



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Oasis International School

Academic Year 2016 – 2017

Iqraa

Oasis International School

Inspection Date	February 6, 2017	To	February 9, 2017
Date of previous inspection	May 4, 2015	To	May 7, 2015

General Information	
School ID	127
Opening year of school	2012
Principal	C.K. Abdul Manaf
School telephone	+971 (0)3 782 1001
School Address	Mazyad, Al Ain
Official email (ADEC)	Oasis.pvt@adec.ac.ae
School website	www.oasisalain.com
Fee ranges (per annum)	Very low (AED3,180 to AED5,000)
Licensed Curriculum	
Main Curriculum	Indian
Other Curriculum (if applicable)	---
External Exams/ Standardised tests	CBSE exams IBT
Accreditation	---

Students		
Total number of students	644	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	-
Number of students in other phases	KG	114
	Primary:	258
	Middle:	185
	High:	87
Age range	4 to 18 years	
Grades or Year Groups	KG to Grade 12	
Gender	Boys and girls	
% of Emirati Students	---	
Largest nationality groups (%)	1. Pakistani: 34%	
	2. Afghan: 28%	
	3. Indian: 27%	
Staff		
Number of teachers	50	
Number of teaching assistants (TAs)	4	
Teacher-student ratio	KG/ FS	1:25
	Other phases	1:30
Teacher turnover	7%	

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	95
Number of joint lesson observations	6
Number of parents' questionnaires	30; return rate: 5%
Details of other inspection activities	Inspectors held discussions with the owner and governing body, principal, senior managers, teachers and other members of staff, students and parents. They reviewed a wide range of school documentation and students' coursework. They observed assemblies, school activities, arrivals, departures and intervals.

School	
School Aims	'The motto of Oasis International High School is to prepare the children to Learn, Leap and Lead.'
School vision and mission	'To promote and inspire the development of young leaders into total quality people who show character, integrity, good values and a positive attitude, through a holistic and student-centred education. Such people can be the biggest asset of our society. To educate and inspire our students to be responsible, productive and ethical world citizens with the skills and passion to think creatively, reason critically, communicate effectively and learn continuously.'

Admission Policy	Admission for KG to Grade 5 is by interview and a written test in English, mathematics and science. From Grades 6 to 9, the admission test is in Arabic, English, mathematics and science.
Leadership structure (ownership, governance and management)	The managing committee comprises the owners. The governing body has six members including a parent and teacher representative. The senior leadership comprises the principal, two vice principals, four supervisors and one social worker.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	0	0
Specific Learning Disability	0	17
Emotional and Behaviour Disorders (ED/ BD)	0	1
Autism Spectrum Disorder (ASD)	0	1
Speech and Language Disorders	0	2
Physical and health related disabilities	0	1
Visually impaired	0	0
Hearing impaired	0	1
Multiple disabilities	0	1

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	9
Subject-specific aptitude (e.g. in science, mathematics, languages)	5
Social maturity and leadership	5
Mechanical/ technical/ technological ingenuity	3
Visual and performing arts (e.g. art, theatre, recitation)	6
Psychomotor ability (e.g. dance or sport)	9

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

The school was judged to be:	Band B	Acceptable
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						

Summary Evaluation: The school's overall performance						
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The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is acceptable. Students have positive attitudes and share harmonious relationships across nationalities and with their teachers. Students take pride in Islamic values and participate in a range of activities both within and outside school. The culture and heritage of the UAE is an integral part of morning assemblies. The school has good partnerships with parents. The school is beginning to improve steadily and lessons are becoming more effective and engaging overall. Arrangements for assessing students' progress lack accuracy and information is not used well enough to shape students' learning. Students are developing collaboration skills well. Opportunities for them to apply other learning skills are broadly acceptable, but with insufficient scope for independent learning and higher order skills such as problem solving and critical thinking. School leaders have the means to continue to improve the school but have yet to make effective use of assessment and benchmarking information to evaluate fully the school's current effectiveness.

Progress made since last inspection and capacity to improve

The school has made broadly acceptable progress since its last inspection. Training for teachers has had a positive impact on achievement in all core subjects. This is an important improvement because lessons are now more relevant and motivational for students, including through their involvement in group learning approaches. Senior and middle leaders are beginning to evaluate the quality of learning and teaching more but, as yet, these approaches are not systematic or robust enough. The school has acquired interactive white boards in a few classrooms and laptops for all teachers, and the three separate laboratories for science are a positive step forward for skills in science. As yet, insufficient progress has been made in classroom resources and in facilities in the KG. Overall, progress shows that leaders have an acceptable capacity to improve the school further.

Development and promotion of innovation skills

The school does not promote innovation skills effectively enough in lessons but does provide a few extracurricular opportunities. For example, most students in the innovation week were involved in a range of projects. Grade 12 boys grew plants in hydrophobic soil and students in the primary phase made models of UAE airports and historical sites. In a minority of lessons students are asked to find things out for themselves, or to make comparisons and investigate. Overall,

however, the school has yet to develop sufficient approaches to teach the skills that underpin innovation.

The inspection identified the following as key areas of strength:

- the positive attitudes of students and the harmonious relationships shared between students and staff
- students' appreciation of Islamic values and their pride in the culture and heritage of the UAE, for example as shown in the morning assemblies
- the school's positive relationships and partnership with parents.

The inspection identified the following as key areas for improvement:

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- students' achievement and the quality of learning and teaching across the curriculum
- the use of assessment information to support the different learning needs of students
- the curriculum, including opportunities for students to work independently, to solve problems and apply their critical-thinking skills
- the quality of accommodation, facilities and resources in the KG
- the impact of leadership on students' achievement, including through the use of benchmarking information to evaluate the school's performance.

Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as a Second Language)	Attainment	Acceptable	Acceptable	Acceptable	Weak
	Progress	Acceptable	Acceptable	Acceptable	Weak
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Acceptable	Acceptable	Acceptable



The overall quality of students' achievement is acceptable. Most students throughout the school achieve broadly in line with age-related curriculum expectations in all core subjects. At times, progress is stronger for the minority of students in English-medium subjects but remains acceptable overall. Central Board of Secondary Education (CBSE) Board examinations for Grade 10 indicated good performance in Arabic and mathematics and acceptable in English and science. Results in the IBT indicate performance generally below international levels, although the school was not able to provide an accurate analysis of these results. Achievement for boys and girls is broadly similar from KG to the middle phase, with stronger performance from girls in the high phase. Students who have special learning needs make acceptable progress overall.

Achievement is acceptable in Islamic education. Most students attain in line with age-related curriculum expectations. For example, Grade 5 students know about the significance of 'Zakat' and the value of charity in Islam. Almost all students are able to recite age-appropriate passages from the Holy Qur'an well and they understand the relevant Islamic values to their lives. They understand important events including, for example in Grade 10, about Prophet Mohammed (PBUH) entering Makkah and the value of forgiveness.

Students' achievement in Arabic as a second language is acceptable in all phases except the high phase where it is weak. Throughout the school, most students achieve in line with age-expected levels. For example, in KG2, most children can recognise letters and know how to pronounce them in line with age-related curriculum expectations. By the time they reach Grade 4, students' vocabulary has improved and they can construct meaningful sentences using new words. In Grade 8, students can make plurals of singular words. In Grade 10, most students undertook the CBSE Arabic examination and their performance was good. In the recent MoE examinations, results of Grade 12 students indicate outstanding performance. This is not reflected in students' attainment in class or their coursework where standards of reading and writing are below curriculum expectations for the large majority.

Students' achievement in UAE social studies is acceptable. In age-appropriate ways, most students identify with UAE society and relate it to their own lives. For example, effective real-life links made in Grade 5 enable students to discuss the rulers of UAE and the significance of the present year as the 'year of giving'. They further link this to charity during Ramadan and celebration of Eid AL Fitr and Eid Al Adha. By Grade 8, most students have an age-appropriate understanding about GCC countries and can talk knowledgeably about them.

Students' achievement in English is acceptable overall. Most students attain in line with age-related curriculum expectations for their grade in reading, speaking and listening and they generally make better progress in these skills than in writing. Attainment in CBSE examinations in Grade 10 is acceptable. From limited English at the time of admission in KG1, by the end of the academic year children know the phonetic alphabet from A to Z. In the primary, middle and high phases, most students continue to progress in line with curriculum expectations in most aspects. For example in Grade 4, students read carefully and can differentiate between fact and opinion, and by Grade 5 most can comprehend text and answer questions showing acceptable reading and speaking skills for their age. By Grade 11, most students can infer meaning of unfamiliar words from the context and know about poetic devices.

Students' attainment in mathematics is acceptable overall. Most students throughout the school attain standards in line with age-related expectations. For example, children in the KG master their counting skills and learn to sequence and write the numbers and subtract single digit numbers, in age-appropriate ways. By Grade 6, students can process data and present it in the form of simple bar graphs. By Grade 9, most students can solve linear equations and by Grade 10 they can solve problems by recognising arithmetic progressions in a series of numbers. Most students collaborate well with each other when undertaking shared and group tasks, but problem-solving and enquiry skills have yet to be promoted sufficiently. No students presently study mathematics beyond Grade 10.

Achievement in science is acceptable overall. Most students attain standards in line with age-related expectations. For example, children in the KG demonstrate their ability to identify different parts of the body when they study animals. Grade 1, students can identify different parts of plants and explain how they grow. By the time they reach Grade 3, students have an age-appropriate understanding about plants and photosynthesis. In chemistry, Grade 9 students have an appropriate understanding of molecular mass and in Grade 12 physics they learn about the characteristics of refraction through a range of practical activities.

Achievement in other subjects is generally acceptable. Across the range of other languages, attainment varies from outstanding in Malayalam, to acceptable in Urdu and Bengali and weak in Hindi. In the CBSE Grade 10 examination, most students scored outstanding results in Malayalam, partly because of personalised coaching for the small numbers which enabled them to make very good progress. Whereas in Hindi, students attained below age-related expectations in reading, writing and speaking. Achievement in PE and art is acceptable overall.

Students' learning skills are acceptable overall. They collaborate and work well in groups in all core subjects and interact well with each other. This is one of the strengths in many lessons. Students' ability solve problems, think critically or to work independently and link their knowledge across subjects is improving generally but, as yet, not consistently across all lessons and subjects.

Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
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Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

Students' personal and social development is good and the development of their innovation skills is acceptable. Students behave calmly and responsibly at all times. Their relationships with staff and their peers are productive and respectful. Bullying is rare and if it occurs is dealt with effectively. KG children participate confidently in the weekly assemblies, telling stories and reciting action songs. Most students show understanding of safe and healthy living in their choice of food and their enthusiasm for sport. Attendance is good at 94% but only the majority of students arrive punctually to school.

Students' knowledge of the heritage and culture of the UAE is strong. Their understanding and appreciation of Islamic values is enhanced considerably by whole school activities beyond the taught curriculum. They present the heritage and history of UAE in the morning assemblies. In social studies, most are able to discuss UAE values and ethics accurately. Students are very respectful of the Holy Qur'an and their recitation and explanation in assemblies is good. They show respect for

other world cultures as they work together cooperatively and with empathy for each other. There are few opportunities and insufficient celebration of the diversities of different cultures.

Students show their social responsibility by contributing to the school and through wider charitable activities including, for example, in their support for charities such as Red Crescent. Within school, a number of students contribute to the student council. Through this role they contribute to morning assemblies and take suggestions from their peers. Overall, they are steadily increasing the role of the council in school life. Students' application of enterprise, sustainability and innovation skills are not yet promoted sufficiently by the school.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
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Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Weak	Weak	Weak	Weak

The overall quality of teaching is acceptable and assessment is weak. Teaching has improved because of the school's effective professional development programme. Lessons usually have a clear objective specified in teachers' plans but do not show in sufficient detail how students will develop the full range of learning skills. Teachers provide positive learning environments. The use of information and communications technology (ICT) by the students is limited to homework and projects and there are very few opportunities for them to do research and take ownership of their work. Well-established classroom routines and clear behaviour expectations are adhered to by very cooperative students. They listen attentively and participate willingly. Teachers have yet to use questioning as well as they could to require students to think deeply before answering. All too often teachers accept the first immediate response to their question. As a result, many students do not have time to react as thoughtfully as they might. Most students collaborate and interact well with each other. The school's new whiteboards are not yet being used effectively enough to enrich learning contexts. These approaches are promising although the school does not share these widely enough. Many lessons remain too teacher-dominated and students have limited opportunities to work independently.

Assessment approaches are suitably linked to curriculum expectations. Assessment data is collected but the procedures are not robust and insufficiently track the

students' progress over time. Students who choose can take the IBT and the majority do so. However, the school does not analyse the results effectively to gauge how well it is performing compared to others. Neither does the school benchmark itself effectively to other CBSE schools. A few teachers provide immediate constructive feedback to help students improve their learning, but this approach remains inconsistent overall. The school is beginning to involve students in self- and peer-assessment against learning objectives but this is at the early stages and students have not developed the skills to use these approaches effectively.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
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Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

The overall quality of the curriculum and its implementation is acceptable. It follows the CBSE requirements in most aspects and has a clear rationale. Important strengths in the curriculum include the provision of Hindi, Urdu, Malayalam and Bangla, in addition to Arabic and English. This scope to study different languages enables most students to remain connected and develop proficiency in their mother-tongue. It is an important strength of the curriculum. In the CBSE Grade 10 examination, Malayalam or Arabic is an option. The school offers the commerce and science streams for students after Grade 10, but there is no mathematics. The planned curriculum has good continuity and progression year-on-year. Much of the curriculum is text-book driven, although a few teachers ensure that lessons are enlivened with other activities. The school does not offer music lessons. Art and the library are timetabled and students like to borrow books. The school provides a few cross-curricular or real-life links in most subjects. For example, in Grade 11, role-playing in an English lesson explored the complex relationship between a father and a son, making effective real-life links. The curriculum is reviewed regularly but has not improved sufficiently in promoting the skills of problem solving, critical thinking and independent learning.

The curriculum is not yet adapted sufficiently to ensure that students of all abilities, including those with special educational needs (SEN), are fully engaged and challenged by an appropriate range of opportunities to learn. Students develop a

clear understanding, appreciation and respect for UAE culture, heritage and religion because appropriately chosen learning opportunities are integrated throughout the curriculum. The school has provided insufficient opportunities for students to develop their skills in enterprise, enquiry and innovation. In a few extra-curricular activities, for example during ‘innovation week’, students developed these skills but they have as yet not been routinely embedded in the planning and delivery of subjects.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

Arrangements for the protection, care, guidance and safeguarding of students are acceptable overall. Students, school staff and parents know about child protection procedures. Procedures to promote positive relationships among students and with staff are promoted well and the behaviour policy is effective. Bullying is infrequent and if it does occur, it is dealt with effectively. The premises are safe, secure and adequately maintained. School procedures to ensure safety on transport are appropriate. Records are well maintained and, except for three teachers whose papers are under process, all are vetted. Specialist facilities are inadequate and suitable adaptations have not been made to enable all students to be fully integrated. For example, there are no ramps for the physically disabled. The school canteen provides healthy food options and fitness is promoted in PE lessons. The nurse takes occasional sessions with students on hygiene but, overall, health is not promoted strongly enough.

The school has yet to encourage students’ punctuality well enough, for example as might be done by making processes more stringent and working with parents to promote the importance of their child being at school on time. The social worker provides academic support and helps older students with further education choices but more could be done to promote the wide range of career choices that students could consider. The specialist teacher applies the school’s formal processes to

identify students who have special educational needs and to keep their individualised educational plans up to date, and monitors their progress. At times, these plans are not used as effectively as necessary in lessons. Gifted and talented students are not identified as systematically. As a result, they are not stretched fully in lessons.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

The overall quality of leadership and management is broadly acceptable. The principal and senior leaders have a shared vision and commitment to improving the school, based on effective teamwork. Under their leadership, the school has developed steadily since the last inspection and the leadership team knows much more needs to be done. Middle leaders now have more responsibility and their understanding of accountability requirements is improving. Teamwork, communication and morale are generally positive and teachers demonstrate commitment and hard work in enhancing the learning opportunities of all students.

Self-evaluation and improvement planning are acceptable. Preparation of the self-evaluation form (SEF) involves representatives of all stakeholders and includes a broad range of evidence. It has not used SEF indicators or benchmarks accurately to measure the school's actual performance, however. The school development plan (SDP) has addressed most of the recommendations from the previous inspection report and is costed with responsibilities allocated. Senior staff and subject co-ordinators undertake lesson observations which focus on student learning, but this process lacks rigour.

Partnerships with parents and the community are good. A range of communications, including regular reports, support good links with parents. Parents' representatives contribute to the management committee. There are a few examples of other



community links including, for example, when commerce students donated the earnings of a business day to a charitable organisation.

The school's arrangements for governance are acceptable. The governing body responds supportively to some of the school's resource needs, such as providing laptops, science laboratories and the library. As yet, the governing body does not hold school leadership to account for the school performance well enough. For example, governors have not required a full analysis of achievement against appropriate benchmarks or effective use of national indicators.

The school runs smoothly on a day-to-day basis. It is fully staffed with suitably qualified teachers. Accommodation, facilities and resources are improving but, as yet, the provision of ICT and other resources for use in lessons remains insufficient, and facilities in the KG remain weak.

What the school should do to improve further:

1. Improve students' achievement further by:
 - i. providing effective training for senior and middle leaders in analysing results and to use the analysis to shape students' progress
 - ii. using assessment data effectively to plan targeted learning for different groups of students in all lessons
 - iii. supporting the less- and more-able students within lessons by having differentiated and challenging tasks
 - iv. improving the quality of teachers' questioning to promote deeper thinking for all students
 - v. improving the planning for and delivery of the full range of learning skills so that they are promoted systematically and regularly in all subjects
 - vi. improving feedback to students to ensure they know immediately how to improve their work
 - vii. reducing the dependency on teacher-led and textbook-driven approaches in most subjects
 - viii. making effective use of whiteboards and other resources to enhance the contexts for teaching important concepts.
2. Improve the curriculum and the way it is implemented by:
 - i. providing mathematical and scientific practical equipment and manipulatives to further deepen understanding and help develop practical skills
 - ii. addressing the lack of mathematics at the high phase and music throughout the school
 - iii. improving the way curriculum content is adapted to meet the needs of students who have special educational needs or who are gifted and talented
 - iv. increasing the scope for enterprise and innovation across all core subjects
 - v. ensuring students have regular access to ICT to develop their independent learning and research skills
 - vi. improving the quality of health education

3. Improve the impact of school leadership on students' achievement by:
 - i. making good the shortfalls in provision in the KG, including facilities indoors and outside
 - ii. setting precise attainment targets for improvement in each phase and tracking and monitoring progress towards them
 - iii. making sure that teachers have appropriate facilities and resources to make students' learning stimulating, particularly in the KG
 - iv. sharing the effective practice across the whole staff
 - v. using SEF indicators and appropriate benchmarking data to gauge the performance of the school and to inform improvement strategies.