



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Future International School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018

Iqraa



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DEPARTMENT OF EDUCATION
AND KNOWLEDGE

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School Information

General Information	Inspection date:	from	17-Safar-1439	to	20-Safar-1439
		from	06-Nov-17	to	09-Nov-17
	School name			Future International School	
	School ID			9157	
	School address			Salam Street, Al Neyadat, Al Ain	
	School telephone			+971 (0)3 766 6771	
	School official email			futureint.pvt@adec.ac.ae	
	School website			http://fis.fischools.com	
	School curriculum			American	
	School phases			Primary – High	
	Fee range and category			AED11,395 - AED24,205 (low – middle)	
	Number of lessons observed			102	
	Number of joint lessons observed			16	
Staff Information	Total number of teachers			65	
	Turnover rate			20%	
	Number of teaching assistants			8	
	Teacher- student ratio			1:10	
Student Information	Total number of students			648	
	% of Emirati Students			52%	
	% of Largest nationality groups			1. Egyptian 13%	
				2. Omani 9%	
	% of SEN students			2%	
	% of students per phase			KG: N/A	Middle: 19%
				Primary: 60%	High: 21%
Gender			Boys and girls		



The Performance of the School

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 



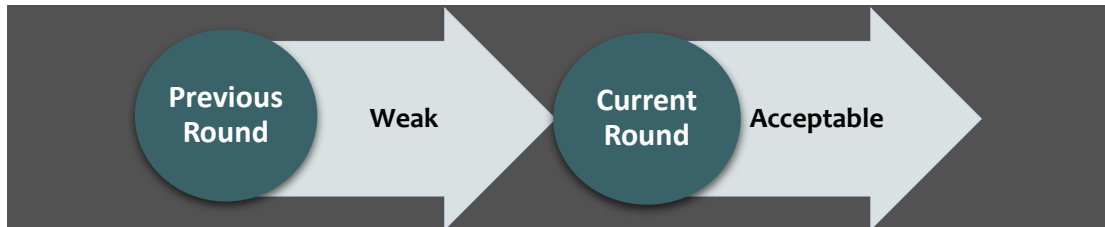
Evaluation of the school's overall performance

- The overall performance of the school is acceptable. Since the last inspection, the school has not enrolled any kindergarten children. This has reduced student numbers, and contributed to a high turnover of teaching staff. The same senior leadership team has led the school since its last inspection, offering stability for students and teachers. This has impacted positively on students' achievement.
- Students' achievement is acceptable overall. It is good in Islamic education, Arabic, social studies, and in most subjects in the high phase of the school. Achievement in English and mathematics is now acceptable. Students' writing skills in English are less well developed. Students' learning skills are acceptable.
- Students' personal and social development is good. Students' behaviour, attitudes and relationships are good. They demonstrate a clear appreciation of the role of Islamic values, and awareness of Emirati culture and heritage. Innovation skills are not consistently well taught in all subjects. A few students arrive late to school.
- The overall quality of teaching and assessment is acceptable. Overall, teachers impart subject knowledge effectively and plan lessons well. Assessment information is not always used effectively to plan specifically for students with different needs, particularly the most able. Teachers do not mark work well enough to enable students to improve their learning.
- The school's curriculum is acceptable. It is broad and balanced, and offers students a range of curriculum choices complemented by extra-curricular provision. Cross-curricular links are effectively made in lessons. The curriculum is not always effectively modified to fully challenge those who are more able.
- The protection, care guidance and support of students is good. The school has effective approaches to promote child protection. Arrangements for health, safety and security are also effective. The school identifies students with special educational needs (SEN) and those who are gifted and talented (G&T). Students with SEN are well supported in lessons. They make good progress. G&T students develop their interests and abilities through extra-curricular provision. The school does not yet effectively promote students' punctuality to school.
- The overall quality of leadership is acceptable. School leaders have improved the school since the last inspection. Self-evaluation and school improvement planning are focussed on improving teaching. Parent partnership is good. The minority of middle leaders are new to the school this year. They do not yet fully use the school's assessment data to help raise students' achievement.



When monitoring lessons, leaders focus on what teachers do rather than their impact on learning.

Progress made since last inspection and capacity to improve



- Senior leaders have improved the school since its last inspection. They have introduced positive initiatives which have raised the standard of teaching and learning in Arabic-medium subjects, English and mathematics.
- Senior leaders have introduced more rigorous assessment procedures to track students' achievement. They now benchmark students' achievement accurately against national and international standards. Senior leaders moderate data to ensure that students' outcomes are accurate.
- Students' now collaborate in lessons because most lessons are no longer exclusively teacher-directed. In the majority of lessons, students are given opportunities to develop their critical thinking and problem-solving skills. However, this is not yet evident in all subjects.
- The identification and support for students with SEN is now good. The introduction of individual education plans (IEPs) highlights next steps in students' learning. The special needs co-ordinator supports students in class and helps teachers plan work that is closely matched to their needs.
- Overall, the progress made in raising standards since the previous inspection indicates that leaders demonstrate an acceptable capacity to continue improving the school.



Key areas of strength and area for improvement

Key areas of strength

1. Students' raised achievement in Islamic, Arabic and social studies.
2. Students' good behaviour, positive attitudes towards learning, and relationships with others.
3. The identification and support for students with SEN.
4. Senior leaders' shared vision and strategic direction resulting in raised achievement and improved teaching.
5. Relationships with parents that help improve students' outcomes.

Key areas for improvement

Raise students' achievement in all phases by:

- i. ensuring that sufficient time is given to the teaching of writing in English
- ii. modelling how to write in English so that students understand what is expected of them
- iii. providing greater opportunities for students to develop critical-thinking, problem-solving and independent learning skills in all lessons.

Develop teaching and learning by:

- i. providing work that is better matched to students' learning needs, particularly those who are more able
- ii. providing sufficient opportunities for students to develop innovation skills in lessons
- iii. analysing and using assessment data to inform future learning.

Improve leadership and management by:

- i. promoting students' punctuality to school
- ii. ensuring all leaders understand, analyse and use data to target support and inform future learning
- iii. training all leaders to monitor teaching effectively, focussing on students' achievements.



Provision for Reading

- The school's library includes a comprehensive range of texts for all age groups. A selection of fiction and non-fiction books supports learning across the curriculum. Students can choose from a range of age-appropriate texts to support their learning and enjoyment. The library has a growing selection of books in Arabic and a wide range of levelled texts in English.
- The school has focussed on developing students' reading skills in Arabic and English. They have invested in online programs to develop students' reading and comprehension skills. Leaders are beginning to track students' achievement effectively. Senior leaders analyse data to target further support for students. Teachers are not yet doing this systematically.
- Students are encouraged frequently to read at school and at home in most subjects. Staff have received targeted professional development in reading. Arabic and English lessons place emphasis on developing students' reading and comprehension skills. Students read at an above age-appropriate level in Arabic, and an age-appropriate level in English .
- Most students understand the books that they read. Their inference and deduction skills are often less well developed.
- To promote students' enjoyment of reading, the school participates in competitions and events. These include national reading challenges and competitions, including 'Abu Dhabi Read'.



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Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment		Good	Good	Good
	Progress		Good	Good	Good
Arabic (as a First Language)	Attainment		Good	Good	Good
	Progress		Good	Good	Good
Arabic (as additional Language)	Attainment		Good	Good	Good
	Progress		Good	Good	Good
Social Studies	Attainment		Good	Good	Good
	Progress		Good	Good	Good
English	Attainment		Acceptable	Acceptable	Acceptable
	Progress		Acceptable	Acceptable	Acceptable
Mathematics	Attainment		Acceptable	Acceptable	Good
	Progress		Acceptable	Acceptable	Good
Science	Attainment		Acceptable	Acceptable	Good
	Progress		Acceptable	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment		Acceptable	Acceptable	Good
	Progress		Acceptable	Acceptable	Good
Learning Skills			Acceptable	Acceptable	Good



Overall achievement

- The overall quality of students' achievement is acceptable. Achievement is good in Islamic education, Arabic as a first and second language and in social studies. Students' overall achievement is good in the high phase.
- Students typically start school with skills broadly as expected for their age. School data indicates that most students make acceptable progress across the school. Evidence from coursework and lessons suggests progress is good in Arabic-medium subjects and in the high phase.
- 2017 External Measure of Achievement (EMSA) attainment data for Arabic reading is good overall when benchmarked against national expectations. Students' Arabic writing results were graded as weak in Grades 7, 9, and 11 but outstanding in Grade 5. Grade 12 Ministry of Education (MoE) exam results were outstanding in both Islamic Education and Arabic in 2017.
- Programme for International Student Assessment (PISA) mock results for 2016-2017 were above Abu Dhabi national averages in reading, mathematics and science. However, attainment in Measure of Academic Progress tests (MAPs) indicates consistently weak attainment in English, mathematics and science when benchmarked against international standards.
- The school's continuous, internal data indicates that students' attainment is consistently outstanding in almost all subjects. This is not borne out by students' coursework in lessons. Senior leaders are also of the opinion that the school's continuous data is not a true reflection of students' achievement.
- In lessons and coursework, students with SEN and those who are G&T achieve at an appropriate level. There is no significant difference between the achievement of Emirati and non-Emirati students, or between boys and girls in any subject.

Subjects

- Students' achievement in **Islamic education** is good. The majority of students make good progress throughout the school, demonstrating a good understanding and interpretation of the Hadith. Students' recitation skills are good across all phases.
- Students' achievements in **Arabic as a first language, and Arabic as second language** are good. The majority of those who study Arabic as a first language can read at an above-expected level for their age, and communicate their understanding confidently both orally and in writing. For the few students learning Arabic as a second language, the majority can speak and read at above age-related curriculum standards. They are able to write using full sentences,



connecting simple ideas together. They record sentences correctly.

- Students' achievement in **social studies** is good overall for both native and non-native speakers. The majority of students achieve above curriculum expectations. They demonstrate a good understanding about UAE identity, culture and values.
- Students' achievement in **English** is acceptable. Most students can read generally well for their age, and communicate their understanding clearly. Whilst most can hold conversations with others, students' writing skills are less well developed.
- Students' achievement in **mathematics** is acceptable overall. It is good in the high phase. Most students achieve in line with age-curriculum standards. Students in the high phase are able to problem solve effectively and work collaboratively, sharing their mathematical reasoning.
- Students' achievement in **science** is acceptable overall. It is good in the high phase. Most students use scientific language confidently and with understanding. Attainment is good in high phase because good progress is made developing students' scientific thinking, enquiry and investigation skills.
- Students' achievement in **other subjects** is acceptable overall. Most students achieve age-related curriculum standards in most subject. The majority attain above curriculum standards in French and information communications technology (ICT). Achievement in PE is acceptable. Students demonstrate positive attitudes towards learning in other subjects.

Learning skills

- Students' learning skills are acceptable overall. They are good in the high phase of the school and also in Arabic-medium subjects. Students work together in groups and share ideas effectively. In almost all subjects, students make clear connections between areas of learning, and relate these to their understanding of the world. Most students are able to work independently for short periods. In the high school, the large majority of lessons enable students to research and develop critical thinking skills. However, in other phases insufficient time is given in lessons to developing innovation skills.

Areas of Relative Strength:

- Students' achievement in Islamic education, Arabic and social studies.
- Students' overall achievement in the high phase of the school.

Areas for Improvement:

- Students' achievement in mathematics, science and writing skills in English.



- The promotion of students' innovation skills in lessons.



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
Personal development		Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures		Good	Good	Good
Social responsibility and innovation skills		Good	Good	Good
- Students' personal and social development is good overall. Almost all students are well behaved and show respect to one another. Incidents of bullying are rare. - Students have a good understanding of how to live a healthy lifestyle. Almost all students eat healthily and engage regularly in physical activity. They are knowledgeable about the importance of healthy living. - Students enjoy school. Their attendance is very good at 97%. A few students do not arrive to school on time. - Students demonstrate clear understanding of, and respect for, Islamic values and awareness of Emirati culture. This permeates all aspects of school life. Students demonstrate a good understanding of other world cultures. - Students have a good sense of social responsibility, and contribute to the school and local community. They participate in national competitions and programmes to care for the environment. - Students innovation skills are acceptable. During the school's weekly innovation lesson, they have opportunities to take initiative and engage in projects. However, innovation skills are not yet fully-embedded features of everyday learning. Areas of Relative Strength: - Students' good behaviour, attitudes to learning and relationships with others. - Students' appreciation of Islamic values, and respect for the heritage and culture of the UAE. Areas for Improvement: - Students' punctuality to school. - Students' innovation skills in lessons.				



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. It is good in the Arabic-medium subjects and in the high phase. Teachers demonstrate secure subject knowledge and understanding of how students learn. They use a range of strategies to engage and motivate students.
- Teachers plan lessons consistently well, and use resources effectively to support learning, particularly in mathematics, science and art. Time in lessons is well managed, maximising students' potential to learn.
- In most lessons, teaching strategies enable most students to make expected progress. However, lessons are not always sufficiently challenging for the more able. Questions asked do not deepen students' thinking and understanding.
- Teaching in most lessons encourages students to collaborate and share ideas. Critical-thinking, problem-solving and independent learning skills are acceptable features of teaching. Teachers do not always give students in the primary and middle phases of the school sufficient opportunities to develop these skills.
- The school's approach to assessment is acceptable. Most students reflect on their learning and identify basic ways to improve. Teachers do not yet use data effectively to identify students' needs in order to inform future teaching. Not all teachers mark work well enough so students know how to improve at a more rapid rate.

Areas of Relative Strength:

- Teacher's well-imparted subject knowledge.
- Consistency in lesson planning.
- The use of time and resources in lessons.

Areas for Improvement:

- The modification of lessons to challenge the most able.
- The understanding and use of assessment information to inform future lessons.
- The quality of marking to help correct and improve students' work.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation		Acceptable	Acceptable	Good
Curriculum adaptation		Acceptable	Acceptable	Good
- The overall quality of the curriculum is acceptable. It is good in the high phase. The school's curriculum is broad and balanced - The curriculum builds on prior learning and adequately prepares students for their next phase of education. Students have a range of subjects from which to choose to develop their interests and aspirations. All students benefit from a range of extra-curricular activities to develop their personal interests and needs. - Cross-curricular links are planned for effectively in most lessons. This makes learning more meaningful for students, helping them to understand how areas of learning relate to life outside of school. - The school reviews the curriculum regularly. However, it is not yet fully adapted to meet the needs of all groups of students, particularly those who are more able. - The planning for, and teaching of, enterprise and innovation skills is acceptable. As part of the school's weekly innovation lesson, students take part in a range of purposeful learning activities. However, innovation skills are not yet embedded features of everyday learning. - Effective links with Islamic values and Emirati culture are made in most lessons. The school effectively promotes students' identity and appreciation of what it means to be a member of UAE society. - The school has introduced the new Moral Education programme effectively. This programme is taught in English by teachers who plan and deliver lessons that make links between school, society and home.				
Areas of Relative Strength:				
- Curriculum choices and extra-curricular provision for all students. - Cross-curricular links across subjects and to life outside school.				
Areas for Improvement:				
- The modification of the curriculum to better meet the needs of all students, particularly those who are more able. - Greater promotion of students' innovation skills during lessons.				



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

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
Care and support		Good	Good	Good
- The overall quality of protection, care, guidance and support is good. The school has effective arrangements for child protection. Staff and parents understand key health and safety policies. Staff have been trained in their implementation and use. - The school has effective procedures in place to track attendance. Leaders monitor students' punctuality to school, but the promotion of this is having a limited impact on few. - Safety checks are thoroughly planned and rigorously conducted, and actions taken are recorded accurately. - The premises are maintained effectively and meet the needs of all students. Students learn about healthy living and lifestyles in lessons, and during assemblies. - The school accurately identifies students with SEN and those who are G&T. The individual needs of students with SEN are carefully considered, and planned for in lessons. G&T students are challenged effectively through extra-curricular provision. - The school provides good guidance for students' academic and personal development. Leaders have established links with local universities. The school effectively promotes and supports students in applying to higher-education institutes.				
Areas of Relative Strength:				
- Arrangements for child protection, health, safety and security. - Identification of students with SEN and their support.				
Areas for Improvement:				
The promotion of students' punctuality.				



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
- The overall quality of leadership and management is acceptable. Senior leaders have worked effectively to improve teaching and raise achievement. - The school's approach to self-evaluation is acceptable. Leaders mostly judge their school accurately. They are aware of its main strengths and areas for improvement. - The minority of middle leaders are new to the school. They have started to monitor teaching and have highlighted areas for development. Not all middle leaders understand, analyse or use the school's data effectively. When monitoring teaching, feedback is not sufficiently focussed on students' achievements. - Partnerships with parents and the community is good. School leaders actively engage parents in the life of the school. Communication is good. Parents are kept informed of students' achievements, behaviour and attendance. - The governance of the school is acceptable. The Board of Trustees seeks the views of parents but not systematically those of students. Governors demonstrate some understanding of the school's data, and are beginning to challenge leaders about this. - Most aspects of the day-to-day management of the school are acceptable. Staff benefit from regular professional development. The school is adequately resourced. Specialist facilities include an art room, ICT and science laboratories. - The school benchmarks students' attainment against national and international assessments to contribute to self-evaluation and to plan to further improve teaching and continue to raise achievement.	
Areas of Relative Strength:	
- Leaders' shared vision and strategic direction for school improvement. - Partnerships with parents.	



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Areas for Improvement:

- The effectiveness and impact of all middle leaders.
- The use of assessment information to plan next steps in learning.
- Greater focus on students' achievements when monitoring lessons.