



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



Private School Inspection Report

Future International Academy

Academic Year 2016 – 2017

iqraa

Future International Academy

Inspection Date	October 31, 2016	to	November 3, 2016
Date of previous inspection	February 23, 2015	to	February 26, 2015

General Information	
School ID	203
Opening year of school	2010
Principal	Alaa Aljuburi
School telephone	+971 (0)3 764 6888
School Address	Al Sarooj, Al Ain
Official email (ADEC)	futureintacademy.pvt@adec.ac.ae
School website	fia.fishools.com
Fee ranges (per annum)	Low to average (AED 13,470 to AED 25,875)
Licensed Curriculum	
Main Curriculum	American
Other Curriculum (if applicable)	----
External Exams/ Standardised tests	Measures of Academic Progress (MAPS)
Accreditation	AdvancED

Students		
Total number of students	2070	
%of students per curriculum (if applicable)	Main Curriculum	100%
	Other Curriculum	----
Number of students in other phases	KG	562
	Primary:	1109
	Middle:	338
	High:	61
Age range	4 to 17 years	
Grades or Year Groups	KG1 – Grade 11	
Gender	Boys and girls	
% of Emirati Students	57%	
Largest nationality groups	1. Egyptian 10%	
	2. Filipino 8%	
	3. Syrian 7%	
Staff		
Number of teachers	173	
Number of teaching assistants (TAs)	43	
Teacher-student ratio	KG/ FS	1:15
	Other phases	1:11
Teacher turnover	10%	

Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	137
Number of joint lesson observations	6
Number of parents' questionnaires	1592; return rate: 28%
Details of other inspection activities	Inspectors held discussions with the owner and Governing Board, principal, senior managers, teachers and other members of staff, children/students and parents. They reviewed a wide range of school documentation and students' work. They observed assemblies, school activities, arrivals, departures and break time.

School	
School Aims	'To provide an exemplary learning environment which: develops students' abilities; augments self-confidence; prepares world class learners; enables students to meet the challenges of the 21 st century; increases productivity and self-esteem; enables students to be responsible members of society.'
School vision and mission	'To be a leading private school in the UAE which provides an exemplary learning environment in line with the vision of ADEC.'
Admission Policy	The school has an inclusive admissions policy that follows ADEC's guidelines.



Leadership structure (ownership, governance and management)	There is a Governing Body of 13 members, including the owner, a Chairperson and representatives of staff and parents, as well as members from the community such as social police, bankers, etc. School leadership comprises a principal, vice principal, 23 heads of departments, three social worker and academic coordinator.
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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	2	0
Specific Learning Disability	6	39
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	1	0
Speech and Language Disorders	2	0
Physical and health related disabilities	1	0
Visually impaired	0	1
Hearing impaired	1	0
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	3
Social maturity and leadership	1
Mechanical/ technical/ technological ingenuity	1
Visual and performing arts (e.g. art, theatre, recitation)	14
Psychomotor ability (e.g. dance or sport)	38

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)

School was judged to be:	BAND	A	Good
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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						

The Performance of the School

Evaluation of the school's overall performance

The overall quality of the school's performance is good. One of the school's particular strengths is the way it promotes students' appreciation of Emirati culture, heritage, and the values of Islam. Most students make good progress and attain well. Boys and girls perform equally well because teaching is good overall. The curriculum is well balanced with extra activities to foster students' enjoyment of school. Achievement in Arabic and English is good overall although reading and writing is not always as strong as speaking. The principal provides effective leadership and a clear vision for the school. She is well supported by other senior leaders and there is a strong focus on improving the quality of teaching and raising standards.

Progress made since last inspection and capacity to improve

The school has improved since the last inspection, addressed the recommendations, and has become good as a result. Achievement in Islamic education is now good. Facilities for physical education (PE) have been improved. A new vice principal has been appointed recently but has not yet had time to make a full impact. Effective procedures to manage teaching ensure that new staff are given appropriate professional development. Senior leaders monitor lessons regularly and this helps teachers to improve. Consequently, teaching is good overall. The school leadership has demonstrated a good capacity to lead further improvement.

Development and promotion of innovation skills

Several new approaches are promoting the development of innovation skills. Students are regularly involved in school innovation competitions such as designing models and board games. They contribute to innovation days in different ways including, for example through producing independent projects using their technology skills, of example in modelling UAE artefacts. More generally, the school still has some way to go to ensure that the full range of skills that underpin students' confidence to be innovative are embedded in all subjects.

The inspection identified the following as key areas of strength:

- the quality and impact of the principal's strategic vision for the school
- the quality and helpfulness of the school's communication with parents
- the positive relationships between staff and students in the school
- the effective promotion of Emirati culture and Islamic values
- the overall high standards of achievement in the high phase.

The inspection identified the following as key areas for improvement:

- the need to improve reading and writing in Arabic and literacy skills in English, especially across the foundation and primary phases
- the need to improve the students' attainment and consistency in the quality of teaching further, especially across the primary phase and in social studies.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a Second Language)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Social Studies	Attainment	N/A	Weak	Good	N/A
	Progress	N/A	Weak	Good	N/A
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Weak	Good	Very Good
	Progress	Good	Weak	Good	Very Good
Science	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Good
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	Good	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Good	Good	Good	Good



The overall quality of students' achievement is good. Students attain well because they make good progress overall. Most children enter the KG with little or no formal Arabic or English speaking, reading or writing skills. Most then make good progress and, by the time they enter primary, the majority are attaining above expected curriculum standards. The majority of students continue to make good progress across the primary, middle and high phases and leave school with attainment above curriculum and international standards in a range of subjects. In Grade 10 external examinations, for example, most students attained above curriculum standards in Arabic, English, mathematics, biology, chemistry and physics.

Achievement is good in Islamic education. For example, in Grade 2, most students can identify the steps of ablution and prayers, and the majority can explain the difference between prayers and practise them correctly. By Grade 5, most can reflect on the life of Prophet Mohammed (PBUH) and the majority can relate his values to their own lives. By Grade 11, most students can recite 'Surat Al Nour' very well following 'tajweed' rules and the majority can explain the meaning, showing their good understanding of Islamic values and how they relate their learning to their lives.

Achievement is good overall in Arabic as a first language where the majority of students exceed curriculum standards. For example, by the end of the KG, most children can recognise letters in their different forms and their position in words, and the majority can differentiate between short and long vowel sounds and give examples. In the primary phase, students' attainment is acceptable and progress is good. Their reading and writing skills are not promoted as well as other language skills because teaching does not focus enough on these. Most students can write sentences correctly, and the minority can write a structured text including more than one paragraph. As students move up the grades, their learning consolidates well. They can apply different grammar rules confidently and the majority can write high-quality text for different purposes, applying correctly the language and grammar rules they have learned.

Students' attainment and progress in Arabic as a second language is good overall in all phases. By the end of the primary phase, almost all students can read and write short sentences and the majority can write longer text using propositions correctly. By the end of the middle phase, most students can read and write paragraphs accurately and the majority can identify the elements of the story and answer comprehension questions accurately in formal Arabic.

Achievement in social studies is generally weak at the primary phase due to variable teaching but better at the middle phase. By the end of the primary phase, only the majority of students can talk about the services provided by the UAE government,

such as education and medical care. By Grade 9, most students know about the importance of maintaining the environment and the majority can discuss issues facing the UAE environment maturely and give solutions of their own. They make links with Islamic education and explain how Islamic values influence UAE culture and heritage.

Achievement in English is good overall. External examinations show that, by Grade 11 most students' attain above international standards. Children enter the school with little or no English. They progress well and by Grade 2 have a good understanding for their age of word structure conventions, and apply these in their writing. By the end of the primary phase they have a good grasp of a wide range of pronouns and can use them to good effect in increasingly complex sentences. By the time they leave in Grade 11, the majority of students are articulate speakers, fluent readers and skilled writers at levels above those expected for their grade.

Achievement in mathematics is generally weak at the primary phase but good or very good at the KG, middle and high phases. External examinations show that, by Grade 11, the majority of students' attainment is above international standards. Children make good progress across the KG and by the end of it, the majority are particularly competent in handling numbers. Progress is less strong at the primary phase but improves in the middle phase. Students' knowledge and skills improve strongly across the high phase so that, by the time they leave, most can plot irregular curves on graphs and give explanations for their conclusions using correct mathematical language, demonstrating very good attainment for their age.

Achievement in science is good overall although attainment at the primary and middle phases is acceptable. For example, by the end of KG, most children have a good understanding of weight and can use appropriate technical language to classify different objects. By Grade 9, they can use a more advanced scientific vocabulary effectively to write about the absence of gravity in an environment. By the end of the high phase, most students use their understanding of chemistry to identify suitable elements for different purposes. External examinations show that by Grade 11 the majority of students' attainment is above international standards.

Students perform generally well in other subjects. Most make good progress in developing age-appropriate skills in information and communications technology (ICT), physical education (PE), art and French. For example, most students in Grade 4 could add backgrounds to texts using ICT effectively. The high standard of creative skills for many students in art is on display around the school. Students do well in French and older students are learning to speak using correct vocabulary in simple sentences.

Students' learning skills are good overall with particular strengths at the high phase. Students at all grades collaborate well and are keen to learn and work independently

when given the opportunity. Activities are often linked to the real world so that students understand why learning is important. For instance, a mathematics lesson about shapes used examples taken from famous UAE buildings. Students' research and critical-thinking skills are generally good, especially across the high phase.

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	Very Good	Very Good	Very Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

Students' personal and social development is good. They have positive attitudes to learning and persevere to complete their work. They behave well in lessons and around the school. Occasionally, a few students become restless in lessons when activities do not match their learning needs. Relationships are a strength of the school. Students are respectful and polite to staff and to each other, reflecting their good appreciation of Islamic values. Students say bullying is rare and dealt with effectively if it does happen. Students adopt healthy life styles which can be seen in the enthusiastic way they take part in physical education lessons.

Students have a very good understanding of Islamic values and awareness of the heritage and culture of the UAE. They gain this both from lessons and more broadly from a range of whole-school activities. On flag day, for example, younger students led an assembly through traditional songs and dancing. This type of activity allows students to be creative and develop their sense of responsibility. Everyone stands when the national anthem is playing, even if they are not part of the assembly.

Attendance is good at 94% overall. While the school contacts parents if a student is absent, it requires to ensure this is always done quickly in line with ADEC policies. However, buses are sometimes late in the morning. The school is very aware of this

difficulty and is being proactive in trying to find a solution to ensure students arrive on time.

Students have a good sense of social responsibility and are innovative when given the opportunity. For example, the school council contributed ideas to help improve the school environment. Older students are given leadership responsibilities such as when they help staff with younger students. Students' social responsibility is also enhanced through participation in charitable activities including, for example, a day in support of breast cancer awareness.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
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Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

Teaching and assessment are good overall. A significant number of new teachers have been employed to teach the increasing number of students who have joined the school. Teachers generally have good subject knowledge, particularly so in the middle and high school phases, and they understand how students learn. Although overall good, there are a few occasions in the primary phase when lessons are too teacher-led, particularly for younger students who need more opportunities to learn for themselves.

Lessons are mostly well planned including for different ability groups. A few higher attaining students are not always appropriately challenged or their skills extended sufficiently, as might be done through different activities that allow them to develop their critical-thinking skills. Teachers use questioning effectively to engage students in lessons and develop their spoken Arabic and English. Consequently, students' speaking skills are often better than their reading and writing. Students are given opportunities to work together consistently in lessons and to learn from each other and to develop their problem-solving skills. There are occasions when teachers ask too many questions that require one word answers. This slows students' learning, especially in developing their vocabulary and critical-thinking skills.

Teachers' internal assessments are generally accurate and used to track the progress of students. This helps teachers to know the ability level of students and plan lessons

accordingly. Teachers use these assessments generally well to identify and support students who may be falling behind. The school benchmarks student achievement against international standards. Results are analysed effectively to identify and take action to address areas of weakness. Consequently, students reach good attainment levels across the school.

Performance Standard 4: Curriculum

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

The curriculum is good. It is based on the California State Common Core Standards. Subjects are taught with generally good cross-curricular links, especially in Arabic, Islamic education and social studies. Islamic values and Emirati culture and UAE society are promoted well through linking lessons to students' backgrounds. From Grade 7 onwards, students study chemistry, biology and physics as individual subjects, building on their earlier experience of general science. There is good continuity and progression with teachers consistently building on students' previous learning. Senior leaders regularly review the curriculum to ensure it is fully aligned with the Common Core Standards and also consider feedback received from parents and students. For instance, a Grade 4 science lesson on teeth used examples from animals found in the UAE which were familiar to students.

Teachers modify the curriculum through their planning generally well to meet the needs of different ability groups. Students with special educational needs and those who are gifted and talented are identified quickly through regular assessments. Activities in lessons are planned to meet the needs of academically gifted and talented students. Students with special educational needs are supported by specialised staff working with teachers to modify the curriculum to help them in their learning. This is less successfully done in lower primary where a few higher attaining students are not fully challenged and lower attaining ones are given too many low level tasks.

The curriculum provides opportunities for students to develop their innovation skills, especially when collaborating in group activities to promote their critical thinking. Enrichment and extra-curricular activities motivate students. The school holds a weekly hour-long session where students are free to choose an activity that they enjoy. For example, students play chess and participate in inter-school tournaments.

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	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good

The quality of care, guidance and overall support is good. It is very good for health and safety including arrangements for safeguarding. Child protection and anti-bullying procedures are clear and all staff have received appropriate training. Parents and students know how to use these procedures should they have any concern. Security is effective in the school with visitors signing in and wearing badges. All staff have been vetted and approved in line with national requirements. The building is generally safe and with appropriate washrooms that are cleaned regularly. Classrooms are appropriately sized. Outdoor PE and recreation facilities have shaded areas, although the artificially turfed area is open to the sun.

Students who have special educational needs are identified quickly. Specialised staff work with teachers to provide a good level of support to ensure they are mostly well involved in lessons. This is an example of the inclusive ethos within the school. Parents of children with special educational needs say they are kept well informed about their child's progress. Students who are gifted and talented are appropriately supported in a range of enrichment activities including, for example, the chess club and sports teams.

Procedures to ensure safety on school transport are appropriate and maintenance records are up to date. Parents have a telephone link to the assistants who supervise the buses if they wish to check if their child is safe.

Staff manage the behaviour of students effectively, for the most part. Most students respond well when they are corrected. As yet, a few behavioural issues at the primary phase have yet to be resolved completely. Older students are given appropriate careers guidance when it is time to leave school. This could be started sooner.

Performance Standard 6: Leadership and management

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

The overall quality of leadership and management is good. The principal has a clear vision to improve the school and shares this well with staff. She is supported effectively by senior and middle leaders who work and communicate well together to create a positive learning environment and a shared vision. The vice principal has just been appointed and has not had time to have a full impact on bringing about improvements in the school. The principal and other senior leaders regularly monitor the quality of teaching and give good guidance to help teachers improve. Teachers are given good support through regular professional development.

Self-evaluation is comprehensive and generally robust with outcomes that inform targets for improvement in the school development plan (SDP). All staff are involved in self-evaluation in their own phases and subjects. Leaders in each department also produce their own action plans which are used to inform the SDP. This is effective in holding leaders to account for improvements in their areas of responsibility. However, partly because of the large number of new students and teachers, the school's judgements about its own performance, recorded in the self-evaluation form (SEF), are not accurately aligned to the national standards of performance.

Communications with parents are very good and parents are very supportive of the school. They value the open and welcoming culture of the school. Parents' views are constantly taken into account when new initiatives are introduced. For example, parents are being consulted about specialised teaching across the lower grades.

The board of trustees are relatively new and are beginning to be effective in holding the school to account. They meet regularly and discuss student and teacher achievement with the principal. However, they rely overmuch on the principal and have yet to develop the procedures to gain an objective view of the school.

The daily management of the school is generally well organised with sufficient, suitably qualified staff to ensure most students do well in school. Staff receive regular training that is effective in helping them improve their teaching. The premises are generally well maintained with attractive displays that make classrooms pleasant learning environments. There are adequate resources to support students' learning but there is a lack of computers for students to use in classrooms.

What the school should do to improve further:

1. Improve further the quality of attainment and teaching, especially across the primary phase in social studies and mathematics, by:
 - i. ensuring all lessons provide sufficient scope for students to learn independently and collaboratively
 - ii. reducing the dependency on teacher-led lessons where they occur
 - iii. making more effective use of assessment information to identify slower progressing students and intervene more effectively
 - iv. ensuring all teachers provide appropriately challenging tasks for lower attaining and higher attaining students, to build their learning skills and help them become independent learners
 - v. consistently ask more open-ended questions to challenge students to develop their thinking
 - vi. ensuring all teachers keep up to date with professional self-reflection and research.
2. Improve reading and writing in Arabic by giving students more opportunities to:
 - i. practise their reading skills using a wider variety of texts
 - ii. write independently at length, especially for the higher attaining students
 - iii. undertake independent research, and apply all learning skills in Arabic.

3. Improve students' literacy skills in English to help raise attainment in other subjects by:
 - i. providing more opportunities for students to practise their reading and writing skills across the curriculum
 - ii. requiring subject teachers to expect the same quality of writing in different subjects as is required in English lessons
 - iii. providing more opportunities for students to write at length, especially for the higher attaining.
4. Further improve students' learning skills, including higher-order thinking skills, by:
 - i. developing teachers' understanding of the range of skills that need to be promoted in learning and teaching
 - ii. reviewing approaches to ensure lesson plans identify the skills to be applied and practised in each lesson, as appropriate to subject and content
 - iii. monitoring the implementation through classroom observations and moderating teachers' assessments.