

# INSPECTION REPORT

## Al Basateen Kindergarten - Hatta

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Knowledge and Human Development Authority

P.O. Box 500008, UAE, Tel: +971-4-3640000, Fax: +971-4-3640001, [info@khda.gov.ae](mailto:info@khda.gov.ae), [www.khda.gov.ae](http://www.khda.gov.ae)

## GENERAL INFORMATION ABOUT Al Basateen Kindergarten - Hatta

Location	Hatta
Type of school	Private
Website	No website available
Telephone	050 459 5186
Address	PO Box 12326, Hatta, Dubai
Principal	Fatma Abdullah Alkabi
Curriculum	Ministry of Education
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-5 / Kindergarten 1 and 2
Attendance	Acceptable
Number of students on roll	136
Number of Emirati students	102 (75%)
Date of the inspection	5th to 6th March 2012

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## The context of the school

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

The curriculum was aligned to Ministry of Education Kindergarten curriculum standards. At the time of inspection there were 136 children on roll and eight teachers.

All teachers in the school were adequately qualified but not all had early childhood qualifications. The school served an Arab community, 75 per cent of which were Emirati children. All children spoke Arabic as their first language.

Al Basateen Kindergarten was first inspected by Dubai Schools Inspection Bureau (DSIB) in 2009. The school was found to be providing an unsatisfactory quality of education overall. Subsequently, DSIB completed five Follow-Through Inspections of the school between 2009 and 2011. Inspectors found that the school had not successfully addressed all the recommendations from the full inspection of 2009. The inspection of March 2012 reviewed all aspects of the work of the school.

## Overall school performance 2011-2012

Acceptable

## How has the school progressed since the last inspection?

Al Basateen Kindergarten, Hatta provided an acceptable quality of education. The leadership had successfully moved the school from being unsatisfactory. The school had some good features which included improved attainment and progress in science, a warm and caring atmosphere, an improved curriculum. However, children's attainment and progress in English were unsatisfactory. Teaching and learning were now acceptable overall. Most teachers had improved their understanding of how young children learn and this had led to more activity-based learning in lessons. Occasionally, teachers talked too much in lessons, thereby limiting children's active learning opportunities. A few teachers did not always use their observational skills to accurately assess learning during activities. When they did, learning was extended and children were challenged. Most teachers used learning resources well. However, resources

to support the improved curriculum were limited. The school catered adequately for different groups of children but had not identified children with special educational needs.

Acceptable progress had been made to address the recommendations from the previous Follow-Through inspection. The Principal and a committed school staff had worked hard to improve the school to an overall acceptable standard. A comprehensive programme of professional development had been introduced and this had supported an improvement in teaching. Overall leadership was improving and there was an emerging understanding of self-evaluation. The day-to-day management of the school was effective. However, there was limited space for children to safely use the outside play equipment. The use of information and communication technology (ICT) by children and staff was weak.

## Key strengths

- Improved science attainment and progress;
- Warm and caring relationships among children, teachers and parents;
- Children's understanding of traditions, heritage and values of the UAE;
- An improved curriculum that is aligned to Ministry of Education standards.

## Recommendations

- Raise children's attainment and progress in English;
- Ensure that best practice in early years teaching is implemented consistently across classes and subjects;
- Improve teachers' skills in their observation of learning and use the information to plan activities that challenge all children;
- Provide a rapid response to issues that impact on children's safety through systematic monitoring;
- Ensure shared involvement in school self-evaluation and use the outcomes to identify priorities for school improvement.

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

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

Attainment was acceptable in all key subjects, except for English which was unsatisfactory. In Islamic Education, most children memorised Surat Alfatiha appropriately, they had adequate knowledge about the Prophet's life and the majority were able to list the pillars of Islam. In Arabic, most children understood class instruction in standard Arabic well. They were familiar with a wide range of vocabulary. Most children entered school as beginners of English; they did not develop a good enough vocabulary and understanding

over time. In mathematics, most children in Kindergarten 2 had an age-appropriate understanding of number, although their problem-solving skills were applied to a limited range of applications. Attainment in science was now acceptable. Most children were able to observe, test, sort and classify and describe their observations to peers and the teacher.

Progress was acceptable in all key subjects except in English, where it was unsatisfactory. In Islamic Education, children improved their memorisation of The Holy Qur'an and Seerah appropriately. In Arabic, most children made acceptable progress in developing their reading and writing skills. Most children made slow progress in English. Practical work in mathematics had allowed most children to improve their understanding and use of number. Children's scientific progress had improved with the introduction of the opportunity to use scientific enquiry skills.

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

	Kindergarten
Attitudes and behaviour	Good
Understanding of Islam and appreciation of local traditions and culture	Good
Civic, economic and environmental understanding	Acceptable

Children's attitudes and behaviour were good. In lessons, most children behaved well and showed positive attitudes towards learning. They enjoyed good relationships with staff. At mealtimes, most children had good manners and tidied up responsibly after eating. They demonstrated a good understanding of healthy life-styles. Attendance was acceptable. Most children had a clear understanding of Islam and its impact on daily life; their appreciation of local traditions and culture was good. They enjoyed role play when they dressed in local costume, and enacted stories from the desert in the learning corners. Children's civic, economic and environmental understanding was acceptable. Most children could responsibly manage their personal care and possessions. They took care of their classrooms and surroundings. They had a general awareness of the importance of conserving water. The majority of children participated in projects and events with other local community groups such as Hatta Walk and National Day celebrations. Their knowledge of Dubai's uniqueness and development was limited.

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

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

Teaching was acceptable because most teachers had improved their understanding of how young children learn. This meant that lessons were now planned to ensure more active participation and had there were more opportunities for children to find things out for themselves. As a result, most children were engaged in appropriate learning activities. However, a few teachers did not provide sufficient opportunity to extend learning. They spoke too much and did not always allow children to talk about their learning. Teachers used learning resources well but their use of information and communications technology (ICT) to promote learning was limited.

Learning was acceptable. Most children enjoyed lessons and were keen to learn. They interacted well with their teachers and readily shared their ideas with others when the opportunities arose. Most children were able to work independently and were keen to apply the skills they had learned. They used their curiosity and creativity appropriately when working in groups to accomplish tasks. They used the limited resources well to support their learning. Most children did not have enough opportunity to reflect upon what they had learned and how they could progress further. Only a few children found things out for themselves and this limited critical thinking and skill development.

Assessment was acceptable. There had been some improvement in systems and processes with the use of a simple baseline assessment on entry. However, inconsistent on-going assessment did not support the careful tracking of children's progress in the classroom. End of topic reports helped teachers inform parents about their child's progress, as well as their personal and social development. Assessments overall, however, lacked a clear reference to skill development. Oral feedback to children was most effective while they were undertaking activities but the teachers' analysis was not always focused enough to improve learning.

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

	Kindergarten
Curriculum quality	Acceptable

The curriculum had undergone a thorough review and was now acceptable. Continuity was ensured by following the Ministry of Education standards in all subject areas and special attention was given to making a smooth transition to the children's next school. The curriculum was organised into themes which were interesting and relevant to children, and helped them understand the world around them. It offered a range of opportunities for language development and also for personal and social development. Children had frequent opportunities to learn independently through investigation and collaboration. However, these opportunities were inconsistently implemented in classes with insufficient challenge for all developmental and ability levels. The curriculum was enriched by a variety of experiences in the local community such as visits to a farm, the library and a bakery. There were productive links with a local school for students with special educational needs and with other community organisations.

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

	Kindergarten
Health and Safety	Acceptable
Quality of Support	Acceptable

Arrangements for ensuring children's health and safety were acceptable. Caring adults knew all the children well. Clear expectations and well-established routines throughout the day ensured their safety, although these were less effective on the buses. Access to all parts of the school was available to those with physical disabilities. The premises were clean and hygienic, and were maintained in good condition. However, the response to making repairs to potential safety hazards was not prompt enough. Fire drills were carried out at appropriate intervals. Children's health and development were well monitored. Medicines and personal records were kept securely. Teachers were well informed about child protection arrangements. The support for children was acceptable. Relationships between staff and children were warm and nurturing. The management of behaviour was a high priority and children were taught to take responsibility for managing their personal care and possessions. The checking of attendance and punctuality was effective. Excellent support was provided for children with a physical disability. However,

the identification of children with special educational needs was insufficiently rigorous to ensure that the needs of all children were met.

## 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	Acceptable
Governance	Acceptable
Management, including staffing, facilities and resources	Acceptable

The leadership of the school was acceptable. The Principal communicated a vision that was clear to all staff and had provided a clear direction in improving the quality of teaching and learning since the last follow through inspection. Leaders supported the Principal and the dedication and commitment of the whole staff team was instrumental in bringing about improvements. Teachers had responded well to the two month training programme in good Kindergarten practice. Already there had been improvements in teachers' understanding of how young children learn effectively. With continued professional development, the school team had sufficient capacity to sustain improvement.

Although the school had completed a self-evaluation document prior to inspection, the Principal had not involved others in formulating it. Understanding of the self-evaluation process had been supported by professional development and visits to other schools. There was a regular programme of lesson observations and evaluations were shared with teachers. There had been a positive response to Follow-Through inspection recommendations and advice from a guidance visit but action planning lacked measurable success criteria and precise timelines. The plans did not have a clear enough focus on improving the outcomes for children, particularly in English, but they had had acceptable impact overall.

The school enjoyed positive partnerships with parents and local community. Most parents were supportive of the school, especially as they considered that their children were happy. They appreciated the welcome they received when visiting the school. Communication between home and school was regular and effective in supporting learning. Teachers were accessible and approachable, and responded well to any concerns. Monthly reports on children's progress were welcomed, although some parents felt that more

specific information should be shared about progress. The new 16-topic curriculum offered more opportunity for parents to support their child's learning and they wished to have greater involvement.

The Kindergarten was governed by the Dubai Women's Association. This group supported the school well and understood it could be more supportive with wider representation from parents and members of the local Hatta community.

The day-to-day management was good. Staff were suitably qualified, effectively deployed and supported with appropriate professional development programmes. The premises were adequate. However, there was a limited outdoor play area that restricted the safe use of large play equipment. Resources were limited in supporting the revised curriculum and the use of ICT was weak.

## 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	37	29%
	Last year	0	0%
Teachers	1		14%
Students	There are no upper secondary-aged students in the school		

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

A minority of parents and teachers responded to the survey. Most parents were highly supportive of the school and positive about their children's standards of attainment and progress in key subjects. They believed leadership, teaching and children's behaviour to be key strengths of the school. They recognised the improvements in teaching and learning in subjects such as Islamic Education, Arabic and science. However, a few parents were disappointed with their children's attainment in English. Parents and teachers felt that their opinions were valued and suggestions acted on by school leaders. The parents felt involved in their children's learning in a variety of ways and felt that school reports were timely and helpful. The majority of parents and teachers felt that the last inspection had led to improvements in the

school. Overall, almost all parents who responded were very satisfied with the quality of education provided.

## 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)

## Our work with schools

Dubai Schools Inspection Bureau (DSIB) inspects schools to inform parents, students and the wider community of the quality of education provided. Inspectors also give guidance to staff about how to improve the standard of education.

At the beginning of the inspection, we ask the principal and staff about the strengths of the school, what needs to improve and how they know. We use the information they give us to help us plan our time in school. During the inspection, we go into classes and join other activities in which students are involved. We also gather the views of students, parents and staff. We find their views very helpful and use them, together with the other information we have collected, to arrive at our view regarding the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well students are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

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