

INSPECTION REPORT

Dubai Police Kindergarten - Deira Branch

Report published in April 2013

GENERAL INFORMATION ABOUT Dubai Police Kindergarten - Deira Branch

| | |
|---------------------------------------|-------------------------------|
| Location | Deira |
| Type of school | Private |
| Website | No website |
| Telephone | 04 238 7391 |
| Address | P O Box 1493, Dubai |
| Principal | Mrs Ebtessam Mubarak |
| Curriculum | Ministry of Education |
| Gender of students | Boys and Girls |
| Age / Grades or Year Groups | 3-5 / Kindergarten 1 and 2 |
| Attendance | Acceptable |
| Number of students on roll | 69 |
| Largest nationality group of Students | Emirati |
| Number of Emirati students | 69 (100%) |
| Date of the inspection | 11th March to 12th March 2013 |

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The context of the school

Dubai Police Kindergarten – Deira is a private kindergarten providing education for boys and girls aged three to five years whose parents are employees of the Dubai police force. At the time of the inspection, there were 69 children on roll.

The school follows an enriched Ministry of Education curriculum. All children were Emirati and almost all spoke Arabic as their first language. All teachers in the school were adequately qualified and deployed effectively.

Overall school performance 2012-2013

Acceptable

Key strengths

- Good attainment and progress in Islamic Education, Arabic, English and science;
- Good behaviour and attitudes of the children;
- Outstanding arrangements to ensure children's health and safety.

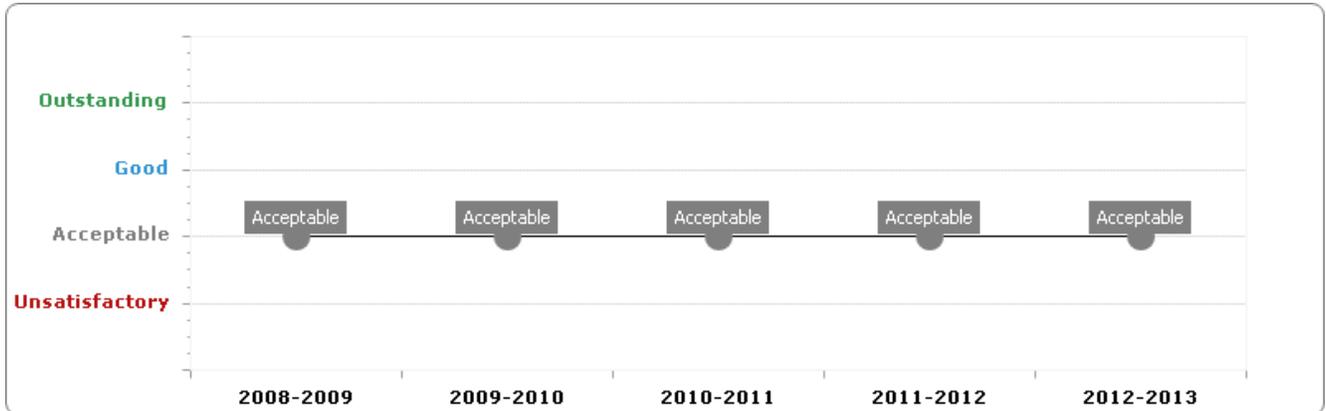
Recommendations

- Improve attainment and progress in mathematics;
- Continue to develop the assessment system to analyse children's work and better inform planning; and use strategies during lessons to assess how well children understand;
- Provide training and expertise to identify and support children with special educational needs, including the gifted and talented;
- Continue to seek ways to engage all parents in their children's learning;
- Improve information and communications technology with appropriate training in order to support children's independent learning and enquiry skills.

Progress since the last inspection

- The improved progress in Islamic Education and Arabic;
- The improvement in opportunities for active learning in the majority of lessons;
- The enriched curriculum offering more opportunities for learning about the local environment and culture;
- Improved provision of resources.

Trend of overall performance



How good are the students' attainment and progress in key subjects?

| Kindergarten | |
|----------------------------------|----------------|
| 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 | Acceptable |
| Progress | Acceptable |
| Science | |
| Attainment | Good |
| Progress | Good |

[Read paragraph](#)

How good is the students' personal and social development?

| | Kindergarten |
|--|--------------|
| Attitudes and behaviour | Good |
| Understanding of Islamic values and local, cultural and global awareness | Good |
| Community and environmental responsibility | Good |

[Read paragraph](#)

How good are the teaching, learning and assessment?

| | Kindergarten |
|---------------------------------|--------------|
| Teaching for effective learning | Acceptable |
| Quality of students' learning | Acceptable |
| Assessment | Acceptable |

[Read paragraph](#)

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

| | Kindergarten |
|--------------------|--------------|
| Curriculum quality | Good |

[Read paragraph](#)

How well does the school protect and support students?

| | Kindergarten |
|--------------------|--------------|
| Health and Safety | Outstanding |
| Quality of Support | Acceptable |

[Read paragraph](#)

How good are the leadership and management of the school?

| | Whole school |
|--|--------------|
| Quality of leadership | Good |
| Self-evaluation and improvement planning | Acceptable |
| Partnerships with parents and the community | Good |
| Governance | Good |
| Management, including staffing, facilities and resources | Good |

[Read paragraph](#)

How good are the students' attainment and progress in key subjects?

In Islamic Education, most children showed good knowledge and understanding of basic Islamic concepts. They applied what they learnt to their daily life. Most children had good recitation and memorisation skills of The Holy Qur'an. Listening, speaking and reading skills in Arabic were good. Children spoke with confidence using familiar contexts. Most children were able to link images and words. The opportunities to allow children to learn English while engaging in play experiences in Kindergarten 1 helped children to make active use of language. In Kindergarten 2, children developed their skills in reading and early writing through the greater focus on literacy. In Kindergarten 1 mathematics, children could count to ten in English and in Arabic. Higher attaining children could count beyond this. Most children could recognise numerals up to ten, and enjoyed learning through action songs which included numbers. Children in their science lessons could identify and describe different types of transport, and how they were powered. The children experienced science in many forms through well-thought out topics which were related to life outside school.

In Islamic Education, most children made good progress in gaining Islamic concepts appropriate to their age. Improving Holy Qur'an recitation skills and knowledge gaining were strong across the Kindergarten. Children made steady progress in all four Arabic language skills as they moved through the school. Most children made acceptable levels of progress from their starting points in mathematics. They displayed greater progress in number and counting than other aspects of mathematics, for example, shape and measurement. Children made good progress in their knowledge and understanding of the world. However, their acquisition of scientific skills had yet to be fully developed. Almost all children entered the school with no experience of English. However, they built solid skills in speaking, reading and writing. These were further supported by extending the use of language when carrying out practical activities in mathematics and science.

[View judgements](#)

How good is the students' personal and social development?

Children demonstrated good attitudes and behaviour in and out of the classroom. They were respectful to adults, peers and staff. They responded positively to teachers' instructions. They demonstrated self-reliance during the school day. Children had good attitudes towards healthy living. They participated actively in the school sports and other physical activities. Attendance and punctuality were acceptable and had improved recently. Almost all children showed good understanding of Islamic practice in guiding their values and actions. They demonstrated strong understanding and appreciation of local culture and showed respect to the UAE flag and national anthem. Most children had acceptable understanding of other cultures from around the world. Children carried out social responsibilities. They did their best to fulfil different

tasks given by their teachers. Most children were aware of the Dubai environment and identified animals and plants in the UAE. They were involved and active in planting. Each child or group of children planted the union tree during The National Day.

[View judgements](#)

How good are the teaching, learning and assessment?

The quality of teaching was acceptable. Teachers planned their lessons well but there were variations in how well the needs of all groups and individuals were met. Most teachers knew their subjects well and planned work which added variety, such as group games, to develop vocabulary. In many lessons, teachers were not as successful in offering a higher level of challenge to the most able children, who often undertook the same tasks as everyone else. Teachers had good working relationships with their children, and a minority used questioning techniques that invited children to think critically. The teachers made effective use of the resources at their disposal and, in the more successful lessons, this included the contribution made by classroom assistants. The use of information technology within the classroom environment was limited.

The quality of children's learning was acceptable. Most were keen to work hard and engage with their lessons. In paired and group work, children supported one another effectively. However, in lessons where groups were expected to work together with little guidance, some children dominated the tasks whilst others were insufficiently involved and challenged. Children were given opportunities to make connections between areas of learning, such as science and mathematics but, along with enquiry and research skills, these were not featured regularly enough. When given the opportunity to do so, children willingly contributed to lessons, through demonstration and discussion, and asked interesting questions that enhanced their learning. In a majority of lessons, clear links were made to previous learning.

Assessment was acceptable. Teachers used a range of assessments to help check children's progress, and overall they could demonstrate an adequate knowledge of what children could do. However, they did not always use this information at the next stage of planning to sufficiently challenge higher achieving children. In the better lessons, teachers' assessment of children's progress in lessons had a positive impact on their learning and helped to redirect them when mistakes were made. Spoken feedback was mostly useful and encouraging.

[View judgements](#)

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

The curriculum was good. It was based on a clear rationale and values. A thorough review had clearly identified priorities for improvement. Continuity was ensured by following the Ministry of Education standards in most of the subject areas and attention was given to making a smooth transition to the children's next school. Units were added which mainly related to Dubai's context such as culture, tourism and environment in order to help children understand the world around them. However, the curriculum was inconsistently implemented in all subjects and classes with insufficient challenge for all developmental and ability levels. The curriculum was enriched by a variety of experiences in the local community such as visits to a zoo, a book fair, a dentist and a fruit and vegetable market. Recent improvements had created a good range of cross-curricular links to enhance children's learning.

[View judgements](#)

How well does the school protect and support students?

The arrangements for ensuring the health and safety of the children were outstanding. The school had safe, secure premises which were well maintained and clean. Classrooms and other teaching areas were of good size, allowing space for active learning. Children's health and welfare were closely monitored by the staff. Routine medical checks were carried out and children's records securely maintained for quick reference if necessary. The school promoted healthy lifestyles and children participated fully in physical activities. The transportation arrangements were exceptionally well organised and ensured children's safety. Child protection procedures were well understood and followed by all staff.

Relationships between adults and children were caring and respectful. Many adults in this well-staffed school were available to interact with children, observe activities and provide advice and guidance. Effective systems monitored attendance and any absence was quickly reported and followed through with parents. The school sent monthly reports about the academic progress and personal development of each child which were appreciated by parents. Leaders and teachers were accessible to parents and eager to give guidance in how they could help their children learn.

[View judgements](#)

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

At the time of the inspection, there was no formal process in place to identify children with special educational needs. There was no staff member with the specific expertise to carry out identification and organise support. As yet, links with specialists in the community able to provide diagnostic support for children with special needs were not established. By working closely with parents, the school had managed to successfully support a few children with behavioural challenges and had achieved satisfactory outcomes.

How good are the leadership and management of the school?

The Principal led a teaching team that was increasingly working collaboratively to provide an active and child-centred programme. There was an understanding that children's well-being was central to the work of the school. The school had paid close attention to the messages of the previous inspection report. Networking with other schools had led to some improvements in teaching methods. However, not all challenges had been addressed with sufficiently sharp focus. The absence of rigorous analysis of teaching quality meant that teachers did not have the continuing support they needed to develop further.

The senior leadership was aware of the overall strengths and weaknesses of the school. They had successfully identified some areas for development and brought about positive change in areas such as a redesign of classroom areas to promote more active learning. The team had worked together to enrich the curriculum through investigation of a number of other curricula from the Gulf region and beyond. However, the evaluation of data was insufficiently systematic and therefore did not enable the identification of priorities. Consequently, improvement plans were not closely enough linked to clear goals for improving the quality of learning outcomes for children.

The school was active in reaching out to communicate with parents in a number of different ways. Those parents who engaged with the school appreciated the approachability and accessibility of the staff and the clear information they provided about all aspects of their children's development. However, a number of parents rarely communicated despite the efforts of the school. A challenge for the school was to extend successful partnership with a minority of parents to a wider section of the parent body. The school had widened its interaction with the local community as it brought children into increasingly frequent contact with local people and places.

The school was governed by Dubai Police through the support of a school management group. The group provided continuous support and held the school to account. Regular detailed reports and meetings kept the governors informed of the school's progress. The governors did not track closely enough the impact of training and resources on the quality of children's learning outcomes. The views of all parents were sought regularly through extensive surveys and parents had direct access to the management group.

Staffing, facilities and resources were good. Overall, staff were well deployed and clear about their responsibilities. Staff training had increased and there was an greater awareness of what constituted good learning in the early years. However, not all teaching assistants or teachers were equally effective in lessons. There were good facilities to enable the children to learn well in a variety of situations. Examples of children's work were displayed around the school to celebrate their achievements. The environment was highly conducive to learning with well-organised classrooms and a well-equipped central activity area. The school had a growing number of learning resources, but the information technology resources were under-developed.

[View judgements](#)

What are the views of parents, teachers and students?

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

| Responses to the surveys | | | |
|--------------------------|---|----|------------|
| Responses received | Number | | Percentage |
| Parents | This year | 26 | 41% |
| | Last year | 31 | 53% |
| Teachers | 4 | | 67% |
| Students | There were no senior students in the school | | |

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

The results of the survey of parents showed that almost all parents had great confidence in the work of the school. Almost all agreed that their child enjoyed school although fewer parents than teachers believed that the behaviour of the children was good. Parents believed that their children were making good progress in all subject areas, but they noticed slightly less good progress in science. They appreciated the safety of their children both at school and while travelling on school buses. They felt that their children were respected, valued and treated fairly by the school staff. Most parents agreed with teachers that the school was well led.

What happens next?

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

- Recommendations from DSIB;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school;
- Priorities arising from the school's unique characteristics.

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

If you have a concern or wish to comment on any aspect of this report you should contact:

inspection@khda.gov.ae

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