

# Inspection Report



## Ambassador Kindergarten 2014-2015



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## School information



### General information

Location	Al Mankhool
Type of school	Private
Opening year of school	2012
Website	www.ambassadorkg.com
Telephone	04-3799333
Address	12C Street Mankhool, Bur Dubai, 126924
Principal	Parita Hemal Patira
Language of instruction	English
Inspection dates	13 <sup>th</sup> -15 <sup>th</sup> October 2014



### Children

Gender of children	Boys and Girls
Age range	3-5
Grades or year groups	KG1 - KG2
Number of children on roll	293
Number of children in Pre-K	0
Number of Emirati children	0
Number of children with SEN	15
Largest nationality group of children	Indian



### Teachers / Support staff

Number of teachers	12
Largest nationality group of teachers	Indian
Number of teacher assistants	12
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	46%



### Curriculum

Educational Permit	Indian
Main Curriculum / Other	ICSE
Standardised tests / board exams	N/A
Accreditation	N/A

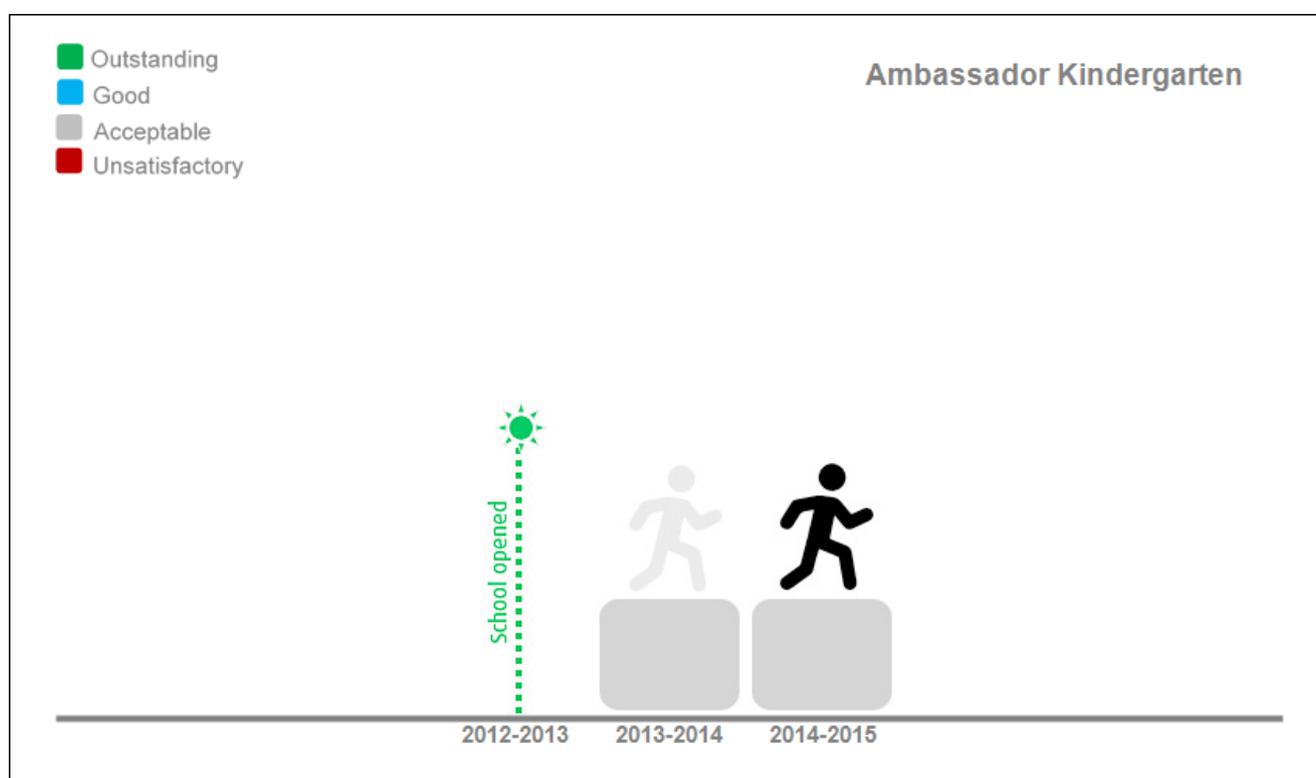




Dear Parents,

Ambassador Kindergarten was inspected by DSIB from 13<sup>th</sup>-15<sup>th</sup> October 2014, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in three key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, 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 a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### **Strengths**

- There were well qualified teaching assistants.
- Children enjoyed a wide range of interesting learning experiences and opportunities.
- The school looked after children and staff very well.
- Children appreciated other cultures and demonstrated good Islamic values. They were aware of the heritage and culture of the United Arab Emirates.

### **Areas for improvement**

- Improve the design of the curriculum in mathematics and science, to develop children's research and investigation skills.
- Ensure teachers plan activities that help children accelerate in their learning and, in doing so, accurately assess how children learn and the progress they make in lessons.
- Ensure senior leaders check how well teachers' measure and monitor children's learning in relation to the progress they make in lessons.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your children's school.

Yours sincerely,

**Dubai Schools Inspection Bureau**  
**Knowledge and Human Development Authority**

## A closer look at Ambassador Kindergarten



### How well does the school perform overall?

Overall, Ambassador Kindergarten provided an **Acceptable** quality of education for its children.

- Children made good progress in developing their speaking, listening, reading and writing skills. The majority could read and write simple words correctly. In mathematics, children could count and sequence numbers to 20 and most of them were able to use simple mathematical vocabulary to talk about size, weight and length. Children made progress in developing their knowledge of scientific facts and were developing an understanding of life and growth cycles. Children enjoyed learning and worked well together. Although learning technologies were used occasionally, there were not enough electronic resources for children to have regular access to this type of learning experience.
- Most children behaved well, were polite and listened carefully to their teachers. Children were active in helping to care for their school and the environment.
- Teachers planned a range of activities that were interesting to children. However, these activities did not always meet children's learning needs and lacked the levels of challenge they needed to do their best.
- The school had developed an interesting and imaginative curriculum which included additional lessons for Arabic and swimming. The different areas of children's learning and development were linked together well and provided opportunities for children to learn in different ways.
- The school had effective procedures to protect children from harm, including protecting them from bullying and the potential dangers of the internet.
- School leaders were strongly committed to improving the school but their monitoring of the quality of teaching and learning was not always accurate or rigorous.
- Of those who responded to the DSIB survey, almost all parents were happy with the quality of education the school provided and confirmed that their children enjoyed school. Parents were welcomed into the school as partners in their children's learning and there were good links with other community schools to help children take the next steps in their learning.

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



- Leaders were committed to providing a good education for children with special educational needs. For example, they had appointed a dedicated special needs coordinator and a generous number of well-qualified teaching assistants.
- Children with special educational needs were identified and supported, but learning resources and activities were not always adapted to ensure they made the same rate of progress as other children.
- When considering their starting points, the majority of children with special educational needs made acceptable levels of progress.

## 1. How good are the children's attainment, progress and learning Skills?

		Kindergarten Stage
 Islamic Education	Attainment	Not Applicable
	Progress	Not Applicable
 Arabic as a First Language	Attainment	Not Applicable
	Progress	Not Applicable
 Arabic as an Additional Language	Attainment	Not Applicable
	Progress	Not Applicable
 English	Attainment	Good
	Progress	Good
 Mathematics	Attainment	Acceptable
	Progress	Good
 Science	Attainment	Acceptable
	Progress	Acceptable
		Kindergarten Stage
Learning skills		Good

↑ Improved from last inspection

↓ Declined from last inspection

## 2. How good is the children's personal and social development?

	Kindergarten Stage
Personal responsibility	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good
Community and environmental responsibility	Good 

## 3. How good are teaching and assessment?

	Kindergarten Stage
Teaching for effective learning	Acceptable
Assessment	Acceptable

## 4. How well does the curriculum meet the educational needs of all children?

	Kindergarten Stage
Curriculum quality	Good
Curriculum design to meet the individual needs of children	Acceptable

## 5. How well does the school protect and support children?

	Kindergarten Stage
Health and safety	Good
Quality of support	Acceptable

## 6. How good are the leadership and management of the school?

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



## Overall school judgement

**Acceptable**

## Key strengths

- The well qualified teaching assistants were deployed in all classes.
- The curriculum was enriched through a wide variety of additional learning experiences.
- Children appreciated other cultures and demonstrated good Islamic values. They were aware of the heritage and culture of the United Arab Emirates.
- Effective systems ensured the health and well-being of all children and staff.

## Changes since the last inspection

- Children's involvement in the community and environment had improved.

## Recommendations

- Raise attainment in mathematics and science so children reach standards that are in line with international benchmarks by:
  - challenging children to do their best in relation to their abilities and starting points
  - providing regular activities which develop children's research and investigation skills, including their use of learning technologies.
- Improve the quality of teaching by ensuring teachers' accurately assess children's learning and progress in lessons, and use this to plan appropriate and challenging activities and tasks.
- Improve the effectiveness of school leaders by:
  - ensuring self-evaluation is accurate
  - rigorous and systematic monitoring of the quality of teaching and the impact of this on children's progress in lessons and over time
  - providing opportunities for high quality professional learning and staff training.

 Improved from last inspection

 Declined from last inspection

## 1. How good are the children's attainment, progress and learning Skills?

Kindergarten Stage		
Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Acceptable	Good
Science	Acceptable	Acceptable

- Children made good progress in developing their speaking, listening, reading and writing skills. All children could write and spell simple words correctly. Their handwriting was neat and clear, and they formed their letters well. The majority of children could read words and short sentences, and were able to sound out basic words they did not know.
- In mathematics, Kindergarten 1 children made good progress from low starting points. By the end of Kindergarten 2, most children could count and sequence numbers to 20. They used everyday language to talk about size, weight and capacity. A few children used mathematically related vocabulary such as taller, shorter, full, empty, and half-empty. Children could draw and cut out 2 dimensional shapes but very few were able to label shapes or use mathematical language to describe their properties. Children were less confident with data handling, weighing objects using non-standard units of measure, halving and doubling numbers and adding and subtracting single digit numbers.
- In science, children demonstrated an acceptable knowledge of the environment, living things and the growth cycle. Their understanding and ability to make predictions and explain why changes occur without the support of an adult was less developed. Children were developing the confidence to explore and investigate.

Kindergarten Stage	
Learning skills	Good

- In the majority of lessons, children were keen and ready to learn.
- They worked well with others and shared resources happily.
- When asked to, children worked well independently but this did not happen frequently.
- In the best lessons, children were encouraged to reflect on their own work and they tried hard to improve.

## 2. How good is the children's personal and social development?

	Kindergarten Stage
Personal responsibility	Good
<ul style="list-style-type: none"> <li>Children were respectful, polite and courteous to adults and their peers. They demonstrated positive attitudes to learning, participated well in lessons and took pride in their work.</li> <li>The majority of children behaved well in lessons and when moving around school. A few children had not developed self-discipline and required regular reminders from adults of what was expected of them.</li> <li>There was some minor disruption when teaching did not fully engage children. Occasionally, this behaviour impacted on the quality of learning and slowed children's progress.</li> <li>Children knew about healthy food choices and the benefits of being active. They knew how to care for their teeth and the importance of hand hygiene.</li> <li>Attendance was good. Most children arrived on time for the start of the school day.</li> </ul>	
	Kindergarten Stage
Understanding of Islamic values and awareness of Emirati and world cultures	Good
<ul style="list-style-type: none"> <li>Children's understanding of the impact of Islamic values on their life was good. For example they knew the difference between right and wrong, could describe places of worship and different traditions in Dubai.</li> <li>They understood wider world cultures through studying clothes, food and multicultural celebrations.</li> <li>Children showed a good level of knowledge and respect for the Emirati culture.</li> </ul>	
	Kindergarten Stage
Community and environmental responsibility	Good 
<ul style="list-style-type: none"> <li>Children were positively involved in the community. For example, they collected money for a national charity.</li> <li>Children were enterprising; they collected paper for recycling and had created a herb garden.</li> <li>Teachers effectively raised children's awareness of the importance of taking care of their own environment and the world they live in.</li> </ul>	

### 3. How good are teaching and assessment?

	Kindergarten Stage
Teaching for effective learning	Acceptable
<ul style="list-style-type: none"> <li>Teachers had secure subject knowledge and most teachers demonstrated a good understanding of how young children learn. The teaching of the sounds that letters make (phonics) was a strength.</li> <li>Teachers planned some engaging lessons but the activities did not always enable children to make sufficient progress in relation to the lesson objective and expected learning outcomes. Teachers made good use of the resources available to motivate children and engage them in learning.</li> <li>High quality communications and effective relationships between the teachers and teaching assistants meant that children were generally well supported in their learning.</li> <li>Not all learning was carefully matched to the meet the different needs of children, particularly the most able who were not always challenged sufficiently. This hindered their progress in some lessons.</li> <li>There were too few opportunities for children to find things out for themselves, research and investigate, and use learning technologies to help them learn.</li> </ul>	

	Kindergarten Stage
Assessment	Acceptable
<ul style="list-style-type: none"> <li>Internal assessment data was used to modify the curriculum in order to cater for the needs of all children, particularly those with special educational needs. Teachers knew the children well but did not consistently use on-going assessments to modify their daily teaching plans.</li> <li>Assessments generally focused on what teachers observed children doing and not on the children's level of understanding.</li> <li>The school analysed the results of children's assessments to compare against other international expectations. However, these assessments were not always accurate and the leaders did not have a secure view of children's overall attainment.</li> <li>Children's individual progress was tracked against age related curriculum expectations but assessments were not moderated and progress data was insecure.</li> <li>Children's individual portfolios were not always dated or annotated by teachers to state what children knew, understood or could do.</li> </ul>	

#### 4. How well does the curriculum meet the educational needs of all children?

	Kindergarten Stage
Curriculum quality	Good
<ul style="list-style-type: none"> <li>• A clear curriculum rationale ensured children benefited from a good range of age appropriate activities which engaged them well in their learning. There was a strong focus on the promotion of literacy, and the planning of the teaching of phonics was particularly strong.</li> <li>• In mathematics and science lessons, there was an over-emphasis on children gaining knowledge rather than on problem solving or research and investigation.</li> <li>• The school liaised effectively with the neighbouring schools to plan for progression and continuity in children's next stages of learning.</li> <li>• A varied programme of visits to places of special interest and additional lessons, such as Arabic and swimming, enriched children's learning experiences. This contributed well to developing children's interests and enhanced their learning and development.</li> <li>• Cross-curricular links, particularly those related to literacy, were well planned. Regular opportunities were taken in all lessons to promote children's personal development.</li> </ul>	

	Kindergarten Stage
Curriculum design to meet the individual needs of children	Acceptable
<ul style="list-style-type: none"> <li>• Some adaptation was made to the curriculum to meet the needs of children with different abilities, but this was not consistent or effective in all lessons.</li> <li>• Lessons such as Arabic, yoga, dance and swimming provided some opportunities for children to fulfil their talents and interests.</li> <li>• There were some useful partnerships with other organisations, such as the Emirates Environmental Group, which had a positive impact on children's personal development.</li> </ul>	

## 5. How well does the school protect and support children?

	Kindergarten Stage
Health and safety	Good
<ul style="list-style-type: none"> <li>The school took good care of its children. It had effective procedures for protecting children, dealing with bullying and the potential dangers of the internet.</li> <li>Good systems and procedures, operated consistently by staff, provided good levels of security and safety on the school buses and on the school site. However, the open access to the swimming pool posed a potential danger to children's safety.</li> <li>The school had good systems in place for recording any health, safety and well-being concerns and incidents, as well as the actions taken as a result.</li> <li>The buildings were safe, clean and provided a good environment for learning.</li> <li>Children developed a good understanding of healthy food choices and lifestyles.</li> </ul>	

	Kindergarten Stage
Quality of support	Acceptable
<ul style="list-style-type: none"> <li>Relationships between adults and children were positive.</li> <li>The school had effective systems for managing punctuality and attendance.</li> <li>Systems for identifying the needs of children with special educational needs were acceptable as was the support provided to them.</li> <li>Although staff knew children well, assessment systems were not always detailed enough to ensure children's needs were accurately identified and appropriate levels of support provided.</li> <li>Staff were sensitive, considerate and caring. When planning children's learning, they paid particular attention to developing their personal, social and emotional development.</li> </ul>	

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

	Overall
The overall effectiveness of provision for children with special educational needs	Acceptable
<ul style="list-style-type: none"> <li>Leaders had invested in the recruitment of a dedicated special needs coordinator and generous numbers of well-qualified teaching assistants. Through effective training and professional development arrangements teachers had been trained to support children with special educational needs.</li> <li>Although children were supported in lessons, learning activities were not always adapted to meet their individual needs. This hindered the progress some children made in their lessons.</li> </ul>	

- The majority of parents were pleased with the communication, support and guidance provided by the school. This helped them to be involved in their children's individual learning programme and they were kept informed of their children's development.
- When considering their starting points, the majority of children with special educational needs made acceptable levels of progress.

## 6. How good are the leadership and management of the school?

	Overall
<b>The effectiveness of leadership</b>	Acceptable
<ul style="list-style-type: none"> <li>• The new Principal had not been in post long enough to set a clear direction or vision for improving the school.</li> <li>• Senior and middle leaders demonstrated a good understanding of their roles and responsibilities. They were aware of the need to develop consistently good teaching practice in all subjects throughout the school. Leaders demonstrated the necessary capacity to make further improvements.</li> <li>• Through good relationships and effective communications, all staff showed allegiance to the school aims and ethos.</li> <li>• Leaders were not accurate in their monitoring of the quality of teaching and learning.</li> </ul>	

	Overall
<b>Self-evaluation and improvement planning</b>	Acceptable
<ul style="list-style-type: none"> <li>• A range of processes was being used to support the school in measuring its performance. The school action plan addressed the recommendations of the previous inspection and school leaders had begun to make some progress in bringing about the required improvements.</li> <li>• Performance management systems were in place but staff training needs were not always accurately identified.</li> <li>• Checks on the accuracy of teachers' assessments were undertaken but were not rigorous to ensure that the data used in self-evaluation processes provided a clear picture of the school's strengths and weaknesses.</li> <li>• Limited progress has been made in addressing all the recommendations of the previous report.</li> </ul>	

	Overall
<b>Parents and the community</b>	Good
<ul style="list-style-type: none"> <li>• Parents were welcomed into the school to play a part in their children's learning and many responded positively.</li> <li>• Information provided to parents through newsletters, termly reports, and electronic communications provided a good overview of what children were learning. The end of year reports evaluated children's attainment.</li> <li>• The school was active in seeking feedback from parents to inform school developments.</li> <li>• There were good links with the schools to which children transfer after Kindergarten. Well established community links benefited children's personal development and promoted the role of the school within the community.</li> </ul>	
	Overall

<b>Governance</b>	Acceptable
<ul style="list-style-type: none"> <li>• The Board of Governors had supported the school in addressing the issues from the previous inspection.</li> <li>• They had good systems for collecting the views of parents and had taken action to address parental concerns, for example the introduction of a new communication system. Parents confirmed this helped them to work more closely with their children in order to help them to learn and develop.</li> <li>• Governors too readily accepted reports from school leaders without challenge.</li> <li>• Despite some inaccuracies in data, reports by school leaders provided an overview of the quality of teaching and children's attainment and progress.</li> </ul>	

	<b>Overall</b>
<b>Management, staffing, facilities and resources</b>	Good
<ul style="list-style-type: none"> <li>• Leaders ensured the smooth running of the school on a day-to-day basis.</li> <li>• Good levels of staffing and clear roles and responsibilities led to effective organisational routines and procedures. Well-qualified teaching assistants added good value to provision in classrooms.</li> <li>• The purpose built school environment provided a wide range of additional spaces that were used to enhance the school curriculum. Staff made good use of the outdoor environment to extend children's learning experiences. All areas of the school were accessible to children with additional needs.</li> <li>• There was a good range of learning resources, although those used to support children's investigation and research skills were less evident. Resources to develop children's understanding of learning technologies were limited.</li> </ul>	

## What are the views of the Principal, parents, and teachers?

Before the inspection, the views of the Principal, 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		Percentage
 <b>Parents*</b>	<b>This year</b>	88	30%
	<b>Last year</b>	175	42%
 <b>Teachers</b>	12		100%
<ul style="list-style-type: none"> <li>• Of those who responded to the survey, almost all parents were happy with the quality of education the school provided and confirmed that their children enjoyed school.</li> <li>• Almost all parents felt that their children made good progress in English, mathematics and science.</li> <li>• Almost all parents were happy with their children's academic reports and how parents' meetings kept them informed about how their children were achieving.</li> <li>• A minority of parents did not feel that the school listened to parents or acted on their views.</li> <li>• All teachers agreed that inspection had led to improvements in their school and that children made good progress.</li> </ul>			

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

## 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

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