

# INSPECTION REPORT

2022-2023



**HIMAYAH KINDERGARTEN FOR EDUCATION- KARAMA**

**MOE CURRICULUM**

**GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Waheda
	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	14 to 15 November 2022

### STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 6
	Grades or year groups	KG 1 to KG 2
	Number of students on roll	198
	Number of Emirati students	0
	Number of students of determination	1
	Largest nationality group of students	Arab

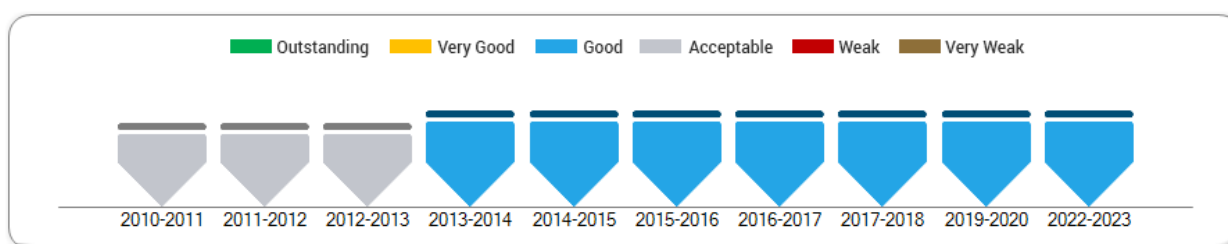
### TEACHERS

	Number of teachers	10
	Largest nationality group of teachers	UAE
	Number of teaching assistants	6
	Teacher-student ratio	1:20
	Number of guidance counsellors	0
	Teacher turnover	20%

### CURRICULUM

	Educational Permit/ License	MoE
	Main Curriculum	MoE
	External Tests and Examinations	none
	Accreditation	none

### School Journey for HIMAYAH KINDERGARTEN FOR EDUCATION- KARAMA



## Summary of Inspection Findings 2022-2023

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

<p><b>STUDENTS OUTCOMES</b></p>	<ul style="list-style-type: none"> <li>Children's attainment is stronger in Islamic Education and Arabic than it is in English, mathematics and science. Children demonstrate appropriate content knowledge across all subjects, but their skills are largely underdeveloped due to the quality of teaching, which focuses on the acquisition of knowledge. Their progress in key subjects is mostly good.</li> <li>The children's personal development, understanding of Islamic values and awareness of Emirati culture, are strong features of the KG. Children develop good relationships with one another and show respect and consideration for the needs of others.</li> </ul>
<p><b>PROVISION FOR LEARNERS</b></p>	<ul style="list-style-type: none"> <li>The quality of teaching is variable across the KG with most lessons focusing on consolidating knowledge. Very few lessons and activities are focused on developing children's skills in literacy, numeracy and science. The new, and existing assessment systems and programmes are used to collect and analyse data, although only at a superficial level.</li> <li>The curriculum is generally well planned with a range of cross-curricular links and opportunities to enrich the children's understanding of the UAE heritage and culture. However, opportunities for children to learn independently, and to develop higher-order skills, are limited across both KG1 and KG2.</li> <li>Children are well cared for, safe and happy. Staff are involved in supervision duties and the KG is successful in promoting healthy lifestyles. Children are settled, happy and are learning to be part of the school community. Parents are very proud of the support, care and attention given to their children.</li> </ul>
<p><b>LEADERSHIP AND MANAGEMENT</b></p>	<ul style="list-style-type: none"> <li>The school principal and leaders are committed to the vision of the Himayah KG and ensure that children are safe and well cared for at all times. The leaders have clear and well-established systems and policies in place. However, they are not always used effectively and accurately to monitor and improve the quality of teaching or children's skills in the key subjects.</li> </ul>

### The best features of the school:

- Children's positive behaviour, their understanding of Islamic values and their awareness of Emirati culture
- The learning environment, which is safe and well-resourced and reflects the UAE culture and heritage
- Relationships with parents that are positive and productive, and supportive of the school





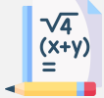

### Key Recommendations:

- Raise the standards of attainment and progress in all subjects by ensuring that:
  - lessons are planned to target the specific individual needs of children,
  - activities are purposeful and challenging,
  - questions are well focused, targeted and encourage children to think critically, and
  - assessment data is analysed in depth to identify children's strengths and weaknesses and used to inform lesson planning and activities.
- Provide professional training in teaching and the use of assessment which is focused on the context of the KG and applied rigorously to the school's self-evaluation process.
- Ensure that the KG's self-evaluation processes focus on the impact of teaching, learning and assessment and on developing children's skills.

## 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	Acceptable ↓
	Progress	Acceptable ↓
 Mathematics	Attainment	Acceptable ↓
	Progress	Good
 Science	Attainment	Good
	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	Acceptable 
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	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](#)

## Wellbeing

### **The quality of wellbeing provision and outcomes is at a moderate level:**

- The school's ethos reflects commitment to the safety, care and welfare of its community. The board of governors and leaders ensure that policies and practices are set and implemented towards the promotion of wellbeing. Middle leaders are empowered to identify barriers to the children's wellbeing concerns and secure the resources needed to address them. Conducting a comprehensive self-evaluation of wellbeing provision and its impact is an important next step to inform effective action planning.
- Personal development of all children is prioritised and successfully monitored by the care and support team. Parents of children with wellbeing issues value the attention, care and support provided to their children. The school has a year-round employee happiness plan and an open-door policy to hear the views of all staff. While the parent council provides useful contributions in influencing the operation of the school, a more rigorous and contextual approach to collecting the views of all parents and children would help to shape provision for wellbeing in more meaningful ways.
- Children are gradually developing safe and healthy lifestyles and becoming more engaged with members of staff. Some meaningful and supportive curriculum activities promote students' wellbeing development opportunities. However, underdeveloped systems to monitor and implement a planned wellbeing curriculum limits students' opportunities to express their feelings and opinions and to explore more freely while learning and playing.



## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	KG
Attainment	Good
Progress	Good ↓

- In lessons and in their recent work, the majority of children in KG2 demonstrates levels of understanding of Islamic concepts that are above the curriculum standards. They can memorise and recite short Surahs and Hadeeths.
- The children's knowledge and application of Islamic values and their knowledge of Seerah (the life of the Prophet PBUH) is a strength of the KG. Additional curriculum time for Islamic Education would be of benefit to the children's progress.
- Children are becoming increasingly skilled in understanding more Islamic concepts and in applying their knowledge about Islam into everyday situations. This is helping to ensure that a majority of children makes better than expected progress when compared with their starting points.

#### For Development:

- Improve the children's skills of recitation and their ability to apply the rules of recitation.
- Increase the weekly time for learning Islamic Education, track children's skills more carefully and provide them with more challenging tasks in lessons.

#### Arabic as a First Language

	KG
Attainment	Good
Progress	Good ↓

- A majority of children attains above the expected levels in acquisition of Arabic. They know the alphabet, the sounds and recognise the shape of the letters.
- Children have a wide range of vocabulary which enables them to respond correctly and confidently, using simple sentences.
- The children's listening skills are their strongest language skill. Their speaking skills using standard Arabic is more secure when teaching strategies allow them to communicate and take an active role in their learning. Writing is their weakest skill and needs further development.

#### For Development:

- Allow children to communicate using standard Arabic and to take a more active role in their learning.
- Improve children's writing skills.

## English

KG

Attainment

Acceptable ↓

Progress

Acceptable ↓

- Children's attainment and progress is acceptable. Building from a low linguistic base on entry, significant pre-language developmental work ensures that the children move through letter sounds and blends with success. A majority uses phonics skills effectively, but not always independently.
- Listening is the most advanced skill because children receive many verbal prompts and instructions during the day. Reading skills are at grade level for a majority of children, but too many are unable to read independently. Many children copy what they hear and see without being able to apply word construction skills appropriately.
- Writing for a large majority of children is still at an emerging stage. There are too many examples of children copying the text without understanding and being unable to write with more confidence.

### For Development:

- Accelerate the pace of vocabulary acquisition, phrase and sentence construction, so that children develop the four language skills faster and use them more independently in their learning.

## Mathematics

KG

Attainment

Acceptable ↓

Progress

Good

- Most children enjoy their mathematical experiences. They use manipulatives when they have access to them. A large majority does not always match their use of resources to mathematical language nor to display their conceptual understanding.
- Children can identify shapes of two and three dimensions. Using this knowledge to solve grade level problems is a challenge for most. The independent application of grade level mathematical skills in understanding a problem, identifying a process for completion and then checking its success, can only be achieved by a small minority of children.
- Children in the KG would benefit from a greater level explanation at the start of each activity, where they discuss with one another what the challenge is, and what mathematical strategies and operations are required to complete it successfully.

### For Development:

- Provide the children with more opportunities to develop their mathematical skills and understanding of language and challenge them with complex problem-solving activities.

## Science

KG

Attainment

Good

Progress

Good

- KG children do not always have sufficient opportunities to explore scientific approaches in lessons. The excessive content of some lessons limits the children's ability to predict, classify, describe and share their skills, independently of their teachers.
- Teachers develop interesting themes of learning with resources, for example, 'The Living World'. They enable children to develop their knowledge and skills by participating more actively. However, the lack of consistent language development and communication skills, along with real world experimentation, is preventing the children from making even more rapid progress.

### For Development:

- Accelerate children's progress by giving them more opportunities to be active in learning science and in developing their scientific skills.

## Learning Skills

KG

Learning skills

Good

- Children are engaged, patient, sometimes passive but always respectful in lessons. Opportunities for collaborative work are not regular features of most lessons. However, when the opportunities are created, children do enjoy being able to work together and show their capacity to take ownership of their learning.
- KG children do not have many areas of their day where their thoughts and opinions are heard. Too often when children are allocated a task, the teacher has usually already outlined the end result. This is preventing children from showing real innovation and creativity.
- Children enjoy being active in their learning and would benefit from more challenge to be independent. Enhanced learning materials in lessons, and linking learning to their own lives, will support the children even further.

### For Development:

- Give the children more time and opportunities to collaborate in lessons and to show how they can solve problems.
- Empower the children to speak and write independently, and to use technology where appropriate, in support of their independent learning.

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

KG

### Personal development

Very good

- Children demonstrate positive and responsible attitudes and respond constructively to instructions. They behave well, understand school rules and what is expected of them. They are developing an understanding of responsibility through class routines and assigned tasks.
- Relationships between members of staff and children are supportive and courteous. The children are self-disciplined, respectful and are comfortable in asking questions.
- Children are aware of the importance of healthy lifestyles. They take the necessary steps to make healthy eating choices and actively participate in PE lessons. They are usually punctual in arriving at school. Attendance is very good.

KG

### Understanding of Islamic values and awareness of Emirati and world cultures

Very good

- Children in the KG have a secure appreciation of Islamic values and practice them in an age-appropriate manner. They show the values of respect, care and consideration for others. They enjoy participating in UAE Red Crescent initiatives for instance, and of giving to others less fortunate than themselves.
- All the children exhibit a thorough knowledge and awareness of the UAE culture and heritage. They can talk about the cultural activities that they have participated in, such as National Day and Flag Day.
- All children show appropriate understanding of the traditions of the UAE. However, their understanding of some of their own cultures, and other world cultures, is still developing.

KG

### Social responsibility and innovation skills

Good

- Children participate willingly in lessons and in their extra-curricular activities. Some develop their responsibilities within lessons. They contribute to the wider community through a range of initiatives and activities.
- The children enjoy making donations to charity in the spirit of caring for others, especially with initiatives instigated by the Red Crescent.
- Children are active, care for their school, keep their belongings and classroom tidy and clean. They are willing to engage in extra-curricular environmental awareness activities, for instance, recycling and planting.

### For Development:

- Enrich students' understanding of their own cultures and other world cultures.
- Plan more age-appropriate projects for children to develop their skills of innovation.

### 3. Teaching and assessment

#### KG

##### Teaching for effective learning

Acceptable ↓

- Most teachers have an adequate understanding of early childhood learning. However, lesson planning is not always based on the curriculum, nor are activities planned to ensure that children are learning actively. When they are given manipulatives and resources to develop a specific skill, children learn more rapidly.
- Teachers do not always provide the children with opportunities for free choice of activities, sufficient time to develop alternative pathways to the intended outcomes or trust them always to explore learning more freely.
- As a result, directed teaching often dominates the learning environment. Children wait to speak after their teacher has finished speaking, and rarely offer much more than a reprocessing of what has been said. While critical thinking and problem-solving are referred to in lesson plans, these skills are not consistent features in practice.

#### KG

##### Assessment

Good

- The KG has developed and implemented a range of assessment programmes and methods to capture the children's attainment and progress. The accuracy and validity of information entered into these systems vary. The use of in-class programmes, such as Class Dojo, is successful in capturing the work of children and in sharing it with parents.
- The quality of questioning varies across the KG. Teachers miss opportunities to encourage children to reflect, to think critically, to investigate and to develop the skills of independent learners.
- Assessment information is not sufficiently used to plan for lessons and activities that are challenging or meet the individual needs of all children.

#### For Development:

- Enhance teaching in the KG by improving lesson planning, the use of time, resources and strategies for young children to learn.
- Ensure that assessment information is used effectively to plan for lessons and activities.

## 4. Curriculum

KG

### Curriculum design and implementation

Good

- The curriculum is well planned and implemented in line with the requirements of the Ministry of Education (MoE). It provides continuity and progression and the appropriate balance of knowledge and skills. Children benefit from the enriching cross-curricular links that prepare them well for their next stage of learning.
- Children learn to make some choices in their learning activities in class and in the extra-curricular activities. Cross-curricular links are planned. However, opportunities for children to learn independently and to develop higher-order skills are more limited.
- The curriculum is reviewed regularly to ensure the quality of its provision and to meet the needs of most children. Opportunities for children to develop elements of their own skills in the key subjects during the school day are restricted.

KG

### Curriculum adaptation

Good

- Modifications are made to the curriculum. However, teachers have not adapted their teaching well enough to address the gaps in learning and to meet the individual needs of all children.
- Children engage in a variety of class activities, projects and initiatives that enrich their learning. These links with the community offer additional opportunities through involvement with DEWA, the Red Crescent and Dubai Municipality.
- Appropriate learning experiences are integrated throughout the curriculum. They allow the children to develop a deeper appreciation, knowledge and understanding of the Emirati tradition, culture and values that influence UAE society.

### For Development:

- Provide more opportunities for children to learn independently and to develop their higher-order thinking skills.
- Provide a wider range of opportunities to motivate children to learn through innovative projects and measure their impact on children's academic and personal development.

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

KG

Health and safety, including arrangements for child protection / safeguarding

Outstanding ↑

- Policies and arrangements for safeguarding and protecting children are widely known and applied to ensure a safe and hygienic environment for children and members of staff. Rigorous checks and high levels of supervision are maintained.
- There are thorough systems of preventative and corrective maintenance for the facilities and equipment within the KG. This is helping to keep them in excellent condition and well-suited to the needs of the children. The space provided offers opportunities for active learning, physical play and participation. The resources for learning are abundant and kept clean and safe for all to use.
- Age-appropriate and comprehensive hygiene routines are practiced daily. Awareness workshops and initiatives for children and adults are conducted regularly, and ensure a safe and healthy environment.

KG

Care and support

Very good

- Positive relationships between children and members of staff are a strong feature of the school. There are efficient systems for the recording and monitoring of attendance and punctuality, which are fully supported by parents.
- Children are regularly screened to determine their developmental profiles. Those with evolving delays or risks are further assessed and monitored to identify their learning needs and to plan support. The identification of children who may be showing signs of being gifted or talented is developing.
- The inclusion team leads the planning of support for children of determination effectively. While withdrawal sessions and workshops are scheduled to reinforce knowledge and skills, the effectiveness of these plans in lessons is uneven. The personal development of all children is prioritised and monitored successfully by the care and support team.

### For Development:

- Ensure that all teachers support children with diverse abilities and needs through effective strategies for teaching and learning.



## Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The school has a committed inclusion team that is well supported by the school's leaders and the governing board to establish an inclusive culture. The KG's admission policy allows for children with a wide range of needs to be admitted and supported.
- Developmental screening is a strength in the KG, complementing teachers' observations of children entering the school. Teachers and inclusion staff have received regular training to administer the screening processes and on how to monitor children's developmental progress over the years.
- Parents are actively engaged with the KG in the planning and monitoring of their children's educational programmes and interventions. Their involvement is valued, and their contributions are sought by the school in trying to advance the children's progress.
- Personalised support is available through effective withdrawal sessions in the inclusion room. Support by class teachers is mostly acceptable but variable between groups. Teaching assistants are not yet trained to enable them to contribute positively to interventions inside the classroom.
- Overall, most children of determination make expected gains in their progress on both personal and academic levels.

### For Development:

- Expand the inclusion team's capacity to provide more effective support.
- Ensure that continuing professional training of teachers and teaching assistants provides a better understanding as to how barriers to learning can be overcome.

## 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 and mission of the school and are committed to the UAE national priorities. They work well together to ensure that children have a well-resourced, safe and healthy learning environment. The principal is successful in establishing a pleasant working environment. Communication is clear and effective. However, leaders across all levels of the KG are inconsistent in their understanding of best practices in early childhood education.
- Leaders have systems in place for self-evaluation and for monitoring the performance of the school. Evidence for self-evaluation is collected from a range of sources. The analysis of data is narrow and does not provide in-depth information on the children's next steps in learning. The monitoring of teaching and learning is systematic and identifies general strengths and areas for development. It is insufficient in improving the quality of teaching and learning and outcomes for children.
- Parents are very complimentary about the school's leaders and teachers and say that their children feel safe. The system of reporting allows them to be informed about their children's activities and learning but does not give them sufficient detail on areas for further improvement. Parents consider that their views are taken into consideration by the KG and that leaders are swift in responding to any queries they raise.
- The governing board recently broadened its membership to include a wider representation of stakeholders and community representatives. Members are very supportive of the school's leaders and have the best interest of the children at heart. They ensure that the KG has the necessary staffing and resources. They hold leaders to account on a regular basis. However, the board would benefit from the input of an early year's expert to guide them on areas for further development, for instance, in improving teaching and children's outcomes.
- The KG grounds and buildings are very well maintained. The learning environment is well resourced in both KG 1 and KG 2. Resources, including technology, are of high quality and available to all children. Teachers receive regular general professional development training that is having some impact on aspects of school improvement.

### For Development:

- Leaders to support improvements in the effectiveness of teaching and learning and children's achievement in the KG.
- Refine the self-evaluation systems to ensure that they are robust, accurate and valid data is analysed and used to develop more effective improvement planning.

## 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)