

# INSPECTION REPORT

## Al Basateen Kindergarten - Al Khawaneej

Report published in April 2013

## GENERAL INFORMATION ABOUT Al Basateen Kindergarten - Al Khawaneej

Location	Al Khawaneej
Type of school	Private
Website	www.women.ae
Telephone	04-289-2261
Address	P.O. Box 78595
Principal	Fatma Al Abdullah
Curriculum	MOE
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-5 / Kindergarten 1 to 2
Attendance	Acceptable
Number of students on roll	149
Largest nationality group of Students	Emirati
Number of Emirati students	87 (58%)
Date of the inspection	11th and 12th March 2013

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## The context of the school

Al Basateen Kindergarten is located in Al Khawaneej and serves boys and girls, ages three to five years. Children were grouped into three Kindergarten 1 and three Kindergarten 2 classes. Enrolment had increased by one-third since the previous inspection in late 2011.

A majority of the 149 children on roll at the time of inspection were Emirati and the rest of them were from other Arabic-speaking nations. Most children entered the school with little or no English skills. The school offered the UAE Ministry of Education (MoE) curriculum.

The school was operated 'not for profit' by the Dubai Women's Association. There were eight teachers on staff but no classroom assistants. The Principal was supported by a Vice-Principal, an Administrator and a secretary. All four of these posts were shared with the non-educational work of the Dubai Women's Association.

## Overall school performance 2012-2013

Acceptable

### Key strengths

- The good overall personal and social development of the children;
- The good provision by the school for the health and safety of the children;
- The good partnership with parents and the local community.

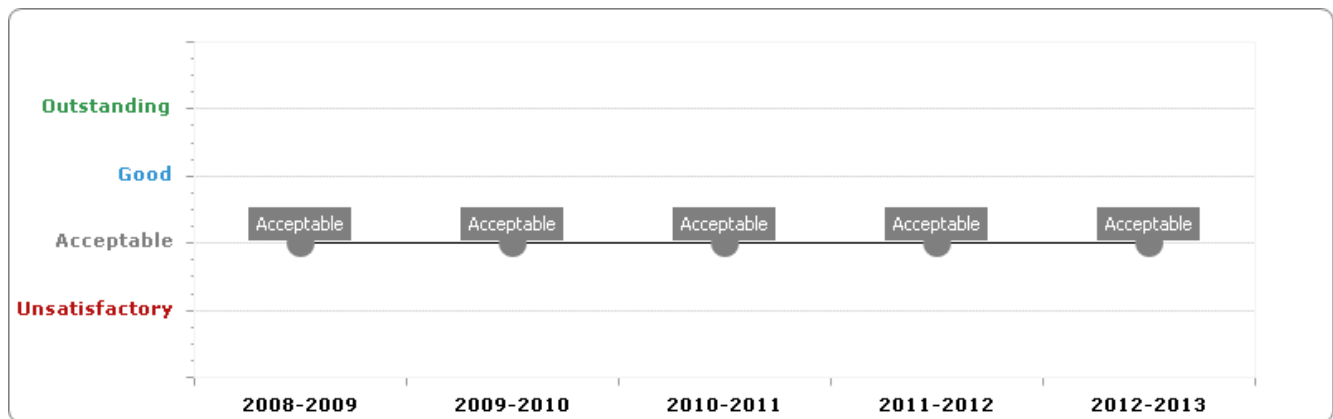
### Recommendations

- Assess what each child has learned in each subject and then teach them something new;
- Identify all children with special educational needs and support them in lessons;
- Conduct a full self-evaluation by June 2013 or earlier.

## Progress since the last inspection

- The children's attainment in English was acceptable, lower than in the previous inspection;
- There were no improvements since December 2011 on any of the quality indicators;
- Progress on the recommendations from the previous inspection report was very limited.

## Trend of overall performance



## How good are the students' attainment and progress in key subjects?

KG	
Islamic Education	
Attainment	Good
Progress	Acceptable
Arabic as a first language	
Attainment	Good
Progress	Acceptable
English	
Attainment	Acceptable
Progress	Acceptable
Mathematics	
Attainment	Acceptable
Progress	Acceptable
Science	
Attainment	Acceptable
Progress	Acceptable

[Read paragraph](#)

## How good is the students' personal and social development?

	KG
Attitudes and behaviour	Good
Understanding of Islamic values and local, cultural and global awareness	Good
Community and environmental responsibility	Good

[Read paragraph](#)

## How good are the teaching, learning and assessment?

	KG
Teaching for effective learning	Acceptable
Quality of students' learning	Acceptable
Assessment	Acceptable

[Read paragraph](#)



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

	KG
Curriculum quality	Acceptable

[Read paragraph](#)

## 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	Unsatisfactory
Partnerships with parents and the community	Good
Governance	Acceptable
Management, including staffing, facilities and resources	Acceptable

[Read paragraph](#)

## How good are the students' attainment and progress in key subjects?

The children's attainment in the key subjects ranged from acceptable to good. In Islamic Education a majority of students in Kindergarten 2 were able to recite from The Holy Qur'an better than expected. They had good knowledge of some of the Islamic concepts; moreover, they demonstrated the behaviour expected of Muslim children. In Arabic, the majority of children had listening and responding skills above expected levels; they could follow their teachers' instructions and respond orally to questions with single words and short phrases. In Kindergarten 1, students could read Arabic letters, recognise the letter sounds and write single letters. In general, their reading and writing skills needed further improvement. Children in Kindergarten 1 had advanced oral skills and could explain their ideas in detail. In English, children entered the school with few speaking skills but, by Kindergarten 2, their attainment was in line with expected levels in listening, speaking and reading for an additional language. Handwriting skills were well developed but independent writing skills were weak. In mathematics, attainment was acceptable overall because most children met the expectations of the MoE curriculum. Most could count in English and Arabic and add or subtract single digits. Children in Kindergarten 2 could recognise basic geometric shapes. In science most children were able to recognise living and non-living things and sort heavy and light objects. They were not able to investigate the wider world independently or ask questions about what they observed.

The children's progress was acceptable in all five key subjects. In Islamic Education, most Kindergarten 2 children were meeting expectations across most of the key sections of the curriculum. For example, they were learning Islamic history and memorising short verses from The Holy Qur'an. They were practising the Islamic etiquettes in their lives. In Arabic, most children were making the expected progress in knowledge, skills and understanding of the language acquisition, as measured against the learning objectives. Their listening and speaking skills were developing well. Over time, their reading and writing skills developed too slowly due to being given tasks that were too easy for them. In English, the children's progress was affected by the lack of opportunities to do more than copy and trace letters. Limited progress in speaking and listening was due to a lack of English across the curriculum and during recess times. Progress in mathematics was limited by a narrow approach to the subject, with too few opportunities for the children to solve problems. The children who could do mathematics well did not make the progress they were capable of because they were not challenged by the work given to them. Progress in science was limited by the lack of opportunities to investigate how and why things happen.

[View judgements](#)

## How good is the students' personal and social development?

The personal and social development of the children was good overall. They were self-disciplined and respectful towards each other and their teachers. Almost all children had positive attitudes towards learning, yet they were not becoming sufficiently self-reliant while learning. They exhibited proper understanding of healthy living and made good food choices. The children's attendance rate was acceptable, but their punctuality was good. They had firm understanding of Islam due to the integration of Islamic values in their school day. All children listened quietly when The Holy Qur'an was recited and took the initiative with Islamic greetings. A majority of children had deep understanding of features of national heritage and local traditions. They could sing the UAE national anthem very well without assistance. They participated in and outside their classrooms in events that celebrated their heritage. Children from countries outside the UAE understood where their families came from and were proud of their heritage. Most children shared information and interacted positively with their peers. They helped organise things and they kept their classrooms tidy and clean. Some children helped clean up their rooms before dismissal. Children knew the importance of planting flowers and recycling to improve the environment.

[View judgements](#)

## How good are the teaching, learning and assessment?

Most teachers knew their subjects well but their understanding of how young children learn was inconsistent. This meant that lessons were at times uninspiring and lacked challenge. In such lessons too many children were not engaged in appropriate activities but were listening to their teachers talk or watching one classmate do an activity alone. In a few English and science lessons teachers planned activities well to motivate, engage and challenge all children, which led to improved progress. Lesson planning did not usually take into account the children's starting points. As a result, the learning needs of the higher and lower attaining children were not met well enough to enable good progress. In too many lessons, learning objectives were not clear or were unrelated to the planned activities. The quality of teachers' questions to children was varied. Too many questions required only simple one-word responses or a 'yes or no' answer. When challenging questions were asked by teachers, the children responded with explanations and extended their curiosity. Most teachers gave too few opportunities for children to explore and investigate. There was very infrequent use of information and communication technology by teachers and none by the children.

Almost all children enjoyed their lessons and were eager to learn. They interacted well with their teachers and most responded positively to each other. When working in groups, children discussed what they were

learning and most shared the limited resources well. However, far too often the children did not have opportunities to find things out for themselves. This was because they were too dependent on their teachers. Their thinking and enquiry skills were not developing as well as expected for this age group. Children made some links across different subjects and topics in their learning.

The quality of the assessment of learning was acceptable. The school conducted oral assessments of the children's knowledge at the beginning of the school year. A majority of the teachers knew individual children's strengths and weaknesses. However, they did not always know what they wanted them to achieve and therefore, what to assess. This meant that teachers were often unable to make accurate judgements about children's progress. The next steps children needed to take in their learning were rarely identified and so they often did not know how to improve. Good verbal assessment was given to children in only a few lessons. Most teachers found it difficult to use summative assessment information effectively. Consequently, they were unable to plan activities that matched what the children already knew and could do. The marking of children's work was not entirely accurate.

[View judgements](#)

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

The curriculum was of acceptable quality. Continuity was ensured by following the Ministry of Education standards in all subject areas. The curriculum was enriched by a variety of experiences in the local community, such as visits to a farm, a library, a hospital and a bakery. There were also productive links with a local school and with other community organisations. However, the children had limited opportunities to learn through active exploration. A narrow range of academic skills dominated the children's day, so that they had few opportunities to develop communication, physical and creative skills. Furthermore, the progression of skills and concepts expected by teachers provided inconsistent challenge to meet the needs of all children, especially the most and least able ones. Consequently, the preparation of the children for their transition to Grade 1 required further development.

[View judgements](#)

## How well does the school protect and support students?

The provision for the health and safety of the children was good. There were effective systems that ensured compliance with Dubai's regulations for school clinics and the operation of school buses. The nurse and visiting doctor were proactive in promoting healthy living. They kept detailed records on each child and they ensured that medicines were available and securely stored. A new, second playground ensured that the children had greater space and could be more active during breaks. Parts of the school were not accessible to students with disabilities. The building was well maintained and the facilities used by children were kept very clean. There was a well supervised system for ensuring that children were safe upon entering and leaving the school premises. Policies and procedures were followed regarding fire drills and record keeping. All staff members and parents were made aware of the child protection policy; the nurse and doctor provided training at the start of each academic year and as required thereafter.

The quality of support for the children was acceptable. Staff members knew most of the children well and provided guidance and support for their social and emotional needs. The management of behaviour was a high priority, although a few teachers had difficulty managing the behaviour of a few children in Kindergarten 1 lessons. All children were taught to take responsibility for managing their personal care and possessions and most did so with pride. The checking of attendance and punctuality was effective. Absences were followed up, reasons were recorded and parents were contacted if absences were repeated.

[View judgements](#)

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

The school had recently identified a number of children in the school as having special educational needs based on their performance in short assessments, plus information from parents. Any child with severe needs was not admitted. Not all teachers were aware of how children with special needs learn. Consequently, they did not consistently provide the support that would help them make good progress. The curriculum was not modified to match children's particular needs and little or no classroom support was provided. As a result, the essential classroom work and the overall progress made by this group of children was unsatisfactory.

## How good are the leadership and management of the school?

The overall leadership of the school was acceptable. Leaders were committed to the well-being of the children and communicated regularly with teachers and other staff members. The roles of leaders were well defined but their responsibilities were not well matched to the priorities for improving the school. Improvements in some aspects of the curriculum were evident. Leaders had ensured that a few, but not all teachers were given professional development opportunities.

The school's self-evaluation and improvement planning were unsatisfactory. The school had not conducted a thorough self-evaluation, as was recommended in the previous inspection report. Consequently, leaders did not have an accurate understanding of the strengths and weaknesses of the school. There were no improvements on any quality indicators since the previous inspections in 2010 and 2011, meaning that the action plan was not truly effective. The school's long-range development plan was partially fulfilled, but it was not focused on the learning outcomes by the children. For example, the plan called for the use of information technology in lessons, but none was evident during the inspection.

The school's partnership with parents and the local community was good. Parents were frequently present at the school and involved in their children's education. There was reliable two-way communication with parents, including monthly progress reports on all subjects for all children. There were many links with the community to extend the development opportunities for children beyond their classrooms.

The governance of the school was undertaken by the Dubai Women's Association and was of acceptable quality. Governors had regular communication with the staff. The influence of the governors was limited, as they did not hold leaders accountable for improvements over consecutive years of inspections and recommendations.

The management of staffing, facilities and resources was acceptable. There were sufficient teachers but none of them were supported by a classroom assistant. This meant that children's progress was slower and that classroom management required too much time. The facilities were appropriate for a Kindergarten, but at the current level of enrolment the school was operating at full capacity. The resources for learning were sufficient, but some teachers had to provide resources from home and the school lacked information technology facilities in the six classrooms.

[View judgments](#)

## What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students 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	37	27%
	Last year	18	15%
Teachers	8		100%
Students	There are no upper secondary-aged students in the school		

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

A minority of parents responded to their survey but this was an increase over last year's response. All teachers responded to their survey. Parents were overwhelmingly positive in their opinions about the quality of education provided by the school and the progress their children were making in the key subjects. All parents agreed that their children enjoyed school and were safe, respected and valued while there. Teachers were very positive in their views about the school's provision and outcomes.

## 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](mailto:inspection@khda.gov.ae)



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