

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

Inspection Report 2018-2019

**Al Basateen Private
Nursery**

11 YEARS OF INSPECTIONS

Good

Curriculum
MOE



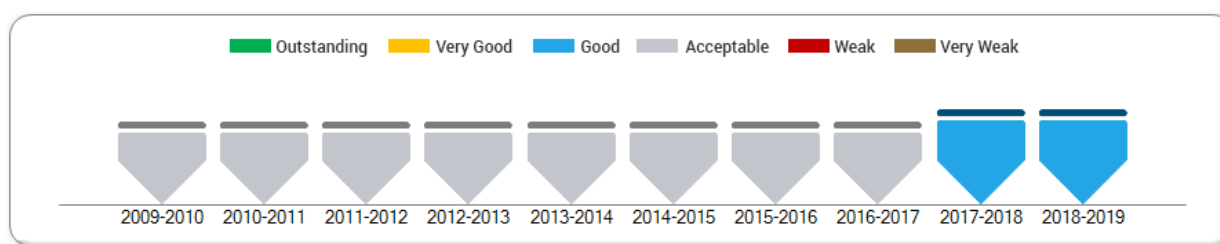
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School Information

General Information	Location	Al Khawaneej
	Opening year of School	2003
	Website	www.women.ae
	Telephone	971-4289-2261
	Principal	Fatma Al Abdullah
	Principal - Date appointed	9/1/2003
	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	132
	Number of Emirati students	35
	Number of students of determination	6
	Largest nationality group of students	Arab
Teachers	Number of teachers	11
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	2
	Teacher-student ratio	1:12
	Number of guidance counsellors	0
	Teacher turnover	0
Curriculum	Educational Permit/ License	MoE
	Main Curriculum	MoE
	External Tests and Examinations	None
	Accreditation	None
	National Agenda Benchmark Tests	None

School Journey for Al Basateen Private Nursery



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- The children's attainment and progress in Islamic education, Arabic, English and mathematics are good. Children are beginning to memorise and apply what they learn although, in science, their abilities to ask questions and investigate are limited. Most children enjoy learning English, and the new dedicated English rooms provide a supportive learning environment.
- Children develop their personal and social skills in a safe and welcoming environment. They know that staff members care for them, and their behaviour steadily improves as they settle in to nursery. Routines and expectations are clear, and the children get on well together. Their independent and innovation skills are not well developed.

Provision for learners

- Teaching has improved since last year and remains good overall. This improvement is mainly due to the use of new facilities and resources in lessons, meaning that the children have are able to experience a wider range of activities. Assessment data are extensive, but the nursery does not effectively synthesise this information to plan for next steps in teaching and learning.
- The nursery follows the Ministry of Education (MoE) curriculum and it is well balanced and varied. In addition to teaching English in KG 1, the nursery has recently introduced music and physical education into the timetable.
- The well-being of the children is an absolute priority for the nursery, and all leaders and staff work well together to ensure that children are safe, secure and cared for at all times. The nursery also works closely with the parents to provide the necessary support for SEND children.

Leadership and management

- The nursery's leaders are committed to improvement and have the wellbeing of the children at the core of their approach. They have invested in the building, facilities and resources and are steadily developing the skills of the teachers. The leaders have a clear vision for the nursery and this is reflected in their long-term plans.

What the school does best:

- The new learning environment, including its facilities and resources, is of a very high standard.
- The strong links with parents and the community provide rich opportunities to develop the children's knowledge and appreciation of the UAE's culture, heritage and Islamic values.
- The high standards of care and support provided for the children create a safe learning environment.

Key recommendations:

- Improve the quality of children's attainment and progress across all subjects by ensuring that all aspects of the new facilities, including the areas for active learning and resource rooms, are used consistently well and effectively by all teachers and children.
- Implement a range of teaching and learning strategies that will allow all children to develop their independent learning skills, problem solving skills and their curiosity.
- Plan activities and lessons that allow the children to explore and initiate as part of their own independent learning.
- Summarise and strategically use the information collected from assessing children's knowledge and skills to plan accurately for individualised learning and their next steps.

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	Good

4. Curriculum

KG	
Curriculum design and implementation	Good
Curriculum adaptation	Good ↑

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

KG	
Health and safety, including arrangements for child protection/ safeguarding	Very good ↑
Care and support	Good ↑

6. Leadership and management

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

- Children are starting to develop reading skills, but these are inconsistent because some children in KG 2 have had no experience in KG 1.
- Children who are more confident in reading are starting to use their skills to read words in other subjects, but this is not consistently encouraged.
- The use of books is limited and varied, although this is a stronger feature of English lessons.
- Leaders recognise the importance of reading, but teachers do not plan systematically and strategically for consistent reading across the curriculum.

The nursery's provision, leading to raised outcomes in reading across the curriculum, is emerging.

For Development:

- Implement a strategic and coherent plan for reading across the curriculum.

UAE Social Studies

- The curricular activities and lessons are appropriately planned to develop children's understanding of the background of the UAE. Children demonstrate their knowledge of their Emirati cultural heritage and customs at assemblies and in lessons. They develop an understanding of other countries when they dress in special clothes and prepare regional food and crafts. Assessments in subjects assist in the measurement of achievement, but this information is not used to give a broader picture of children's progress in UAE social studies.

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

Innovation

- Children enjoy opportunities to develop their skills independently, but these opportunities are not sufficient or regularly planned.
- Children participate in activities across the nursery, but these are planned by the teachers with limited opportunities for children to initiate them.
- A majority of teachers enable children to work on projects that develop their skills of innovation. However, the children's independent use of learning technologies is limited.
- There are emerging opportunities across the curriculum for creativity, such as in English lessons.
- The facilities are of excellent quality and have the potential to develop children's innovation skills, but teachers are not sure how to use the facilities to their full potential.

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

Main Inspection Report

1. Students' Achievement

Islamic education

KG	
Attainment	Good
Progress	Good

- Children's attainment and progress are good, with some children working at a better pace than others do. Children in KG 2 who have been with the nursery since last year make good progress.
- Children can recite short surahs from the Holy Qur'an but with some pronunciation errors that are not consistently corrected by their teachers. They are starting to learn about the call to prayer and can link what they are learning to real life applications. Most children know basic facts about Islam, as age appropriate.
- Islamic education is taught using the range of ICT equipment and, when used well, this creates a more interesting learning environment. However, there remains a didactic theme to lessons that prevents children from achieving at higher levels.

For Development:

- Provide children with more opportunities to talk independently about what they are learning and to use technology to support their recitation skills.

Arabic as a First Language

KG	
Attainment	Good
Progress	Good

- Children's knowledge and skills in lessons and workbooks are at higher levels as measured against the MoE curriculum expectations. The majority of children in KG2 make better than expected progress in forming short sentences.
- The majority of children can recognise short and long vowel sounds. They are able to form letters and words correctly. However, some children are not confident in speaking at length or engaging in meaningful dialogue.
- The well-planned cross-curricular links provide opportunities for children to understand the functionality of the Arabic language across different subjects, which further develops their literacy skills.

For Development:

- Improve the children's speaking skills by providing well-planned opportunities to engage in meaningful conversations.
- Continue to develop the children's reading skills across different subjects to arouse their curiosity of how the Arabic language is used in different contexts and subjects.

English

KG

Attainment

Good

Progress

Good

- Across the KG, the children enjoy a consistently good experience in language acquisition. A significant majority learn English as an additional language. Teachers' close attention to focussed support for all new learners ensures that they achieve in line with curricular expectations.
- Children build their understanding of print from the beginning of KG1. By KG2, most can use a number of strategies such as initial letter matching, picture clues and blending groups of letters. They are less skilled when speaking English with each other during group activities, and when writing freely for different purposes.
- The children have improved their reading and speaking skills, with the positive focus on sight vocabulary, word blending and conversations in class. They enjoy looking at stories in books and on line and can re-tell what happens in those stories.

For Development:

- Provide more independent practice in developing children's writing skills.

Mathematics

KG

Attainment

Good ↑

Progress

Good

- Children attain well in both KG1 and KG2. Younger children in KG1 count to 10, and enjoy using a variety of materials to represent the numbers they recognise. Children in KG2 know and understand the properties of geometric shape such as a rectangle.
- Children in both KG1 and KG2 enjoy using mathematics in daily real-life contexts. For example, performing simple calculations, they check the daily attendance. The KG2 children, especially, use a range of resources creatively to represent different shapes.
- Lessons increasingly provide more time for children to discuss ideas in activities that are better matched to their learning needs. However, teachers do not use the opportunities during children's free play to encourage the development of children's language and mathematical skills.

For Development:

- Ensure that the children's choice of play activity in lessons consistently requires them to apply and practise new learning.

Science

KG

Attainment

Acceptable

Progress

Good

- Most children's knowledge, understanding and scientific skills are in line with curricular expectations. The KG1 children know animals' names and accurately classify animals using simple criteria. The KG2 children accurately name plant parts and identify what helps plants to grow.
- A minority of children can talk about their science topics in detail; for example, about wild and domestic animals, and their habitats. Children do not benefit from regular opportunities to apply their learning in science or to explore or investigate.
- By their answers, children indicate to teachers their interests about topics that are beyond the scope of lessons. They do not experience enough opportunities to pursue those interests.

For Development:

- Provide more opportunities for children to investigate and experiment scientifically, and explore their own interests linked to the topic of study.

Learning Skills

KG

Learning skills

Good

- Children across the nursery have positive attitudes towards learning, are keen to take part in activities and use the range of new resources provided in the classes and corridors. Most are able to talk about what they are doing and what they have learned.
- Children work well together in groups and individually. They enjoy the activities provided, but do not have consistent time for free play. They have positive relationships with their teachers and seek guidance when not sure what to do on a task. Nevertheless, this sometimes leads to over dependence on their teachers.
- Although the children complete tasks well, they are not yet consistently developing their independence, enquiry skills or curiosity about the world around them.

For Development:

- Provide a range of opportunities for free-play, which are planned to develop their curiosity about the world around them and their independent learning skills.

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

KG

Personal development

Very good ↑

- Children have very positive attitudes towards learning and enjoy coming to the nursery. They are well behaved and respectful of classroom rules. They are confident and take care of their own belongings and the resources they use.
- Children have very positive relationships with their teachers and can approach them at any time. This reflects an ethos of understanding and mutual respect. Almost all children arrive to the nursery on time. The rate of attendance is very good in KG2 but is inconsistent in KG1.
- Children enjoy the addition of the physical education classes. They are encouraged to eat healthy foods, which almost all children bring from their homes.

KG

Understanding of Islamic values and awareness of Emirati and world cultures

Outstanding ↑

- Children across the nursery have excellent age-appropriate knowledge of the UAE and its culture. They take pride in the singing of the National Anthem in the mornings and they salute the flag. They are learning about the key facts and features of the UAE.
- Children are developing a strong appreciation of the Islamic values and they are learning practical applications of these, especially the morals and etiquette of Muslims.
- Although the children have a better understanding of the differences between their cultures and that of the UAE, they are inconsistent in their knowledge of other world cultures.

KG

Social responsibility and innovation skills

Good

- The children contribute to their local community by actively participating in the different events planned by the nursery. The nursery's girls and boys Scouts enjoy taking the lead in saluting the flag during morning assemblies.
- Children show positive attitudes towards their work. They sometimes make independent decisions in lessons, although their abilities to create their own ideas and projects need reinforcement.
- Children participate in projects such as making musical instruments from recycled materials to sustain resources and keep a clean environment.

For Development:

- Improve children's innovation skills by providing well-planned opportunities for more personal initiatives.

3. Teaching and assessment

KG

Teaching for effective learning

Good

- Teachers plan their lessons well and are starting to provide more time for children's active learning through play. They are also planning better to meet children's diverse learning needs. Teachers' questions increasingly expect the children to give more-detailed answers, encouraging them explain their thinking at greater length, particularly in English language.
- Teachers are starting to use the new learning environment and the wider range of new resources well to support children's independent learning through play. 'Learning corners,' for example, are flexibly resourced with relevant materials and activities that encourage children's creativity and imagination in solving problems.
- Teachers are well placed to develop the children's innovative and investigative learning skills in the bright and well-resourced new learning environment. However, teachers do not invite children to identify and explore what they want to learn about a curricular topic.

KG

Assessment

Good

- Teachers use a suitable range of methods to assess learning. These include screening upon entry to the KG, checking how well children complete activities, and focused individual assessments against the expected lesson objectives.
- Assessments across different subjects are measured against the UAE national curriculum expectations. For some subjects, such as English and mathematics, teachers use additional international curriculum standards.
- Teachers make good use of their assessments to plan lessons and adapt materials and activities to suit most children's needs. They do not make consistently clear the individual children's next steps in learning. All teachers are knowledgeable about how these young children learn. As a result, they support them well.

For Development:

- Develop ways to motivate and engage all children in investigative learning, and develop their creative and innovative thinking.
- Include the children's next learning steps consistently when planning lessons and assessing learning.

4. Curriculum

KG

Curriculum design and implementation

Good

- The curriculum meets the MoE requirements in all subjects and is age-appropriate, broad and balanced. Cross-curricular links provide opportunities for the majority of children to broaden their knowledge and understanding across the different subjects.
- The nursery recently added physical education and music lessons to offer a more holistic curriculum.
- The curriculum is annually reviewed by the administrators and teachers to ensure that the children's knowledge and understanding are progressing from KG1 to KG2.

KG

Curriculum adaptation

Good ↑

- The nursery's inclusive ethos informs teachers' adaptation of the curriculum to meet the needs of almost all children. The new facilities and resources support teaching and learning in classrooms and in "after school" sessions.
- Curriculum modifications to develop children's innovative and creative learning are under-developed. Children themselves find creative ways to express their learning, for example, in mathematics. Teachers' planning for such creativity is not yet sufficiently systematic or progressive.
- Leaders and teachers ensure that there is very effective teaching and learning about the UAE's culture, heritage and constitution. The new curricular emphasis on music enables the children to greet visitors with traditional songs of welcome in assemblies.

For Development:

- Plan and implement systematic and progressive opportunities in lessons that stimulate children's creative and innovative thinking.

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

KG

Health and safety,
including arrangements for
child protection /
safeguarding

Very good ↑

- The nursery's comprehensive arrangements to promote the children's well-being include a thorough policy on child protection, promoted by well-planned professional development. The new premises are safe and secure, and the bus transport is well organised and supervised.
- The nursery is well maintained, clean and hygienic. The premises are suited to the learning needs of all, including children and adults with impaired mobility, with accessible classrooms and toilet facilities. Children's safe and healthy lifestyle is promoted by regular health checks, exercise and effective advice on healthy eating.
- New facilities to support outdoor play are not yet in use, pending the installation of sun protection shades. New resources, subject to wear and tear, may present the occasional trip hazard.

KG

Care and support

Good ↑

- Relationships between the teachers and the children are based on mutual respect. Childcare and support is a priority in the nursery. This enriches the learning environment and supports children's well-being and personal development.
- Almost all children are punctual when arriving to the nursery. Complete attendance records are kept by the nursery. Procedures for managing the children's behaviour in lessons and outside are well understood by all.
- The nursery is inclusive and provides a welcoming environment for children of determination. The nursery has put systems in place to identify special cases and is working in partnership with external agencies to provide them with the support they need.

For Development:

- Ensure that continuing risk assessments identify and address issues such as the trip hazards noted in this report.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good 

- The nursery's strong vision for inclusive education places no barriers to enrolment. The nursery's nurturing environment values every child, promoting increased independence and resilience.
- The identification of children's needs and barriers to learning is accurate. Newly introduced screening tests and other assessment measures identify issues accurately. The nursery works closely with external advisors to refine diagnoses and plan relevant ways to reduce any barriers to learning.
- As a result of teachers' support, children make generally good progress in their academic learning. The nursery's caring environment supports most children's personal development well. Nevertheless, not all benefit from well planned prompting and coaching to tackle new learning without distraction.

For Development:

- Ensure that the individual education plans promote independence in learning and personal development.
- Include practical measures of success that accurately chart the children's progress.

6. Leadership and management

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

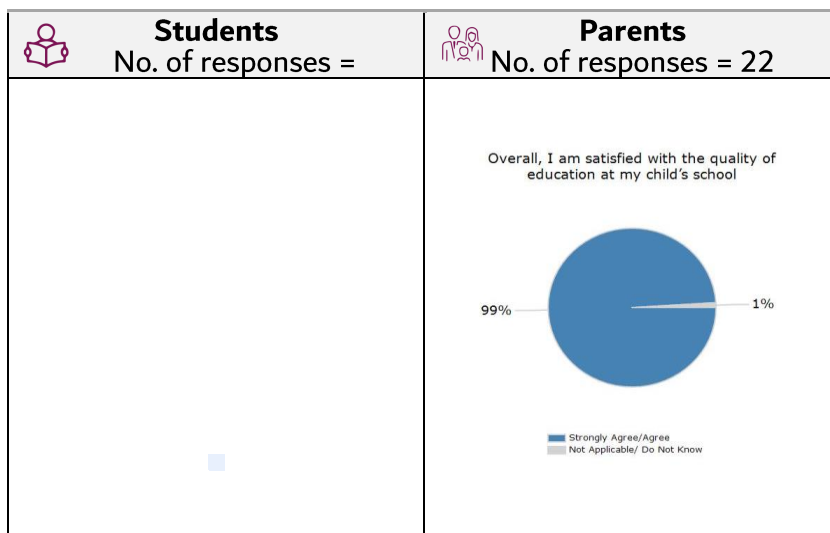
- Senior leaders have a commendable and clear vision for the nursery. They are committed to improvement. Inclusion and the UAE's national priorities are at the forefront of development. Staff members benefit from regular professional development that is aligned with the nursery's priorities. All staff members enjoy teaching in the new buildings after a smooth transition.
- Leaders have a solid understanding of the overall strengths and areas for development in the nursery. However, they are less secure in their evaluation of children's achievements because assessment data are not effectively analysed at a strategic level. The nursery's improvement plan is secure and successfully implemented.
- Parents are fully involved in the nursery, supporting their children in their learning. They enhance experiences such as finding out about healthy food and recycling materials into fun craft items. Parents are confident about contacting the nursery about any concerns. Teachers share very helpful information with parents, including details about their children's progress, and the lessons planned each week. The nursery has very positive and close community links.
- The nursery has had a change in governance, with a new board in place. There is continuity, with some of the previous board members on the current board. Governors are passionate about the nursery and are very supportive of the principal and other leaders. The board is committed to improvement and has a clear vision for the nursery in the community.
- The nursery's new premises are spacious, bright, well resourced, and attractively decorated. Classrooms and common areas promote positive attitudes towards learning with suitable furniture, resources and displays. Specialist rooms and resources support additional curricular provision well.
- The nursery's smoothly run daily routines contribute to the warm, welcoming, calm, orderly, and purposeful climate for learning. Together with specialist provision for those with mobility challenges, this ethos supports social inclusion very effectively. Almost all staff members are suitably qualified for their roles. Classroom assistants do not have active roles in supporting learning.

For Development:

- Develop a strategic view of children's attainment and progress to ensure that all development plans lead directly to improved outcomes for the children.
- Ensure that the nursery develops an autonomous capacity to evaluate and improve the quality of its inclusiveness.

The View of parents,

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. 12



 Students	Not applicable
 Parents	Parents are very satisfied with the quality of their children's education. They believe that their children are safe and well cared for. A majority state that they are not always involved in activities related to their children's learning.

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