



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

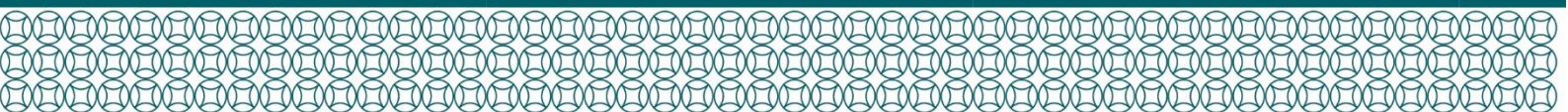
Al Awael Kindergarten

Overall
Effectiveness

Good

Academic
Year

2019/20





دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Contents

School Information	3
The overall performance of the school.....	4
Key areas of strength and areas for improvement.....	4
Progress made since last inspection and capacity to improve	5
Performance Standard 1: Children's Achievement	6
Performance Standard 2: Children's personal and social development and their innovation skills	12
Performance Standard 3: Teaching and assessment.....	13
Performance Standard 4: Curriculum	14
Performance Standard 5: The Protection, care, guidance and support of children	15
Performance Standard 6: Leadership and management.....	16
Provision for Reading	18



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

School Information

School Profile			
School Name:	Al Aweal Kindergarten		
School ID:	432	School phases:	KG
School Council:**	4		
School curriculum:*	MoE	Email:	432@moe.gov.ae
Telephone:	+971 (0) 3 7194137	Website:	N/A
Address:	AL AIN – AL YAHAR		

*Relevant for Private schools only ** Relevant for Government schools only

Staff Information			
Total number of teachers	19	Turnover rate	3%
Number of teaching assistants	4	Teacher-children ratio	1:11

Children's Information			
Total number of children	228	Gender	Boys and girls
% of Emirati children	100%	% of SEN children	2%
% of largest nationality groups	N/A		

Inspection Details			
Inspection Hijri dates from:	25/06/1441	to	26/06/1441
Inspection Gregorian dates from:	19/02/2020	to	20/02/2020
Number of observations:	35	Number of joint observations:	5



The overall performance of the school:

- The school has recently introduced the MoE KG curriculum. The experienced principal of the school is supported by the head of faculty (HoF) for Arabic-medium subjects. There are no HoF for English-medium subjects; there are two permanent English medium teachers (EMTs) and four temporary teachers. There are 12 Arabic medium teachers. Teacher turnover is relatively low at 3%.
- The overall performance of the Kindergarten is now good. Children's achievement is now good overall with the exception of science which remains acceptable. Overall attainment remains acceptable. Teaching and the curriculum are now good overall, offering a wide and varied range of activities that meet children's interests and learning abilities. Systems to ensure the safety and welfare of the children remain as good. Children's, health and safety remain as good. Through effective self-evaluation and improvement planning, the leadership team has made improvements in most of the aspects of the curriculum.

Key areas of strength and areas for improvement:

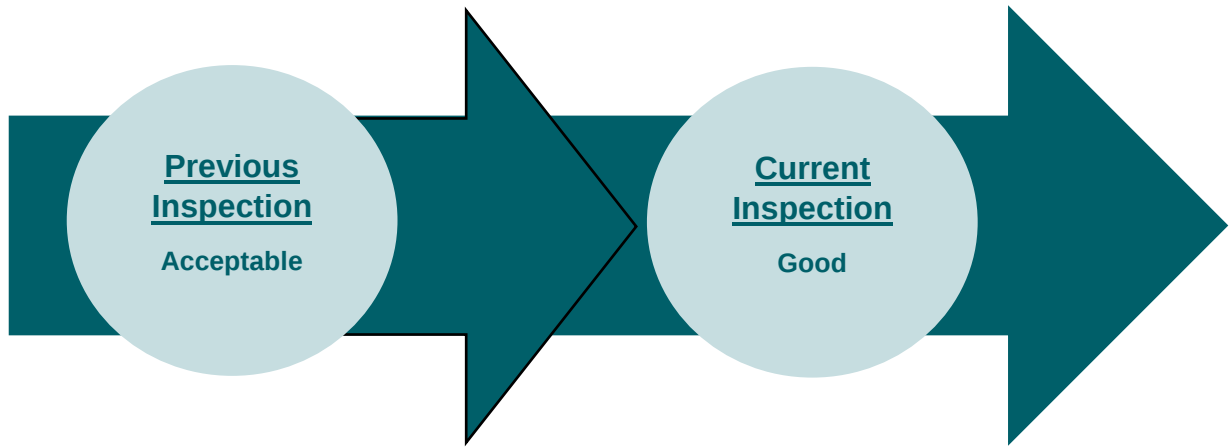
Key areas of strength

- Children's improved achievement in most subjects.
- Children's appreciation for Islamic values and UAE culture and heritage.
- Planning that supports active learning.
- Modification of the curriculum and providing support for children with special education needs (SEN).
- Well-resourced learning environment.

Key areas for improvement

- **Raise attainment in English, mathematics, and science by:**
 - offering more opportunities for children to refine and practice their speaking skills
 - developing more focus on pre-writing skills in English
 - extending exploration and investigation skills in science
 - further developing problem-solving skills in mathematics.
- **Further embed consistency of teaching by:**
 - offering detailed feedback to children on what they need to improve
 - supporting children to assess their own learning
 - managing boy's behaviour in all lessons.
- **Continue to develop leadership by:**
 - extending the variety of extra-curricular activities
 - working with parents to further improve attendance
 - liaising with the MoE to appoint a leader for subjects taught in English.

Progress made since last inspection and capacity to improve



- The school has made good progress in addressing most of the recommendations from the last inspection.
- Overall students' achievement has improved and it is now good in all subjects. Attainment has improved in Islamic education, Arabic and other subjects but remains acceptable in English, mathematics, and science.
- Leaders now monitor how well teachers are using assessment data to target intervention and support for children that are starting to fall behind in their learning. Careful analysis of data now enables teachers to adapt lesson plans accordingly to meet the individual needs and close the gap for these children.
- Parents now receive an overview of the themes and learning programs that have taken place during the year when children break for the holidays. This enables them to revise and practise learning skills with their children before they return to school.
- Teachers have adapted the use of outdoor play areas adjacent to the classrooms to provide free flow activities between indoors and outdoors.
- Leaders now monitor the effectiveness of lesson plans to ensure they focus on active independent learning. Most of the lessons are spent on children choosing what they want to do. In most cases, children are directing their own learning without reliance on adult support. While children are taking increasing responsibility for directing their own learning, they still require support to assess and improve their own learning.
- Leaders have worked closely with parents to remind them of the importance of sending their children to school so that they do not fall behind in their learning. Consequently, attendance has increased but has yet to be good or better.
- Leaders' capacity to improve the school further is good.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Performance Standard 1: Children's Achievement

Performance Standard 1 Judgment	Good	Change from previous inspection	Improved
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Subject		KG
Islamic education	Attainment	Good
	Progress	Good
Arabic (as a First Language)	Attainment	Good
	Progress	Good
Social Studies	Attainment	Good
	Progress	Good
English	Attainment	Acceptable
	Progress	Good
Mathematics	Attainment	Acceptable
	Progress	Good
Science	Attainment	Acceptable
	Progress	Acceptable
Other subjects (Design & Technology, Art, Music, PE)	Attainment	Good
	Progress	Good
Learning Skills		Good



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Islamic education	• Children's achievement in Islamic education is good. The majority of children make above expected progress, including those with special education needs (SEN) and more able children. • Attainment in Islamic education is good. The majority of children attain above curriculum standards • Most children memorise and recite short Surah correctly. Few are finding difficulties in memorisation. The majority can explain the general meaning of Surah and use relevant key vocabulary confidently. Younger children can provide examples of good and bad deeds and can relate how these reflect on their relationship with Allah, such as the importance of listening to their parents. However, they do not extend their knowledge outside of their context and daily life. Older children make good progress in developing their understanding of Islamic values. They understand the value of sharing and helping others. They know the basics in the Islamic Faith, such as God is the creator of everything and that prophet 'Muhammad is his messenger and they must bless him when hearing his name. They know some of God's names and their meaning.
Arabic (as a First Language)	• Children's achievement in Arabic is good. The majority make good progress, including those with SEN and the more able. • Attainment is good. In lessons, the majority attain above expected curriculum standards. • Younger children can read a range of sight words. They know to sounds out letters and can recognise the sound in words. They communicate confidently, but a few cannot express their feelings and ideas clearly. Older children's listening and speaking in standard Arabic are well developed. They can read a wide range of sight words and generally use them correctly to form and write sentences. They can distinguish between feminine and masculine vocabulary and use them in simple and meaningful sentences. Reading what they have written is less developed. Children listen to stories attentively, recount the story events correctly and confidently share their opinions.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Social Studies	• Children's achievement in social studies is good. The majority make above expected progress, including those with SEN and more able children. • Attainment in social studies is good. The majority of children attain above curriculum standards. • Younger children develop a good understanding of citizenship. They understand the concepts of public and private properties and know they should take care of public gardens and mosques. Older children develop a good knowledge of prominent buildings in the UAE, such as the Burj Khalifa in Dubai. They know that the dirham is the currency used in the UAE and can find the UAE on a world map. They show a good understanding of the actions they can take to save the environment. For example, they understand that environmental hygiene is important and that a wide range of waste, such as plastic and paper can be re-used, A few children's understanding of the key terminology used in their learning about the environment is less secure.
English	• Children's achievement in English is good. The majority make above expected progress, including those with SEN and the more able. • Attainment is acceptable. Most children attain in line with curriculum standards. • All children show a genuine interest in books. Younger children know that books have a front cover and have drawings; they know how to turn pages and can follow and re-tell familiar stories. Older children can read short sentences; they can identify individual words in sentences. They know how to blend letters, in order, from left to right to form words. Younger children are starting to make marks that resemble letters. Older children write single words, most can write their names, and few are writing basic sentences. However, most children do not routinely practise writing in lessons. All children make good progress in listening, while they show a good understanding of what is being said to them; they are not always confident to use English to explain what they are thinking or what they are learning.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Mathematics	• Children's achievement in mathematics is good overall. The majority of children make better than expected progress. • Attainment is acceptable. Most children attain in line with curriculum expectations. • Children make good progress as they learn to count and say the days of the week in sequence. They represent numbers in different ways, using objects drawings and their fingers, although they require help in recognising number names out of sequence. Their understanding of number is also developed through stories related to number. Children name and recognise simple shapes in their environment. They use tallies and uncomplicated graphs to represent data. Older children are beginning to develop their problem-solving skills by completing repeated patterns and playing simple games. They recognise 3D shapes and can match pictures to drawings. Children are beginning to understand addition but only a majority can construct number sentences using mathematical vocabulary.
Science	• Children's achievement in science is acceptable. Most students make expected progress. • Attainment is acceptable. Most children attain in line with curriculum expectations. • Children understand the concept of recycling and reusing waste products. They know what should be in the ocean and desert and what needs to be removed. They practice this by sorting objects and pictures and using tools to remove waste products from unclean water. They walk around the school, picking up objects they can sort and recycle. They can say the names of a few of these materials, such as paper and plastic but do not explore their properties. A majority of older children develop a deeper understanding of Earth science by watching videos about the oceans and the impact of pollution and experiment with different filters to clean water. Children do not routinely explore, research or investigate to help them develop their own ideas to preserve the Earth's resources. They do not yet use scientific vocabulary to describe their work.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Other subjects	• Children's achievement in other subjects is good. The majority make good progress, including those with SEN and the more able. • Attainment is good. In lessons, the majority attain above expected curriculum standards. • In art, children develop a good range of skills in drawings, paintings and 3D art-based themes that include models of robots, rockets, and recycled designs. Imaginative and creative artwork to support national pride and heritage, such as the UAE space programme and paintings of Jabel Hafeet are evident throughout the school. In music, children develop skills in singing, learning new songs and rhymes in English, but they do not routinely play instruments. In physical education, children develop gross motor skills such as hopping, running, throwing, stretching and playing team games. Children use technology independently, such as computers and help with the 'dojo' activities each morning.
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Learning Skills	• Learning skills are good overall. Children are motivated to learn and show enjoyment in their learning, particularly when taking part in reading and art projects. Children have a desire to learn new things and, when given the chance to display good investigation skills. They demonstrate good critical thinking and innovation skills, particularly when they apply these skills in practical situations. • Children enjoy active learning and work effectively in small groups and independently but do not always assess what they have learnt. While they reflect on previous learning and use this during their play; they do not make links as to what they need to do to improve their work. • Children learn to apply their emerging skills to extend their knowledge across most areas. They are becoming confident in exploring materials and properties to help develop their science and mathematical knowledge, but the lack of using their emerging English vocabulary impacts their ability to discuss and shape ideas and report on their findings.
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Areas of Relative Strength

- Understanding and knowledge of the meanings of Short Surah, Islamic values and the basics of Islamic Faith.
- Children's listening, understanding, reading and speaking skills in Arabic particularly older children.
- Reading, writing and phonics skills in Arabic particularly younger children.
- Children's understanding of citizenship and awareness of protecting the environment.
- Children's interest in books and their listening and understanding skills in English.
- Counting numbers and saying the days of the week in sequence. Children's understanding of number in mathematics.
- Children's understanding of the concepts of recycling and sorting objects in science.
- Artwork to support national pride and heritage.
- Physical activity and enjoyment of exercise.
- Children's motivation to learn new things and involvement in their learning.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Areas for Improvement

- Extended knowledge outside of familiar context and memorisation skills of Surah.
- Speaking and communications in Arabic for a few of the younger children and reading their writings for older children skills.
- Development of environmental terminology in social studies.
- Use of language to communicate and pre-writing skills in English.
- Recognising number names out of sequence and using mathematical vocabulary to problem solve.
- Children's ability to explore, develop and share their own ideas and use of scientific vocabulary.
- Wider expression of rhythm through musical instruments.
- Children assessing and knowing how to improve their own learning.



Performance Standard 2: Children's personal and social development and their innovation skills

Performance Standard 2 Judgment	Good	Change from previous inspection	No change
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Indicators:	KG
Personal development	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good
Social responsibility and innovation skills	Good
Justifications - Children's personal and social development and their innovation skills are good overall. - Children are keen to learn and welcome feedback from their teachers and their peers. They take on responsibilities by leading morning routines and parts of the lesson. Children are respectful towards their teachers and helpful towards others. On a few occasions, the behaviour of a few boys interrupts the learning and movement between activities. Children know which foods are good for them and the consequences of eating too much sugar. Attendance is acceptable at 92%. A few children arrive late at school. - Children have a good appreciation of Islamic values. They recite the Quran in lessons and say Du'aas at appropriate times. Children are knowledgeable about UAE culture and heritage, and their immediate environments, such as the desert and the oasis. Children are proud of their leaders and other Emirati role models such as the first UAE astronaut. They learn about other countries during International Day and through stories, such as 'Handa's surprise' and related activities where they make comparisons between African and Islamic art patterns. - Children show their responsibility and commitment to the school by tidying away and recycling litter. They grow plants from seeds of fruit and vegetables that they eat, such as peas, watermelon, and tomatoes. Volunteers help to collect and give out clothing and other gifts to people who help them at the school, such as the cleaners and bus drivers. - Children enjoy taking part in projects and are beginning to initiate them. Children are aware of the consequences of pollution on the oceans and the desert. They are developing the key skills to innovate and show their creativity through the range of activities that the school provides.	
Areas of Relative Strength: - Children's appreciation for Islamic values and UAE culture and heritage. - Relationships with each other and teachers. - Children's understanding of healthy foods.	
Areas for Improvement: Boy's behaviour in some lessons and in movement between classes and punctuality.	



Performance Standard 3: Teaching and assessment

Performance Standard 3 Judgment	Good	Change from previous inspection	Improved
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Indicators:	KG
Teaching for effective learning	Good
Assessment	Good
Justifications: - The overall quality of teaching and assessment is good. - Teachers have high expectations of children and plan lessons that reflect their individual skills and abilities, including the more able and SEN. Most teachers have a good understanding of how to challenge children to reach their full potential and provide activities that provoke critical thinking. The development of children's scientific skills is less secure. Positive interactions with children give them the confidence to engage in discussions however, children tend to speak in Arabic as they are not always reminded to use their emerging English-speaking skills. Staff with bilingual expertise work well with English teachers to help children understand what they are being asked to do. - Internal assessment is used to effectively meet the needs of children. Teachers have good knowledge of their children and plan engaging learning experiences for them with stimulating learning environments. Teachers use assessment well to track each child's individual strengths and next steps in learning. Progress is measured over time and this data is analysed and tracked by leaders. Teachers do not routinely involve children in decision making about what they want and need to learn or teach them how to assess themselves.	
Areas of Relative Strength: - Effective use of assessment to meet individual needs. - Planning of purposeful lessons that stimulate interest and involvement.	
Areas for Improvement: Develop children's scientific and English speaking skills.	



Performance Standard 4: Curriculum

Performance Standard 4 Judgment	Good	Change from previous inspection	Improved
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Indicators:	KG
Curriculum design and implementation	Good
Curriculum adaptation	Good
Justifications - The overall quality of the curriculum is good. - The curriculum offers children the opportunity to learn through active play. Children are assessed on their knowledge before a topic begins and on occasion, they choose how they want to learn it. Learning is built upon what children know and can do and opportunities are planned for children to make connections between their learning. Regular modifications and curriculum reviews have resulted in focused lesson plans to help children make the progress they are capable of. - The curriculum has been modified to meet the needs of all children, including those with SEN. It is beginning to be adapted to further improve English language skills and scientific skills. The (STEM) room provides a wide variety of activities to help develop skills in Science, Technology, Engineering, and Mathematics. Children learn about real life as they visit Al Salamat gardens where they learn about parts of plants, clean up and recycle rubbish. They learn about people in the community by visiting a local bakery and the fire station. Close links have been developed with the local middle school whose students visit to help with reading programmes. The range of extra-curricular choices for children is limited. Emirati culture is well embedded throughout the curriculum and through special celebration.	
Areas of Relative Strength: - Links with Emirati culture. - Meaningful cross-curricular links.	
Areas for Improvement: A wider range of extracurricular activities.	



Performance Standard 5: The Protection, care, guidance and support of children

Performance Standard 5 Judgment	Good	Change from previous inspection	No change
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Indicators:	KG
Health and safety, including arrangements for child protection/ safeguarding	Good
Care and support	Good
- The protection, care, guidance, and support of children is good overall. - The school has rigorous procedures for safeguarding including child protection policy, and arrangement that protect children from all forms of abuse including bullying. The school ensures a safe and hygienic environment that is well-maintained and secure for children. Maintenance is effective and records are very well kept. The school premises, equipment, and resources are well suited to the learning needs of all groups of children. The indoor play area that is used for the morning assembly and outdoor play is under repair and has temporarily affected the effectiveness of the learning environment. There are regular effective safety checks of all aspects of the school including transportation. The school promotes a healthy lifestyle environment for children through presentations and lectures for parents and talks with children about healthy food and a healthy lifestyle - The relationship between the staff and the children is respectful and caring. Behaviour procedures are not yet effective in ensuring that all children are self-disciplined particularly boys. Management of attendance is improving but not yet effective. Punctuality is good. The school has rigorous procedures for identifying children with (SEN). Identification of the gifted and talented (G&T) is developing. SEN children are effectively supported with individual educational plans (IEPs) and fully integrated into the mainstream classes. Leaders have put in place good procedures to monitor the personal, emotional and physical development of the children. Children are well prepared for the transition to their next stage of learning.	
Areas of Relative Strength: - Rigorous safeguarding procedures. - Identification and support for children with SEN.	
Areas for Improvement: - Work with parents to continue to improve attendance. - Effectiveness of behaviour management in ensuring all children are self-disciplined particularly boys.	



Performance Standard 6: Leadership and management

Performance Standard 6 Judgment	Good	Change from previous inspection	Improved
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Indicators:	KG
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	N/A
Management, staffing, facilities and resources	Good

Justifications

- Leadership and management of Kindergarten are good. The principal provides effective leadership. The vision and determination to improve teaching and achievement are aligned with UAE priorities. Leaders and teachers have developed their knowledge of the new curriculum and have taken swift action for this to be embedded. Efficient planning in classrooms underpins good outcomes for all groups of children in most subjects.
- School evaluation is a collaborative, reflective process that provides a largely accurate view of the school's performance. Leaders monitor teachers' performance and set targets to help them improve their practice. All teachers are subject to the process and are held accountable for children's progress. As a result, the quality of teaching across the school is now good. However, there remain inconsistencies in some areas of teaching practice. The school improvement plan ensured that most of the other aspects of the school's work that required attention at the last inspection have also been improved. As a result, the capacity to improve further is good.
- Parents' involvement in the school is actively encouraged. Parents take part in reading projects, they run activity workshops in school and support staff with celebration days. Parents receive regular communications from the school and are kept up to date with their children's progress and are made aware of the importance of sending their children to school. Parents' make regular suggestions to improve the school and were given the responsibility of designing the heritage area in the school library. The school works closely with other local schools in the community to support reading projects.
- The day-to-day management of the school runs very smoothly. However, due to the shortage of English lead and permanent English medium teachers, lines of accountability and leadership roles are more secure with Arabic teachers than they are with English teachers. Classrooms are spacious and provide a good range of activities to interest and engage children. Premises are accessible to all. Resources are plentiful and of high quality.

Areas of Relative Strength:

- Self-evaluation, leading learning and school improvement.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

- Partnership with parents.

Areas for Improvement:

- Leadership role in the English department.



Provision for Reading

Provision for Reading

- A wide range of programmes and initiatives promote reading across the school. To stimulate children's enjoyment of reading, leaders have established partnership with parents to promote a home reading programme. The library is well stocked and contains a wide selection of fiction and non-fiction books in Arabic and English. The library is located centrally and is therefore easily accessible to children and staff.
- All classes are timetabled for at least one session in the library each week. Parents offer activity sessions every Thursday and support the school in reading to children. Children have access to books in the designated reading areas that have been set up in their classrooms. With the guidance of the teachers, children are effectively encouraged to select from a range of books that are well suited to their interests and abilities. Guided reading sessions take place in all classrooms. Children use books in all areas of their play as a means of basic research and simply for enjoyment.
- Teachers are trained to teach phonics and deliver Song of Sounds in lessons. Progress in pre-reading is tracked by internal skills tests which identify children's skills in decoding letters and words against age-related expectations. Children's reading in English and Arabic is further developed as they take part in the 'Reader of today, the leader of tomorrow project'.