

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.  
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

GOOD

المعرفة  
Knowledge

## INSPECTION REPORT

2017-2018

Dubai Police  
Kindergarten -  
Deira Branch

Celebrating  
10 years of  
inspections

DUBAI POLICE KINDERGARTEN  
- DEIRA BRANCH

MoE CURRICULUM

## Contents

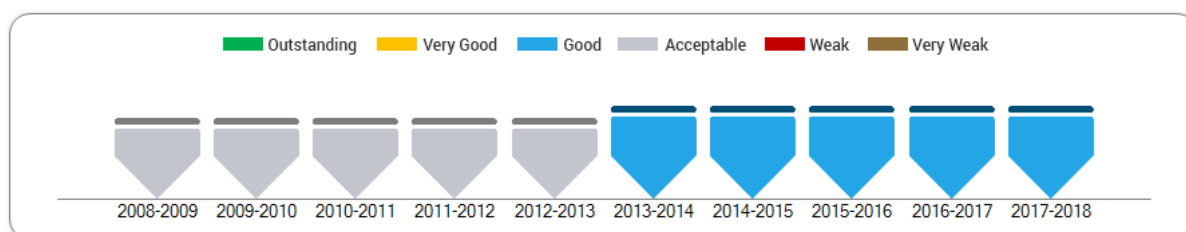
School information .....	3
The DSIB inspection process .....	4
Summary of inspection findings 2017-2018.....	5
National Priorities .....	9
Main inspection report .....	12
1. Students' achievements .....	12
2. Students' personal and social development, and their innovation skills.....	15
3. Teaching and assessment .....	17
4. Curriculum .....	18
5. The protection, care, guidance and support of students.....	19
Inclusion of students with SEND (Students of determination).....	20
6. Leadership and management .....	21
The views of parents, teachers and senior students.....	22



## School information

General information		Students	
Location	Al Waheda	Gender of students	Boys and girls
Type of school	Private	Age range	4-6
Opening year of school	2000	Grades or year groups	KG 1-KG 2
Website	www.dubaipolice.gov.ae	Number of students on roll	121
Telephone	042387391	Number of children in pre-kindergarten	0
Address	Deira, P.O Box: 1493	Number of Emirati students	75
Principal	Mrs Khulood Al Mulla	Number of students with SEND	3
Principal - Date appointed	2/25/2016		
Language of instruction	Arabic		
Inspection dates	6 to 7 November 2017	Largest nationality group of students	Emirati
Teachers / Support staff		Curriculum	
Number of teachers	11 (7 FTE)	Educational permit / Licence	MoE
Largest nationality group of teachers	UAE	Main curriculum	MOE
Number of teaching assistants	5	External tests and examinations	MoE
Teacher-student ratio	1:17	Accreditation	N/A
Number of guidance counsellors	0	National Agenda benchmark tests	N/A
Teacher turnover	1%		

### School Journey for Dubai Police Kindergarten - Deira Branch



## The DSIB inspection process

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

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

### Judgements are made on a six-point scale

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

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

## Summary of inspection findings 2017-2018

**Dubai Police Kindergarten - Deira Branch** was inspected by DSIB from 6 to 7 November 2017. The overall quality of education provided by the Kindergarten is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

In the long-term absence of the substantive principal and without a newly restructured, full governing board in place, the vice principal works hard with her team of staff to lead and maintain good provision and outcomes in the KG. Whilst there is a need to develop the processes of improvement planning and to articulate a more ambitious vision for the future, good standards in the classroom remain apparent.

### Students' achievement

Standards of achievement remain good across all subjects and in both Kindergarten 1 (KG1) and Kindergarten 2 (KG2). Standards of attainment in science have improved from previous year and are now good.

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

Children behave well and show very responsible attitudes towards each other and towards staff. They are sensitive to the needs of others, polite and respectful and show a good understanding of both Islamic values and of Emirati culture. New technology has been introduced in KG2 and children are beginning to use it effectively. Attendance is acceptable.

### Teaching and assessment

The outcomes for teaching and assessment are similar to the previous year and although inconsistent across subjects, both teaching and the use of assessment are generally good. Assessment systems enable teachers to identify strengths and weaknesses quickly and in the best lessons teachers adapt their teaching to suit the children's needs.

### Curriculum

Curriculum implementation is effective across the KG and this results in overall good achievement. Children who are non-English speakers on entry to the school are well provided with strategies that align to their proficiency in English. Across the curriculum there are links to Emirati culture and values which add to children's appreciation and understanding.

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

Whilst health and safety in the KG is now seen to be very good and not outstanding, leaders are committed to swiftly address areas of concern raised by inspectors. Children are safeguarded by well-implemented procedures for child protection. Punctuality is good and leaders are aware of the need to improve rates of attendance.

### What the school does best

- Staff who are caring and sensitive to the pastoral needs of all children who are themselves, happy and who enjoy coming to the KG
- The very good engagement with parents; a strong parent council and very effective channels of communication and procedures for reporting children's progress to parents
- Children's secure knowledge and understanding of both Islamic values and Emirati culture







### Key recommendations

- The recently, newly-formed governing body should urgently:
  - include a full complement of governors, and work closely with parents, the principal and the senior team, to drive improvement
  - ensure that there is, sufficient senior leadership capacity to drive the KG forward and deliver required improvements.
- Governors, working with the principal and senior leaders, should improve self-evaluation and strategic planning by;
  - ensuring that all stakeholders, including governors, are actively involved in these processes
  - implementing action plans that are ambitious and detailed, and prioritise improving teaching consistency and children's achievements
  - setting out key milestones in the plans, and monitoring their implementation effectively.
- Improve the identification processes to identify children with SEND in all KHDA categories and in both KG1 and KG2

## 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	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	Good .
Assessment	Good .

## 4. Curriculum

KG	
Curriculum design and implementation	Good .
Curriculum adaptation	Good .

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

KG	
Health and safety, including arrangements for child protection / safeguarding	Very good ↓
Care and support	Good .

## 6. Leadership and management

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



## National Priorities

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for

### National Agenda Parameter



International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

## Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements):

- i) Governance and Leadership
- ii) Learning and Intervention.
- iii) Personalisation

- Leaders and governors are committed to raising the achievement of Emirati children. They are in the early stages of implementing assessment systems which systematically track their progress in each of the core subjects.
- All groups of children, including Emiratis, are provided with opportunities to collaborate, make connections with other areas of learning. However, critical thinking is less evident and strategies to systematically develop verbal reasoning skills are not implemented.
- Although the strengths and areas for development are identified for Emirati children, assessments are not effectively used to personalise learning for them. The targets set are generic and lack the precision needed for teachers and children to be able to identify and implement their next steps in learning.

**The Kindergarten's provision for raising the achievement of Emirati children meets expectations**

### Social Studies

- UAE social studies learning outcomes are fully integrated with the MoE curriculum. They are planned for both levels with meaningful cross-curricular links.
- Teachers demonstrate secure knowledge of their subjects. They plan appropriate engaging lessons and provide environments where children can meet learning expectations.
- Children confidently share their prior knowledge and understanding. They use learning technologies to make some connections between areas of learning.
- Assessments are consistent, and are linked to the UAE social studies curriculum standards to provide appropriate measures of children's progress.

**The Kindergarten's implementation of the UAE social studies programme is developing.**


### Innovation in Education

- Children are beginning to develop their skills of innovation. For example, during an explorer day, children find out how to use recyclable material to design creative objects.
- The KG is beginning to develop children's work ethic beyond the classroom. Children are involved in growing plants and vegetables for subsequent sale as an enterprise project.
- The use of learning technologies by teachers and children is evident. However, opportunities for children to work independently are not frequent or embedded in lessons.
- The curriculum is adapted to provide a few innovation opportunities for children. Children can participate in local charitable projects.
- Leaders report that the new board of governors are keen to support the KG in its ambition to promote a culture of innovation and embed the use of learning technologies in all lesson.

**The Kindergarten's promotion of a culture of innovation is emerging.**

## Main inspection report

### 1. Students' achievements


		KG
Islamic education 	Attainment	Good
	Progress	Good

- The majority of children in KG 2 show good attainment. Children's attainment is particularly strong in memorising short verses from the Holy Qur'an.
- In lessons, children can appropriately recall key information about Prophet Mohammad (PBUH) and his early life. Children are increasingly developing their knowledge and application of etiquette in Islam, and they begin to make reasonable connections to their own lives. The majority of children have good, age-appropriate knowledge of supplications.
- Provision for improving children's memorisation of the Holy Qur'an is leading to a positive impact on their achievement. Overall, children's attainment and progress is broadly similar to last year.

#### For development

- Provide interesting opportunities for children to discuss what they learn in Islamic education.




KG		
Arabic as a first language 	Attainment	Good
	Progress	Good

- The majority of children in KG 2 demonstrate good language skills. Children's listening skills are stronger than speaking, reading and writing.
- Children understand spoken Arabic very well, including classical Arabic. They are familiar with most Arabic letters. Children's comprehension skills are developing well, they are able to reflect on their understanding of their favourite stories and identify important details.
- Children's communication skills are improving and more children are responding using sentences. As a result of the provision of guided reading time in the library, children's reading abilities are developing well. However, they make slower progress in applying their writing skills.

#### For development


- Provide more opportunities for extended speaking and writing.

KG		
English 	Attainment	Good
	Progress	Good

- Children enter the KG with limited English skills. Over time, most children make rapid progress in English, and by KG2 attainment is good. Children contribute to discussions using single words in KG 1 and short phrases in KG2.
- Children use well-developed speaking skills by KG2 to communicate their thinking, emotions and needs. Most children can identify letters and their sounds and write them accurately.
- The English curriculum is now aligned to the MoE standards. Lesson plans feature the scope and sequence of English skills acquisition. Children are better at oral communication skills, but reading and thinking skills are not as strong.

#### For development


- Provide opportunities for children to read extensively and talk about what they have read.

KG		
<b>Mathematics</b> 	Attainment	Good
	Progress	Good

- Attainment and progress in mathematics are strongest when children are able to apply their knowledge of number in a range of different contexts, particularly in KG1. Opportunities for children to assess their understanding of mathematical concepts are less frequent, and as a result less effective.
- Connections between mathematics and other areas of learning is a strength. Many opportunities are provided for children to extend their mathematical vocabulary including in physical education and other subjects.
- Learning technologies have recently been introduced into mathematics and are being deployed effectively to support learning. Although there is a focus on using data from assessments in mathematics to identify children's starting points, the data has not been systematically analysed to provide the precise level of challenge required for each group of students.

#### For development

- Provide opportunities in every lesson for children to identify what mathematical skills they have developed, the knowledge they have learned and what their next steps in learning are.

KG		
<b>Science</b> 	Attainment	Good ↑
	Progress	Good

- In both KG1 and KG2, children are provided with opportunities to investigate and explore scientific concepts. As a result, they develop skills and acquire good knowledge. This is stronger in lessons where the knowledge is directly related to what is being investigated.
- Children develop scientific vocabulary well and are provided with opportunities to observe and make predictions. However, they do not consistently complete the investigative process and are therefore less effective at measuring and recording their findings.
- The implementation of the new curriculum has enabled children to attain at a higher level in science. However, the investigations do not directly relate to the scientific concepts being taught. As a result, not all children have a full understanding of all aspects of the investigative process.

#### For development

- Increase the opportunities for children to scientifically, measure and record their findings from investigations.
- Enable children to ask scientific questions and make predictions prior to investigations.

## Learning Skills

KG

Good

- Children are genuinely interested in learning and enjoy taking part in the activities provided by their teachers. They take increasing responsibility for their own learning and can work productively inside the classroom and in the learning corners.
- Children make clear, and sometimes meaningful, connections between areas of learning and relate these to their understanding of the world. They use resources sensibly to support their work and are encouraged to find things out for themselves.
- Children benefit from a newly introduced reflection time and a 'Young Thinkers' programme. They are in the early stages of using learning technologies to support their learning.

## For development

- Help children understand the areas of learning that require improvement and how they might succeed in doing so.

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

## Personal development

KG

Very good

- Children have positive and responsible attitudes. They work together to resolve differences and showcase very positive behaviour. Children are self-disciplined, help each other and are sensitive to the needs and differences of others. In classes, children work carefully to complete tasks.
- Relationships between children and staff are considerate and respectful, resulting in a very caring environment. The monitoring of the attendance of children will benefit from a more rigorous and effective reporting system.
- Parents are regularly involved in the health education program of the KG. Attendance levels across KG1 and KG2 remain acceptable.

<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<p><b>KG</b></p> <p><b>Very good</b></p> <ul style="list-style-type: none"> <li>Children's awareness and knowledge of the UAE is stronger than their knowledge of the wider world.</li> <li>Across the KG, children demonstrate a very good, age-appropriate understanding of Islamic values. Children's pride in their own culture and country is very evident. In the morning assembly, children's sing the national anthem enthusiastically and provide detailed information about the UAE.</li> <li>The KG's daily assembly is strengthening children's knowledge of the UAE. However, children have too limited exposure to other cultures or the wider world.</li> </ul>
<b>Social responsibility and innovation skills</b>	<p><b>KG</b></p> <p><b>Good</b></p> <ul style="list-style-type: none"> <li>Most children have a positive attitude to their work. They enjoy taking part in a wide range of projects when they are given the opportunity. These have included projects in waste recycling and growing vegetables.</li> <li>Children work hard to succeed; they keep trying when they are finding something difficult. They value the adults who take care of their needs, the opportunities and the facilities that they have and in turn they take good care of their KG.</li> <li>Appropriate to their age, children have an awareness of wider environmental issues. They understand the importance of taking care of valuable resources, including water and electricity.</li> </ul>
<p><b>For development</b></p> <ul style="list-style-type: none"> <li>Provide children with opportunities to enrich their knowledge of other cultures and the wider world.</li> <li>Develop children's self-reliance, particularly in KG2.</li> </ul>	



### 3. Teaching and assessment

	KG
Teaching for effective learning	Good

- The majority of teachers have secure subject knowledge and understanding of how young children learn. This is most evident in mathematics and English lessons. They use resources effectively, to provide clearly defined activities for different groups of children.
- Lessons are effectively planned with well-defined learning outcomes but not always well implemented. Direct teaching to a whole group is still dominant with effective differentiation in the better lessons. Teachers do not sufficiently encourage children to reflect on their own learning.
- Most teachers use questioning effectively to check children's understanding of lesson content, but miss opportunities to engage children using their own interests as a starting point to learning.

	KG
Assessment	Good

- In almost all subjects, internal assessments take place three times a year. These are linked to the school's curriculum standards to measure children's progress. Based on assessment results, children are placed in group levels by ability.
- Assessment is not consistently applied in day-to-day routines. Enrichment plans are in place for the most able children, but teachers do not have precise strategies for measuring progress during lessons.
- Baseline assessment is in place. In Arabic, teachers compare children's results to measure progress between group levels. Across the subjects, baseline assessment information is not consistently used to monitor children's progress.

#### For development

- Provide focused oral feedback, and help children reflect on their learning.

#### 4. Curriculum

	KG
<b>Curriculum design and implementation</b>	<p><b>Good</b></p> <ul style="list-style-type: none"> <li>The curriculum has a clear rationale based on the MoE standards. Continuity and progress of the curriculum is evident. However, the school has not received MoE resources, teacher guide books, and assessment tools preventing them from fully developing all aspects of the curriculum.</li> <li>Children choice is most evident in the learning centres where children can choose interest-based activities based on the learning objective of the day. Cross-curricular links and real world application are not seen in all lessons.</li> <li>While the KG has reviewed, and enhanced the curriculum, most new programmes have not been embedded nor impacted on improved outcomes for all groups of children.</li> </ul>
<b>Curriculum adaptation</b>	<p><b>Good</b></p> <ul style="list-style-type: none"> <li>Although teachers plan to meet the learning needs of all children, the implementation of lesson plans are not effective in some classes. Children who are non-English speakers on entry in KG1 are provided with strategies to suit their limited English proficiency.</li> <li>The KG initiates projects to stimulate children's awareness of their community and people's needs through charitable contributions. Innovation is emerging, with plans to develop children's creativity and thinking.</li> <li>In most classes, links to the Emirati culture and values enrich children's understanding and appreciation for the UAE. There is suitable provision for Arabic as a first language, and the Arabic curriculum is linked with English and other subjects.</li> </ul>
<b>For development</b>	<ul style="list-style-type: none"> <li>Obtain and implement the MoE curriculum guides.</li> </ul>

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

	KG
Health and safety, including arrangements for child protection / safeguarding	<p>Very good ↓</p> <ul style="list-style-type: none"> <li>The KG has rigorous procedures for the safeguarding of children and provides a very safe, hygienic and secure environment. Buildings and equipment are very well maintained and the KG's promotion of healthy living permeates almost all aspects of school life.</li> <li>Supervision of children is highly effective at all times. However, children spend a considerable amount of time traveling on the buses. This affects their readiness for learning.</li> <li>The KG is improving the accessibility of the premises and facilities for all children. However, the open sand play areas are not fully maintained and compliant with health and safety requirements.</li> </ul>
Care and support	<p>Good</p> <ul style="list-style-type: none"> <li>The KG has been successful in establishing positive relationships between staff and children. The ethos is one of care and concern for each child. As a result, behaviour is well managed and promotes a strong culture of learning.</li> <li>Although children with additional needs and those who are gifted and talented are generally well identified, they are not consistently supported nor provided with the requisite level of challenge to support a higher level of achievement.</li> <li>Whilst the KG works closely with the Learning Development Centre to identify children with SEND, teachers do not prioritise their learning needs and make the necessary adjustments to teaching to meet them.</li> </ul>
For development	<ul style="list-style-type: none"> <li>Implement a rigorous sign-in procedure for all visitors and use effective risk-assessment procedures for KG visits.</li> <li>Set learning targets for children with SEND and those who are gifted and/or talented and monitor their implementation in all subjects.</li> <li>Match tasks in lessons to the learning needs of all groups of children, but particularly those with SEND and those who are gifted and/or talented.</li> </ul>

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Acceptable

- The school is in the early stages of implementing all aspects of the inclusion agenda. Although the SENCo is fulfilling the role of the Inclusion Champion, she is not supported sufficiently, nor held to account by governors.
- Whilst identification procedures are implemented, not all children with SEND are identified accurately. In addition, there is no ongoing identification nor are the interventions that follow, directly related to children's learning needs.
- Although the parents of identified children are appreciative of the support the school provides for their children, communication is not always clear. Parents are not routinely involved in developing the individual educational plans (IEPS), or provided with information to help their children at home.
- The use of assessment information to adjust teaching and modify the curriculum is not sufficient. Teachers have not received training which enables them to match teaching to meet the needs of children and be closely involved in the identification process.
- Identified children make similar progress to their peers. However, the identification process, target setting and monitoring systems do not sufficiently support the accurate measurement of their progress. The targets set generally focus on personal development and not on overcoming barriers to learning.

### For development

- Strengthen the identification processes to identify children with SEND in all categories.
- Involve parents in the process of identification, developing IEPS, setting learning targets and identifying strategies which remove barriers to learning for their children.
- Provide professional development for teachers to use assessment information which will enable them to adjust their teaching and monitor the progress of children with SEND.



## 6. Leadership and management

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




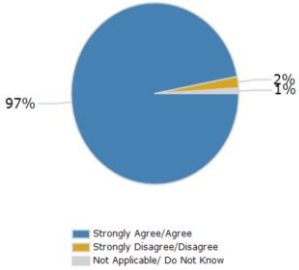
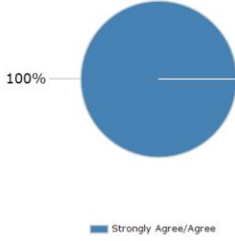
- Senior leaders, including the vice principal, discharge their duties capably and the KG continues to develop steadily. The KG has made some, limited progress in addressing the recommendations from the previous report. There is not yet in place a compelling vision for school improvement beyond continuing to be a good school.
- Although there is now a clearer link from self-evaluation to improvement planning, the leadership of the school has not developed comprehensive action plans. In addition, milestones and robust monitoring of progress against set targets are not in place.
- Parental partnerships remain impressive and effective. Parents are both involved and involve themselves in aspects of learning and in the many community-based activities set up by the KG. Reports home regarding children's progress are provided frequently and are easily understood and appreciated by parents. The parents' council are an active body that works alongside the board of governors and the principal in support of the school.
- The new board of governors is not fully constituted. Governors are aware that they need to be actively involved in self-evaluation and improvement planning. They have not addressed the lack of senior leadership personnel to both maintain and to improve upon current standards.
- The KG runs smoothly on a day to day basis. All teachers are graduates and understand the core principles of early childhood education. They benefit from regular and well-targeted in-house training and support. Classroom resourcing is impressive, allowing for a broad range of learning activities to be planned for.




### For development

- Leaders and the newly formed governing body should articulate and share a clear vision for the future with all stakeholders.
- Develop a comprehensive, ambitious, medium-term action plan for rapid improvement.

## The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.

 <b>Students</b> No. of responses = 0	 <b>Parents</b> No. of responses = 86	 <b>Teachers</b> No. of responses = 12
Not Applicable	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <p>97% 2% 1%</p> <p>Strongly Agree/Agree Strongly Disagree/Disagree Not Applicable/ Do Not Know</p>	<p>Overall, I am satisfied with the quality of education at my school</p>  <p>100%</p> <p>Strongly Agree/Agree</p>

 <b>Students</b>	Not applicable
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Almost all parents who responded to the survey, are highly supportive of the KG and are positive about all aspects of provision. They are particularly pleased with the good levels of care and support their children receive and the progress they are making across all subjects. Inspection findings support these observations.</li> </ul>
 <b>Teachers</b>	<ul style="list-style-type: none"> <li>Teachers who returned the survey, are overwhelmingly supportive of the work of the KG. They feel strongly that the KG provides well for all children who go on to make good progress and that they are also well cared for. They report being happy in their work. Inspection findings support these observations.</li> </ul>

### 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](mailto:inspection@khda.gov.ae)