



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Al Basateen Private Nursery Hatta branch

Curriculum: MOE

Overall rating: Good

Read more about the school



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“Don't look
behind to
see who is
following you,
but look forward
to be ahead”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Hatta
Type of school	Private
Opening year of school	2004
Website	www.women.ae
Telephone	050-459-5186
Address	Hatta, PO Box: 12326
Principal	Fatma Abdullah Alkab فاطمة عبدالله الكعبي
Language of instruction	English, Arabic
Inspection dates	17 to 18 February 2016

Students



Gender of students	Boys and girls
Age range	3-5
Grades or year groups	Kindergarten 1 to Kindergarten 2
Number of students on roll	105
Number of children in pre-kindergarten	0
Number of Emirati students	57
Number of students with SEND	0
Largest nationality group of students	Emirati

Teachers / Support staff



Number of teachers	9
Largest nationality group of teachers	None
Number of teaching assistants	7
Teacher-student ratio	1:12
Number of guidance counsellors	0
Teacher turnover	0%

Curriculum



Educational permit / Licence	(Ministry of Education (MoE))
Main curriculum	MoE
External tests and examinations	None
Accreditation	None
National Agenda benchmark tests	Not applicable

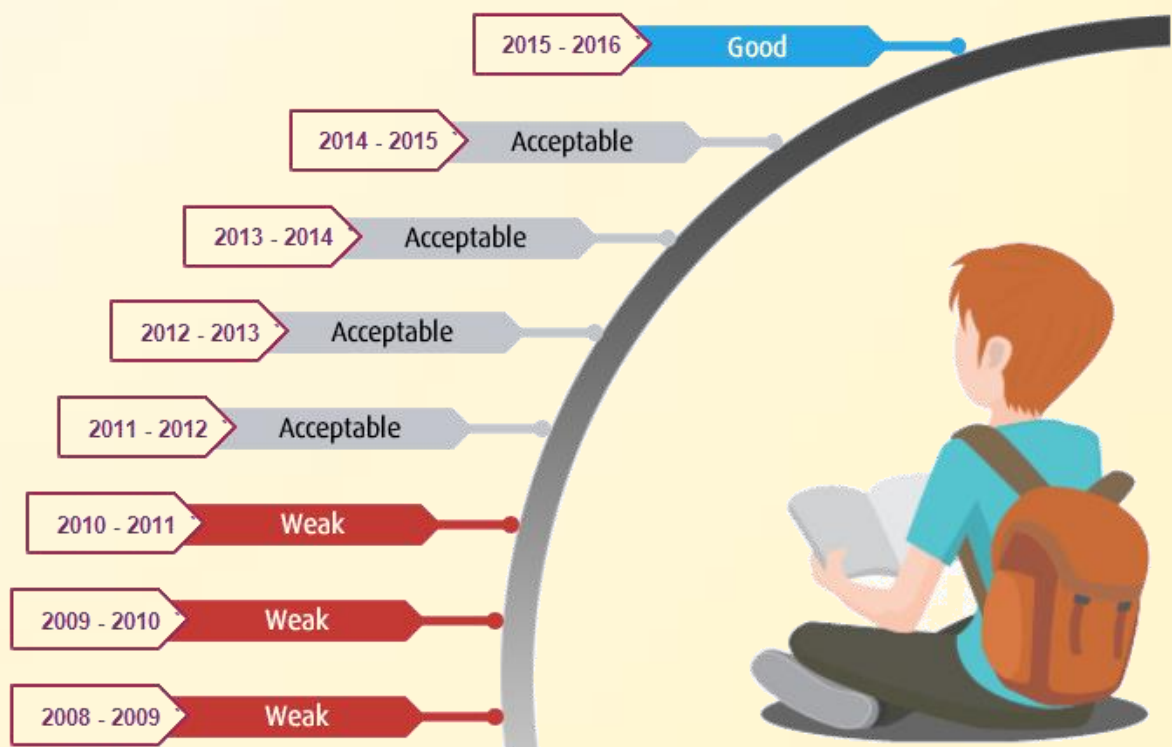


Summary for parents and the community

Al Basateen Private Nursery Hatta branch was inspected by the DSIB from 17 to 18 February 2016. The overall quality of education provided by the school was found to be **good**.

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 Hatta branch** provided a **good** quality of education for the children.

- In Islamic education, children demonstrated good memorization skills of the Holy Qur'an verses and Hadeeth. In Arabic, the children's reading was good and their writing skills were accurate. Acceptable attainment in English was improving through good progress. In mathematics, children had developed their skills with numbers when they explored new operations. Progress in science was good, for example when children grouped their findings in various ways. Generally, children made good progress in well-paced and interesting lessons.
- Children enjoyed learning and readily engaged in stimulating and interesting activities. They focused well and were able to concentrate on individual and group tasks without undue intervention from teachers. Positive and caring attitudes were a very good feature. The children had outstanding appreciation of Islamic values and of the natural world. They knew to use resources such as water with care.
- Teachers planned interesting activities to excite the children and ensured that lessons were well timed. School-based assessment processes were linked to the curriculum and were used consistently to assess the children's progress at the end of each unit of work.
- The curriculum was relevant, modified and it developed knowledge and skills for the majority of the children.
- The school had good procedures for safeguarding children and training was provided in child protection awareness. Systems to identify children with special educational needs and disabilities (SEND) were developing.
- Leaders at all levels were effective in establishing a positive learning culture and this had resulted in improved results across several areas of the school.



What did the school do well?

- The children's outstanding knowledge of Islamic values, Emirati culture and social responsibility.
- The good quality of learning skills and good progress made in all subjects.
- The consistently good quality of teaching and learning.
- The quality of the curriculum and varied range of enrichment opportunities to meet the needs of the majority of children.
- The caring, supportive and effective leadership and governance, as demonstrated by the good outcomes.



What does the school need to do next?

- Implement effective assessment procedures in order to raise the children's attainment in English, mathematics and science.
- Identify and support children with SEND and monitor their social, emotional and academic progress regularly.



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

- The school tracked the progress of different groups of children in Islamic education, Arabic, English, mathematics and science.
- Parents were welcomed as regular visitors to the school. They met teachers informally to discuss the progress of their children.
- 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 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:

- The principal had a positive approach towards innovation by young children so as to make learning more exciting and develop their personal skills. Strands of innovation were evident in all core subjects, within the context of the MoE curriculum. Professional development and visits to other schools to identify good practices resulted in the creative use of resources, thoughtful discussions and practical scientific exploration by the children. Less well developed was the use of information technology for investigation and research.

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	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	Very good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding
Social responsibility and innovation skills	Outstanding

3. Teaching and assessment

	KG
Teaching for effective learning	Good
Assessment	Acceptable

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	Good
Care and support	Acceptable

6. Leadership and management

	All phases
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	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	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 displayed attainment levels above the expectations of the MoE curriculum. They demonstrated good memorization skills of the Holy Qur'an verses and Hadeeth as well as a good knowledge of the Pillars of Islam. Children's recitation skills were appropriate and they used some recitation rules accurately. The majority of children made good progress against the lesson objectives and were able to list the manners of eating. Girls and boys made similarly good progress.
- In Arabic as a first language, the majority of children recognized most of the letters and read words related to them. Older children demonstrated better attainment levels and they formed simple sentences correctly. The children's reading was good, as was their progress given their starting points. The school's data for attainment and progress showed that steady improvements had taken place over time.
- Children's attainment in learning English was acceptable and they made good progress from their individual starting points. Their attainment was better in speaking and listening, because they had good opportunities to develop their confidence and express themselves in lessons. Good progress was based upon well-paced and interesting lessons, in which resources added interest and fun to lessons, for example the use of real fruit for children to touch and smell and then describe. Children identified letters and sounds and the most able recognised a range of words and used them to read or write short sentences.
- Attainment in mathematics was acceptable and children developed their number skills progressively. They made good progress in well-paced and interesting lessons that followed the MoE curriculum efficiently. Children explored new numbers and operations such as addition and subtraction confidently. Children recognised numbers up to 20 and most were able to convert simple word problems. The most able children could carry out simple operations of addition and subtraction using two digit numbers.
- Most children achieved the expected curriculum standards in science, developed appropriate scientific skills and made good progress. They investigated the properties of magnets and categorized materials as being magnetic and non-magnetic. They explored fruits and vegetables using their five senses. They grouped and classified items readily. Their progress was good.

	KG
Learning skills	Good

- The children enjoyed learning and engaged well in stimulating and interesting activities. They focused well and were able to concentrate on individual and group tasks with minimal teacher intervention.
- When sharing resources, working together on tasks and learning through play, the children interacted well. They talked about what they had learnt, explained their thinking and how they had worked out their answers to problems.
- The children made clear connections between different areas of their learning and extended their understanding of the world. For example, in science they investigated food and drinks and this was skillfully linked to work in mathematics through a shopping activity, healthy eating and to English vocabulary development.
- There were good opportunities for children to explore, find things out for themselves and problem solve, but the use of information technology to support their learning was underdeveloped.

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

	KG
Personal development	Very good ↑

- A strong sense of responsibility for their own behaviour and care of possessions was encouraged and consistently developed among all the children.
- The children showed great concern for one another and courtesy towards adults. A calm and well-ordered ethos existed throughout the school. Unkind behaviour was rare.
- Positive and supportive relationships were a strong feature of the children's behaviour. The children were attentive in lessons and listened with interest to the ideas of their classmates. They were very keen to support each other and worked well together in pairs and groups.
- Topics woven into the curriculum provided children with a well-developed understanding of the important elements contributing to a healthy lifestyle. They enjoyed games and outdoor play and knew that exercise was a valuable part of living a healthy life.
- The children arrived promptly at school and their overall rate of attendance was good.

	KG
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding
- Almost all children demonstrated excellent appreciation of Islamic values. They gave examples of Islamic celebrations such as the Haj and explained its importance as one of the Pillars of Islam. They recited verses of the Holy Qur'an correctly and recalled Hadeeth and rhymes about the Prophet (PBUH) during the morning assemblies. - The children fully respected and appreciated the culture of the United Arab Emirates. They were aware of the traditional costumes, food and some jobs. They celebrated National Day and Flag Day and demonstrated enthusiasm in singing the UAE national anthem. The children were able to give examples of the different mosques, cultural and geographic sites, and the most popular landmarks, such as the Burj Al Arab and the Miracle Garden. - The children demonstrated outstanding awareness and appreciation of their own culture and understood that there were different nationalities at their school. They named the seven Emirates, in addition to knowing the nationalities and colours of the flags and capitals of the different Gulf countries.	

	KG
Social responsibility and innovation skills	Outstanding
- Almost all children showed pride in the tasks they undertook in classes and around the school. They represented their school well when joining in local events or supporting charitable enterprises. - Lively contributions from the children in lessons demonstrated excellent enthusiasm for learning. In almost all classes, children were encouraged to review for themselves how well they had done in their work. - Almost all children had well-developed understanding of the importance of the natural world and the need to protect the environment and to use resources such as water with care.	

3. Teaching and assessment

	KG
Teaching for effective learning	Good
- Teachers demonstrated secure subject knowledge, which enabled them to teach with accuracy and confidence. They also demonstrated good understanding of how young children learn. - A positive and active learning environment was created wherein children enthusiastically participated, were motivated and eager to learn. Teachers planned interesting activities to excite the children and structured their planning to ensure that lessons were well timed. Effective use was made of the available resources to support the children's learning. - The majority of teachers asked good quality questions that promoted carefully thought-out answers. Teachers engaged children in good quality discussions about their learning. This promoted progress and helped children to develop their language skills.	

- Teachers used a range of strategies in lessons. These were well matched to the learning needs of individual children and ensured that sufficient support was provided when needed. Higher achieving children were suitably challenged in some lessons, but this was not consistently done.
- Teachers provided the children with frequent opportunities to be creative, solve problems, investigate and find things out for themselves.

	KG
Assessment	Acceptable

- School-based assessment processes were linked directly to the objectives in the curriculum and used consistently to assess the children's progress at the end of each unit of work.
- Processes for baseline assessments were being established to help track the progress of individual children from their starting points and over time. The analysis of assessment data to produce information about cohorts and groups of children was underdeveloped.
- Teachers had excellent knowledge and understanding of individual children's strengths and weaknesses. As a result, they provided appropriate levels of support for different groups of children and some additional challenge for the higher achieving children.
- Most teachers used questions effectively to monitor the children's learning. They used assessment information effectively to adjust their lessons and to inform future planning and teaching strategies.
- Children's evaluation of their own work was a regular feature of lessons. The clear success criteria needed to enable the children to measure their own learning were not consistently observed.

4. Curriculum

	KG
Curriculum design and implementation	Good ↑

- The curriculum was broad and balanced and had a clear rationale. It was relevant and developed the knowledge and skills of the majority of children. Balance was achieved, with the inclusion of creative art work linked to an overall theme about eating healthy fruit and vegetables.
- The curriculum was well planned to meet the children's needs. It linked their previous learning to new topics, for example in science and mathematics. A majority of the children were well prepared for their first year of schooling, especially for learning Arabic, Islamic education and social studies.
- Cross-curricular links were practised widely across all subjects. For example science lessons were linked with Arabic and Islamic lessons effectively. Such links were planned by the teachers through daily meetings. The opportunities for higher order thinking and independent learning were improving among the different subjects.
- The school conducted frequent reviews to enrich the curriculum with extra work to meet a majority of the children's academic and personal needs. For example, in mathematics lessons when the children were eager to learn more, their teachers catered for them with various new challenges.

	KG
Curriculum adaptation	Good ↑
- Modifications to the curriculum were made to meet the needs of the majority of the children. In English and mathematics different worksheets and resources were provided so that all groups of children were engaged and motivated. - The curriculum was functional and designed to engage a majority of the children. Opportunities for innovation, creativity and social contribution were available, including outside lessons. For example, in a science lesson about magnets, materials were left for the children to explore after the formal lesson. The extra-curricular activities and links with the community, such as visits to the local gardens and mosques, benefited the children's academic and personal development. - Good learning experiences were developed through the social studies programme in order to raise children's understanding of the UAE's culture and society.	

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

	KG
Health and safety, including arrangements for child protection / safeguarding	Good
- The school had effective procedures for safeguarding children and policies were generally well understood by parents and teachers. Training was provided in child protection awareness and all staff members were confident when dealing with sensitive matters. - The accommodation was secure, functional and regularly checked to protect children from any potential dangers. Children were properly supervised and school transport met all legal and statutory requirements. - Good records were maintained and the important fire drills were observed. The care and vigilance of the medical staff ensured that medication was locked in a secure cabinet and that personal information on children's health was kept in confidential files. - The school was cleaned on a regular basis, the toilets were hygienic and corridors were kept free of any barriers to safety. The safe environment supported teachers in providing a consistent education to meet the needs of almost all children. - The school provided adequate breakfast and other snacks to the children and good measures were taken to ensure healthy and nutritious food and fruit options were available to them.	

	KG
Care and support	Acceptable
- Positive, caring relationships at every level were a feature of the school. The children were enabled to confide their problems in teachers, who had good knowledge of their needs. - All matters relating to absences or punctuality were followed up efficiently with families and a high priority was assigned to children's regular attendance at school. - Systems of identification were not sufficiently well developed to identify children as their learning needs developed or to detect those with special gifts or talents. - Classroom support for the children identified with specific learning needs was planned with care and the children's progress was monitored over time. - Teachers were available to provide support for children and guidance for families, especially at the time of transfer to the next phase of their education.	

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 SEND, the principal had taken responsibility, albeit in an informal way for planning and provision. - The informal procedures and systems for identifying children with SEND 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 SEND. - 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

Good ↑

- Leaders at all levels, supported by a skilled and competent principal, were committed to school improvement. The vision, mission and aims of the school were fully understood by parents and with their consistent support, had raised the outcomes of the school.
- The principal and leaders at all levels were effective in establishing a positive learning culture and this had resulted in improved attainment across several subjects. Improving children's lifelong learning skills was a focal point of the school's ethos. Teachers and leaders were accountable for good provision in a caring school.
- The high level of mutual respect among parents, teachers and the children was reflected in the positive morale that permeated the school. Leaders had interpreted the previous inspection report as a catalyst to raise the overall performance. They had addressed areas such as professional development to improve the teaching and enrich some aspects of the curriculum.
- The awareness of leaders and their strong sense of collective responsibility resulted in raised attainment and good quality education overall. The school was compliant with all statutory requirements.

School self-evaluation and improvement planning

Good ↑

- The leaders knew the school's strengths and weaknesses and prioritised the recommendations included in the previous inspection report. Their realistic view of what needed to be done to improve children's outcomes had contributed to a higher quality curriculum and improvements in Arabic, English and science.
- Good processes of self-evaluation had resulted in the effective monitoring of teaching, learning and planning. Teachers met regularly to discuss their progress on the plans for improvement.
- The school's self-evaluation was reflective, child-centred and focused on achievable targets. Innovative, creative and imaginative lessons were added to curriculum planning so as to engage children in more exciting and interesting learning experiences.
- Good progress had been made in addressing most of the recommendations in the previous inspection report.

Partnerships with parents and the community

Very good ↑

- Successful relationships and regular engagements with parents were a very positive feature of the school's life. Parents were welcomed to visit, meet with teachers and share their thoughts about school business. The active and supportive involvement of parents contributed to an open and transparent school ethos.
- The school provided the parents with very helpful guidance and advice on priorities for the future and managed the few recorded complaints efficiently. Arabic was the language of preference for most parents and the school adjusted to communication in English when parents requested it.
- Parents received detailed and personalised reports on a weekly basis and this arrangement was held in very high regard.
- The Dubai Women's Association (DWA) was committed to the school and consistently supported the provision of resources. This mutually beneficial link with the wider community enhanced the teaching and learning environments and resulted in the positive outcomes that the majority of children achieved.

Governance

Good

- The DWA responded to the needs of its local community, supported a good quality of provision and engaged fully with parents and teachers to improve the school. The principal and teachers had the full support of the DWA in their efforts to build an inclusive model of education.
- The DWA was involved in examining the school's performance after the outcomes of the previous report. The collective responsibility and commitment to raise outcomes with the support of teachers and parents was successful.
- The DWA was fully aware that the school needed to sustain the pace of improvement and ensure that future action plans met the needs of all children, including children with SEND.

Management, staffing, facilities and resources

Good ↑

- The daily management of the school was well organized, ensuring that routines and procedures were effective and efficient. The smooth running of the school supported the children's achievements.
- Teachers were suitably qualified and the majority understood the principles of early childhood education. Carefully selected, specific and regular training opportunities had improved the quality of teaching, contributed to children's more rapid progress and raised their attainment.
- The premises were suitably designed and well maintained. Good use was made of the facilities to support children's learning in most areas of the curriculum.
- Resources were of good quality and carefully selected to support almost all areas of the curriculum. There were insufficient resources to enable the children use information technology to support their learning.

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	
Parents* 	2015-2016	14
	2014-2015	84
Teachers 	9	
Students 	0	

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

- Too few parents responded to their survey to be representative of the parent community.
- The small number of teachers at the school meant that their anonymity could not be ensured.
- There were no senior students at the school.

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