

Fourth
Follow-Through Inspection Report
on
Al Basateen Kindergarten (Hatta)

Report published May 2011

Basic information

Al Basateen Kindergarten (Hatta) was inspected during the 2008-9 academic year as part of the initial quality inspection cycle across all schools in Dubai. The inspection covered key aspects of the work of the school at all stages. It evaluated students' achievements, the effectiveness of the school, the environment for learning and the school's processes for self-evaluation and capacity for improvement. During this inspection, the overall performance of the school was judged to be unsatisfactory and school inspectors identified a number of recommendations which the school was required to address.

Dubai Schools Inspection Bureau (DSIB) conducted a Follow-Through Inspection in May 2009, a second Follow-Through Inspection in December 2009, a third Follow-Through Inspection in June 2010 and a fourth Follow-Through Inspection in November 2010. The purpose of this fourth Follow-Through Inspection was to evaluate the progress made by the school in achieving improvements based on the recommendations set out in the first inspection report, and the subsequent three Follow-Through reports.

Progress

Inspectors judged that Al Basateen Kindergarten (Hatta) had still not satisfactorily addressed all of the recommendations made by DSIB at the Initial Quality Inspection. Inspectors will continue to undertake Follow-Through Inspections at three-monthly intervals until the recommendations made by inspectors have been satisfactorily addressed.

Overview

Al Basateen Kindergarten (Hatta) had still not made progress on the original DSIB recommendations to an acceptable level. Attainment and progress had improved in one of five key subjects but not in the other four. Most teachers did not plan lessons well, employ appropriate resources for children, or use time effectively. Curriculum planning was weak; there were no expected learning outcomes for children in key subjects. Active learning was observed in only a few lessons. Some improvements had been made in the provision for children's safety, but the buses still had too many passengers when they left the school. The overall performance of the school was only vaguely understood, because it had yet to introduce effective self-evaluation procedures. As a result, its capacity for improvement remained weak.

Initial Quality Inspection Recommendations

Improve attainment and progress in all subjects.

The school had not met the requirements of this recommendation to an acceptable level.

Although attainment and progress were acceptable in mathematics, they were unsatisfactory in Islamic Education, Arabic, English and science. As was the case previously, the school did not keep detailed attainment records for the children. Consequently, teachers had inaccurate knowledge of what children knew or could do.

Improve teaching methods to meet the needs of young children.

The school had not met the requirements of this recommendation to an acceptable level.

Teaching remained unsatisfactory, overall. Most lessons were of unsatisfactory quality and only a few were acceptable. There were no examples of good quality teaching. Teachers generally had not developed an understanding of how children learn, and continued to dominate lessons by talking too much. Planning and the use of resources and time in lessons were consistently poor. Consequently, children did not learn enough through their own investigation and practical activities. Most children spent a considerable amount of lesson time waiting restlessly and learning little. Assessment of children's progress and understanding during lessons was very weak.

Develop the curriculum to provide a sufficiently engaging and balanced range of activities for all children.

The school had not met the requirements of this recommendation to an acceptable level.

Curriculum planning included a few engaging activities for children, but most of what was offered to them was inappropriate for their ages and needs. A few lessons featured stimulating activities but these were the exception. Most lessons were teacher-centred and left children sitting idle for much too long. Some activities kept children busy but were not suitably challenging to enable children to make sufficient progress in the subject. There was still no planned curriculum to show clearly what children were expected to learn.

Improve health and safety to include evacuation procedures, supervision of children and overcrowding on school buses.

The school had not met the requirements of this recommendation to an acceptable level.

The school held an evacuation drill the day before the inspection. Footprints were painted on the hallway floor to guide children to the exits in case of an emergency.

Supervision during breaks was acceptable, but the play area was very crowded. There was a nurse on duty one day per week. The school had improved its transport service by adding a fourth bus, but two of the four buses left the school with at least six passengers more than the number of seats available. Although the boarding of buses was effectively supervised, no students wore seatbelts.

Improve leadership capacity to self-evaluate and set short and long term goals for school improvement.

The school had not met the requirements of this recommendation to an acceptable level. The school presented a very brief action plan that addressed three of the five DSIB recommendations. However, the plan had not been based on an in-depth self-evaluation of attainment, teaching, learning and the curriculum. Consequently, leadership had not fully focused on these aspects of provision as priorities. Long and short term goals were not clearly set out to guide staff in how best to respond to the recommendations from the last inspection report. The school's capacity for improvement remained weak.

What happens next?

DSIB will continue to undertake Follow-Through Inspections of Al Basateen Kindergarten (Hatta) until the school has progressed to the stage where it is included in the usual inspection cycle for all Dubai schools. DSIB will continue to report to parents regarding the progress made by the school until all of the recommendations from the last inspection have been satisfactorily addressed.

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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