

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

Inspection Report 2018-2019

**Al Basateen Private
Nursery Hatta branch**

11 YEARS OF INSPECTIONS

Good

Curriculum
MOE



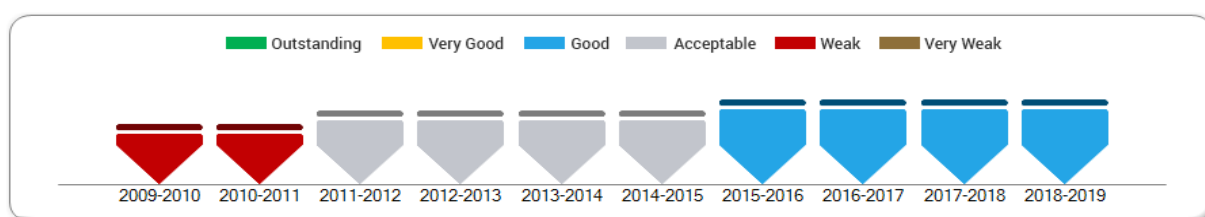
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School Information

General Information	 Location	Hatta
	 Opening year of School	2003
	 Website	http://www.women.ae
	 Telephone	048523151
	 Principal	Shiekah Abdualla
	 Principal - Date appointed	9/1/2017
	 Language of Instruction	English, Arabic
	 Inspection Dates:	22 to 23 October 2018
Students	 Gender of students	Boys and girls
	 Age range	4-5
	 Grades or year groups	KG 1-KG 2
	 Number of students on roll	106
	 Number of Emirati students	52
	 Number of students of determination	5
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	10
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	9
	 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	

School Journey for Al Basateen Private Nursery Hatta branch



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- Children make good progress in the development and application of their knowledge in the key subjects. However, they are not consistently demonstrating inquiry skills, nor do they display curiosity by asking questions of interest. Nevertheless, communication skills are developing well and children in both KG1 and KG2 show enjoyment in learning English.
- Children are well behaved, show respect for one another and play together in harmony. They understand the Islamic values of the UAE and listen respectfully to the Holy Qur'an during morning assemblies. However, their knowledge of a broader range of cultures is more limited. Children actively participate in local community events planned by the nursery and understand the importance of helping others.

Provision for learners

- Teachers have good knowledge of their subjects and plan work that is becoming more closely matched to children's learning needs. Most teachers measure progress against curriculum expectations in skills and knowledge but they are not consistent in the use of the information to ensure good progress for all children. Many lessons are too teacher-led, with missed opportunities for children to learn more independently.
- The curriculum meets the MoE requirements in all subjects and is age-appropriate, with a broad and balanced range of subjects. The curriculum is reviewed annually to ensure continuity in learning as children move between the two year groups. Because the needs of particular groups of children are not sufficiently understood by teachers, the curriculum is not modified well enough to meet these needs.
- The arrangements for children's safeguarding and wellbeing are comprehensive. Senior leaders take appropriate steps to ensure children, parents and staff are fully aware of these procedures. Although the nursery emphasises the importance of regular attendance, the attendance of a few children remains a concern. Support for children of determination in lessons is inconsistent, and procedures for identifying those with gifts and talents are underdeveloped.

Leadership and management

- The acting principal manages the nursery well on a day-to-day basis. Not enough use is made of assessment information to provide leaders with a detailed picture of children's achievements. Parents appreciate the range of information the nursery provides. Governors have not yet devised a clear strategy for continuing improvement. Limited access to learning technology restricts children's ability to find things out for themselves.

What the School does Best:

- Children are courteous, keen to learn and have very positive relationships with their teachers.
- Children are very respectful of the UAE's Islamic culture and heritage. This is reflected across the nursery.
- The nursery provides a nurturing learning environment where children are safe and well cared for.

Key Recommendations:

- Governors should broaden the leadership structure to ensure:
 - continuity and accountability for the nursery's performance at all levels
 - improved outcomes for children
 - measured improvement across the nursery.
- In order to move the nursery forward, ensure that improvement planning is guided by accurate self-evaluation.
- Ensure that teachers have a better understanding of how to assess and modify learning activities to meet the needs and interests of individual children.
- Review the curriculum to ensure that it provides children with more choice and opportunities to develop their thinking, creativity, innovation and entrepreneurial skills.

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	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	Good ↓

3. Teaching and assessment

KG	
Teaching for effective learning	Good
Assessment	Acceptable

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	Good
School self-evaluation and improvement planning	Acceptable ↓
Parents and the community	Very good
Governance	Acceptable
Management, staffing, facilities and resources	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 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 :

Registration requirements

Not Applicable.

Reading Across the Curriculum

- The development of children's reading skills is mainly limited to Arabic and English lessons. These skills are not being developed systematically across in all subjects.
- Children's reading strategies are limited, and not always used in other subjects.
- The nursery lacks a well-resourced library. Books in the classrooms are limited in number, and do not stimulate an interest in reading.
- The nursery is in the process of creating a policy for reading across the curriculum, but this is in the very early stages.

The schools provision, leading to raised outcomes in reading across the curriculum is Underdeveloped.

For Development:

- Ensure that reading across the curriculum is a priority in the nursery's improvement plan and that the necessary provision is made to ensure children's progress.

UAE Social Studies

- Social studies are timetabled as a separate lesson for each class. The background of children is taken into account appropriately to extend children's understanding of other countries.
- All children are Emirati and bring their own understanding and cultural background to their learning. They have limited opportunities to share information through activities such as role-play.
- Most children succeed in set tasks. However, there is no information on how well the outcomes of these tasks match curriculum expectations, or whether or not children are making appropriate progress.

The nursery's implementation of the UAE social studies programme is below expectations.

Innovation

- There are few planned opportunities for children to be innovative and to think independently. Limited access to technology restricts opportunities for children to be innovative.
- The nursery provides only a few well-planned opportunities for children to be creative or to initiate projects. Creativity is an underdeveloped feature of children's learning.
- Predominantly teacher dominated lessons do not provide children with enough opportunities to learn independently, learn from mistakes and learning through enquiry.
- The range of activities provided does not include enough opportunities for children to make suggestions, plan or decide things for themselves.
- Leaders do not consistently demonstrate a clear and accurate understanding of how to innovate or improve the educational outcomes for children.

The nursery's promotion of a culture of innovation is underdeveloped.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG
Attainment	Good
Progress	Good

- Across both KG1 and KG2, children are attaining well in their knowledge and application of Islamic values. They memorise short surahs and doaa with few errors.
- Children make good progress in learning Islamic facts and steady progress in their ability to express their understanding. They are strongest in memorising short surahs.
- Whole class recitation does not always allow children to get individual feedback from teachers on recitation errors. The focus on Islamic values in morning assemblies helps to consolidate learning.

For Development:

- Develop the accuracy of individual children's recitation to ensure they are memorising correctly.

Arabic as a First Language

	KG
Attainment	Good
Progress	Good

- Children's levels of knowledge and skills in lessons and workbooks are above MoE curriculum expectations. The majority of children in KG2 make better than expected progress in forming sentences of their own.
- The majority of children can recognise short and long vowel sounds. They are able to form letters and words correctly. However, children are not confident in engaging in meaningful independent conversations.
- The addition of short and long vowels to the KG1 Arabic curriculum is enhancing children's ability to read with accuracy and confidence. This prepares them well for KG2.

For Development:

- Improve children's speaking skills by providing well-planned opportunities to engage in meaningful dialogues and conversations.
- Provide more opportunities for children to engage in independent conversations.

English

KG

Attainment

Good ↑

Progress

Good

- Children in KG2 make good progress in lessons because they are provided with well-planned opportunities to build on their earlier learning. In KG1, they are not always successful in achieving the lesson learning objectives.
- All children enjoy singing alphabet songs and nursery rhymes when they are practicing English. By KG2, they can match letters to initial sounds. The majority of children can blend letters into words and use them in sentences, but are not confident in speaking English.
- Children's attainment and progress have been at similar levels over time, but insufficient attention to speaking is limiting levels of achievement across the KG.

For Development:

- Improve children's confidence in speaking to each other and using English in everyday activities across the curriculum.
- Develop reading skills by listening to stories and looking at a wide range of interesting books and written materials.

Mathematics

KG

Attainment

Good

Progress

Good

- By KG2, the majority of children are making good progress and attaining at levels that are above curriculum expectations. Most confidently recognise two-digit numbers up to 90. They count and add single digits accurately, following arithmetic signs. However, the mathematical knowledge, understanding and application of a few children is insecure.
- Most children make better than expected progress because they are supported by effective teaching that makes them think and engages them in solving word problems.
- In a few lessons, teachers are not using quick and simple methods for assessing children's understanding. Lessons do not always proceed at a fast enough pace and work is not always matched to their needs.

For Development:

- Use quick and simple ways to assess what children know, understand and can do in each lesson so that tasks and activities can be matched better to children's current levels of understanding.

Science

KG

Attainment

Acceptable

Progress

Good

- By KG2, most children attain levels of knowledge, understanding and skills in science that are in line with curriculum expectations. They learn key information about the world around them, for example, by studying the growth cycle of plants.
- Practical activities such as planting and watering help the majority of children to develop a secure understanding of scientific topics beyond the expected rate of progress.
- Teachers are beginning to involve children in discussions using questions that encourage hypothetical and higher order thinking.

For Development:

- Provide more opportunities for genuine experimentation and enquiry led by children to encourage curiosity, and develop their scientific thinking, for example by devising their own ways to test hypotheses.

Learning Skills

KG

Learning skills

Good

- Across the nursery, children are enthusiastic and keen to learn. They enjoy taking part in lessons and take on responsibilities with pride. They play together harmoniously and work well together in small groups.
- Most children can communicate clearly what they have learned, but are less confident in talking about what they need to do next. Critical thinking and problem solving are not consistent features of learning.
- Children make connections between what they are learning and their own lives. However, they are not given enough opportunities to be inquisitive and curious about the world around them.

For Development:

- Provide more planned opportunities for children to be independent learners, inquisitive, curious and problem solvers.

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

KG

Personal development

Very good

- Children across the KG are very well behaved. They respect one another and play together in harmony. They exhibit a high level of responsibility and concern for one another. They positively respond to teachers' instructions and are very attentive.
- Children have a very positive relationship with their teachers and can approach them at any time, which reflects an ethos of understanding and mutual respect.
- Children enjoy their PE lessons and enthusiastically take part in the warm-up exercises during morning assemblies. They understand the need to develop healthy eating habits. Almost all children arrive to the nursery on time, but regular attendance remains an issue.

KG

Understanding of Islamic values and awareness of Emirati and world cultures

Outstanding

- Children have an excellent understanding and knowledge of the Islamic values of the UAE, and listen respectfully to the Holy Qur'an during morning assemblies. They reinforce their learning of Islamic facts through projects involving the whole nursery.
- Children are developing a secure appreciation and knowledge of the UAE culture, its heritage and values. This is a strong aspect, visible in all lessons and reinforced during morning assemblies when children sing the National Anthem with pride and enthusiasm.
- Although children are starting to learn about other cultures, this is an area that is inconsistently developed, especially in KG1.

KG

Social responsibility and innovation skills

Good ↓

- Children demonstrate their sense of responsibility when taking on leadership roles in lessons, although they have few opportunities to take the initiative or engage in independent projects.
- Children actively participate in local community events planned by the nursery. They understand the importance of helping others and enjoy the role of class leaders assigned to them by their teachers.
- Children show positive attitudes towards their work and take responsibility of their daily routines and assignments. Children's abilities to create their own ideas and projects are underdeveloped. Children participate in simple recycling projects to sustain resources and help to keep a clean environment.

For Development:

- Improve children's innovation skills by building systematic opportunities into schemes of work for more personal initiatives.

3. Teaching and assessment

KG

Teaching for effective learning

Good

- Teachers are beginning to plan work and activities that are more closely matched to children's learning needs. They have good knowledge of their subjects and some are using this to frame problems that extend children's thinking.
- Not enough use is made of questioning at the start of lessons or the introduction of new learning to assess children's level of understanding. As a result, teachers do not evaluate children's starting points and progress in lessons accurately enough.
- In general, lessons remain overly teacher-led, with missed opportunities for children to learn independently, stimulate their curiosity and learn from the freedom to make mistakes.

KG

Assessment

Acceptable

- Across subjects, checklists are used to assess children's skill levels. This information is used to group children for different activities. Assessments make appropriate reference to the MoE curriculum standards as an external benchmark of expected attainment levels.
- Most teachers measure progress against the class and curriculum expectations in skills and knowledge. They are not consistent in how well they use this information to adapt the curriculum and their teaching to ensure good progress by all children.
- Teachers are knowledgeable about individuals but a few lack the skills to support children's individual needs, especially children of determination and those who have gifts and talents.

For Development:

- Find practical ways to engage all children in purposeful talk in lessons in order to assess their progress and to adapt teaching to meet children's learning needs.
- Improve assessment records to show how well children achieve against lesson objectives and their individual learning needs.
- Use assessment information to show what children have achieved already and then plan and share with them, and their parents, what they will do next.

4. Curriculum

KG

Curriculum design and implementation

Good

- The curriculum provides a balance of subjects and meets MoE requirements. Although it is relevant and develops the knowledge and understanding of the majority of children, there is inconsistency in the development of skills.
- The KG1 curriculum is enriched with English and the addition of short and long vowels. The Arabic curriculum is enhancing children's ability to read accurately and is preparing them well for KG2.
- The curriculum is reviewed annually to build children's learning progressively from KG1 to KG2 and to prepare them for the next phase of their education.

KG

Curriculum adaptation

Acceptable ↓

- Teachers do not modify and adapt the curriculum enough to meet the needs of different groups of children. This is because the teachers do not understand the needs of particular groups well enough.
- There are limited opportunities for children to engage in enterprise and innovation, and to be creative. They are not given enough opportunities to show initiative in lessons. The few who contribute to assemblies fulfil their rehearsed roles confidently and wholeheartedly.
- Links with Emirati culture and society are made effectively and reinforced in all aspects of the life of the nursery. Curriculum materials and lesson topics regularly feature the local environment, heritage and culture.

For Development:

- Ensure teachers offer children more opportunities to make choices and decisions, and suggest, plan and organise activities.

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

KG

Health and safety,
including arrangements for
child protection /
safeguarding

Good

- Thorough arrangements for children's safeguarding and wellbeing include a comprehensive policy on child protection. Senior leaders take appropriate steps to ensure children, parents and staff are fully aware of all safeguarding policies and procedures.
- Effective arrangements are made to ensure children's safe arrival and departure. Children are supervised effectively, particularly with regard to the nearby construction work. Interval and play supervision in classrooms and the indoor hall is managed well.
- The nursery premises and facilities are well maintained and accessible to all. New soft play matting ensures that the indoor environment is safe for indoor play. Although there is a daily emphasis on maintaining a healthy lifestyle, some children do not make healthy food choices.

KG

Care and support

Acceptable

- Teacher-child relationships are based on mutual respect, concern and care. This enriches the nursery's learning environment and supports children's well-being and personal development. Procedures for managing children's behaviour are effective both inside and outside lessons.
- Almost all children are punctual when arriving to the nursery. Attendance records are maintained by teachers. For some children, regular attendance remains an issue.
- Procedures for identifying children of determination are improving because the nursery is working in partnership with external agencies. Nevertheless, support for these children in lessons is inconsistent. Procedures for identifying the children with gifts and talents are underdeveloped.

For Development:

- Ensure that children develop an understanding of healthy lifestyle including healthy eating.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Weak

- Nursery leaders are committed to inclusive education. Governors have provided additional staffing and a specialist 'Learning Room' to support children of determination. Nursery leaders have not addressed important weaknesses in curriculum modification and the quality of children's learning.
- The identification of children's learning needs is improving. The nursery seeks external advice on identifying barriers to learning. This is at an early stage and has yet to impact on teachers' modifications of the curriculum, lessons, tasks and activities.
- Parents are satisfied with the nursery's support. They appreciate the nursery's open and responsive communications, and helpful advice and guidance, including sourcing further support beyond nursery.
- Teachers do not modify the curriculum well enough to meet the needs of children. Well-intentioned interventions do not focus closely enough on recognising and reducing barriers to learning.
- In their learning and personal development, children of determination do not make sufficient progress from their starting points. Teaching and modification of the curriculum do not provide consistently effective support for the range of need both in and out of the classroom.

For Development:

- Develop staff understanding of effective practice in meeting needs. Teachers should recognise and reduce barriers to learning, in order to develop children's confidence and resilience.

6. Leadership and management

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

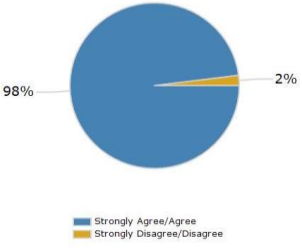
- The principal manages the nursery well on a day-to-day basis. She has continued to do so at a particularly difficult time during the transfer to temporary accommodation whilst the original building has undergone refurbishment. Nevertheless, teachers are not given enough educational leadership by subject leaders. There is an urgent need for improved subject leadership to provide class teachers with clearer direction.
- Leaders have a limited understanding of the overall strengths in children's attainment and progress, and the areas they need to improve. This is because analyses of assessment data are not detailed enough to inform accurate self-evaluation and guide improvement planning.
- The nursery shares information regularly with parents about their children's learning and welfare. Parents appreciate the range of communication provided through helpful weekly diaries, messaging, termly reports and individual consultations about their children's progress. Parents provide support with special events in the nursery.
- Governors provide support for the principal and are aware of the urgent need to strengthen middle leadership in the nursery. They are improving the nursery premises. While governors have an overall view of children's achievement, they have not formulated strategies to ensure a clear pathway for improvement.
- Since the last inspection, leaders have managed the transfer to the current premises successfully. Daily routines run smoothly, with orderly movement around the nursery and effective arrival and dismissal procedures. A lack of resources limits children's access to learning technology.

For Development:

- Appoint an effective middle leadership that has experience in early childhood education.
- Provide learning technologies that support children to engage with 21st century learning approaches.
- Improve children's abilities to find things out for themselves and enhance their curiosity about learning and life.

The View of parents and senior students

Before the inspection, the views of the parents were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. 8

 Students No. of responses = 0	 Parents No. of responses = 71
	Overall, I am satisfied with the quality of education at my child's school  98% 2% Strongly Agree/Agree Strongly Disagree/Disagree

 Students	Not applicable
 Parents	Parents are supportive of the nursery leaders and state that their children are safe and well cared for at the nursery. The majority of parents state that they are involved in their children's learning activities.

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