



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



Inspection Report

Emirates Future International Academy

Academic Year 2013 – 14

إقرأ

Emirates Future International Academy

Inspection Date	10 – 13 February, 2014
School ID#	54
Licensed Curriculum	Indian Central Board of Secondary Education (CBSE)
Number of Students	2781
Age Range	3 to 18 years
Gender	Mixed
Principal	Shibanti Bhowmik
School Address	P.O Box 128576, Mussafah Shabiya-10, Abu Dhabi, UAE
Telephone Number	+971(0)2 552 5188
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Official Email (ADEC)	Emiratesfutureint.pvt@adec.ae
School Website	www.efiaschool.com
Date of last inspection	5 – 8 November, 2012

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
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The main strengths of the school are:

- the school has a positive ethos
- students feel safe and well cared for, and want to learn
- the principal and senior staff have the confidence and support of students, staff and parents
- students show understanding and respect for UAE culture, values and traditions
- the wide range of enrichment activities in the curriculum.

The main areas for improvement are:

- aspects of fire safety, including a whole school evacuation
- the effect on provision of the very overcrowded buildings
- the cleanliness, condition and safety of parts of the accommodation
- a secure bus parking area which students can access safely
- lessons with insufficient challenge for students of all abilities
- material resources for teaching
- monitoring and evaluation processes, including data analysis and lesson observations more rigorously
- ways to enable parents to contribute to decision making.

Introduction

The school was inspected by 6 inspectors. The inspectors observed 110 lessons, conducted several meetings with senior staff, phase leaders, coordinators, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school. They considered the 1495 responses to the parents' questionnaire and many of the school's policies and other documents. The principal was involved throughout the inspection process. Both she and senior staff engaged in joint lesson observations with inspectors.

Description of the School

The school started as a villa school and relocated to the Musaffah district of Abu Dhabi in 2008. It is part of the National Technical Services (NTS) group of schools. The owner is Board chairman and oversees school finances. The students have mixed socio-economic backgrounds, with many from low income families. The school's vision is: *achieving heights with excellence. It refines the vision into 7 mission statements. These refer to developing students with 21st Century skills, who are ambitious and confident lifelong learners, aware of global environmental issues and tolerant of the other cultures in the UAE. It also aims to provide a 'conducive learning environment and excellent infrastructure for top quality education'.*

Of the 2781 students, there are 1472 boys and 1309 girls. There are 570 children in Kindergarten (KG), 1192 students in grades 1 - 5, 686 in middle grades 6 – 9 and 333 upper grades 10 – 12. 49% of students are Muslim. None are of Arab heritage. 90% of students are Indian, 6% are from Pakistan, 2% from Sri Lanka, 1% from Afghanistan and less than 1% each from Bangladesh and the Philippines. Only one boy is identified as having a special educational need. He has a hearing impairment. 88 students are identified as gifted and talented.

Students take the Indian Central Board of Secondary Education (CBSE) examinations in grades 10 and 12. The school's admission policy is to apply a test in English and mathematics from Grade 1 to 10. The school fees for 2013/14 range from AED 8,850 (inclusive of registration, tuition, books, uniform) in KG to AED 13,000 for the commerce stream and AED 15,000 for the science stream in grades 11 and 12. The fees are below the ADEC approved fees for the previous year. Buses are charged separately.

The principal took up her post in January 2013. Before that she was a vice principal (VP) of primary/KG. There is one VP. Middle leaders consist of 5 supervisors, 1

assistant supervisor and 8 grade coordinators who have a pastoral role. There are also 9 subject leaders. There are 164 teachers and 25 teaching support staff.

The Effectiveness of the School

Students' attainment & progress

Attainment and progress are below international expectations. The percentage of students reaching pass level (33%) in grade 12 CBSE examinations improved significantly in the last 3 years. This is the result of targeted efforts to improve the attainment of boys, whose results lagged behind the girls. The proportion of students who achieve higher scores (above 80%) varies considerably between subjects. For example, 65% of students achieved this in English in 2013, and only 5% in mathematics. Science results are also less strong. The school does not analyse the causes of variations in subject performance sufficiently. Grade 10 CBSE results show improvements in the % achieving higher Cumulative Grade Point Average (CGPA) scores in the last three years. The % achieving the highest CGPA (10 points) rose from 1 student in 2011 to 12 students in 2013. The % achieving 8+ points also rose significantly.

Attainment is in line with similar schools. It is below international standards in mathematics and science and approaching international levels in English. In Islamic Education and social studies, attainment and progress are satisfactory. In Arabic, they are unsatisfactory and do not meet ADEC expectations. Students' basic skills in English speaking and listening, and in number acquisition are satisfactory. Progress in English and mathematics is better in the secondary grades. In English, speaking and reading skills are stronger than those in writing. Attainment and progress are satisfactory in Malayalam and French, and unsatisfactory in Hindi.

In English, KG1 children can say and write their names. They recognise most letters and some of their associated sounds, and sing nursery rhymes in unison. In KG 2, they are able to form letters more confidently and can respond to simple questions. In grades 1 and 2, students are not making sufficient progress in using phonics to decode unfamiliar words. In grade 5, students can speak confidently in different contexts. Their spelling, punctuation and grammar are satisfactory. By grade 9, in the best lessons, students show they can use persuasive arguments and formulate opinions in speaking. Their abilities to apply these skills in writing are less secure.

In Arabic, grade 1 students can recognise letters and their associated sounds. Some are able to form letters accurately. Progress is slow. In grade 5, relatively few students can write simple sentences. Too much time is spent on writing

exercises, with little extended writing. As a result, in grade 9, students struggle to build paragraphs. Their reading skills are also under-developed.

In mathematics, KG1 children recognise numbers and can count to 10, using different objects. In KG 2, they can do simple addition. In grade 1, students know the basic properties of simple 2D shapes. In grade 5, they can construct and measure angles and know basic multiplication facts. In grade 9, students can manipulate number algebraically in simple formulae, with confidence.

In science, KG children are gaining knowledge and understanding of themselves and the world around them. They know that some of the clothes they wear are made from plants. In grade 5, students study the food chain. Progress is limited. In grade 9 physics, students acquire knowledge of how sound is produced.

In Islamic Education, students have appropriate understanding and respect for the tenets of Islam. They demonstrate moral values and respect for other religions. In UAE social studies, students are acquiring a secure understanding of UAE culture and traditions.

Progress in information and communication (ICT) is unsatisfactory because students have limited access to computers. Progress in physical education is poor because students have no access to a gymnasium or other suitable space. Students' research, thinking and problem solving skills are underdeveloped.

Students' personal development

Students' personal development is satisfactory and improving. The students have positive attitudes to learning and are eager to make the most of the opportunities offered to them. They feel safe and most enjoy school. Their social skills are clearly evident in the way they treat each other. They demonstrate well- developed moral viewpoints as they express concern about the range of topics in assemblies and in class. Students confirm there is no bullying. If they are upset or troubled, students are confident they will be helped by teachers and other staff. Their attendance, at 90%, is satisfactory. Students are developing a secure understanding of UAE history and traditions. They appreciate the advantages of the cultural pluralism of the Emirates. Students participate in a wide range of enrichment activities. These are tailored to age-groups and occur as co-curricular sessions, special school events and visits to other schools or centres. They include Earth Day, Nutrition week, World Environment Day, World Health Day, Book Fair, Abu Dhabi Reads Campaign, Careers Fest, literary club, IT and graphics design club, public-speaking club, anti-bullying campaign, and organic farm visit. Students undertake activities developed through the school's links with India, for example, events organised by the Science India Forum. In addition the school enables students to enter many

competitions, including a Chemistry Olympiad, World Robot Olympiad, and story-telling. The school won the Nelson Mandela Award for community service last year. Students enjoy taking leadership roles as student council representatives, prefects and monitors. Students' understanding of the importance of healthy lifestyles is not well developed. This is because physical education provision is poor and eating arrangements are not hygienic or sufficiently focused on health. Students are not proactive independent learners. Their research, problem-solving and creative skills are underdeveloped. This means they are not well prepared for the next stage of their careers.

The quality of teaching and learning

Teaching and learning are unsatisfactory as there is inconsistency across grades and subjects. There are examples of better teaching which the school can draw on to improve practice. In a good grade 9 English lesson, the teacher set up a crime mystery scenario and enabled groups to role play police, journalists, neighbours and others to contribute to solving the mystery. This wholly engaged the students in thinking, synthesising information, hypothesing and drawing conclusions. It promoted active discussion, collaboration and development of presentation skills. Teaching which promotes this level of thinking is rare throughout the school.

Teachers have satisfactory subject knowledge. Most have warm relationships with students. They use rewards and sanctions appropriately in managing behaviour. Professional development and planning meetings focus closely on developing more active teaching and learning styles. Many lessons now have planning and structure including learning objectives. These features, and the development of more group activities, are not yet making sufficient difference to learning. Teachers have limited understanding of how to match activities to students' different abilities. Learning objectives are not specific enough. Too many activities reflect low expectations and lack challenge. Opportunities are missed for challenging students' thinking, for example, in a grade 9 lesson, on the controversial topic of child labour, factually based questions did not extend thinking. Neither did the teacher draw on the students' knowledge of India to expand their understanding. Group activities often have insufficient tasks for all members of the group, so some watch while others do. In many cases, lack of adequate or appropriate resources severely limits the learning. Teachers' resources are insufficient. Cramped and overcrowded rooms limit provision for learning.

Teachers do not use the assessment information from regular tests to target questions or activities for different abilities. Some teachers still rely heavily on textbooks, and spend too long checking the students' factual understanding with

closed questions. Since the last inspection, teaching assistants (TAs) have been introduced in KG classes. They are not used effectively to support learning.

Meeting students' needs through the curriculum

Although the principal has extended curriculum opportunities in the past year it does not provide satisfactory breadth and balance. The KG curriculum is limited, with few opportunities for child-initiated learning and gross motor skill development. The school provides Hindi, Malayalam and French as additional languages. It has also introduced life skills, dance, and music in some grades. The quality of the provision varies. In the case of dance and music, this is partly due to poor facilities and resources. The curriculum effectively promotes understanding of UAE values and traditions. A wide range of co-curricular and enrichment activities enhance the provision. In addition, strong links with the Indian Social and Cultural Centre, strengthen ties with the home culture. Within subjects, there is not always adequate challenge in the provision. For example, in mathematics, although 2D shapes are taught in grade 1, 3D shapes are not taught until grade 2, which limits pace and progress. Planning for different abilities of students is inadequate. There are insufficient opportunities for students to develop independent learning, research and problem-solving skills. ICT provision is limited, with students working in the computer suites only once a week. Recently some cross-curricular planning and links between primary and secondary sections have begun. These are not yet having a positive impact on learning.

The protection, care, guidance and support of students

The protection, care, guidance and support are satisfactory. The school has a positive ethos and students like school. They feel safe and cared for. With the arrival of the principal, a number of appropriate policies have been put in place. These include behaviour, anti-bullying and child protection, which are communicated to staff. Staff are required to sign to show their awareness of the implications of the child protection policy. New supervisor roles for different sections of the school have a pastoral dimension as well as academic oversight. Homeroom sessions at the beginning and end of the day in primary grades do not function well. They lack a sense of purpose and are not sufficiently monitored. There are not enough counsellors for older students. A new secondary girls' counsellor takes up her post in March. There is only a part-time counsellor for boys. The small clinic provides appropriate medical aid. There is insufficient other first aid in the school. The attendance system is manual. Registers are completed appropriately by teachers. Absence is monitored effectively, including first day calling home when students are absent. The lack of an electronic system means

the school is not able easily to produce overall figures or monitor trends in attendance and absence.

The quality of the school's buildings and premises

The building and premises are poor. They are not fit for purpose for a school of this size. The security of the building is adequate. The school has expanded substantially beyond the student numbers for which the original building was designed. This means it does not provide a suitable learning environment in several areas and there are a number of safety hazards. The school has conducted fire evacuations for parts of the school but not for the whole school at once. As there is virtually no outside space, there is nowhere safe to which the school can evacuate. There is a road immediately beyond the gates on all sides. This means that when parts of the school have carried out fire drills in the past, students have assembled in the internal play spaces. The inability to carry out a whole school evacuation leaves students, and staff, at serious risk in the event of a fire because there are narrow corridors and steep staircases to be negotiated by nearly 3,000 students at once. In addition, the outside doors need to be unlocked when swift exit may be required. These issues, raised in previous inspections, have not been adequately addressed. Civil defence has been contacted about the fire drills. As yet, this has not led to action. Other issues include fire extinguishers which are out of date and no first aid kits, apart from one in the chemistry lab. There is no safe parking for buses because of the lack of outside space. The mounting and dismounting of buses are well supervised. Entry and exiting of buses onto a busy road is hazardous. The school has made requests to the relevant authorities to utilise adjacent unused land for parking, and to have signage and traffic control measures installed on the road, without success.

With no gymnasium, and limited internal play space, the facilities for physical education (PE) are inadequate and severely restrict the PE curriculum. Teachers make the best use of the 3 science rooms which are insufficient for the large student numbers. The two libraries and three ICT suites are also inadequate for the size of the school. There are insufficient staff facilities for the teachers and support staff. The school has provided appropriate prayer facilities for boys and girls since the last inspection.

The principal has made some improvements to the building. Shading is provided over the central play space. New carpeting in the girls' play space is now safe and the same is planned for the corresponding boys' space. The extension and adaption of the building has resulted, on some floors, in a warren of narrow corridors and different shaped and sized rooms. This is particularly the case in the 3rd floor girls' block. There are unsafe staircases in blocks E and F. Some rooms are

very small and cramped for the numbers of students, severely limiting learning. Very little storage is possible, or learning centres where students can work independently. The building is not kept clean and hygienic. Some parts are both dirty and dusty. In KG, there are dirty desks in classrooms, ingrained dirt on play equipment, and dirty floors and sinks in some toilet blocks. Much of the building is shabby although attempts have been made to brighten it with attractive displays. More cleaners have recently been appointed.

The school's resources to support its aims

Resources for learning are very unsatisfactory. This is mainly owing to poor provision of material resources. The school has an adequate number of suitably qualified teachers. The teaching assistants appointed recently to support KG are not yet effective. The school is gradually providing all classrooms with interactive whiteboards (IWBs). The libraries are inadequate to serve the needs of 2800 students and enable them to do research. There are few computers in the library for student use. Many of the books are out of date and not well matched to curriculum or learning needs. Some teachers are making and bringing resources from home to support active learning. There are very limited material resources such as manipulatives for mathematics, KG play-based learning resources and equipment to develop gross motor skills, and books for wider reading in English. Science resources are very basic and limited in number.

Most of the school's buses are supplied by a bus company. The school is not checking the company's maintenance records on a regular basis, as it should.

The effectiveness of leadership and management

The leadership and management are unsatisfactory. Leadership has been disrupted for a number of years. The principal took up her post just over a year ago, about two months after the last inspection. She has established a climate of change and development and has the confidence of the staff, students and parents. Teachers speak of 'tremendous' change in the expectations of teaching, increased professional development and opportunities to observe each other teach. There is still a lack of understanding of what quality teaching and learning involves. Professional development has focused on active teaching strategies, lesson planning, using objectives, and teaching to different abilities. Considerable lesson observation is undertaken by senior leaders, middle leaders, and teachers. All this activity is making insufficient difference to learning because there is not enough focus on the *impact* of the teaching on the students' progress. Monitoring of lesson delivery is not rigorous. Other aspects of school self-evaluation are under-developed. For example, there is limited analysis of

examination and test data to gauge the school's overall performance. Comparison with other schools and subject and group performance trends are not analysed sufficiently. There is some unnecessary repetition in supervisors' and subject leaders' roles. Supervisors and subject leaders are involved in completing the Self Evaluation Form (SEF) and the school development plan (SDP). Priorities in the SDP are appropriately focused on the inspection standards. The SDP is a working document with actions being checked as they are completed. It is not evaluated sufficiently to measure the impact of these planned initiatives.

The school development partner visits regularly. He observes lessons and discusses improvement actions. He alerted the school to the serious evacuation issues. The leadership find his support helpful. Parents are supportive of the school. 92% of the large numbers of parents responding to the questionnaire are pleased their child is attending the school. Parents are not currently involved in decision-making, and would value the opportunity to contribute through a parents' council.

A staff central record is in place. Some 60 staff are currently in process of being vetted. Staff turnover is still high. The owner is supportive of the school. He visits regularly and is committed to improving the school. He responds to requests for increased financing and resources when the cases for them are clearly presented.

Progress since the last inspection

Improvement since the last inspection is unsatisfactory. Although much has happened in the last year, there is not enough impact yet on the school's key provision and outcomes. The principal and senior team have focused on directly addressing the improvement points in the report. In addition to the building improvements mentioned above, they have installed security cameras in all corridors and access areas, renovated the chemistry laboratory and provided safe storage for chemicals in the chemistry and biology labs. They have put new tiling on the foyer floor, contracted a company for landscaping (the narrow grassed area around the building) and one for waste management. They have also painted some classrooms, contracted more cleaners, and appointed a 'housekeeper' to oversee cleaning of toilets and other duties in the primary section. The principal and senior team have put focused effort into developing teachers' skills and strategies. There are now IWBs in many classrooms. Other resources provided are insufficient to enable teachers to support the broader teaching styles expected. The identification of the factors underlying high achievement is now required for the school to move to the next stage of development. Currently leadership will

require external support to benefit and maintain the upward trajectory for improvement.

What the school should do to improve further:

1. Address the serious building, and other, safety issues as a matter of urgency:
 - i. consult civil defence, and relevant authorities, to secure a safe way to carry out a whole school fire evacuation, and take all necessary action to provide a regular and safe system of fire drills
 - ii. consult the relevant authorities about acquiring safe parking for buses
 - iii. ensure all fire extinguishers are within-date, and that keys for emergency exit of the building are readily available at all doors
 - iv. provide clearly labelled first aid kits in every section of the school
 - v. regularly check the maintenance records of hired buses.
2. Improve the buildings and accommodation by:
 - i. significantly increasing the cleanliness and hygiene of all parts, particularly the toilets
 - ii. making safe the stair turns in blocks E and F
 - iii. providing a phased programme of painting and refurbishment
 - iv. developing a longer term plan to address the significant overcrowding and lack of facilities in the building.
3. Improve teaching and learning by:
 - i. developing teachers' skills and understanding of how to ensure sufficient challenge for all students
 - ii. significantly increasing material resources in classrooms, including manipulative resources for maths, practical resources for science, wider reading books for classrooms and KG resources for play-based learning and gross motor skill development
 - iii. developing the use of more probing and open-ended questions to promote thinking, hypothesising and problem solving
 - iv. providing more purposeful homeroom sessions in primary grades.
4. Improve leadership by:
 - i. increasing the rigour of lesson observations by placing more focus on students' learning and progress
 - ii. analysing trends in performance data, for groups, subjects and grades, and combine with other evaluative data to identify areas to improve.

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								