



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



Inspection Report

Oasis International School

Academic Year 2013 – 14

Iqraa

Oasis International School

Inspection Date	6 – 9 October 2013
School ID#	127
Licensed Curriculum	Indian (Central Board of Secondary Education)
Number of Students	599
Age Range	3 to 18 years
Gender	Mixed
Principal	CK Abdul Manof
School Address	PB No 15806, Al Ain, UAE
Telephone Number	+971 (0)3 782 1001
Fax Number	+971 (0)3 782 2331
Official Email (ADEC)	oasis.pvt@adec.ac.ae
School Website	www.oasisalain.com
Date of last inspection	19 - 22 May 2013

The overall effectiveness of the school

Inspectors considered the school in relation to 3 performance categories

Band A High performing (overall effectiveness grade 1, 2 or 3)

Band B Satisfactory (overall effectiveness grade 4 or 5)

Band C In need of significant improvement (overall effectiveness grade 6, 7 or 8)

The School was judged to be:	BAND C;	GRADE 7
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The main strengths of the school are:

- students' good attitudes and strong commitment to learning
- students' moral awareness and appreciation of others' viewpoints
- teachers' commitment to improving their professional practice

The main areas for improvement are:

- attainment and progress across all key subjects
 - the quality of teaching and learning
 - enrichment of the curriculum and compliance with ADEC requirements for teaching hours
 - strategic leadership and management
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Introduction

Oasis International school was inspected by 4 inspectors who observed 79 lessons. They met with school leaders, teachers and students. They observed students' arrivals and departures, assemblies and break times. The inspectors reviewed and analysed data and documentation provided by the school. In addition, 233 responses from parents to a questionnaire about the school were analysed.

Description of the School

The school has been situated in Meyzad, on the outskirts of Al Ain. There are 599 students on roll, 336 boys and 263 girls: 88 in Kindergarten (KG) classes, 284 in Grades 1 to 5 classes, 195 in Grades 6- 9 and 32 in Grade 10. The school serves a diverse community: 38% Pakistani, 26% Indian, 24% Afghani, 9% Bangladeshi and 2% Iranian. Almost all of the students are Muslim. One of the students is identified as having Special Education Needs (SEN). About 20% of students are in Grades that are younger than is appropriate for their age. Students have not been retained in any Grade and the school is unclear about the reasons for these placements.

The school offers a Central Board of Secondary Education (CBSE) curriculum supported by published CBSE curriculum textbooks and external CBSE Board exams in Grade 10. The school also delivers the Ministry of Education (MoE) curriculum in Arabic and Social Sciences as well as Hindi, Urdu or Malayalam, which are the students' home languages.

The Principal has been at the school for seven years and oversaw the transition from its previous Villa school site to the current premises. The Senior Leadership Team (SLT) is made up of the Principal and two Headmasters who have also been at the school for the same amount of time. The school has appointed a Quality Improvement Officer who has been in post for about a month. Other senior staff include three supervisors who provide pastoral support in the KG, in Grades 1 to 4 and Grades 5 to 10. The school's annual fees are very affordable at AED 3,750 for the KG, rising to AED 5,970 for Grades 1 to 10.

The school has 39 full time teachers of whom 33 are Indian and have experience of delivering the CBSE curriculum, 4 are Pakistani, 1 is Sudanese and 1 is Bangladeshi.

The Effectiveness of the School

Students' attainment & progress

Students' attainment and progress in Arabic and Islamic Studies are very unsatisfactory. By the time they leave school, students have not developed the necessary skills to enable them to communicate confidently through spoken or written Arabic. Lessons emphasize grammar rules and letter formation. These are taught in isolation, which prevents students from using them in familiar contexts. Students' low attainment in Arabic, particularly their pronunciation skills, impacts on their attainment in Islamic Studies. Many students are unable to correctly recite age appropriate verses from the Holy Qur'an and only a few are able to read with understanding.

In English, mathematics and science, attainment and progress are unsatisfactory. In English, insufficient opportunities are provided for students to share their opinions in lessons, to read wider than the textbook passages or to write imaginatively. In mathematics, students develop age appropriate calculation skills with relative speed and accuracy. However, their ability to apply their mathematical knowledge to real life situations is limited, as are their investigative skills. Students' scientific knowledge is limited to factual recall. For example, Grade 6 students are able to draw and name different plant roots but have little understanding of their function. Students' scientific and enquiry skills are insufficiently developed.

Students' progress in all core subjects is accelerated in Grades 9 and 10 in order to meet the demands of the CBSE assessments. Teachers train the students extensively to answer questions, using past papers. CBSE exam results indicate that by the time they leave Grade 10 most students attain in line with the expected standards of this examination. Insufficient opportunities are provided for students to work collaboratively, think independently or explain their thoughts. Therefore students are not being adequately prepared for their future in work or education.

Students' personal development

Students' personal development is a relative strength. Most students are well behaved during lessons and break times. Girls especially, demonstrate high levels of self-discipline as they move around the school. Students enjoy coming to school and value having a culturally diverse group of friends to learn and play with, in a safe environment. Students regard the UAE as a safe place to live and demonstrate high levels of respect for the values, traditions and heritage of the

country. They are respectful and attentive in assembly and sing the National Anthem enthusiastically.

Most students have developed a strong moral code of behavior and they appreciate others' viewpoints. They demonstrate a deep respect for the cultural differences in the school. Students show good attitudes and a strong commitment to learning. Relationships between students and staff are positive and mutually respectful. Many students report that teachers are very supportive and caring towards them. Students recognize their own role in supporting the school by looking after its environment and working hard.

Most students are not actively involved in developing a healthy lifestyle. There are very few opportunities for them to become involved in sporting, cultural, social and scientific activities. Attendance is satisfactory at 92%.

The quality of teaching and learning

The quality of teaching and learning in the school is very unsatisfactory. Most teachers do not understand how students learn effectively. This results in students making inadequate progress.

Teachers in KG do not have the necessary knowledge of how young children learn effectively. Lessons are limited to chanting the letters of the alphabet and numbers 1 to 10. Students are not provided with opportunities to learn through play or active learning. They do not have the necessary resources to manipulate, and the small number that are available, are used by the teachers as demonstration tools.

Teachers' subject knowledge is more secure in older classes. Following recent training, a few teachers have begun to share learning objectives. This practice is not embedded across the school, but demonstrates many teachers' commitment to improve their skills and try out new strategies. Most lessons are teacher dominated and focused on textbook exercises. Problems in the textbooks are often solved by the teacher; leaving students to copy their answers from the board. Students do not have the opportunity to apply their new learning independently.

Lesson plans require all students to do exactly the same work at the same speed. All classes have students of varying ages, yet no account is taken of students' prior learning, their abilities or their interests. Teachers' lesson plans fail to identify students who require additional support or those who are more able. Work set in lessons rarely challenges the majority of the class, but particularly limits the progress of those who are more able.

Resources are limited which leads to few opportunities for students to learn through practical work in science or mathematics. There are too few planned opportunities for students to learn through group discussions or to carry out their own research and explain their findings. Students are rarely encouraged to explain what they are learning, why it is important and how they could improve. This limits their ability to give deeper explanations and develop their higher order thinking skills. Lessons provide too few opportunities for students to develop their curiosity about their world, develop critical thinking skills or work in collaboration with other students. As a result, they are failing to develop the 21st century skills that will enable them to fully participate in the world of work and leisure.

Teachers' questioning skills are underdeveloped and do not extend students' thinking or assess their understanding both during and at the end of the lesson. There is little other assessment in lessons and most teachers are not able to use their lesson evaluations to identify what each student needs to do next. Assessment is limited to the formative and summative tests set by CBSE Exam boards. There is no analysis undertaken of the data to identify gaps in students' knowledge and understanding at school, class or individual level.

Meeting students' needs through the curriculum

The school follows the CBSE curriculum framework, which provides adequate guidance for planning for progression. It is partially adapted to deliver MoE's aims in Arabic, Islamic Studies and Social Sciences. Although the school has made some improvement in its delivery of the curriculum since the last inspection, it is very unsatisfactory because students in Grade 10 are also not provided with Islamic studies classes for the first semester of the academic year.

Curriculum delivery is poor as it is wholly reliant on textbooks. The school has not developed any curriculum policies or plans which accurately identify student outcomes in each subject in each grade. Age appropriate expectations for skills and understanding are also not defined. This leads to poor planning and low expectations. For example, the main learning point of a Grade 8 Social Studies class involves students being able to identify five wild animals as part of their understanding of natural habitats.

There are too few cross-curricular links to enable students to make connections in their learning. Additionally, the curriculum provided is very narrow. Due to inadequate staffing levels, students do not have adequate opportunities for Art or Music. Due to the lack of specialist teachers, form teachers have begun to provide

physical education (PE) lessons but their lack of subject knowledge leads to poorly planned lessons with no progression in the development of skills.

Students take an active role in delivering morning assemblies and organizing special events that are used to enhance their knowledge and understanding of the UAE and its culture. The school also works hard to provide an understanding of the communities that the students come from through Social Studies for Indian and Pakistani students. There are only a few extra curricular activities to develop students' wider skills and participation in these is limited.

Students' ICT skills are very limited as the curriculum does not provide adequate opportunities to develop these independently. For example, many Year 6 students are unable to insert pictures, video clips or use animation to enhance their PowerPoint presentations.

The protection, care, guidance and support of students

Systems for providing care and guidance for students have improved since the last inspection but remain unsatisfactory because only seven of the school's teaching staff have ADEC approval to work in the school. A further twenty-two applications are still being processed. The rest of the school staff are new and have not provided the necessary paperwork.

Students report feeling safe in the school and their complete trust in the teachers who they believe provide good care for them. For many students, this is a key feature of the school: that they are respected, looked after well and their concerns taken seriously.

The school has a written child protection policy and all teachers have received training on how to deal with situations as they arise. There is a full time nurse, who provides appropriate care and medical guidance including health workshops for students. However, she is not licensed by the Health Authority.

Students' transport is unsatisfactory. In the morning, some students do not have individual seats. First aid kits are not available on all buses and some buses do not have up to date fire extinguishers. This results in inadequate protection for students' safety.

The school has adequate systems in place to monitor attendance and punctuality. There are sufficient procedures in place to encourage students' prayer needs. Systems for identifying students with additional needs and the support for them are inadequate.

The quality of the school's buildings and premises

The school's premises are adequate in size. The premises do not provide an adequate or effective learning environment and the vast playgrounds surfaces are not well maintained leading to several trip hazards. Although play equipment has been erected for Kindergarten children since the last inspection, it is not used regularly enough to promote children's fine and gross motor skills.

The security is good and all external gates are kept locked and are well supervised. Support staff work hard to keep the classrooms and communal areas clean and hygienic. The school has increased its systems for ensuring that unused rooms are not accessible to students. These additional rooms have not been adequately developed for use to provide additional specialist curriculum spaces. There is no space for indoor physical education activity and science laboratories are inadequate for investigative or experimental activities. In many classrooms, the air conditioning units are old and very noisy and have a detrimental effect on students' learning as neither the teacher or the students can be heard. Procedures for the safe use and storage of chemicals and potentially dangerous remain inadequate. The school has not identified key personnel to ensure the health and safety aspects of the building and risk assessments have not been carried out.

The school's resources to support its aims

The school resources are very unsatisfactory and do not provide sufficient support for student learning. The number of teachers is inadequate to deliver a broad curriculum. Many teachers do not have the appropriate subject expertise, especially in the lower classes. The school has set up three new classrooms with data projectors with software mapped to the CBSE textbooks. These resources remain limited and are not matched to student needs. Students have no access to ICT in their classrooms and specialist rooms only have one computer for use between two students once a week.

There are too few learning or teaching resources across the school. One example of this is that there is only 1 abacus in each kindergarten class to promote students' understanding of numbers to ten. There are also insufficient resources to develop practical or investigative work in Science or mathematics.

The school library has a sufficient number of books in English but not enough to promote independent research skills. There are no books to encourage students' use and understanding of Arabic. The school buses are insufficient in number to provide safe transport for all students.

The effectiveness of leadership and management

The leadership and management of the school are very unsatisfactory. The school's leadership team, do not have a robust understanding about how students learn and what makes an effective learning environment. This leads to a focus on operational and administrative systems at the expense of educational matters. Many of the operational decisions in the school, such as student admissions, are made without taking into account students' personal, social and educational needs. For example, the leadership team is unaware of the numbers of older students there are in many classes and why they have been placed in these classes other than the fact that spaces were available when the students first joined.

Although the school has appointed new senior staff in order to support the recommendations from the previous inspection, they do not have clear job descriptions. This is because the Principal is not sufficiently knowledgeable about the improvements required and the actions that will lead to successful outcomes. The role of subject leaders is unclear and most are unaware of how they should be fulfilling their responsibilities. The leadership team does not have an accurate understanding of the standards achieved by students in each subject. No analysis is carried out other than identifying the numbers of students who pass at each level in each subject. This limits the school's ability to fill support students' learning by providing additional support where it is needed.

The school's self evaluation processes are uncoordinated and lack rigour. They have involved a superficial update of the previous evaluation form, carried out independently, by the Principal. The School Improvement Plan, devised by the Principal and a Board member, does not have clear priorities for improvement other than the recommendations from the previous inspection. Staff are unfamiliar with the priorities identified, including the recommendations.

Currently there is no performance management of staff or any monitoring of teaching and learning. The principal has invested in advisory support to devise a new observation form but this has not been put to use. This means that teachers are given no feedback on their performance. Professional development, based on the identified needs of staff, is minimal. The monitoring of teachers' planning is inconsistent and unsatisfactory.

Relationships with parents are well established but focused on practical and pastoral issues.

Progress since the last inspection

The school was inspected in May 2013 and has made limited progress in the short time since then. The school has focused on issues of staffing, safety and care. A few teachers have benefitted from additional curriculum training. Kindergarten children have access to more resources for learning. These are still significantly insufficient to meet the needs of the learners. The school has also updated its systems for recording staff information and introduced a child protection policy. There has been a lack of attention paid to improvements in the core areas of attainment and progress, teaching and learning and leadership and management. As a result of the previous inspection, the school appointed a Quality Improvement Officer who has been in post for about a month. Despite this, the school has not demonstrated that it has the satisfactory capacity to improve further without significant external support.

What the school should do to improve further:

1. Improve students' attainment in all key subjects by:
 - i. developing robust assessment systems in all subjects to accurately measure students' knowledge, skills and understanding
 - ii. accurately analysing assessment data to identify weaker areas of student progress in knowledge, skills and understanding and use the analyses systematically, to review planning to address any gaps in learning
 - iii. monitoring continuous assessment data to accurately track each students' progress.
2. Improve the quality of teaching and learning by:
 - i. providing high quality professional development for all teachers so that they understand how students learn
 - ii. ensuring that teachers' planning takes into account students' prior learning and defines precisely what each student needs to achieve by the end of each lesson
 - iii. ensuring that appropriate support and challenge is provided in all lessons for students who are less able and those who are more able
 - iv. providing teachers with all the necessary resources to stimulate and motivate students so that they are fully engaged in their learning.
3. Ensure that the curriculum complies with ADEC's recommended hours for the teaching of Islamic Studies and UAE Social Studies, and provides opportunities for enrichment beyond the core subjects.

4. Improve the quality of leadership and management by ensuring that:
 - i. high quality professional development is provided for senior leaders, including the Principal, so that they have a clear understanding of what effective teaching and learning looks like
 - ii. senior staff take an active role in regularly monitoring the quality of teaching and learning across the school, focussing on the impact of teaching on learning and ensuring that all teachers receive full feedback about their lessons and how they can improve
 - iii. school self-evaluation is accurate and rigorous and the school improvement plan focuses on improving student attainment and the quality of teaching and learning and that senior staff have a clearly defined role in monitoring the progress of these strategies.

Inspection Grades

	Band A High performing			Band B Satisfactory		Band C In need of significant improvement		
Performance Standard	Outstanding	Very Good	Good	Satisfactory & Improving	Satisfactory	Unsatisfactory	Very unsatisfactory	Poor
	1	2	3	4	5	6	7	8
Standard 1: Students' attainment and progress								
Standard 2: Students' personal development								
Standard 3: The quality of teaching and learning								
Standard 4: The meeting of students' needs through the curriculum								
Standard 5: The protection, care, guidance and support of students								
Standard 6: The quality of the school's buildings and premises								
Standard 7: The school's resources to support its aims								
Standard 8: The effectiveness of leadership and management								
Summary Evaluation: The school's overall effectiveness								