

Dubai Police Kindergarten...



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Dubai Police Kindergarten - Deira

Curriculum: MOE

Overall rating: Good

Read more about the school



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“Don't look
behind to
see who is
following you,
but look forward
to be ahead”



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	No website available
Telephone	04-2387391
Address	PO Box 1493, Deira, Dubai
Principal	Khulood Al Mulla
Language of instruction	Arabic
Inspection dates	14 to 15 March 2016

Students



Gender of students	Boys and girls
Age range	4-6
Grades or year groups	Kindergarten 1 to Kindergaretn 2
Number of students on roll	84
Number of children in pre-Kindergarten	0
Number of Emirati students	47
Number of students with SEND	3
Largest nationality group of students	Emirati

Teachers / Support staff



Number of teachers	9
Largest nationality group of teachers	UAE
Number of teaching assistants	3
Teacher-student ratio	1:11
Number of guidance counsellors	0
Teacher turnover	0%

Curriculum



Educational permit / Licence	MoE
Main curriculum	MoE
External tests and examinations	Not Applicable
Accreditation	No
National Agenda benchmark tests	Not Applicable

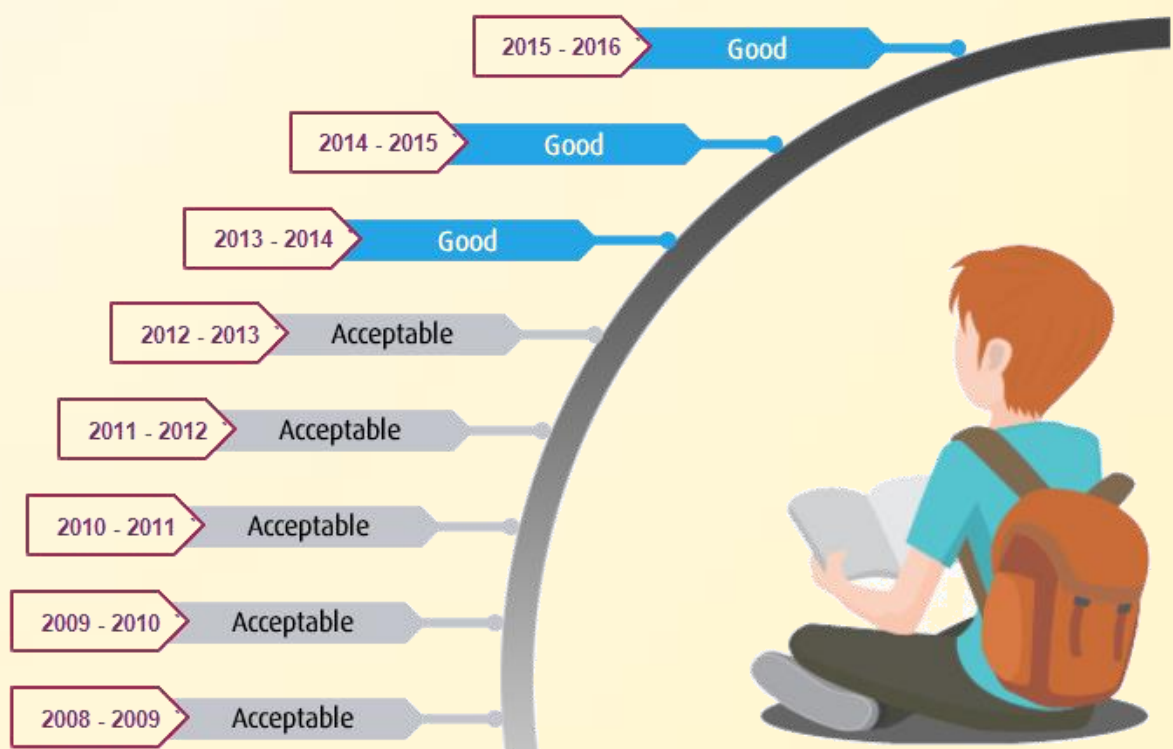


Summary for parents and the community

Dubai Police Kindergarten - Deira Branch was inspected by DSIB from 14 to 15 March 2016. The overall quality of education provided by the school was found to be **good**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents' and teachers' surveys.





How well did the school perform overall?

Overall, **Dubai Police Kindergarten** provided a **good** quality of education for its children.

- Attainment in almost all key subjects was good. Attainment in science was acceptable. Progress in all key subjects was good. Young children enjoyed learning and were developing age appropriate skills of cooperation and collaboration. Children's critical thinking skills, use of technology and application of learning to the real world were underdeveloped.
- Children's personal development was good. They were well behaved in lessons and on buses. Children had a basic understanding of how to live a healthy lifestyle. They were aware of Islamic values but had yet to develop an appreciation of the relevance of these values and understand how they impacted on everyday life in the UAE. Children generally displayed a very positive work ethic.
- Teaching was good overall. However, teachers did not always plan lessons to meet the needs of all groups of children. They did not use assessment information effectively to plan lessons that challenged and extended the more able children or support the development of children with SEND.
- The curriculum was not adapted to meet the needs of all children. Opportunities for children to learn about scientific concepts had recently been improved. Teachers planned meaningful links between the conceptual content of both Arabic and English lessons. The Kindergarten curriculum promoted a range of opportunities for children to learn about Emirati heritage and culture.
- The Kindergarten's leaders conducted regular checks to ensure the protection of children and staff. Buildings were well maintained. All procedures to ensure secure storage of medicines and medical records were in place. Supervision of children in classes, on buses, and during play times was effective.
- Leaders at all levels were committed to contributing to the UAE priorities. The Kindergarten had secure systems in place to gather and act on the views of parents. The governors had not addressed all weaknesses in provision for children with SEND as identified in previous inspections. They had yet to develop a leadership model that supported the development of an inclusive Kindergarten.



What did the school do well?

- Children's good levels of attainment and progress in most key subjects.
- The children's good personal and social skills, including awareness of their Islamic and Emirati heritage and culture.
- The safe and secure learning environment that supported an age appropriate curriculum.
- The good partnership with parents, who were well informed about their children's academic and personal development.



What does the school need to do next?

- Develop inclusive policies and procedures which ensure the best possible outcomes for children with SEND by:
 - improving the identification and support procedures
 - developing stronger partnership with parents
 - ensuring the curriculum is modified to meet their needs.
- Improve teaching by using assessment information to adapt the curriculum and provide support to meet the needs of all children, including the gifted and talented and those with SEND.
- Develop governors' and leaders' roles in implementing, monitoring and evaluating the school's work in meeting the national priorities, especially the provision for SEND.



How well did the school provide for Children with special educational needs and disabilities? (SEND)

- Children with SEND made adequate progress when working with the temporary specialist educational needs coordinator (senco). This was because the temporary senco had a strong knowledge of children's needs and provided good personalised support for them. In lessons, children did not consistently make expected progress as teachers did not match tasks to their needs.
- Parents felt that the temporary senco showed a strong interest in their children's wellbeing, kept them well-informed and made every effort to ensure that children with SEND took a full part in Kindergarten-life.
Parents valued the opportunity to come into the Kindergarten to discuss the progress of their children with the temporary senco. They received regular reports on their children's progress. However, they felt they were not fully involved in the discussion about their children's identification, support or in planning the next steps.
- Parents commented that would like to have more information on the progress their children were making and further guidance on how to help and support their children learning at home.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.









Promoting a culture of innovation:

- The school leaders were aware of the UAE innovation agenda and were fully committed to embracing this national priority. Leaders had not as yet carried out any research or determined their innovation strategy. Although they had not yet developed an innovation policy they had introduced a few activities to raise the profile of innovation with staff, parents and children. Improved use of space to facilitate the development of children's innovation skills had started with the creation of an age-appropriately resourced investigation and exploration laboratory. Enhancement of the curriculum to promote a culture of innovation was yet to be undertaken.

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	Good
Understanding of Islamic values and awareness of Emirati and world cultures	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	Acceptable

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

	KG
Health and safety, including arrangements for child protection / safeguarding	Outstanding
Care and support	Acceptable ↓

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

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 attained levels that were above curriculum expectations. In lessons, children used good recitation skills of the Holy Qur'an such as Surat Al Masad, Surat Al Nasr, and Surat Al Fatiha. Their understanding of the Five Pillars of Islam was developing. They memorized the Hadeeth, and they were able to link verses from the Holy Qur'an to their theme about water. Children were able to recite the Du'aa when it rained and when embarking on a journey. The majority of children were making better than expected progress against the MoE Islamic education curriculum outcomes.
- In Arabic as a first language, the majority of children attained levels that were above MoE curriculum standards. They had developed good listening skills and were able to respond to questions using short phrases in standard Arabic. They were able to answer questions about a story and identify the main characters. Children in KG 1 were able to identify and write letters independently, and they had started to learn how to write their names. Children in KG 2 wrote words using the correct emphasis. Children's reading skills were developing. The majority of children were making better than expected progress in lessons and over time.
- In English, the majority of children made better than expected progress and attained levels above MoE curriculum standards. Children started at the Kindergarten with limited English language skills and made better than expected progress over time. In KG 1, children could listen to and follow instructions. They answered closed questions using familiar key vocabulary and short phrases. Only a few children were able to converse confidently during their first year. By KG 2 children were able to use familiar terms and subject specific vocabulary to answer questions or talk about their learning. They recognised letters of the alphabet and used sounds to read and write their names and familiar short words. A few were able to read and write simple sentences.
- In mathematics, attainment and progress were good overall. Children could recognise numbers from 1 to 10 and the majority of older children could count from one to fifty. A few of the more able children were counting in 10's. Children understood the numerical value of numbers up to 10. They could recognise and name simple shapes, colours and repeating patterns. For example in a KG 2 lesson a group of children beading shapes of different colours could clearly describe their patterns. A minority of children were beginning to use the vocabulary involved in adding. In lessons where children's progress slowed, teachers talked for too long, practical resources were not used to best effect and there were missed opportunities to promote mathematical learning outside of the classroom.
- In science, most children attained in line with the curriculum standards. They demonstrated a fair understanding of scientific concepts and used enquiry skills such as observing and predicting. They could identify sea animals, different states of water and used appropriate science vocabulary to describe floating, sinking and dissolving. In lessons and over time, the majority of children made better than expected progress in making sense of their physical world by using their senses to explore basic concepts. Access to the new science laboratory had provided children with improved opportunities to enhance their experience of practical scientific investigations.

	KG
Learning skills	Good
<ul style="list-style-type: none"> Children enjoyed learning and could work independently for short periods of time, without the intervention of their teachers. They followed instructions and were eager to take part in activities. Teachers and children celebrated the achievements of individuals through verbal praise and applause. Children interacted and cooperated well with each other. When given the opportunity to work collaboratively they were learning to take turns and share resources. Children confidently talked about their learning in Arabic. Cross-curricular links were planned and children were able to make connections to their prior learning. Their ability to apply their learning to the real world or to see links with other subjects was observed when the quality of teaching was good, appropriate resources were used and the questions asked, required fuller responses. Children's critical thinking skills were still a developing feature of learning. Children made limited use of learning technology. They had opportunities to initiate their own learning but only skilled adults were able to extend children's thinking during these activities and encourage children to reflect or discuss their experiences. 	

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

	KG
Personal development	Good
<ul style="list-style-type: none"> Children demonstrated very positive behaviour and attitudes to learning. They respected adults and other children. In lessons, they had limited opportunities to develop their independence and relied on directions from adults. When teachers provided children with feedback, they responded very well. Children were self-disciplined and responded well to the high expectations set by teachers and other members of staff. They behaved responsibly when travelling long distances to the Kindergarten on the school buses and when transitioning between different activities and lessons. Relationships between the children and teachers were considerate. For example, in the playground, children shared buckets and spades while searching for shells in the sand area. As a result of a genuine interest in each other, a very warm and caring Kindergarten community had been created. Children were developing an understanding of healthy living. For instance, they recognised the importance of eating fruit and vegetables and avoiding unhealthy food. Although, they were aware of the need to exercise there were limited opportunities to extend the breadth of their physical development. Levels of attendance were below those expected for children of this age. Although, buses occasionally arrived late, staff modelled the importance of punctuality by starting lessons promptly. 	

	KG
Understanding of Islamic values and awareness of Emirati and world cultures	Good
<ul style="list-style-type: none"> Children clearly appreciated Islamic values and the basic traditions of UAE culture, such as the importance of Friday prayer and going to the mosque. They were able to describe how to show respect towards family members and the importance of helping those in need. Their understanding of how Islamic values influence their lives was still developing. Children displayed good knowledge of the culture of the Emirates. During assembly, children participated in singing the National Anthem and performed the pledge of allegiance. Children were able to identify the seven emirates and name the rulers of the UAE and Dubai. They were able to name Al Mamzar beach and Dubai Creek as examples of areas in Dubai where people could see the sea. Children had a clear understanding of their own culture and were proud of their heritage. Earlier in the year they had participated in an event during which they wore traditional costumes. However, their exposure to and understanding of world cultures was not yet developed. 	

	KG
Social responsibility and innovation skills	Good
<ul style="list-style-type: none"> Children took some responsibility for their Kindergarten community and the wider world. They were able to play a key role in the classroom when asked to be helpful and participated in a campaign to help those in need in Yemen. Children had enjoyed learning and worked diligently on activities and tasks when instructed to by adults. Many activities were adult-led and there were limited opportunities for children to make independent choices and be creative. When given the opportunity to self-select activities and resources they were focused and played enthusiastically. Children took care of their Kindergarten environment and were aware of important environmental issues. They were involved in cleaning Al Mamzar beach. Following a visit to DEWA and the Dubai municipality children had started to understand the importance of saving water and electricity. 	

3. Teaching and assessment

	KG
Teaching for effective learning	Good
<ul style="list-style-type: none"> Teachers used their good subject knowledge to present the curriculum at an appropriate level and introduce new content in meaningful and interesting contexts. Teachers had a general understanding of how young children learn through play but often planned activities that were paper based rather than providing opportunities for children to participate in hands on activities. 	

- Teachers had created well organised and adequately resourced learning environments that were 'print rich'. Teachers made effective use of time and resources. Although, teachers had started to align their lesson objectives with the appropriate learning outcomes from the MoE curriculum goals in science, the planning did not promote differentiation or highlight strategies to support the more able children or those with SEND.
- Despite lessons being primarily teacher led, due to small class sizes, teachers were able to interact with children on a personal level and ensure that they were engaged learners. In the better lessons, teachers consistently engaged their children in dialogue and challenged them to think and apply their knowledge.
- Teachers generally used a range of strategies to complement the different learning styles of children. However, teaching strategies often focused mainly on children acquiring knowledge rather than developing skills. Teachers' ability to use open questions and promote critical thinking was inconsistent. They did not sufficiently encourage children to reflect on their own learning. In lessons, where teachers gave focused feedback children responded positively.
- Teaching in Arabic was good or better. Arabic teachers had a secure understanding of how children learn and as such most children made good progress.

	KG
Assessment	Good

- A well established assessment system was in place to measure children's attainment and progress. Children were assessed against the MoE curriculum outcomes.
- Kindergarten leaders used the results of children's in attainment in mathematics, English and social development to compare against international standards. Defined learning outcomes for science, physical education and art were not clearly identified and as such it was not possible to track attainment and progress in subjects.
- On-going analysis of data and secure systems to track the progress of individuals and year groups were well established. However, the tracking and analysis of the performance of groups of children was still developing. For example the Kindergarten carefully monitored the progress made by Emirati children but did not compare how well girls did compared to boys or how well children with SEND performed.
- A few teachers used their knowledge of children's attainment to plan a variety of differentiated activities. They helped all children make appropriate or better progress against their starting points. Gifted and talented children were not identified and were seldom challenged to achieve higher than expected outcomes.
- Teachers' had a good knowledge of the strengths and weaknesses of their children good. In most cases, teachers knew their children well. Teachers often used verbal praise and feedback to help children recognise their achievements. Children's evaluation of their own and the work of others was not a regular feature of the Kindergarten's assessment procedures.

4. Curriculum

	KG
Curriculum design and implementation	Good

- The Kindergarten used the MoE curriculum standards in most subjects to develop the provision. Priority was given to children's Arabic and English language development. The emphasis was on listening, understanding, speaking and phonic awareness. There were few opportunities in class for independent reading and writing. The science curriculum focused largely on knowledge with some opportunity for investigation and discovery.
- Lessons generally built on children's prior knowledge and experience. They were almost always directed by the teacher and were often not child-centred. A few teachers made effective use of play activities such as sand and water to extend children's learning, thinking and observational skills. Most children were well prepared for the next stage in learning.
- Although there were links across some subjects, according to the unit being followed, the curriculum was not fully integrated. Successful connections between the skills, knowledge and understanding taught in Arabic lessons were often successfully revisited in English lessons. Plans to develop children's conceptual understanding in both languages was a positive aspect of the Kindergarten's curriculum.
- The curriculum was reviewed largely in response to previous inspection reports and areas for improvement were not always based on analysis of data. Kindergarten leaders were aware of the need to review the curriculum in light of UAE initiatives and national priorities.
- UAE Social studies was embedded in the adopted MoE curriculum of the Kindergarten. Cross-curricular activities were meaningfully planned and aligned to the priorities of the school, Emirate and Nation. The Kindergarten provided many opportunities for children to strengthen their understanding of their community, heritage and social responsibility.

	KG
Curriculum adaptation	Acceptable

- Senior leaders had made limited adaptations to meet the learning needs of all children, particularly, for the most able and children with SEND. These groups of children were either not challenged or struggled to meet the learning objectives in lessons. The small changes were not enough to enhance the quality of children's learning. The modifications did not take into account the very specific requirements of young children.
- Although, teachers used interactive whiteboards to enhance teaching or video clips to enthuse and motivate children, the use of learning technologies was limited for children. Teachers made good use of the community to enhance its curriculum. For example, children visited the local mosques and the Dubai municipality and DEWA offices.
The curriculum encouraged children to learn about Emirati heritage and its importance in UAE society. This understanding was further enhanced through whole Kindergarten assemblies. High quality displays reflected Emirati culture and traditions.
- Arabic was the language of instruction and taught discretely in accordance with MoE requirements.

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

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

- Child protection, safety and support procedures for children were clear, well-defined and understood by the Kindergarten community. Staff, including the medical staff dealt sensitively and appropriately with children's concerns. Children benefited from well-organised health programmes. The Kindergarten met all regulatory requirements.
- High quality safety and security arrangements were in place. Senior staff monitored children's arrival and departure from the Kindergarten. Buses were equipped with the appropriate equipment. For example, buses were equipped with fire extinguishers, medical kits and seat belts. Bus monitors and Road and Transport Authority approved drivers had updated records of all the children travelling on the bus.
- Senior leaders ensured detailed and secure records were maintained, including those records of incidents and subsequent actions taken. There was a very well-organised clinic where medication was checked routinely, stored securely and administered by clinic staff.
- Kindergarten facilities were appropriate for all children. They were accessible to all members of the Kindergarten community. The premises were inclusive, exceptionally clean and well maintained. The new mini science laboratory was well equipped and materials and resources were suitable and appropriate for young children.
- The Kindergarten effectively promoted healthy living. Medical and nursing staff provided useful advice for parents. Curriculum planning included topics related to healthy eating and the importance of exercise. There were regular physical education lessons which added to the Kindergartens' approach to promoting a healthy lifestyle. There were 2 shaded areas where child enjoyed playing on physical apparatus during playtimes.

	KG
Care and support	Acceptable ↓

- Relationships between staff and children were very positive, respectful and purposeful. Most staff knew the children well and were aware of children's personal, social and emotional needs. Behaviour was good in lessons and across the Kindergarten environment.
- Procedures to promote good attendance and punctuality were in place. Parents and their children were encouraged and supported to attend Kindergarten regularly. The administrative staff followed up absence daily.
- The Kindergarten's admission policy was not inclusive. Additionally, the accurate identification of children with SEND was weak. There were limited procedures and plans for teachers to identify children in their classes. Senior leaders had not ensured the identification of the gifted and talented children. In lessons most teachers did not address children's specific needs.

- Children on the SEND register received appropriate support from the temporary special educational coordinator (senco), who also ensured that detailed individual education plans (IEPs) included personalised targets. As a result, these children made adequate progress towards achieving their targets. However, in lessons most teachers' planning did not include differentiated learning experiences for children with SEND or the gifted and talented.
- Class teachers and additional staff ensured good care and support. They regularly monitored children's personal development. They acted on any issues or problems children or their families were encountering. Staff provided good support for children on behaviour and learning issues.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for children with special educational needs and disabilities

Weak ↓

- Since the previous inspection, a temporary senco had been appointed. The senco had the vision and enthusiasm to develop practice in the Kindergarten. She was committed to improving provision for children with SEND. However, further training for all staff and support from senior leaders, was required to fulfill this.
- The accurate identification of children with SEND, the planning of appropriate interventions, and monitoring of classroom practice was weak. The large majority of the teaching staff and adults working alongside them, did not have the skills to support and develop children with SEND.
- Identification procedures were not rigorous. Children on the SEND register received appropriate support from the senco, who also ensured IEPs included personalised targets. The Kindergarten had updated its list of children with SEND. However there were a few children in classes who had not been diagnosed or were not receiving additional support.
- There were limited opportunities for parents to be involved in identifying, supporting or reviewing the provision for their children. Parents were informed about the targets in IEPs after they had been completed.
- Most teachers' planning did not include differentiated learning objectives, or learning experiences. Tasks and activities did not always aid or develop children's understanding. Tasks were often modified when the senco worked alongside children. As a result they enjoyed their work, and when engaged in meaningful activities they made good progress.

6. Leadership and management


The effectiveness of leadership

Good

- The Kindergarten's vision was for the community to work together closely and ensure improved outcomes for all children. The aim was for all children to develop an appreciation of Islamic and Emirati culture, and to benefit from equal opportunities. The Kindergarten's leaders were yet to deliver against their vision to develop children's awareness of technology.

- Kindergarten leaders placed high importance on children's personal, social and emotional development, learning and health and safety. The leaders were aware of the key constituents of good Kindergarten practice. They demonstrated a secure understanding of the MoE curriculum expectations and recognised that further enrichment of the curriculum was needed.
- The newly appointed principal and vice-principal were working collaboratively with leaders from the Dubai Police to maintain the positive ethos and effective working relationships that had been established. Leaders were fully supportive of each other. There was clear accountability and they met regularly to discuss strategic and operational plans. Relationships and communication were professional and effective.
- Kindergarten leaders generally demonstrated a clear understanding of the Kindergarten's strengths and areas for development. Most areas for improvement were identified and strategies to develop these areas had been implemented with clear timescales and outcomes. However, senior leaders had not yet developed appropriate strategies to ensure that all teachers embraced a culture of inclusivity and innovation.
- Kindergarten leaders held teachers accountable for creating attractive classroom environments, planning meaningful and stimulating activities and conducting accurate, purposeful and manageable assessments. However, physical development and creative curricular outcomes and learning environments were underdeveloped. Leaders monitored effectiveness through analysis of children's attainment data, lesson observations and performance management.

School self-evaluation and improvement planning

Acceptable 

- Self-evaluation processes to assess the Kindergarten's areas of strength and for improvement were in place. The leaders used data, evidence from monitoring and from consultations with parents and teachers to evaluate performance against the UAE's school inspection framework, and against the Dubai Police quality standards. Senior leaders met regularly to monitor and track progress against targets, identify gaps and prioritise next steps.
- Evaluation and monitoring arrangements were rigorous and systematic, however, Kindergarten's leaders had not sufficiently developed, monitored or evaluated provision for children with SEND. Aspects of teaching, learning and assessment were observed and evaluated for impact on children's achievements. Leaders worked with teachers to set personal targets and decide on specific actions to facilitate their on-going professional development.
- The development plans to address the Kindergarten's priorities and previous inspection recommendations, were comprehensive and included actions and success criteria. Actions to address the UAE national priorities of innovation and SEND were underdeveloped. All strategic and operational actions had realistic timelines and were the responsibility of named individuals. Some were measured by their impact on children's achievements.
- External reviews and audits by the Dubai Police took place twice a year. The Kindergarten had made some progress in addressing the recommendations from the previous inspection report. Despite adaptations to the support for SEND students, there had not been significant enough improvements in delivering the Kindergarten's vision to provide equal opportunities for all or in addressing the recommendation.




Partnerships with parents and the community	Good
<ul style="list-style-type: none"> The Kindergarten was successful in engaging parents as partners in their children's learning and Kindergarten life. Parent representatives were responsible for contributing and supporting activities and events. A mothers' group contributed to the life of the Kindergarten and in general parents felt involved in their children's education. Parents of children with SEND, however, had requested additional guidance from teachers on how to support their children's learning. Communication between parents and teachers was highly valued. The Kindergarten welcomed parents and were always available to answer their queries or address any concerns. The Kindergarten used a range of effective communication strategies such as text messages, newsletter, emails and phone calls to communicate with parents. Samples of classwork and homework activities were regularly sent home to encourage parental engagement. Parents are given monthly updates on their children's progress through the formal reporting system. They were also invited to meet with teachers to discuss their children's development. Parents appreciated that teachers reported not only their children's academic achievements but also provided details on their personal, social and emotional development. Reporting arrangements did not consistently identify next steps in children's learning. The Kindergarten community were closely connected through their mutual affiliation to the Dubai Police workforce. Despite differences in cultures and backgrounds they formed a cohesive, fully integrated Kindergarten community. Together they celebrated UAE national events and celebrations linked to the Islamic calendar. The children and parents had recently participated in an international day at the Kindergarten. 	

Governance	Acceptable ↓
<ul style="list-style-type: none"> The governors included senior Dubai Police officers, the principal and vice-principal, teachers and representatives from the mothers' group. Governors were made aware of the views of parents through the mothers' group and from police officers via an internal Dubai Police review process. Although parents' views were listened to and actions taken to address them, the parents of children with SEND did not believe that their concerns had been addressed. Governors held the Kindergarten to account through the internal self-evaluation procedures and through a detailed twice yearly Dubai Police quality assurance process. Monitoring included review of data, teacher appraisals and visits to classes. The governors generally had an accurate view of the quality of the Kindergarten's work, but had not evaluated the impact of provision on the children with SEND and their families. Governors were committed to ensuring the Kindergarten was well supported. They encouraged teachers to participate in internal and external professional development opportunities. They ensured that the Kindergarten was adequately resourced and had funded the creation of the new science laboratory. Governors had not provided resources to enhance children's experience through use of learning technologies. 	

Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • Effective administrative and organisational procedures underpinned the efficient management of the Kindergarten. The daily routine and weekly timetables made best use of available curriculum time and resources. Regular communication kept stakeholders, staff and parents fully up-to-date with developments. Clear lines of communication kept all members of the Kindergarten community informed of their roles and responsibilities. • Teachers were appropriately qualified and were experienced Kindergarten teachers. The majority knew how to question children effectively and extend their thinking. Internally led professional development opportunities were planned and some teachers had attended external MoE training courses. Teaching assistants had limited opportunities to develop their practice in terms of teaching, planning and assessment. • Teachers had developed attractive classrooms that were adequately resourced to support learning. Specialist learning environments were underdeveloped. The outdoor shared areas were equipped with basic climbing frames. Occasionally these spaces were enhanced through the addition of extra resources. For example shells, pearls and sieves had been added to the sand beneath the climbing frame as part of the seaside topic. • Age appropriate resources had been created by teachers or purchased to create an attractive environment. Resources had recently been acquired to develop the new science laboratory and these enabled children to participate in adult directed investigations. A limited range of hands-on learning resources were available to support child initiated play opportunities. Resources to enrich children's technology, creativity and design experiences were lacking. 	

The views of the parents and teachers

Before the inspection, the views of the parents and teachers 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* 	2015-2016	33
	2014-2015	51
Teachers 	11	
Students 	0	

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

- A large minority of parents and most teachers responded to the survey.
- Almost all parents and teachers felt their children enjoyed attending the Kindergarten.
- Almost all parents, who responded to the survey were satisfied with the quality of education in the Kindergarten.
- Almost all parents believed their children were developing a good range of learning skills and their children were making progress in all of the key subjects.
- Almost all parents and teachers noted their children were safe in the Kindergarten and on the school buses.
- Almost all parents agreed that the Kindergarten kept them informed regarding the progress their children were making.
- Most parents agreed that their children were developing good awareness of other cultures. They also believed that children were developing a good understanding of Islam.
- The majority of teachers strongly agreed believed that most children behaved well.
- The large majority of teachers strongly believed that children developed good social skills and worked well with others.
- Almost all teachers strongly believed that they were involved in reviewing the curriculum and in the school's self-evaluation processes.
- The large majority of teachers believed that the school's leadership team was effective.

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