




Al Basateen Private
Nursery

 Curriculum: MOE

Overall Rating:

Acceptable



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2016-2017.....	6
Main inspection report	11
1. Students' achievement.....	11
2. Students' personal and social development, and their innovation skills.....	13
3. Teaching and assessment	14
4. Curriculum	15
5. The protection, care, guidance and support of students.....	17
Inclusion	18
6. Leadership and management	19
The views of parents, teachers and senior students.....	22



School information



General information

Location	Al Khawaneej
Type of school	Private
Opening year of school	2003
Website	www.women.ae
Telephone	042892261
Address	Dubai, P.O Box: 78595
Principal	Fatma Al Abdullah
Language of instruction	Arabic
Inspection dates	18 to 19 January 2017

Teachers / Support staff

Number of teachers	9
Largest nationality group of teachers	Egyptian
Number of teaching assistants	2
Teacher-student ratio	1:15
Number of guidance counsellors	0
Teacher turnover	11%

Students

Gender of students	Boys and girls
Age range	4-5
Grades or year groups	KG 1-KG 2
Number of students on roll	134
Number of children in pre-kindergarten	0
Number of Emirati students	46
Number of students with SEND	0
Largest nationality group of students	Arab

Curriculum

Educational permit / Licence	MoE
This might be deleted Main curriculum	MoE
External tests and examinations	None
Accreditation	None
National Agenda benchmark tests	NA



The DSIB inspection process



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

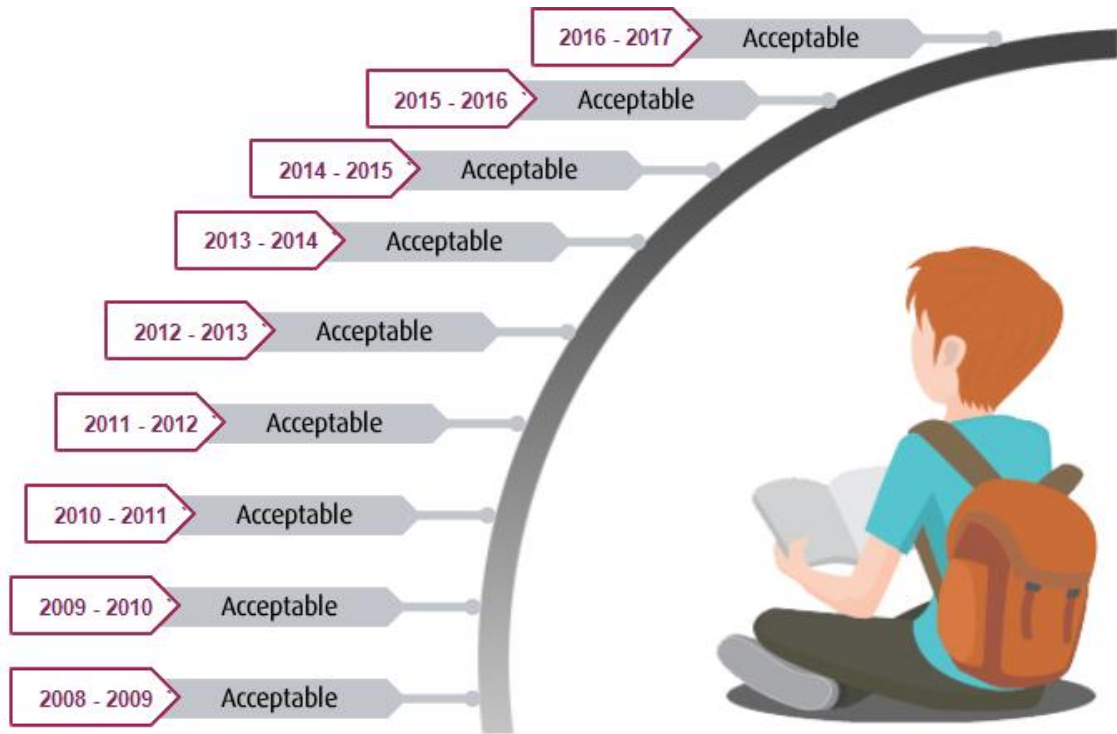
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Inspection journey for Al Basateen Private Nursery



- The school was opened in 2008. It operates under the ownership of the Dubai Women's Association (DWA). The current principal has been in post for five years. There are 134 children in the school and a large waiting list. Nine teachers and four teaching assistants support leaders in running the school. In recent years, the turnover of teachers has been very low.
- Previous inspection reports have acknowledged strengths in the children's personal and social development and their strong awareness and understanding of Islamic values. More recent inspections have highlighted the positive partnerships with governors, parents, and the local community.
- Recommendations over the same period of time have focused on the need to adapt the curriculum, strengthen assessment systems, and ensure provision for the identification and support of children with special educational needs and disabilities (SEND).

Summary of inspection findings 2016-2017



Al Basateen Private Nursery was inspected by DSIB from 18 to 19 January 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Children's attainment and progress is good in Islamic education and Arabic. Progress is also good in English, mathematics and science, whereas attainment is acceptable in these subjects. The learning skills of children in the school have also improved and are good.
- The personal development of children remains consistently good. Given their age, the children have an excellent awareness and knowledge of Islamic values, as well as a deep appreciation for their own culture and the culture of others.
- Overall, teaching for effective learning has improved and is good across the school. Assessment processes are generally effective.
- The design and implementation of the MoE curriculum is of a good standard. However, it is not consistently well adapted to ensure continuity and progression for children in all subjects.
- As a result of effective processes and procedures, the school provides a safe and secure environment. However, care and support for children in the school is only acceptable, due to the lack of effective leadership, identification and support for children with SEND.
- Despite the unforeseen absence of the principal, the leadership and teams of teachers have worked diligently to improve progress towards meeting the recommendations from the last inspection. As a result, there are improved outcomes in some of the key subjects, as well as improvements in learning and teaching. Partnerships with parents are strong, resulting in a real appreciation of the work of the school. Governors work conscientiously to hold leaders to account and provide support when required.

What the school does best

- Confident and courteous children who enjoy coming to school
- Improving standards of attainment in Islamic education, Arabic, and further development of learning skills, the quality of teaching and curriculum design and implementation
- Children's very good understanding of Islamic values, and awareness of Emirati and world cultures
- Teachers who are caring and sensitive to the needs of children in a safe and secure environment
- The commitment of the Dubai Women's Association to the local community and their plans for the further development

Recommendations

- Produce a school policy and implement procedures to identify accurately and support children with SEND.
- Continue to develop the effectiveness of teaching throughout the school by improving teachers' questioning skills, in order to:
 - promote children's critical thinking, research skills and independence in learning
 - find out what the children understand so that lessons can be adapted to meet the needs of all groups of children.
- Develop self-evaluation systems based on:
 - the UAE school inspection framework
 - more accurate internal assessments that collate information and track the progress of children
 - more effective monitoring of teaching that evaluates its impact on children's achievement.
- Al Basateen Dubai, and its sister school in Hatta, should work together more extensively to share best practice and provide continuing professional development to improve the skills of all teachers.

Innovation in Education

The UAE Vision 2021 sets the aspiration 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' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.



Promoting a culture of innovation:







- The curriculum is not routinely adapted by teachers to provide children with the opportunities to think innovatively. Leaders have developed an awareness of innovation and incorporated some additional community activities especially with regard to social enterprise. Examples of critical and innovative thinking can be found in the better lessons. However, this is not a consistent feature of all lessons and activities. Although leaders express their determination to embed innovative practice, they do not have rigorous and systematic strategies to do so.

Overall school performance

Acceptable

1 Students' achievement

KG

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

KG

Learning skills	Good ↑
-----------------	--------

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

Good ↓

3. Teaching and assessment

KG

Teaching for effective learning

Good ↑

Assessment

Good

4. Curriculum

KG

Curriculum design and implementation

Good ↑

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

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



1. Students' achievement

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

- In Islamic education, the majority of children attain levels that are above MoE curriculum standards. As a result, they can identify the five Pillars of Islam, and demonstrate a good understanding of the history of the life of the Prophet Mohammed (PBUH). Children develop skills quickly which enables them to memorise a number of short Surah's from the Holy Qur'an, applying what they learn to their daily lives. Children make good progress and attain a good level of knowledge and understanding.
- In Arabic, the majority of children reach attainment levels above curriculum expectations. Listening and speaking skills are strong, with children able to respond accurately to instructions and questions. They can read familiar words with short and long vowels, and almost all children can identify the 28 Arabic letters. Writing skills are developing but only a few children are able to form complete sentences, although most are able to link images with proper words. Overall, the progress made by children in the development of their reading enables them to attain a good standard in Arabic.
- Most children demonstrate levels of knowledge, skills and understanding in English that are in line with MoE standards. Speaking and listening skills are strong as result of consistent repetition and practice. Children can recognise letters and some sounds and name simple objects. The majority of children understand general basic conversation and can answer simple questions. Children in KG2 are developing reading, using early reading skills and phonics. Overall, children make good progress, although attainment and progress in independent reading and writing, are the less well developed of the language skills.
- Children are provided with many opportunities to practise and develop their mathematical skills through role-play and number games. Consequently, most children are able to show age expected key mathematical concepts that are in line with MoE curriculum standards. Assessment information from lessons, workbooks and teacher observation records, indicate that the majority of children make better than expected progress in their mathematical knowledge and understanding in relation to the lesson objectives and from their starting points.

- Children's attainment in science is in line with the school's curriculum. In lessons, the majority of children make good progress, developing skills of prediction and observation. They can talk about what they have observed and predict changes. They are familiar with basic scientific concepts such as floating, sinking and melting. They can discriminate and identify living and non-living things and use their senses as part of scientific topics about themselves. However, most children are at a lower level of development in their skills of scientific enquiry and creative thinking.

KG

Learning skills

Good ↑

- The majority of children enjoy learning and are able to work for short periods of time without teacher intervention. They follow instructions and are eager to take part in activities. Most of them are aware of how well they are progressing in their learning but are less clear about how to improve their work.
- The majority of children interact and collaborate well with each other and with their teachers during guided practice and child initiated activities. Most are able to communicate their learning confidently, especially in English and in mathematics. In a few lessons, some children are not always as confident or willing to share activities and ideas which would enable them to achieve the common goals outlined by their teachers.
- Planned opportunities to make connections between learning help children to recognise links, relating them to other curricular areas and their own lives. These are stronger features in English, mathematics, and science.
- The opportunities for critical thinking and problem solving vary across subjects. When given the opportunity, most children use strategies to solve basic addition calculations in mathematics and reflect on problems with missing numbers. Critical thinking and problem-solving skills are developing features of most areas of learning.

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

KG

Personal development

Good

- Children are enthusiastic and confident learners who are happy coming to school. They show interest, are easily engaged and enjoy work that provides challenge. In the better lessons, well-established classroom routines enable children to take ownership and responsibility for their learning.
- Good behaviour is a regular feature of most classes. Children are eager to participate, although their independence and organisational skills are emerging. Occurrences of bullying are rare.
- There is a positive ethos and a culture of respect in the school. Children are courteous to adults and polite to their peers, especially when teachers consistently establish routines and expectations.
- Children demonstrate their social awareness including how to co-operate, work effectively in groups and take turns. The importance of making healthy lifestyle choices and good hygiene practices is found in the curriculum and re-enforced during assemblies. Children enjoy the opportunities to play games and exercise within the small confines of the school's accommodation.
- Since the last inspection, the school has worked effectively and successfully with parents to improve attendance and punctuality.

KG

Understanding of Islamic values and awareness of Emirati and world cultures

Very good

- The children have a very good understanding of Islamic practices in guiding their values and actions. They greet visitors and adults and each other with respect. Children also display a secure understanding of the relevance and impact of these values on everyday life in the UAE. As part of their learning and appreciation, children distribute clothing to needy people within and outside their country.
- Children demonstrate a very good understanding and appreciation of local culture, as shown in the respect they show daily to the UAE flag and their robust singing of the National Anthem during assembly. Their understanding of the Emirati heritage and culture is well-developed for their age, recognising their value to the people of the UAE.

- Children in the school have a developing understanding of other cultures from around the world. Events such as 'Other Culture Days' enable the children to be more aware of and celebrate different nationalities.

KG

Social responsibility and innovation skills

Good ↓

- The majority of children carry out social duties and responsibilities appropriate to their age. They are active when using opportunities to contribute to the local and wider community. A few planned activities such as 'Young Investor Souq' and 'One Day Culture,' encourage and develop their responsibilities. Activities to support the more vulnerable members of the community are a strong feature of the life of the school.
- Children do their best with different tasks given by their teachers. Children in KG2 make contributions to events which are celebrated in the school, especially National Day and Flag Day.
- Most children are aware of the local environment and can identify animals and plants living in the UAE. They enjoy being involved and learn from the range of activities related to the local environment, such as local tree planting and 'Clean the World' campaigns.

3. Teaching and assessment

KG

Teaching for effective learning

Good ↑

- The majority of teachers have secure knowledge of the MoE curriculum. A few are improving their understanding how young children learn. Most use their knowledge skilfully to plan lessons that develop children's learning well. For example, in the better lessons in KG2, teachers use familiar contexts and practical activities that engage young learners in meaningful experiences.
- Teachers use the curriculum well to plan interesting lessons with activities that are matched to learning objectives. Where planning is weaker, learning objectives are not always clearly focused on skills development and insufficient attention is given to the children's prior learning. However, teachers are using the active learning centres with improving skill to build stimulating environments and develop children's opportunities for risk taking and active learning.
- Most teachers use questioning effectively to promote understanding. Questions to promote higher order thinking are observed where the teaching is good. In some lessons, opportunities are missed for using dialogue to enhance the progress.

- Teaching strategies, which meet the needs of most groups of children are starting to be used more consistently. In most classes, teachers know their children well enough to provide individual support, especially for the weaker ones. However, challenge and support for higher attaining children is not always sufficiently personalised to enable them to make the progress of which they are capable.
- Teachers are in the process of implementing active teaching strategies. In some lessons, teachers give focused feedback orally which promotes children independent learning. However, they do not consistently provide planned opportunities to promote children's critical thinking, problem-solving, innovation and independent learning skills.

KG

Assessment

Good

- Teachers and assistants assess children's progress against the MoE curriculum. They include this information in the children's individual profiles, which are shared with parents. The daily analysis of assessment and of children's progress, and the identification of their next steps in learning, are at an early stage of implementation.
- Baseline assessments take place at the beginning of the year to establish the children's capacities for learning and to help with the tracking of progress. The school does not use other external assessments to support evaluations, nor does it compare the children's levels with those of its sister school in Hatta.
- The school collates monthly, termly and annual assessments against curriculum expectations. Leaders make effective use of this data to check attainment and progress for each child, class and year group. Boys and girls are also separately compared, to identify any trends. This information, however, is not always used consistently or systematically in the classroom to develop the children's progress further.
- Teachers are attentive to most group and individual needs and are active in planning varied learning pathways. However, this is evolving within the school and at the time of the inspection was inconsistently applied.
- Teachers know their children well and are developing their skills in adapting learning to children's needs. They listen to children's views about their learning but feedback is sometimes limited to correcting mistakes rather than providing the children with their next steps in learning.

4. Curriculum

KG

Curriculum design and implementation

Good ↑

- The school follows the MoE curriculum, has a clear rationale and meets statutory requirements. Through curriculum implementation, knowledge and skills are developed appropriately, although the focus in some subjects, particularly in mathematics and science, is more on knowledge than skills.
- The curriculum is well planned to ensure that it builds on the children's previous achievements in KG1 in to KG2 as well as ensuring a smooth transition to each child's next school.
- Units are added to the curriculum, which mainly relate to UAE contexts such as culture, tradition, and environment in order to develop children's understanding of the world around them. The curriculum is enriched by a variety of experiences within the local community such as, visits to local farms, milk factories, and the fruit and vegetable market.
- The thematic approach adopted by the school enables children to deepen their understanding of various topics. Bilingual teaching of mathematics and science in Arabic and English in KG2, supports the development of language skills. Cross-curricular links are meaningful and planned to enhance the children's experiences and to develop their ability to make links between different aspects of their lives.
- Regular reviews of the curriculum have produced evidence so that school leaders and teachers are able to work more closely on identifying priorities for improvement, such as the enhancement of the social studies programme and enrichment in science.
- Units of the MoE's social studies curriculum are planned to ensure continuity. Teachers use activity-based methods and make strong links with current issues in the UAE and the community. Children enjoy learning these topics which relate to their own experiences in and out of school. The children's assessment profiles and portfolios include a range of activities with formal assessments. Grades appear in the reports to parents.

KG

Curriculum adaptation

Acceptable

- The curriculum is planned appropriately to take into account the learning needs of most, but not all, groups of children. The school has taken steps to recognise and accommodate the different abilities of particular children such as those with lower attainment. This is particularly successful in Arabic and mathematics where planned activities in the classrooms support their learning. However, teachers do not do this consistently in all subjects and there is insufficient support and challenge for some children.
- In the better lessons, children are challenged through a range of learning centre and table activities. However, there are limited opportunities for children to take part in activities that promote innovation and enterprise. Teachers make some use of technology to encourage and motivate the children. The school is aware of its place and importance within the community. Trips and visits are organised but not always aligned with learning topics.

- The school values its links to Emirati culture, society and traditions and encourages the children to learn about Emirati history and heritage. The social studies curriculum effectively develops children's knowledge and understanding of the UAE. Children enjoy celebrating many aspects of the culture of their own and other cultures.

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

KG

Health and safety, including arrangements for child protection / safeguarding

Good

- The school promotes its caring and attentive ethos by implementing and updating its policies and procedures for the safeguarding of all its children. These policies are communicated clearly to parents and staff in Arabic and, if required, in English as well as to the children appropriately during assembly. Procedures for safe use of the internet and the implementation of practical steps to prevent abuse of young children have not been formalised.
- Thorough systems and processes promote the health and safety of all children, including evacuation procedures and site security. Comprehensive measures are in place to maximise the protection for children, including supervision during outdoor play and efficient arrangements for school transport. Any concerns are resolved swiftly and effectively.
- The steep staircase in the school does not have secure and appropriate handrails for children to use when ascending to the first floor accommodation. Nevertheless, the temporary school accommodation, its equipment and resources are generally well maintained and ensure children are safe. There is a well-furnished and safe outdoor play area with ramp for children and adults with physical difficulties. School transport meets all legal and regulatory requirements.
- Medical staff are vigilant in their care of children in the school. Routine checks are carried out and detailed records are kept. Relevant medical information is shared with all staff in a systematic way to ensure children's medical care at all times.
- Through the assembly programme and regular schedules for physical education, the school educates children to avoid dangers and promotes healthy living.

KG

Care and support

Acceptable

- Relationships between staff and children are positive. Teachers know their children well and are aware of their personal, social and emotional needs. Positive behaviour is promoted and, in most cases, managed well across the school.
- Procedures to promote attendance and punctuality are in place, and monitored, and there is guidance on expectations for parents. Although this lacks rigour, improvements have led to better rates of attendance and improved punctuality.
- The school does not admit children with SEND. The procedures to identify children with SEND or those who are gifted and talented are not developed, nor formalised. As a result, the provision for children with SEND is weak. The identification of children who are gifted and talented is in its initial stages.
- In the better lessons, teachers support children who learn more slowly and, increasingly, those who learn more quickly. However, the support is inconsistent and not always matched to needs. As a result, appropriate learning objectives and personal targets are not always set. Too many lessons do not provide sufficient challenge to promote thinking skills and independence of learning.
- The school staff provides effective help and support to children in an inclusive and caring way. The well-being, and personal and emotional development of the children is a focus for all adults. The school ensures that children in KG2 are well supported in their moves to their next schools.

Inclusion

Provision and outcomes for students with SEND

Weak

- There are currently no formal plans and policies in place for children with SEND. The school does not admit children with SEND.
 - The school does not have any robust processes for the identification of children with SEND and procedures are insufficiently developed. The school does not follow the KHDA guidelines and categories for identification.
- Overall, parents have positive relationships with adults and teachers and are encouraged to participate and show an interest in their children's achievements.
- Most teachers do not have the experience or training required to meet the specific needs of children, including those with SEND. As a result, support for the children is not personalised well enough to support learning.

- At the time of the inspection the school lacked the systems to plan and design personal educational programmes. It was not making enough use of tools for tracking and monitoring to ensure that individual needs are met.

6. Leadership and management

The effectiveness of leadership

Acceptable

- Leaders promote a caring and supportive vision for the school, which is appreciated by the parents and wider community. They have not shaped the vision or implemented strategic planning for the imminent changes of leadership and the next stages of development because the school transfers to its permanent accommodation in September. The lack of leadership, direction and responsibility for the identification and provision for children with SEND is a significant weakness.
- Leaders have a sound understanding of the MoE aligned curriculum and are widening their understanding of its changes and best practices. They are beginning to have a firmer grasp on best practices in teaching and learning. They are widening their awareness and understanding the effective use of assessment information and its impact on raising children's achievement.
- Relationships and morale amongst staff members are good. Systems of communication ensure that all teachers have a voice in deciding actions for improvement, but a minority seem hesitant to initiate and lead change. It is unclear what responsibilities are shared beyond the principal and this impedes further development and the sharing of expertise and good practice.
- A willingness exists among leaders and teachers to learn and improve further. However, systems that would help leaders to anticipate and address problems, and prevent underachievement, are not fully embedded.
- Despite the lack of clarity of roles and responsibilities, the school has been successful in improving a few aspects of school life, including attainment in Arabic, progress in science, the positive development of children's learning skills and quality of teaching.

School self-evaluation and improvement planning

Acceptable

- Self-evaluation and the implementation of the school's development plan continue to need further developments. Evidence for the self-evaluation process is too narrow, lacks depth and analysis. As a result, some important areas of curriculum and provision, including the identification and support for children with SEND are missing.

- Leaders have an acceptable understanding of the school's strengths and weaknesses and in the evaluation of teaching and learning. However, in-depth evaluation of assessment data and outcomes of lesson observations is not always shared. As a consequence, monitoring and evaluation does not consistently result in sustained improvements. In turn, this has led to almost all of the school's own judgements on the quality of provision being inflated and, therefore, inaccurate.
- Although the school has worked diligently to produce an action plan, strategies to achieve successful outcomes are still too vague and lack realistic targets to improve teaching and learning and the achievement of children. Leaders and governors, however, do recognise that improvement planning must continue to provide sufficient capacity to support the move towards better standards in all the work of the school.
- The school has made progress in addressing some of the recommendations from the previous inspection report, particularly in raising children's achievement in Arabic, and in improving the quality of teaching and learning. The routine use of assessment data to inform lesson planning and identify children at risk of underachieving is not embedded.

Partnerships with parents and the community

Good

- The school is successful in gaining the support of parents who communicate a sense of pride and support for the school. They have many opportunities to be involved in various aspects of the school's work and in supporting their children's learning. This includes attending the daily assemblies, accompanying school visits and supporting charitable events. Their views are sought by the school and the community, valued and taken into account when deciding on next steps for improvement.
- A range of communication methods, including the use of texting apps, help to keep parents informed about the school's activities and their children's progress. Weekly and annual planning for all school events, external visits and medical advice are part of this effective communication. Parents feel welcome in the school and consider that any concerns they have are usually dealt with efficiently and in a constructive manner.
- Reports to parents about their children's progress provide an appropriate indication of overall achievements in each subject compared to the curriculum. They include a few personalised targets for improvement and are held in high regard.
- Parents are proud of the school, the strong links forged with the local community and the Dubai Women's Association (DWA) with its own extensive, and influential links. These connections provide opportunities to support initiatives by leaders and the children, as well as in developing a new building for occupation in September 2017.

Governance

Good

- The DWA membership is wide and includes a growing representation from groups of stakeholders. The principal and teachers have the full support of the organisation in their efforts to build a more inclusive school. Governors have a clear understanding of most of the school's strengths and areas for improvement and which include the provision of a new school for the future.
- The DWA are regular visitors to the school, holding leaders accountable for its performance and school priorities. They monitor the success of the school in bringing about further improvements through limited comparisons between the school and its sister school in Hatta. Regular meetings of the DWA, and monthly reports from the principal, sustain a collective response in supporting school improvement.
- As a result of their strong commitment, governors exert a positive influence on the school's performance ensuring that the school is fully compliant. This is reflected in the provision of additional resources and the impending new permanent facility. Their diligence in supporting the recruitment of best practitioners has resulted in improvements. However, there is no evidence of the development of leadership and provision of children with SEND.

Management, staffing, facilities and resources




Good

- The school runs smoothly on a day-to-day basis and is well organised. The school timetable provides enough time for a substantial break and physical activity for the children between lessons. Teachers know their general roles and responsibilities and carry them out efficiently.
- The majority of teachers have suitable qualifications but not all fully understand the principles of early childhood education. Teachers are appropriately deployed. There is no specialist leader or staff to support children with SEND. The benefits of regular professional development are starting to improve the provision and outcomes for children. Sharing best practice and resources with its sister school has not been sufficiently developed.
- The temporary facilities are of a good quality and, overall, provide a safe, pleasant environment to meet the needs of children. Classrooms, although small, are orderly and tidy. The external, well-furnished play area is used to good effect for many activities.
- A good range of resources supports teaching and learning. Staff members use these well in the classrooms to enhance the learning experiences of the children. The library is not fully developed although learning centres inside and outside the classrooms are starting to support learning and enhance curriculum provision. However, the active use of learning technologies is a weakness.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	51
	2015-2016	55
 Teachers	10	
 Students	0	

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

- Parents who replied to the survey are generally positive about the quality of education and support their children receive at the school. A few express concerns that the school does not always help their children to become better people and care for others. A few also express concerns about lack of information about how their children are progressing.
- Most parents believe that their children are gaining a good understanding of the importance of Islamic values.
- Almost all teachers feel that they are part of a happy family and that the school environment is healthy and respectable. However, a minority stated that the school is not as proactive as it should be in identifying and supporting children with SEND.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

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