

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Al Basateen
Private Nursery
Hatta Branch

Celebrating
10 years of
inspections

AL BASATEEN PRIVATE
NURSERY HATTA BRANCH

MoE CURRICULUM

Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
Main inspection report	12
1. Students' achievements.....	12
2. Students' personal and social development, and their innovation skills	15
3. Teaching and assessment.....	16
4. Curriculum.....	17
5. The protection, care, guidance and support of students	18
Inclusion of students with SEND (Students of determination)	20
6. Leadership and management.....	21
The views of parents, teachers and senior students.....	22

School information

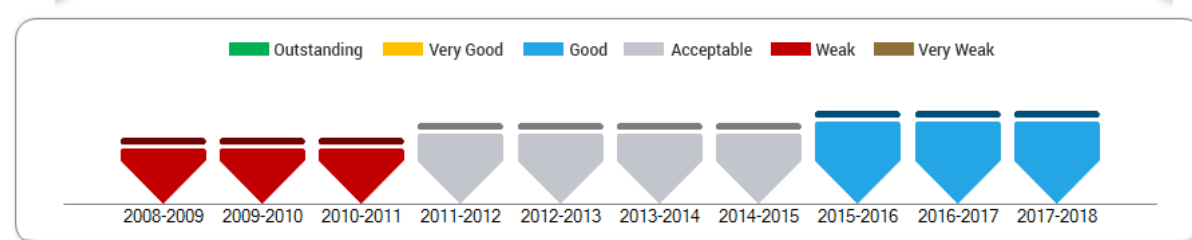
General information	
Location	Hatta
Type of school	Private
Opening year of school	2004
Website	http://www.women.ae
Telephone	00971-4-8523151
Address	Dubai, Hatta. P.O Box: 12326
Principal	Shaikha Abdulla Al-Badwawi
Principal - Date appointed	9/1/2017
Language of instruction	Arabic, English
Inspection dates	30 to 31 October 2017

Teachers / Support staff	
Number of teachers	10
Largest nationality group of teachers	Emirati
Number of teaching assistants	9
Teacher-student ratio	1:11
Number of guidance counsellors	0
Teacher turnover	20%

Students	
Gender of students	Boys and girls
Age range	4-5
Grades or year groups	KG 1-KG 2
Number of students on roll	113
Number of children in pre-kindergarten	0
Number of Emirati students	58
Number of students with SEND	2
Largest nationality group of students	Emirati

Curriculum	
Educational permit / Licence	MoE
Main curriculum	MoE
External tests and examinations	NA
Accreditation	NA
National Agenda benchmark tests	NA

School Journey for Al Basateen Private Nursery Hatta branch



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Al Basateen Private Nursery Hatta branch was inspected by DSIB from 30 to 31 October 2017. The overall quality of education provided by the school is **Good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

A new principal has been in post for two months. Leaders are focused on curriculum development through improved coordination of children's learning experiences, across subjects. Governors support improving provision for children with special educational needs and disabilities (SEND), through targeted professional development for all teachers.

Students' achievement

Children's good progress is evident across all subjects. Their achievement is at its best in Islamic education, Arabic and mathematics where attainment is also good, whereas in English and science attainment is acceptable. Children develop age-appropriate, higher order skills, by applying their learning in new contexts. This is most notable in mathematics.

Students' personal and social development, and their innovation skills

Children's understanding both of Islamic values and the culture and heritage of the UAE are excellent. They behave very well and respect each other and adults. They are offered few opportunities, through the curriculum, to show their creativity and ability to solve problems. As a result, their skills for innovation remain undeveloped.

Teaching and assessment

Teachers are successful in building children's confidence. They plan topics carefully but do not yet use assessment well enough to personalise teaching. Through training, teachers are beginning to acquire skills in creating appropriately challenging, independent contexts for children to learn through play.

Curriculum

Recent curriculum review and staff training have brought the curriculum more in line with Ministry of Education (MOE) expectations. In KG1, the curriculum is enhanced with English teaching. The curriculum does not yet provide sufficient opportunities for children to initiate their own activities.

The protection, care, guidance and support of students

All staff take good care of children and know how to keep them safe. Children's personal and social development is notable. Support for children with SEND remains weak, resulting in children not having their learning needs fully met in class. The school nurse ensures children's health is monitored well.

What the school does best

- Children are polite, very well behaved and eager to learn.
- Children hold their own culture in high regard and appreciate the Islamic values that underpin life in the UAE.
- Teachers are caring and nurturing towards children. They maintain supportive and effective communication with parents.
- The very effective support given by parents to the school and the continued positive links of the school with the community, which enhance children's learning experiences.







Key recommendations

- Governors should monitor the effectiveness of leadership, holding the principal to account for securing school improvement and raising educational standards.
- Raise achievement through improved learning experiences for all children, by:
 - ensuring learning is clearly assessed against the curriculum standards
 - teachers planning learning to meet children's individual needs
 - adopting teaching approaches which encourage children's independence and develop their creativity.
- Improve inclusion and provision for children with SEND, and those who are gifted and talented by:
 - making clear leadership responsibilities for managing and monitoring the quality of support
 - ensuring staff understand how to match learning activities effectively to meet children's different needs.

Overall School Performance

Good

1. Students' Achievement

KG		
Islamic education 	Attainment	Good
	Progress	Good
Arabic as a first language 	Attainment	Good
	Progress	Good
Arabic as an additional language 	Attainment	Not applicable
	Progress	Not applicable
English 	Attainment	Acceptable
	Progress	Good
Mathematics 	Attainment	Good
	Progress	Good
Science 	Attainment	Acceptable
	Progress	Good

KG	
Learning skills	Good

2. Students' personal and social development, and their innovation skills

KG	
Personal development	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding
Social responsibility and innovation skills	Very good ↓

3. Teaching and assessment

KG	
Teaching for effective learning	Good
Assessment	Acceptable
KG	
Curriculum design and implementation	Good
Curriculum adaptation	Good

5. The protection, care, guidance and support of students

KG	
Health and safety, including arrangements for child protection / safeguarding	Good
Care and support	Acceptable

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Acceptable ↓
Management, staffing, facilities and resources	Good

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for

International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

Not Applicable

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements):

i) Governance and Leadership.

ii) Learning and Intervention.

iii) Personalisation

- The majority of children in the school are Emirati. Leaders ensure that the school plans provision to take on board their needs and there is no difference in achievement between Emirati and non-Emirati cohorts.
- A sufficient emphasis is given by teachers and parents in providing activities for children regarding their heritage. This both develops children's pride and their understanding of Emirati culture and Islamic values.
- Assessing and meeting individual needs, including those of Emirati children, is not sufficiently developed to allow effectively targeted support when needed.

The school's provision for raising the achievement of Emirati students meets expectations.


Innovation in Education

- Children are in the early stages of using technology to support their learning.
- Children have a positive work ethic but they do not initiate ideas, nor do they think critically. They are heavily reliant on their teachers and other adults to both direct and support them.
- Teachers do not sufficiently encourage children to investigate and solve problems. They offer a limited choice in learning activities that does little to nurture either creativity or independent enquiry.
- The school curriculum does not sufficiently support children to develop skills of enterprise and entrepreneurship.
- Leaders have a limited understanding of innovation and do not prioritise the development of this area.

The school's promotion of a culture of innovation is underdeveloped.

Main inspection report


1. Students' achievements

KG		
Islamic education 	Attainment	Good
	Progress	Good

- Across both KG1 and KG2, children attain well in their knowledge and understanding of Islamic values. They can memorise short surahs and hadeeths.
- Children's progress in their understanding of basic concepts in Islamic education is stronger in learning hadeeth than it is in the Holy Qur'an. Their understanding of the Seerah is developing well.
- Morning assemblies reinforce many aspects of the Prophet Mohammed (PBUH) - his life and teachings. This helps to consolidate children's knowledge about Seerah.

For development


- Develop children's thorough understanding of the concepts in the short surahs of the Holy Qur'an and their correct reading of it.

KG		
Arabic as a first language 	Attainment	Good
	Progress	Good

- Listening is a strength in both KG1 and KG2. Children respond well to their teacher's instructions. Progress in speaking skills is not strong due to a lack of opportunities given to creatively practice these skills.
- Children can identify letters, link words to pictures and copy 3-letter words. They are developing their writing skills, appropriate to age-related expectations. However, speaking in classical Arabic remains underdeveloped.
- Overall, achievement in Arabic as a first language remains stronger than curriculum expectations for the majority of children. However, a delay in learning short and long vowels in the subject from KG1 to KG2 slows the rate progress for a minority of pupils.

For development


- Create sufficient opportunities for children to practise classical Arabic speaking using role play.

KG		
English 	Attainment	Acceptable
	Progress	Good

- Across KG1 and KG2, children are making good progress in learning English. They have an increasing knowledge about letters, and older children begin to build words and read them.
- Children in KG2, benefit from the focus on phonic work and know strategies which help them to make good progress in understanding and learning unfamiliar words. Some children copy letters incorrectly and this detrimentally affects their attainment in independent writing.
- Children's achievements overall are at similar levels to previous years. Whilst progress is good, children are not sufficiently encouraged to read more widely and regularly. This restricts achievement at the higher levels.

For development


- Introduce children to a greater range of reading materials to be shared with the teacher.
- Develop comprehension skills and demonstrate these orally.
- Build children's writing skills so they begin to write sentences confidently and correctly.

KG		
Mathematics 	Attainment	Good
	Progress	Good

- In mathematics, the majority of children make better than expected progress and attainment is above curriculum standards. By KG2, most children can identify and sequence numbers beyond 10, accurately combine small groups of objects and name a range of simple shapes.
- Although different activities are planned, these are not always well matched to children's learning needs. This leads to inconsistencies in rates of progress, in lessons for different groups.
- As a result of having some opportunities to apply their mathematical knowledge and understanding, in novel age-appropriate contexts, children are beginning to develop higher order skills.

For development

- Increase children's capacity for critical thinking by providing regular opportunities for them to engage in problem solving and find things out for themselves.

KG		
Science 	Attainment	Acceptable
	Progress	Good

- In science, children's achievement is at least in line with curriculum standards and for a majority, progress is above expectation. Skills in observation and classification are developing well.
- While progress is enhanced through creative, cross-curricular links with other subjects, depth in learning and hence attainment, is affected because the work covered in KG2 is similar to that already completed in KG1.
- When learning is teacher directed, children are not given enough time to explore for themselves or to ask questions. As a result, they do not attain well in higher order skills involving enquiry or problem solving.

For development

- Ensure progression of skills development between KG1 and KG2 to build on prior knowledge and learning.

KG	
Learning Skills	Good

- In both KG1 and KG2, children are enthusiastic learners who concentrate well for short periods of time. They show interest in the tasks set and increasingly work without teachers' interventions.
- Children's developing language skills enable them to talk about what they know and can do, particularly in KG2. They enjoy working together and collaborate well with each other.
- Critical thinking and problem-solving skills are still developing features of children's learning. However, in lessons about the heritage of the UAE they are beginning to think creatively and to make connections. They observe how people lived in the past, and make items for the home, such as fans, from resources around them.

For development

- Identify connections between areas of learning, across all subjects and more consistently relate these to children's understanding of the world.
- Plan opportunities for children to develop problem solving skills.

2. Students' personal and social development, and their innovation skills

	KG
Personal development	Very good
<ul style="list-style-type: none"> Children have very positive attitudes to their work and are eager to learn. They behave very well and are happy to share, work and play together, harmoniously. Teachers take great care in developing relationships with children and this helps them to develop their confidence. Children are highly respectful towards adults, particularly when there are visitors to the school. Children know about eating healthy food and eat appropriate snacks at break time. They enjoy taking part in regular physical exercise. Attendance is inconsistent, but children arrive to school on time. 	
	KG
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding
<ul style="list-style-type: none"> Children in both KG1 and KG2 fully appreciate Islamic values and they show high levels of regard for the heritage and culture of the UAE. Mothers play an active role in developing children's understanding of a range of UAE traditions, and this serves to further enhance their appreciation. Children listen attentively to the Holy Qur'an and know by heart some short hadeeth regarding Islamic interpretations of universal values, such as honesty. Most children enthusiastically participate in singing the national anthem. They are well aware of their own culture. Children's knowledge and understanding of other world cultures is not as well developed. 	

	KG
Social responsibility and innovation skills	Very good ↓

- Children show strong levels of social responsibility, considering their relatively young ages. They enjoy taking part in local community events and visits.
- Most children show a very positive work ethic and want to learn. They take part in projects but some rely too much on adults to help them. The school does not provide sufficient opportunities for children to develop their enterprise and entrepreneurship skills, hence these are underdeveloped.
- Children participate willingly in all activities in the school and take care of their surroundings and resources. They care for plants they have planted in the playground flower beds. They are developing an understanding of looking after resources by using recycled materials in craftwork.

For development

- Foster children's knowledge, understanding and appreciation of other world cultures.
- Provide more opportunities to develop creativity and enterprise skills

3. Teaching and assessment

	KG
Teaching for effective learning	Good

- Teachers use an appropriate range of resources in both KG1 and KG2. Planning is mostly generic and does not always allow for differentiation.
- Positive interaction of teachers with children is a strong feature in teaching. Most teachers have secure subject knowledge. Usually, teachers encourage children to work in different learning centres in class. However, activities are not always matched to children's abilities and opportunities for independent and enquiry-based learning is limited.
- In the best lessons, the newly-adopted lesson planning format is used effectively. However, this is not consistent or a well-embedded feature. Lessons delivered through circle time followed by access to learning centres are not always effectively implemented.

	KG
Assessment	Acceptable
<ul style="list-style-type: none"> Across the school, teachers know children well. Internal assessment methods are used consistently and teachers record in detail what children know and can do. Assessment data are analysed but use of information about the progress of key groups of children remains underdeveloped. The school has improved assessment procedures across both KG1 and KG2, but the information gained is only occasionally used to effectively adapt the curriculum or teaching to meet the needs of individual children. 	
For development <ul style="list-style-type: none"> Make better use of assessment information to adjust the curriculum and teaching so that all children make better progress. 	

4. Curriculum

	KG
Curriculum design and implementation	Good
<ul style="list-style-type: none"> The curriculum is broad and balanced, offering a range of appropriate experiences across both KG1 and KG2. There are clear cross-curricular links, particularly between Arabic and Islamic education. The curriculum is aligned with the MOE expectations. The KG1 curriculum is enriched with English. The curriculum does not provide sufficient opportunities for children to initiate their own activities. The school reviews the curriculum annually and makes changes following the evaluation. 	

	KG
Curriculum adaptation	Good
<ul style="list-style-type: none"> The school offers a range of appropriate learning through play-based curriculum choices. Curriculum modifications for children with SEND, or who are gifted and talented are sometimes limited. Children experience a range of play activities inside and out of the classroom. They have opportunities to find out about their community through visits and visitors. Child initiated activities are not well established The curriculum includes very effective programmes to develop children's knowledge and understanding about the heritage and culture of the UAE. 	
For development	
<ul style="list-style-type: none"> Develop children's independent use of technology to support their learning. 	

5. The protection, care, guidance and support of students

	KG
Health and safety, including arrangements for child protection / safeguarding	Good
<ul style="list-style-type: none"> Across KG1 and KG2, all staff know how to keep children safe and work to promote their welfare. The comprehensive safeguarding procedures are understood by teachers and shared with parents. Teachers supervise and coach children well so they understand the importance of managing their own behaviour and showing concern for others. Classrooms are clean and well maintained. The school nurse monitors children's health very effectively and takes appropriate action to reduce risks. Staff successfully encourage children to eat healthily through school activities and workshops with the community. The school environment is suitable for all children, including those with SEND. Ramps allow access to all areas of the school. 	

	KG
Care and support	Acceptable

- Strong relationships between adults and children are the basis of the school's effective behaviour management. These contribute to the school's positive climate for learning. Appropriate systems are in place to support children's well-being.
- The school's procedures for supporting attendance and punctuality are adequate. Although most parents are very supportive, regular attendance remains an issue for a few.
- Procedures for the identification and assessment of children with SEND and the gifted and talented, are not fully developed. In only a few lessons is adequate support provided for these children. Support for children's personal and social development is a strength.

For development

- Ensure children with SEND and the gifted and talented are accurately identified and provided with appropriate support in all lessons.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Weak

- Although the school articulates a commitment to inclusion, a governor for inclusion and an inclusion champion have not yet been appointed, and an inclusive education plan has not yet been developed. Consequently, successful inclusive classroom practises are not embedded.
- Procedures for identifying children with SEND are mostly related to sensory and behavioural difficulties. There are no reliable procedures for identifying children with other types of need. Interventions to support children's learning are very limited.
- Parents value the education their children receive and welcome regular communication from the school regarding their children's progress. Some information is provided about strategies that they can use at home to support their children's learning.
- Little personal support is provided for children with SEND. The role of learning support assistants has yet to be developed.
- The school collects basic information on the progress all children are making. However, the school does not collect enough detailed information, through ongoing reliable assessments, to ensure that children's progress and attainment matches their abilities.

For development

- Appoint an inclusion champion and a governor to promote inclusion.
- Monitor the effectiveness of the identification of children with SEND and the quality of their learning.

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Acceptable ↓
Management, staffing, facilities and resources	Good




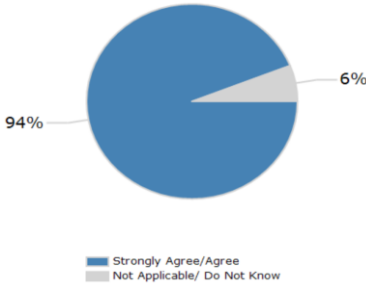
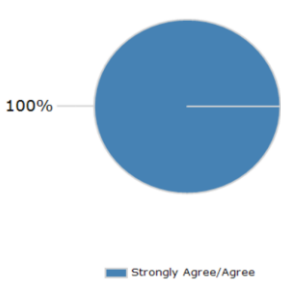
- The new principal has only very recently joined the school. She is steadily gaining an understanding of the school, with the support of the former principal. She is developing her vision for the school, and is building positive, professional relationships with staff, parents and governors.
- The school uses a range of procedures to evaluate provision. These include observation of teaching and learning and monitoring of performance by governors. Priorities this year, are leading to an improved match of teaching and learning to MOE curriculum standards. Improvement plans do not provide enough detail to explain how inspection recommendations alongside school and national priorities will be convincingly met.
- Parents are very supportive of the school and feel involved in their children's learning. They visit regularly, to enhance children's experiences such as learning about their traditions and culture. Parents appreciate the range of communication they receive about their children's progress and feel supported to help with learning. Community representatives visit the school regularly and children enjoy making local visits to places of interest.
- Governors provide ongoing support to the school and ensure the organisation of resources. They have close working partnerships with school leaders and aim to hold the principal to account through both regular meetings and monitoring provision. However, governors have not implemented strategies to ensure that individual children's learning needs are consistently met.
- Day-to-day the management of the school is well organised and it runs smoothly. New staff are recruited promptly and most have appropriate qualifications or experience. All staff attend relevant training on the curriculum and on meeting children's needs. Resources are available to support most aspects of the curriculum and include learning technologies.




For development

- Accurately monitor teaching, learning and assessment to improve achievement.
- Governors should manage the change of leadership to ensure clear vision and capacity to expedite school improvement.
- Promote and develop an innovative culture which encourages children's enterprise and curiosity.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.

 Students No. of responses = 0	 Parents No. of responses = 71	 Teachers No. of responses = 8
Not Applicable	<p>I am happy with the work that KHDA is doing</p>  <p>94% 6%</p> <p>Strongly Agree/Agree Not Applicable/ Do Not Know</p>	<p>Overall, I am satisfied with the quality of education at my school.</p>  <p>100%</p> <p>Strongly Agree/Agree</p>

 Students	<ul style="list-style-type: none"> No survey was carried out as a result of the young age of the children.
 Parents	<ul style="list-style-type: none"> Parents who returned the survey, are very satisfied with the quality of the provision and all think children are well-behaved and have positive awareness of Islamic values. A small minority did not think the school encourages children to be innovative. Parents of children with educational needs and disabilities are positive about the support given. Views of parents on SEND provision are generally not supported by the inspection findings.
 Teachers	<ul style="list-style-type: none"> Staff who responded to the survey, are very positive on all aspects of the school's provision. A minority are not clear about the school's approach to safety procedures when children use computers to access information.

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

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae