

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

**Inspection Report
2018-2019**

**Ambassador
Kindergarten**

11 YEARS OF INSPECTIONS

Very good









Curriculum
Indian
















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School Information

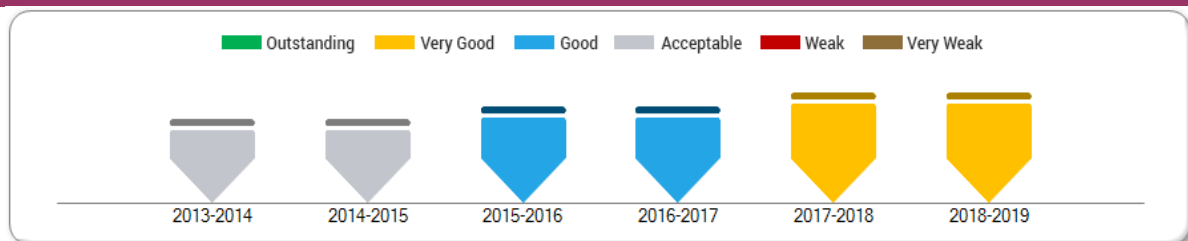
General Information	 Location	Al Mankhool
	 Opening year of School	2012
	 Website	www.ambassadorkg.com
	 Telephone	043799333
	 Principal	Rashmi Nagendra
	 Principal - Date appointed	8/2/2015
	 Language of Instruction	English
	 Inspection Dates:	15 to 17 October 2018

Students	 Gender of students	Boys and girls
	 Age range	3-6
	 Grades or year groups	KG 1-KG 2
	 Number of students on roll	429
	 Number of Emirati students	1
	 Number of students of determination	13
	 Largest nationality group of students	Indian

Teachers	 Number of teachers	21
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	14
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	2
	 Teacher turnover	6%

Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	Indian
	 External Tests and Examinations	GL and Progress Test 5
	 Accreditation	None
	 National Agenda Benchmark Tests	None

School Journey for Ambassador Kindergarten



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **very good**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- Children's attainment and progress are strong and consistent. The kindergarten prepares children well for their next stage of learning. Children are making very good progress in developing their communication skills, literacy, numeracy and awareness of the world around them. They are developing strong writing skills by the end of KG2.
- All children demonstrate excellent attitudes and behaviour across the kindergarten. They are supportive of each other, caring and considerate. Although highly creative, at times their innovative skills can largely be driven by the teachers. Children take on responsibilities well, and care for their surroundings.

Provision for learners

- Teaching across the kindergarten is strong and steadily improving. All teachers and teacher assistants know their children well and mostly meet the needs of all students. The rigorous and continuous assessment procedures provide teachers with a wealth of information on the progress of the children. This is used effectively to plan for the next stage of learning.
- The kindergarten has a very dynamic curriculum that has improved through effective self-evaluation and a rigorous system of continuous review and modification. It has the child and UAE National priorities at its core. It is developmental, varied, and holistically integrated. The curriculum is well planned and balanced with both indoor and outdoor activities.
- The kindergarten provides a safe and healthy learning environment. The premises are secure and well maintained, with daily morning checks by the senior leaders and site management staff. Arrangements for care, support and the child protection are secure and known by all adults that are in contact with children.

Leadership and management

- The principal and other leaders are highly committed to building a culture of improving learning for all. They have continued to develop the kindergarten and are dedicated to a holistic and inclusive learning environment for the children. Governors are proactive and hold the leaders to account for improvement and are very supportive of the principal.

What the School does Best:

- Children's very good attainment and progress in English, mathematics and science
- The excellent attitudes and behaviour of children, and their relationships with peers and adults
- The strong provision for children's well-being, care and inclusion
- The broad and rich curriculum that supports children's achievement, particularly through the engaging science, technology, engineering, arts and mathematics (STEAM) activities
- The strong partnership with parents and the community.







Key Recommendations:

- Ensure that the best practices in teaching are consistently used across the kindergarten.
- Ensure that child-led activities consistently match individual children's interests and needs, especially the more able and children with gifts.
- Develop a wider range of creative and effective ways for technology to be used as a teaching and learning tool to enhance further the children's learning experience.

Overall School Performance

Very good

1. Students' Achievement

		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	Very good
	Progress	Very good
 Mathematics	Attainment	Very good
	Progress	Very good
 Science	Attainment	Very good
	Progress	Very good
		Kindergarten Stage
Learning skills		Very good

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

Kindergarten Stage

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

3. Teaching and assessment

Kindergarten Stage

Teaching for effective learning	Very good
Assessment	Very good

4. Curriculum

Kindergarten Stage

Curriculum design and implementation	Outstanding ↑
Curriculum adaptation	Very good

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

Kindergarten Stage

Health and safety, including arrangements for child protection/ safeguarding	Outstanding ↑
Care and support	Very good

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

National Priorities

Reading Across the Curriculum

- Reading levels among children are above expectations for KG 1 and KG 2. In English, phonics knowledge and confidence has been accelerated through the introduction of phase three words into KG 2.
- Across their learning experiences, children are motivated to challenge themselves in their reading tasks. However, decoding strategies are not always consistently applied across lessons.
- The library is used as a resource room where class sets of books are stored and retrieved by teachers for work in class.

The schools provision, leading to raised outcomes in reading across the curriculum is developing.

For Development:

- Ensure that reading across the curriculum is an integral and consistent aspect of children's experience.

UAE Social Studies

- Social studies, Arabic language and culture lessons align fully with the UAE social studies learning outcomes. The curriculum is broad, challenging and includes well-planned, cross-curricular links.
- Children regularly make meaningful connections between areas of learning. They use enquiry and research skills effectively. Critical thinking and problem solving skills are key features of learning.
- Children demonstrate an appreciation of the heritage and culture of the UAE. They are able to sing the National Anthem, list the seven emirates, recognise the national holidays and name a wide range of Dubai's landmarks.
- They explore aspects of the UAE heritage and culture and compare these to their own culture and that of others they are learning about. This is successfully achieved through the adoption of the "Around the World" theme that is providing excellent platform for such development.

The kindergarten's implementation of the UAE social studies programme is above expectations.

Innovation

- Children have a wide range of creative ways in which they develop their learning, such as *The Weekend Adventure* and *Around the World*. However, these are mostly teacher led with limited opportunities for children to develop innovation skills.
- The *Values of the Month* programme, *Eco Club* and *Health Club* provide children with opportunities to develop and practise their social responsibility.
- In teaching, the innovative targeting of professional development has led to a deepening of professional dialogue among teachers and a collaborative and collegial approach to self-reflection and creativity.
- Curriculum design is at early stages of developing innovation skills for children. In most subjects it is achieved through planned STEAM activities which challenge children to apply prior knowledge and work collaboratively to solve new problems.
- Leaders are committed to a culture of innovation across the kindergarten. They continue to work closely with the governors to explore areas of the kindergarten where they can be creative and innovative.

The kindergarten's promotion of a culture of innovation is developing.

Main Inspection Report

1. Students' Achievement

English

Kindergarten Stage

Attainment	Very good.
Progress	Very good.

- Results from external benchmarking assessments and internal assessments, as well as work seen in lessons and books, confirm that a large majority of children have well above age-related English language skills. Children's speaking skills are well developed through regular opportunities to talk about their learning and make presentations.
- The accelerated phonics development programme is helping children to move rapidly from letter and word recognition to reading longer text accurately. Their comprehension skills are well developed through a wide range of reading activities, particularly through guided reading sessions.
- Occasions for writing are often limited and focused on the application of phonic knowledge. Children's writing routinely follows a teacher directed format consisting of short sentences. There are too few opportunities for children to create meaningful extended stories or share their views and authentic experiences.

For Development:

- Provide regular planned opportunities for children to write for a range of different purposes that are important to them and enable them to share their view of the world,
- Ensure children develop their current functional use of language to using it to share and communicate their views and understanding.

Mathematics

Kindergarten Stage

Attainment	Very good.
Progress	Very good.

- Data from internal as well as external benchmark assessments, shows that a large majority of children working at levels well above age expectations. Almost all children make steady progress from KG1 to KG2 with secure numeracy skills.
- The kindergarten has begun to take on board the gaps highlighted by benchmarking assessments, particularly through the introduction of problem solving and practical investigative activities. This is reflected in the more focused individualised tasks for children.

- The newly developed links between STEAM activities and mathematical activities are enabling children to make strong connections between different areas of learning. For example, KG2 children’s understanding of shape and space has enabled them to create robust bridges for their science project.

For Development:

- Plan challenging opportunities for children to develop their problem solving and investigation skills through more open-ended tasks that allow them to apply their mathematical knowledge to unfamiliar problems.

Science

Kindergarten Stage

Attainment

Very good

Progress

Very good

- The strengthened STEAM initiatives are beginning to develop children’s early scientific enquiry and reasoning skills successfully. In almost every lesson, children engage meaningfully in observing, recording and explaining elements of the world around them through a range of cross-curricular challenges.
- Internal assessments and work seen in lessons demonstrates that these practical, enquiry-based activities are having a significant impact on children’s attainment and progress in science. The focus on real life applications and solutions is enabling children to develop age-appropriate critical thinking skills.
- Whilst most of the children gain knowledge and understanding about the world through teacher directed scientific challenges, the development of independent thinking skills is still limited due to the lack of regular opportunities for children to pose their own scientific questions and seek solutions.

For Development:

- Extend the STEAM programme(s) to include meaningful opportunities for children to identify problems and seek solutions to scientific challenges in the world in which they live.

Learning Skills

Kindergarten Stage

Learning skills

Very good

- Children are comfortable when learning collaboratively in pairs or in small groups. They also thrive when they decide to work independently, with guidance from their teacher. Children communicate their learning effectively to their teacher and to each other.
- Children readily make connections to other learning experiences within the curriculum and with the real world. This learning is facilitated and consolidated by the use of thematic approaches to learning such as the construction theme.

- Children are encouraged to practise their enquiry, research and problem-solving skills through a clear understanding of the task and of possible learning pathways. They are often encouraged to use digital technologies as research tools in supporting their learning.

For Development:

- Explore the potential of using the existing digital technologies in the kindergarten to support children's independent learning in creative ways.

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

Kindergarten Stage

Personal development

Outstanding ↑

- Children show positive attitudes towards their own learning and contribute collectively to the positive learning environments which exist across the kindergarten. The children support each other on their learning journeys and they can describe confidently their learning to each other and to adults.
- Children show high levels of self-discipline throughout their activities and they cooperate respectfully when solving any differences which may occur. Children have formed very positive relationships between themselves, with their teachers and with the wider staff.
- Children are aware of the lifestyle choices which can be made to support safe and healthy living, and they enjoy the many exercise opportunities provided each day. Health Club Heroes encourage their peers to participate in healthy activities and to eat healthy food.

Kindergarten Stage

Understanding of Islamic values and awareness of Emirati and world cultures

Outstanding

- Children demonstrate a secure knowledge of Islamic values, and relate these to their daily lives. They are involved in the 100th birthday celebration of Sheikh Zayed. They express their appreciation by suggesting ways to support the UAE. They learn about different countries and compare these to their own culture and local environment.
- Further extend children's learning about the local and world cultures by providing more books in classrooms, outdoor areas and the library.

Kindergarten Stage

Social responsibility and innovation skills

Very good

- Throughout the year, children are provided with many opportunities to take part in activities such as the Helping Hand Day which focuses on people and responsibilities in their local communities.
- Children take the lead on Ambassador Radio where news and important events are communicated and celebrated. Children demonstrate a strong work ethic and high levels of creativity.

- Each class has a 'grow your own food' herbal garden where children learn about how food is produced. Eco Club Heroes make regular checks on the use of electricity across the campus and present their findings to the managers.

For Development:

- Provide more opportunities for children to initiate and develop projects and activities themselves.

3. Teaching and assessment

Kindergarten Stage

Teaching for effective learning

Very good.

- Teachers' knowledge of their subjects is strong. Lessons are skilfully planned and resources are used well to create an enhanced learning context for children. Learning objectives and success criteria are clearly explained and are generally re-visited at the end of a learning sequence.
- Classrooms include various learning centres which allow children to develop their problem-solving and independent learning skills. Teachers and their assistants work well as a team. In many cases, the quality of personalised questioning and discussion scaffolds the learning journey for the children.
- In the better lessons, there are opportunities for children to lead their learning independently and to base learning on their interests. However, this practice is not consistent across the kindergarten.

Kindergarten Stage

Assessment

Very good.

- The kindergarten continues to develop and refine its assessment practices. It is successful in implementing these effectively to track and monitor individual children's progress.
- Across KG1 and KG2, there is a coherent approach to managing reliable and valid assessment data. This enables leaders and teachers to support learning interventions and to set challenging targets.
- The quality of oral and written feedback to children is inconsistent.

For Development:

- Ensure consistency in providing timely verbal and written feedback to children.

4. Curriculum

Kindergarten Stage

Curriculum design and implementation

Outstanding ↑

- The curriculum is based on the English Early Years Foundation Stage curriculum. It ensures continuity and progression, provides planned opportunities for personal and social development, and is effectively aligned to the National Priorities of the UAE. It is supported by systematic reviews that reflect assessment data which informs significant adaptations to the curriculum and its delivery.
- Explicit cross curricular and real-life links are made in almost all lessons to make learning more interesting and more meaningful for children. Well organised learning centres reinforce taught concepts and are steadily supporting children in developing independent learning skills.
- The strengthened STEAM activities are successful in supporting children to develop scientific enquiry skills, to apply prior knowledge to new problems and to develop an enquiry-based approach to learning. The range of challenging questions provides opportunities for the development of critical thinking skills.

Kindergarten Stage

Curriculum adaptation

Very good

- The curriculum is modified well to meet the needs of all groups of students, particularly students of determination. Targeted individual plans ensure that activities are relevant and meaningful and promote a holistic educational experience which addresses all aspects of children's learning and development needs.
- Opportunities for children to develop their innovation, enterprise and creativity skills are, at times, too closely defined, planned and controlled by their teachers, and do not always reflect children's interests.
- Children develop an excellent knowledge of the values that influence Emirati society through initiatives, such as The Value of the Month. Active participation in these events enables children to deepen their understanding and appreciation of the wider community.
- All KG classes received one 35 minute lesson in Arabic each week.

For Development:

- Plan more opportunities for innovation and enterprise that are child-led and focused on areas of their interest.

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

Kindergarten Stage

Health and safety, including arrangements for child protection / safeguarding

Outstanding ↑

- The kindergarten has enhanced its provision for safeguarding children. Child protection policies are in place. A very active health and safety team ensures that all members of the community are aware of their roles and responsibilities in safeguarding children's well-being.
- The kindergarten environment is maintained to the highest standards. Regular safety checks are enhanced by spot checks during learning walks by the managers.
- The medical staff provide a crucial service in supporting the health and well-being of children at the kindergarten. Robust procedures are in place to make a professional response to incidents that may occur.

Kindergarten Stage

Care and support

Very good

- The caring and mutually respectful relationships between adults and children result in a very positive work ethic. Systems for managing behaviour, including the widely used buddy system, support all learners in taking responsibility for their own and others' behaviour.
- Students of determination and those who have gifts and talents are accurately and systematically identified using an early alert system and through discussion with teachers and parents.
- For students of determination, individual plans identify barriers to learning, and targeted classroom support ensures that students make good progress. The challenge provided in the classroom for children who are identified as more able or having gifts is inconsistent.

For Development:

- Ensure that all students who are more able or identified as having gifts and talents are consistently challenged in lessons.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Very good ↑

- The principal and governing board are fully committed to realising a vision of inclusion for students of determination. The appointment of additional and well-qualified members of staff has enabled carefully considered improvement plans to have a swift and significant impact.
- Collaborative assessment processes, involving parents, teachers and specialist staff, ensure that the identification of students of determination is accurate. This informs a graduated approach to interventions that are usually very effective in lowering barriers to learning.
- The kindergarten prioritises partnerships with parents as a key feature of its provision. Teachers take every opportunity to engage with, listen to and empower parents to improve their children’s learning and development. Parents value the targeted training sessions, home programmes and personalised reporting mechanisms provided to them by the kindergarten.
- Teachers and learning support assistants work in collaboration with the inclusion team to ensure that teaching methods and classroom activities are adapted in response to children’s needs and abilities. This ensures that almost all children are engaged as active participants in the learning process. A minority of children with the most complex needs sometimes struggle to gather meaning from the activities on offer within the class.
- The progress of children of determination is very good. They are fully included in the life of the kindergarten and benefit from the strong relationships and significant levels of care and support they receive. Professional collaboration and high expectations of teaching ensures that children make significant progress across the curriculum.

For Development:

- Ensure that teachers of children with the most complex needs receive the support and specialist training they require to maximise children’s learning and engagement within the classroom.

6. Leadership and management

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

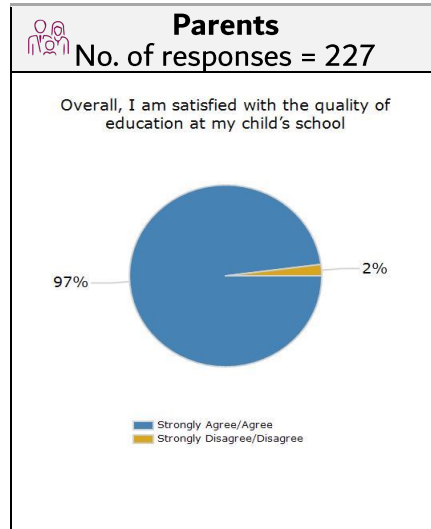
- The principal and leaders have a clear vision for the kindergarten. They have successfully created and maintained a learning environment that is safe, positive, purposeful and constantly improving. The leaders are committed to the UAE national priorities and ensure that the kindergarten is fully inclusive.
- Leaders have a clear vision for the kindergarten. This is based on the systematic and rigorous processes for self-evaluation and improvement planning. The priorities identified in the plans and the actions taken have a positive impact on the children's achievement. For example, the recent introduction of international benchmarks is leading to a stronger and more informed curriculum. The kindergarten has responded well to all the recommendations from the previous report.
- The kindergarten has established very strong and positive partnerships with parents. The Parent Support Group plays a key role in ensuring a two-way communication between parents and staff and is a critical friend to the leadership. Staff members encourage parents and families to be involved in the learning journey of their children by providing a range of opportunities for them to participate in the life of the kindergarten.
- The governing board, which has a wide representation of well-informed stakeholders, is fully aware of the kindergarten's strengths and areas for development. The board members are committed to long term sustainable improvement. They are supportive of the leaders and hold the principal to account on a regular basis. They are aware of the need and importance of continuing to embed the strong practices across the kindergarten.
- The kindergarten runs smoothly on a day-to-day basis. All staff members are appropriately qualified. The premises are well designed with open spaces which, when used creatively, can become extension areas for independent learning. The library has the potential to become a learning place for children. Interactive digital technologies for learning are not fully utilised.

For Development:

- Kindergarten leaders should ensure that outdoor areas and resources are further modified to include a focus on child interest and child-led learning.

The View of parents

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



Parents

- Nearly three quarters of the parents responded to the survey. Almost all parents who responded feel their children enjoy the kindergarten and are very satisfied with the quality of education provided. Almost all parents stated that their children are safe when on the premises and on the buses. The views of parents are supported by the inspection findings.

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