



National Agenda



Early years



Special educational needs and disabilities



Innovation

## Inspection Report 2015-2016

Al Basateen Private Nursery

Curriculum: MOE

Overall rating: Acceptable

[Read more about the school](#)



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“Without challenges, we won't feel the taste of success and happiness”



Sheikh Mohammed Bin Rashid Al Maktoum

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## School information

<b>General information</b>  	Location	Al Khawaneej
	Type of school	Private
	Opening year of school	2008
	Website	www.women.ae
	Telephone	04-2892261
	Address	Dubai, PO Box: 78595
	Principal	Fatma Al Abdullah
	Language of instruction	Arabic
	Inspection dates	15 to 16 February 2016
<b>Students</b>  	Gender of students	Boys and girls
	Age range	4-5
	Grades or year groups	Kindergarten 1 to Kindergarten 2
	Number of students on roll	129
	Number of children in pre-kindergarten	0
	Number of Emirati students	46
	Number of students with SEND	0
	Largest nationality group of students	Arab
<b>Teachers / Support staff</b>  	Number of teachers	9
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	2
	Teacher-student ratio	1:14
	Number of guidance counsellors	0
	Teacher turnover	0%
<b>Curriculum</b>  	Educational permit / Licence	MoE
	Main curriculum	MoE
	External tests and examinations	None
	Accreditation	None
	National Agenda benchmark tests	None

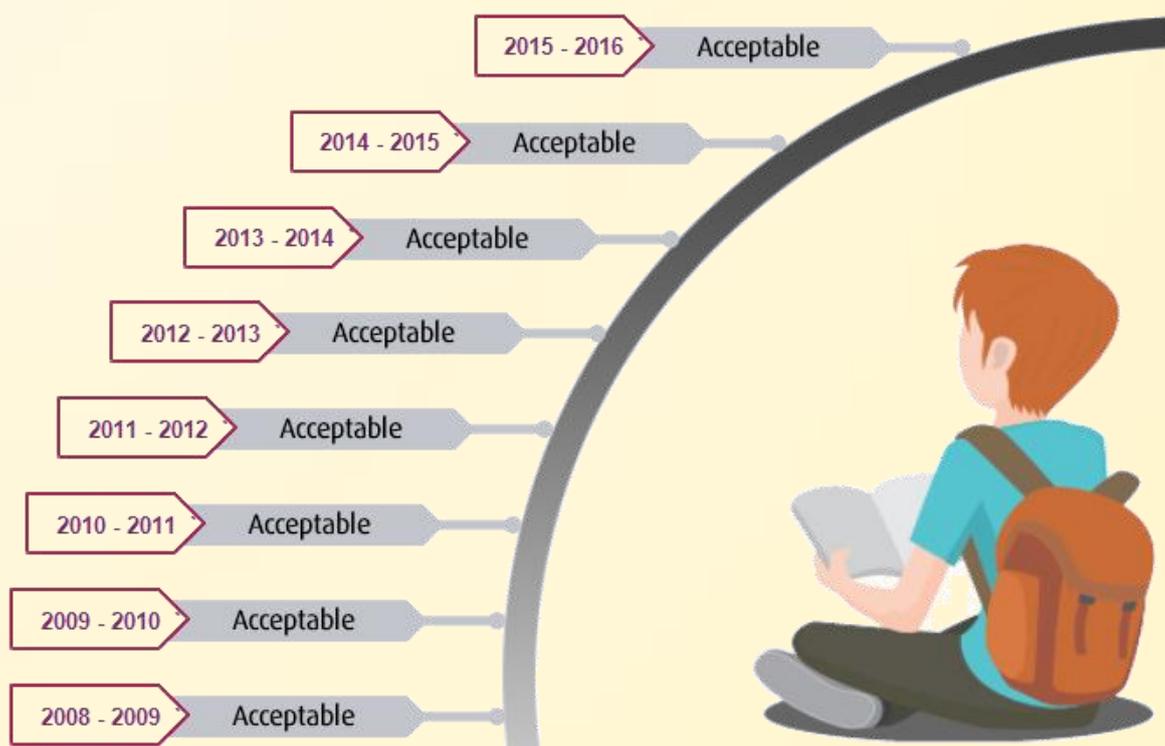


## Summary for parents and the community

**Al Basateen Private Nursery** was inspected by DSIB from 15 to 16 February 2016. 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 standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, 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 evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





### How well did the school perform overall?

Overall, Al Basateen Private Nursery provided an **acceptable** quality of education for its students.

- Attainment and progress across the subjects in kindergarten (KG) were consistently either good or acceptable. Children enjoyed learning and engaged in activities, especially those that were interesting and stimulating. As a consequence their learning skills were developing at an acceptable rate.
- Behaviour was good but punctuality and attendance could be better. Children respected the culture of United Arab Emirates and were familiar with traditional costumes. Most children showed an understanding of the needs of others less fortunate in the wider community.
- Teachers used strategies that adequately met the needs of children and were beginning to match learning more closely to the needs of individual children. Assessment procedures were used to good effect, however, the assessment of children with special educational needs and disabilities (SEND) was not consistent.
- The school conducted random reviews to develop the content of the curriculum to meet children's academic and personal needs and applied differentiated class work in some lessons. Teachers had not yet adopted a creative and exciting approach to a broad curriculum for younger children.
- Relationships were sensitive and supportive and the school environment was safe and secure. The management of attendance and punctuality was weak and required greater parental support.
- The Dubai Women's Association supported the governance and leadership in the school and worked diligently to have a new school ready for the coming year.



### What did the school do well?

- Children made good progress in Islamic education, Arabic as a first language, English and mathematics.
- Children were well behaved and had a very good understanding of Islamic values, Emirati and other world cultures.
- Children were safe and secure in a temporary building and teachers were caring and sensitive to their needs.
- The Dubai Women's Association and principal were committed to the local community and a new school was being built for the benefit of a greater number of children.



### What does the school need to do next?

- Improve the quality of teaching and learning so that it engages and excites young children and develops key skills in thinking, problem-solving and investigating new ideas and concepts.
- Collaborate with parents in order to improve the rates of attendance and punctuality and thus provide all children with access to a full teaching and learning day.
- Implement policy to accurately identify and support children with special educational needs and disabilities (SEND).



### How well did the school provide for students with special educational needs and disabilities?

- The school had tracked the steady progress of different groups of children in Islamic education, Arabic, English, mathematics and science.
- Parents were welcome and regular visitors to the school and met teachers informally to discuss the academic and personal progress of their child.
- Communication between the parents and the school was good and information was exchanged in a positive and supportive manner.
- The principal encouraged parental involvement and valued highly valued their opinions on school business.
- The Dubai Women's Association supported the ethos of the school, which was to provide support and guidance to the whole family in a culturally sensitive way that reflected Islamic values.

## Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.



### Promoting a culture of innovation:

- School leaders had developed an awareness of innovation but this was not yet translated into planning or shared with all stakeholders. Promoting a culture of innovation had made a tentative start but remained a future consideration for development within the new school. There were no key personnel identified to shape school initiative or drive it forward. Small pockets of innovation were emerging and apparent through some limited additions to the Ministry of Education (MoE) curriculum. These changes were as a result of actions by individual resourceful staff. The use of information technology has not been integrated effectively into the curriculum and children had little opportunity to use technology to investigate and develop their skills.

Overall school performance

Acceptable

1. Students' achievement

		KG
Islamic education 	Attainment	Good
	Progress	Good
Arabic as a first language 	Attainment	Acceptable
	Progress	Good ↑
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

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

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

## 3. Teaching and assessment

	KG
Teaching for effective learning	Acceptable
Assessment	Good

## 4. Curriculum

	KG
Curriculum design and implementation	Acceptable
Curriculum adaptation	Acceptable

## 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

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



## Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

### Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

### 1. Students' achievement

#### KG

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

- In Islamic education, the majority of children had attainment levels above the expectations of the MoE curriculum. They displayed a good knowledge of the main concepts such as the Pillars of Islam and linked their understanding of Islam to Hadeeth, for example how to thank Mighty Allah for rain. Recitation skills were secure. In the better lessons, the majority of children made better than expected progress against lesson objectives. The majority of children recited many short Surahs correctly. Girls and boys made similar progress.
- Most children in Arabic as a first language, displayed attainment levels that were in line with the MoE curriculum expectations. Younger children recognized most of the letters and read words related to them. Children in KG 2 demonstrated better attainment levels. They made links to real life and used correct sentences. Children's reading was acceptable, as well as their age appropriate writing. The data for attainment and progress levels demonstrated improvement. In lessons, the majority of children made better than expected progress against appropriate curriculum objectives.
- In English, most children achieved acceptable standards of attainment as learners of an additional language. Attainment was not better because a large cohort of children joined KG with no English language skills. Progress was better and the majority of children recognized letters and sounds and matched them to words and pictures. More able children recognized a range of words and read short sentences. Overall, speaking and listening skills were less well developed because many children lacked the confidence to speak full sentences.
- The attainment in mathematics was acceptable and progress was good because children enjoyed learning and number skills were secure. Attainment was not better because a significant proportion of children entered school with little or no understanding of numbers. The majority of children recognized and used numbers confidently up to 20 and the more able carried out simple operations of addition and subtraction using two digit numbers. Problem solving skills and the ability to convert a word problem to figures were underdeveloped.
- Most children achieved the expected curriculum standards in science. They made good progress in their acquisition of knowledge and started to develop a basic understanding. They knew for example about the five senses and identified types of healthy food to eat. The development of their scientific skills such as prediction, observation, carrying out investigations, recording results and arriving at conclusions were less developed.

	KG
Learning skills	Acceptable
<ul style="list-style-type: none"> <li>Most children enjoyed learning and engaged in activities, especially when they were stimulating and interesting. A few became restless and less focused when they were not actively involved in learning.</li> <li>Children worked well on individual tasks and most contributed successfully to group activities. Children talked about what they had learnt and how well they thought they had done in the lesson.</li> <li>Most children made connections between the different areas of their learning. For example, in an Arabic lesson, children talked about animals and their homes and habitats. They talked about their pets and in doing so, developed their understanding of the world.</li> <li>There were too few opportunities for children to explore, find things out for themselves, problem solve or use technologies to support their learning.</li> </ul>	

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

	KG
Personal development	Good
<ul style="list-style-type: none"> <li>The majority of children enjoyed their lessons, were keen to answer questions and settled to work quickly in groups with their peers.</li> <li>Behaviour was good in class and around the school. A few younger boys were sometimes distracted and off task for brief periods.</li> <li>Throughout the school, the atmosphere was positive and children's relationships with their teachers were courteous and kind.</li> <li>Children had a good understanding of how to select healthy foods and enjoyed opportunities to play games and exercise.</li> <li>Punctuality on arrival to school was acceptable but overall attendance levels, were still challenging.</li> </ul>	

	KG
Understanding of Islamic values and awareness of Emirati and world cultures	Very good 
<ul style="list-style-type: none"> <li>A large majority of children had a very good appreciation of Islamic values. They recited verses of the Holy Qur'an and older children knew the Five Pillars of Islam. Children understood the use of Hadeeth in different occasions like when it rained.</li> <li>Children respected and appreciated the culture of the UAE and were aware of all the seven rulers of the Emirates. They were familiar with the traditional costumes. They celebrated National Day and the Flag Day as well as showing enthusiasm when singing the National Anthem.</li> </ul>	

- A large majority of children demonstrated a very good understanding, awareness and appreciation of their own and other cultures. Their wider knowledge of the world had improved through the different communities' culture day. Children named countries and nationalities and their currencies appropriate to their age group, like those of the Gulf Council of Countries.

	<b>KG</b>
<b>Social responsibility and innovation skills</b>	Very good ↓

- A large majority of children undertook additional activities in the local area and showed an understanding of the needs of vulnerable community members.
- In lessons, the majority of children were enthusiastic and keen to participate in activities and had demonstrated initiative on a number of occasions.
- Positive opportunities were created for a large majority of children to expand their understanding of the world around them. They greatly enjoyed finding out about houses and gardens, desert life and the habitats of a range of animals.

### 3. Teaching and assessment

	<b>KG</b>
<b>Teaching for effective learning</b>	Acceptable

- Most teachers demonstrated secure subject knowledge, which enabled them to teach with accuracy and confidence. A few teachers demonstrated an understanding of how young children learn but this was not yet consistent.
- Teachers had created a positive learning environment. They used an agreed planning format to plan lessons and they made effective use of the available resources to support children's learning.
- In effective lessons, teachers asked questions to promote dialogue and this strategy helped develop children's language skills. This was more consistently the case in Islamic education and Arabic classes where children engaged readily, were motivated and keener to learn.
- Teachers used strategies that adequately met the needs of children. This was still at an early stage of development and consequently not all children were supported fully or challenged sufficiently which impacted on their progress.
- Teachers had not provided children with frequent enough opportunities to be creative, solve problems, investigate and find things out for themselves.

	KG
Assessment	Good

- School based assessment processes were linked directly to the curriculum expectations and used consistently within the school. The data generated was used to help track children’s progress.
- A baseline assessment was set at the beginning of the year to establish the children’s capacities for learning and to help track their progress.
- The majority of teachers had good knowledge and understanding of individual children’s strengths and weaknesses. However, assessment data was not yet helping to identify children with special educational needs and disabilities.
- The majority of teachers used assessment information to inform their planning and teaching. This was better in Arabic and Islamic education but not yet consistent across all subjects.
- Children’s evaluation of their own work was emerging in some lessons but was not yet embedded in the assessment process.

#### 4. Curriculum

	KG
Curriculum design and implementation	Acceptable

- The curriculum was reasonably broad and balanced. It was relevant and developed knowledge and skills. More opportunities than previously were provided for children to practise rhymes and engage in physical education activities.
- The curriculum was planned to meet the children's needs in most subjects, in particular, in Arabic and Islamic education. Children were adequately prepared for their next phase of education.
- The prescribed curriculum was followed but the addition of a significant proportion of new children into KG in mixed-age groups meant the inevitable repetition of the curriculum for all children.
- Cross curricular links were evident in Arabic and science. The opportunities for higher order thinking and independent learning were still underdeveloped and inconsistent among the subjects.
- The school conducted random reviews to develop the content of the curriculum to meet children's academic and personal needs and applied differentiated class work in some lessons.

	KG
Curriculum adaptation	Acceptable

- The school made adequate modifications to the curriculum to meet the needs of most children. Some teachers had improvised to make learning more interesting such as a short easy reading text for English which helped more able children and also provided a task for parents to work with at home, or added a range of stories to strengthen listening skills.

- The curriculum was functional and designed to engage most children. Opportunities for creativity and social contribution were inconsistent across curricular areas, however children were able to choose their activities during break times. The extra-curricular activities and the community links benefited children's academic and personal development like the trip to Children's City and a shopping mall in Dubai.
- A number of learning experiences were developed through lessons and assemblies that raised children's understanding of UAE culture and wider society.

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

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

- Procedures and policies were in place that welcomed parental reporting on any matter of concern. Parents expressed confidence in how safe the school was and the secure child protection measures that were in place.
- The school took good steps to ensure the safety of all children, bus transport was efficiently arranged and regular inspections of the building undertaken.
- The building and shaded areas were safe. Medical staff were careful to store medicines correctly and important information was shared with staff to care and protect children. However, the recording of potential risks required better planning and more detailed responses.
- The school provided an appropriate learning environment in temporary accommodation. As a KG nursery, the equipment and resources were suited to the educational needs of the majority of children, clean and well maintained.
- The variety of food was healthy, good eating habits well promoted by teachers and consistently supported by parents towards developing healthy practices.

	KG
Care and support	Acceptable

- Relationships between teachers and children were mostly relaxed and happy. The challenging behaviour of a few children was not consistently well managed and learning time in a few lessons was lost as a result.
- Attendance and punctuality were monitored carefully but systems to follow up absences lacked rigour with insufficient regard to the importance of regular attendance at school.
- Students with special educational needs and disabilities (SEND) were not identified accurately or speedily. Those students with special gifts or talents were likewise not appropriately identified and nurtured.
- Support for children with SEND was inconsistent, lacked well informed planning by specialist staff, and was not effective because it did not meet children's needs.

- Teachers and senior staff were available to support children and their families and responded promptly to their concerns. Monitoring of personal development was limited.

### Provision for students with special educational needs and disabilities (SEND)

#### The overall effectiveness of provision for students with special educational needs and disabilities

Acceptable

- The school exercised a positive admissions and enrolment policy. In the absence of a designated team to support children with special educational needs and disabilities, the Principal had taken responsibility, albeit in an informal way for planning and provision.
- The informal procedures and systems for identifying children with special educational needs and disabilities were not sufficiently well developed. A documented and detailed identification of needs was required for children of all abilities.
- Parents had expressed their confidence and trust in the ability of the school to provide children with an inclusive education. The Dubai Women's Association was committed to improving the level of resources in the school for children with special educational needs and disabilities.
- Most teachers made effective modifications to the curriculum, through the addition of differentiated worksheets and the use of varied learning resources, so that different groups of children were motivated and involved.
- The majority of children made good progress in the core subjects and teachers recorded and informed parents of that progress.

### 6. Leadership and management

#### The effectiveness of leadership

Acceptable

- The principal and leaders promoted a caring, sensitive vision which was appreciated by full school community. A strong focus on the Arabic language had been successful and children now made good progress in the subject. However, the school's aims for the future were not explicit in terms of improving standards overall in the other subjects.
- It was unclear what responsibilities were shared beyond the senior leadership. Teachers in general, seemed hesitant to initiate and lead improvement in teaching and learning. There was no leader responsible for the effectiveness of special educational needs and disabilities provision.
- Relationships and communication with parents and other stakeholders were consistently good. Morale was positive throughout the school and the majority of teachers committed to improved outcomes for children.
- There were variable levels of leadership competence in the school. The benefits of external evaluations were not fully understood or embraced by leaders. To create a more positive impact on children's outcomes, a review of those processes was required in order to engage in more carefully designed action planning.

- The leadership had success in improving a few areas of the school, such as good progress in Arabic and the children's strong understanding of Islamic values and Emirati culture. Leaders ensured the school was compliant with statutory requirements

### School self-evaluation and improvement planning

Acceptable

- Self-evaluation was underdeveloped and the implementation of the school's improvement plan was inconsistent. The self-evaluation evidence gathered by the school was limited and some important areas of the curriculum were not given sufficient priority.
- Some monitoring of teaching and learning took place. The process was adequate but had not consistently identified the strengths or weaknesses in lessons that impacted on children's outcomes.
- The school worked diligently to produce an action plan. The strategies to achieve successful outcomes were vague and elements of the planning lacked realistic targets to improve teaching and learning in all subjects.
- There was some progress in addressing the recommendations from the previous inspection report. Little progress, however, had been made to improve attendance and provide support for children with special educational needs and disabilities.

### Partnerships with parents and the community

Good

- The school was successful in gaining the support and commitment of parents to support most aspects of school life. Parents praised the school for its open, welcoming and caring ethos and that their views were taken into account.
- Communication with parents was good and information was provided in person and in writing. There was good weekly and annual planning for all school events, external visits and medical advice.
- Reporting was regular and a key feature of provision. The majority of parents were aware of the progress of their children and were welcomed by teachers to receive weekly updates.
- Parents were proud of the school and the strong links forged with the local community. Influential members of the local and wider community were very supportive of the school and a state of the art facility was to be ready for the coming year.

### Governance

Good

- Governance was provided by the Dubai Women's Association. As voluntary members, they supported all aspects of school life and worked diligently to provide a kind, caring and inclusive school to local families. There was informed and decisive management to improve facilities and this had resulted in the building of a new school.
- The governing board were regular visitors to the school and engaged with senior leaders to discuss performance and school priorities. The governors saw the provision of a new school as essential towards improving all school matters, especially better outcomes in teaching and learning.

- The governing board intended to provide a more strategic level of guidance and exert a greater level of influence on the school's performance when the new school was open.

**Management, staffing, facilities and resources**

Good

- The school was well organized and most daily routines carried out effectively. There was some disruption to the curriculum when parents arrived late with their children or when absences were being recorded.
- The majority of teachers had suitable qualifications and were deployed appropriately to deliver the curriculum. Specialist staff to support children with SEND were not yet available. The benefits of regular, structured and comprehensive staff development to support better teaching and learning outcomes were not fully understood.
- The temporary facilities were of good quality and included safe and secure areas for learning. The materials for technology had improved and a well-furnished external play area was used for physical education.
- The school worked hard to secure investment to provide good quality resources in mathematics and science. Teachers in many lessons had prepared their own resources and materials, so that children would not miss out on tactile learning experiences.

## The views of the parents, teachers and 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
<b>Parents*</b> 	2015-2016	54
	2014-2015	48
<b>Teachers</b> 	8	
<b>Students</b> 	0	

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

- More parents responded to this year's KHDA survey and were positive about the quality of provision.
- Almost all who responded agreed that their children were kept in an enjoyable and safe place.
- Almost all agreed that children made good progress in learning Islamic education and Arabic.
- Parents were more satisfied with the progress in English, mathematics and science this year, where most of the surveyed sample agreed or even strongly agreed.
- Parents agreed that the school supported their children to develop awareness of their community and environmental responsibilities.
- About three quarters of the surveyed sample thought that the school had provided good range of subjects and extra-curricular activities.
- Almost all teachers responded positively about the quality and range of provision offered.
- Few were not sure about the schools priorities after the inspection report.

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)