. They know the names of numbers and can count in sequence. They can identify and describe shapes and can duplicate simple patterns with objects.
- Children's skills in problem-solving and their understanding of adding and subtracting are developing. They practise mathematical knowledge and skills by counting the presence and absence of classmates, by checking the daily calendar and by counting and exchanging play money.
- A few children can analyse, compare and sort two and three dimensional shapes and objects, while using mathematical language to describe them.

For Development:

- Ensure that all children get more challenging tasks to apply their reasoning skills.

Science

KG

Attainment

Good

Progress

Good

- Children's knowledge and understanding of living things, their needs and how they can benefit from them, are strong, especially in regard to the local environment.
- Children are exposed to age-appropriate scientific skills, such as observing similarities and differences and identifying the categories of plants and animals. A few are beginning to ask 'why', 'how', and 'what if' questions and to make predictions based upon their background knowledge.
- The development of scientific inquiry and investigative skills and the communication of information and conclusions are not supported by information technology.

For Development:

- Encourage children to ask questions and test predictions through exploration and experimentation.

UAE Social Studies

All phases

Attainment

Good

- Children in KG 2 can identify pictures of the leaders of the UAE and places in the country. In KG 1, they recognise the UAE flag and its colours and the National Anthem. They have basic awareness of themselves as individuals in their families and within a community.
- Children have sound knowledge of the UAE. They respond with confidence when asked about the current UAE rulers, the number of the emirates and Islam. They demonstrate awareness and appreciation of their own culture. However, their knowledge of other countries, cultures and economic principles is just developing.
- Children's ability to make comparisons between their own and others' feelings, roles and responsibilities is emerging.

For Development:

- Ensure that all children know their roles, rights and responsibilities when at home and at school.

Learning Skills

KG

Learning skills

Good

- The majority of children are engaged in lessons and interact well with one another and with their teachers. They take responsibility for their work and learn independently or in small groups. Their awareness of their strengths and weaknesses is emerging.
- In KG 1, limited language skills restrict children's abilities to communicate their learning clearly. Language skills rapidly improve in KG 2, especially in Arabic. Children apply new learning using a variety of materials and make appropriate connections to other subjects in the curriculum.
- The majority of children are able to use electronic devices with increasing confidence. They share activities and support one another. Some can initiate collaborative activities.

For Development:

- Provide more purposeful play, both indoors and outdoors.
- Develop all children's responsibility for learning and provide them with more enriched learning experiences.

2. Children's personal and social development and their innovation skills

KG

Personal development

Very good

- Children have very positive and responsible attitudes to school. Their behaviour is very good, and they show developing self-reliance.
- Children are consistently self-disciplined, inside the classrooms and around the school. They demonstrate excellent understanding of safe and healthy lifestyles. They make healthy food choices during the day and enjoy formal and informal physical exercise.
- Children are developing their understanding of the needs and differences of others. They are increasingly respectful of one another and live according to the principles of Islam.

KG

Understanding of Islamic values and awareness of Emirati and world cultures

Very good

- Children's appreciation and understanding of how Islamic values influence contemporary UAE society are strong features of the school. For example, children listen attentively to the Holy Qur'an during classes. They apply the principles of Islam by demonstrating cooperation, respect and caring for the environment, during lessons and at break times.
- Children are knowledgeable and appreciative of their heritage and culture. They participate in a good range of cultural activities. All children can repeat the UAE national anthem. They respect the traditions of the UAE and participate in religious occasions.
- Children care about the cultural aspects of the UAE such as traditional clothes, food and daily routines. They demonstrate good knowledge of their own cultures, but they have yet to develop an understanding of other world cultures.

KG

Social responsibility and innovation skills

Good

- Children participate in community activities such as the many Islamic celebrations. They regularly contribute to their community by donating food and money to the poor and needy. They visit malls and museums to strengthen their understanding of the wider community.
- Children have good environmental awareness. They are increasingly involved in taking care of the school garden and in recycling unwanted plastics, metals and paper.
- Children have a positive work ethic. They are developing creativity, curiosity and initiative. They are willing to learn new things and to have new experiences. They are persistent and imaginative.

For Development:

- Provide opportunities for children to be more innovative and to participate in environmental projects, both inside and outside the school.

3. Teaching and assessment

KG

Teaching for effective learning

Good

- Teachers plan lessons that meet the needs of the majority of children. However, their expectations are inconsistent. Teachers of Islamic education and Arabic have higher expectations than those who teach English, mathematics and science.
- Teachers use a variety of strategies in most lessons. They use questions well in some lessons to prompt thinking and to test children's understanding of what has been taught. In the better lessons, teachers ably stimulate critical thinking, problem-solving and independent learning.
- The use of IT in a small number of subjects supports the first stages of children's skills in research and analysis. However, IT is not effectively integrated into lessons nor does it lead to consistent development of children's creativity and innovative skills.

KG

Assessment

Good

- Using the MoE curriculum standards and expectations, teachers apply assessment procedures to establish a baseline of knowledge for every child on entry. They also use continuous assessments at the beginning, during, and end of each unit of work.
- Information from assessments is analysed at the class and subject level. However, the findings are used inconsistently to plan lesson activities and to provide meaningful adaptations to the curriculum.
- Teachers are well aware of the children's strengths and weaknesses. They give oral feedback and written comments to promote children's academic achievement and their personal and social development.

For Development:

- Develop accurate and consistent assessment procedures and analyse the resulting information to inform teaching strategies and curriculum adaptation.

4. Curriculum

KG

Curriculum design and implementation

Good

- The curriculum is closely aligned with the MoE priorities. It prepares children increasingly well for Grade 1. It has a clear rationale and is broad and balanced. Review meetings ensure a smooth transition for students from KG 1 to KG 2 and on to Grade 1.
- Children learn in two languages. The curriculum is enriched by art, physical education, music and dance lessons. A wide range of extra-curricular activities is offered during daily activities to match the interests and aspirations of most children.
- Curriculum review, integration of subjects and analysis of internal assessments have led to modifications in key subjects. Reading in English is a recent initiative that is beginning to have good outcomes.

KG

Curriculum adaptation

Good

- The curriculum is planned appropriately to meet the learning needs of most children. Different abilities and learning needs are appropriately planned for, and appropriate activities are occasionally led by teachers. However, too often, the same curriculum is offered to all children.
- The concepts of enterprise and innovation are not fully understood by most teachers and leaders. They are offering children more opportunities to extend their learning and to innovate, specifically in the outdoor area, but this has yet to be fully established.
- Links with Emirati culture and UAE society are systematically woven into all aspects of the curriculum. They ensure that all children have meaningful experiences.

For Development:

- Modify the curriculum to provide more stimulating learning opportunities for all groups of children.
- Ensure that all lessons provide sufficient challenge to accelerate children's progress.

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

KG

Health and safety, including arrangements for child protection and safeguarding

Very good

- Most staff members are well trained in child protection and safeguarding procedures. Those who have recently been appointed have not had such training. Processes to identify issues are sensitively handled. There are effective links with external services to provide additional assistance when required.
- The buildings and grounds are attractive and maintained to a high standard of cleanliness and repair. They are fully accessible to all children and adults. The maintenance staff ensure that the facilities are always in a safe condition.
- The medical facilities are extremely well organised by a doctor and nurses. They take care of daily incidents efficiently, and are sensitive to children's needs. Staff members effectively promote healthy eating and fitness.

KG

Care and support

Very good ↑

- Throughout the school, staff members know all children well and interact with them in a trusting and friendly manner. The environment is well ordered and conducive to positive behaviour and learning.
- The school has expanded its transport services. It effectively responds to the needs of children and communicates appropriately with parents when required. Children who have high rates of attendance are regularly recognised and rewarded.
- The school has a specialist team that identifies children of determination. While teachers support children inside and outside the classrooms, they do not consistently or purposely apply the curriculum to meet the individualised needs of all.

For Development:

- Ensure that appropriate learning experiences are provided for children of various needs and abilities.

Inclusion of children of determination

Provision and outcomes for children of determination

Good ↑

- The governor for inclusive education and the inclusion support team promote an inclusive ethos. They give priority enrolment to children of determination. Developmental screening is conducted for all children to determine any developmental risks and to offer early enrolment and intervention.
- The specialist staff, using entry screening, comprehensively study the various needs and abilities of newly-enrolled children. They accurately identify children of determination and those with gifts and talents. This identification ensures timely planning for support and reduction of any barriers to learning.
- Parents are well informed and are considered essential and active partners. This promotes the accurate identification of children's needs, the planning of support, the design of individual education plans (IEPs) and the monitoring and review of children's progress.
- Teachers provide a variety of activities to promote the mastery of developmental and learning skills over time. However, there is little consistency in curriculum modification to ensure that children of determination receive meaningful learning opportunities to match their personal profiles.
- The majority of children of determination acquire a range of knowledge and skills that enables them to make better than expected progress in their development and learning.

For Development:

- Review lesson plans to ensure provision for the individual needs and abilities of all children.

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	Very good ↑

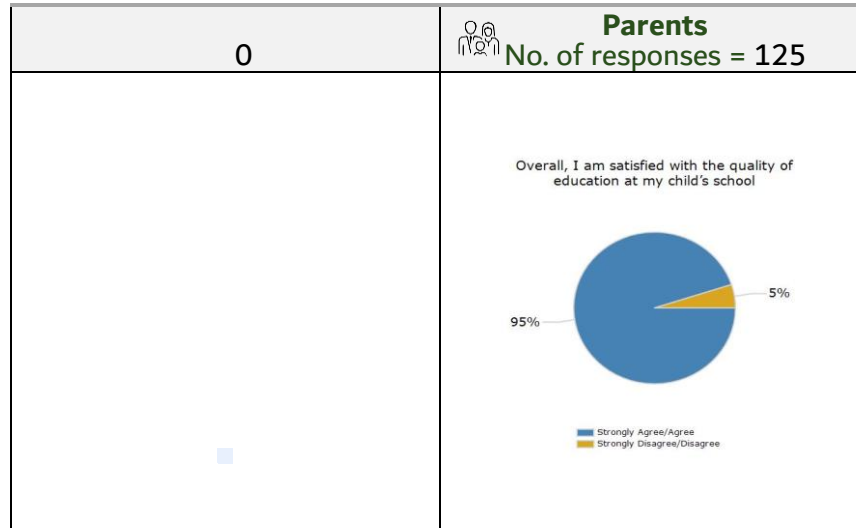
- Leaders share the vision, mission and beliefs of the school and work collaboratively to achieve them. Communication is good. All staff members work well together, and their morale is high. Leaders understand the best practices in curriculum planning, teaching and learning. The principal is working to build the capacity of middle leaders and to extend teachers' use of assessment information in lessons.
- Leaders have a daily programme of monitoring and evaluation that checks the key elements of provision. Development plans are based on short and long term priorities, including those linked to the recommendations of the previous inspection report. The judgements made on the internal evaluation document are too aspirational in some instances, due to the misidentification of the school's strengths and weaknesses.
- A large majority of parents are satisfied with the quality of education in the school. They report that their children are safe and well cared for. Their views are not always considered when improvement priorities and practices are discussed. A range of methods of communication and regular meetings with teachers ensure that parents know about their children's attainment. They receive limited guidance to help them support their children's learning at home.
- The new governing board supports the leaders' visions for the school. Governors regularly monitor activities and hold senior leaders to account for the quality of the school's performance. They are working to support leaders to improve children's attainment. The results are noticeable, mainly in the improvements to inclusion and learning resources.
- The routine operations of the school are effective and efficient. The building and grounds provide a clean, safe environment for activities. There are appropriate levels of staffing. Teachers generally receive appropriate professional training. However, training does not ensure consistently strong teaching in all subjects. The premises and facilities support social and sporting activities. The resources available for teaching and learning are of high quality and are well matched to the curricular requirements.


For Development:

- Improve the capacity of middle leaders to support stronger teaching, learning and assessment practices.

Views of Parents

Before the inspection, the views of parents were surveyed. Key messages were considered during the inspection, and they helped to form inspection judgements.



	NA
 Parents	<ul style="list-style-type: none"> Comments received from parents indicate general satisfaction with the school. Parents indicate their respect for the dedication and commitment of the school leaders. They suggest that homework should be more consistently distributed across the subjects, with reduced time. This, they believe, would give children more opportunities to play.

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