

INSPECTION REPORT

Al Basateen Private Nursery, Hatta

Report published in April 2014

GENERAL INFORMATION ABOUT Al Basateen Private Nursery, Hatta

Location	Hatta
Type of school	Private
Website	
Telephone	050-4595186
Address	P O Box 12326, Hatta, UAE
Principal	Fatma Abdullah Alkabi,
Curriculum	MOE
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-5 / Kindergarten 1-Kindergarten 2
Attendance	Good
Number of students on roll	123
Largest nationality group of students	Emirati
Number of Emirati students	93 (76%)
Date of the inspection	24th to 25th March 2014

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The context of the school

Al Basateen Private Nursery is a private kindergarten located in Hatta. It provides education for boys and girls aged between three and five years. Children were organised into three classes in Kindergarten 1(KG1) and three in Kindergarten 2(KG2). All children speak Arabic as their first language.

The curriculum follows the Ministry of Education Kindergarten curriculum standards. English is taught as a second language. At the time of the inspection, there were 123 children on the roll, 76 per cent of whom were Emirati children.

The school is governed by the Dubai Women's Association, a not-for-profit organisation. The school employed eight teachers. The Principal was supported by a teacher with responsibility for curriculum development and a secretary.

Overall school performance 2013-2014

Acceptable

Key strengths

- Good attainment and progress in Islamic Education, and good progress in mathematics;
- Children's understanding of the UAE heritage and respect for other cultures;
- Courteous relationships between staff and children and positive links with parents.

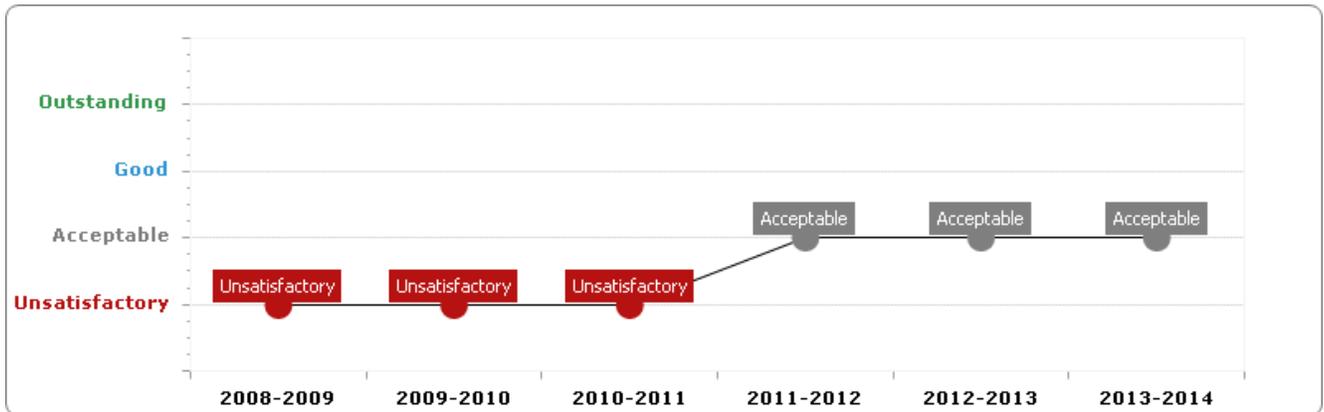
Recommendations

- Improve teaching and assessment especially in Arabic, English and science by:
 - having lesson plans with clear learning objectives;
 - identifying tasks and activities which match the relevant levels for individual children;
 - ensuring accurate ongoing assessment is carried out;
 - using assessments to identify children's next steps in learning.
- Provide professional development for staff to ensure they understand how to identify and meet the needs of children who have special educational needs (SEN).

Progress since the last inspection

- Improved children's progress in mathematics;
- Increased resources for information and communication technology (ICT) to enhance learning;
- Extended and improved outdoor play facilities to allow more active learning;
- Implementation and training for child protection;
- Lack of progress in understanding SEN;
- Improved staffing to teach English but limited impact on children's attainment.

Trend of overall performance



How good are the students' attainment progress and learning skills?

	KG
Islamic Education	
Attainment	Good
Progress	Good
Arabic as a first language	
Attainment	Acceptable
Progress	Acceptable
Arabic as an additional language	
Attainment	Not Applicable
Progress	Not Applicable
English	
Attainment	Unsatisfactory
Progress	Acceptable
Mathematics	
Attainment	Acceptable
Progress	Good
Science	
Attainment	Acceptable
Progress	Acceptable

[Read paragraph](#)

	KG
Quality of students' learning skills	Acceptable

[Read paragraph](#)

How good is the students' personal and social development?

	KG
Personal responsibility	Good
Students' understanding of Islamic values and their local, cultural and global awareness	Good
Community and environmental responsibility	Good

[Read paragraph](#)

How good are teaching and assessment?

	KG
Teaching for effective learning	Acceptable
Assessment	Acceptable

[Read paragraph](#)

How well does the curriculum meet the educational needs of all students?

	KG
Curriculum quality	Acceptable
Curriculum design to meet the individual needs of students	Acceptable

[Read paragraph](#)

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How well does the school protect and support students?

	KG
Health and Safety	Good
Quality of Support	Acceptable

[Read paragraph](#)

How good are the leadership and management of the school?

	Whole school
Quality of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Good
Management, including staffing, facilities and resources	Acceptable

[Read paragraph](#)

How good are the students' attainment and progress?

Children's attainment varied across key subjects. It was good in Islamic Education, acceptable in Arabic, mathematics and science but unsatisfactory in English. The majority of children had a good understanding of Islamic concepts and knowledge at an age-appropriate level. In Arabic as a first language, most children could recognise letter sounds, write single letters and match them correctly to pictures. In KG2, most could read simple familiar words. Overall, their reading and writing skills were still developing. All children started Kindergarten as beginners in English. By KG2, children understood and responded to a range of instructions, questions and simple explanations. They knew the names of familiar objects and words associated with their topics, such as animals and clothes. Their speaking skills were underdeveloped as there were too few opportunities for them to express their ideas. Early reading and writing skills were also underdeveloped. In mathematics, most children counted reliably to 20 and could identify which number was one more or one less than a given number. In KG2, they added single-digit numbers. A few more able children could add two digit numbers competently. In science, most children identified different materials and their properties when wet and dry. They could say what plants needed to grow. They were less skilled in investigation on their own and finding solutions to problems.

Children's progress was good in Islamic Education and mathematics, and acceptable in other key subjects. The majority of children made good progress in applying Islamic manners and behaviour as in the knowledge of how to perform ablution and prayer. In Arabic as a first language, most children were making acceptable progress from their starting point in writing letters and matching to pictures. They made slower progress in reading and writing words and sentences. In English, children made acceptable progress in understanding spoken language and developing an age-appropriate vocabulary. Progress in speaking was too slow as there were limited opportunities to speak at length in lessons. Children made acceptable progress in recognising letters, sounds and words. In mathematics, most children made appropriate progress in counting and ordering numbers. They developed their skills appropriately in adding and subtracting. They acquired an age-appropriate mathematical vocabulary to talk about size, weight, position and shapes. In science, children were developing an awareness of how to grow plants and harvest fruit from some. Across KG1 and KG2, they increased their knowledge of changes caused through mixing or applying heat such as in baking. They made slow progress in developing their own ideas and experimenting.

[View judgements](#)

Quality of students' learning skills

The quality of learning was acceptable overall. Children were eager to learn and most were attentive to their teachers' instructions and questions. They were enthusiastic and engaged closely in their activities when

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allowed to be independent, choose for themselves and be active. Too often, children were passive in lessons and were not challenged by their teachers to develop their thinking and enquiry skills. They responded with simple answers when asked closed questions by their teacher. This did not support good skill development in discussion or in applying their learning. Most children worked co-operatively when in small groups and, especially, when actively engaged in 'corner time', and creative and energetic play.

[View judgements](#)

How good is the students' personal and social development?

In lessons and around the school, children had good attitudes and behaviour. They understood simple rules in the class. They demonstrated positive and respectful behaviour, and had good relationships with each other and their teachers. Children were encouraged to eat healthy food and enjoyed playing in the safely covered outside play area. They followed the advice of the nurse and teachers on keeping healthy. Attendance was good. Children had a good understanding of how Islamic values influenced their own culture and society. Children had respect for and a good knowledge of the heritage and culture of the UAE. They could name the traditional clothes of men and women and the occasions to wear them. They knew the names of the seven Emirates and the colours of the flag and had an understanding of Islamic celebrations. During assemblies, children presented and recited the Qur'an well. In class, children talked about their own cultures and the cultures and traditions of other children. Children had some opportunities to make independent decisions about their learning, especially during free-play time where they showed creative ideas. They showed responsibility when helping to tidy up in class after activities. They planted trees around the school and participated in recycling materials.

[View judgements](#)

How good are teaching and assessment?

The quality of teaching was acceptable. Teachers had positive and respectful relationships with children. Teachers had developed systematic planning which identified topics and learning objectives. These objectives did not sufficiently identify how the individual needs of children would be met in lessons. In best practice, teachers organised purposeful activities which allowed children to make choices and be independent in their own learning. Teachers did not develop children's thinking skills enough by asking open-ended questions or encouraging investigation and enquiry skills. As a result, progress was not always as good as it could be.

Assessment was acceptable. Most teachers had an acceptable understanding of children's progress. Some teachers checked understanding during lessons by asking questions and assessing success on completion of tasks. They recorded children's progress regularly on individual profiles and shared the information with parents. Although the school had developed its procedures for assessment and recording and tracking of children's progress, the assessments were not always closely matched to curriculum standards. Teachers did not always use the information from assessment to plan additional support and challenge for specific children or groups in lessons. Lesson plans did not always include tasks and activities which were well matched to the specific learning needs of children. Some worksheets were undemanding and did not provide a suitable level of challenge for the more able children.

[View judgements](#)

How well does the curriculum meet the educational needs of all students?

The curriculum was acceptable. The school followed the Ministry of Education curriculum. The school provided reasonable breadth and balance across subjects. Teachers delivered a thematic approach to planning different topics each month which interested the children. The structure of the curriculum offered adequate coverage of subjects and skills development. However, the lack of challenge in activities and insufficiently high teacher expectations resulted in lower attainment and progress for most children. Transition arrangements from class to class and for children's next stage of education beyond the nursery were acceptable. The curriculum was reviewed each year and this had led to more activity-based opportunities in each class and in the extended play area. More cross-curricular links had been introduced. There were few opportunities for independent learning and investigation. The school maintained helpful links within the community which helped to enrich their experiences.

The school had made some adjustment to the curriculum to meet the general needs of children by organising three levels of activities in most subjects. Insufficient focus had been given to ensure the curriculum was challenging enough to raise the standards for all children. Teachers had not provided adaptation to meet individual children's needs, especially those with special educational needs or who were gifted and talented. Children were able to make some choices during free-play activities and follow their own interests but this was not developed enough in all lessons.

[View judgements](#)

How well does the school protect and support students?

The school had good arrangements to ensure children's health, safety and security. Transport arrangements were good. Bus supervisors helped keep children safe by checking each one off against the bus register as

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they arrived at their bus at the end of school. The buildings were clean and secure. Buildings and facilities offered suitable access for children with restricted mobility. The quality of maintenance and record keeping were good and fire drills were conducted regularly. Healthy lifestyles were promoted effectively, for example through encouragement of eating healthy foods in the canteen. All staff were aware of the child protection arrangements and had received appropriate training. The outside sand area had no protective covering and was of poor quality and unsuitable for young children. Some metal supports in the covered play area needed attention to be fully safe.

The quality of support for children was acceptable. All members of the school community showed concern for the care and well-being of children. Teachers had warm and respectful relationships with children. They treated them fairly and children responded well to their teachers and trusted them. Most teachers managed behaviour supportively. They dealt with any misbehaviour promptly and calmly. The school recorded attendance and punctuality carefully and took prompt action where necessary to ensure good levels of attendance. The school had established procedures for checking the personal development of all children, although it had not identified children with special educational needs.

[View judgements](#)

How good are the leadership and management of the school?

Leadership was acceptable. The Principal showed dedication and commitment to the school and had given a positive lead in developing the action plan for improvements. She had shared responsibility for curriculum planning which had resulted in more cross-curricular opportunities for children. All teachers were involved in supporting improvements in their classes and had good relationships with each other and the Principal. However, the Principal had not sufficiently developed the teachers' understanding of identifying and meeting children's needs in order to raise attainment and progress in all subjects.

Self-evaluation and improvement planning were acceptable. The school had developed an action plan following the previous inspection report and staff had worked hard to implement it. However, the school's evaluation of its progress with these plans was not accurate enough. Teaching and learning in lessons were not monitored effectively enough to inform development needs and provide appropriate staff guidance on how to improve teaching. Improvements had been made since the last report but key priorities in teaching and learning were a continued focus.

The school maintained good links with parents and involved them regularly in discussion about their child's work and personal development. The nursery held regular meetings and open days for parents to share with

them what their children were learning. Helpful information was shared in the form of profiles and regular reports. Useful links were made with the local community.

The Dubai Women's Association provided good governance to the nursery. It had given helpful support in the implementation of improvements from the previous inspection report. It had recruited an additional member of staff to teach English and had supported the ongoing training of other staff. It was less active in evaluating the quality of educational provision in the nursery.

Management, including staffing, facilities and resources, was acceptable. The Principal ensured efficient and smooth day-to-day running of the nursery. The school had improved aspects of the accommodation and resources since the last inspection visit. These included the introduction of data projectors in some teaching areas and the extension of the outside play area. Staffing was sufficient for the number of classes and children. Some classroom resources were more limited such as reading books, practical materials for mathematics, science equipment and computers for children to use.

[View judgements](#)0

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

There were weak systems in place to identify children with special educational needs. Staff had not received training on the identification and provision for children with special educational needs. The school had identified the different ability levels of children in all subjects but had not developed personalised learning plans. As a result, the nursery had no additional support for children with specific needs.

How well does the school teach Arabic as a first language?

In Arabic as a first language, lessons across the nursery were adequate. In most lessons, teachers' subject knowledge was appropriate. Some teachers attempted to match work to the needs of a few groups of children but did not always follow up the progress of groups or individuals. Teachers used an interesting variety of resources but their approaches and questioning were limited, mostly to direct, closed questions and answers. They offered few opportunities for children to think more deeply about their answers. Cross-curricular links were used effectively in most lessons as part of the general themes. The curriculum was reviewed each year along with the wider review of all subjects but not rigorously enough to meet all needs and ensure good development of skills.

What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	47	41%
	Last year	48	46%
Teachers	5		62%
Students	0		0%

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

All parents who responded to the questionnaire agreed their child enjoyed school and that their child was well looked after and safe in school and on the school bus. Almost all felt teachers provided a good quality education and offered helpful suggestions to children on how they could improve their learning. Almost all parents thought their child was making good progress in Islamic Education, Arabic, mathematics and science. Most parents felt the school was well led and that leaders listened to their opinions. Almost all considered reports and meetings with teachers were helpful. About half of the parents disagreed that the school welcomed children with special educational needs and disagreed that the school identified such children accurately or that parents were involved in planning their support. All teachers were positive about the quality of education provided. All felt children were treated fairly. They felt the school was well led and that their opinions were listened to by leaders.

What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This plan 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 inspection will report on the progress made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

If you have a concern or wish to comment on any aspect of this report you should contact:

inspection@khda.gov.ae

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