

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

Report published May 2011

Basic Information

Al Basateen Kindergarten (Hatta) was inspected as part of the full 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 its most recent full inspection, the overall performance of the school was judged to be unsatisfactory and inspectors identified a number of recommendations which the school was required to address.

As a result of the overall performance of the school being judged unsatisfactory, Dubai Schools Inspection Bureau (DSIB) has conducted subsequent Follow-Through Inspections. The purpose of this fifth Follow-Through Inspection in April 2011 was to evaluate the progress made by the school in achieving improvements based on the recommendations set out in the full inspection report.

Progress

Inspectors judged that Al Basateen Kindergarten (Hatta) had still not satisfactorily addressed the recommendations made by DSIB at the initial full inspection and subsequent Follow-Through Inspections. Inspectors will continue to undertake Follow-Through Inspections at regular intervals until the recommendations made by inspectors have been satisfactorily addressed.

Overview

Al Basateen Kindergarten (Hatta) had not made acceptable progress with almost all the original DSIB recommendations. Acceptable progress had been achieved regarding health and safety and the transportation of the children to and from school. Attainment and progress had improved in three key subjects but not in English and science. Despite some initial training in lesson planning and delivery, most teachers did not plan lessons well, use time efficiently or deploy appropriate resources to support learning within the classroom. Curriculum planning was weak and there were no expected learning outcomes for children in all key subjects. More effective self-evaluation procedures were still required to enable the school to have a better understanding of overall performance and support school improvement.

Inspection Recommendations

Improve attainment and progress in all subjects

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

Attainment and progress had improved in Islamic Education, Arabic and mathematics. Overall they were still unsatisfactory in English and science. There were a few minor improvements in children's functional writing and computational skills. Awareness of children's current attainment levels and what was appropriate for them was poor across the subject range. Teachers had begun to keep records of children's attainment but this practice was individual rather than through a whole school tracking system. Therefore, the school did not have an accurate view of what children knew, understood and could do. No systematic review of the children's standards in comparison to international benchmarks had begun.

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. Despite some recent training most teachers had not developed an understanding of how young children learn. They continued to dominate lessons by speaking too much and not allowing children to communicate appropriately as part of their learning experiences. Planning the use of resources and time management in lessons were mostly poor. Consequently, children did not learn enough through their own investigation or in practical activities. Most children spent a considerable amount of lesson time waiting restlessly and learning little.

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 did not meet the needs of most children. Most lessons were teacher-centred, with only a few learner-centred activities in lessons, and only a few of them were sufficiently engaging and challenging. Children were, for the most part, sitting idly or listening passively to their teachers for too long. Snack and play time were not used well or creatively as potential learning opportunities. Planned opportunities for children's physical and creative development were rare. There was still no overall 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 met the requirements of this recommendation to an acceptable level;

The school's transport service had improved and was now safe, secure and there was no overcrowding on the buses. Observations of bus arrivals and departures were orderly with adult supervision. Seat belts were now used and timing of the buses was

reasonable and unrushed. The school held an evacuation drill three times before the inspection and had recorded and evaluated the system for further improvement. Supervision during break-time was now acceptable. Provision for the management of health issues by the nurse had been increased to three days per week.

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 regular 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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