

INSPECTION REPORT

2022-2023



AL BASATEEN PRIVATE NURSERY - HATTA BRANCH

MoE CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Hatta
	Opening year of School	2006
	Website	http://albasateenkindergarten.ae
	Telephone	97148523151
	Principal	Wadhha Helal Alkaabi
	Principal - Date appointed	2/4/2019
	Language of Instruction	English and Arabic
	Inspection Dates	23 to 27 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 5
	Grades or year groups	KG 1 to KG 2
	Number of students on roll	116
	Number of Emirati students	65
	Number of students of determination	0
	Largest nationality group of students	Emirati

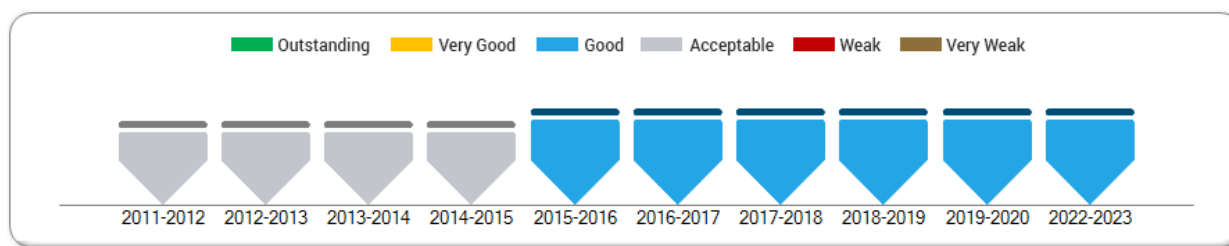
TEACHERS

	Number of teachers	11
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	1
	Teacher-student ratio	1:13
	Number of guidance counsellors	3
	Teacher turnover	0

CURRICULUM

	Educational Permit/ License	MoE
	Main Curriculum	MoE
	External Tests and Examinations	None
	Accreditation	None

School Journey for AL BASATEEN PRIVATE NURSERY - HATTA BRANCH



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Children's attainment and progress are consistently good across all subjects. They are developing their literacy and numeracy skills. They show improvements and confidence in their reading as a result of introducing the Reading Platform across the Kindergarten (KG). There are still only a few opportunities for children to demonstrate their skills of prediction, thinking and investigation across the curriculum.
- Children are very well-behaved, caring and kind towards each other and their teachers. They are developing their social skills well. They have a very strong understanding and appreciation of the UAE's heritage and culture and are proud to demonstrate this in every opportunity. Children regularly make age-appropriate links between their learning and their life in the UAE.

PROVISION FOR LEARNERS

- Teaching is mostly good across all subject areas, and there are noticeable improvements in the use of resources in the classrooms. However, there are still too few opportunities for children to use the learning corners purposefully, to learn and to work independently.
- The curriculum is planned well to meet the needs of children; however, it does not take sufficient account of the specific differences in children's learning and their abilities.
- The school has a very caring, supportive and safe learning environment where all children are valued and respected. The relationships between children and teachers are positive and respectful.

LEADERSHIP AND MANAGEMENT

- The principal and leadership of the school are making advances in improving aspects of teaching and learning across the KG. They are also aware that there is a need to develop even further specific areas of children's learning. The leaders have introduced a Reading Platform for both KG1 and KG2 which is now starting to improve the children's reading skills.

The best features of the school:

- The consistently secure outcomes of children across all key subjects
- The caring, spacious and well-resourced learning environment that is conducive to learning
- The children's strong understanding of Islamic values and appreciation for Emirati culture and heritage
- The support of parents and their involvement in the life of their children in the school

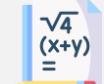
Key Recommendations:

- Refine the assessment system to monitor individual children's progress in key subjects and inform the next steps in teaching and learning.
- Implement a systematic KG-wide self-evaluation process, where all assessment information is used to inform the KG's next steps for improvement and development planning.
- Enhance teaching and learning by:
 - providing children with more opportunities for play, choice, independent learning and enquiry
 - planning for the effective use of the learning corners in the classrooms.
- Align the KG's identification process with the KHDA requirements for students of determination and provide appropriate interventions to meet the needs of all children.
- Governors to provide support to the principal in raising the standards of teaching and learning by ensuring an accurate self-evaluation and improvement plan.

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

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	Very good
Care and support	Good

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](#)

Focus Areas

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

Wellbeing

The quality of wellbeing provision and outcomes is at a moderate level:

- The entire school community understands the importance and value of wellbeing for children and staff. The principal and teachers have created a supportive and caring learning environment for all children. However, policy documents have yet to be written and approved by governors. Despite this, all staff including the principal promote and model excellent wellbeing practices. Wellbeing themes and attitudes are already core values among the school's Arab, Emirati and Islamic community.
- Teachers provide strong levels of individual care to children with additional needs. Processes for the gathering of information from parents, while still informal, are regular and appreciated. The school sees itself as one family and promotes the features of openness and transparency in all communication. Parents are seen as full partners in the life of the school. The inclusion support teacher is a key contributor to regular levels of engagement with parents.
- Class teachers are familiar with the strong ethos of wellbeing in their delivery and planning of curriculum content. Teachers and children have excellent, sensitive, and supportive relationships. Children receive really strong support about healthy choices and engage very successfully in morning assemblies, demonstrating respect, courtesy and an appreciation of the UAE.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG
Attainment	Good
Progress	Good

- Children in the KG now demonstrate a greater understanding of Islamic principles and skills. Recitation skills and knowledge of Islamic concepts are progressing steadily.
- Children are able to draw important connections to Islam from their everyday experiences. They surpass expectations in their understanding of Islamic principles, for instance, faith in Allah and aiding the destitute. Their use of technology in lessons to enhance learning and the development of their knowledge and skills is an improving feature.
- The Islamic department has now implemented the newly approved curriculum for Islamic education which is allowing children to explore additional topics and improve their recitation and writing skills.

For Development:

- Continue supporting children in developing their recitation skills and making relations to all aspects of Islam.

Arabic as a First Language

	KG
Attainment	Good
Progress	Good

- Children's attainment and progress have remained secure with a majority of children performing above the expectations of the curriculum.
- Over time, the development of children's linguistic skills is improving. Children in KG 2 have stronger listening skills and demonstrate a more secure understanding of their teachers' use of standard Arabic. However, they demonstrate less assurance while beginning or engaging in ordinary interactions.
- The Arabic department is implementing the newly approved curriculum with the corresponding resources and activities. This technique is effectively engaging children in relevant and practical themes. However, its effect is not yet visible, particularly in terms of the children's communication ability.

For Development:

- Continue to offer children planned opportunities to enhance their communication skills.

English

KG

Attainment

Good

Progress

Good

- According to achievement data, a majority of children are performing above curriculum levels. This is visible in their lessons, recent work and progress within the KG. The English assessments are aligned consistently with the curriculum standards.
- Beginning in KG 1, children's enhanced listening comprehension skills enable them to understand complex instructions from their teachers. Their phonics skills are allowing them to read and write short words confidently. The children's speaking skills are not improving as swiftly as other language skills.
- Children's skills in listening, reading and writing are aided by well-focused active learning in the classroom. Children enjoy working in pairs in lessons to develop their skills and to use new terminology.

For Development:

- Continue to provide more regular opportunities for children to speak in pairs during free play so that they can practice and use new language skills.

Mathematics

KG

Attainment

Good

Progress

Good

- Children demonstrate mathematical knowledge and skills that are above the Ministry of Education (MoE) curriculum expectations. In KG 1, they can count and begin to copy and write numbers up to 10. This is reinforced in KG 2, where children count, represent number digits and write up to 100.
- By KG 2, a majority of children are counting in 10s to 100, performing additions of single-digit numbers using their fingers and beginning to understand 3-digit numbers. Children demonstrate an ability to copy patterns but are not always confident in creating their own patterns.
- Although children are exposed to interactive mathematics and problem-solving in lessons, the progress of some children does not develop further because of limited opportunities for independent learning and more challenging activities.

For Development:

- Enhance the progress of children in mathematics by providing them with more opportunities to solve problems independently with challenging tasks.

Science

KG

Attainment

Good 

Progress

Good

- A majority of children are attaining above curriculum expectations due to the integration of science across the KG and its alignment with the MoE curriculum expectations. As a result, children's use of scientific vocabulary and connections to real life have improved.
- In KG 2, children discuss seed germination and can compare different kinds of seeds and what plants need to enable them to grow. Children know parts of the face, types of healthy and unhealthy foods, the solar system and animals and their environment.
- KG 2 children demonstrate exploratory skills by carrying out simple investigations, making predictions, using prior knowledge and drawing simple conclusions. In lessons observed, KG 1 children have fewer opportunities to demonstrate these skills.

For Development:

- Enhance children's understanding of science through exploration, particularly in KG 1, by providing opportunities for more independent investigative work to make predictions, record observations and draw simple conclusions.

Learning Skills

KG

Learning skills

Good

- Children enjoy learning and are enthusiastic in lessons. When provided with relevant opportunities, they engage actively in completing allocated tasks. They share resources, take turns, and work well alongside each other in groups.
- Children communicate their learning clearly, in English and Arabic. They apply their learning to real-life situations in Islamic education and make connections to different areas of learning across all subjects. Critical thinking and innovation skills remain underdeveloped.
- Digital skills are displayed when children are using the interactive whiteboard to answer questions and record and upload media on an Arabic reading platform. However, they are provided with only limited opportunities to display their creative, problem-solving and independent learning skills.

For Development:

- Provide more opportunities for children to develop their critical thinking skills, solve problems and be creative.
- Enhance the children's independent learning skills by providing them with opportunities to think for themselves and take more responsibility for their own learning.

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

KG

Personal development

Very good

- Children respond well to their teachers and contribute actively when encouraged to do so. They participate in most activities with enthusiasm. Although they work well in groups, they have limited opportunities to work independently. Children are self-disciplined, respond positively to others and rarely require direct supervision from their teachers.
- Positive and caring relationships exist between children and their teachers. Children contribute to the KG's welcoming atmosphere. The school has hired a nutritionist who serves healthy snacks to encourage youngsters to eat well.
- Children speak with confidence, particularly during school assemblies. They are enthusiastic to participate in class activities and determined to give their best efforts. There are indicators of improvement in children's attendance.

KG

Understanding of Islamic values and awareness of Emirati and world cultures

Outstanding

- Children demonstrate a profound understanding of and admiration for Islam's beliefs and ideals. They contribute to the promotion of Islamic beliefs and culture throughout the nursery and support a variety of initiatives aimed at assisting those less fortunate than themselves.
- Children demonstrate a strong awareness of Emirati culture. They have an age-appropriate comprehension of contemporary and historical aspects of living in the UAE and can compare the two eras. Children observe all UAE occasions, including National and Flag days.
- KG children have a profound understanding of their own cultures. They respect students of other nationalities in the KG. As a result of community-provided opportunities, their grasp of global cultures is strong and increasing.

KG

Social responsibility and innovation skills

Good

- Children demonstrate an enthusiastic work ethic. When given the opportunity, they take on responsible, age-appropriate leadership roles, for instance, leading the salutation to the flag, reading Qur'anic verses and presenting to their peers during morning assembly.
- Children participate in activities that contribute to the community including charity work, such as distributing hats, water and meals to labour workers and security guards. Students' awareness of the environment consists mainly of their understanding of the importance of 'cleaning the environment' and planting trees.
- Children take part in science and art competitions to create models and posters which are displayed around the school, and which illustrate their skills of innovation. However, they are not always provided with opportunities to initiate their own projects and take ownership of them.

For Development:

- Provide more opportunities for children to initiate their own projects, to develop their innovation skills and awareness of the environment.

3. Teaching and assessment

KG

Teaching for effective learning

Good

- Teachers are aware of the individual needs of children and provide them with opportunities to work in groups. However, these tasks do not always provide the appropriate challenge for all individual children. Hands-on activities are not consistently used in all lessons.
- Teachers possess strong subject knowledge and an appropriate understanding of how young children learn. Lessons are meaningfully structured with well-paced activities, for instance, singing and exercise and the integration of digital media and illustrations. Lesson objectives in some lessons require greater clarification.
- Questioning mostly aims at recalling or developing knowledge through memorisation. Teacher questioning to develop students' higher-order thinking skills is not fully developed. Positive child-teacher interaction is a key feature of lessons where all groups of children are active participants.

KG

Assessment

Acceptable

- Internal assessment in all subjects provides an appropriate and regular measurement of children's attainment and progress. Baseline tests, as well as teachers' monthly and quarterly assessments, provide adequate information of what students know, understand and can do.
- Assessment for learning in lessons includes the teacher's correcting children's work verbally or in writing. However, teachers rarely provide children with constructive feedback on how they can improve their work further, and children are not yet involved in any self-assessment of their learning.
- The KG does not utilise the formal assessment system effectively to track the progress of individuals and groups of children across each stage. It has yet to make use of data analyses to inform teaching and learning and the delivery of the curriculum.

For Development:

- Ensure that all teaching strategies, including questioning, encourage children to learn through play and develop their critical thinking skills and ability to work independently.
- Refine the systems of assessment and ensure that the analyses inform teaching, learning and the development of the curriculum.

4. Curriculum

KG

Curriculum design and implementation

Good

- The curriculum is enhanced to ensure the effective advancement of knowledge but insufficiently balanced due to a lack of emphasis on skill development.
- Effective teacher planning fosters an engaging learning environment. However, teachers rarely include cross-curricular learning in planning or in lessons that encourages the transfer of information between different subject areas. The social studies curriculum in the KG is integrated.
- The KG has continued to implement a subject-based curriculum and improve the curriculum by utilising teacher and parent feedback. This is now supporting the development and application of information and skills, as well as catering to the varied levels of children's abilities.

KG

Curriculum adaptation

Acceptable

- All subject curricula are tailored to meet the needs of various groups of children. Positive impacts on children's learning are becoming more common particularly in reading in Arabic through the reading platform. However, there are still inconsistencies in the planning and delivery for all groups, including children of determination and low-achieving children.
- The nursery provides children with a variety of activities and experiences meant to motivate and inspire them. The implementation of learning corners is beginning to enable children to explore and discover more independently. A schedule of field trips and visits helps the academic and personal development of children in the KG.
- The curriculum includes links to the UAE culture and society through scheduled social studies classes. This is providing children with consistent and effective opportunities to learn about the heritage and culture of the UAE.

For Development:

- Ensure that the entire curriculum provides children with regular opportunities, including cross-curricular activities to enhance their learning.
- Encourage all teachers to adapt the curriculum to meet the requirements of all groups of children.

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

KG

Health and safety,
including arrangements for
child protection /
safeguarding

Very good

- The school's premises are safe, clean, healthy, bright and provide a positive learning environment for all children. Doors and corridors are kept safe with protectors and finger guards, and fire extinguishing equipment is kept up to date. The school conducts regular fire drills.
- Safeguarding procedures in different parts of the school ensure that staff members always supervise and follow up on the health and safety of children. Children are effectively supervised during transportation, which is very well organised and follows high standards of safety.
- The school nurse provides quality care and maintains health files and follow-up on the physical health of all children. Awareness sessions on topics, for instance, healthy and unhealthy foods, hand hygiene and protection against infections are provided for children and their parents.

KG

Care and support

Good

- Relationships between teachers and children are positive and caring. Well-organised and clear procedures for managing children's behaviour are supportive and successful. Parents are appreciative of the arrangements for punctuality and are supporting the school in improving children's attendance in KG 1.
- The system to identify children with additional learning needs involves staff making a referral to the inclusion support teacher. Assessment information to inform teaching and learning interventions are not sufficiently prioritised. Further expert information would enable a wider range of children to reach their full potential in learning.
- Parents engage in supporting their child's education and trust teachers and leaders to provide confidential and sensitive advice. Teachers and parents work closely together to ensure that progress is closely monitored, especially, when children have additional learning needs.

For Development:

- Put in place arrangements, including external assessments, to identify and support children with very specific learning needs, and help them to reach their full potential.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Governors and leadership demonstrate commitment to inclusive education. A professionally written policy document has been prepared. There is a dedicated facility available to provide personalised support to children. In addition, a key member of staff has the role of providing support, mostly through the medium of Arabic.
- Identification is based on teacher observation and referrals made to the inclusion support teacher. The children currently on the school register are reported by their class teachers, to have language deficits. As there are no formal or external diagnoses, there is no child on the register aligned to the KHDA categories for intervention and support.
- Parents are actively involved in the operation of the school and believe in its ethos of care and wellbeing. They trust teachers and leaders to manage confidential and sensitive information, particularly if their child has an additional learning need.
- Modifications for learning are appropriate, especially in Arabic. The inclusion support teacher focuses on improving the linguistic competence of children by withdrawing them for individual support. The engagement is positive and supports the emotional and academic needs of the children.
- Progress is secure in the one-to-one sessions and recorded over time by the inclusion teacher. In lessons, progress varies, as it depends on how successful strategies for inclusion are managed by individual teachers.

For Development:

- Ensure any diagnosis of additional learning needs for children is based on accurate identification, in line with KHDA expectations and results in meaningful interventions for all.

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 has a clear vision for the KG and has the commitment of her staff to delivering this vision. With her team, she has created a welcoming, pleasant and motivating learning space for children. Leaders and teachers are committed to the UAE priorities. The KG is successful in ensuring that the local culture and heritage permeate all aspects of its work and are reflected in the range of school activities and the children's daily experiences. Relationships and communication are professional and effective, and morale is positive.
- Leaders are aware of the general strengths and areas for development; however, the processes for self-evaluation are not yet embedded as part of the KG's practices. The practice of self-evaluation needs to be supported by assessment analysis and evidence from a range of other sources. The KG's action plan, while raising key points for improvement, does not sufficiently outline the activities that would lead to further improvement.
- Parents are highly supportive of the KG and have a wide range of opportunities to participate in the children's learning experience and the life of the KG. They are well-informed about their children's learning and development. The KG is very effective in establishing productive partnerships with the community, and children have opportunities to enrich their learning experiences through a range of activities and celebrations.
- The previous principal of the KG now sits on the Governing Board, which also includes members from Dubai's Women's Association. Governors are supportive of the KG and support the leader in her role. Although they are aware of the general strengths and areas for development of the school, they should aim to be more involved in the self-evaluation and development plan of the KG to enable them to hold the leaders to account for improvement.
- Almost all aspects of the day-to-day management of the KG are well organised and run smoothly, from the warm and welcoming morning reception by the principal and teachers to the end-of-day farewells and departures. The KG is well staffed with teachers receiving regular professional development to support their teaching. The premises are spacious, clean, well maintained and suitable.

For Development:

- Ensure that the KG's self-evaluation is based on a range of evidence, including, where appropriate lesson observations, and the school's assessment data.
- Ensure that the action plan is based on an accurate school self-evaluation and that it is actionable.

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 QA.Schools@khda.gov.ae