



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



Inspection Report

Future International School

Academic Year 2013 – 14

Iqraa

Future International School

Inspection Date	23 – 26 February 2014
School ID#	157
Licensed Curriculum	American
Number of Students	825
Age Range	4 to 18 years
Gender	Mixed
Principal	Najat Abou Fakhr (Acting Principal)
School Address	PO Box 90167, Al Ain
Telephone Number	+971 (0)3 766 6771
Fax Number	+971 (0)3 766 6322
Official Email (ADEC)	futureint.pvt@adec.ac.ae
School Website	-----
Date of last inspection	27 – 30 May 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 work of the principal in creating a school community that is calm, caring and friendly
- the implementation of a successful anti-bullying programme of which nearly all students are fully aware
- students' ability to communicate confidently in English at each stage of their school life
- students' knowledgeable respect for UAE values and for fellow students and their different cultures and backgrounds

The main areas for improvement are:

- attainment and progress in core subjects to enable students to achieve the best international standards
 - teaching in Arabic, Islamic education, science and mathematics to ensure active engagement of the interest or enthusiasm of the students
 - the provision of easy access to prayer facilities for all Muslim students
 - the need for further improvement in KG by appointing a specialist coordinator and providing training for teachers
 - stability in the leadership and management of the school
 - all health and safety regulations are adhered to.
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Introduction

The school was inspected by 4 inspectors. They observed 85 lessons, conducted several meetings with senior staff, subject leaders, teachers, support staff, parents and students. They analysed test and assessment results, scrutinised students' work across the school, analysed responses to the parents' questionnaire and considered many of the school's policies and other documents.

Description of the School

Future International School (FIS) opened in 2004 and is located in the Al Nyadat district of Al Ain. It provides education for 825 boys and girls from KG to Grade 12. Students are from mainly professional backgrounds and travel into school from the greater Al Ain area. The school's main aim is 'to provide an exemplary learning environment in line with the vision of ADEC.' In order to accommodate more students a sister school, Future International Academy (FIA) was established in 2010. The current principal and Academic Director of FIS, both appointed in September 2013, make up the school's leadership team supported by a vice principal.

Just over 80% of students are Muslim and 75% are of Arabic heritage. . The largest groups of students include UAE 38%, Filipino 18%, Egyptian 10%, and Jordanian 7% with smaller proportions of students from other nationalities making up the remaining 37% of the student body. Approximately 58% are boys. The school has identified 8 students as having special educational needs (SEN), and a further 8% are considered to require special support because of their slow progress in language acquisition and communication skills. The school has identified 4 students considered either gifted or talented.

The school teaches a curriculum based on the US model from Virginia State with adaptations to enable the school to meet ADEC requirements for the teaching of Arabic, Islamic education and social studies. Students are assessed on entry, although few are refused admission as a result of their initial assessment. This is only the second year in which a Grade 12 cohort has been in the school.

Fees are in the low to high range, ranging from AED 9,775 for KG to AED 22,000 for G12, excluding book costs and transport. This was the school's third inspection and the previous inspection took place in May 2012.

The Effectiveness of the School

Students' attainment & progress

Students' attainment and progress is below that of both schools following a similar curriculum and international averages. Standards in Arabic, Islamic education and science are unsatisfactory; students make better progress in social studies, mathematics and information and communications technology (ICT). They attain higher standards in English where they make satisfactory and improving progress. The 2013 results for the 5 Grade 12 students were sufficient to enable them to enter local universities. There is little difference between the attainment and progress of boys and girls or of students from different nationalities.

Children leave the KG with a good knowledge of the names and sounds of English letters and use basic English vocabulary accurately and with good pronunciation. They also make reasonable progress in basic knowledge of numbers. The satisfactory progress made by these young children is not sustained as they move through the school, other than in English.

Most older students find writing in Arabic at any length very challenging, and are rarely presented with opportunities to extend their spoken skills by talking to a range of audiences for different purposes. In English, many students display great confidence in their use of the language and are able to present and challenge ideas as they debate issues in their classes. KG children speaking in English made a compelling case for twice-daily teeth cleaning to the whole school in morning assembly. Grade 12 students were able to discuss the notion of appeasement as it linked to the Second World War and to modern day politics. Students make insufficient progress in social studies when taught in Arabic so that their understanding of the Arabian Peninsula rarely goes beyond the level of basic factual knowledge. In contrast, social studies taught in English provides students with a constant challenge to make sense of the world in which they live.

Students in science and mathematics develop a satisfactory grasp of the underpinning knowledge for these subjects. They are less confident in explaining how their knowledge can be applied to the world around them. Attainment and progress in these subjects is limited by their weak acquisition of skills in critical thinking, research and independent learning. Students' attainment in the upper grades is restricted by insufficient opportunities to work on the practical and experimental aspects of the curriculum.

Students' personal development

The school has a calm, caring and friendly environment. Students enjoy their day in school and the positive ethos enables them to make at least satisfactory progress in developing their personal and social skills. Around a third of students are UAE nationals, the remainder come from many different cultural backgrounds across the Middle East. All enjoy living in the UAE and show respect for its values of tolerance and generosity of spirit; this is a strong feature of the school. Consequently, there is little or no ill feeling between students of different traditions. Students understand the messages they hear about how to live safe and healthy lives and become advocates in promoting these with their peers.

Students are making slow progress acquiring the skills that will properly prepare them for the next stage in their life. They have little idea about the world of work or the demands that will be placed on them when they leave school. Students who enjoy sport, take part in sporting activities outside the school, but few have opportunities to extend their leisure or cultural interests.

Attendance is satisfactory for most students at above 90% on average. Punctuality is generally satisfactory and the great majority of students are in assembly for the singing of the national anthem that is sung enthusiastically, especially by the younger students.

The quality of teaching and learning

Teaching and learning are unsatisfactory. Lessons begin with introductions that leave many students inactive for long periods. Teachers give too little attention to how students could be actively involved in their own learning. In the weaker lessons, textbooks are the sole resource for learning. Where data-show facilities exist, they are too often used to replicate students' texts and not provide alternative and more relevant examples. Teachers in English, social studies taught in English and art regularly employ interesting and active learning strategies to which learners respond with enthusiasm. In one senior grade, students extended their English vocabulary skills through role-playing scenarios that illustrated gender differences.

Teachers in the KG, have made a real effort to provide the children with colourful classrooms and good resources, often on their own initiative and at their own expense. KG classrooms vary in the space available and most provide a positive learning environment. There is little opportunity for the children to make take part in imaginative or exploratory play and make choices about their activities.

Classroom relationships are warm and supportive and have a positive effect in maintaining good behaviour throughout the school. Teachers take an interest in

their students, listen to their stories and when appropriate share a joke with them. Teachers do not provide sufficient opportunities for students to reflect on their learning, assess their progress or be involved in target setting. Lesson objectives are shared at the beginning of lessons though they are not revisited in plenary sessions. Teachers normally plan to check students' progress and understanding at the end of lessons but they often run out of time with the lesson ending abruptly. In too many lessons students who find learning easy are not sufficiently challenged.

There are examples of some good teaching practice in the school, for example in one class students who finished their assigned task early are routinely provided with relevant extension activities. Assessment of learning is unsatisfactory and most teachers have insufficient knowledge of the progress made by the students during the lesson. Checks on learning through questioning and answer sessions are inefficient as teachers rely too heavily on undirected questions or chanted responses. Strategies for peer and self-assessment are rarely used.

Meeting students' needs through the curriculum

The implementation of the curriculum is unsatisfactory overall, as it does not sufficiently motivate students or effectively promote their academic progress. The curriculum delivery in Arabic language and of subjects taught in Arabic, i.e. Islamic education, social studies and science is narrow. It focuses too heavily on knowledge and rarely introduces students to interesting and challenging ideas or involves them in experimental and practical activities. The school has broadened the curriculum since the last inspection so that now most students can follow a course of study in French and art. The English curriculum is successful in developing students' skills in speaking and listening, and reading for information; it offers too few opportunities for them to write creatively or explore the wealth of literature written in English.

The school successfully promotes the culture and values of the UAE in lessons and other activities, particularly art. Students have created colourful and inspiring murals related to the culture and history of the UAE on many of the external walls. The early learning curriculum provided in the KG follows a programme used in the US. Its implementation does not give sufficient emphasis to the development of children's creative, physical and social skills.

The school has correctly identified 8 students with special educational needs (SEN). These students have relatively mild conditions that do not have an impact on their learning. Each student on the SEN register has an individual education plan (IEP) prepared by the school counsellor. Parents are able to discuss and

agree their child's IEP and a date is set for review. The targets set are too general; at their best they do offer students practical and well-judged support.

There are few extra-curricular activities and those that are provided are for the younger grades. There are regular trips out of school. These are fun activities that rarely have a bearing on the taught curriculum.

The protection, care, guidance and support of students

The school makes satisfactory provision for the care, guidance and support of its students. Since her appointment, the principal has worked hard and successfully leads by example to set a caring and friendly tone. The school has introduced a very effective anti-bullying programme that has helped create a stronger sense of community. This is re-enforced by the work of the school nurse who is active in promoting aspects of healthy living throughout the school. The school counsellor also plays a central role in contributing to the caring ethos. She is available to students throughout the day and provides a point of contact for parents outside school hours. Implementation of the new behaviour management strategies have been effective in reducing the poor behaviour noted at the previous inspection.

The school has introduced a child protection policy that is sufficiently detailed to provide clear guidance to staff. Training was provided at the beginning of the school year. Due to the continued high turnover of staff in the current academic year, not all staff are fully aware of the contents of the policy. The school implements appropriate behaviour management policies and the principal is vigilant in ensuring that staff deal with students with courtesy.

The designated prayer room is small and almost constantly in use for a variety of teaching purposes. It is rarely available for its intended purpose. This is a discouragement for the many Muslim students.

The quality of the school's buildings and premises

The school's buildings are very unsatisfactory. Managers have not rectified the serious health and safety concerns identified in the previous report. Fire-exit doors from the school building to the outside remain locked during the school day presenting an unacceptable level of risk in the event of an emergency evacuation. Fire extinguishers are subject to routine maintenance, but are not all placed in easily accessible locations. Evacuation procedures are now in place and work well. Their success relies on key-holders prior knowledge so that doors can be unlocked. The two basement rooms often containing large numbers of students in physical education (PE) lessons or break-time remain in use despite the lack of a door to the outside. These entrance and access points are currently under construction; continued use of these large spaces places students at risk. Most

locations on the school site are inaccessible to students and adults with limited mobility. The school is still far from achieving its aspiration of providing an exemplary learning environment.

The only 1 laboratory, limits the extent to which students can undertake practical work. The library is small and does not provide students with a place for quiet reading, research or independent study. The bright, colourful and spacious reception area provides a flexible space for informal meetings between parents and teachers.

The school's resources to support its aims

There are a sufficient number of appropriately qualified teachers and other staff. There has been a very high turnover of staff in recent years. A number of curriculum heads have been replaced so that it has been difficult to maintain continuity. Due to the regular influx of new teachers the impact of staff training is dissipated.

There are few resources in classrooms to enable active learning. For example, in Arabic classes, there are too few dictionaries so that 2 are shared between a class thus slowing the pace of the lesson. There are insufficient resources in science to enable students to undertake the experimental and practical aspects of their studies. Students have very limited access to physical education and games facilities on the school site.

The school has improved its resources for the teaching of ICT as well as the provision of some classroom technologies since the last inspection. There are very unsatisfactory library resources, particularly in Arabic, that do not encourage students to read for pleasure or allow them to undertake research.

The effectiveness of leadership and management

Over the last two years there have been regular and significant changes to key personnel and to the way the school is led and managed. The current principal has been in post since September 2013 and together with her senior team has a clear and accurate understanding of the school's strengths and weaknesses. The school's development priorities have been reviewed and a school development plan (SDP) has been produced. This plan, placed prominently in the school's reception area is immediately visible to staff, parents and other visitors to the school. A few of the plan's goals have been achieved. There is no time scale attached to the plan and no responsibilities or resources specifically allocated.

Communication between the proprietor and the principal is weak. The principal has no delegated budget and no clear lines of authority. There is a lack of clarity surrounding the decision-making procedures in the school and this hinders the

process by which urgent matters can be dealt with. Actions regarding health and safety from previous inspections have still not been carried out.

The school runs smoothly on a day-to-day basis and provides students with a friendly and caring learning environment. Parents are mainly satisfied with what the school is achieving; they wish to be more involved in understanding and supporting the school. There is a recently formed parent's council but they are uncertain as to how their voice will be heard. Complaints from parents are rare and dealt with effectively.

Data is produced on a regular basis for the performance of classes and subjects. It does not provide an effective process for tracking the performance of individual students. The ability of the school's curriculum coordinators and middle managers to bring about change is variable. Some coordinators have heavy additional responsibilities and insufficient time to take on the role of subject coach in order to address the known inadequacies in teaching. The system for the observation and development of teaching quality is inadequate. Insufficient attention is given to the learners' experience when observations of teachers are taking place. Teachers are given insufficient guidance on how to make better provision for their students.

There is insufficient capacity to drive the school forward and achieve the critical improvements required in student attainment without external support and the quality of leadership and management remain unsatisfactory overall.

Progress since the last inspection

The school has made some improvements since the last inspection in aspects of students' personal development and their protection and care. There has also been some improvement to the quality of teaching in the last year so that there are fewer very unsatisfactory lessons. The school has not rectified the serious breaches in health and safety that increase the risk to students and adults. Other aspects relating to fire drills and advice from the Civil Defence have been implemented and are now satisfactory.

There have been improvements to the KG and classrooms are now more attractive learning environments. The department still does not have a trained specialist early years coordinator to lead and direct the work which was a key recommendation in the previous report. Some in-service training has taken place, many staff in KG still lack the knowledge and understanding of how to meet the educational needs of this age group.

The school has introduced a child protection policy that is sufficiently detailed to provide clear guidance to staff. Training was provided at the beginning of the

school year but due to the continued high turnover of staff in the current academic year not all staff are fully aware of the contents of the policy. The school has done much to improve the behaviour of students in the current academic year. The principal and social worker play a prominent and highly visible role that supports the implementation of the behaviour management policy and the anti-bullying policy. This aspect of school life is now satisfactory and improving.

The school has attempted to broaden the curriculum through the provision of French, art and a business course in the senior grades. The lack of sufficient science laboratories and other necessary resources continues to limit students' experience of the curriculum.

The school has had little stability in its leadership and management and this together with poor communication with the proprietor has reduced the capacity to improve since the last inspection. Some areas of non-compliance identified in the previous two inspections have not been addressed. Not all senior leaders have a clear idea what constitutes good teaching and learning. Some subject coordinators lack the knowledge, skills and time to undertake the roles required of them.

What the school should do to improve further:

1. As a matter of the utmost urgency, attend to the very serious health and safety matters identified by the previous report; in particular ensure that fire doors remain unlocked, fire extinguishers are accessible, and that students can evacuate safely and quickly from all parts of the building.
2. Build upon the modest improvements in KG by:
 - i. appointing a trained specialist early years co-ordinator to lead and direct the work
 - ii. provide training for teachers so that they have a good understanding of how children of this age learn most effectively.
3. Raise the level of student attainment to match international standards by:
 - i. identifying current good practice in teaching and learning and sharing this across the school
 - ii. introducing more rigour into the scheme for the observation of teaching to ensure consistency in the process and ensure that all teachers know what they should do to improve
 - iii. providing more targeted professional development to teachers and their assistants.

4. Ensure the school provides prayer rooms for boys and girls that are available to them throughout the day.
5. Improve the level of resourcing in the school so that:
 - i. there are sufficient laboratories and practical science equipment to provide students with access to the experimental and investigative aspects of the science curriculum
 - ii. students have more access to modern information technologies to support their learning
 - iii. students have access to practical resources to develop numeracy and literacy in Arabic and English.
6. Improve leadership and management through:
 - i. establishing clearly identified lines of authority and delegated budgets to empower the principal to lead the school more effectively
 - ii. establishing better communication between the proprietor, principal and administration so that there is an increased understanding of and commitment to the development priorities identified in the SDP
 - iii. promoting stable leadership within the school and reducing the level of staff turnover.

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								