

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

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Al Basateen
Private
Nursery

Celebrating
10 years of
inspections

AL BASATEEN PRIVATE NURSERY

MoE CURRICULUM

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School information

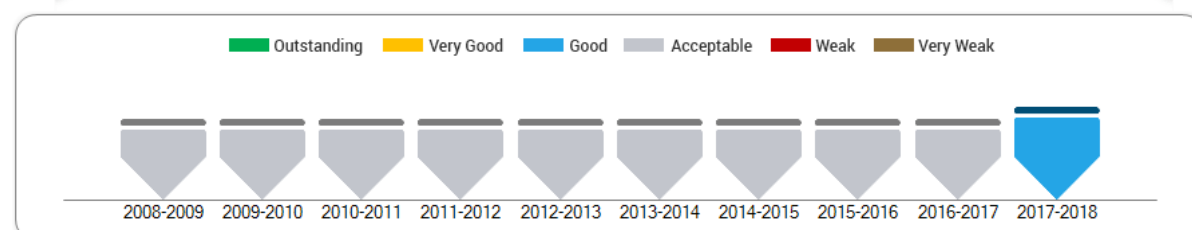
General information	
Location	Al Khawaneej
Type of school	Private
Opening year of school	2003
Website	www.women.ae
Telephone	0097142892261
Address	Dubai, P.O Box: 78595
Principal	Fatma Al Abdullah
Principal - Date appointed	9/1/2010
Language of instruction	Arabic, English
Inspection dates	1 to 2 November 2017

Teachers / Support staff	
Number of teachers	9
Largest nationality group of teachers	EGYPTIAN
Number of teaching assistants	2
Teacher-student ratio	1:16
Number of guidance counsellors	0
Teacher turnover	0%

Students	
Gender of students	Boys and girls
Age range	4-5
Grades or year groups	KG 1-KG 2
Number of students on roll	146
Number of children in pre-kindergarten	0
Number of Emirati students	36
Number of students with SEND	6
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	MOE
Main curriculum	MOE
External tests and examinations	Not applicable
Accreditation	Not applicable
National Agenda benchmark tests	Not applicable

School Journey for Al Basateen Private Nursery



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Al Basateen Private Nursery was inspected by DSIB from 1 to 2 November 2017. The overall quality of education provided by the school is **Good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The principal has a strong vision for school improvement and leads the school in successfully implementing recommendations from the previous inspection report alongside those in the school's strategic plan. The effectiveness of leadership and management at all levels, school self-evaluation and improvement planning are all improving. The school's engagement with parents and the community, the strength of its governance and the infrastructure of the school all remain good.

Students' achievement

Most children progress well in their learning and attain good levels in Islamic education and Arabic. Their attainment in English has improved to good; they are increasingly confident in talking and when writing simple words and sentences. Whilst progress in mathematics and science are good, children's attainment is currently only acceptable.

Students' personal and social development, and their innovation skills

Children work carefully and most behave well at all times. Given their young age, they nevertheless show an interest in learning about Islamic values and the cultural traditions of the UAE. They enjoy a few opportunities to be creative, for example when making models from recycled materials.

Teaching and assessment

Teachers have a good understanding of how young children learn and they plan lessons and provide resources which encourage active learner involvement. A focus on language development improves children's communication skills. Teachers develop a good knowledge of children's progress through careful assessment of their learning.

Curriculum

A broad and balanced, taught curriculum is strengthened by the provision of additional materials to support parents in helping their children's learning at home. The school emphasises the importance of supporting children with individual needs and expects teachers to adapt the curriculum to meet these needs.

The protection, care, guidance and support of students

Children are kept safe and secure in school and on bus transport. Attention is paid to children's welfare and health through efficient medical care and by children learning about healthy lifestyles. The facilities and learning resources are good and the Kindergarten is effectively staffed with recent improvements in the deployment of specialist staff for SEND beginning to have a positive impact.

What the school does best

- The effectiveness of leadership in managing self-evaluation and in driving forward school improvements.
- Children's high levels of enjoyment in learning about Islamic values and UAE traditions.
- Improved procedures for the identification and assessment of children with SEND.
- Willingness of staff to continually improve learning experiences for all children.

Key recommendations

- Improve teaching to a consistently high level by ensuring all lessons are well paced and incorporate well thought-through, purposeful activities.
- Ensure teachers' expectations of children's behaviour are consistently high in all lessons and that all children understand class rules and their responsibilities.
- Match teaching and resources to individual children's needs more effectively by making full use of available, assessment information.

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

3. Teaching and assessment

KG	
Teaching for effective learning	Good
Assessment	Good

4. Curriculum

KG	
Curriculum design and implementation	Good
Curriculum adaptation	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	Good ↑
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected

that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

Not applicable

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements):

- i) Governance and Leadership.
- ii) Learning and Intervention.
- iii) Personalisation

- The principal and governors understand the importance of ensuring Emirati children in the school achieve at least as well as their peers. They have raised the expectations of staff to support them in doing this.
- Teachers identify Emirati children and their needs effectively, through assessment. They provide additional, targeted sessions and support, when necessary, to successfully develop confidence, positive attitudes to learning and improve achievement.
- Emirati children are fully engaged in activities with their peers and are making similar, good progress in key subjects.

The school's provision for raising the achievement of Emirati students meets expectations.

Innovation in Education

- Children enjoy taking part in projects which develop their skills of innovation, however opportunities are limited in frequency and scope.
- Through their play activities, children learn to organise themselves well and are beginning to develop skills of independent and collaborative learning.
- In the better lessons, teachers encourage creativity and investigation through learning centres but this is not yet a consistent feature across the school.
- Curriculum resources and planned teaching occasionally provide opportunities to promote innovation but these are not always effectively managed. .
- Leaders understand the educational priorities within the UAE but do not currently place significant importance on developing creativity and enterprise.

The school's promotion of a culture of innovation is emerging.

Main inspection report

1. Students' achievements

		KG
Islamic education 	Attainment	Good
	Progress	Good

- Children's attain well across both KG1 and KG2. They make good progress. Most children listen attentively to the Holy Qur'an.
- Memorisation of short surahs from the Holy Qur'an is a strong feature of children's attainment. However, their understanding of the basic concepts underpinning these, although stronger in KG2, is less secure for younger children. Basic facts about seerah are introduced effectively and understood well.
- The delivery of Islamic education only through circle time and integrated activities precludes teachers from focussing in sufficient depth on key elements of the subject. As a result, children are prevented from achieving at a higher level.

For development

- Recitation of the Holy Qur'an and improving children's understanding of the basic meanings in the short surahs.
- Improve the timetabled provision and school focus for Islamic education.

KG		
Arabic as a first language 	Attainment	Good
	Progress	Good

- Listening skills are strong in both KG1 and KG2. However, speaking skills are underdeveloped because of a lack of sufficient opportunities to effectively develop them.
- The majority of children can identify letters, link words to pictures and copy 3-letter words. Skills in writing are improving as appropriate to their ages and starting points.
- Children's progress in learning concepts identified in the MoE curriculum is constrained as new textbooks have not been issued. Content is still based on the previous curriculum.

For development

- Develop speaking skills in classical Arabic through role play and other activities.

KG		
English 	Attainment	Good ↑
	Progress	Good

- Children attain well and make good progress, especially given their starting points of learning English as an additional language. The rich learning environment and variety of appropriate resources encourage children to develop their confidence, especially in listening and speaking and in using a broad range of vocabulary.
- Teachers, model correct letter formation well, but do not always effectively check children's understanding. As a result, some children complete work incorrectly which makes their writing difficult to read. Children's oral comprehension skills are at an early stage of development.
- A strong focus on phonics encourages children to build words. KG2 children are beginning to write independently and successfully create their own sentences. KG1 children share books with friends and practise early reading skills. Provision for reading is developing well.

For development

- Reinforce children's skills in correct letter formation.
- Provide a wider range of fiction and non-fiction books, to stimulate children's enjoyment of literature.

KG		
Mathematics 	Attainment	Acceptable
	Progress	Good

- Children are progressing well over time, in both KG1 and KG2. This includes those who only joined this year.
- Most children understand number concepts appropriate to their age, and their attainment is broadly in line with curriculum standards.
- In KG2, children count accurately to ten and match numbers to objects. A few can add two numbers together and record their answers. They can name colours and sort objects into groups.

For development

- Make more effective use of questioning to check individual pupil's understanding and progress.
- Reduce the length of teacher introductions to enable children to work practically to develop number concepts.

KG		
Science 	Attainment	Acceptable
	Progress	Good

- In science, the attainment of most children is broadly in line with curriculum standards. Through observation and identification, they are beginning to develop skills in scientific investigation.
- Most children can observe how plants need water to grow and can label the parts of a plant. Through the study of plant growth children are beginning to understand life cycles.
- In many lessons, attainment is constrained because learning is overly teacher-directed. In these lessons, not enough is done to stimulate children's curiosity and encourage them to develop their skills in creative thinking and problem solving.

For development

- Provide more opportunities for children to independently explore the world around them.

	KG
Learning Skills	Good
- Children have positive attitudes to learning and enjoy taking part in the activities provided by their teachers. Increasing communication skills enable them to talk confidently about what they know and have learned. - When the children are actively engaged, even the youngest can concentrate for short periods of time without their teacher's intervention. They respond well to teacher feedback, particularly when it is used to reinforce appropriate behaviour or for remembering key vocabulary and information. - Children are not skilled in finding information independently from a range of resources, such as books or in using technology to support their learning.	

For development

- Develop children's use of technology to support their learning.

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

	KG
Personal development	Good
- In most classes, children work carefully when completing tasks set by teachers. They respond best to purposeful learning activities and show self-discipline when using resources, such as games and toys. They also willingly take on responsibilities, when tidying up or helping in class. - Most children play together with purpose. A few are still developing their skills to negotiate and cooperate. Children behave well with each other and towards their teacher. Children have positive and respectful relationships with adults and are happy to share their learning experiences with visitors. They have good awareness of healthy eating, and quickly identify food which is not healthy. They come to school and class on time. However, not all children have good overall attendance.	

	KG
Understanding of Islamic values and awareness of Emirati and world cultures	Very good

- Children in both KG1 and KG2 have an age-appropriate understanding of Islamic values and they enjoy learning about the heritage and culture of UAE. They participate well in related activities during the morning activities and circle time.
- Children enthusiastically participate in singing the national anthem. They are aware of their own culture. However, children do not consistently demonstrate secure knowledge and understanding of other world cultures.
- The school provides a programme for visiting guests to talk with children about a range of UAE traditions.

	KG
Social responsibility and innovation skills	Good

- The majority of children are eager to learn across the school but they are not always given sufficient opportunities to take responsibilities or take on key roles in classrooms.
- The majority of children show a very positive work ethic. They participate willingly in most activities in the school and care for it.
- Children care for their school and enjoy taking part in activities which lead to their work being displayed. The school does not provide sufficient opportunities for all children to develop their innovation, enterprise and entrepreneurship skills and hence these are underdeveloped.

For development

- Promote high expectations for children's behaviour.
- Improve children's understanding of other world cultures, and develop innovation skills.

3. Teaching and assessment

	KG
Teaching for effective learning	Good
- Teachers generally, have a good understanding of how young children learn and they provide resources which encourage active engagement. The school's focus on effective strategies for second language development have resulted in children's increased ability to communicate and to learn. - The attractive classroom environment includes learning centres. When used well, these stimulate children's development of knowledge and skills. - Increasingly, teachers ask children to choose activities and to begin to learn more independently. Some teachers' expectations are not always clear about how children should manage their behaviour in collaboration with their peers.	

	KG
Assessment	Good
- Assessment procedures are consistent across the KG and are appropriately linked to the MoE curriculum. They provide clear data and information regarding children's achievement. The teachers' good knowledge provides a strong base when planning educational programmes. - The KG makes good use of assessment information to enhance the curriculum. For example; in English additional resources are used to develop children's phonic skills, and help parents support children's language development at home. - Assessment data are not consistently used effectively to enhance individual children's learning, particularly in the learning corners. In some lessons teachers only monitor children's attainment, and do not measure the progress that they make.	

For development

- Ensure that assessment data are consistently and effectively used by teachers to adapt teaching to better meet the learning needs of individual pupils.

4. Curriculum

	KG
Curriculum design and implementation	Good

- The curriculum is broad and balanced, offering a range of learning experiences across both KG1 and KG2.
- The curriculum in mathematics and science is now fully aligned with the MoE expectations, but not in Arabic. The KG1 curriculum is highly enriched with English. The time allocation for Islamic education is not sufficient.
- The school skilfully integrates topics for children to develop an age-appropriate understanding of UAE culture and heritage. For example, the new words that children learn are related with UAE traditions when children in KG1 learn about 'thareed', which is a traditional meal.

	KG
Curriculum adaptation	Acceptable

- The curriculum is interesting for young children and is planned to meet the learning needs of most of them. Modifications are planned to better meet the needs of children with SEND.
- There are programmes to develop children's knowledge of the heritage and culture of the UAE. Some involve parents, or are followed in assembly time. Teachers plan art experiences and children make models of buildings and the new canal and bridges in Dubai.
- Activities to promote enterprise, innovation and social contribution are limited in scope and not planned for.

For development

- Plan a range of activities to promote age-appropriate innovation, creativity, enterprise and social contribution.

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

	KG
Health and safety, including arrangements for child protection / safeguarding	Good
- The school has effective procedures in place for the effective care and welfare of all children, including when they use school buses. Procedures for safeguarding children are understood and adopted by all staff. - Premises are kept secure with members of staff on duty to monitor entry to and exit from the school, and the movement of vehicles. Classrooms and learning resources are clean and hygienic and accessible to most users. Maintenance is carried out effectively and promptly when any problems occur. - Teachers effectively develop children's awareness of eating healthily. Children also take part in regular exercise during outdoor play. The school nurse provides effective medical support with well-maintained records.	
	KG
Care and support	Acceptable
- Effective systems are in place to support children's well-being. There are positive relationships between adults and children. While children's behaviour is generally managed well, in a few lessons it is less than effective. - The school's procedures for supporting attendance and punctuality are adequate. Although most parents are very supportive, ensuring that children are in regular attendance remains an issue for some. - More rigorous procedures have been introduced for the identification and assessment of children with SEND and teachers are provided with clear guidance on the classroom support these children need. However, identification procedures and provision for gifted and talented children remain underdeveloped.	
For development	
Ensure that, in all lessons, appropriate support is provided for children with SEND and those with gifts and talents.	

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- The school is committed to providing an inclusive education. A governor for inclusion and an inclusive champion have been appointed and provision is guided by an inclusive education plan.
- Procedures for identifying and assessing children with SEND are being improved. Individual education plans, based on these assessments, provide guidance on suitable interventions. Specialist staff use the plans well to support children's learning, but their use by class teachers remains inconsistent.
- Parents value the education their children receive and welcome regular communication regarding their child's progress. Information is provided to parents regarding strategies that can be used at home to support their children's learning.
- Specialist staff provide effective support to children with SEND and advise class teachers on curriculum modifications required to more fully meet these children's needs. However, the extent to which modifications are seen in lessons varies. The role of learning support assistants is not developed.
- New tracking procedures have been introduced to provide accurate information on the progress children with SEND are making and ensure that outcomes match their abilities. Current tracking shows that their progress is comparable to that of their peers.

For development

- Ensure that teachers follow the advice of specialist staff. For children with SEND.
- Implement individual education plans to meet children's learning needs in all lessons.

6. Leadership and management

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

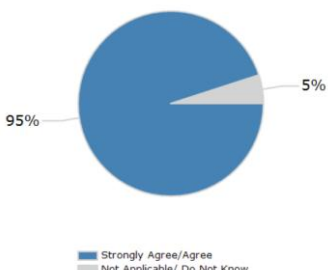
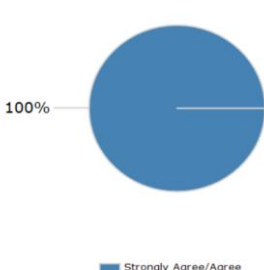
- The principal communicates a strong vision for improvement and managing the changes taking place in the school. She is very clear on the UAE priorities and how these are being introduced and embedded in school practice. Leaders have sound educational understanding and they support staff in taking forward improvements. Effective links are brokered with the wider community to access support and share practice.
- The principal and teachers are involved in improving school self-evaluation, including the evaluation of children's achievements. The strategic plan is successfully implemented and it has a positive impact on the curriculum and on the quality of learning. Monitoring for consistency of quality in teaching is still developing.
- Parents are very positive about the school and how they are involved in supporting their children's learning. Teachers communicate effectively using a range of methods, including newsletters, reports on progress, and text messaging. Community involvement provides enhanced experiences for children, for example through monthly visits by community members to talk about the heritage and culture of the UAE.
- Governors support the school well. They are committed to investment in new accommodation to replace the current, temporary premises. Their support has also ensured that the school continues to steadily enhance provision for students with SEND. Governors receive regular reports from the principal as part of their scrutiny of provision and children's achievements.
- Leaders manage the day-to-day operation of the school efficiently. Appropriate numbers of qualified staff are employed as teachers and support assistants. The temporary premises are bright and airy with colourful decor. Classrooms are well equipped with good quality learning and teaching resources.

For development

- Monitor practice to improve consistency in teaching quality for all children.
- Focus on leadership for innovation to ensure staff and children understand the importance of creativity and enterprise.

The views of parents, teachers and senior 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.

 Students No. of responses = 0	 Parents No. of responses = 22	 Teachers No. of responses = 12
Not Applicable	I am happy with the work that KHDA is doing  95% 5% Strongly Agree/Agree Not Applicable/ Do Not Know	Overall, I am satisfied with the quality of education at my school.  100% Strongly Agree/Agree

 Students	No student survey was carried out as a result of the young age of the students.
 Parents	Parents are satisfied with the work of the school and their children's learning. They consider teachers to be effective and that they help children to be independent. They feel there is a wide range of activities for their children to choose and that they are supported to make good progress. They do not agree that children are prepared to use the internet safely. This was later clarified as a misunderstanding of the question.
 Teachers	Teachers' responses are very positive about almost all aspects of the school and their experience working there. All agree the school is well led. All teachers agree that children are safe in school. About a quarter of teachers make a negative response about children's support to use the internet safely. This aspect was clarified as a result of misunderstanding of the question because children have no in-school access to computers.

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