

# Inspection Report



## Al Basateen Private Nursery Hatta branch

2014-2015



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## School information



### General information

Location	Hatta
Type of school	Private
Opening year of school	2004
Website	www.women.ae
Telephone	050-48523151
Address	Dubai, Hatta. P.O Box: 12326
Principal	Fatma Abdullah Alkabi
Language of instruction	Arabic
Inspection dates	23 <sup>rd</sup> - 24 <sup>th</sup> February 2015



### Students

Gender of students	Boys and Girls
Age range	4-5
Grades or year groups	KG 1-KG 2
Number of students on roll	120
Number of children in Pre-K	0
Number of Emirati students	77
Number of students with SEN	2
Largest nationality group of students	Emirati



### Teachers / Support staff

Number of teachers	10
Largest nationality group of teachers	Emirati
Number of teacher assistants	7
Teacher-student ratio	1:12
Number of guidance counsellors	0
Teacher turnover	0%



### Curriculum

Educational Permit	MoE
Main Curriculum / Other	MoE
Standardised tests / board exams	NA
Accreditation	NA

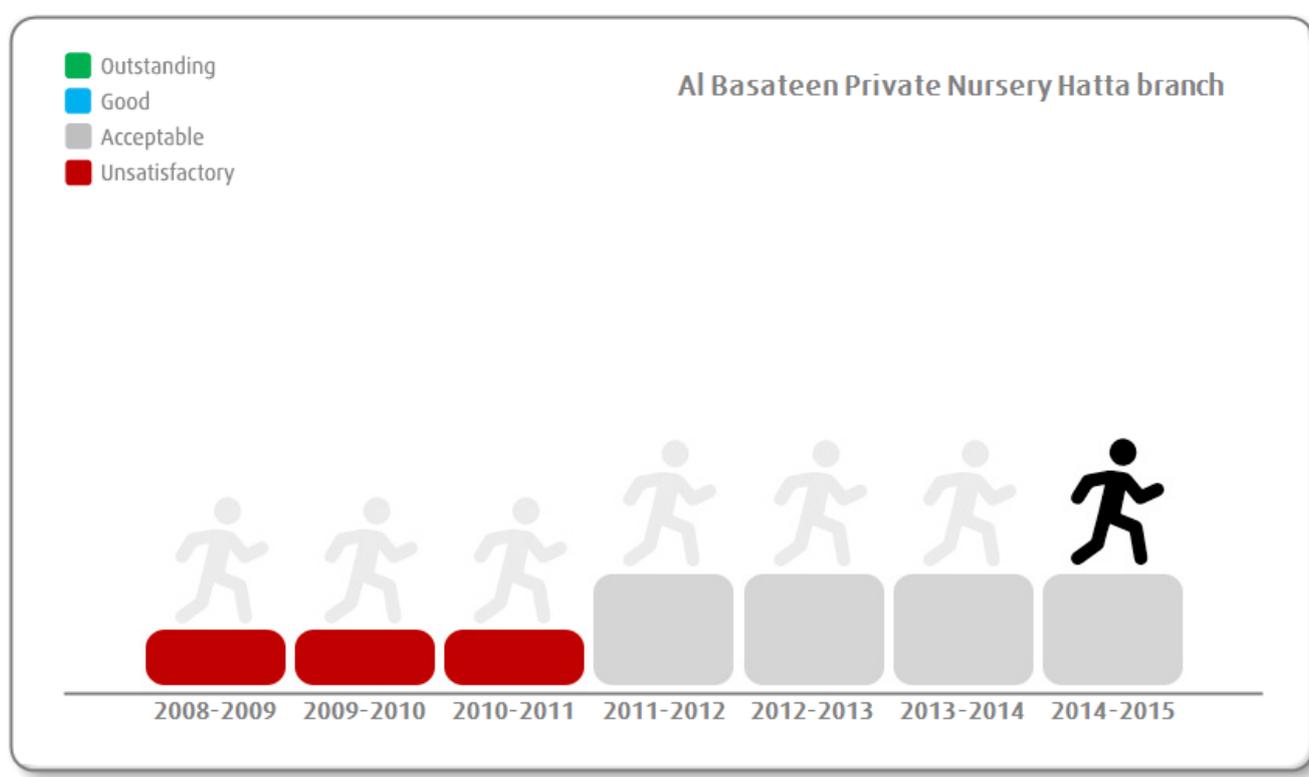




Dear Parents,

Al Basateen Private Nursery Hatta branch was inspected by DSIB from 23<sup>rd</sup> - 24<sup>th</sup> February 2015, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### Strengths

- Children made good progress in Islamic Education, Arabic as a first language and mathematics.
- Children demonstrated an excellent understanding and respect for the heritage and culture within the UAE and their community, and they demonstrated high levels of environmental responsibility.
- Children enjoyed and engaged positively in their learning.
- Children and staff benefitted from positive and caring relationships.

### Areas for improvement

- Continue to improve children's progress in learning by closely matching planning, teaching and assessment with the developmental standards of the Ministry of Education curriculum.
- Provide all children with opportunities for investigation, exploration, use of Learning Technologies, and increase levels of challenge.
- Improve the identification, record keeping and monitoring of children with special educational needs to ensure the needs of all children are planned for and met.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will encourage you to support your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau**  
**Knowledge and Human Development Authority**

## A closer look at Al Basateen Private Nursery Hatta branch



### How well does the school perform overall?

Overall, Al Basateen Nursery, Hatta, provided an **Acceptable** quality of education for its children.

- In Islamic Education, children demonstrated well-developed memorisation and recitation skills. They made good progress in practising ablutions and using appropriate manners. Children recognised Arabic letters and were improving their handwriting skills. In English, most children had made acceptable progress in using learned vocabulary, but were still developing the confidence to hold short casual conversations. Most children demonstrated a secure understanding of early mathematical concepts. Children had developed appropriate scientific skills and a good range of learning skills. Most were actively engaged in hands on learning in lessons.
- Children's personal responsibility was good. Their understanding of Islamic values, awareness of Emirati culture and environmental responsibility were outstanding.
- Teachers were knowledgeable about their subjects and they planned appropriately to meet the learning needs of most children. There were adequate assessment systems in place and teachers collated assessment information to measure children's overall progress. Most teachers' evaluation of children's levels of achievement and progress were accurate. However, assessment data was not sufficiently analysed or used effectively.
- The curriculum was planned appropriately to meet the learning needs of most children. It was less well adapted for the gifted and talented, and for children with special educational needs.
- The school cared for children and had implemented a child protection policy. Children were kept safe on the school grounds and on the school buses at all times. Staff promoted healthy food choices and physical exercise. The school identified children with special educational needs and provided adequate support. Staff paid particular attention to children's personal, social and emotional development.
- The principal supported the continuous improvement of the school and the school's action plans included key areas for improvement. The parents and governors, from by the Dubai Women's Association, were supportive of the school. The leadership team, including governors, had developed good relationships with parents and they felt welcome in the school.



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

- Most children with special educational needs made acceptable progress. A small number of children had not had their needs accurately identified which resulted in slower progress. Individual educational plans that clearly reflect children's specific learning goals were not in place.
- Additional materials were prepared or adapted well for a few individuals and met their needs appropriately, but this was not consistently practiced across the school.
- Teachers generally supported children's individual needs and organised different activities to engage children with special educational needs in their learning and help them make acceptable progress.

## 1. 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	Good ↑
 Arabic as an Additional Language	Attainment	Not Applicable
	Progress	Not Applicable
 English	Attainment	Acceptable ↑
	Progress	Acceptable
 Mathematics	Attainment	Acceptable
	Progress	Good
 Science	Attainment	Acceptable
	Progress	Acceptable
		KG
Learning skills		Good ↑

↑ Improved from last inspection

↓ Declined from last inspection

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

	KG
Personal responsibility	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding 
Community and environmental responsibility	Outstanding 

## 3. How good are teaching and assessment?

	KG
Teaching for effective learning	Good 
Assessment	Acceptable

## 4. 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

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

	KG
Health and safety	Good
Quality of support	Acceptable

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

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable



## Overall school judgement

**Acceptable**

## Key strengths

- The children made good progress in Islamic Education, Arabic as a first language and mathematics.
- Children demonstrated an excellent understanding and respect for the heritage and culture within the UAE.
- Children demonstrated excellent involvement in their local community and had well developed work ethics.
- The children enjoyed and engaged positively in their learning and there were positive relationships with staff.

## Changes since the last inspection

- Better progress made by children in Arabic as a First Language
- Improved attainment in English
- Improvements in children's learning skills
- Improvements in aspects of children's personal and social development
- Improvements in the quality of teaching

## Recommendations

- Continue to improve children's progress in learning by closely matching planning, teaching and assessment with the developmental standards of the Ministry of Education curriculum.
- Improve children's learning by providing opportunities for investigation, exploration, use of learning technologies, and increased levels of challenge.
- Improve the identification, record keeping and monitoring of children with special educational needs to ensure the needs of all children with a special educational need are planned for and met.

 Improved from last inspection

 Declined from last inspection

## 1. How good are the students' attainment, progress and learning skills?

KG		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Acceptable	Good 
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable 	Acceptable
Mathematics	Acceptable	Good
Science	Acceptable	Acceptable

- In Islamic Education, the majority of children demonstrated well-developed memorisation and recitation skills. They had a good knowledge of Hadeeths, supplications, and the pillars of Islam. They made good progress in practising ablutions and using appropriate manners.
- As first language Arabic speakers, these kindergarten children had appropriate listening skills and could follow their teachers' instructions. Their comprehension skills when listening to stories were developing well. They could respond to questions and use most standard Arabic words correctly. They recognised letters and were improving their handwriting skills; most could write their names and apply long vowels to letters.
- In English, most children were able to respond to everyday words and had made acceptable progress in using learned vocabulary. Although most children were still developing the confidence to hold short casual conversations in English, a few children had a better grasp of the language and initiated conversations with visitors.
- Most children demonstrated a secure understanding of early mathematical concepts and skills. The majority made better than expected progress in relation to their starting points; for examples they made good progress in learning to match objects to numbers and in accurately identifying a range of two dimensional (2D) shapes. A few were able to add and subtract one and two digit numbers accurately.
- Most children had developed appropriate scientific skills. They actively investigated dissolving and could classify healthy and non-healthy foods. Progress in reflecting and recording when doing practical work was less well developed.

KG	
Learning skills	Good 

- Children enjoyed their activities. Most were active and engaged in class lessons and were beginning to take more responsibility for their own learning.
- Group and partner work provided opportunities for children to interact with each other and demonstrate their ability to collaborate with others when learning. Children also worked independently during centre-time sessions.
- Children made links between different areas of learning, particularly during centre-time play activities and when class projects encouraged children to relate their learning to everyday life.

- Their skills in enquiry and critical thinking were less well developed. Children eagerly engaged when interactive videos were used in lessons, but they had few opportunities to use Learning Technologies independently.

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

	KG
<b>Personal responsibility</b>	Good
<ul style="list-style-type: none"> <li>• Children showed positive attitudes to learning, participated actively in classwork, and were proud of their achievements.</li> <li>• Children behaved well in lessons and in other school activities. However, a few children required the occasional reminder from their teacher about expected behaviour.</li> <li>• Almost all children were respectful to teachers and classmates, and they demonstrated courteous relationships with staff and their peers.</li> <li>• Children had a well-developed knowledge of healthy and unhealthy food choices. They enjoyed morning exercises and knew the importance of personal cleanliness.</li> <li>• Although almost all children were punctual and arrived at school on time, but attendance levels were only acceptable.</li> </ul>	

	KG
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding 
<ul style="list-style-type: none"> <li>• Children had an outstanding understanding of Islamic values. They demonstrated the values of gratitude and cleanliness in their class activities.</li> <li>• Children demonstrated an outstanding knowledge of UAE culture. They had sound knowledge of cities and landmarks across the Emirates.</li> <li>• Children's understanding of other cultures was very good. They had participated in a range of activities including topics on clothing and food from around the world.</li> </ul>	

	KG
<b>Community and environmental responsibility</b>	Outstanding 
<ul style="list-style-type: none"> <li>• Children demonstrated excellent involvement in their local community. They volunteered to support the elderly and gave readily to those less fortunate than themselves.</li> <li>• Children had well developed work ethics. They made products with their teachers and donated them to members of their local community.</li> <li>• Children were well aware of the importance of taking care of their own environment and participated in cleaning the school.</li> </ul>	

### 3. How good are teaching and assessment?

	KG
Teaching for effective learning	Good 
<ul style="list-style-type: none"> <li>• Most teachers were knowledgeable about their subjects and had improved their understanding of how young children learn.</li> <li>• Most teachers planned appropriately to meet the learning needs of different individuals and groups of learners. However the expected learning outcomes were not always closely linked to the Ministry of Education curriculum standards and in many instances activities lacked challenge and interest for more able children.</li> <li>• Relationships between teachers and children were supportive and constructive; in the best lessons children were encouraged to think deeply and develop their understanding.</li> <li>• Teachers adapted their teaching methods to meet the variety of children's learning styles. They used visual prompts and real life examples. However, learning opportunities were not always sufficiently challenging or well matched to meet the needs of all children.</li> <li>• Overall there were too few classroom opportunities for children to investigate and use Learning Technologies. At times children were too passive and were not challenged by their teachers to develop their thinking and enquiry skills.</li> <li>• In teaching Arabic as a first language, teachers' subject knowledge was secure but their understanding of how children learn was not always sufficient to help children make the progress they are capable of. They made appropriate lesson plans, provided an interesting learning environment, and used time and resources properly. Teacher-child interactions were cordial and questioning was appropriate. Teachers used a variety of strategies to meet the needs of all groups of children, but they provided limited opportunities for critical thinking and research</li> </ul>	

	KG
Assessment	Acceptable
<ul style="list-style-type: none"> <li>• There were adequate assessment systems in place. Children's attainment and progress were regularly assessed and recorded.</li> <li>• Teachers collated assessment information to measure children's overall progress.</li> <li>• Most teachers' evaluations of children's progress were accurate. They had good knowledge of each child's achievements and the required next steps for their learning.</li> <li>• Teachers often gave helpful oral feedback to children after completion of worksheets or activities. However, they did not hold discussions with children on how they could improve their learning.</li> <li>• Assessment data was not sufficiently analysed. The learning patterns of individuals and group were not identified. Children's achievements in moving towards agreed targets were not tracked.</li> </ul>	

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

	KG
<b>Curriculum quality</b>	Acceptable
<ul style="list-style-type: none"> <li>• The school's curriculum was based upon the UAE's Ministry of Education model. It was theme based and promoted an integrated approach. The curriculum was age-appropriate.</li> <li>• The programme of activities and the teachers' interactions adequately supported children's learning and development. Daily teaching plans reflected the intended learning objectives, content, teaching approaches and assessment strategies.</li> <li>• Visits and additional lesson activities, such as physical education and circle time were integrated effectively into the curriculum.</li> <li>• Cross-curricular links and interesting teacher-made resources enriched most lessons. Opportunities for critical thinking were under developed.</li> <li>• The curriculum was reviewed annually to ensure it provided appropriate coverage of knowledge, skills and the development of understanding.</li> <li>• The school followed the curriculum of the Ministry of Education and reviewed its content regularly. The school developed annual plans based on units and ensured the continuity and progression of the curriculum in knowledge and skills. Teachers enriched the curriculum with additional resources and activities, and made planned cross-curricular links in every unit of study.</li> </ul>	
	KG
<b>Curriculum design to meet the individual needs of students</b>	Acceptable
<ul style="list-style-type: none"> <li>• The curriculum was planned adequately to meet the learning needs of most children. Adaptations to meet the needs of those children with special educational needs or those who were gifted and talented were less consistent.</li> <li>• The school had organised some opportunities to balance teacher-led lessons with child-initiated activities, such as the daily centre-time. These sessions helped meet the interests and needs of most children and provided them with an opportunity to make choices.</li> <li>• The school had very close links with the local community and these contacts helped to enhance children's learning experiences. However, extra-curricular activities were not a strong aspect of the planned curriculum.</li> </ul>	

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

	KG
Health and safety	Good
<ul style="list-style-type: none"> <li>The school cared for children and had adopted and implemented a child protection policy.</li> <li>There was good provision to ensure security and safety of children in the school grounds and on school buses at all times.</li> <li>The school provided regular medical checks for all children. It had good systems for managing health and safety records.</li> <li>The buildings were well maintained and offered a suitable environment for learning.</li> <li>Staff promoted healthy food choices and physical exercise during lessons and play activities.</li> </ul>	

	KG
Quality of support	Acceptable
<ul style="list-style-type: none"> <li>The caring school environment promoted courteous relationships between staff and children.</li> <li>The school had a system for monitoring attendance and punctuality.</li> <li>The school adequately identified children with special educational needs. Matching children's needs to agreed KHDA categories was unclear.</li> <li>The support for children with special educational needs was of an acceptable quality and resulted in acceptable progress being made by these children.</li> <li>Staff supported all children adequately. They paid particular attention to children's personal, social and emotional development.</li> </ul>	

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

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> <li>The school had developed adequate procedures to support the children with a range of special educational needs. However, staff had not received the necessary training to help them to effectively support all children.</li> <li>The school had identified some children with special educational needs and had sought the advice of external professionals. Teachers however, were not secure in their understanding of the categories of need and this restricted the accurate identification of more than a few children.</li> <li>In most classes, teachers differentiated learning for groups of children and often included extension activities. Materials were prepared or adapted for identified children with special needs and teachers made well intended efforts to support their needs. .</li> <li>Parents were kept well informed about their children's progress and expressed their appreciation for the support their children had received.</li> </ul>	

- Most children with a special educational need made acceptable progress. However for a few children, whose needs had not been accurately identified, progress was less secure. In these cases, individual educational plans had not yet been implemented and children did not have specific learning goals against which to measure their individual progress.

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

	Overall
<b>The effectiveness of leadership</b>	Acceptable
<ul style="list-style-type: none"> <li>• The principal, staff and governors supported the continuous improvement of the school.</li> <li>• Lead teachers carried out their responsibilities effectively and shared best practice with teachers.</li> <li>• Teachers had taken responsibility for continuing to develop activity-based experiences in their classrooms.</li> <li>• The principal and staff continued to demonstrate the capacity to make further improvements in the quality of the overall provision.</li> <li>• Senior leaders had not yet ensured that staff understood how to identify and support children with special educational needs.</li> </ul>	

	Overall
<b>Self-evaluation and improvement planning</b>	Acceptable
<ul style="list-style-type: none"> <li>• The school had included teachers, parents and representatives from the Dubai Women's Association in its self-evaluation processes.</li> <li>• The observation of teaching and learning had helped to monitor the quality of experiences provided to children and to identify areas requiring further support. However, these observations did not always lead to an accurate evaluation of whether the needs of individual children were being met.</li> <li>• The school's action plans included key areas for improvement. However the intended outcomes were not benchmarked against international best practice and this impacted on the accuracy of the self-review. As a result the school had an unrealistic evaluation of the school's performance,</li> <li>• The school had been successful in meeting most of the recommendations provided in the previous DSIB inspection report.</li> </ul>	

	Overall
<b>Parents and the community</b>	Good
<ul style="list-style-type: none"> <li>• The school had good partnerships with parents and the local community. Parents were supportive of the school and felt welcomed. They were involved in supporting their children on special activity days and accompanying them on visits.</li> <li>• Parents received a range of communications from the school. These included phone calls, text messages and written letters.</li> </ul>	

- Teachers regularly reported to parents on their children’s progress. Children’s portfolios of work were shared with parents. These reports and portfolios provided clear details of what children had learned and the progress they had made.
- Positive links were made with the local community. These included visits to local shops and places of interest such as the fire station and the zoo. The school had useful links with other local schools.

	Overall
Governance	Good

- The governance provided by the Dubai Women’s Association was supportive; governors had a good knowledge of the school. They held regular meetings with the Principal. The governors were involved in the school’s self-evaluation and improvement planning. They had played their part in ensuring progress was made against planned improvements.
- The governors visited the school to conduct learning walks; they observed classes and talked with teachers. They did not have sufficient expertise to judge the overall quality of the educational provision.
- The governors had supported the school when recruiting additional teachers and provided new resources. The need to provide appropriate training for teachers in the identification of children with special educational needs had not been addressed.

	Overall
Management, staffing, facilities and resources	Acceptable

- The school’s management team had ensured that the day-to-day running of the school was effective.
- All staff had suitable qualifications; a few were qualified as teachers and had appropriate knowledge of early years education. Staff had undertaken additional training. However, this had not always matched either their needs or the school’s improvement priorities.
- The premises were well maintained. The outdoor area offered additional space for active play and physical education. However, the school had not made the best use of its hall for indoor physical activities.
- Resources were appropriate overall. However, there was insufficient Learning Technology resources for children to use to support their learning.

## What are the views of the Principal, parents and teachers?

Before the inspection, the views of the Principal, parents and teachers 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		Percentage
 <b>Parents*</b>	<b>This year</b>	84	70%
	<b>Last year</b>	47	43%
 <b>Teachers</b>	8		100%

- A greater number of parents responded to the survey. Parents who responded were very positive about the school. All teachers responded to the survey.
- All parents felt their children were well supported, developed good learning skills, enjoyed participating in activities and were kept safe.
- Almost all agreed they were kept well informed about their child's progress and that staff listened to them.
- They agreed that their children were learning about community and environmental responsibilities and that there was a broad range of subjects and extra-curricular activities.
- They agreed that assessments by teachers helped their child to improve.
- All teachers agreed that children's learning skills were well developed and the curriculum offered a broad range of subjects and activities. They agreed that children enjoyed their learning experiences and developed good social skills and awareness of other cultures.

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

## 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

## 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)