

GOOD



2019-2020

# INSPECTION REPORT

MOE CURRICULUM

## Contents

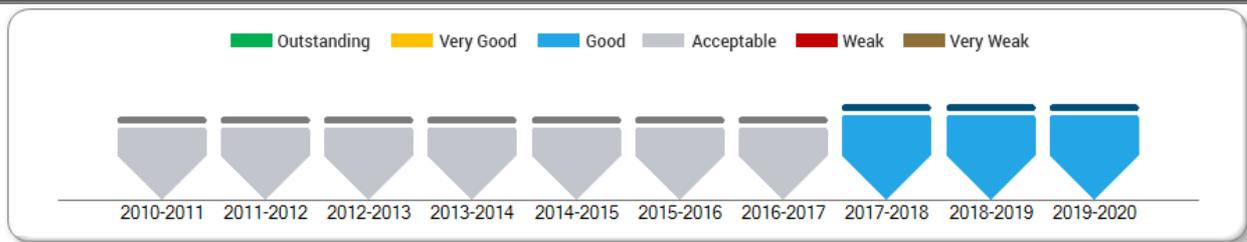
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## School Information

General Information	 Location	Al Khawaneej
	 Opening year of School	2003
	 Website	www.women.ae
	 Telephone	97142892261
	 Principal	Fatma al Abdullah
	 Principal - Date appointed	8/30/2003
	 Language of Instruction	English, Arabic
	 Inspection Dates	04 to 05 November 2019
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 Emirati students	40
	 Number of students of determination	2
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	13
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	2
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	0
	 Teacher turnover	0
Curriculum	 Educational Permit/ License	Ministry of Education (MoE)
	 Main Curriculum	MoE
	 External Tests and Examinations	None
	 Accreditation	None
	 National Agenda Benchmark Tests	None

### School Journey for AL BASATEEN PRIVATE NURSERY



## Summary of Inspection Findings 2019-2020

The overall quality of education provided by the nursery is **good**. The section below summarises the inspection findings for children’s outcomes, provision and leadership.

### Students Outcomes

- Children’s attainment is highest in language skills, and, within language, listening is stronger than speaking. All subjects are directly linked to performance indicators and Ministry of Education (MoE) curriculum standards. Attainment and progress remain good, as they were at the time of the previous inspection. The nursery is developing the skills of analysing results to inform teaching and learning. However, information on children’s progress is not yet analysed in enough depth.
- Children’s positive attitudes and behaviour are strengths. Children respond well to one another, and are eager to help their friends when needed. Attendance is very good. The majority of children are punctual in arrival at the nursery. Their understanding of Islamic values is outstanding. Innovation features such as enquiry and critical thinking are limited.

### Provision for learners

- The quality of teaching is good. Teachers have a good understanding of how young children learn. Where work is well planned, teaching is effective, but challenge for the more able children is not a consistent feature in lessons. Information presented in assessment folders and in teachers’ records is comprehensive and valid.
- The curriculum is well developed with a clear rationale. The curriculum for Arabic as a first language meets MoE requirements in terms of time allocation and the use of new standards. Opportunities for enquiry, independent learning and critical thinking are limited. The curriculum provides for emerging, play-based learning centres that offer variety and choice, but they are not consistently embedded across classes.
- The nursery has effective procedures for safeguarding children, including appropriate measures for child protection. Safety provision is very good. The nursery ethos is respectful, warm and caring, and there are positive relationships between all children and staff. The more able children have limited opportunities for challenging activities to develop their higher-order thinking skills. Interventions to support children with significant barriers to learning are effective overall.

### Leadership and management

- The principal has created an inclusive ethos and has improved some key aspects of the nursery. Leaders know the key strengths and areas for development, but do not always use information from assessments to modify teaching, assessment or the curriculum. Self-evaluation lacks rigour. The facilities and resources to support children’s learning are of an excellent quality.

### The Best Features of The School:

- The warm and friendly atmosphere that promotes a secure, safe and caring learning environment where children can thrive.
- Children's attitudes and behaviour, and their awareness of Islamic values and the UAE culture.
- The embedding of UAE social studies in assemblies and across subjects.

### Key Recommendations:

- Consolidate the self-evaluation process by ensuring that the nursery develops short- and long-term goals with targets that are defined, measurable and realistic.
- Continue to raise teachers' skills in using information from assessments to modify the curriculum and their teaching strategies, in order to improve children's progress.
- Provide more consistent opportunities for children to be creative and to explore subject areas in which they are unfamiliar, to question and to apply their learning to real-world situations.

## Overall School Performance

**Good**

### 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	Good
	Progress	Good
 Mathematics	Attainment	Good
	Progress	Good
 Science	Attainment	Good ↑
	Progress	Good
 UAE Social Studies	Attainment	Good
		KG
<b>Learning skills</b>		Good

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

KG

Personal development

Very good

Understanding of Islamic values and awareness of Emirati and world cultures

Outstanding

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

Good

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

KG

Health and safety, including arrangements for child protection/ safeguarding

Very good

Care and support

Very good ↑

## 6. Leadership and management

The effectiveness of leadership

Good

School self-evaluation and improvement planning

Good

Parents and the community

Very good

Governance

Good

Management, staffing, facilities and resources

Very good

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

Not applicable

### Reading Across the Curriculum

- Analysis of information related to reading in Arabic indicates that progress is good. In reading lessons, teaching focuses on phonics, the awareness of sounds that distinguish one word from another, and vocabulary building.
- Children have positive attitudes to reading. They are confident in attempting to read unfamiliar words in texts, and can effectively apply strategies to read new words aloud.
- Children have opportunities be read engaging books at the end of the day and in the library. Teachers' knowledge of how to extend strategies for comprehension is not well developed
- The library programme does not effectively address the cross-curricular reading strategies required to promote lifelong learning skills.

**The nursery's provision, leading to raised outcomes in reading across the curriculum, is developing.**

#### For Development:

- Develop the library programme as a tool for engaging the children, for developing reading strategies for teachers, children and parents, and for encouraging confident lifelong readers.
- Develop teachers' knowledge of strategies for teaching comprehension.

### Innovation

- Children occasionally lead innovative activities such as storybook making in English. Such creativity is not yet a prominent feature of children's otherwise well-developing learning skills.
- Children participate keenly in recycling old materials creatively to make models of familiar objects. Opportunities to lead or follow up their own creative ideas are not consistent.
- Teachers across key subjects do not create many additional resources to enhance children's creativity and innovation.
- Curriculum adaptation increasingly features opportunities for problem-solving. However, these opportunities are not yet a progressive, embedded feature of all children's learning.
- Leaders' ambitious commitment to innovation results in the provision of technological facilities and resources, such as the new sensory room.

**The nursery' promotion of a culture of innovation is emerging.**

#### For Development:

- Ensure that high-quality innovation features in all children's learning activities, and that careful evaluation of technology resources enhances their effective use.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

KG

Attainment

Good

Progress

Good

- Children maintain the knowledge and understanding which they exhibited last year. Their recitation skills of short Surah of the Holy Qur'an are improving across the nursery.
- Children use what they learn in lessons, and link their knowledge to their own daily life. Children in KG2 can list the deeds that Muslims should do in order to gain acceptance from Allah. Children do not yet use learning technologies regularly in lessons to explore or discover things for themselves.
- The adoption of a new Islamic education curriculum makes lessons more interesting and relevant, and is beginning to have a positive impact on children's recitation skills.

#### For Development:

- Improve children's recitation skills and their knowledge of Hadeeth.
- Use technological resources to enhance learning and to meet children's different needs.

#### Arabic as a First Language

KG

Attainment

Good

Progress

Good

- Children's attainment is above MoE curriculum standards. The majority of students make better than expected progress in lessons. The performance of boys is similar to that of girls in most language skills. The nursery's own judgments agree with the findings of the inspection.
- Children continue to demonstrate improvements in the development of their language skills as a result of well-planned lessons. Listening and writing are the most developed. Children's oral skills are developing slowly.
- The introduction of a new curriculum with appropriate challenges offers good opportunities for children to engage in their lessons and to improve their language skills. The new storytelling sessions for KG2 help children to understand extended Arabic texts successfully.

#### For Development:

- Ensure that teachers provide more opportunities for children to practice newly acquired oral language skills in a wider range of meaningful and real-life situations.

## English

**KG**

Attainment

Good

Progress

Good

- Internal assessment information, well linked to curriculum standards, indicates that a majority of children attain levels above the curriculum standards. Children's attainment and progress in lessons, in recent work, and over time, accord with this assessed performance.
- Children's developing listening comprehension skills help them to understand increasingly complex classroom instructions. Their progressive understanding of letter sounds and forms supports their growing skills in reading, and, in KG2, in writing simple words. Speaking progresses more slowly as children, especially boys, do not speak to one another often enough in English.
- Listening, speaking, reading, and writing skills are well supported by teachers' high expectations. Frequent assessment of progress facilitates the provision of suitable immediate next steps for every child.

### For Development:

- Support children's confidence to speak English to one another through more frequent pair-working in lessons, and by encouraging them to use English when engaging in free play.

## Mathematics

**KG**

Attainment

Good

Progress

Good

- The knowledge and skills of the majority of children are above curriculum standards in mathematics. Their ability to use these skills in real-life applications results in good progress from their starting points and as measured against learning objectives.
- By the end of KG2, the majority of children are familiar with numbers up to 100 They confidently perform mathematical operations like addition and subtraction. Most can solve simple problems, recognise and create patterns, and use spatial understanding to construct two-dimensional shapes for a specific purpose.
- The systematic linking of mathematical concepts to children's real lives and their points of interest has enabled the majority of children to apply their learning in meaningful contexts and to make better than expected progress.

### For Development:

- Strengthen the use of mathematical language in both reading and writing to record, compare and represent information in basic graphical forms.

## Science

KG

Attainment

Good ↑

Progress

Good

- The knowledge, skills and understanding of the majority of children are above curriculum standards in science. Their ability to investigate basic scientific concepts results in improving progress from their starting points and as measured against the learning objectives of the lessons.
- By the end of KG2, the majority of children use their curiosity and sense of wonder to investigate plants, living and non-living things, life cycles, and healthy and unhealthy food. They are able to compare and classify things and record their findings.
- The incorporation of science, technology, engineering, art and mathematics (STEAM) in lessons is supporting children in developing their early scientific inquisitiveness, and is enabling them to apply their knowledge and skills in real-life situations. The majority are making better than expected progress.

### For Development:

- Provide enquiry-based lessons, and guide children to make sense of the physical world and their community through their reading and writing, including increased use of scientific terminology.

## UAE Social Studies

All phases

Attainment

Good

- Social studies feature in morning assemblies and promote children's understanding of the UAE. and Emirati cultural heritage, through songs and recitation.
- Lessons in other subjects include aspects of UAE social studies where appropriate.
- Social studies are not taught as a separate subject, and so assessment is limited to checking for understanding during lessons where UAE social studies feature, and during assemblies.

### For Development:

- Develop and document the UAE social studies curriculum to ensure consistency in what is taught.

## Learning Skills

KG

Learning skills

Good

- Almost all children are keen to learn and apply themselves well during lessons. Grouped together for tasks and activities, they share resources willingly and take turns considerately. Almost all can express what they have learned in speaking, drawing, and, in KG2, writing.
- Children increasingly apply their skills, knowledge and understanding across areas of their learning. For example, they learn to understand in English the life cycle of the butterfly, which they are studying in science.
- Critical thinking, enterprise, enquiry, research, and the use of learning technologies remain underdeveloped. Effective contributions of children's own ideas, such as in making up simple storybooks, remain an inconsistent feature of their learning experiences.

### For Development:

- Develop more regular age-appropriate lesson activities that require children to ask 'Why?' and 'How?', and to explore their own answers and solutions creatively.

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

KG

Personal development

Very good

- Children show confidence and positive attitudes in most of their daily activities. They respond well to one another and to their teachers. A large majority demonstrate self-discipline in and out of classrooms.
- Children's very positive behaviour contributes to a secure, safe and enjoyable learning atmosphere. They show genuine concern for others, and, as a result, they often offer support in lessons.
- Children are learning to make wise choices about what to eat, through appropriate food-awareness activities. Attendance in KG1 has improved since the last inspection. Almost all children are punctual in arriving at the nursery.

KG

Understanding of Islamic values and awareness of Emirati and world cultures

Outstanding

- Children's behaviour during assembly and classes reflects a strong understanding and appreciation of the values and principles of Islam. They understand the importance of accepting and supporting others, particularly those less fortunate than themselves.
- Children are proud to be citizens of the UAE. They express their joy at the first Emirati space trip. They take active roles in the celebration of all UAE events, such as National Day and Flag Day.

Children show an excellent understanding of their own culture. They show respect and tolerance for other nationalities in the nursery. Their understanding of other world cultures is developing very well.

**KG**

**Social responsibility and innovation skills**

**Good**

- Children have many opportunities to be involved in community events and activities organised by the Women’s Association. They have developing links with the wider community. They participate in these activities with enthusiasm, thus enriching their nursery experience.
- Children enjoy learning. They concentrate on activities and tasks. However, many activities are led by teachers, limiting the opportunity for children to make independent choices or to show their creativity. When given the opportunity to select activities by themselves, children can think critically about their play.
- Children take some responsibility for the nursery environment when asked to do so. They often play a key role in the classroom when they are asked to be helpful. They are beginning to develop their environmental awareness.

**For Development:**

- Improve all children’s creative and critical thinking skills by providing more independent activities that foster learning by exploring.

**3. Teaching and assessment**

**KG**

**Teaching for effective learning**

**Good**

- Teachers have a strong subject knowledge. They plan and manage their lessons very well to enable the children to do their best. The effective use of resources creates a positive learning environment and supports children to be successful learners.
- High-quality questions and dialogue are evident in most lessons. The use of the ‘experience and discover’ approach in science enhances children’s learning. The development of skills in analysis, exploring, and independent problem-solving are emerging.
- Most teachers adopt effective strategies to meet children’s individual needs. Opportunities for innovation, research, and independent learning skills are still developing.

**KG**

**Assessment**

**Good**

- Internal assessment systems are in place throughout the nursery to measure attainment and track progress in the core subjects. Assessments are benchmarked against MoE performance indicators and international child-development outcomes.
- Teachers carefully analyse information from assessment data to track children’s progress. However, they do not consistently identify trends in the performance of different groups of children nor do they plan a variety of differentiated activities.
- Teachers have a secure knowledge of individual children’s strengths and weaknesses. They use creative resources to consolidate concepts and skills. Children’s evaluation of their own and others’ work is not a regular feature of assessment procedures.

**For Development:**

- Use information from assessments to plan a variety of activities suitable for the different needs of children.

#### 4. Curriculum

KG

##### Curriculum design and implementation

Good

- The curriculum is appropriately enriched to ensure the effective development of knowledge, with improved strategies to enhance skills and understanding. The planned units of enquiry incorporate curriculum areas from language, mathematics, science, IT, music, and life-skills.
- Cross-curricular links are meaningful and planned effectively. Different learning styles are incorporated to consider ability, balance and children's well-being. The curriculum is enhanced through a wide range of extra-curricular learning and activities.
- Review of the curriculum at the end of each term, assessment outcomes and parents' feedback, ensure that continuity is maintained and that lesson objectives better meet children's needs. Changes to the curriculum are implemented in order to meet the needs of most children.

KG

##### Curriculum adaptation

Good

- The nursery has adapted the curriculum for all subjects to meet the needs of all groups of children. These changes are beginning to have a positive effect. However, there are still inconsistencies in planning for all groups.
- The nursery offers an appropriate range of activities and experiences designed to motivate all children. The sensory and music rooms, the storytelling library and the learning centres are initiatives which ensure that children have the ability to access a curriculum matched to their needs.
- An effective plan links the curriculum to UAE culture and society. The plan is supported by numerous local visits, guest speakers and opportunities for children to strengthen their understanding of Emirati culture and traditions.

##### For Development:

- Improve teachers' understanding of children's different abilities so that they can modify the curriculum to challenge all groups.

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

KG

Health and safety, including arrangements for child protection / safeguarding

Very good

- The excellent facilities are inclusive, exceptionally clean and extremely well maintained. A full-time nurse maintains comprehensive records for each child. All staff receive training in child protection, which strengthens their understanding of the nursery's policy. The curriculum effectively promotes healthy living.
- The nursery has rigorous procedures to ensure the safety and well-being of all children. School buses have appropriate safety equipment and cameras. Supervision of children at arrival and on departure, and throughout the day, is carefully organised.
- The premises offer a range of opportunities for children to explore their interests. Shaded areas for play and extended classroom experiences enhance children's enjoyment. Children have easy access to all areas of the nursery.

KG

Care and support

Very good ↑

- There are respectful, warm and caring relationships between all staff and children. As a result, the children behave well. Any misbehaviour is dealt with sensitively and effectively. The nursery has high expectations about attendance. Checks and follow-up to absence maintain attendance levels.
- The identification of actual and potential barriers to learning is well managed. Interventions to support children are effective overall. Procedures to identify and support those with particular gifts and talents are less developed.
- Nursery staff monitor children's health, well-being, and their personal, social and emotional development very carefully. Clear, well-understood routines, and the nursery's caring ethos, allow children to thrive. Staff respond promptly to identified concerns and individual needs.

### For Development:

- Identify children who may have particular gifts and talents, and take appropriate action to meet their needs.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- Inclusion staff are well led and professionally able to carry out their advisory and support roles. Governors support inclusion well with facilities and resources. Inclusive education improvement planning informs overall effective support for those children who need it.
- Accurate identification processes include a suitable range of screening and diagnostic tests, conducted by both nursery personnel and external agencies. Individual education plans (IEPs) give good support.
- Parents are well engaged as partners in their children's learning and development. They are suitably involved in planning processes, and benefit from helpful advice and guidance to support their children at home. The nursery values parents' direct involvement in their children's education.
- Teaching across all key subjects generally supports children's progress well. However, it is not always consistently focused on the principal barriers to learning. Inclusion staff address this in support sessions. Individual learning support assistants provide high-quality support in classes.
- Overall, children with identified barriers to learning make good progress in their academic and personal development. Teachers use IEPs to plan lessons that meet children's needs well. Inclusion staff's additional support focuses appropriately on supporting learners' independence and resilience.

### For Development:

- Ensure that teachers' planning and interventions support children in overcoming key barriers to learning through suitably modified tasks and activities that meet their needs.

## 6. Leadership and management

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

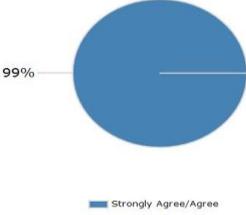
- The principal has a clear vision for the nursery. Through her links with the wider community, she provides a range of opportunities to support children's learning. Although middle leaders recognise good practice in education, a few require support to ensure better learning outcomes. The leadership and management team is committed to improving the nursery and to developing a shared understanding of best practices in teaching, learning and assessment.
- The nursery's self-evaluation has gaps in some areas. Content is often descriptive, not evaluative, and evidence centred on improvement of provision, not on the impact. The nursery has responded to last year's inspection recommendation to analyse children's achievements. However, the strategic response is not yet embedded in classes. The evaluation of learning and teaching focuses on teaching provision rather than on children's attainment, progress and learning skills.
- Parents are very well engaged as partners in their children's learning. The nursery shares and receives important information, including advice and guidance, very effectively through social media, email, text and telephone. Parents receive frequent and regular information on their children's progress, both informally and through termly reports. The nursery sustains a valued social outreach programme in which children support those less fortunate than themselves.
- Governors have a clear commitment to invest in resources that support teaching and learning. However, reading resources in the library are underdeveloped. Governors have strong partnerships with the community and have, as a result, secured sponsorship of the new sensory room and a sports hall. The governors and the Women's Association work with the leaders of the nursery to address inspection recommendations on their journey to improvement. Governors are committed to the development of the nursery.
- Efficient daily routines support a very caring, calm and purposeful climate for learning, well maintained in very well-appointed surroundings. The nursery is well staffed with suitably qualified teachers. Staffing includes learning support assistants with notable professional expertise. The high-quality premises have been recently augmented with a potentially valuable sensory room. The library does not yet fully promote children's reading habits. Classroom resources of high quality, often developed by teachers, support learning well.

### For Development:

- Increase subject leaders' responsibilities to develop the scope and sequence of the curriculum to ensure higher expectations for children's progress.
- Ensure that the sensory room is used to extend children's interest and to support their learning and personal development.
- Make the library an attractive place to cultivate a love of books and reading.

## Views of parents

Before the inspection, the views of parents were surveyed. Key messages were considered during the inspection and they helped to form inspection judgements.

 <b>Students</b> No. of responses = 0	 <b>Parents</b> No. of responses = 88
	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <p>99%</p> <p>Strongly Agree/Agree</p>

 <b>Students</b>	<p>Not applicable.</p>
 <b>Parents</b>	<p>The majority of parents are satisfied with the quality of education in the nursery. They state that leaders listen to them and act on their views. They feel that their children are safe and well cared for. Most are involved in their children's learning activities and are supportive of the leaders of the nursery.</p>

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