



2014-2015

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School information



General information

Location	Al Khawaneej
Type of school	Private
Opening year of school	2008
Website	www.women.ae
Telephone	04-2892261
Address	Dubai, P.O Box: 78595
Principal	Fatma Al Abdullah
Language of instruction	Arabic
Inspection dates	25 th - 26 th 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	141
Number of children in Pre-K	0
Number of Emirati students	60
Number of students with SEN	0
Largest nationality group of students	Arab



Teachers / Support staff

Number of teachers	10
Largest nationality group of teachers	Arabic
Number of teacher assistants	0
Teacher-student ratio	1:14
Number of guidance counsellors	0
Teacher turnover	0%



Curriculum

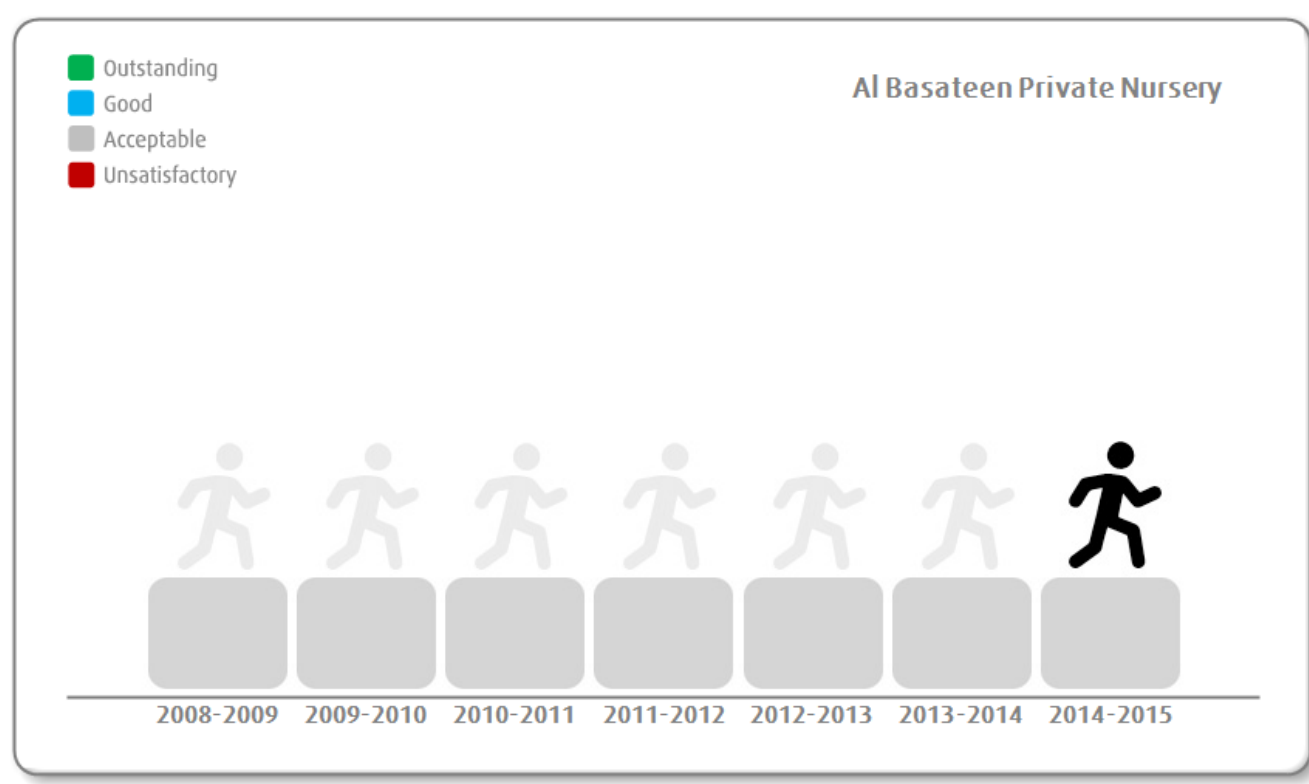
Educational Permit	MoE
Main Curriculum / Other	MoE
Standardised tests / board exams	None
Accreditation	None



Dear Parents,

Al Basateen Private Nursery was inspected by DSIB from 25th - 26th 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's leaders, governors and owners are:

Strengths

- Children's good levels of awareness of Islamic values, the UAE's culture and were involved with the local community.
- Children's progress in Islamic Education, English and mathematics was good.
- Teachers' effective use of assessment information to plan different tasks to meet the children's individual learning needs.
- Positive partnerships with governors, parents and the local community, which broadened the children's learning experiences.

Areas for improvement

- Continue to improve the children's progress by increasing the levels of challenge and promoting greater independence during lessons and centre-time activities.
- Enhance the quality of senior managers' classroom observations to ensure there is consistently high-quality teaching in all classes.
- Improve the assessment and identification of children with special educational needs and accurately categorise them against KHDA guidelines.
- Improve children's rates of attendance.

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



How well does the school perform overall?

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

- Children made good progress in understanding the pillars of Islam. They could recognise Arabic letters and pronounce them correctly. They were making adequate progress in adding vowels to letters and were beginning to read a few words. Most children could write their names in Arabic. All children were learning English as an additional language and most were able to pronounce words well when singing action songs. They were confident in recognising letters in English. In mathematics, most children were confident in recognising numerals to 20 and could accurately write the numbers. Children were less confident at problem solving. Children could classify birds and animals and made progress in developing their observations skills; for example by using a magnifying glass. Children were focused when activities were stimulating and challenging. A few became restless and distracted when they were not engaged in purposeful learning.
- Children had positive work ethics and had good levels of awareness of Islamic values, the UAE's culture and were involved with the local community. They demonstrated entrepreneurship as young investors in the vegetable market. They took good care of their classrooms and participated in recycling.
- Teachers had organised an integrated approach to teaching through themes that linked children's learning across the different subjects. Better assessment procedures had impacted on teaching and children's progress in English and mathematics had improved.
- The curriculum quality and design promoted children's learning and development.
- School staff provided a caring environment and had established courteous relationships with children. The school had an adequate systems to manage attendance and punctuality, but the level of children's attendance was unsatisfactory.
- The Principal had a clear vision and ambition for the school. She shared the key mission of the Dubai Women's Association in her work with parents, children and the local community. Professional development had been undertaken by the staff and was carefully linked to the needs of the children.

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



- Children identified as having special educational needs were making acceptable progress across the different subjects.
- Appropriate modifications to teaching and learning were made for some of the identified children. However, due to issues with accuracy in the identification of individual needs, the teaching strategies did not always match the specific needs of a few children.
- Teachers generally supported those children identified with special needs well. However, they were unsure of how to modify the behaviour of a minority of children and engage them purposefully in activities.


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


↑ 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	Good
Community and environmental responsibility	Outstanding 

3. How good are teaching and assessment?

	KG
Teaching for effective learning	Acceptable
Assessment	Good 


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	Good



School **Inspection** Report

Overall school judgement

Acceptable

Key strengths


- Children's awareness of Islamic values, the UAE's culture and their involvement with the local community was good.
- Children's good progress in Islamic Education, English and mathematics.
- Teachers' use of assessment information to plan different tasks to meet the children's individual learning needs.
- Positive partnerships with Governors, parents and the local community, which broadened the children's learning experiences.


Changes since the last inspection

- More time had been allocated for teaching mathematics and science.
- Training for teachers on the use of data and Learning Technologies had been provided.
- Increased range of learning resources for all key subjects and improvements to the outside play areas.
- Links with parents had improved parental access to the school and enhanced opportunities to gather their views and opinions.




Recommendations

- Continue to improve the progress children make across the curriculum by increasing the levels of challenge and promoting greater independence in lessons and centre-time activities.
- Enhance the senior managers' classroom observations to ensure consistently high quality teaching in all classes.
- Improve the assessment and identification of children with special educational needs and accurately categorise them against the recognised KHDA categories.
- Improve the children's rate of attendance.

 Improved from last inspection

 Declined from last inspection

1. How good are the children's attainment, progress and learning skills?


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

- In Islamic Education, children had secure memorisation and recitation skills, and had good knowledge of Hadiths and supplications. They made good progress in understanding the pillars of Islam and in practicing the Hadiths regarding cleanliness, hygiene and the environment.
- Children could understand spoken Arabic, recognized letters in words, and pronounced them correctly. Most children could almost write their names from memory. Children made acceptable progress in adding vowels to letters and understanding the meanings of new words.
- Children were confident in recognising letters in English and matching initial sounds to objects and pictures. Most were able to pronounce words and phrases when singing action songs. They were less confident in using the words to make sentences or talking to others. The majority of children made good progress in lessons and from their starting points as additional English language learners.
- Most children were confident in recognising numerals up to 20 and could write numbers accurately. A few were able to count beyond 20, ordering numbers correctly and adding and subtracting small groups of objects. The majority made good progress in using numbers to match the date and count the number of other children present. They were less confident in solving mathematical problems.
- Most children could discriminate colours, and classify birds and animals according to physical characteristics. They were able to identify different tastes. Most children made progress in developing their observation skills by using magnifying glasses and reflecting on the different habitats of wild and domestic animals.


KG	
Learning skills	Acceptable

- Most children were engaged in, and enjoyed activities which were stimulating and challenging. They could talk about what they had learned in their lessons and what they would do next. A few became restless and distracted when they were not actively and purposefully engaged in learning.
- Most children worked well independently on individual tasks and co-operatively helped each other when working in groups. When given opportunities, they developed their own games and built on the ideas of others when participating in role-play activities.
- Many of the children were proud of their work. They could apply their skills in different contexts, such as using numbers when finding out how many children were absent from class, or in their theme work on animals.
- Children had limited opportunities to be investigative and find things out on their own. They were able to reflect on their learning at the end of the session.

2. How good is the children's personal and social development?

	KG
Personal responsibility	Good
<ul style="list-style-type: none"> Children showed positive attitudes towards learning, participated actively in classwork and were proud of their achievements. They were respectful towards their teachers and peers. Children behaved well in lessons and in other school activities. A few children required reminders from their teachers at times about the expected standards of behaviour. Children demonstrated cordial relationships with the staff and their classmates. Children had good knowledge of healthy food choices. They participated actively in physical education and playground activities and knew the importance of keeping their teeth, body and clothes clean. Most children arrived to school on time, but attendance rates were unsatisfactory. 	
	KG
Understanding of Islamic values and awareness of Emirati and world cultures	Good
<ul style="list-style-type: none"> Children demonstrated good understanding of Islamic values at school and in community activities. Children were well aware of the names of the UAE's leaders and of the different Emirates. They celebrated National Day and Flag Day. Children were very familiar with their own culture, but were insufficiently aware of the cultural diversity in Dubai and the world. 	
	KG
Community and environmental responsibility	Outstanding 
<ul style="list-style-type: none"> Children participated in many activities within the local community; for example, they attended workshops on safety, hygiene, and the environment. Children had a positive work ethic and demonstrated entrepreneurship as young investors in the vegetable market. Children took good care of their classrooms. They participated in initiatives for recycling and cleaning the desert. 	

3. How good are teaching and assessment?

	KG
Teaching for effective learning	Acceptable
<ul style="list-style-type: none"> The majority of teachers understood how young children learn. They organised their classrooms to be of interest to children and they planned interesting activities for children to participate in. All teachers followed a clear planning format, which showed what they expected the children to learn to meet curriculum objectives. Most teachers introduced a wide range of appropriate resources, activities and workbooks to enhance learning. Interactions between teachers and children were generally positive. In effective lessons, teachers encouraged children to actively participate and develop responsibility. This resulted in children who were motivated and enthusiastic. These features, however, were not consistently observed across classes, leading to some children being less active and disinterested. All teachers encouraged children to reflect upon their learning at the end of lessons. Critical thinking skills were still developing. In Arabic as a first language, most teachers had secure subject knowledge and the majority knew how children learn. They planned their lessons properly, provided an interesting learning environment, and used learning technology regularly. Teachers used appropriate questions and interacted well with children. In a minority of lessons, teachers talked excessively and did not use time and resources effectively. 	
	KG
Assessment	Good 
<ul style="list-style-type: none"> The established assessment system linked directly to the curriculum expectations and child-development milestones. The system produced valid and reliable assessment data. A baseline assessment was set at the beginning of the year to establish the children's capacities for learning and to identify any special educational needs. Most teachers had good knowledge and understanding of individual children's strengths and weaknesses. Most teachers used assessment information to modify their teaching in English and mathematics. This helped ensure that children made better progress in these subjects. . Teachers used assessment information to set appropriate targets for the children, check progress and give feedback to parents. Children's evaluation of their own work was not a regular feature of the assessment process. 	

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

	KG
Curriculum quality	Acceptable
<ul style="list-style-type: none"> The school followed the Ministry of Education curriculum. Time for mathematics and science had been increased to meet requirements. However, the children had fewer opportunities to develop physical and musical skills. The curriculum had a clear rationale and was age-appropriate. The planned delivery of the curriculum lacked opportunities for independent learning, research and critical thinking. The curriculum was enriched with additional phonics and arithmetic books, and by visits to the local community; for example the petting farm. Teachers used integrated themes to link children's learning across subjects. Joint planning opportunities encouraged teachers to develop cross-curricular links. The curriculum was reviewed and planning enhanced to ensure sufficient coverage of the expected knowledge and skills for this phase of development. The curriculum for Arabic as a first language was broad, balanced, and aligned with Ministry standards. The school reviewed the curriculum regularly and ensured its continuity and progression in knowledge and skills. Teachers enriched the curriculum with additional workbooks and made planned cross-curricular links in the monthly units of study. 	

	KG
Curriculum design to meet the individual needs of students	Acceptable
<ul style="list-style-type: none"> Teachers planned the curriculum to meet the learning needs of most children. Their ability to cater for children of different abilities, particularly those with special educational needs, was inconsistent. During centre-time, children were able to choose their own activities. This daily activity provided children with an opportunity to follow their own interests. The school was aware of its place in the community and made good use of its surroundings to enhance the curriculum. Extra-curricular activities within the school were not a part of the planned curriculum. 	

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

	KG
Health and safety	Good
<ul style="list-style-type: none"> School staff took good care of the children and implemented a successful child-protection campaign to raise awareness. The security and safety of children, when using the school's facilities and when being transported on the school buses, was of great importance to the school. The clinic provided regular medical checks for all children and kept detailed health and incident records. 	

- The buildings were well maintained and provided a suitable environment for learning.
- The school promoted physical activity and offered healthy food choices in the canteen.

	KG
Quality of support	Acceptable
<ul style="list-style-type: none"> • The staff had courteous relationships with the children and created an environment that was caring and respectful. • The school had a system to manage attendance and punctuality. • Staff members identified children with special educational needs, however this identification was not accurate enough. • There was appropriate support for children with special educational needs in classrooms. • Staff members promoted children's personal, social and emotional development, and provided them with age-appropriate advice and guidance. 	

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"> • School leaders embraced an inclusive ethos, and staff made on-going attempts to cater for children identified as having special educational needs. Systems to advise teachers on appropriate strategies required further development. • Classroom teachers observed children's progress and identified those needing extra support. The teachers were not always accurate in their identification and therefore misunderstood how some children would be best supported. • Modifications to teaching and learning opportunities were planned for children identified as having special educational needs. Additional support was given during lessons and occasionally children participated in individual support sessions. Records of learning outcomes and objectives were maintained and regular evaluations were made of progress, but these did not always accurately detail the next steps for children needing behavioural support. • Parents were kept informed about their children's progress and development. There were helpful links with other professionals, such as a speech therapist and a psychologist, as well as with the local centre for autism. • Children identified as needing additional educational support were making acceptable progress across their subjects from their starting points and in lessons. 	

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

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> The Principal had a clear vision and ambition for the school. She shared the key mission of the Dubai Women's Association in her work with parents, children and the local community. The Principal was well supported by the teachers but their educational leadership roles and responsibilities were not clear. As a result, rigorous evaluation of learning and teaching was not in place. Strong professional relationships supported the school's developments. All staff members worked well together, collaborating on the planning for and assessment of children's learning. The Principal had made some effective improvements since the previous inspection and demonstrated good capacity to lead further developments. Teachers were aware of the new developments in learning, but not all were sure how to take these forward. A few were less effective in applying the shared expectations in lessons and this resulted in children making uneven progress. 	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> Staff leaders and staff took part in the school's self-evaluation processes. They understood most of the strengths and weakness of the school, but were not always accurate in evaluating how well they had improved provision. Professional development had been undertaken by all staff members and had been carefully linked to the needs of the school. Strategies included visits to other schools, training on assessment and on the use of learning technologies. Detailed action plans included important priorities for development with clearly identified implementation strategies and measures of progress. Most of the recommendations from the previous inspection report had been implemented successfully, but effectively meeting the specific needs of all children was an area for on-going development. 	



	Overall
Parents and the community	Good
<ul style="list-style-type: none"> Parents were actively involved in their children's education. The entrance area to the school had been improved, making it more welcoming to parents. Parents received useful information on what projects the classes were doing and were invited to support them. The school had introduced helpful resources which children could share at home with their parents. Teachers sent termly reports to parents about their children's progress and contacted parents with important information when necessary. Positive links had been established with other schools in Dubai, and the staff visited these schools to share ideas on educational best practice. The children made regular visits to the local community, which had enhanced their experiences and linked well to their project themes. 	

	Overall
Governance	Good 
<ul style="list-style-type: none"> The Dubai Women's Association fully supported the school. Governing members had good knowledge of the school and worked together with the staff to improve the provision. The Governing Body was closely involved in the decision-making process regarding development priorities. It devolved the leadership of the school to the Principal and retained close links to ensure that improvements were made. The Dubai Women's Association had supported the school to meet DSIB's recommendations. They provided helpful financial support to enable the school to make changes to the building and improve the quality of available learning resources. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> The school was well managed, and appropriately-qualified teachers were deployed to all classes. Provision for teaching physical educational and music was limited. Staff members had undertaken a range of training which was linked closely with recommendations from the previous inspection report. Staff members visited other schools and attended sessions on important aspects of provision, such as teaching, assessment and ensuring the safety of children. The school had appropriate premises with large classrooms suitable for children to participate in active learning. The outside area had been covered and offered additional space for assemblies and for children to play. The improved entrance area provided an attractive soft seating area for children to use for story times. Extension workbooks and texts across all subject areas had been bought for the children. These had supplemented the curriculum programme well. 	

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
 Parents*	This year	46	31%
	Last year	56	34%
 Teachers	9		90%

- Fewer parents responded to this year’s KHDA survey. Overall they were positive about the quality of provision.
- Almost all agreed that their children enjoyed attending and were kept safe.
- Parents agreed that their children were making good progress in learning Islamic Education and Arabic. A minority of parents disagreed that their children were making good progress in English, mathematics and science.
- Parents believed that the school supported their children to develop awareness of their community and environmental responsibilities. They did not think the range of subjects and extra-curricular activities were broad enough.
- All teachers responded positively about the quality and range of provision offered. A few were uncertain about the identification and support for children with special educational needs.

*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

Knowledge and Human Development Authority

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