

INSPECTION REPORT

2022-2023



AL BASATEEN PRIVATE NURSERY

MoE CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Khawaneej
	Opening year of School	2003
	Website	-
	Telephone	97142892261
	Principal	Fatma Ahmad Mohammad AlAbdulla
	Principal - Date appointed	8/4/2002
	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	105
	Number of Emirati students	32
	Number of students of determination	2
	Largest nationality group of students	Arab

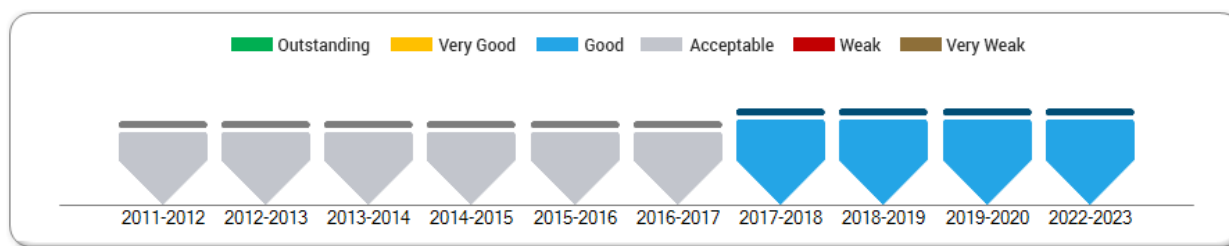
TEACHERS

	Number of teachers	13
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	2
	Teacher-student ratio	1:8
	Number of guidance counsellors	0
	Teacher turnover	7%

CURRICULUM

	Educational Permit/ License	MoE
	Main Curriculum	MoE
	External Tests and Examinations	-
	Accreditation	-

School Journey for AL BASATEEN PRIVATE NURSERY



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 mostly good in all key subjects with particular strengths in their progress in Islamic education. Progress in English is now acceptable, and children, particularly the boys, should be provided with more opportunities to use the English language actively during lessons. Children's personal and social development is a strength in the Kindergarten (KG).
- KG children are very well behaved and interact respectfully with each other and their teachers. Children are punctual to school and move around in an orderly manner. Teachers are skilful in using the beginning of school for activities where they consolidate learning, for instance, naming the colours of the UAE flag and counting. Children have a very strong understanding of Islamic values and the culture and heritage of the UAE.

PROVISION FOR LEARNERS

- Across the KG, lessons are well structured, and teachers use the resources and learning corners well to promote the children's learning. However, most activities are directed at the consolidation of learning and are not used to challenge or promote investigative learning or develop the children's skills of inquiry.
- The KG enriches the Ministry of Education (MoE) curriculum with a range of activities that promote children's literacy and sensory skills. It also integrates Islamic values and the UAE culture and heritage into almost all aspects of the children's learning experiences.
- The KG has a very hygienic, safe, welcoming and supportive learning environment where all children are cared for and supervised at all times. The school's inclusion policy and practices are secure in identifying children with additional needs, but these practices could be shared across the KG more effectively to support the learning of all children.

LEADERSHIP AND MANAGEMENT

- The leaders are committed to ensuring that the children have a rich, safe, secure, caring and well-resourced learning environment that is conducive to learning and progress for children. The principal has established effective relationships with the parents and the wider community. Although leaders know the strengths of the KG and the areas for further development, the self-evaluation process is inconsistent, and data is underused when planning for the next steps in the school's growth.

The best features of the school:

- The children's eagerness to learn, their positive attitudes and behaviour, and their knowledge of Islamic values and appreciation of the UAE heritage and culture
- The well-resourced learning environment that is safe and secure with caring staff who consistently provide rich learning spaces for learning to take place
- The commitment of the leaders and parents to the wider school community through various events and activities

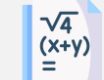
Key Recommendations:

- Ensure that teaching strategies and activities focus on developing the individual needs of children, are based on their assessment information, and provide challenge for the more able.
- Provide more consistent opportunities for children to develop their skills of inquiry, investigation and innovation.
- Ensure that the KG's review process is rigorous and contributes significantly to procedures for raising the quality of children's outcomes.
- Ensure that inclusion practices consider the needs of a wider group of children.

Overall School Performance

Good

1. Students' Achievement

KG		
 Islamic Education	Attainment	Good
	Progress	Very 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	Acceptable ↓
 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	Outstanding 
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	Very 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](#)

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 promotion of wellbeing is a developing feature across the school. Policy containing guidance and planning for wellbeing has yet to be drafted and approved by governors. The premises are of the highest quality, and children have access to a wide range of specialist facilities and resources. The welcoming and modern learning environment is fully appreciated by the whole school community.
- The school's ethos of care and support is reflected in the positive levels of respect that teachers and support staff show all children. The school relies on the views of parents and feedback gathered through digital engagements and conversations. Parents report that teachers and supervisors are welcoming, transparent and willing to always listen to their concerns. In lessons, teachers regularly have discussions with their class about emotions and feelings. This is done sensitively when teaching language skills in Arabic and English.
- Leaders and teachers enable effective learning and children's wellbeing. Examples of lesson planning respond to and accommodate wellbeing issues. Courtesy, punctuality, and tolerance are evident in children's practices during daily routines and lessons. The school nurse is actively involved in promoting healthy lifestyles across the full school community.

Main Inspection Report

1. Students' Achievement

Islamic Education

KG

Attainment

Good

Progress

Very good ↑

- Children are demonstrating above the levels required of subject understanding and knowledge. In KG 1, the children's ability to recite short Surahs from the Holy Qur'an continues to grow.
- Children apply what they learn in class and make connections to their daily lives. KG 2 children are more confident in naming the deeds that Muslims must perform to obtain Allah's (PBUH) acceptance. All children are using learning technology with greater skill to help them to explore and discover concepts more independently.
- The implementation of the enrichment booklet in Islamic education lessons is enhancing children's knowledge and understanding of Islam and making lessons more engaging and meaningful.

For Development:

- Continue to develop the recitation skills and knowledge of the Hadeeth for all children.

Arabic as a First Language

KG

Attainment

Good

Progress

Good

- The attainment of the majority of children exceeds the curriculum expectations of the MoE. In lessons, children are demonstrating progress that is exceeding expectations. The performance of boys and girls in most linguistic skills is comparable.
- Children's language development improves as a result of well-designed instruction. Listening and writing are the most advanced skills. Overall, the linguistic skills of children are gradually improving.
- The implementation of a new curriculum with sufficient challenges is providing children with the effective potential to engage more actively in lessons and improve their language abilities. The KG 2 storytelling sessions are developing children's comprehension of more lengthy Arabic texts.

For Development:

- Further expand opportunities for children to practice newly learned spoken language skills and in a wider variety of meaningful and real-life contexts.

English

KG

Attainment

Good

Progress

Acceptable ↓

- Internal assessment data, which is effectively connected to curriculum standards, reveal that a majority of children are achieving levels above expectations. Children's achievement and development in lessons, and over time agree with this measured performance.
- Improvements in children's listening comprehension skills are enabling them to grasp language skills more effectively. The increased comprehension of letter sounds and shapes is supporting the development of children's reading and simple word-writing abilities in KG 2. Children, particularly boys, do not speak English to one another frequently enough, which is preventing their advancement in learning English.
- Teachers' high expectations are also enhancing the development of listening, speaking, reading and writing skills of KG children.

For Development:

- Increase opportunities for children to engage actively in using English in and outside of lessons to boost their confidence in speaking and listening.

Mathematics

KG

Attainment

Good

Progress

Good

- The majority of children demonstrate mathematical knowledge and skills above curriculum expectations and can apply this to different areas of their learning and in understanding the world around them. KG 1 children can count verbally to 20 and write numbers to 10, which is reinforced in KG 2 in ascending and descending order.
- By KG 2, children can count verbally to 100 and write numbers to 50. They can add up two numbers in different ways to a sum of up to 10, can recognise different shapes, directions and basics of geometry, and can copy and create simple patterns.
- Progress has not moved further because of inconsistency in teaching and learning and lack of opportunities for all children to reach their full potential.

For Development:

- Provide more challenge for children through tasks that develop their mathematical knowledge and skills so that they can meet their full potential.

Science

KG

Attainment

Good

Progress

Good

- A majority of children achieve above curriculum expectations and demonstrate good knowledge, skills and understanding by applying scientific concepts to their everyday lives. They use age-appropriate science vocabulary and connect it to the different areas of learning.
- By KG 2, children can name animals in their environment, recognise the sequence and stages in the life cycle of a chicken or a human and identify the characteristics of living and non-living things. They conduct simple comparisons and make classifications guided by the teachers.
- Children's exploratory skills are not as well developed as their knowledge and application of science. Although children make observations and draw simple conclusions, they are not always given opportunities to explore the world around them through simple investigations.

For Development:

- Develop children's exploratory skills through more opportunities to carry out investigations, make predictions and draw conclusions from their own observations.

Learning Skills

KG

Learning skills

Good

- The children are eager learners who are enthusiastic to participate and take part in discussions. They are actively engaged in completing tasks in the learning corners they choose. They share resources, take turns and cooperate well alongside each other during group work.
- Children make strong meaningful connections between different areas of their learning. They also apply their learning to real-life experiences and communicate this clearly. Independent learning skills are still developing.
- Children demonstrate critical thinking skills by making simple conclusions and comparisons from images in science and responding critically to questions in Islamic education. This is not a consistent feature across all subjects. An arts and role-play learning corner are encouraging creativity, but children's innovation skills are still emerging due to limited opportunities.

For Development:

- Provide more opportunities for children to develop their independent problem-solving and innovation skills.

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

KG

Personal development

Outstanding ↑

- Children exhibit self-assurance and a very positive attitude towards each other and towards learning in the majority of their everyday activities. They respond respectfully to their teachers. The vast majority of children exhibit self-discipline in and out of the classroom.
- The exceptionally positive behaviour of children leads to a secure, safe and joyful learning environment. As a result of their genuine concern for others, they frequently give assistance in class to those who need it.
- Through appropriate food-awareness and fitness exercises, children are learning to make careful healthy lifestyle decisions. The attendance rate in KG1 has increased since the previous inspection.

KG

Understanding of Islamic values and awareness of Emirati and world cultures

Outstanding

- Children's conduct in assembly and classes demonstrates a deep awareness and appreciation of Islam's beliefs and principles. They recognise the significance of accepting and supporting others.
- Children are proud to be UAE nationals. They express their excitement at the first Emirati space mission. They play active roles in various UAE celebrations, including National Day and Flag Day and beyond.
- Children demonstrate an exceptional awareness of their own culture. They display tolerance and respect for other nationalities in the nursery. Their knowledge of other cultures around the world is expanding rapidly as seen during the daily circle-time periods, in particular.

KG

Social responsibility and innovation skills

Good

- Children possess responsible and enthusiastic work ethic. Those identified with presentation skills are chosen by the school to join the school scouts and lead certain aspects of the morning assembly and school celebrations.
- Children's awareness of the environment includes the importance of keeping their school and country clean, participating in planting trees and recycling. Little entrepreneurs are one of the several activities children participate in to donate the money they raise to charities and give back to their community.
- The creation of models in the classroom, for instance, life cycle of a duck and Kaabah are examples of children's creativity completed at home. Although teachers conduct activities as a response to children's interests, children are not always given opportunity to take their own initiatives.

For Development:

- Provide more opportunities for children to take initiative and support them to take ownership of these projects and activities.

3. Teaching and assessment

KG

Teaching for effective learning

Good

- Teachers demonstrate strong subject knowledge and an understanding of how young children learn. They use a variety of resources effectively including digital media and learning corners and resources to motivate children and facilitate learning. Lessons are well-structured and ensure that children apply their learning through play and connect different areas of their learning.
- Although teachers use some questioning to promote children's application of concepts to real life, the majority of questioning is directed at developing knowledge. There are limited opportunities for children to develop their critical thinking skills.
- All groups of children are encouraged to engage in discussions during lessons. However, tasks provided for them do not always ensure that there is a suitable challenge for them to meet their full potential.

KG

Assessment

Good

- Internal assessment processes are linked to MoE performance indicators and provide teachers with clear and valid data about the strengths and weaknesses of children. Baseline assessment identifies the various starting points of children, and this informs parallel lesson planning which supports all groups of children.
- Teachers' observations and the children's written work kept in portfolios are used to track what students can do from their starting points and their individual progress. Data is analysed for every classroom to indicate attainment for different groups of children, but this is not yet applied to progress data.
- The children are provided with feedback from teachers to correct their work and to sometimes self-assess, but this is not consistently observed in all lessons.

For Development:

- Improve teachers' questioning skills so that children's critical thinking, exploration and problem-solving skills are developed further.
- Use assessment data to inform teaching methodologies so that tasks are challenging for all groups of children and support their learning needs.

4. Curriculum

KG

Curriculum design and implementation

Good

- The curriculum is appropriately supplemented to ensure effective knowledge development, with improved strategies to enhance skills and understanding. Language, mathematics, science, information technology, music and life skills are all included in the planned units of inquiry.
- Cross-curricular connections are important and well-planned. Different learning styles are used to take into account the ability, balance and wellbeing of children. A wide range of extra-curricular learning and activities supplements the curriculum.
- At the end of each term, a review of the curriculum, assessment results and parental feedback ensures that continuity is maintained and that lesson objectives meet the needs of most children.

KG

Curriculum adaptation

Good

- The KG has modified the curriculum in all subjects in order to satisfy the needs of most children. These adjustments are now beginning to have a positive impact on learning but preparation for all groups of children continues to be inconsistently applied.
- The nursery provides a variety of activities and experiences aimed at inspiring all youngsters. Initiatives such as the sensory and music rooms, the storytelling library, and the learning centres guarantee that children have access to a curriculum tailored to most of their requirements.
- A successful approach integrates the UAE culture and society into the curriculum. Numerous local trips, guest speakers and opportunities for children to deepen their awareness of Emirati culture and traditions, complement this goal.

For Development:

- Continue to build teachers' understanding of children's varying abilities so that they may amend the curriculum to challenge all groups.

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 provide a safe, hygienic and welcoming learning environment for all children. Child-protection and anti-bullying policies are clear and robust in ensuring children's safety.
- Children are very well supervised throughout the school day and effectively during bus transport with strict procedures to ensure their safety. Fire extinguishing equipment is regularly checked, and regular fire drills are conducted to ensure that children know how to evacuate the building safely in case of an emergency.
- Children are provided with awareness sessions on healthy living topics such as, healthy foods, oral and hand hygiene and the custom of sneezing to prevent the spread of illnesses. The nurse provides quality medical care for children, conducting regular temperature checks in the mornings and monitoring any chronic illnesses.

KG

Care and support

Very good

- The management of behaviour is supported by parents and based on policies that prioritise the care and wellbeing of children. Punctuality systems are well developed, and there have been improvements in attendance. The high levels of mutual trust that exist between children and staff ensure confident, secure and happy relationships.
- The school's inclusion policy has secure systems to identify children with additional learning needs. Procedures to identify and support more able children are included in planning documents but not yet seen in practice. The school has an inclusion specialist and extensive resources, including a sensory room, to support children of all abilities.
- The school has reliable systems for monitoring the wellbeing and personal development of all children. All teachers take responsibility for managing children's or parents' concerns and do so responsibly and confidentially.

For Development:

- Ensure the inclusive practices, which are well documented in the school's inclusion policy, take into account the needs and support for a wider range of children's abilities.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- School leaders believe that inclusive education requires commitment from the whole school community. The school has outstanding resources, including a sensory room, to support developing this provision. A key worker is available to provide support when a child has been diagnosed with specific interventions. An extensive inclusive education plan has been developed and should in time be a basis for good practice.
- Securing a formal diagnosis to identify children with additional needs and inform appropriate interventions is a key aim of the school's inclusion policy. In addition, the school sees the involvement of learning support assistants as essential to the wellbeing of children with learning needs.
- Parents are fully involved in all aspects of this school. They plan with teachers, attend advisory seminars, and ensure their children show values of respect and tolerance towards children with additional needs.
- For children with diverse needs, teachers' lesson planning considers their key strengths and areas for improvement. Data collected on each child's starting points are used to inform teaching and ensure progress. Individualised planning includes targets for improving children's fine motor skills, along with their social, emotional and academic development.
- Teachers understand the potential and levels of progress children with additional needs can make. Strong practices are noted in developing key language skills, enabling children to become confident communicators.

For Development:

- Ensure identification processes build on teacher observation and lead to more targeted support, for a wider range of children's needs.
- Monitor the progress of all children with additional needs, including those that are high achievers.

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

- The principal has a clear vision for the nursery and is committed to ensuring that the children have a rich and well-resourced learning environment. This is in addition to reinforcing the KG's links with the wider community through a range of activities and events. The teachers have a secure knowledge of the curriculum and work well together to plan lessons and activities. Leaders and teachers are effective in establishing a positive, caring and interesting learning environment.
- The self-evaluation for subjects includes an analysis of data which is leading to an accurate self-evaluation in some subjects and areas. In other areas, it tends to be descriptive and the evidence is not sufficiently rigorous. Leaders are aware of the strengths and areas for the KG's development, and the action plan is attempting to address these adequately.
- Parents are satisfied with their children's educational experience in the nursery. They get regular updates about their children's learning and key messages, guidance and advice through the effective use of social media. The KG has strong links with the community through outreach programmes, activities and celebrations that are relevant and informative.
- Governors have a clear commitment to the KG and are very knowledgeable about current UAE educational agendas and initiatives. They have strong partnerships with the community and with parents and are involved in the life of the KG. Governors are committed to the development of this nursery.
- The daily management of the KG is highly efficient, and routines are well established. The nursery is well-staffed with suitably qualified teachers. The high-quality premises include a dedicated and fully-resourced computer laboratory, English classrooms and a well-used sensory room. The classrooms are well-resourced and learning corners are regularly and consistently used during lessons by children. All staff benefit from regular professional development that has potential. Teachers will benefit from it being customised to their individual needs and the needs of their learners.

For Development:

- Ensure that the school's self-evaluation process is rigorous, and that information is used consistently to refine teaching and learning.
- Ensure that lesson observations also focus on evaluating attainment and progress, so that teachers are more accountable for the planning, learning and progress of all children.

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