

INSPECTION REPORT

Al Basateen Private Nursery

Report published in April 2014

جهاز الرقابة المدرسية في دبي
Dubai Schools Inspection Bureau

GENERAL INFORMATION ABOUT Al Basateen Private Nursery

| | |
|---------------------------------------|-------------------------------------|
| Location | Al Khawaneej |
| Type of school | Private |
| Website | www.women.ae |
| Telephone | 04-2892261 |
| Address | P O Box 78595, Dubai |
| Principal | Fatma Al Abdullah |
| Curriculum | MOE |
| Gender of students | Boys and Girls |
| Age / Grades or Year Groups | 3-5 / Kindergarten 1-Kindergarten 2 |
| Attendance | Unsatisfactory |
| Number of students on roll | 176 |
| Largest nationality group of students | Emirati |
| Number of Emirati students | 89 (51%) |
| Date of the inspection | 24th to 25th March 2014 |

Contents

| | |
|---|----|
| The context of the school | 3 |
| Overall school performance 2013-2014..... | 4 |
| Key strengths..... | 4 |
| Recommendations..... | 4 |
| Progress since the last inspection | 5 |
| Trend of overall performance..... | 5 |
| How good are the student's attainment progress and learning skills? | 6 |
| How good is the student's personal and social development? | 7 |
| How good are teaching and assessment? | 7 |
| How well does the curriculum meet the educational needs of all students? | 7 |
| How well does the school protect and support students? | 8 |
| How good are the leadership and management of the school? | 8 |
| How well does the school provide for students with special educational needs? | 13 |
| How well does the school teach Arabic as a first language? | 14 |
| What are the views of parents and teachers? | 15 |
| What happens next? | 16 |
| How to contact us | 16 |

The context of the school

Al Basateen Private Nursery is located in Al Khawaneej and serves boys and girls, aged from three to five years. Children were organised into three Kindergarten 1(KG1) and four Kindergarten 2(KG2) classes. Enrolment had increased from the last inspection by one fifth.

There were 176 children on the roll and, of these, just over half were Emirati. The rest were from other Arabic speaking countries. Almost all children speak Arabic as their first language. The curriculum follows the Ministry of Education Kindergarten curriculum. English was taught as an additional language to all children.

The school is run by the Dubai Women's Association, a not-for-profit organisation. The school employed nine teachers. The Principal was supported by a curriculum supervisor, an administrator and secretary.

Overall school performance 2013-2014

Acceptable

Key strengths

- The school's welcoming environment and ethos;
- Attractive classrooms with good resources to support active learning;
- Children's personal responsibility, and their awareness of Islamic values and the UAE culture;
- The positive and helpful links with parents and the local community.

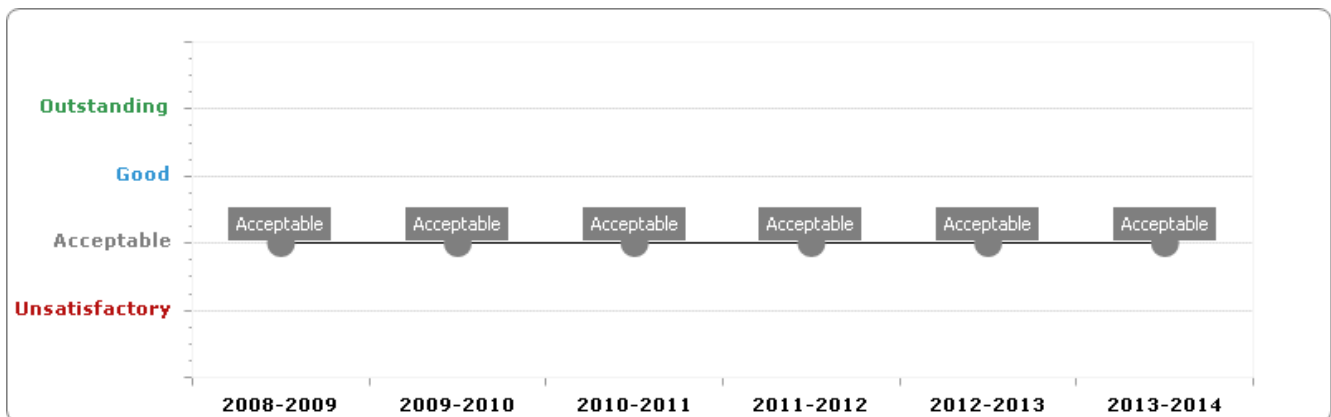
Recommendations

- The Principal and Governors should raise teachers' expectations of standards which children can achieve in order to raise attainment and progress across subjects.
- Increase the opportunities for purposeful activity-based learning in all lessons.
- Improve assessment to focus more clearly on individual learning needs.
- Improve the balance of time across curricular areas, particularly for mathematics and science.
- Implement procedures to ensure the needs of all children are supported, including those with special educational needs and those who are gifted and talented.

Progress since the last inspection

- The school had improved its accommodation significantly and introduced more appropriate, active learning opportunities for all children.
- The school had not yet done enough to support children's progress by clearly specifying the next steps in learning for individuals and groups.
- The school still did not enrol children they felt they could not support to make progress. It had not developed effective enough identification of the individual needs of children and provision for them.

Trend of overall performance



جهاز الرقابة المدرسية في دبي
Dubai Schools Inspection Bureau

How good are the student's attainment progress and learning skills?

| | KG |
|---|----------------|
| Islamic Education | |
| Attainment | Good |
| Progress | Acceptable |
| Arabic as a first language | |
| Attainment | Acceptable |
| Progress | Acceptable |
| Arabic as an additional language | |
| Attainment | Not Applicable |
| Progress | Not Applicable |
| English | |
| Attainment | Acceptable |
| Progress | Acceptable |
| Mathematics | |
| Attainment | Acceptable |
| Progress | Acceptable |
| Science | |
| Attainment | Acceptable |
| Progress | Acceptable |

[Read paragraph](#)

| | KG |
|--------------------------------------|------------|
| Quality of student's learning skills | Acceptable |

[Read paragraph](#)

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Dubai Schools Inspection Bureau

How good is the student's personal and social development?

| | KG |
|--|------|
| Personal responsibility | Good |
| Student's understanding of Islamic values and their local, cultural and global awareness | Good |
| Community and environmental responsibility | Good |

[Read paragraph](#)

How good are teaching and assessment?

| | KG |
|---------------------------------|------------|
| Teaching for effective learning | Acceptable |
| Assessment | Acceptable |

[Read paragraph](#)

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 |

[Read paragraph](#)

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Dubai Schools Inspection Bureau

How well does the school protect and support students?

| | KG |
|--------------------|------------|
| Health and Safety | Good |
| Quality of Support | Acceptable |

[Read paragraph](#)

How good are the leadership and management of the school?

| | Whole school |
|--|--------------|
| Quality of leadership | Acceptable |
| Self-evaluation and improvement planning | Acceptable |
| Parents and the community | Good |
| Governance | Acceptable |
| Management, including staffing, facilities and resources | Good |

[Read paragraph](#)

How good are the student's attainment and progress?

Attainment was acceptable in most subjects but in Islamic Education, attainment was good. The majority of children had good recitation skills with understanding of Allah as the creator of everything. They participated well in Islamic celebrations. In Arabic as a first language, most children could recognise single letters and match them to pictures and words. By the end of KG2, most children could copy single words. They understood spoken instructions and information. Their reading and writing skills were less well developed. In English, all children started school as beginners in the language. Children understood a wide range of spoken language and replied confidently to questions such as, 'What is the weather like today?' They developed an age-appropriate vocabulary about the world around them but few could speak in a short sentence. Most children were meeting expected standards in mathematics. In mathematics, children could count to 20 and beyond, and add and subtract two single digit numbers by the end of KG2. They knew the names of two-dimensional shapes and used mathematical language to describe size and weight. In science, KG1 children could identify animals which live in desert areas. Most could explain why these animals could survive such as how camels store food. In KG2, most children could identify plants of the desert and the fruit some produced. Few had developed their questioning and enquiry skills in practical situations or in discussion. They showed respect for their family and country and appreciated their basic needs of food, clothes and home.

Children were making acceptable progress in all key subjects. In Islamic Education, most children in KG2 were developing an appropriate understanding of etiquettes and behaviour expected of a good Muslim child. In Arabic as a first language, most children were making acceptable progress in recognising and forming letters. In English, children's early literacy skills progressed slowly as there were too few opportunities to read simple books or to write short words for themselves. Teachers often used questions which required a one word answer and this hindered progress in speaking. In mathematics, more able children did not make the progress they were capable of as the tasks were too easy for them. Children did not develop simple problem solving skills as there were too few opportunities to apply number in real-life contexts. In science, expectations of children, especially the more able children, were not high enough to enable them to make progress beyond the levels expected for their age.

[View judgements](#)

Quality of students' learning skills

Learning skills were acceptable. Children displayed positive attitudes towards their learning. They followed the teachers' instructions carefully. They were able to engage independently and concentrate in activities when given the choice. Children occasionally worked collaboratively in groups, but the lack of regular

occasions to do so prevented them from being able to explain and discuss their learning with each other. Most were able to apply their learning to some real-life situations, for example during role play or when creating desert scenes with toys. They had few opportunities to investigate or explore on their own. Critical thinking skills were not developed well during lessons and classroom activities. Children enjoyed watching information programmes on the data projectors but did not use information and communication technology (ICT) independently in their learning.

[View judgements](#)

How good is the students' personal and social development?

Children's personal and social development was good. They demonstrated positive and respectful attitudes to each other and to their teachers. Behaviour was good, although a few children had difficulty at times behaving when not closely supervised. Most children co-operated well with each other and kept their own belongings and classroom resources tidy and in place. Most children ate healthy food and enjoyed exercise when playing in free time. They followed their teachers' advice on keeping healthy. Overall attendance was poor.

Children had a good understanding of how Islamic values influenced their own culture and society and they showed respect in their attitudes. Children had a good knowledge of the heritage and culture of the UAE. They could name some of the main features of Dubai and when Expo 2020 would take place. They were confident in their knowledge of the names of the seven Emirates and the colours of the national flag. Children talked about their own cultures and the cultures and traditions of their classmates.

Children sometimes took the initiative and made independent decisions about their learning, especially when teachers gave them opportunities for this. Children took care of their class areas and the kindergarten as a whole. They participated in different activities inside and outside the kindergarten to improve the environment. These included planting trees around the kindergarten and taking part in the 'Clean the World' campaign. They made numerous visits to places of interest in the local community which enhanced their learning experiences.

[View judgements](#)

How good are teaching and assessment?

Teaching for effective learning was acceptable. Teachers had an improved understanding of how young children learn. Most knew how to involve children's interests in lessons. Teachers planned lessons carefully and included a variety of resources, including data projectors and real-life materials, to extend learning

experiences. They provided daily activity-based learning experiences through the new and attractive play equipment available in each classroom. However, these opportunities were not extended sufficiently across all lessons. In addition, teachers' expectations of children's achievement were too low, especially of the more able. As a result, attainment and progress were acceptable. Insufficient attention was given to developing children's thinking and enquiry skills.

Assessment was acceptable. Most teachers had an acceptable understanding of children's strengths and weaknesses. They assessed children at the beginning of the school year and at the end of each unit of work. They maintained detailed records of each child's progress and shared the information with parents. In the majority of lessons, teachers used questioning and observation to check children's understanding. Teachers provided extra support or additional worksheets to help children who were slower in their learning. Although the school had developed its procedures for assessing, recording and tracking progress, these had not led to significant improvements in children's progress. Teachers did not use the information from assessment to adapt the curriculum or plan additional support and challenge to meet the needs of the full range of abilities. As a result, children only made acceptable progress in their learning.

[View judgements](#)

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

The quality of the curriculum was acceptable. The time allocated for each subject did not provide a sufficiently balanced curriculum, especially for Islamic Education, mathematics and science. Additional textbooks were used in different subjects to give more breadth of learning in the curriculum. The school delivered the curriculum through monthly themes which linked subjects and activities. Curriculum planning did not offer sufficiently challenging opportunities for children to develop higher levels of skill. Transition arrangements for the next stage of education within the school or with the children's next schools, were not sufficiently developed, especially for Arabic and English. The curriculum had been reviewed appropriately in the last year to enhance children's active learning experiences. The review had not yet impacted on children's academic development. Opportunities for independent learning, research and developing critical thinking were limited. Enrichment of the curriculum included positive community links for learning.

The design of the curriculum to meet the needs of children was acceptable. Topics were age-appropriate and captured children's interest and imagination. Tasks which offered practical activity motivated children well, for example in 'corner time'. Some tasks and activities for less able children were often repetitive and involved them in colouring in worksheets rather than developing their understanding and skills. A few teachers planned additional tasks for more able children but this was inconsistent and often limited to worksheets which were too easy for them. The tasks for a few slower learners were not sufficiently practical

or inspiring. Children learned better when given opportunities to make choices and follow their own interests.

[View judgements](#)

How well does the school protect and support students?

Good arrangements were in place to ensure children's health, safety and security in all parts of the school. The doctor and nurse took good care of children's health. Transport arrangements were good. Bus supervisors used lists to check children on arrival and departure. The school buildings and facilities were suitable for children with restricted mobility. The quality of maintenance and record keeping was good. Fire drills were conducted regularly. The newly created canteen facility provided children with hygienic and pleasant surroundings to eat their snack. It offered healthy food options. The outdoor and covered areas supported regular opportunities for energetic exercise. All staff were aware of the school's child protection arrangements. A few aspects of the outdoor area were not appropriate, including the quality of the sand pit and lack of soft covering protection on metal poles in the play area.

The quality of support for children was acceptable. Teachers showed a concern for the personal development of all children. Most teachers had warm and positive relationships with children. They managed behaviour supportively, although a few teachers had difficulty managing some children. There were appropriate systems to record and monitor children's attendance and punctuality. Parents were contacted if absences were repeated. These procedures had not led to improved attendance levels. The school had developed its systems for recording and monitoring the personal development of children.

[View judgements](#)

How good are the leadership and management of the school?

Leadership was acceptable. The Principal had led significant developments in the school since the last inspection with some success. These included the extension of the premises with new and larger classrooms, the introduction of new learning approaches through active play and appropriate resources to support this. All staff were supportive of the new development in learning but not all were sure how to take these forward effectively.

The school had developed acceptable self-evaluation and improvement planning processes. It linked its plans closely with the strategic planning structure of the governing body, the Dubai Women's Association. The school had identified appropriate priorities to improve facilities for children's learning and to

expand building accommodation. Success had been achieved in implementing these priorities. The Principal carried out regular classroom observations of teachers. These had not ensured consistent improvement in the quality and consistency of teaching across the school.

Partnerships with parents and the local community were good. Parents were very positive about the school's quality of provision. They had regular contact with the school about their child's progress through written communication and informal and formal meetings with teachers. The kindergarten had productive links with other nurseries to support curricular developments. A wide range of visits were organised in the local community to enhance children's experiences.

Governance was acceptable. The governing body had been closely involved in the decision-making process for development priorities in the last year. It had given helpful financial support for building and learning improvements. The school was fully accountable to the Dubai Women's Association, and the Principal sent regular update reports on progress. Direct monitoring of the educational provision in classes was not undertaken by governors. They did not have a clear understanding of the statutory requirements on the inclusion of SEN children in school.

The school was well managed on a day-to-day basis. Management and administrative staff ensured school procedures ran smoothly and effectively. Appropriate new teaching and administrative staff had been employed in the last year to match the expansion of premises and teaching facilities. Most staff were suitably qualified. The premises provided a good standard for teaching and learning. Classrooms were an appropriate size for activity-based learning. New equipment and resources were of high quality.

[View judgements](#)

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

The school did not admit children with special educational needs if it did not have the capacity to support their needs. Not all teachers had attended training on the identification and provision for children with special educational needs. Teachers identified children with weaker skills in all subjects. Most provided extra support in lessons which ensured that they made acceptable progress. Teachers were less successful in meeting the needs of more able children. The school did not have specific programmes in place to support the few children with behavioural and social needs to help them improve. As a result, more and less able children did not make sufficient progress in their learning.

How well does the school teach Arabic as a first language?

Across the school, the quality of teaching in Arabic was adequate. In most lessons, teachers' subject knowledge was appropriate. Daily planning was detailed but the level of expectations was frequently low. Teachers used adequate resources, including ICT, flash cards, posters and boards. Teachers' interaction with children in most lessons was through direct, closed questions and answers. Teachers provided few opportunities to develop children's thinking. Teachers organised children into groups of ability levels and most provided them with different work. However, this did not always meet their needs or offer appropriate follow up in their work. Teachers followed the Ministry of Education curriculum and their implementation of this was generally balanced. However, not all children were meeting appropriate curriculum standards by the end of each grade. Transition from stage to stage did not ensure smooth progress in all skills of the language. The curriculum was reviewed each year but this was not sufficiently rigorous or well adapted to ensure it met the needs of all children, especially in raising the attainment of higher achievers. Appropriate cross-curricular links were used in lessons. Adequate extra activities were provided to support children's knowledge and awareness.

What are the views of parents and teachers?

Before the inspection, the views of parents and teachers 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 | 56 | 33% |
| | Last year | 38 | 29% |
| Teachers | 9 | | 100% |
| Students | 0 | | 0% |

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

About a third of parents and all the teachers responded to the questionnaire. Most parents felt their child was making good progress across key subjects, apart from science. Almost all felt their child enjoyed school and teachers provided a good quality education. They thought time spent on homework was appropriate. Most considered their child found work interesting and challenging. Almost all thought their child was well looked after and safe at school. Most agreed that the school dealt well with incidents of bullying. Most felt their views were listened to and that reports and meetings were regular and helpful. About a fifth of parents did not agree that their child was well prepared for the next stage in their education. All teachers agreed that most children's behaviour was good. They considered the school dealt well with bullying incidents and that all children were treated fairly. All agreed the school was well led and that their opinions were listened to by the leaders.

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

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