

Third
Follow-Through Inspection Report
On
Al Basateen Kindergarten (Hatta)

Report published June 2010

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 during December 2009 and a third in May 2010. The purpose of the third 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 Follow-Through reports.

Progress

Inspectors judged that Al Basateen Kindergarten (Hatta) had still not satisfactorily addressed 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 have been satisfactorily addressed.

Overview

Al Basateen Kindergarten (Hatta) had not made sufficient progress in addressing the recommendations of the Initial Quality Inspection. Attainment in the key subjects had not improved and progress continued to be unsatisfactory, largely due to inappropriate teaching methods. Most teachers did not plan effectively. Activities did not meet the individual needs of the children. The curriculum had become topic-based and included art and physical education. However, it did not meet the needs of all children all the time. Health and safety issues were the main areas of priority in the school's action plan. Evacuation procedures, the supervision of children and overcrowding on buses had not yet been appropriately addressed. The school had not conducted a self-evaluation exercise. Consequently, leaders did not have a realistic view of the school's performance in order to set appropriate short and long-term improvement goals.

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.

In Arabic, English and mathematics, there was no evidence of improved attainment and progress. The school still had no detailed attainment records for the children. As a result, teachers' knowledge of the attainment of children was not sufficiently accurate to monitor attainment and progress efficiently.

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. The majority of teachers did not understand how young children learn. Too many lessons were dominated by teacher-talk and there were too few opportunities for children to be active in their learning. Time was wasted in lessons when children were waiting to be told what to do next. On occasions, where children were involved in group work, such as in art, they remained busy for extended periods but teachers did not facilitate the development of critical thinking and language skills. Lesson planning did not identify clear learning objectives. As a result, assessment in lessons was unfocused and there were no reliable ways of checking what the children had learned.

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.

While curriculum planning did include a few activities to engage all children, they were very limited in frequency and variety. A few teachers planned and delivered lessons that actively engaged all children in learning but the majority of teachers did not. Most lessons featured activities for one or a few children at a time. Consequently, others were not engaged actively in learning for long periods of time. There was no planned curriculum outlining the expected learning outcomes. Tasks set by teachers were frequently inappropriate for kindergarten children.

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 had obtained an additional bus. However, on most buses, there were still more children travelling than the number of seats available and children in the front seats did not wear seatbelts. Bus supervisors were effective in ensuring children's safety boarding and exiting the buses. However, supervision of children arriving early and playing on the playground equipment before the start of the day was unsatisfactory. No intervention occurred to help children to see dangers and risks. Fire drills had been held but emergency exits were

not clearly marked and a designated assembly point was not clearly marked. In lessons, sweets were given out as rewards and this failed to establish the habit of healthy eating.

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 had prepared an action plan as requested by DSIB to address the recommendations of the Initial Quality Inspection. However, this included only short term goals that were mainly focused on addressing some safety issues detailed in one recommendation. The school had not conducted a self-evaluation exercise to assess its performance concerning attainment, teaching and learning and the quality of the curriculum. Consequently, managers did not have long-term goals to address weaknesses in those key aspects of the work of the school. The capacity of the school to improve was weak.

What happens next?

DSIB will continue to undertake Follow-Through Inspections of Al Basateen Kindergarten (Hatta) until the school has satisfactorily addressed all of the recommendations from the Initial Inspection Report. DSIB will continue to report to parents regarding 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.

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