



المعرفة
Knowledge



AL BASATEEN PRIVATE NURSERY

MOE CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



Not Applicable

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Khawaneej
	Opening year of school	2003
	Website	www.dwa-basateen-kh.ae
	Telephone	97142892261
	Principal	Fatma Ahmad Mohammad AlAbdulla
	Principal - date appointed	4/8/2002
	Language of instruction	Arabic
	Inspection dates	23 to 27 October 2023



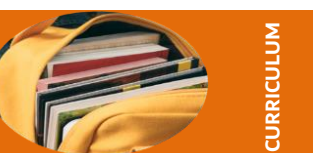
STUDENTS

	Gender of students	Boys and girls
	Age range	4-5
	Grades or year groups	KG 1-KG 2
	Number of students on roll	123
	Number of Emirati students	50
	Number of students of determination	3
	Largest nationality group of students	Arab



TEACHERS

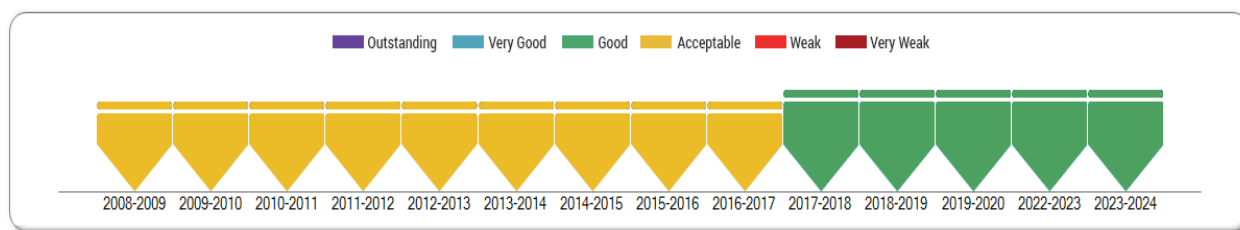
	Number of teachers	12
	Largest nationality group of teachers	Jordanian/Egyptian
	Number of teaching assistants	7
	Number of guidance counsellors	0



CURRICULUM

	curriculum	MOE
	External Curriculum Examinations	None
	Accreditation	None

School Journey for AL BASATEEN PRIVATE NURSERY



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 the school are achieving above the Ministry of Education (MoE) curriculum expectations in Islamic Education, Arabic, English, mathematics and science. The progress of children is also now at least good in all subjects with the exception of Islamic Education where progress is very good. The children's learning skills are strong across the school.
- Children display positive and enthusiastic attitudes towards learning. They are self-disciplined, respond appropriately to adults and to each other with very rare instances of bullying. Even at such a young age, children have a thorough understanding of Islamic values, the UAE society and how these relate to their daily lives. Children exhibit a strong awareness of environmental issues.

Provision For learners

- Most teachers apply their secure subject knowledge and understanding of how young children learn. They provide a range of learning activities to ensure that children develop skills of collaboration and increasing independence. They plan lessons that are interesting and motivating and create positive learning environments. Assessments are linked to the MoE standards, and the school produces detailed information about children's progress in each subject.
- The curriculum has a well-defined rationale that is aligned with the objectives of the school, the national vision, and all stipulated requirements of the MoE. Cross-curricular links are effectively planned and significantly contribute to children's ability to apply their knowledge across various subjects, promoting the smooth transfer of learning. The curriculum is not yet fully adapted to meet the needs of all of the children.
- The school has rigorous procedures in place to ensure the safety and welfare of all children. The school building is well-maintained. Children are supervised closely at all times. The school has been successful in the promotion of healthier eating. Strong systems are in place for the identification of children with differing learning needs. These children are provided with appropriate levels of support.

Leadership and management

- The principal and her leadership team are dedicated and committed to achieving the UAE's national priorities. Their vision is shared with parents through a variety of school activities. Leaders work collaboratively with clear responsibilities to improve the learning experience of the children. The principal leads improvement activities that reflect positively on the personal and social development of children. The premises and facilities are of very good quality.

Highlights of the school:

- The children's personal development and understanding of Islamic values and culture of the UAE
- The inclusive ethos of the school that is characterised by very good care and support
- The very good partnerships with parents

Key recommendations:

- Improve the capacity of staff with leadership roles to identify and share the best practices in teaching and learning.
- Governors should ensure that self-evaluation is an accurate reflection of the school.
- Use the analysed assessment data more skilfully to inform teaching strategies to meet the needs of different groups of children.



OVERALL SCHOOL PERFORMANCE

Good

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

02 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

03 TEACHING AND ASSESSMENT

KG	
Teaching for effective learning	Good
Assessment	Good

04 CURRICULUM

KG	
Curriculum design and implementation	Good
Curriculum adaptation	Good

05 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

06 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](#)

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 a good level.

- The school's comprehensive wellbeing policy emphasises an unwavering dedication to the wellbeing of every member of the learning community. This commitment is at the core of the school's vision and is evident throughout all aspects of the school's operations. Wellbeing assessment and the collation of information is still at an early stage of development.
- Children express their contentment with the school on an informal basis. A noteworthy aspect of the school's good use of wellbeing strategies lies in the positive relationship between children and adults. These contribute to a nurturing environment that supports growth and development. Feedback from staff, and interactions with children, consistently reflect a highly satisfied and appreciative school community. The school is active in fostering numerous events that encourage children, staff, and parents to connect.
- Wellbeing serves as the cornerstone of the school's initiatives. The safety of children is given paramount importance, with effective support provided within the classroom environment. Assemblies and lessons highlight the significance of self-care and instil in children the value of supporting one another. The school has recognised the necessity of enhancing opportunities for children with lower abilities to build their confidence and skills further. Throughout the school, there are abundant instances of children actively participating and enjoying the variety of wellbeing activities provided.

For Development:

- Implement a more structured approach to assessing the wellbeing of children and staff, using data to analyse the impact of the wellbeing initiatives.
- Ensure the children have a voice in developing and planning wellbeing initiatives.

Arabic in Early Years

- The school follows the MoE curriculum for the teaching of Arabic, as a first language. Arabic is taught for four lessons of 40 minutes per a week in KG1 and five lessons of 40 minutes each week in in KG2.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

KG	
Attainment	Good
Progress	Very good

- Children demonstrate a strong awareness of the significance of values, beliefs, and practices within Islam. They have developed a good understanding of The Five Pillars of Islam and acts of worship. They are familiar with the Prophet's (PBUH) biography.
- Children acknowledge the oneness of Allah and recognise Him as the creator of all things. They can differentiate between the Holy Qur'an as the divine word of God, and the Noble Hadith, as the sayings of the Prophet Mohammad (PBUH).
- Children repeat the prayers they have memorized in different situations such as, praying for the UAE in the morning assembly and repeating the prayer for food during circle time. Their recitation and memorisations of short Holy Qur'anic Surahs are less well-developed.

For Development:

- Improve children's memorisation of the short Holy Qur'anic Surahs.

ARABIC AS A FIRST LANGUAGE

KG

Attainment

Good

Progress

Good

- Children are exposed to a wider variety of words and linguistic patterns through interactions, songs, and rhymes in their learning corners which encourage their development of language. Nonetheless, they still encounter difficulties in articulating their thoughts, emotions, and personal experiences in classical Arabic.
- Children can recognise letter names, letter sounds, and some familiar words, yet they lack opportunities to participate actively in reading experiences that deepen their understanding and expand their vocabulary.
- Children's writing skills are improving especially when they are using familiar tools and materials to support them. Most can write the Arabic alphabet and a range of familiar words.

For Development:

- Provide more opportunities for children to engage in conversations where they are able to develop their thoughts, emotions, and experiences.
- Improve children's writing and reading skills.

ENGLISH

KG

Attainment

Good

Progress

Good ↑

- A majority of children are making better than expected progress in relation to the curriculum standards and their age. A minority, however, lack the confidence to apply their language skills to everyday contexts.
- Most children demonstrate stronger listening, reading and writing skills than speaking skills. Their ability to understand key vocabulary varies, but a majority comprehend what they read with the support of visual prompts, and support from their teachers.
- Children can read basic letters and understand the direction of letters, with few errors. They are confident when listening to short stories with understanding. They understand how to put letters into familiar words that are related to their daily lives.

For Development:

- Provide more opportunities for children to develop their speaking skills and expand their vocabulary through play-based learning.
- Improve reading comprehension by developing children's engagement and love of reading.

MATHEMATICS

KG

Attainment

Good

Progress

Good

- A majority of children attain above the standards expected in the MoE curriculum. Children's number skills are secure, and they can count successfully to 20 and make combinations of numbers in different groups. Their use of mathematical terms in answering questions is insecure.
- In KG1, children understand the features of simple two-dimensional shapes. In KG2, they can identify a number and recognise the value it represents. Children demonstrate confidence in using mental mathematics when asked questions. On occasions, work in KG1 and KG2 can be very similar.
- Not all children, particularly those of higher ability, are appropriately challenged with higher-order mathematical questions. Activities in the lessons often have a similar level of challenge that are more suited to the needs of lower and middle ability children.

For Development:

- Ensure teachers target activities more precisely to the abilities of the children, so all are appropriately challenged.
- Provide children with more choice in the tasks they undertake and encourage them to test themselves with activities that have different levels of difficulty.

SCIENCE

KG

Attainment

Good

Progress

Good

- The majority of children understand basic scientific knowledge and in particular physical, life and earth sciences. A majority can draw conclusions through explorations and predict successfully. Their enquiry and investigative skills are developing well.
- Children in KG2 use magnets to investigate which materials are attracted to it. In KG1, children build their own bubble wands and use them to create their own bubbles. In reviews of children's observations, teachers do not provide them with enough time to discuss ideas with others.
- Children make simple observations and record information in the form of emojis or simple ticks on a chart. They are encouraged to make predictions. However, teachers do not always provide opportunities for the children to investigate their own ideas by carrying out practical investigations.

For Development:

- Provide children with more opportunities to carry out simple experimental investigations and follow up on their observations and ideas.
- Ensure that children are provided with the time to think and discuss their ideas before answering questions.

LEARNING SKILLS

KG

Learning skills

Good

- Children in both KG1 and KG2 enjoy school and can take own responsibility as they have a genuine curiosity and interest in their own learning. They can work in pairs to improve their speaking skills in English and cooperate well to produce expected outcomes in other subjects.
- They follow their teacher's instructions and most listen to each other. They interact and collaborate and communicate their learning successfully. Many children are beginning to make connections between different areas of learning and relating them to their own experiences.
- Children show that they are creative, innovative and enterprising. They are comfortable working on their own and are happy to take responsibility for their own learning and find things out for themselves.

For Development:

- Improve children's investigation and skills of inquiry skills by providing them with the opportunities to find out things for themselves and then predict the answers.

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

KG	
Personal development	Outstanding

- The children display positive and enthusiastic attitudes, thriving in self-sufficiency when presented with engaging activities. They are often self-disciplined, respond appropriately to adults and each other, and resolve differences well. Instances of bullying are exceedingly rare. Their exemplary conduct sets a positive example throughout the school.
- Most children display sensitivity and empathy towards the needs and differences of others. Their heightened awareness of others' needs along with their ongoing support for one another, contributes to the development of respectful and sensitive relationships.
- Children exhibit a strong grasp of safe and healthy living, consistently making wise decisions regarding their wellbeing and safety. They actively participate in activities that promote a healthy and active lifestyle. Attendance is at least very good.

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

- Children have thorough understanding of Islamic values and integrate them into their daily lives. They are keen to recite Holy Qur'anic verses and t prayers in assemblies and at circle time.
- Children have a good appreciation and respect for the UAE heritage and cultural traditions. This is evident when they salute the UAE flag and sing the National anthem with enthusiasm. They enjoy celebrating Emirati occasions such as, Haq Al Laila.
- Children are very proud of their own cultures and can share many of the main features. They are also interested in knowing more about other cultures from around the world by participating in the cultural events the school holds in the public parks.

KG	
Social responsibility and innovation skills	Good

- Children are enthusiastically engaged in school activities and demonstrate a good understanding of their duties in the school. They willingly volunteer to take on leadership roles in school assemblies, activities and as scout members.
- Children are actively involved in their tasks and enjoy participating in various events in lessons and more widely across the school, although they are yet to initiative these activities themselves.
- Children display a strong awareness of environmental issues. They convey their understanding by conversing about the measures they take to save energy and water at school and in their homes. They take pleasure in participating in tree planting initiatives at the school.

For Development:

- Improve children's work ethic and innovation skills by encouraging them to initiate and manage their own projects.

03 TEACHING AND ASSESSMENT

KG	
Teaching for effective learning	Good

- Most teachers have secure subject knowledge which they use in the design of learning activities. In lessons, teachers promote the development of essential skills such as, collaboration and independence. Most plan lessons that are interesting and motivating.
- In the better lessons, teachers understand that children learn in different ways and plan and adapt their approaches to ensure progress. In all subjects, teachers create positive learning environments, but do not always provide and appropriate level of challenge for all groups of children.
- Most lessons support the development of the children's concentration skills. Teachers carry out regular internal assessments linked to the MoE curriculum standards and make adequate use of additional resources beyond the textbook.

KG	
Assessment	Good

- Internal assessment processes are coherent, consistent and provide reliable measures of children's achievement. Teachers have a reasonable knowledge of the strengths and weaknesses of individuals. The use of assessment information to influence teaching strategies is inconsistent.
- Assessments are linked to the MoE curriculum standards and produce data about the children's progress. The recording of assessments and the management of information are developing well. This is now starting to be used to identify some trends and patterns among different groups of students.
- Teachers provide verbal feedback and mark children's written work often with comments about their next steps in learning. Children respond positively to feedback and are beginning to know more about their own their strengths and areas for improvement.

For Development:

- Use more open-ended questioning to improve children's critical thinking skills.
- Ensure that in lesson planning, teachers clearly identify activities that are precisely matched to children's differing learning needs.
- Increase the effectiveness of data collection and analysis for different groups of students.

04 CURRICULUM

KG	
Curriculum design and implementation	Good

- The curriculum has a well-defined rationale that is in harmony with the objectives of the school and the national vision, while also satisfying all the stipulated requirements of the MoE.
- The sensory room activities and the active corners in classrooms provide children with ample choices to develop their talents and interests. Cross-curricular links are effectively planned and significantly contribute to the children's increasing ability to apply their knowledge across various subjects.
- The curriculum is planned to ensure that the progress of children in most subjects. It effectively caters to the needs of the majority of children, equipping them for their transitions to other schools.

KG	
Curriculum adaptation	Good

- Individual subjects have adjusted, and improved aspects of the curriculum in response to the introduction of the new MoE standards. Teachers are now building their understanding of how children's outcomes are assessed in line with the new standards.
- The curriculum is mostly planned to build on children's prior learning, but it is not fully adapted to meet the needs of all abilities. Not all subjects provide sufficient opportunities for children to choose the activities they want to explore and learn from.
- Children's understanding of the strong values in the Emirati culture are built upon very effectively in lessons and opportunities to participate in activities such as, morning assemblies and national celebrations are encouraged.

For Development:

- Make sure when reviewing all subject curricula, that adjustments reflect children's prior learning.
- Ensure internal assessment data informs the short, medium and long-term curriculum planning.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

KG	
Health and safety, including arrangements for child protection / safeguarding	Very good

- The school has rigorous procedures in place to ensure the safety and welfare of the children. The protocols are shared with all teachers and parents in workshops. The school's safeguarding policy provides an overview but lacks detailed information about how the school will manage children's welfare.
- The school building is well maintained and provides a secure learning environment which can accommodate the physical needs of all children. Children are supervised closely at all times when in school.
- The school has been successful in the promotion of healthier eating. The school nurse plays an active role in providing lessons on personal hygiene and self-care.

KG	
Care and support	Very good

- The staff cultivate very positive and purposeful relationships with all children. The systems and procedures in place for managing children's behaviour are effective. The school is successfully encouraging excellent attendance and improved punctuality.
- The school has robust systems for accurately and promptly identifying children with different learning needs. It provides in most cases effective support for these children, tailoring interventions to their requirements and helping them to make progress.
- The wellbeing and personal development of all children are monitored. This information is utilised to deliver highly effective guidance and support.

For Development:

- Ensure that the school provides a more detailed safeguarding and child protection policy that is shared with and understood by all stakeholders.
- Encourage all parents to bring their children to school on time.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good
- School leaders are fully committed to providing a high-quality inclusive education. This provision is effectively led by a dedicated inclusion head. - Once a formal diagnosis has been made, inclusion improvement plans are in put into place involving all relevant teachers and assistants to support the needs of children. However, not all staff fully understand how to teach and support children with more complex needs. - The partnership with parents and the inclusion lead is exceptionally good. Parents are aware of the individual educational plans (IEPs) and how they need to support their children beyond school. They receive regular updates on the progress of their children. - The inclusion department is developing a differentiated curriculum based on the different needs of children. Each child has individual targets that are reflected in their individual plans and cover all aspects of the child's personal, social, and academic development. - Academic progress and emotional development outcomes of the children with additional learning needs are positive due to effective identification and support in most lessons.	
For Development: Ensure all staff are fully conversant with the best ways to teach and support children with more complex learning needs.	

06 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 and her leadership team are dedicated and effective. Leaders are committed to the UAE's national priorities of wellbeing and inclusion. Their vision is shared with teachers and parents. They all work collaboratively with clear responsibilities to improve the learning experience of all children. The principal leads improvement activities that are reflecting positively on the personal and social development of children.
- The school lacks a structured approach to the self-evaluation process. This is resulting in an inaccurate understanding of its performance. While other leaders conduct classroom observations to monitor teaching and learning, these observations do not sufficiently focus on the children's learning experiences and their progress. The targets in the improvement plan are not specific enough nor monitored regularly by all leaders. The school has made progress in implementing most of the recommendations from the previous inspection report.
- Parents are supportive of the school. They are involved in a variety of voluntary activities during the school day and lead extra-curricular events. Parents have access to the leadership team and voice their opinions directly including through the Mothers' Council. Reports to parents inform them of children's academic achievements but not subject specific skills nor their emotional and social development. Partnerships with the local and national communities are developing.
- The governing board is yet to be fully representative of all stakeholders. Governors support the school with resources needed to manage the school's day-to-day operations. They are committed to the national priorities of inclusion and wellbeing. They are keen on improving the social and emotional development of the children by providing opportunities that nurture the values of the UAE. They have yet, to hold leaders accountable for the outcomes of children and the impact of the school's improvement plan.
- The school's day-to-day management is effective and well understood by all. The current timetable supports children's learning experience with the morning circle time and end-of-day plenary. Most teaching and support staff are appropriately qualified or have gained intensive internal professional training. The premises and facilities are of very good quality. The children benefit from the art, physical education room, sensory room and a computer laboratory to support learning.

For Development:

- Improve the self-evaluation process to ensure an accurate understanding of the school's strengths and areas for improvement.
- Ensure that reports to parents include reference to children's emotional and social development.
- Ensure that governors hold all leaders fully accountable for school improvements and the progress children are making.



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