



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

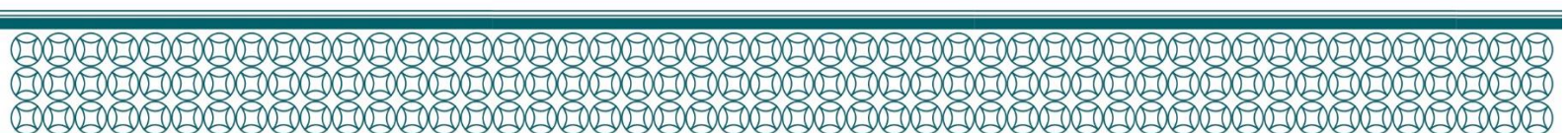
Inspection
Report of

Oasis International School

Overall
Effectiveness

Acceptable

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Oasis International School – Al Ain		
School ID:	9127	School phases:	KG-High
School Council: **	N/A		
School curriculum: *	Indian	Fee range and category*	AED 3520- AED 10400 (Very low to low)
Address:	Al Jimmi, Al Ain		
Telephone:	+971 (3) 782 1001	Email:	oasis.pvt@adec.ac.ae
		Website:	www.oasisalain.com

Staff Information			
Total number of teachers	54	Turnover rate	10%
Number of teaching assistants	6	Teacher- student ratio	1:14

Students' Information				
Total number of students	782	Gender	Boys and Girls	
% of Emirati students	0%	% of SEN students	3%	
% of largest nationality groups	37%: Pakistani	24%: Afghan	22%: Indian	
% of students per phase	KG	Primary	Middle	High
	21%	44%	25%	10%

Inspection Details				
Inspection date:	from	29/05/1440	to:	02/06/1440
		04/02/2019		07/02/2019
Number of lessons observed:	91	Number of joint lessons observed:	5	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The school was established in 2012 and transferred to new ownership last year. Earlier this year, the senior leadership team was extended to include an academic director. The school moved to its new campus immediately before the inspection. A large number of students leave the school by end of primary to pursue education in their home countries.
- The overall performance of the school is acceptable. Student achievement remains acceptable overall, but has regressed to weak in Arabic. Leaders provide regular professional development but do not monitor its impact on student learning and outcomes sufficiently. Teachers use an appropriate range of strategies but do not consistently challenge more-able students. Assessment data is not used sufficiently to adjust teaching to meet the needs of all students. The school development plan is informed by a range of evidence, but SEF judgments are not always aligned accurately with the inspection framework.

Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	• Overall achievement remains acceptable. However, student achievement regressed in Arabic second language and science in primary. Insufficient opportunities in primary to practise and use standard Arabic, and to engage in enquiry-based learning in science, have contributed to the regression in these two subjects. • Most groups of students make acceptable progress in almost all subjects. • Students have positive attitudes and work diligently. Their skills in innovation, critical thinking and independent research are less well developed.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	• Students are helpful and well-behaved. Their attendance is good and they have positive attitudes to learning. • Students are very respectful of the heritage and culture of the UAE. • Students have a positive work ethic but their innovation and enterprise skills are underdeveloped.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	• Most teachers have secure knowledge of their subjects and of how students best learn them.		



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	- Teachers use a range of strategies to engage students. Their questioning checks students' knowledge but does not extend their understanding sufficiently. - Internal assessment systems are now in place. Data is not yet used sufficiently to inform teaching that meets the needs of all students.
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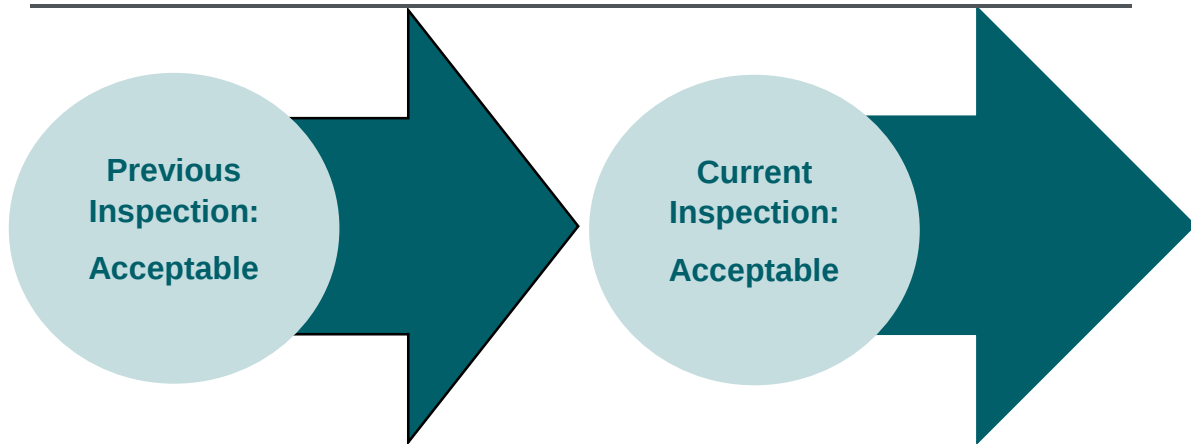
Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- The curriculum is broad and balanced but progression is not fully facilitated within all subjects. - The curriculum is adapted to support the needs of lower-ability students. Insufficient provision is made for higher-achieving students. - Opportunities for students' critical thinking, innovation and initiatives are limited.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	Improved
Justifications	- The school has recently moved to a new campus and effective systems are in place for security and safeguarding. - Systems to promote attendance, punctuality and behaviour are successful. - Staff are caring and teacher-student relationships are positive.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- The new governing body is committed to improving the school. - The development plan is informed by a range of data. However, self-evaluation judgments are not always aligned with the inspection framework. - The school has put in place regular professional development to improve teaching but these have not yet raised student achievement.		



Progress made since last inspection and capacity to improve



- The new governing board is committed to improving the quality of education in the school. They have provided a new campus with modern amenities to support learning for all groups of students.
- The capacity of leadership team has been enhanced by the appointment of an additional senior leader.
- Professional development for leaders and teachers has helped to improve lesson planning.
- The implementation of additional teaching strategies is supported through coaching by subject leaders and external experts. As a result, effective strategies are seen in some lessons, but these are not yet embedded in all teachers' practice. For example, science teaching in primary remains primarily didactic and textbook driven, with few opportunities for enquiry-based learning. In Arabic as a second language, students in primary are not given sufficient opportunities to practise and use standard Arabic.
- Teachers are now using technology to enhance their lesson delivery. Students now have regular access to ICT and, in higher grades, students' skills in using various application software are now being nurtured.
- The school curriculum has been reviewed and enhanced. Well-thought out worksheets to address the needs of various ability groups are now being used in lessons. However, their over-use slows the pace of learning in a minority of lessons.
- A basic assessment system that provides information on students progress is now in place. A more cohesive system for tracking internal assessment data is under development.
- The introduction of mathematics as a choice for students in grades 11 and 12, has provided them more opportunities for higher education.
- Based on the implementation of the recommendations in the previous inspection and the support of the new governing board the school's capacity to improve further is at least acceptable.



Provision for Reading



- The library is stocked adequately with a selection of books in Arabic and in English, catering for all grades and most subjects.
- The library, which is well laid out and spacious, provides a suitable environment for reading and includes a dedicated area for on-line research. As well as reference and fictional books, the library is stocked with newspapers and a variety of magazines and journals.
- Students have weekly timetabled sessions, and the librarian supports them with their reading. The library has a lending system in place, which is used well by students.
- The school has an annual reading plan to encourage reading in English, but there is no plan for Arabic. The school provides weekly extra periods for reading in Arabic and English. Students write book reviews and stories which are displayed in the library.
- Reading is assessed and tracked across the school in English, but not in Arabic.
- To promote reading, the school participates in reading competitions and events such as the Abu Dhabi and Sharjah Book Fairs. The school hosts a range of activities such as 'The Loud Reading Competition' 'Parents' Reading Day' and an Arabic book fair
- Reading successes, including the students who read the most books, are promoted and celebrated during assemblies.



Key areas of strength and areas for improvements:

Key areas of strength

- Positive relationships as seen in student behaviour, attitudes and eagerness to engage in learning opportunities.
- Relevant cross-curricular links, and meaningful connections with Emirati culture and UAE society.
- New school campus, with high quality resources, to meet the needs of all groups of students.
- Governors' commitment to improving the quality of education in the school.

Key areas for improvement

- Further improve students' attainment in core subjects, especially in science in primary, and Arabic across all grades by;
 - deepening students' understanding of the Quran verses and Hadeeth, particularly in primary
 - developing reading and writing skills in Arabic progressively
 - making better provision for independent extended writing in English
 - encouraging students to apply new grammatical features in their writing
 - making greater provision for the development of innovation and critical thinking and independent learning in lessons
 - developing students' skills in undertaking investigative and innovative work.
 - Enhance the quality of teaching across all subjects by;
 - developing teachers' questioning skills
 - embedding the use of teaching strategies that promote active student engagement and creativity
 - increasing the accuracy of internal assessment to monitor individual student targets, especially in KG
 - improving data analysis and its use, particularly to support planning for the full range of students' needs
 - enabling students to improve their work in response to marking.
 - Curriculum review to ensure appropriate provision and progression in lessons by;
 - providing increased opportunities for students to initiate projects and their own learning.
 - providing extra-curricular activities beyond the taught curriculum
 - ensuring that content and skills taught in one grade are not repeated at the same level in subsequent grades.
- Develop the capacity of senior leaders to improve achievement by:
- all leaders having secure understanding of how students learn best and using this to promote high standards of achievement
 - ensuring monitoring of teaching and learning places greater focus on student outcomes
 - ensuring self-evaluation judgments are more closely aligned to the inspection framework and inform realistic goals for improvement.



Performance Standard 1: 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 additional Language) *	Attainment	Weak	Weak	Acceptable	Acceptable
	Progress	Weak	Weak	Acceptable	Acceptable
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	Weak	Acceptable	Acceptable
	Progress	Acceptable	Weak	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable

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Islamic Education	• Students' achievement in Islamic education is acceptable. • Internal assessments indicate good attainment across all phases. 2018 MOE Grade 12 examination results indicate outstanding attainment. In lessons and in their recent work, students' attainment is acceptable because most attain levels that are in line with curriculum expectations. • Most students possess reasonable knowledge and understanding of basic Islamic concepts. They demonstrate adequate Quran recitation skills and understanding of the main ideas of age-appropriate verses and Hadeeth. Students have adequate understanding of how Islamic values relate to their lives. • Students' progress is acceptable overall. Most groups of students make expected progress.
Arabic	• Students' achievement in Arabic as a second language is weak overall. Students' achievement is weak in KG and primary, which comprises the large majority of the student body, and acceptable in middle and high. • Internal assessments indicate at least good attainment. 2018 MOE Grade 12 examination results, and 2018 CBSE Grade 10 examination results indicate acceptable attainment. In lessons and in their recent work, students' attainment is weak overall because less than three quarters of students attain levels that are in line with age-appropriate expectations. Students' oral fluency is under developed in kindergarten and primary, and their understanding of simple conversations is inadequate. Students in high have more developed vocabulary, and respond adequately to social conversations. A minority engage in functional conversations confidently. • Writing skills are also underdeveloped overall. In KG2, only a minority of students identify letters or match words in accordance with initial letters. By grade 5, a minority speak fluently in short sentences. By the end of middle school, most can read a short text with reasonable accuracy and understanding. By grade 12, most can apply grammatical rules correctly in context and speak in short phrases • Students in KG and primary make inadequate progress due to teachers' insecure subject knowledge, and because they are not given sufficient opportunities to use and apply the language. Students in middle and high make acceptable progress overall.



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Social Studies	• Students' achievement in social studies is acceptable. • Internal assessments indicate outstanding attainment. 2018 CBSE examination results for Grade 10 and Grade 12 indicate at least good attainment. In lessons and in their recent work, students' attainment is acceptable because most attain levels that are in line with curriculum expectations. • Most students possess reasonable knowledge and understanding of geography in line with grade-appropriate expectations. For instance, by grade five, most students can identify the Gulf Cooperation Council countries (GCC) and locate them on the gulf peninsula. Most students have adequate understanding of the concepts of national identity and citizenship, including individual rights and responsibilities. By grade 9, students have reasonable understanding of the UAE national agenda and can reasonably reflect on the qualities of UAE leaders. • Students' progress is acceptable overall. Most students' answers are text book based; insufficient higher-order questioning hinders their deeper understanding and progress.
English	• Students' achievement in English is acceptable. • Internal assessments indicate good attainment overall. 2018 CBSE examination results for Grade 10 and Grade 12 indicate at least good attainment. In lessons and in students' recent work, attainment is acceptable because most students attain in line with curriculum standards. • Most students demonstrate listening and speaking reading and writing skills in line with curriculum expectations. For example, in middle phase, most students can read for comprehension effectively and by high phase most students can analyse texts and identify subordinate clauses. In primary, students can write sentences using nouns and pronouns but have difficulty using features such as adverbs in 'free writing'. Working in groups, students in middle and high phase write in a range of genre such as film reviews and travel guides. Overall their ability to produced extended pieces of writing independently is less well developed. • Most students make acceptable progress across all phases. Insufficient opportunities for independent and extended writing hinders their overall progress in writing.



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Mathematics	• Students' achievement in mathematics is acceptable. • Internal assessment data indicates at least acceptable attainment. 2018 CBSE examination results for Grade 10 also indicate acceptable attainment. In lessons and in their recent work, attainment is acceptable in all phases. • Most students demonstrate understanding of number, algebra, measure, and shape and space in line with grade-level expectations. For example, in KG children can add single digit numbers and recognise mathematical symbols. In primary, students have an adequate understanding of different measurement, such as time and weight. In middle, most students can apply reflective symmetry to plot and find the area of shapes. By high, most students can interpret frequency distribution tables. However, students' agility in mental mathematics and their problem-solving skills are less well developed. • Most students make acceptable progress across all phases.
Science	• Students' achievement in science is acceptable overall, but weak in primary. • Internal assessment data indicates at least acceptable attainment. 2018 CBSE examination results for Grade 10 and Grade 12 also indicate acceptable attainment overall. In lessons and in students' coursework, students' attainment is acceptable overall, but weak in primary. • The large minority of students in primary are not able to communicate their knowledge and understanding of concepts using scientific language effectively. Their scientific investigative skills are also underdeveloped. In middle and high, students demonstrate age-appropriate knowledge and understanding of scientific concepts when experimenting. However, except in high, students do not record experimental procedures and conclusions in sufficient detail. • Students in primary make weak progress overall as there are few opportunities for them to develop skills in investigative or experimental science. Prior to high, students are not given sufficient responsibility for structuring, preparing and reporting on experiments and investigative activities, and this hinders their progress.



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Other subjects	• Students' achievement in other subjects is acceptable. • Internal assessment data indicates at least acceptable attainment. CBSE examination data for grades 10 and 12 also indicates at least acceptable attainment. In lessons and in students' work, attainment is acceptable overall because most students demonstrate knowledge, skills and understanding in line with curriculum expectations. • In art, students express themselves using a range of media such as drawing, colouring and painting. • In physical education (PE), students participate in games enthusiastically and demonstrate sound understanding of team spirit and fair play. Overall their levels of physical endurance and strength are less well developed. • In Urdu and Bengali and Malayalam, most students communicate fluently using suitable vocabulary. Their extended writing skills are less well developed. • In ICT, most students' in primary demonstrate age-appropriate desktop publishing skills. Most students in high are able to use an appropriate range of software, for example 'photoshoot' and 'combo-box'. • In subjects such as Indian social studies and accountancy, students acquire knowledge but are less able to think critically and apply their understanding. • Music is not currently taught as a curriculum subject.
Learning Skills	• Students have acceptable learning skills. • They are receptive to learning and work diligently to complete tasks. • Most students work well in groups. However, in most lessons, a few sit in passively, letting others engage in discussions. • Students can adequately apply their knowledge of one subject to build their learning in another. Most can make meaningful connections to real-life situations. • Students' skills to conduct research independently using a variety of sources, including technology, are not well developed. Critical thinking, innovation and enterprise skills are also less well developed.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	Students' improving recitation skills	Students' deeper understanding of the Quran verses and Hadeeth, particularly in primary.
Arabic	- Students' oral fluency in high school - Students' improving reading skills in high school.	- Students' oral fluency using standard Arabic, particularly in the lower phases. - Reading and writing skills.
Social Studies	- Mapping skills, such as the ability to locate GCC countries. - Students' improving understanding of citizenship.	Deeper understanding of how topics in UAE social studies relate to everyday life.
English	- Speaking and listening skills. - Reading for comprehension.	- Independent extended writing and applying grammatical features in writing. - Further development of reading skills.
Mathematics	Students' improving knowledge of mathematical concepts.	- Mathematical mental agility, particularly in primary. - Problem-solving skills.
Science	Students' improving scientific knowledge and understanding in KG, middle and high.	- Students' skills in recording experimental procedures and findings, particularly in primary and middle. - Students' skills in undertaking experimental and investigative work.
Other subjects:	- Students' improving communication skills in Urdu, Bengali and Malayalam. - High school students' improving ability to use a range of software.	- Students' stamina during PE sessions. - Extended writing skills in Urdu, Bengali and Malayalam.
Learning skills	- Engagement with learning - Ability to relate learning with the real world .	- Ability to research independently, using various resources including ICT. - Better engagement of a few students in group discussions.



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

Indicators:	KG	Primary	Middle	High
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

- Overall, students' personal and social development is good. Students have positive attitudes to learning. Their behaviour is good and relationships between students and staff are respectful. Students, particularly senior girls, are friendly, helpful and supportive of one another, leading to a positive school ethos.
- Most students demonstrate sound understanding of safe and healthy living. Senior students monitor packed lunches and encourage healthy options. A minority of students tire easily when engaged in physical exercise and need to build their stamina.
- Attendance this year is at least 95%, which is good. Despite the school's very recent relocation, most students arrive to school on time.
- Students are very respectful of the heritage and culture that underpin contemporary life in the UAE. They are involved in a good range of cultural activities. Students demonstrate a clear understanding and appreciation of their own culture. However, they have a more basic understanding of other world cultures.
- Students volunteer to support with school events and senior students take on key roles. They contribute occasionally to the wider community, for example, collecting money to support major disaster appeals, such as the 2018 floods in Kerala.
- Students show a positive work ethic. A minority engage in projects where they demonstrate innovation and basic enterprise. Overall, their innovation, creativity and enterprise skills are limited.
- They have a basic awareness of environmental issues such as recycling. Students take care of the school environment and sometimes participate in conservation campaigns.

Areas of Relative Strength:

- Students' good behavior and positive attitudes, particularly senior girls.
- Students' respect for the heritage and culture of the UAE.

Areas for Improvement:

- Appreciation of the importance of exercise for healthy living.
- Students' innovation, enterprise and entrepreneurship skills, particularly in lessons.
- Community involvement and social contribution.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The quality of teaching and assessment is acceptable.
- Most teachers demonstrate secure knowledge of their subjects and understanding of how students learn them. However, less-secure subject knowledge hinders students' progress in Arabic in primary and KG.
- Teachers plan lessons to a common framework and provide environments where most students can meet learning expectations.
- Most teachers interact well with students and engage them well in learning. Teachers question students to check their knowledge but their questioning does not always extend students' understanding.
- Teachers use an appropriate range of strategies. However, they do not always provide sufficient opportunities to engage in practical learning and this hinders their progress, for example in science in primary. Challenging tasks to nurture students' critical thinking and independent learning are provided in only a few lessons.
- In most lessons, differentiation is facilitated through worksheet-based tasks. Support for lower-achieving students is inconsistent.
- Internal assessment process is in place and under further development. KG data is not sufficiently discriminating to identify where support is needed. The benchmarks CBSE exam results appropriately. While the school has begun to review and analyse internal test scores, their use of this data to enhance students' learning is superficial.
- Teachers have a reasonable understanding of the strengths and weaknesses of their students. The quality and rigour of marking students' work is of variable quality. Overall, students are not provided sufficient feedback to enable them to improve the quality of their work.

Areas of Relative Strength:

- Most teacher's secure subject knowledge.
- Teachers' interactions that engage students in learning.

Areas for Improvement:

- Provision for innovation, critical thinking and independent learning, especially to challenge the more able students.
- Use of assessment data to better match the needs of all students, especially the lower-achieving students and the more able.
- More consistent marking, including feedback to enable students to improve their work.



Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is acceptable.
- The curriculum has a clear rationale and aligns with the National Curriculum Framework (NCF, 2005) of India, ADEK guidelines and the school's mission and vision. The curriculum provides for continuity and progression in learning; however, in lessons, progression is not always consistent, for example in Arabic and PE.
- The curriculum provides students a choice of languages and co-curricular activities. Based on their interests, students in grades 11 and 12 can also choose between science and commerce streams.
- Some relevant cross-curricular links are planned for example, between mathematics and English.
- The curriculum is reviewed regularly and initiatives such as My Identity and the school's reading programme are incorporated appropriately.
- Leaders and teachers modify the curriculum to support the low achievers and provide a programme of extra-lessons out of school hours. Insufficient challenge is provided for higher achievers.
- Curriculum enhancement is facilitated through science fairs and activities linked to the community, such as the Red Crescent. Currently there are few opportunities for students to initiate projects or learning on their own. Opportunities for developing students' creative thinking and innovation are not fully developed in the curriculum and there are few options beyond the taught curriculum. However, an innovation room has been set up in the new campus.
- **To enrich students' learning, the school provides a range of co-curricular activities during the school day. However, there are few extra-curricular activities available outside school hours to further develop students' interests and talents.**
- Meaningful references to the outside world and UAE culture and heritage allow students to appreciate the diversity of life in UAE and develop a strong sense of national identity.
- Moral education lessons engage students' interest well, particularly in the girls' classes. Lessons reinforce students' positive values and understanding of their responsibilities in school, family and the community. Students know right from wrong and the importance of being a respectful citizen.

Areas of Relative Strength:

- Meaningful connections with Emirati culture and UAE society.
- Additional programme for low-achieving students

Areas for Improvement:

- Appropriate progression in all lessons through robust review of curriculum.
- Opportunities for students to initiate projects and their own learning.
- Provision of extra-curricular activities beyond the taught curriculum.



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good
- The overall quality of protection, care, guidance and support for students is good. - Child protection and safeguarding arrangements are effective, and staff awareness is highlighted through regular training. The school also has systems in place to ensure cyber safety. - Effective policies and procedures are in place to ensure that students are kept safe. Security at the school is robust. Arrangements for students arriving and departing on school buses are very effective. Records of health and safety procedures are up-to-date and appropriate risk assessments are carried out. - The school is new and custom built. The learning environment supports students' learning very well and is accessible for students with SEN. - The school is pro-active in promoting healthy living through assemblies, guest speakers, and campaigns such as anti-smoking. They are less effective in encouraging them to be physically active. Sporting facilities are being developed to enhance students' physical development. - Teachers know their students well and have positive relationships with them. Systems have been successful in promoting attendance. Despite the school's recent relocation, punctuality to school has been well managed. - Clear systems are in place to identify students with special educational needs (SEN) and those who are gifted and talented. Individual education plans, with identified targets and success criteria, are produced for students with SEN. However, the implementation of these plans is inconsistent in lessons. The students who are gifted and/or talented are supported in limited ways through co-curricular activities. - Teachers are caring and attentive to students' needs; students know whom to approach in case of any need. The school arranges visits to universities and career fairs to support older students in preparing for their next step in education.				
Areas of Relative Strength:				
- Positive and caring staff-student relationships - Promotion of attendance and punctuality.				
Areas for Improvement:				
- Promoting students' awareness of the importance of physical stamina. - Support for students with SEN and G&T students in lessons.				



Performance Standard 6: Leadership and management

Indicators:

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

- The overall quality of leadership and management is acceptable. School leaders have developed a vision that is aligned with UAE goals and Emirati values.
- Leadership's understanding of best practices in pedagogy is variable; as a result, they have not improved students' overall achievement. Staff relationships are professional and morale is positive.
- To improve teaching and assessment practices, the school has availed of externally-provided teacher training. However, the new skills are not sustained through internal coaching and support systems, so its impact is limited.
- Self-evaluation and improvement planning processes are acceptable. Self-evaluation is normally undertaken by senior leaders with input from middle leaders. Judgments are not always aligned accurately with the inspection framework. The school development plan is informed by a range of evidence including CBSE results, teacher monitoring data and, increasingly, the SEF. It does not include specific timed targets.
- The school has developed a teacher evaluation cycle to monitor teaching. Teachers' receive feedback but lesson observations are not sufficiently focused on student outcomes.
- Parents are considered valued partners in their children's education. Reporting is regular and communication is effective. Parents volunteer to support school events. The school fosters student participation in community events such as fairs and competitions.
- The new governing body has a well-informed understanding of the school's strengths and areas for improvement. This, and stakeholder views, have informed their long-term plan for the school's development. They have put clear targets in place for which senior leaders are held accountable.
- The day-to-day management of the school is underpinned by clear and efficient routines. The school is appropriately staffed with qualified teachers. New staff are supported through an orientation programme. The new school premises are of high quality and provide a range of well-designed and well-resourced facilities such as laboratories, specialist rooms, library and play areas. These are intended to enhance students' development, learning and outcomes.
- To raise attainment in international assessments, the school benchmarks its performance against CBSE standards. The school also compares these results with internal results. However, curriculum modification to raise attainment further is limited.

Areas of Relative Strength:

- Governors' commitment to improving the quality of education in the school.
- The positive and relationship and partnership with parents.
- Day-to-day management of the school.

Areas for Improvement:

- Governors' monitoring of targets set for senior leadership, including raising student achievement.
- Monitoring of teaching and learning to place greater focus on student outcomes.



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- Accurate alignment of SEF with inspection framework and inclusion of realistic goals for improvement in the SDP.