

# INSPECTION REPORT

## Al Basateen Kindergarten - Hatta

Report published in April 2013

## GENERAL INFORMATION ABOUT Al Basateen Kindergarten - Hatta

Location	Hatta
Type of school	Private
Website	No website
Telephone	050-4595186
Address	PO Box 12326, Hatta, Dubai.
Principal	Fatma Abdullah Alkabi,
Curriculum	MOE
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-5 / Kindergarten 1 and 2
Attendance	Good
Number of students on roll	119
Largest nationality group of Students	Emirati
Number of Emirati students	82 (69%)
Date of the inspection	3rd to 4th March 2013

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## The context of the school

Al Basateen Kindergarten is a private school located in Hatta. The school is part of the Dubai Women's Association. It provides education for boys and girls aged between three and five years from Kindergarten 1 to Kindergarten 2.

The curriculum followed the Ministry of Education Kindergarten curriculum standards. At the time of the inspection, there were 119 children on the roll and 8 teachers. Most teachers were suitably trained but few had qualifications in early education. The school served an Arab community, 69 per cent of whom were Emirati children. All children spoke Arabic as their first language.

Al Basateen was inspected by Dubai Schools Inspection Bureau in March 2013 when all aspects of the work of the school were reviewed. The school was found to have improved its overall performance from the previous inspection and follow-through visits from 2009 to 2012.

## Overall school performance 2012-2013

Acceptable

### Key strengths

- Children who work hard and to the best of their ability;
- Respectful and supportive relationships between staff and children;
- Children's appreciation of the heritage and culture of the UAE;
- Positive links with parents and the community which enhance children's experiences.

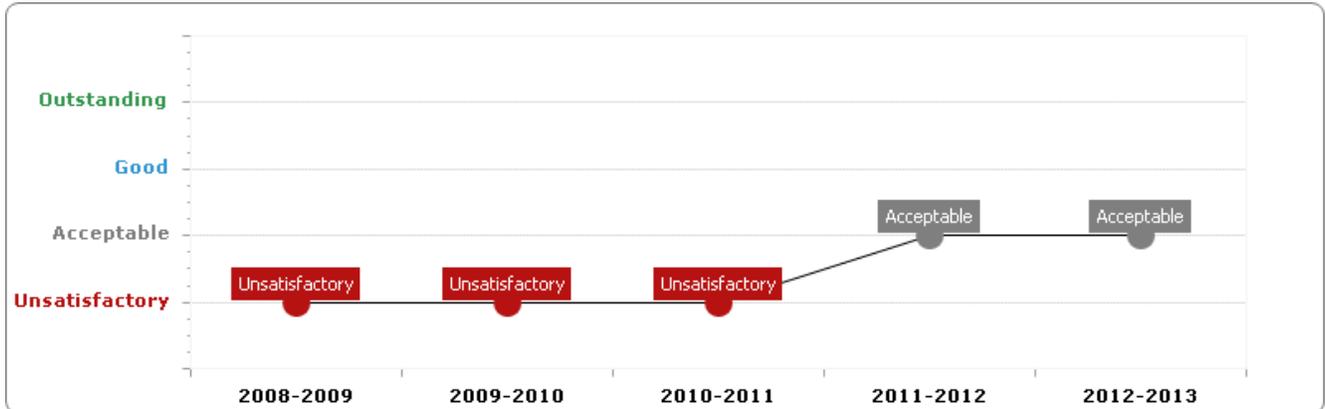
### Recommendations

- Improve children's attainment and progress in English and support children to practice their knowledge across play activities;
- Improve assessment of children's learning to ensure progression across all aspects of their work;
- Provide more opportunities for investigation and challenging experiences for all children, including the use of information and communications technology;
- Agree and implement a child protection policy and carry out more rigorous monitoring of health and safety;
- Instigate training and advice for staff to identify and support children who have special educational needs more effectively.

## Progress since the last inspection

- The further development of activity-based experiences, providing more balance and choice for children in their learning;
- Training for teachers which has helped their understanding of how children learn;
- Teachers planning curricular activities together across classes to improve consistency and quality of learning experiences;
- Improved school development planning to identify priorities and share responsibilities;
- Obtain additional support to enhance the provision of resources and staff training.

## Trend of overall performance



## How good are the students' attainment and progress in key subjects?

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

[Read paragraph](#)

## How good is the students' personal and social development?

	KG
Attitudes and behaviour	Good
Understanding of Islamic values and local, cultural and global awareness	Good
Community and environmental responsibility	Good

[Read paragraph](#)

## How good are the teaching, learning and assessment?

	KG
Teaching for effective learning	Acceptable
Quality of students' learning	Acceptable
Assessment	Acceptable

[Read paragraph](#)

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

	KG
Curriculum quality	Acceptable

[Read paragraph](#)

## How well does the school protect and support students?

	KG
Health and Safety	Acceptable
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
Partnerships with parents and the community	Good
Governance	Good
Management, including staffing, facilities and resources	Acceptable

[Read paragraph](#)

## How good are the students' attainment and progress in key subjects?

Attainment was acceptable across all key subjects except in Islamic Education where it was good and in English where it was unsatisfactory. In Islamic Education, the majority of children had good memorisation and recitation skills; they were able to recite short verses of The Holy Qur'an correctly. Children's knowledge and understanding of Islam's etiquettes were well developed. In Arabic, most children had adequate listening and speaking skills. They could recognise letters and simple words. Their ability to read was less developed. Almost all children started Kindergarten as beginners in English. They had learned a limited vocabulary and were not yet able to understand enough to have simple conversations. In mathematics, most children attained levels in line with MOE curriculum standards. In science, most children had at least an acceptable knowledge of science but their investigation skills were less developed. Children rarely explored independently or used prediction and recording skills.

Progress was acceptable in all key subjects except in Islamic Education where it was good. In Islamic Education, the majority of children made good progress developing their memorisation of The Holy Qur'an and application of Islam's etiquettes. In Arabic, most children made adequate progress developing their listening and speaking skills; they had begun to describe their surroundings. Progress in reading was slower. In English, children had progressed in using words to count and to match names of colours and pictures in their workbooks. In mathematics, most children calculated simple addition stories to 20 and 30. More able children could solve subtractions to 10. Children were less able solving problems with real life investigations. In science, most children made expected progress as measured against their learning outcomes.

[View judgements](#)

## How good is the students' personal and social development?

Children's attitudes and behaviour were good. In lessons and throughout the school, they demonstrated self-reliance and responded well to comments from their teachers. They enjoyed positive and respectful relationships with teachers and peers. During meal times, children behaved well and showed good levels of responsibility when tidying up after eating. Most children followed the school's advice on healthy eating. Attendance was good. The culture of the school and the community enabled children to have good understanding of Islam's values. Children's knowledge and understanding of Emirati culture was demonstrated well in the resource room, where children described and discussed age-appropriate features of the UAE's culture, traditions and heritage. Children's knowledge of their peers' cultures was basic. Most children had good community involvement. They participated and contributed well to celebrations of the national day and linked with local institutions such as police and the Cultural Centre. In classrooms, most

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children demonstrated good work ethics. They willingly completed their work to the best of their ability. They shared their work well with peers and placed class materials in their appropriate places independently. Children's understanding of environmental issues, such as conservation, was adequate.

[View judgements](#)

## How good are the teaching, learning and assessment?

Teaching was acceptable. Most teachers had improved their understanding of how young children learn. Planning did not always identify activities that supported challenging learning outcomes through play and investigation. Teaching strategies did not always match the needs for children with special educational needs. Most teachers had good interactions with children but their questioning did not always extend learning. Investigations in mathematics and science were limited and did not always promote critical thinking and allow children to explore what might happen next. A few teachers used time well to allow children to reflect on what they had learned and share their ideas with others. Occasionally, some teachers spoke too much. The use of information and communication technology by most teachers was weak.

Learning was acceptable. The majority of children had become more active and engaged learners. They were beginning to take more responsibility for their learning. Group and partner work allowed children to interact with each other and with their teacher. This supported learning. Themes allowed children to relate learning well to everyday life and made it more meaningful. Links between different areas of learning were often missed and most children's enquiry and investigational skills were under-developed.

Assessment was acceptable. Teachers observed children during class activities and assessed success on completion of tasks. Helpful profile folders of children's work in key subjects and in topic work were kept and passed to the next teacher. Regular assessments were shared with parents. However, assessment information was not always used effectively to track individual attainment and progress across subjects in order to improve specific support to children. For example, the limited attainment and progress in English had not been identified correctly. Teachers gave feedback to children on how well they had done but did not involve them in assessing their own or each other's work. Children with special educational needs were not identified accurately through assessment.

[View judgements](#)

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

The curriculum was of acceptable quality. It was soundly planned and there were no significant gaps, except in spoken English and physical education. The Kindergarten followed the MOE curriculum and standards were linked to themes. It provided continuity and progression and was regularly reviewed. Improvements, such as the thematic approach, had made learning more relevant to real-life. Opportunities to use investigative and high order learning skills were limited. This impacted on the needs of more able children. Children with special educational needs did not always receive learning experiences that fully supported their needs. Enrichment initiatives such as visits to farms, the Hatta Heritage site and local schools, as well as the Kindergarten's UAE resource room, brought the curriculum alive for most children.

[View judgements](#)

## How well does the school protect and support students?

Arrangements for ensuring children's health and safety were acceptable. More rigorous monitoring of safety and security of the playground as well as access into the premises was needed to ensure improved health and safety. The premises and facilities were clean and hygienic and were suitable for all children including those with special educational needs. Healthy living was supported well at meal times with nutritious food being available. During outdoor playtime, all children had the chance to exercise. Children's health and development were well monitored by the school nurse and doctor. Medicines and personal medical files were kept securely. Fire drills were undertaken but not recorded. Attendance and punctuality were checked regularly. Child protection arrangements were not known to all staff and a policy had yet to be agreed.

The support for children was acceptable. Relationships between staff and children were warm and responsive. The school's arrangements for monitoring attendance and punctuality were good. However, bus drivers did not have daily attendance registers to monitor bus attendance. Teachers and assistants managed behaviour well and children were directed to take more responsibility for managing their personal care and possessions.

[View judgements](#)

## 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 had training on identification and provision for children with special educational needs. The school had identified a few children with learning difficulties but was not clear as to what their category of need was. This restricted targeted provision. The curriculum had not been adapted to suit the needs of children with special educational needs.

## How good are the leadership and management of the school?

Leadership of the school was acceptable. The Principal shared her vision for school improvement appropriately with staff and parents. She had led the improvements successfully in the quality of teaching and learning experiences offered to children. Lead teachers supported the Principal well. Teachers had used their training to provide more attractive, activity-based experiences in their classrooms. They had not had training on how to identify and support children with special educational needs. Together, the Principal and staff showed good capacity to continue to develop the school further.

Procedures for self-evaluation and improvement planning were acceptable. The school had completed an appropriate self-evaluation document and action plan. Teachers and the Dubai Women's Association had been included in meeting the identified priorities. The plan did not always have realistic timelines, such as play area improvements. Teachers reflected carefully on their work and were committed to improvement. Regular observations and evaluation of teaching and learning and shared planning by teachers had helped to improve the quality and consistency of experiences for all children. The school had made acceptable progress in addressing the recommendations since the last report, for example in Islamic Education and partnerships with parents and the community.

The school had good partnerships with parents and the local community. Parents were supportive of the school and felt welcomed. They had helped to make improvements; most notably in the development of an Emirati resource classroom. This enhanced children's understanding and knowledge of their UAE traditions. Communication between home and school had improved. Teachers regularly shared information which gave clear details of what children had learned. Parents welcomed the opportunity to add their own comments on their child's progress and appreciated teachers' positive responses. Positive and productive links were maintained with the wider community, including visits to local places of interest and involvement in local celebrations.

The quality of governance provided by the Dubai Women’s Association was good. It gave the school good support and had a positive impact on improvements. It had provided additional resources helped to recruit new staff and had organised appropriate training for teachers. The Association ensured the school’s planned priorities met the needs of children but it did not take a direct part in the evaluation and identification of these priorities. Plans by the association for further involvement of parents through a Parent Council had not yet been introduced.

Management, including staffing, facilities and resources was acceptable overall. The day-to-day running of the school was strong. It allowed children acceptable use of most areas to meet their needs. Staff had suitable qualifications. They received appropriate training and all were deployed effectively. The premises were well maintained. The outdoor area did not offer sufficient safe opportunities to develop children’s physical skills. Use of the sports hall nearby was helpful but the school did not make adequate use of its own large hall or garden. Resources were appropriate overall, but information and communication facilities were limited.

[View judgements](#)

## 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	48	44%
	Last year	39	32%
Teachers	6		86%
Students	There are no upper secondary-aged students in the school		

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

Almost half the number of parents and most teachers responded to the survey. Overall, almost all parents who responded were very satisfied with the quality of education provided. All agreed their children were making good progress in Islamic Education. Most were positive about progress across other key subjects and the information they received about their child's progress. They felt their children were valued and supported. They recognised improvements made in children's learning experiences and the communication from the school. A few parents felt that resources could be improved further. All teachers felt children were well looked after and treated fairly. All felt the school was well led and that their opinions were listened to about school improvements. A few teachers felt children had insufficient choice of activities.

## 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](mailto:inspection@khda.gov.ae)

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