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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
Principal	Rashmi Nagendra
Language of instruction	English
Inspection dates	10 to 12 October 2016

Teachers / Support staff	
Number of teachers	20
Largest nationality group of teachers	Indian
Number of teaching assistants	12
Teacher-student ratio	1:10
Number of guidance counsellors	1
Teacher turnover	8%

Students	
Gender of students	Boys and girls
Age range	4 - 5
Grades or year groups	KG 1 - KG 2
Number of students on roll	257
Number of children in pre-kindergarten	NA
Number of Emirati students	0
Number of students with SEND	13
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	ICSE
External tests and examinations	NA
Accreditation	NA
National Agenda benchmark tests	NA



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.

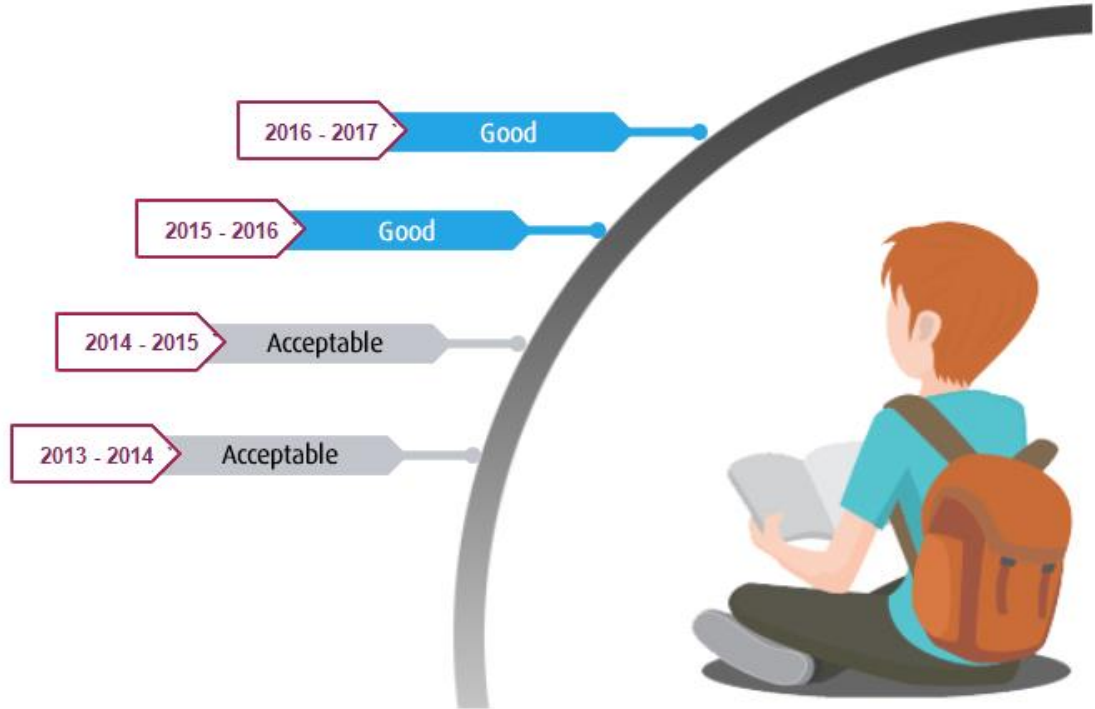
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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

Inspection journey for Ambassador Kindergarten LLC



- Ambassador Kindergarten has been growing steadily since it opened in 2012. Currently, the Kindergarten has 257 children, aged from four to five years; an increase of 29 children from the previous year. The principal has been in post since March 2014. Teacher turnover at the time of inspection was eight percent, compared to six percent the previous year.
- The two previous inspections have acknowledged strengths in children’s independence in learning, and more recently, the clear vision and professional leadership of the principal in driving forward improvements and raising children's achievements.
- Recommendations over the same period of time focused on the need for improvement in teaching to meet the needs of all children, and improving the accuracy and impact of monitoring and self-evaluation. The 2015-16 inspection findings indicated that the school needed to clarify the roles of the classroom support staff, and to develop the curriculum further by providing a detailed progression of expected outcomes in extra-curricular subjects.

Summary of inspection findings 2016-2017



Ambassador Kindergarten LLC was inspected by DSIB from 10 to 12 October 2016 . The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Children’s attainment in English, mathematics and science is good. Their progress in English is very good, and good in mathematics and science. Children are aware of the needs of others, working and playing alongside each other harmoniously. They quickly learn to negotiate with each other, solving disputes without adult intervention.
- Children’s personal and social development is a strength of the school. They enjoy their learning, and display very good behaviour and attitudes to learning. Children are kept safe by caring adults, and they are developing a good awareness of how to keep themselves safe. Their understanding of Islamic values and social responsibilities is very good.
- Both indoor and outdoor teaching activities are well planned by skilled staff. Activities are imaginative, engaging and of high quality. There is a good range of child-initiated learning, and children show confidence in making choices about their learning. However, equitable attention is not always given to all groups of children. Teachers use the assessment and tracking system well to plan activities that address gaps in children’s knowledge.
- The children are inspired by the curriculum, making links between different aspects of their learning. Phonics is well taught, and as a result, children have a positive attitude to reading. Modifications made to the curriculum for children with special educational needs and disabilities (SEND), are effective. Practical resources support children’s understanding.
- School leaders provide comprehensive training for all staff in safeguarding procedures. Records and arrangements for checking the suitability of staff to work with children are in place. Adults ensure there is a safe environment within which children are learning, to assess and manage risk for themselves. Teaching assistants and other supporting adults engage well with children at playtimes.
- Strong senior leadership has resulted in improvements to children’s academic outcomes, and their personal and social development. Governors share the high ambitions of the senior leaders and are committed to bringing about improvements. Governors have yet to accurately and regularly evaluate the school action plan to gain a better understanding of areas that require further improvement. Parents feel fully involved in the life of the school, and appreciate the high-quality facilities and resources.

What the school does best

- Children's very good progress in English, and their very good personal and social development.
- The very vibrant and attractive learning environment and the attention to keeping children safe.
- Senior leaders' ambitious vision, high expectations and determination in raising children's achievement.








Recommendations

- Improve the quality of teaching and learning, by ensuring sufficient and equitable attention is given to all groups of children, so that their progress is accurately monitored and assessed.
- Develop leadership capacity by empowering middle leaders, so they effectively contribute to school improvement.
- Ensure that governors regularly and accurately evaluate the work of the school and hold school leaders to account for the effective implementation of the action plan.

Overall school performance

Good

1 Students' achievement

		Foundation 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
Language of instruction 	Attainment	Not applicable
	Progress	Not applicable
English 	Attainment	Good
	Progress	Very good ↑
Mathematics 	Attainment	Good
	Progress	Good
Science 	Attainment	Good
	Progress	Good

		Foundation Stage
Learning skills		Good

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

Foundation Stage

Personal development	Very good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑
Social responsibility and innovation skills	Very good ↑

3. Teaching and assessment

Foundation Stage

Teaching for effective learning	Good .
Assessment	Good .

4. Curriculum

Foundation Stage

Curriculum design and implementation	Good .
Curriculum adaptation	Good .

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

Foundation Stage

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	Good .
Parents and the community	Very good ↑
Governance	Good .
Management, staffing, facilities and resources	Very good ↑

Main inspection report



1. Students' achievement

Foundation 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
Language of instruction	Not applicable	Not applicable
English	Good	Very good
Mathematics	Good	Good
Science	Good	Good

- In English, the majority of children attain levels above those expected. This is due to the very good progress they make through the school. In Kindergarten 1 (KG1) children have plenty of opportunities to involve themselves in a range of play activities, both inside and outside the classroom. This develops both their confidence and language skills. Children in Kindergarten 2 (KG2) extend these skills through well-planned reading and writing activities, and within small group discussions with their teachers. Children with SEND make good progress from their varying starting points.
- In mathematics, the majority of children attain levels above curriculum expectations. They are securely acquiring the key skills of counting, writing numbers, and measuring, because teaching focuses on ensuring children develop good conceptual understanding. Children are taught to use mathematical vocabulary correctly and precisely. As a result, they record their findings accurately, for example, '36 is 10 fewer than 46'. In KG2 children use these skills to perform simple addition and subtraction calculations, and are beginning to apply mathematical reasoning. As a result, they make good progress.
- The majority of children are developing their investigative skills and knowledge of science concepts beyond curriculum expectations. In KG1, children experiment with ways of filtering and cleaning water. In KG2, they are finding out about energy and forces related to moving objects. They ask questions and solve problems using their scientific knowledge in role-play activities, such as in building a solar house. Across the school, children make good progress in lessons and from their starting points.

Foundation Stage

Learning skills

Good

- Children work well independently and purposefully, on their own or in groups. They are motivated and enjoy learning through their varied play activities. They think about what they have learned and talk to their teachers about what they would like to learn next.
- Children work cooperatively and support each other in their activities. A few collaborate, to create a finished task such as KG2 creating a camp setting for their role-play corner. They have conversations with each other when at play, and are confident and fluent in talking to teachers and visitors to their classroom.
- Children use the skills they have learned in different settings. In particular, they are developing their understanding of how they can use science and mathematics together, for example when measuring and recording an experiment. They relate their knowledge of the surroundings in Dubai when constructing models or making collages.
- Children are enthusiastic about new projects. For example, they visit each other's classes with 'passports' to share information about countries of the world. They ask and answer thoughtful questions about their tasks, but do not always extend this to exploring new or different ways of performing their tasks. They use computers, tablets and other technology tools well, but within the limited availability to these in each class.

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

Foundation Stage

Personal development

Very good ↑

- Children have very positive attitudes to learning and interacting with others. They are eager to learn and enjoy achieving what they set out to do. They are respectful of classroom rules and take charge of routines such as leading assemblies and self-registration. They are confident and take care of their own belongings and the resources they use.
- Children exhibit poised and confident behaviour in all areas of the school. They exercise self-control and manage their own behaviour well. They treat each other with care and respect, and provide sensitive support for their more vulnerable peers. They are able to adapt their behaviour to different events, social situations and changes in routines.
- Children are confident in approaching teachers and adults in the school. A friendly atmosphere prevails at break times and during dispersal. Children support each other in group work, share resources fairly, and listen to each other's views. They take account of what others say and are able to resolve conflicts with other children, usually without adult intervention.
- Children have a good understanding of what constitutes a healthy lifestyle. They know that fruit and vegetables, along with exercise contributes to good health. They make appropriate choices about their safety. For example, they know tools and equipment have to be used safely.

- Levels of attendance are acceptable for children of this age. Staff model the importance of punctuality by starting lessons promptly.

Foundation Stage

Understanding of Islamic values and awareness of Emirati and world cultures

Very good ↑

- Children appreciate Islamic values, and how they impact on the world around them. They can talk about the importance of Friday prayer and going to the mosque. They recall their visit to the mosque in a very appreciative manner. They know Muslims should dress modestly and that visitors need to be respectful when in mosques. The linking of Islamic values to their own lives is steadily developing.
- Children demonstrate very high appreciation of Dubai, and describe it as beautiful, clean and safe. They identify the main features of UAE heritage, festivals and famous landmarks very well. They are able to greet in Arabic and speak a few words as well.
- Children demonstrate very good understanding of, and pride in, their own culture. For example, they enthusiastically talk about the Dussehra festival. They can talk about the basic facts of a few different countries, such as the language spoken. However, their exposure to, and understanding of, world cultures is not yet fully developed.

Foundation Stage

Social responsibility and innovation skills

Very good ↑

- Children make a very positive contribution to their school and local community through chosen activities and initiatives. They are actively engaged in raising funds for local charities. They visited a local school on the occasion of Eid, and exchanged gifts and goodwill. They are developing the spirit of charity and helping those less fortunate than themselves.
- Children display a strong work ethic. They participate eagerly and persevere in their activities till they achieve their target. Although they take the initiative, and independently choose activities and resources, they are not yet fully secure enough to develop creative ideas and initiate their own projects.
- Children demonstrate very good awareness, care and concern for living things and the environment. They know that turning off taps and lights when not in use saves water and energy. They eagerly take part in the many activities on offer, such as recycling newspapers, taking part in the Eco club, and celebrating 'Green Day' and 'World Environment Day'.

3. Teaching and assessment

Foundation Stage

Teaching for effective learning

Good

- Teachers have good subject knowledge, and a good and secure understanding of how young children learn. This helps them in introducing new content in a meaningful and interesting context. Classrooms are lively and busy environments. Children have easy access to all learning materials and consequently gain independence in learning.
- Lessons are well planned and match the needs of most children. Teachers engage children in a broad range of interactive, lively whole class activities. However, sufficient and equitable attention is not always given to all groups of children.
- In most classes, teachers use questioning to advance learning, as well as to recap what has already been learnt. Adults model good language skills, and create a rich and stimulating environment that encourages the development of children's speaking and listening. This helps all children, especially those who speak English as an additional language, to make strong progress with their learning.
- Children work in small groups with an adult and independently, to promote particular aspects of language. Group sessions are very effectively managed and transitions from one activity to another are very well handled. This very good organisation results in almost no learning time being lost. During the inspection, children were observed reading independently and in pairs, enjoying and enhancing their reading skills.
- Children enjoy working with their friends, exchanging ideas and developing a love of learning. This is as a result of very good modelling of clear expectations for learning from all adults. In independent learning situations, children are encouraged to find answers to questions, and are beginning to solve problems as a result of appropriate questions being asked.

Foundation Stage

Assessment

Good

- Teachers and assistants record children's progress against the planned curriculum. They include this information in children's individual profiles, which are shared with parents. The daily assessment of all children's progress, and the identification of their next steps in learning, are at an early stage.
- The school uses the Early Years Foundation Stage (EYFS) standards as an effective benchmark of expectations of achievement. It does not use other external assessments to support evaluations.
- The school collates monthly, termly and annual assessments against curriculum expectations. Leaders make effective use of this data to check attainment and progress for each child, class and year group. Boys and girls are also separately compared to identify any trends.
- Teachers make good use of assessments to plan lessons and adapt curriculum activities. They are attentive to most group and individual needs and plan varied learning pathways.

- Teachers know their children well, and are skilful in adapting learning to their needs. They give feedback and listen to children's views about their learning to support them individually.

4. Curriculum

Foundation Stage

Curriculum design and implementation

Good

- The curriculum is underpinned by child-centered play and inquiry methods, which contribute to the all-round development of the child. Children are encouraged to explore their world through a well-managed balance of free and more planned activity, in a stimulating environment. Staff are beginning to ensure an increasing focus on the development of both knowledge and skills.
- Lessons are built on children's prior knowledge, interests and experiences. They include opportunities for independent learning and free choice. Teachers make effective use of play activities such as sand and water to extend children's learning, thinking and observational skills. Most children are well prepared for the next stage in learning.
- Children benefit from curricular options, within and outside the classroom, that develop their talents and interests. For example, children can choose to learn in the role play area or creative corner. Some subjects, such as music, dance and yoga are taught by subject specialists with well-resourced and specific resources. Children can also choose to attend sport or art sessions after school.
- Most of the subjects taught in the early years are meaningfully connected, such as language development into numeracy lessons. The recently introduced 'Life Skills' lessons enable children to learn skills relevant to their own lives. This initiative has yet to be embedded across all areas of learning.
- The curriculum is reviewed regularly, supported by the analysis of data. It is then modified accordingly with a focus on curriculum expectations for children. As a result of a recent review, the school incorporated life skills, global awareness and sensory activities into the curriculum.
- The school has introduced UAE social studies in KG1. This is taught in English and Arabic, once a week, in order to develop both languages. The curriculum encourages children to learn about Emirati heritage, and its importance in UAE society. The good subject knowledge of the teacher enables enjoyable learning experiences, which engage the large majority of children. Portfolios of children's work are maintained, but these are not yet assessed to determine the extent to which children make progress.

Foundation Stage

Curriculum adaptation

Good

- Modifications to the curriculum are made to meet the needs of the majority of the children. In English and mathematics, different tasks and resources are provided so that all groups of children are engaged and motivated.
- The curriculum is designed to engage the majority of children. Although some teachers use whiteboards to enhance teaching, opportunities for children to use learning technologies are limited. Extra-curricular activities and links with the community, such as visits to a nearby school, shops and mosques, benefit children's academic, personal and social development.
- Engaging learning activities help enhance children's understanding of the UAE's culture and society through the programme for social studies.
- Arabic is taught for 40 minutes once a week for both KG1 and KG2 children, alongside UAE social studies. Teachers has good subject knowledge. Lessons are predominantly taught in a teacher-led interactive way followed by activities for reinforcement.

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

Foundation Stage

Health and safety, including arrangements for child protection / safeguarding

Very good ↑

- The school has clear and detailed policies to ensure the safety and protection of children. All staff receive training in child protection and know what to do if they think children are at risk. Children are also helped to understand how to be safe and when they should ask for help.
- The school nurse and visiting doctor give very good medical support to children. They keep parents well informed of any treatment given in school. They monitor any accidents and share concerns with the principal. Bus transport is well organised. Children are escorted safely when arriving and leaving the school.
- The school buildings are very well looked after, and are kept clean and hygienic. The operations manager is thorough in carrying out regular risk assessments of the building and play areas, and has taken prompt action to address minor concerns brought up during the inspection. Medical, maintenance and other records, are diligently maintained and stored securely.
- The attractive and well-resourced facilities offer very appropriate learning environments for young children. The classrooms and play areas are easy to access by all groups of children, including those who may have mobility difficulties.

- The school has a very positive approach to encouraging healthy eating habits. Teachers work with parents to ensure children bring healthy snacks to eat in school, especially fresh fruit. Staff support children to be active, and include activities such as yoga and dance for them to enjoy.

	Foundation Stage
Care and support	Good

- The quality of relationships between staff and children is very good. Children are respectful, and the staff and school are caring and inclusive. The behaviour of all children is of a very high standard. It is supported by a clear policy, and a system of positive praise and reward. Children respond very favourably to all adults in the school.
- Effective management systems are in place to encourage good attendance. However, although there are follow-up procedures in place for punctuality, a few children are late to school each day.
- There are systems in place for identifying, monitoring and reviewing the needs of children with SEND. These systems need to be more rigorous. There are on-going improvements in identification procedures. Teachers are gaining awareness of the needs of the most able children, in order to be able to offer challenging activities for them.
- The school works very positively with parents of children with SEND. These parents are satisfied with the open communication they have with the school, and know about the range of intervention work in place and the good progress their children make.
- The well-being of children is closely monitored from the moment they arrive at school each day. Members of the teaching staff keep a range of records and notes about attainment, progress and welfare of each child. Transition arrangements are in place, not only to prepare children for moving to a new school after KG2, but also to a new class in this school after KG1.

Inclusion

Provision and outcomes for students with SEND	Good
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- The special educator works with enthusiasm and commitment, and is focused on improving provision for all children with SEND. She has an active leadership role through the school, and impacts positively on the professional development of staff, ensuring they can provide appropriate support for individual children.
- Procedures for identifying children with SEND begin early in a child's time at the school. The actions taken, as a result of identification are monitored closely, but targets for children are not specific. Additionally, there are a few children in classes who have not yet been diagnosed or are not receiving additional support.
- Parents spoken with during this inspection are very positive about the school and its procedures to support their children. The school works very well in partnership with them.

- The curriculum is modified appropriately to provide children with good quality support, intervention and additional attention. Modifications take into account individual child's needs, and this generates good progress. The evaluation of these modifications is not yet fully developed.
- Progress is good for most children irrespective of their need. Differentiation of work within classrooms is good, and a broad range of opportunities is available in every lesson. Children are encouraged to focus on their learning, and are developing concentration and persistence.

6. Leadership and management

The effectiveness of leadership

Good

- Strong senior leadership has been a driving force in creating a welcoming, harmonious and inclusive school community. The vision, mission and aims of the school are fully understood by the school community. All are committed to the UAE national priorities.
- Middle leaders are relatively new in post and need support to guide them in their role. Consequently, their effectiveness varies. They work well together and are strongly supportive of the principal. They are beginning to monitor areas of responsibility. As a result, the quality of teaching and children's outcomes are steadily improving. Teamwork in the school is strong.
- Staff feel valued; they are listened to and have a say in the school's direction. They appreciate the opportunities for training and professional development. They are clear of what is required of them. This is ensuring children are given a good start to their education.
- School leaders have been innovative and successful in driving improvements. All are aware of the need to develop consistently good or better teaching throughout the school.
- Leaders have a clear understanding of the school's strengths and weaknesses. The correct priorities have been identified, demonstrating the school's increasing capacity to continue to improve. The school is compliant with all regulatory requirements.

School self-evaluation and improvement planning

Good

- Senior leaders have involved the school community in order to establish how well the school is doing. Leaders make good use of assessment data, information about learning in the classroom, and the findings of external review. As a result, the school has clearly identified and targeted areas for improvement.
- There are rigorous systems in place to drive improvements. Senior leaders regularly observe teaching, review the quality of work in children's folders, and look at the progress children are making. Additional monitoring comes from the specially-formed governors and parents' group, who contribute their evaluation of how well the school is performing.
- The school improvement plan is based on actions aimed at addressing the recommendations of the previous inspection. Most actions are well considered, and reflect the improvements needed, for example in raising achievement through curriculum modification. Timescales, detailed actions, resourcing and responsibilities are appropriately identified. The plan does not include precise success

criteria related to outcomes for children. Procedures for evaluating the implementation and impact of each priority are under-developed.

- The school has sustained good practice and has continued to improve in some aspects, for example, in the very good progress the children are making in English, and the improvement in their personal and social development.

Partnerships with parents and the community

Very good ↑

- The school's engagement with parents is strong. This is confirmed by parents whom inspectors spoke to during the inspection. The principal and staff encourage parental involvement and value their opinions and suggestions. As a result, parents feel they are welcome into the school. Opportunities for parents to meet and hear about educational updates, such as national priorities, contribute to an open and transparent school ethos.
- Communication between parents and the school is very effective, and information is exchanged in a variety of ways; including emails, newsletters, and the school website. Parents appreciate these approaches and the openness of school staff to discuss matters of importance to them. They particularly value and appreciate overviews that are sent to them on their children's themes of study; noting that this helps them to understand and support their children's learning at home.
- The strong relationship with parents keeps them fully informed about their children's progress and supports the smooth entry to the next phase in their education. Reporting to parents is frequent and detailed. Parents fully appreciate the school's sharing of children's profiles, curriculum information, as well as parent-teacher meetings which report on children's academic achievements and personal and social development.
- Links with the community are established through visits with other schools and fundraising for charitable causes. In addition, the school is establishing a small number of links with local businesses, which benefit the children's learning.

Governance

Good

- Representation on the governing body includes a good range of parental, staff and community members. Governors seek the views of the parents through meetings and regular surveys. The 'Parents Support Group' helps ensure that governors are kept well informed about parental views. This provides the school community with an opportunity to express their views.
- The governing body meets on a regular basis. The school receives effective and continuing support from governors, some of whom regularly visit and validate the work of the school. Governors exert a positive influence on the school, and help shape and direct overall strategies.
- The governing body has ensured that the pace of improvement of the school has been maintained, and that most of the recommendations noted in the previous inspection report have been addressed. However, governors do not evaluate sufficiently the impact of actions in the school improvement plan, and they do not hold all senior leaders to account for the work they do.

Management, staffing, facilities and resources




Very good ↑

- The daily operations of the school run very smoothly. A creative timetable ensures that best use is made of available space. The environment, both inside and outside of classrooms, is inviting and stimulating, providing carefully chosen activities. Supervision at the beginning and end of each day, is thorough.
- The school is staffed with well-qualified class and specialist teachers. Efficient recruitment and induction procedures ensure that new staff quickly and effectively understand their responsibilities. Senior leaders give training and support a high priority. Governors have ensured that the school has a good number of teaching and support assistants. However not all of these assistants are making a valuable contribution to children's learning.
- Learning areas are accessible, of a good size, and support a wide range of specialist activities, such as dance, yoga and life skills. The outdoor space, including the new basketball area, is covered with safety matting. Good use is made of role play areas, both inside and out, with children engaging busily in a range of scenarios.
- All classrooms are well resourced. There is a good supply of books and a plentiful supply of learning materials to support and extend learning. Most classrooms have an interactive computer screen, and recently the reading room has been furnished with a small number of computer stations. However, facilities and resources for learning technologies remain insufficient.

The views of parents, teachers and senior students

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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 <p>Parents*</p>	2016-2017	124
	2015-2016	197
 <p>Teachers</p>	20	
 <p>Students</p>	1	

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

- Nearly a half of the parents, and all teachers, responded to the survey. Most parents feel their children enjoy the Kindergarten and are satisfied with the quality of education provided.
- Most parents believe their children are developing a good range of learning skills. Most also feel their children are making progress in the key subjects. They agree that the staff keep them informed regarding the progress their children are making.
- The majority of parents note their children are safe in the Kindergarten and on the school buses.
- Most parents agree their children are developing a good awareness of other cultures. A very small number feel that their children should be taught more about Islamic values.
- All teachers who responded to the survey feel children get along well together, are well behaved, and are respectful to teachers. They think that occurrences of bullying are rare.
- Almost all teachers feel the school promotes children's literacy and the love of reading in Arabic and English.

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