



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Summary Inspection Report

Oasis International School

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Iqraa

Oasis International School

Inspection Date	19 th – 22 nd May, 2013
School ID#	127
Type of School	Private
Curriculum	Indian
Number of Students	573
Age Range	3 – 18 years
Gender	Mixed
Principal	C K Abdul Manf
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Introduction

The school was inspected by a team of 4 inspectors who observed over 60 lessons, assemblies, break periods, and student departure. They met with school leaders, teachers, students and parents. Inspectors scrutinised students' written work, and analysed performance data and documents provided by the school. In addition, responses from parents to a questionnaire were analysed.

Description of the School

Oasis International School is located on the outskirts of Al Ain and was opened in 2012. There are 573 students on roll, 82 in the Kindergarten (KG), 273 in the primary section, 186 in the middle section and 32 in secondary section. Eight nationalities are represented: 38% are Afghan, 24% Indian, 10% Iranian, 25% Pakistani, 10% Bangladeshi, 4% Sri Lankan, 1% Filipino, and 0.6% Nepali. There are no Emirati students. 98% of the students are Muslim. One student is identified with special educational needs (SEN). Almost all students speak English as an additional language; one student has been identified as having special educational needs (SEN). The school follows ADEC requirements for student admissions. Its mission is to 'develop young people into total quality people – people with character, integrity, good values and a positive attitude...within a broad based education programme...by creating a positive environment at school...resulting in a generation of youngsters who think only of the best, work only for the best and expect only the best'.

The school offers the CBSE curriculum for English, science, mathematics and social science and the MoE curriculum for Arabic, Islamic studies and UAE social studies. The school has 39 full-time teaching staff. The vast majority of the staff are Indian with 4 from Pakistan, 1 from Sudan, and 1 from Bangladesh. There are 7 full-time care staff, 4 administrative staff and 1 security officer. Annual fees range from AED 3,780 in KG to AED 5,970 by Grade 10. Most teachers' salaries are below AED 2,500 with 2% earning up to AED 10,000. This is a low fee school with very low staff salaries.

The Effectiveness of the School

Band C

Grade 7

Inspectors judged Oasis International School to be in Band C; that is a school in need of significant improvement.

The school does not have rigorous systems to evaluate and track students' progress or attainment. Class tests are not monitored by leaders and this means collected data is not reliable. There are no effective arrangements in place to identify those who are in need of additional support, or to ensure all students reach their full potential. When given the opportunity, older students can work collaboratively, think independently and explain their thoughts if teachers use questions to probe their understanding. These opportunities are not offered consistently enough and the development of students' 21st century skills to prepare them for their future in education and work is unsatisfactory.

In Arabic, Islamic studies and social studies, standards are well below international and MoE expected levels because students' speaking, writing and reading skills do not reflect fluency or use of correct standard Arabic. Teachers do not encourage them sufficiently to focus on this. Their progress in Arabic, Islamic studies and social studies is very unsatisfactory because students have too few opportunities to apply their knowledge and to develop skills and understanding. Attainment and progress for almost all students in English and mathematics is unsatisfactory overall. Attainment in science, ICT and PE is very unsatisfactory. By the end of KG, students begin to become more confident when listening and speaking. Many students in the secondary school are articulate, and use a range of vocabulary and complex sentences. Reading skills are developing for comprehension but inferential and predictive skills are weaker. Writing skills are functional and limited in creativity. Too few opportunities are given to make the writing activities suitably challenging and engaging. Throughout the school, students have few opportunities to develop mental mathematical strategies and problem solving skills, or complete tasks that enable them to apply their skills. This limits their progress significantly. Similarly, in science, students do not acquire practical or investigational skills and progress is limited because work does not match the needs of different groups. Progress in information and communication technology (ICT) is similarly weakened, because students have too few opportunities to practise and use their skills to real purpose. Standards in physical education are poor and progress is unsatisfactory due to a lack of qualified teachers or meaningful activities.

The overall quality of students' personal development is unsatisfactory. Attendance is satisfactory at 92%. The behaviour of a minority of students, mostly boys, during unsupervised times is noisy and unruly. Misbehaviour during lesson

transitions in primary grades is not conducive to overall development. In most lessons, students are respectful of one another and teachers are supportive of students. Girls particularly behave appropriately in classrooms and elsewhere, and when given the opportunity, they demonstrate responsibility for their learning with a positive work ethic. Disruptive behaviour during some lessons is linked to less effective teaching. Students are mostly sensitive to others and treat each other and adults with respect. However, there is an element of bullying among boys and this is not dealt with appropriately and consistently. Students demonstrate unhealthy food choices. Most students respect the values of the UAE and have a satisfactory understanding of the different cultures represented in the country that is reinforced by various events and activities.

While most teachers' subject knowledge is secure, they lack sufficient strategies to meet the needs of all learners. They rarely plan activities for different abilities, and there are no arrangements to identify or provide adaptations for gifted or SEN students. Resources for active learning are lacking in all subject areas, and opportunities to develop 21st century skills are rare. Students' learning is hindered in many cases by poor teacher communication and language skills. Too often teachers have low expectations and set work for all students that provides a very low level of challenge. Most questions that teachers ask require a very basic factual answer. Additionally, teachers often allow the class to shout out answers so that assessment of individual student's progress is ineffective. Teachers very rarely give opportunities for independent learning and exploration of concepts through problem solving. There are too few experienced teachers to act as good role models in supporting those teachers who are new to teaching in the UAE.

Students' needs are poorly met through the curriculum, as it is fully text-book driven and delivered in a didactic manner. The school has not developed curriculum policies that define and measure the intended outcomes and expectations for each curriculum plan or scheme of work. It has a syllabus with portions and sequence calendars for the year, and these are content based rather than covering specific skills to be developed across a grade, within fixed time frames. The impact of the curriculum is weakened by the planning for teaching and learning, as this does not fully take account of the individually assessed learning needs of students in each classroom. Teachers are required to cover for staff absences and this is a significant contributory factor to the school's low academic standards. The curriculum is not well-expanded by wider curriculum activities in terms of going beyond the texts, and using space, resources and other media. There are sufficient numbers of extra-curricular activities to enrich students' experiences. While these enable students to develop a respect for the values and culture of the UAE, they are not fully integrated and woven into the

fabric of school life to maximise gains in learning and development of skills. There are no opportunities provided for students to learn from their local environment and community, or any activities to foster links with the community.

The school keeps a central record for all staff and makes the required checks when they are recruited. Not all staff have received approval from ADEC. The school clinic has one nurse who joined the school at the beginning of this academic year. The clinic is well equipped, maintained and medicines are stored safely. The school did not provide the inspection team with a written child protection policy and does not provide training; staff are therefore not aware of any policy or related procedures. Some students, teachers, supervisors and parents report that teachers occasionally hit students. The school denies this ever happens. The school does not take its responsibilities for safeguarding the welfare of students seriously enough. Students have suitable access to prayer rooms.

Buildings and premises are sufficient in size for the number of students. However, they are not appropriately maintained: air conditioners are noisy and some do not work, and therefore do not support an environment sufficiently conducive to learning. Classrooms are adequate in size with old furniture. Many unused classrooms are unlocked and easily accessed by students. The specialist accommodation provides very inadequate support for the curriculum: the science laboratories do not provide appropriate access for investigative work; the library is large enough but lacks ICT; and the surfaces of the playgrounds are paved and not appropriately safe for sports. The indoor KG play area is small and has very little equipment. No key staff are given the responsibility for the health and safety of the premises and risk assessments have not been conducted. Electrical and other equipment is not regularly tested. The procedures for safe use and storage of potentially dangerous materials are not adequate. Security is not sufficiently rigorous.

The number of teaching, administrative, maintenance and support staff is barely adequate. Administrative and reception staff provided good support to parents, students and visitors. While teaching staff have qualifications, they are not always related to their teaching specialism. A significant number of teachers are new this school year and they have not received approval from ADEC. The school has unsatisfactory provision of computers and students do not have access to ICT in their classrooms. KG classes do not have a sufficient range of resources to provide age-appropriate activities promote interactive learning. Throughout the rest of the school resources are insufficient, and where they do exist they are not always used effectively. Specialist resources for science teaching are poor. The library has a limited range of reading materials and is not well equipped to support research and literacy development.

There are serious weaknesses in leadership and management. The school runs smoothly on a day-to-day basis. However, it lacks effective leadership because evaluation of the school's performance lacks rigour. There is no clear strategic direction or plan which identifies the key areas for improvement. Subject coordinators were appointed two weeks prior to the inspection and are enthusiastic but inexperienced. Performance management, including observations of lessons is poor, and there is no effective system of teacher professional development for staff. Leadership and teachers do not sufficiently use the results of assessment in lessons in order to inform planning and ensure the learning needs of all students are met, particularly those of high achievers and students who find learning difficult. The school does not have the capacity to improve without external support and does not provide satisfactory value for money.

What the school should do to improve further:

1. Improve the quality of leadership and management by ensuring that:
 - i. the management structure is reviewed, so that the roles and responsibilities of the senior leaders and middle management are fully defined, and they are empowered to make decisions and contribute effectively to school development;
 - ii. self-evaluation involves all staff and is rigorous;
 - iii. development planning focuses on improving student attainment and the quality of teaching and learning; and
 - iv. senior leaders take a more active role in monitoring curriculum planning and the quality of teaching.
2. Improve the quality of teaching by using a greater variety of strategies to motivate students, develop independent thinking skills, challenge high achievers and support those having difficulties.
3. Increase the level of resources from Grade 1 to Grade 10 to provide students with more opportunities to develop skills in ICT, problem solving and research, and make better use of existing resources.
4. Improve resources for the Kindergarten to ensure children can develop their motor skills and are able to learn through active play.
5. Improve students' attainment in all key subjects by:
 - i. developing robust and accurate assessment systems to measure knowledge, skills and understanding; and
 - ii. analysing all available attainment data and using this to identify and address areas of weaknesses in students' learning.