



Al Basateen Private
Nursery-Hatta branch

 Curriculum: MOE

Overall Rating:



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Hatta
Type of school	Private
Opening year of school	2004
Website	http://www.women.ae
Telephone	00971-4-8523151
Address	Dubai, Hatta. P.O Box: 12326
Principal	Fatma Abdullah Alkabi, فاطمة الكعبي عبدالله
Language of instruction	Arabic
Inspection dates	16 th to 17 th January

Teachers / Support staff	
Number of teachers	11
Largest nationality group of teachers	Emirati
Number of teaching assistants	9
Teacher-student ratio	1:10
Number of guidance counsellors	0
Teacher turnover	11%

Students	
Gender of students	Boys and girls
Age range	4-5
Grades or year groups	KG 1-KG 2
Number of students on roll	113
Number of children in pre-kindergarten	Not applicable
Number of Emirati students	56
Number of students with SEND	0
Largest nationality group of students	Emirati

Curriculum	
Educational permit / Licence	MoE
Main curriculum	MoE
External tests and examinations	Not applicable
Accreditation	Not applicable
National Agenda benchmark tests	Not applicable



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.

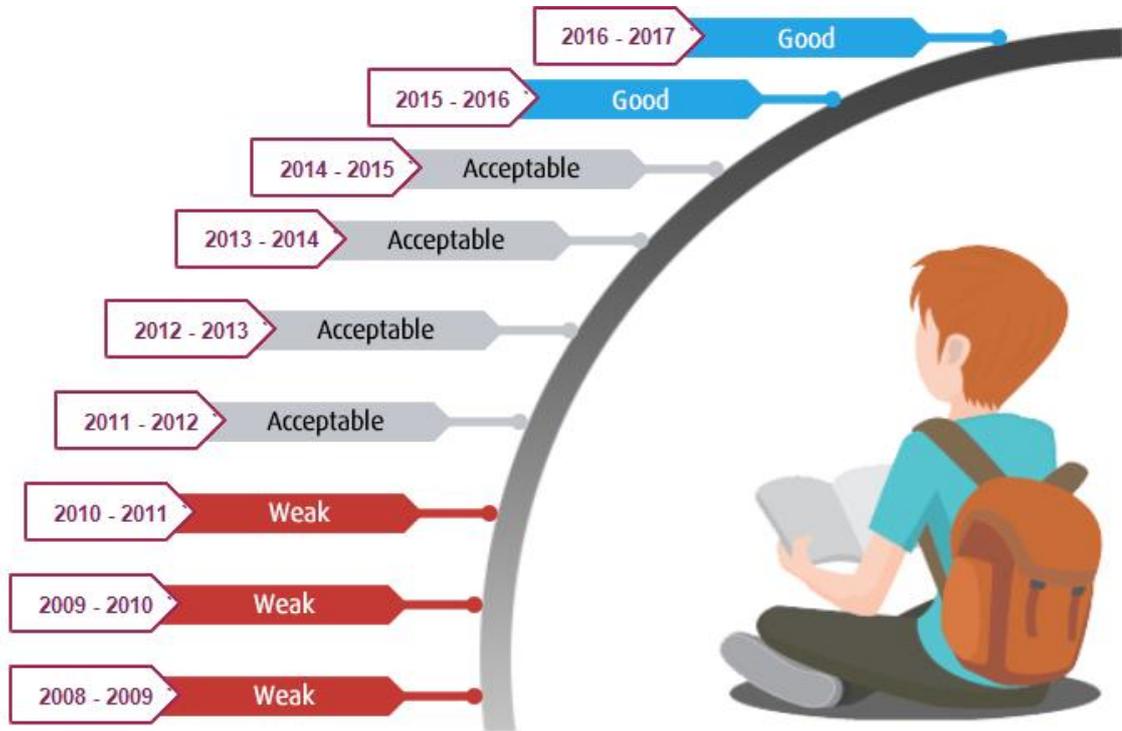
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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 Al Basateen Private Nursery Hatta branch



- The school opened in 2004. It operates under the ownership of the Dubai Women's Association (DWA). The current principal has been in post for five years. There are currently 113 children in the school and a large waiting list. Nine teachers and four teaching assistants support leaders in running the school.
- Previous inspection reports have acknowledged strengths in the children's personal and social development and their strong awareness and understanding of Islamic values. More recent inspections have highlighted the good quality of teaching and learning and the positive partnerships with governors, parents and the local community.
- Recommendations over the same period of time focused on the need to adapt the curriculum, strengthen assessment systems, and make provision for the identification and support of children with special educational needs and disabilities (SEND).

Summary of inspection findings 2016-2017



Al Basateen Private Nursery Hatta branch was inspected by DSIB from 16 to 17 January 2017 . 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 and progress in Islamic education, Arabic and mathematics are good. Their progress in English and science is also good. Children are aware of the needs of others, working and playing alongside each other harmoniously. They are beginning to learn quickly how 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. Children are kept safe by caring adults. They are developing a good awareness of how to keep themselves safe. Their understanding of Islamic values and social responsibility is outstanding.
- Indoor and outdoor teaching activities are increasingly well planned by teachers. Activities in the corner centres are developing to include more imaginative tasks which build on learning and help children to make choices about what they learn. However, reasonable attention is not always given to all groups of children. Teachers use assessment and tracking systems increasingly skilfully to plan activities that address gaps in children's knowledge.
- The children enjoy the curriculum and are making links between different aspects of their learning. However, it is not always consistently adapted to ensure continuity and progression for children in all subjects.
- School leaders and medical staff provide training for staff in safeguarding procedures. Arrangements for checking the suitability of adults to work with children are in place. Adults ensure there is a safe learning environment for children. Care and support of children are only acceptable because of a lack of provision for the leadership, identification and support of children with SEND.
- Strong leadership has resulted in improvements to children's academic outcomes and their personal and social development. Governors share the ambitions of the senior leaders and are committed to bringing about improvements. Governors have not supported the further development and provision for children with SEND effectively. Parents feel fully involved in the life of the school, and appreciate the care and education their children are provided with.

What the school does best

- There is a strong commitment by the principal, the Dubai Women's Association (DWA) and all staff to improve the school.
- There are improved standards of achievement in mathematics.
- There are excellent attitudes and behaviour that result in a happy and purposeful learning environment.
- The school has highly effective partnerships with parents, who are well support and fully involved in their children's education
- The school has good arrangements for promoting healthy life styles and keeping children safe.

Recommendations

- Continue to ensure that self-evaluation processes are robust, rigorous, and well informed by:
 - consistent monitoring of teaching, learning and assessment
 - using Ministry of Education (MoE) curriculum standards, and benchmarking to identify the school's strengths and areas for improvement.
- Produce and implement a school policy and procedures, with immediate effect, to provide guidance for accurately identifying and supporting children with SEND.
- All leaders and teachers should work together to implement a systematic and rigorous approach to evaluating children's learning which;
 - measures progress and helps to identify any underachievement
 - enables all teachers and leaders to use internal data to identify starting points in learning and allows them to provide challenging and differentiated work in each lesson.
- Al Basateen Private Nursery, Hatta, and its sister school in Dubai, should ensure that they work together more extensively to share their best practice and to provide continuing professional development for all teachers.

Overall school performance

Good

1 Students' achievement

KG

Islamic education 	Attainment	Good
	Progress	Good
Arabic as a first language 	Attainment	Good
	Progress	Good
Arabic as an additional language 	Attainment	Not applicable
	Progress	Not applicable
English 	Attainment	Acceptable
	Progress	Good
Mathematics 	Attainment	Good ↑
	Progress	Good
Science 	Attainment	Acceptable
	Progress	Good
		KG
Learning skills		Good

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

KG

Personal development

Very good

Understanding of Islamic values and awareness of Emirati and world cultures

Outstanding

Social responsibility and innovation skills

Outstanding

3. Teaching and assessment

KG

Teaching for effective learning

Good

Assessment

Acceptable

4. Curriculum

KG

Curriculum design and implementation

Good

Curriculum adaptation

Good

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

KG

Health and safety, including arrangements for child protection / safeguarding

Good

Care and support

Acceptable

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

Good

Main inspection report



1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Good
Mathematics	Good 	Good
Science	Acceptable	Good

- In Islamic education, children have a good knowledge and understanding of basic Islamic concepts. Their skills in recitation of the Holy Qur'an are strong. They link their learning to their own lives. Children in Kindergarten (KG) 2 understand the Islamic view of how to treat animals, giving examples from their own experiences. Children make good progress as they move to the end of KG2 especially with their understanding of the Pillars of Islam and the linking of Hadeeth to a range of concepts such as respect for their parents.
- In Arabic, listening is the best developed skill. Speaking is good, as children speak accurately in clear, short sentences. They are able to give examples of specific letters in different positions within a word. Reading skills also develop to a good standard as children can identify letter shapes and pronounce the sounds they represent with accuracy. Compared to their starting points, children make good progress. Writing skills are emerging. Children in KG2 are able to copy and trace short sentences neatly and with understanding.
- Most children meet the MoE curriculum standards in English language learning. They make good progress from their individual starting points. Children in KG1 can recognise letters and simple words such as the names of animals. In KG2, they build on these skills and can write simple words using their knowledge of letters and sounds. Children listen well to each other and understand basic conversations. They develop language and vocabulary which enables them to answer simple questions and describe something about themselves.
- In mathematics, the majority of children attain levels above MoE curriculum expectations. They are acquiring the key skills of counting, writing numbers, and measuring. Children also develop good conceptual mathematical understanding. They can recite numbers in sequence from 1 to 100 in ascending and descending orders. Children use mathematical vocabulary correctly and precisely. 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.
- Most children meet MoE curriculum standards in science with a majority making better than expected progress from their starting points in lessons. Children develop the key skills of classifying, investigation and observation. They can name the main characteristics of birds. They have opportunities during activities to observe and investigate independently. For example, by using a magnifying glass to examine the characteristics of a tortoise. Photographic evidence and samples of children's work indicate that children are learning about different materials and their own senses. They are beginning to predict and record their findings.

KG

Learning skills

Good

- Children work well and purposefully on their own and in groups. They are motivated and enjoy learning through the varied activities they are given. They think about what they have learned and are growing more confident in talking to their teachers about what they would like to learn next.
- Children work cooperatively and support each other in their activities. A few collaborate on tasks in Islamic education, mathematics and within the learning centres. They have conversations with each other at play. They 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 develop their understanding of how they can use science and mathematics together, for example when measuring and recording an investigation or by observing and discussing the behaviour of birds. The school's bilingual approach to the teaching of mathematics and science supports the development of children's language skills.
- Children are enthusiastic about new projects. When given the opportunity to do so, they ask and answer thoughtful questions about their tasks. They do not always extend this to exploring new or different ways of performing their tasks. There is little use of learning technologies to support the development of higher order thinking and problem solving.

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

KG

Personal development

Very good

- Children have very positive attitudes to learning and enjoy coming to school. They are respectful of classroom rules and take charge of routines, such as leading some aspects of assemblies. They are confident and take care of their own belongings and the resources they use.
- Children are confident and behave very well in all areas of the school. Almost all children 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 on arrival, during break times and when leaving the school. They support each other in group work, share resources fairly, and listen to each other's views.
- Almost all children have a good understanding of what constitutes a healthy lifestyle. They know that eating fruit and vegetables, along with exercise, contributes to good health. They make appropriate choices about their safety. For example, they know how to use tools and other equipment safely.
- Levels of attendance are acceptable for children of this age. Some children are not punctual when arriving to school.

KG

Understanding of Islamic values and awareness of Emirati and world cultures

Outstanding

- Children have an outstanding appreciation of Islamic values, and how they impact on the world around them. They talk about the importance of Friday prayer and going to the mosque. They know why they, as Muslims, should dress modestly and that visitors need to be respectful when in mosques. Where appropriate, children put into practice what they have learned by visiting their friends in the hospital and helping others, by contributing to community and school charity work.
- Children show excellent understanding and appreciation of local tradition and UAE culture. They demonstrate respect to UAE flag and National Anthem. They celebrate all UAE events; National Day, Martyrs' Day, and Flag Day with respect and appreciation.
- Almost all children have a very good appreciation of their own culture and a growing understanding of other cultures from around the world. Their exposure to, and understanding of, world cultures are not fully developed.

KG

Social responsibility and innovation skills

Outstanding

- Children make a very positive contribution to their school and local community through chosen activities and initiatives. They actively engage in raising funds for local charities. They have visited a local school for children with SEND and a home for the elderly. They are developing the spirit of giving by helping those less fortunate than themselves.
- Children display a strong work ethic and work with focus and persistence. Although they work independently and choose activities and resources, they are not confident in developing creative ideas or initiating 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 participate with the Hatta Municipality to clean the desert and are actively involved in recycling newspapers, planting trees and in expanding the green areas of the school.

3. Teaching and assessment

KG

Teaching for effective learning

Good

- Teachers have secure subject knowledge but not all have an in-depth understanding of how young children learn. As such, some lessons are directed too much by teachers. However, classrooms are lively and busy environments. Children have easy access to all learning materials and are gaining independence in their learning.
- Lessons are usually well planned and match most, but not all, the needs of children, especially those who have SEND. Teachers engage children in a broad range of interactive, whole class and learning centre activities. Sufficient and fair attention is not always given to all groups of children.
- In most classes, teachers use questioning well to advance learning, as well as to recap what has already been learnt. In a few lessons, adults' modelling of good language skills in English is absent and so detracts from a rich and stimulating environment, which otherwise encourages the development of children's speaking and listening.
- Children work in small groups, with an adult and independently, to develop particular aspects of their learning. Group sessions are usually managed effectively. Transitions from one activity to another are well-handled, as more individual choice is introduced. Teachers provide good challenge and support generally but this is not always sufficiently personalised, especially for the higher and lower achieving children, including those with SEND.
- Children enjoy working with their friends and are developing a love of learning. Within more 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. However, this approach is not consistently applied in all lessons across the school.

KG

Assessment

Acceptable

- Established systems to assess learning are in place throughout to monitor the development of children in the core subjects through both summative and formative methods. Teachers record children's progress against the curriculum. They include this information in children's individual profiles, which are shared with parents.
- Baseline assessments are set at the beginning of the year to establish children's levels and to identify any potential SEND. However, assessment processes are not always directly linked to child development nor benchmarked against any other external assessments to support evaluations.
- The school collates monthly, termly and annual assessments against curriculum expectations. Teachers are starting to use these data to monitor progress for each child, class and year group. However, this is not applied consistently across the school.

- Teachers are beginning to make better use of assessments to plan lessons and adapt curriculum activities. They are sensitive to most group and individual needs but do not always plan varied learning experiences to meet all needs.
- Teachers know their children well and are becoming increasingly skilful in adapting learning to their needs. They give feedback and listen to children's views about their learning to support them individually. However, few opportunities are provided to challenge higher achieving children specifically in regard to providing constructive oral feedback and extending their learning.

4. Curriculum

KG

Curriculum design and implementation

Good

- The school follows the MoE curriculum and meets all statutory requirements. It has a clear rationale and is generally broad and balanced across all subjects. It is focused on content but also stresses the development of oral communication. It provides a strong knowledge base. Opportunities for children to experience creative, aesthetic and independent learning are still emerging.
- Lessons build on children's prior knowledge, interests and experiences. They include opportunities for some independent learning and free choice. Teachers make effective use of learning centre activities to extend children's learning, thinking and observational skills. Most children are well prepared for their next stage in learning.
- A range of subjects are offered, with units added which relate to Dubai contexts such as heritage, environment and the desert. Reading skills are enhanced by visits to the newly developed school library. Children enjoy greater choice and independence in corner time and break time.
- Most of the subjects taught in the school are meaningfully connected, such as language development with the delivery of mathematics and science in English. Cross-curricular links are evident in most lessons, linking not only with other subject areas but also to the world outside school. Children studying Arabic, in the 'animals' unit, make relevant links to science and Islamic education.
- The school reviews its curriculum regularly to consider the quality and impact it has on children's achievement and personal development. Teachers contribute to this process by identifying curriculum strengths and suggesting improvements in their respective subjects. The school recognises the need for further review, supported by data analysis, to enhance and provide for skills development.
- The school has introduced UAE social studies in KG1. This is taught in Arabic once a week. The curriculum encourages children to learn about Emirati heritage and its importance in UAE society. The good subject knowledge of the teachers enables enjoyable learning experiences, which engage the large majority of children.

KG

Curriculum adaptation

Good

- Modifications to the curriculum are made to meet the needs of the majority of the children. In most subjects, different tasks and resources are provided so that most groups of children are engaged, motivated and make good progress. However this is not the case for children who have specific SEND.
- Although some teachers use technology to enhance their teaching, opportunities are limited for children to use learning technologies to be innovative and creative. Children have planned opportunities to take part in extra-curricular activities, such as craft with the women’s guild and visits to a nearby school and shops. These benefit their academic, personal and social development.
- The school values its links to Emirati culture, society and traditions. Engaging learning activities in the UAE social studies curriculum help enhance children’s understanding of the UAE’s culture and society. Children enjoy celebrating UAE’s special days such as National Day and Commemoration Day.

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

KG

Health and safety, including arrangements for child protection / safeguarding

Good

- The school has clear and detailed policies to promote the safety and protection of children. These policies are communicated clearly to parents and staff in Arabic and, if required, in English. All staff receive training in child protection and know what to do if they think a child is at risk. Children are also helped to understand how to be safe and what to do should they require help.
- The school nurse and visiting doctor give very good medical support to the 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. They are kept clean and hygienic. The school ensures that risk assessments of the building and play areas are regular. Prompt action has been taken to address a few 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, despite being cramped, are easy to access by all groups of children, including those who 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. Through the assembly programme and other means of communication, the school promotes healthy living and educates the children to avoid dangers.

KG

Care and support

Acceptable

- Relationships between adults and children are positive. They are based on mutual respect and contribute to the caring ethos of the school. Staff are supportive. They know the children well and understand their emotional and social needs. Systems for managing children’s behaviour are effective, as evidenced by their conduct in lessons and around the school.
- Effective management systems encourage acceptable attendance. However, although there are follow-up procedures for punctuality, a few children are late to school each day.
- Procedures to identify children with SEND or those who are gifted and talented are not developed or formalised. As a result, the provision for children with SEND is weak. Identification of gifted and talented children is emerging with teachers gaining more awareness of this group of children.
- In the better classes, staff support children who are slower learners or those who may have an area of need. However, most teachers are not fully aware of strategies to provide the best support in lessons. As a result of the lack of procedures to identify children with SEND, support in lessons is not effectively matched to children’s needs. Appropriate challenging activities are not provided.
- The school staff generally provides effective help and support to children in an inclusive and caring way. The well-being, personal and emotional development of the children is a prime focus for all adults. Children in KG2 are well supported in their onward move to their new school, through visits to meet their teachers and other children.

Inclusion

Provision and outcomes for students with SEND

Weak

- There are currently no formal plans and policies in place for children with SEND. The school's admissions policy states that it is unable to accept children with complex needs. The principal has taken on informal responsibility for planning and provision but the lack of formal policy outlining procedures does not support the development of acceptable practice.
- The school does not have any robust processes for the identification of children with SEND and procedures are insufficiently developed. The school does not follow the KHDA guidelines and categories for identification.
- Parents are informed of their children’s progress and learning through informal and formal communication. Parental engagement is generally strong in the school and parents have positive relationships with adults and teachers. However, the school does not have systems in place to offer specific advice or the personnel to guide and support parents of children with SEND on how to manage their needs at home.

- Curriculum modification of provision is weak. This is because teachers do not have the experience or training to provide appropriate support and guidance for the specific needs of children with SEND, other than the school's general care and support its gives to all children's emotional and personal needs.
- The school lacks the systems to plan and design personal education programmes. It is not making enough use of tracking and monitoring tools to ensure that individual needs are met.

6. Leadership and management

The effectiveness of leadership

Good

- Strong, inclusive leadership has been a driving force in creating a welcoming and harmonious school community. The school's vision, mission and core values, incorporate a well-developed understanding of the values of the community. These are fully understood by parents whose constant support has helped to raise the outcomes of the school. Leaders are committed to the UAE national priorities.
- Leaders have a good understanding of the MoE curriculum and they have a developing understanding of its changes and best practices. All colleagues work well together and are strongly supportive of the principal. They recognise best practice in teaching and learning but are developing their understanding of the effective use of assessment information and its potential impact on raising children's levels of achievement.
- Relationships among staff members are very good. Systems of communication ensure that all colleagues have a voice in deciding actions for improvement. They appreciate the opportunities for training and professional development and are clear of what is required of them. This ensures that the school enables the children to have a good start to their education.
- Staff feel valued. Teachers and other adults are listened to and have a say in the school's direction. The principal delegates teaching roles and responsibilities strategically and all have the capacity to improve further and drive improvements in the school. All are aware of their roles in developing consistently good or better teaching throughout the school.
- Leaders at all levels have a clear understanding of their roles in school improvement. They are reflective and they focus on identifying solutions to help overcome barriers to learning for the children. However, they have not been successful in establishing a structure for the accurate identification and support for children with SEND. The school is compliant with all regulatory requirements.

School self-evaluation and improvement planning

Good

- Senior leaders have involved the school community in evaluating how well the school is doing and use this information to plan for improvement. They have successfully introduced systems to address areas for further development, such as the children’s achievement in several core subjects. However, assessment processes and tracking, although further developed, do not impact positively and consistently on learning.
- Systems are in place to drive improvements. The principal observes teaching and reviews the quality of work in children’s folders to evaluate the progress they are making. Governors support and contribute their evaluations of how well the school is performing. Actions taken on the basis of analysis are starting to improve children’s achievements, particularly in mathematics.
- The school’s development plan is based on actions aimed at addressing the recommendations of the previous inspection. 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 its good practice from the previous year and has continued to improve in some aspects. This is evident in, for example, the good achievement in mathematics, improved attendance and the development of the curriculum.

Partnerships with parents and the community

Very good

- The school’s engagement with parents is strong. 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 developments at the school and their children’s progress contribute to an open and transparent school ethos.
- Communication between parents and the school is very effective. Information is exchanged in a variety of ways, including emails, newsletters, and the use of text systems. Parents appreciate these approaches and the openness of school staff to discuss matters of importance to them. They particularly value and appreciate the curriculum overviews that are sent to them on their children’s themes of study. They comment that this helps them to understand and support their children’s learning at home.
- Reports to parents about their children’s progress provide an appropriate indication of overall achievement in each subject relative to the curriculum. They include some personalised targets for improvement and personal and social development milestones. They are held in high regard by parents.
- The Dubai Women’s Association (DWA) with its extensive contacts and parental links, enables the school to be fully supported within the local and wider community, including businesses and other schools. These links provide opportunities to support initiatives by the children and leadership as well as enhancing the learning experiences of children in the school.

Governance

Good

- The DWA membership is extensive and includes a growing representation from groups of stakeholders. The principal and teachers have the full support of the organisation in their efforts to build a more inclusive school. The governing body has a strong understanding of the school's strengths and areas for improvement.
- The DWA hold leaders accountable for the performance of the school. Strategies at all levels are reassessed and modified when required. They monitor the success of the school in bringing about further improvements through comparisons between the school and its sister school in Dubai. Regular meetings of the DWA and monthly reports from the principal sustain a collective response in supporting school improvement.
- The DWA is proactive in ensuring that all statutory requirements are met. It is fully aware of the need for the school to sustain the pace of improvement. It ensures that future plans meet the needs of all children in the school, including those with SEND. Its impact on school performance is positive.

Management, staffing, facilities and resources

Good

- The daily operations of the school run very smoothly. The school timetable provides enough time for a substantial break for the children which enables them to learn more effectively. Roles and responsibilities are clearly defined. Staff members know their responsibilities and carry them out efficiently.
- The school is adequately staffed, although there is a requirement for further teaching assistants and a development of their roles and responsibilities. Almost all teaching staff are suitably qualified and most understand the principles of early childhood education. They benefit from regular professional development and work well together, supporting each other with lesson planning and the sharing of ideas.
- The premises provide a safe, pleasant environment to meet the needs of children. Classrooms, although small, are orderly and tidy. The outdoor space is covered with shade and safety matting, with plans in place for its further development. Good use is made of role play areas, both inside and out, with children engaging busily in a range of scenarios.
- A good range of resources support teaching and learning. Staff members use these well in the classrooms to enhance the learning experiences of the children. The library is developing and learning centres in the classrooms support teaching and learning. However, the active use of learning technologies is an area of weakness.

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	
 Parents*	2016-2017	56
	2015-2016	15
 Teachers	9	
 Students	0	

*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 their experience and are satisfied with the quality of education provided.
- Most parents agree that their children are developing a good range of learning skills. Most also feel that teaching is good and their children are making progress especially in Arabic and English. 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 KG and on the school buses.
- All teachers who responded to the survey feel children work well with each other, are well behaved and are respectful to teachers. They say that occurrences of bullying are rare.
- A minority of teachers stated that the school is not as proactive as it should be in identifying and supporting children with SEND.

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