



المعرفة
Knowledge



AL BASATEEN PRIVATE NURSERY - HATTA BRANCH MOE CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA
PARAMETER



Not Applicable

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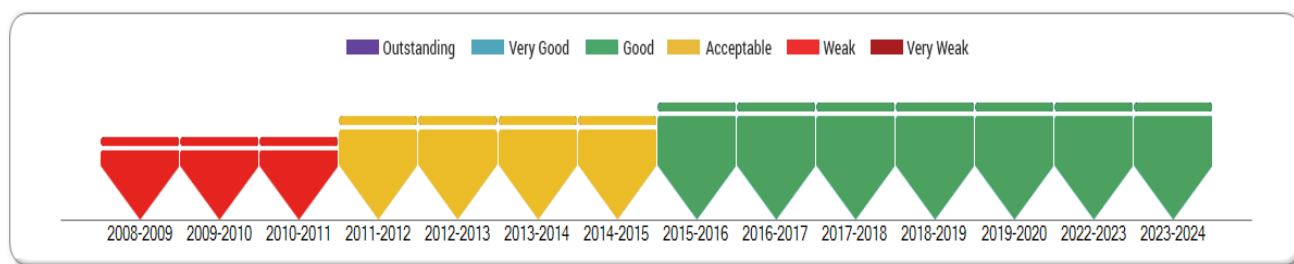
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Hatta
	 Opening year of school	2004
	 Website	none
	 Telephone	97148523151
	 Principal	Wadhha Helal Alkaabi
	 Principal - date appointed	2/1/2019
	 Language of instruction	Arabic
	 Inspection dates	23 to 27 October 2023
 STUDENTS	 Gender of students	Boys and girls
	 Age range	4-5
	 Grades or year groups	KG 1-KG 2
	 Number of students on roll	124
	 Number of Emirati students	68
	 Number of students of determination	0
	 Largest nationality group of students	Emirati
 TEACHERS	 Number of teachers	12
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	9
	 Number of guidance counsellors	0
 CURRICULUM	 curriculum	MOE
	 External Curriculum Examinations	None
	 Accreditation	None

School Journey for AL BASATEEN PRIVATE NURSERY - HATTA BRANCH



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- A majority of children in both sections of the Kindergarten (KG) are achieving above the Ministry of Education (MoE) curriculum expectations in Islamic Education, Arabic, mathematics and science. However, in English, only most of the children are now within the curriculum standards and making the expected levels of progress. The children's learning skills are good.
- Children display positive attitudes to learning and they behave well both in and out of lessons. They are developing their skills of communication and co-operation. Their self-confidence and independence are growing and helping them to make considered choices. Children attend school regularly and are rarely late at the start of the day. They show a strong understanding of Islamic values and awareness of Emirati heritage and culture.

Provision For learners

- Teachers provide a range of lesson activities that develop children's early childhood learning skills. Most teachers create positive learning environments and recognise the potential of most children. Most lessons are interesting and support the development of knowledge and skills. In KG, teachers carry out regular assessments that are linked to the MoE curriculum standards.
- The curriculum meets the MoE requirements. Content and activities are well-matched to the ages of the children although there is a stronger focus on knowledge building. Children are being provided with more curricular choices through the 'Arkan' and 'Activity Corners'. Cross-curricular provide children with many opportunities to make connections between subjects and consolidate their learning.
- The school building is of a high quality and well-maintained. Children are closely supervised at all times. The school has been successful in promoting healthier eating through the use of positive rewards that the children value. The capacity of the school buses is exceeded on some routes. Relationships between children and all adults are characterised by warmth and care.

Leadership and management

- The principal is very successful in ensuring a welcoming environment for all children. Relationships with parents and staff are professional and supportive. Leadership is mainly by the principal, who ensures that the school is compliant with all regulatory requirements. The premises are of good quality and include spacious classrooms stocked with suitable resources to support teaching and learning. Governance is not fully representative of all stakeholders. The number of qualified staff is limited.

Highlights of the school:

- The children's understanding of Islamic values and world cultures
- Children's personal development
- Relationships and engagement with parents

Key recommendations:

- Governors should:
 - ensure the school's bus transportation is safe for all children by making sure that buses have the approved number of children to travel in them,
 - review the self-evaluation of the school to make sure that the school has a realistic view of its strengths and areas for improvement, and
 - support the principal in leading teaching and learning in KG by providing the qualified teaching staff and the appropriate professional training for all.



OVERALL SCHOOL PERFORMANCE

Good

01 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
 Language of instruction	Attainment	Not applicable
	Progress	Not applicable
 English	Attainment	Acceptable ↓
	Progress	Acceptable ↓
 Mathematics	Attainment	Good
	Progress	Good
 Science	Attainment	Good
	Progress	Good
KG		
Learning skills		Good

02 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

03 TEACHING AND ASSESSMENT

KG	
Teaching for effective learning	Good
Assessment	Acceptable

04 CURRICULUM

KG	
Curriculum design and implementation	Good
Curriculum adaptation	Acceptable

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

KG	
Health and safety, including arrangements for child protection/ safeguarding	Good ↓
Care and support	Good

06 LEADERSHIP AND MANAGEMENT

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

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

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at an acceptable level

- Staff and parents place a high emphasis on the importance and value of wellbeing for everyone in the school. There is a supportive and nurturing learning environment for all children. All teaching staff including the principal, actively promote and exemplify wellbeing. They understand that children need to feel happy but do not always prioritise other themes. Wellbeing themes and attitudes are not as deeply ingrained as core values within the school.
- Teachers demonstrate a strong commitment to providing individualised care for children with different learning needs. Although the processes for collecting information from parents remain informal, these occur regularly and are well-received. The school perceives itself as one close-knit family, fostering openness and transparency in all forms of communication. Classroom resources and displays, communicate wellbeing values and support children with particular aspects of their wellbeing needs.
- Class teachers are acquainted with the school's wellbeing ethos, which informs their delivery of the curriculum and their lesson planning. Parents are regarded as important partners in the life of the school, and the inclusion support teacher plays an important role in maintaining engagement with them. Teachers and children share good and supportive relationships. Children receive guidance on making healthy choices and take the lead in morning assemblies, exhibiting values of respect, courtesy, and a profound admiration of the UAE's culture.

For Development:

- Improve the processes for collecting information from parents.
- Ensure that wellbeing is a fully embedded aspect of the school curriculum.

Arabic in Early Years

- The school follows the MoE curriculum for Arabic as a first language. They teach Arabic for five periods of 40 minutes per a week.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

KG

Attainment

Good

Progress

Good

- Children are well aware of the importance of values, beliefs, and practices in Islam. Their understanding of The Five Pillars of Islam and acts of worship are secure. However, they are less able to put their beliefs into practice by performing such acts of worship and recalling their knowledge.
- Children affirm that Allah (PBUH) is the one and the only God, and the creator of all things. They distinguish between the Holy Qur'an as the word of God, and the Noble Hadith, as the sayings of the Prophet Mohammad (PBUH). They are knowledgeable of the Prophet's (PBUH) biography.
- Children participate in celebrating significant Islamic festivals such as, Eid al-Fitr and Eid al-Adha. They recognise that these days of celebration include prayers, feasts and gift giving.

For Development:

- Encourage children to put their beliefs into practice by performing acts of worship.
- Ensure that that time is used more effectively in lessons so that children can increase their knowledge and apply their learning.

ARABIC AS A FIRST LANGUAGE

KG

Attainment

Good

Progress

Good

- Children are exposed to a wide range of words and linguistic structures through interactions, songs and rhymes, that foster their development of Arabic. However, their ability to express, their ideas, feelings and experiences to each other and their teachers, using standard Arabic, is less secure.
- Children can identify the alphabet; letter sounds and certain familiar words. However, their reading comprehension is underdeveloped due to the limited opportunities provided in lessons to practice these skills.
- Most children can write their own names, the letters of the Arabic alphabet, and certain familiar words through engagement in emerging writing activities.

For Development:

- Provide children with more opportunities to share their ideas, feelings and experiences with each other and adults using standard Arabic.
- Encourage children to take part in more reading experiences to support their understanding and broaden their linguistic skills.

ENGLISH

KG

Attainment

Acceptable ↓

Progress

Acceptable ↓

- Most children demonstrate knowledge, skills and understanding that are in line with the MoE curriculum standards. A few do better in their lessons and work. Most children have a basic competency in the skills of reading, writing and listening. However, their speaking skills are less well developed.
- In lessons and in their work, children can copy their names and letters. They identify the meaning of words with the help of visual prompts. Children are encouraged to speak English, and most can recall greeting and high frequency phrases.
- Different ability groups are encouraged to develop their English language skills. However, their ability to do so confidently is secure only for the higher ability groups. A minority of children are making links to prior knowledge and extending their learning by applying the newly vocabulary in everyday contexts.

For Development:

- Provide children with more opportunities to use English through the reading of stories and singing rhymes.
- Ensure that play-based and self-chosen learning activities expand children's communication skills.

MATHEMATICS

KG

Attainment

Good

Progress

Good

- The school's internal assessment indicates that children possess mathematical skills that are much higher than what is observed in lessons and in their most recent work, particularly in mental mathematics and number.
- In KG1, children build their understanding of number and how to represent a quantity of items. In KG2, children can identify key features of a two-dimensional shape and represent these values in simple bar charts.
- Children develop their basic mathematical skills, but the more able groups often finish their work quickly due to the lack of challenge. The limited number of activities and tasks in lessons is restricting the children's progress and reducing their ability to improve problem-solving skills.

For Development:

- Ensure that teachers target activities more precisely to the most able, so they are fully challenged in all lessons.
- Provide children with a wider range of optional learning activities so that they have more choice in the tasks they can undertake.

SCIENCE

KG

Attainment

Good

Progress

Good

- Teachers' assessments overestimate the achievement of children in science. The internal data does not reflect the children's scientific knowledge nor their understanding as observed in lessons. The majority of children are however, achieving above the curriculum standards of the MoE.
- Children in KG2 can identify the key requirements needed for a plant to grow. In KG1, children identify the main parts of a plant. They sort and categorise different types of seeds. In both grades, children are able to demonstrate their understanding of plants' needs and how they grow in simple diagrams.
- Children make simple observations and record information pictorially. Teachers do not provide enough opportunities for children, especially the most able, to make predictions and suggest conclusions based on their observations.

For Development:

- Provide children with more opportunities to record simple experimental results in different ways and to draw conclusions from their findings.
- Ensure that the most able can move their learning in more challenging ways.

LEARNING SKILLS

KG

Learning skills

Good

- Children in both KG1 and KG2 enjoy their lessons and take responsibility for their own learning, as they have a genuine curiosity and interest. They work well in groups where they learn how to discuss, co-operate and produce good levels of work.
- Children follow their teachers' instructions but do not always listen to one another. In a range of learning situations, they sometimes rely too much on adults to direct and assist them. A majority of children work well although a few can be easily distracted.
- The children are beginning to connect learning with their understanding of the world and communicate knowledge successfully. Most are comfortable working on their own as well as together in small groups. Most are beginning to find things out for themselves.

For Development:

- Provide more exploratory play-based learning opportunities to foster curiosity and build greater independence.
- Encourage children to develop their ideas through the experimentation and application of their knowledge in different contexts.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

KG	
Personal development	Very good

- Children have positive and age-appropriate attitudes and, as they develop and grow in confidence, their social and emotional skills are improving further. They work well with one another and their teachers. These early interactions are fostering a sense of empathy and greater understanding.
- Almost all children demonstrate good levels of behaviour and most respond promptly to instructions from their teachers. Visits outside of the school, for instance, to the Hatta Sports Club to learn about fitness, is helping to develop their confidence and knowledge.
- Children are showing higher levels of self-confidence and independence. They feel safe in their spaces and explore their interests and talents with the guidance and support of their teachers. Children attend school regularly and are rarely late in arriving.

KG	
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding

- Children show a solid understanding of Islamic values and ethics such as, tolerance and how these are beginning to impact their lives in living in the UAE. They participate in all the Islamic events at the school such as, Eid al-Ifar and the Prophet's (PBUH) birthday.
- Most children demonstrate a strong awareness of Emirati heritage and culture, recognising their significance, to the people of the UAE. They exhibit this understanding through their active participations in assemblies and national events such as, National Day and Flag Day.
- Children are proud of their own cultures and heritage. They can discuss their traditions and customs in detail. Children are familiar with and celebrate other world cultures during the school's cultural day. They enjoy having friends from other countries.

KG	
Social responsibility and innovation skills	Good

- Children are proactively involved in the school's activities and show an understanding of their responsibilities within the school and local community. They volunteer with confidence to lead the school assembly activities for instance, in saluting the UAE flag and presenting the morning programmes.
- Children are fully engaged in their tasks and enjoy taking the lead in initiating them. They provide regular contributions to projects such as, 'Hefz Al-Ne'ma' when they collect waste food to feed the animals and birds.
- Children show an awareness of environmental topics. They express their understanding of sustainability by discussing the actions they do to preserve energy and water at their school and in their homes. They also enjoy participating in planting trees at their school.

For Development:

- Provide children with even more opportunities for social contributions and which enhance their work ethic.

03 TEACHING AND ASSESSMENT

KG	
Teaching for effective learning	Good

- Teachers have secure subject knowledge but varied levels of how children learn best. They provide a range of learning activities to ensure children's interest. Most teachers understand that children have differing learning needs, but do not always adapting their teaching accordingly.
- Teachers create positive learning environments and are aware of the children's individual potential. Although teachers have generally high levels of expectation, they do not always challenge the most able.
- There is variation in the pace of the lessons with different methods of supporting learning and early writing. Teachers make adequate use of additional resources beyond the textbooks. The development of storytelling and reading to children is not a regular feature.

KG	
Assessment	Acceptable

- Internal assessment information is collected but is not entirely valid and reliable. Teachers do have reasonable knowledge of the strengths and weaknesses of individual children. The school carries out assessments of the children's attainment in key subjects weekly, monthly and on a termly basis.
- Assessments are linked to the MoE curriculum standards and produce relevant data. The systems for recording assessments and managing this information is underdeveloped. Some analysis is undertaken to identify trends and patterns, which is then shared with parents.
- Oral feedback from the teachers on children's work is given, and their written work is marked regularly with comments. Most children know their own strengths and weaknesses and can understand and talk about how they need to improve. Children respond positively to feedback from their teachers.

For Development:

- Ensure that teachers use a wide variety of play-based learning to deepen children's knowledge, curiosity and independence.
- Increase the effectiveness of data collection, and then use it more effectively to plan and deliver lessons that meet the needs of all groups of children.

04 CURRICULUM

KG	
Curriculum design and implementation	Good

- The curriculum is broad and meets the requirements of the MoE. It is balanced with sufficient coverage of all elements. The content and activities are well-matched to the age of the children although there is a stronger focus on developing knowledge rather than skills.
- The school has started providing children with more curricular choices through the, 'Arkan' or 'Activity Corners', but their implementation fairly recent Cross-curricular links exist in most subjects and provide children with more opportunities to make connections that enhance their learning.
- The curriculum review processes do not focus enough on how successfully the academic and personal development needs of children are being met.

KG	
Curriculum adaptation	Acceptable

- The curriculum is adequately adapted by teachers to meet the needs of most groups of children. However, teachers do not personalise their plans sufficiently to ensure that the needs of all individuals are met in lessons.
- The school curriculum t builds children's understanding of the strong values of tolerance and co-existence. Students are provided with opportunities for children to participate in celebrations such as, National Day, which helps to broaden their awareness of living in a modern-day country.
- Individual subjects adjust and improve aspects of the curriculum in response to the curriculum reviews. However, there are inconsistencies between the different subject areas in providing sufficient opportunities for children to explore and learn creatively.

For Development:

- Ensure that curriculum plans have learning activities that are precisely matched to the needs of all students.
- Adapt the curriculum so that all children have a greater choice in learning activities.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

KG	
Health and safety, including arrangements for child protection / safeguarding	Good ↓

- The school's building is of a high quality and well-maintained. The building is well suited to the learning and physical needs of all. Children are well supervised at all times when in school.
- The school has been successful in the promotion of healthier eating through the use of positive rewards that the children value. The capacity of the school buses is exceeded on some routes leading to individual children not being secured with a seat belt when travelling to and from school.
- The children enjoy opportunities to build their understanding of road safety with visits from trainers from outside the school. The school nurse plays an active role in providing sessions on personal hygiene and self-care.

KG	
Care and support	Good

- Relationships between children and adults are characterised by warmth and care. Well-structured behavioural management procedures support children. Parents appreciate the school's `approach to the children's behaviour and which is contributing to the improvement of attendance in KG1.
- The process for identifying children with additional learning requirements relies on staff referrals to the inclusion support teacher. Assessment data has yet to be used effectively to impact on the development of personalised teaching strategies.
- Parents are encouraged to take an active part in their children's education and place trust in teachers and leaders. Collaborative efforts between teachers and parents ensure the internal monitoring of progress, particularly for children with additional learning needs, but not for the gifted and talented children.

For Development:

- With immediate effect ensure the save travelling for children on buses to and from the school.
- Use the analysis of data to identify and support gifted and talented children

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- The school provides an inclusive education effectively led by a dedicated teacher. She has successfully improved the quality of support for children with diverse needs.
- Systems are in place to identify children with additional learning needs, but no students of determination are highlighted by the survey system in use. The school's informal identification processes are followed by internal interventions, ensuring children make progress.
- The partnership with parents and the inclusion department is exceptionally good. Parents appreciate the support given to their children.
- The differentiated curriculum and support is good internally but makes little use of the advice and support from external agencies.
- The welfare and personal development of children are assessed informally and utilised to provide academic guidance and support. This support is not evident for gifted and talented children who are yet to be recognised as a group.

For Development:

- Assess all children for gifts and talents and recognise them as a separate group in need of inclusive practices.
- Explore external options for children the school identifies as needing specialist support despite not being identified as students of determination.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and all the staff are committed to wellbeing. She is successful in ensuring a positive and a welcoming environment for children. Relationships with parents and staff are professional resulting in very positive staff morale. Leadership is mainly by the principal. The school has yet to develop a distributive model of leadership. The principal demonstrates a basic understanding of how to improve the learning experience of children and has ensured that the school is compliant with all regulatory requirements.
- The school has yet to follow a systematic approach to the process of self-evaluation. As a result, self-evaluation does not reflect the school's actual performance. Teaching and learning are monitored through classroom observations by the principal. These observations do not focus enough on children's learning experiences and their progress during lessons. The school has partially met one of the recommendations from the previous inspection. Attainment and progress data are not fully analysed.
- The school is successful in engaging parents. The principal collects the views of parents on specific issues such as, their contributions to school celebrations. Parents can communicate regularly with the school through social media channels and telephone calls. Parents are informed regularly of their children's performance through comments on their notebook, pictures and videos. Details of children's academic performance are also available on the newly introduced parental platform. Partnerships with the local and national entities are strong.
- The governing board does not have representation of all stakeholders. Governors support the school with the resources needed to manage the day-to-day operations. However, they do not have a direct knowledge of the achievements and personal development of all children. They do not hold the principal accountable for the children's outcomes or ensure that the self-evaluation process is rigorous and accurate.
- The daily life of the school is managed effectively. The premises are of good quality. They include spacious classrooms stocked with learning resources that support good teaching and learning. The number of qualified staff are too few. The professional training provided to the current teaching team does not fully address their developmental needs. Resources at the school include investments in technology and the curriculum. However, the use of these resources is not yet effective in enhancing the learning experience of all children.

For Development:

- Widen school leadership to support the principal in monitoring the effectiveness of teaching and learning.
- Adopt more robust procedures in self-assessing the performance of the school to ensure a realistic view.
- Ensure that governance is more representative, and they fully support all the work of the school including resources for learning, staffing and the ongoing professional training of all teachers.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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