



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Inspection Report

Oasis International School

Academic Year 2014 – 2015

إقرأ

Oasis International School

Inspection Date	4 – 7 May 2015
School ID#	127
Licensed Curriculum	Indian (Central Board of Secondary Education)
Number of Students	659
Age Range	3 to 18 years
Gender	Mixed
Principal	C.K. Abdul Manaf
School Address	PO Box 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	6 – 9 October 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 6

The main strengths of the school are:

- above average attendance reflecting students' positive attitudes to school and eagerness to participate in lessons
- the faster progress made by students when they are taught by knowledgeable, subject specialist teachers
- social studies lessons which promote students' understanding of UAE and Indian culture and heritage
- the impact of professional development in improving the consistency of teaching across the school.

The main areas for improvement are:

- the acceleration of students' progress by raising teachers' expectations of what students can do
- the quality of learning resources in the kindergarten (KG) curriculum so it becomes a child-centred learning environment
- the skills of middle leaders so capacity for whole school improvement is increased
- the accuracy of realistic, measurable targets in the school development plan (SDP) that are regularly reviewed
- the provision of sufficient resources to engage all students and stimulate them to learn through practical experiences.

Introduction

The school was evaluated by 4 inspectors. They observed 69 lessons, conducted several meetings with senior staff, the subject leaders, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, reviewed the 367 responses to the parents' questionnaire and considered many of the school's policies and other documents. The principal and academic quality improvement officer were involved throughout the inspection process and conducted 2 joint observations of lessons.

Description of the School

The school relocated from villa premises to buildings that formerly housed 2 government schools in Meyzad, in 2012. The student population has increased since the last inspection, due to the school's popularity with parents and the introduction of grades 11 in April 2015. The school aims to 'promote and inspire the development of young leaders who show character, integrity, good values and a positive attitude'.

There are 659 students on roll. Of these, 94 children are in KG, (57 boys and 37 girls), 283 in primary (149 boys, 134 girls), 210 in the middle school, (123 boys and 87 girls) and 72 in the upper school (40 boys and 32 girls). The total number of boys in school is 369 and total number of girls is 290. The 4 classes in KG1 & 2 are mixed. Each of grades 1 to 4 has 2 mixed classes. Each of grades 5 to 8 has 1 class of boys and 1 mixed gender. In grades 9, 10 and 11 there is one class of boys and one of girls. Of the total student numbers, 97% of students are Muslim and none are of Arabic heritage; 37% of students are Pakistani, 27% Indian, 25% Afghani, 9% Bangladeshi with 1% each from Nepal and Iran.

Only 5 students are identified with special educational needs (SEN). Of these, 3 have moderate learning difficulties, 1 has severe learning difficulties and 1 has hearing loss. There is support in additional tuition classes for students who need help to improve. There were 62 students who joined the school during the last school year and 32 who left. There are 14 students outside their chronological age group because they have repeated a grade. The school has not identified any students as gifted or talented.

Teaching is in English with Arabic and a choice of three Indian languages is offered to all. Admission is inclusive and open to all who wish to study the Central Board of Secondary Education (CBSE) examinations. These are taken in Grade 9 and 10. UAE and Indian social studies are taught separately.

The principal has led the school for 9 years. There is one headmaster and another to be appointed to replace the junior school headmaster who retired recently. There are 43 qualified teachers with one in the process of being appointed. This represents an almost full complement of teachers; 8 teachers joined the school and 5 left in 2014 -2015. There is no music teacher and there are no laboratory technicians. The KG has 1 support assistant who works across the four classes. A new structure of middle managers, mainly subject leaders, has been introduced to strengthen leadership. All senior leaders, including the principal, undertake some teaching.

The school's annual fees are very affordable. KG fees are AED 3180, primary AED 3960, middle school AED 4080 and upper school AED 4920.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

Oasis International School is an unsatisfactory school. Teachers' expectations of what students can do are not high enough. As a result, students fail to make the progress of which they are capable. Attainment overall fails to meet international standards.

There has been some improvement since the last inspection. The care, support and guidance offered to students and their personal development are now satisfactory. Supportive ownership and the contribution from ADEC staff are important factors in this. A new leadership structure provides clarity in the responsibilities and accountabilities of senior leaders, administrators and governors. The skills of middle leaders are not yet sufficiently developed so they can contribute effectively to whole school improvement. The substantial professional development programme for all teachers is just beginning to contribute to a greater consistency in the quality of teaching. Teachers have begun to use a wider range of strategies to equip students with academic and personal skills for their futures. There is still improvement to be made in other areas, particularly in better resourcing for the KG and improving access to ICT in classrooms.

Students' attainment & progress

Students' attainment and progress are unsatisfactory. The 2014 CBSE examination results show a downward trend in some subjects. This is partly due to the considerable increase (20%) in the school population that year. Students enrolled with varied levels of prior schooling and incompatibility of syllabi studied. Attainment is below the levels expected internationally.

Children enter KG with little or no English. This is well below age-related expectations for the language of instruction. Children in KG1 make appropriate progress in concentrating, listening and settling into the school routines. They count to 10, recognise some letters and sounds and match simple words and pictures. By KG2, the children begin to write well, know and spell their name and build up their vocabulary. Children spend too much time copying the teacher's letters and sentences. They do not try to write and record their own experiences.

Standards in Arabic and Malayalam are weaker than expected of native speakers. In CBSE Arabic examination results, most students are in the lowest 2 performance ranges when compared with similar schools. A small minority of able students gained A1 and A2 standards which is above average for a second language. In Islamic education, the dedicated timetabling of 'Tajweed' results in students with satisfactory and improving standards of recitation. Students' pronunciation is more

accurate than expected for their age in every grade. Students in Grade 1 can name the family members of the prophet Mohammed (PBUH).

Progress in lessons presents a more positive picture than examination results. Students now make age appropriate progress in science, English, mathematics and Islamic education. Progress accelerates as students move through the school. Faster progress is made in lessons that are enthusiastically taught by knowledgeable subject specialists in grades 8 to 11. In grades 1 to 4, progress is generally slower because too many teachers have low expectations of what students can achieve. There are few opportunities for younger students to work with computers. This results in slow progress until grade 6. Students in grades 1 to 3 make acceptable progress in producing accurate, cursive handwriting in English. Students in Grades 10 and 11 learn to analyse poetry. They understand how poems are structured and appreciate the linguistic features that poets use.

Students' knowledge of the UAE and Indian history and geography are developed both through the general knowledge and social studies lessons. In Grade 11 students compare global economies in their commerce lessons. Students who are musical play and sing at assemblies. Attainment and progress in physical education (PE) are unsatisfactory due to lack of facilities and opportunities as well as unimaginative teaching. PE is limited to football, badminton and volleyball. Students have lessons outdoors in the heat and on playgrounds. There is an emphasis on enjoyment and participation. Students' skill levels are low.

The school is now developing students' 21st century skills more successfully. Collaborative learning and discussion is an expectation in all lessons. Students' ability to speak confidently and express opinions helps to accelerate their progress. Students have fewer opportunities to use and apply their skills as problem solvers and independent learners, especially from KG through to grade 3. Opportunities to develop research and thinking skills are not sufficiently developed through problem solving in science or mathematics. Students do not experience enough open ended language activities where they learn how to discuss and plan their own projects.

Assessment takes place through formative and summative assessments, CBSE examinations, lesson observations and work scrutiny by leaders. Assessment practices in subjects are not consistent enough to sustain better progress by planning work that matches students' differing abilities. Resources to sustain appropriate progress for students with special educational needs (SEN) or those who are gifted and talented (G&T) are insufficient.

Students' personal development

Students' personal development is satisfactory. This is an improvement since the previous inspection. The school is a harmonious community that shares common

values. There is a deep respect for the values of the UAE and those of the diverse cultures within the student community. Attendance is above average at 95.5% and is 100% on some days. Almost all students arrive on time by bus so there are very few instances of lateness. This is a clear demonstration of how much students of all ages enjoy and value coming to school. Boys and girls have equally strong attitudes to learning. They conduct themselves well in almost every situation.

Through their lessons, students learn the importance of regular exercise and healthy eating. They gain understanding of situations across the world through daily news items and thoughts for the day. They learn to debate and give their opinions. An example of this was observed in an assembly, when one student spoke passionately and knowledgeably about the cause of natural disasters and linked these to the earthquake in Nepal. Students show great empathy for those less fortunate than themselves. Their charitable efforts are generous. Students speak with confidence but have insufficient chances to give their opinions about school affairs. The student voice is particularly underdeveloped in the lower grades. There are insufficient opportunities for students to lead activities, especially in classwork. Not all develop the skills they need for their future lives.

The quality of teaching and learning

The quality of teaching and learning is unsatisfactory because students do not make enough progress in learning. Teaching quality is not yet consistent in helping all students to achieve well in all grades. Students with SEN or those who are more able are not provided with appropriate work to match their needs.

Teaching in the KG relies on adult led activities. Children do not have enough opportunities to make their own learning choices through play, construction tasks or using their imagination. The activities provided for active play are not planned with assessment of individual children's skills in mind.

Teachers are knowledgeable and pedagogy has improved as a result of an extensive professional development programme. Relationships between students and adults are strong. Teaching approaches that include better use of technology and supplement the information in the textbooks generate interest among students, particularly in grades 8 to 11. For example, when studying poetry about water, grade 11 boys identified poetic techniques and linguistic devices in readiness for their assessment. At the same time, their knowledge of how precious water is to the planet was deepened by thoughtful discussion. In contrast, teaching in grades 1 to 3 is dependent on texts and listening to teachers' explanations. This can result in some missed learning opportunities.

Throughout the school, most students are given work suited to their needs. In contrast, the most able students begin classwork at too low a level and are

insufficiently stretched and a few very weak students are not given appropriately personalised work. This lack of precision in matching work to the full range of students' needs contributes to slower overall progress, especially in the primary school. Students appreciate the feedback teachers provide to help them improve their work. This includes verbal advice, particularly in ICT.

Teaching of Malayalam is a strength. Teaching is less proficient in other Indian languages. Teaching of Islamic Education and Arabic uses fewer strategies to engage students. There is less collaborative work or active discussion than in other subjects. In mathematics, English, science and social studies, teachers add to students' general knowledge by making connections to their everyday life. Homework often sets challenges to prepare new topics so students take some responsibility for their learning. Teaching of ICT provides students in grades 5 to 11 with a wide range of experiences. There are too few planned opportunities for all students to use technology in other subjects. The use of research and enquiry based learning is not sufficiently integrated to meet students' needs across the curriculum.

Meeting students' needs through the curriculum

Meeting students' needs through the curriculum is unsatisfactory overall. Younger students have inadequate access to ICT. Subject departments do not plan together to make sure that learning is sufficiently integrated across the curriculum. Students do not have enough opportunities for independent research.

The school's curriculum offer is broad and balanced. The school supplements the programmes of study further with UAE social studies, Arabic and a choice of 3 Indian languages. Only Malayalam continues through to the Board examinations. The impact of this broad language provision is evident in students' fluency when they lead assemblies in English and Arabic. Students' personal development helps the delivery of the broader curriculum, particularly in the assessment and use of a wide range of speaking and listening skills.

Students experience a range of educational visits that are linked with cross-curricular projects. They appreciate the wide range of artefacts in local museums and in Sharjah's heritage village. Students are very successful in 'Tajweed' competitions with other schools. Some events richly combine UAE and Indian cultural and religious celebrations.

Although teachers make links between subjects, there are few projects designed by students themselves to problem solve, for example when using mathematics or laboratories in science. Curriculum planning for KG children lags behind that for other grades. It is not yet focused on the personal and social development of young children. There is insufficient time allocated to experiential learning and too much

emphasis on basic skills. Children's development is not well enough structured to flow into turn taking, sharing and learning through working with others. Younger students in grades 1 to 3 have few opportunities to use technology. For older students there is regular access to the ICT laboratory. The school has students in grade 11 for the first time this year. They have been provided with appropriate courses. There are some additional support classes on Saturdays for identified students. The practical subjects of art and PE are offered in the school but there is no provision for music.

The protection, care, guidance and support of students

The school makes satisfactory provision for students' social, emotional, moral and cultural development. There is a positive ethos, and students love their school. One said, 'It is my second home'. Their attitudes to learning and to each other are commendable. The school is a diverse cultural community in which all members can be seen to care for each other. The social work club helps students to develop awareness of the needs and values of others. There are no instances of bullying or poor behaviour. Students confirm that the school is trouble free. There is no corporal punishment. A clear child protection policy is shared with staff, parents and students. The principal regularly reminds both staff and students that the way in which they behave towards each other is important.

Both boys and girls have adequate access to prayer facilities. The gate is carefully supervised at all times to keep students safe. The nurse keeps secure records in the clinic and oversees any day-to-day health problems. The school retains destination data for those who previously left in grade 10. The new grade 11 has been offered adequate advice to select next steps in work or education. The school is beginning to extend its provision for academic guidance with speakers and visits from universities. There is insufficient support for weaker students and those who are more able. Teachers do not make enough use of data to support students in making better academic progress.

The quality of the school's buildings and premises

The quality of the school's buildings is unsatisfactory in terms of supporting the curriculum. KG provision is inadequate. Children have a small, outdoor shaded playground and one indoor activity room. Their classrooms are small and difficult to arrange for child-centred play activities. There are two large courtyards used for assemblies and outdoor PE. In a few areas, the surface is uneven, particularly between the two buildings. There is no indoor PE hall, gymnasium or changing area. Physical activities are restricted to those that can be safely played on concrete, such as volleyball and football.

The premises are large and secure. Security guards are vigilant and ensure all visitors sign in on arrival. Fire evacuation procedures are practised regularly. The Civil Defence held its own successful practice in October 2014. Toilets are clean and sufficient in number. Most classrooms are of sufficient size and cool. A few have old, noisy air conditioning units that badly affect students' ability to hear their teacher or to work with each other in groups. Science laboratories are of sufficient size for small groups undertaking practical experiments. The school has identified key personnel to take charge of the health and safety aspects of the building, including those relating to gas checks and fire certification. A recent health and safety audit gave suggestions for minor improvements. These have been made and the school was issued with its licence.

The school's resources to support its aims

The quantity and quality of the school's resources to support its aims are unsatisfactory. Teachers are qualified to teach their subjects. There is no music teacher. There is one classroom assistant appointed to support welfare needs in the KG but she does not support learning or practical science. KG children have an indoor room for creative and manipulative play with new puzzles and apparatus. Other classrooms lack this kind of equipment. This restricts children's immediate opportunities to learn and develop. CBSE texts are provided for use in all subjects but supporting texts to enrich students' learning are more limited. Students are able to purchase additional materials from the school's stationery shop.

There are specialist rooms with some equipment to support the curriculum in mathematics and English. These are mostly used by older students. There is very little apparatus to support grades 1 to 4 with practical learning, for example in mathematics. Teachers have sufficient computers to make, store and share resources that help students learn. There are new ICT resources in specialist rooms but none available for students to use in classrooms. There are no separate physical education facilities. This limits the activities offered to students of all ages. Some new PE equipment has been purchased to enable students to play team games. Fire extinguishers are strategically positioned and well maintained. Chemicals and cleaning materials are safely stored and locked away. The school's procedures to ensure safe transport are appropriate and have improved. New buses have replaced the old ones. The areas for the storage, preparation and service of food are hygienic.

The effectiveness of leadership and management

Leadership and management are unsatisfactory overall because students do not achieve well enough in their learning. The school's leadership team has been restructured and improved many aspects of provision as a result of extensive

leadership training. The new leadership structure benefits from having detailed roles, responsibilities and line managers. The school has addressed a number of recommendations from the previous report. A new, experienced vice principal has been appointed. She has excellent knowledge of the CBSE curriculum. Support from ADEC has made a significant contribution in giving clear guidance and support through visits to other schools and workshop trainings. Ideas from these are cascaded to all teachers. For example, teachers now use the planning from a seminar on 'Motivational starters and effective elements in a lesson'.

The owner regularly contributes so staff obligations are met. In some months, 30% of students are unable to pay their fees on time. Another 20% are dependent on charitable finds. Despite these difficulties, finances are carefully managed and limited additional resources purchased. Much of the positive tone of the school comes from the staff dedication to students' happiness and well-being. The parents' committee contributes to many events and the school development plan (SDP) is shared with them. Their views are overwhelmingly supportive. They can see improvements in progress and value the high expectations of student behaviour.

The principal, supported by other leaders, has led the school self-evaluation process. SDP priorities identified are accurate but they are too general and not precise enough to implement. Targets are not yet specific enough. They do not relate to areas of the curriculum and age groups of students. Success criteria and time-scales are insufficiently clear. The role of middle leaders in evaluating their subjects and setting targets for improvement is under-developed. It is currently at an early stage and does not yet contribute to the school's overall improvement planning. Subject leaders do not use assessment information precisely enough to analyse the performance of different groups across the school. As a result, the SDP lacks the data needed for detailed evaluation of progress and targeted school improvement. The school is organised and managed satisfactorily and runs smoothly on a day to day basis. Leadership provides clear strategic direction. With support, it has sufficient capacity to improve attainment and progress in the school.

Progress since the last inspection

While still unsatisfactory overall, the school shows clear signs of improvement since the previous inspection. Significant new appointments to leadership posts have contributed to a programme of professional development that is enhancing the quality of teaching. As a result, learning is more varied because of the increased range of strategies teachers use to interest students. From a limited budget, the school is better resourced than at the time of the last inspection. The leadership holds middle leaders to account but these roles are not yet part of a development

of distributed leadership. There is sufficient capacity to improve with continued external support.

What the school should do to improve further:

1. Accelerate students' progress by raising teachers' expectations of what students can do by:
 - i. providing training so teachers understand what constitutes attainment that is below, in line, and exceeds CBSE expectations
 - ii. providing training so all teachers understand how to use the attainment and progress data available when planning their work
 - iii. expecting teachers to set targets appropriate to students' abilities and monitoring progress towards these
2. Plan and resource the KG curriculum so it is a child-centred learning environment by:
 - i. arranging visits to similar schools where KG classes are organised into learning centres and creative play areas
 - ii. providing training into assessment of all the areas of learning in an effective KG curriculum
 - iii. introducing teacher led focus groups to develop literacy and numeracy skills where children choose their own activities
 - iv. planning what children are to learn when using the indoor activity room and clarifying how they will be assessed
3. Develop the skills of middle leaders so capacity for whole school improvement is increased by:
 - i. ensuring that they are trained to analyse progress in their subject across the different phases of the school
 - ii. providing training in writing an effective subject specific self-evaluation that contributes to the SDP
 - iii. providing time and opportunities for subject leaders to scrutinise the standard of students' work and match this to school data
4. Set realistic, measurable targets in the SDP that are regularly reviewed by:
 - i. ensuring small steps of progress are set that can be reviewed against time specific success criteria
 - ii. ensuring short term targets are achievable, measured and monitored
 - iii. coaching middle leaders to use their own reviews to contribute to whole school evaluation

- iv. ensuring the SDP lists the responsibility for monitoring each improvement target so senior leaders can hold those responsible to account
- 5. Ensure there are sufficient resources to engage and stimulate students to learn through practical experiences by:
 - i. including a practical element into the majority of lessons
 - ii. ensuring teachers incorporate the resources required for practical work into their lesson planning
 - iii. subject leaders making an audit of what resources are available for each grade and suggesting priorities for purchase of manipulatives and additional equipment
 - iv. improving access to ICT in classrooms.

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								