



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Emirates Future International Academy

Academic Year 2015 – 2016

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Emirates Future International Academy

Inspection Date 8 – 11 November, 2015

Date of previous inspection 10 – 13 February, 2014

General Information		Students	
School ID	054	Total number of students	2680
Opening year of school	2008	Number of children in KG	550
Principal	K. Vinayaki	Number of students in other phases	Primary 963 Middle 670 High 497
School telephone	+971 (0)2 552 5188	Age range	3 to 18 years
School Address	PO Box 128576, Musaffah, Abu Dhabi	Grades or Year Groups	KG - Grade 12
Official email (ADEC)	emiratefutureint.pvt@adec.ac.ae	Gender	Mixed
School Website	-----	% of Emirati Students	N/A
Fee ranges (per annum)	AED 7,000 – AED 15,000	Largest nationality groups (%)	1. Indian (91%) 2. Pakistani (6%) 3. Afghanistan (1%)
Licensed Curriculum		Staff	
Main Curriculum	Indian Central Board of Secondary Education (CBSE)	Number of teachers	148
Other Curriculum	-----	Number of teaching assistants (TAs)	24
External Exams/ Standardised tests	CBSE	Teacher-student ratio	25:1 KG/ FS 30:1 Other phases
Accreditation	-----	Teacher turnover	50%



Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	117
Number of joint lesson observations	2 + 6 learning walks across 40 lessons
Number of parents' questionnaires	638 (return rate: 24%)
Details of other inspection activities	(observations, meetings, work scrutiny, review of documents, surveys, etc.)

School	
School Aims	The school's vision is to 'achieve heights with excellence'.
School vision and mission	Its mission is to: 'equip students with the skills and values to face the challenges of the 21 st century; enable students to achieve their highest potential by developing their social and emotional personality through active learning; mould motivated, ambitious and confident lifelong learners; create in students an awareness of global environmental issues; inculcate in students the ideas of tolerance and universal brotherhood by giving them a wider exposure to various cultures especially that of the host country, UAE; provide conducive learning environment and excellent infrastructure for total quality education.'
Admission Policy	The school's admission policy includes an entrance test in English, science and mathematics from Grade 1 to 10.
Leadership structure (ownership, governance and management)	Principal, 2 vice-principals, 5 supervisors



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
Intellectual disability	0	0
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	2	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	1	0
Physical and health related disabilities	2	0
Visually impaired	0	0
Hearing impaired	3	0
Multiple disabilities	1	0

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

G&T Category	Number of students identified
Intellectual ability	2
Subject-specific aptitude (e.g. in science, mathematics, languages)	4
Social maturity and leadership	1
Mechanical/ technical/ technological ingenuity	1
Visual and performing arts (e.g. art, theatre, recitation)	3
Psychomotor ability (e.g. dance or sport)	2



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 (C)	Weak
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standards						
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 quality of education provided by Emirates Future International Academy is weak. Attainment and progress in most subjects throughout the school is weak and teaching is weak in the majority of lessons. Almost all students start the school with little or no English. They make acceptable progress in the Kindergarten (KG) in English. Achievement is in line with curriculum expectations in English and social studies and in Islamic education, mathematics and science in the higher grades. The school has a positive and caring ethos in which students develop good personal skills. Leaders articulate an ambition to improve and are providing professional development in classroom skills for teachers. They do not have clear enough understanding of what constitutes good practice to improve the quality of education quickly enough.

Progress made since last inspection and capacity to improve

Leaders have tackled the recommendations from the previous inspection with limited success. Leaders in the primary section are starting to use data analysis for individual students. Fire evacuation procedures are in place and fire extinguishers are now checked. There are first aid kits on each floor. The school is painted annually and has a contract with a new cleaning company. Overcrowding of classrooms has reduced. Leadership is now distributed with phase and subject leaders aware of their responsibilities. They do not all share a common vision of good practice to help them initiate and monitor positive change. There are signs of improvement in teaching strategies; but the pace of improvement is too slow.

Leaders have demonstrated only a weak capacity to improve the quality of education for students, and will require external support to do so.

Development and promotion of innovation skills

Students throughout the school do not have sufficient opportunity to develop innovation skills as lessons are too directed by teachers and too focused on students gaining knowledge. The school has started to plan projects in science and English to encourage students to work independently. Many of these initiatives are at the very early stages of development. Projects vary: from the effects of cancer, studies about pollen germination, production of a school newsletter and conducting book reviews. Most of the activities are conducted as part of 'specialist innovation period' or independently at home. Very rarely do students use technology in lessons.



Children in KG have very few opportunities to develop wider skills for learning, make choices or develop creativity through role - play or experiential activities. Students demonstrate that they have the potential to use good presentation and communication skills in a very small minority of lessons, especially in higher grades. They have the skills to lead learning when given the opportunity, an example of which was observed in a Grade 10 Biology class. A small group of students researched a range of forests around the world as part of their study of natural resources and delivered a presentation to their peers.

Most students in grades 10-12 work individually and within groups and enjoy sharing their views. They are occasionally encouraged to use their critical thinking skills to challenge their own preconceptions. Most lessons do not routinely provide opportunities for students to solve problems or answer probing questions in depth.

The school is focused on students gaining factual knowledge in preparation for CBSE examinations. This limits their development of higher order skills to prepare them for their future in education and work.



The inspection identified the following as key areas of strength:

- attainment and progress in speaking, listening, reading and understanding in English
- students behave well, are happy, highly self-disciplined and have good relationships with their teachers
- teachers have secure subject knowledge, so learning is accurate, especially in the upper grades
- students' appreciation of the role and values of Islam in the United Arab Emirates
- leaders are committed to provide continuous professional development programmes for teachers.

The inspection identified the following as key areas for improvement:

- provision in KG to meet the developmental and learning needs of children
- academic achievement in most subjects
- high quality teaching focused on students' learning at an age-appropriate level
- use of ongoing assessment to improve learning
- development of high quality collaborative, creative, independent and critical thinking skills
- identification and provision for students with additional needs
- review and modification of the curriculum to plan tasks that are suitable for different groups of students
- identification of strengths and weaknesses through rigorous and accurate monitoring to identify key priorities for improvement.



Performance Standard 1: Students' Achievement

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



Attainment and progress in most subjects are weak. Most students, particularly in the KG, primary and middle phases, do not make the expected progress in relation to their starting points and curriculum standards.

In English and Malayalam, attainment and progress are acceptable. They are weak in mathematics, science and Islamic education in primary and middle grades and acceptable in higher grades. They are weak in Arabic and Hindi throughout the school. There is an upward trend in CBSE standardised tests in grades 10 and 12. Historically, results have been weak. In Grade 10, results are in line with curriculum requirements, with English as the strongest subject. Grade 12 results are variable across subjects. The proportion of students gaining A1 –B1 grades in English was well above curriculum standards in 2014 and 2015. In 2015 tests, standards of attainment in physics and chemistry were very good, having been weak in previous years. Attainment in mathematics is acceptable, having been weak over time. Attainment in the commerce section is weak except in English, where it is acceptable and improved in 2015.

Children's capacities for learning on entry to KG are below expectations, especially in language skills. By KG2, attainment and progress are weak. Most children develop acceptable speaking, listening, reading and writing skills in English. Most children can count to 100 but have little understanding of numbers and do not know what comes before or after a number. Learning in science is not always accurate, such as butterflies only appearing in spring. Children have insufficient opportunities to develop physical, expressive and creative skills because teachers have low expectations and opportunities are rare. Learning skills are weak in all subjects. Children learn by repetition and memorisation without real understanding or application of what they learn.

In English, speaking and listening meets the expectations for students who learn English as an additional language. Writing is weak. Handwriting is good and punctuation and spelling are acceptable. Most written work is from worksheets and textbooks and students do not develop extended writing skills. In mathematics in the primary and middle grades, attainment and progress are weak because teacher expectations are too low and tasks are not age appropriate. For example, in Grade 8 students recognise different polygons and can construct their shapes using plastic straws. In Grade 3, students colour fractions but their understanding of them is not secure enough. Achievement improves in the higher grades. In Grade 9, students understand how angles subtended by a chord are equal. In Grade 12, students are able to find the areas under simple curves and between two curves using integration. In science, attainment and progress weak in the primary and middle classes; students have too few opportunities to develop scientific enquiry skills as



learning focuses on factual knowledge. It improves in the higher grades because of increased opportunities for practical work.

In Arabic, students reading and listening skills are acceptable, especially in the higher grades. They have very limited opportunities to practise their writing skills, often copying what is written on the board. The majority of students are not able to express their ideas in simple sentences. In Islamic education, primary students have a superficial understanding of why events have happened historically. They know facts from the Holy Qur'an without deeper understanding and recitation is not always accurate. In secondary classes, students in Grade 9 know the definition of Zakat and its rate. In Grade 10, they present factual information about Ramadan electronically. In most grades, the majority of students have good knowledge about the history, heritage and values of the UAE and an understanding of Gulf Cooperation Council (GCC) countries. Achievement is acceptable in Malayalam. It is weak in Hindi, as speaking and writing skills are weak.

Throughout the school, students do not develop learning skills sufficiently. They get insufficient opportunity to work independently and collaboratively, communicate their ideas in depth or take responsibility for their own learning. They rarely apply their learning to real life situations and use skills and knowledge between areas of learning, especially in KG and primary classes.

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	Acceptable	Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

Students' personal development is acceptable. Students develop good personal skills. Behaviour is good and very good in higher grades. Students are self-disciplined and respond well to their peers and teachers because of mutual respect. In KG, children have positive attitudes to school; they feel safe and follow school routines and behave well. Children use self-registration on arrival to develop their



independence. Relationships between children and staff are acceptable. Students say they like their teachers because they are friendly and supportive. The students' council is very active and senior students manage and organise evacuation drills and assembly segments.

The attitudes of students in middle and secondary classes are good. They have positive and responsible attitudes towards learning and the school. In primary, too many students are compliant. They listen to their teachers and follow instructions completely and are not as self-reliant as older students.

Students have a good appreciation of the role and values of Islam in UAE society. They have clear understanding of many Islamic concepts and values. For example, in Ramadan, both Muslim and many non-Muslim students are committed to fasting. Many students participate in Holy Qur'an recitation events. They have secure understanding of their own Indian culture. Though they only have basic knowledge, they show great respect for the heritage and culture of the United Arab Emirates.

Students take on responsibilities within the school community, as in their role on the discipline committee. Their wider community involvement, enterprise and entrepreneurship skills are weak due to a lack of opportunities. Students are aware of important environmental issues. They participate in a limited range of activities that support conservation, such as the 'Go clean and green' campaign and the Eco club. Students have acceptable understanding of the benefits of safe and healthy living. In KG, children participate in events about healthy and unhealthy food in the 'Eat right' campaign. Attendance is weak at 90%; students are punctual when arriving at school.

Performance Standard 3: Teaching and Assessment

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

Teaching is weak. The majority of lessons observed by inspectors were deemed weak or very weak. More effective teaching was mainly seen in the higher grades in English, mathematics and science. Most teachers have sufficient subject knowledge to ensure accurate learning. Relationships and interactions between students and



teachers are positive, based on mutual respect.

Teachers' use of English, particularly in KG and primary, does not provide a good model for students. Their knowledge of how students learn best and their understanding of how younger children in KG learn is weak. Academic progress is restricted by a lack of opportunity for students to apply their skills. Too many teachers provide work that is not matched to the age and ability of students. Many teachers have low expectations and focus on students gaining knowledge rather than developing skills and deeper understanding at an age-related level. Students, including those with special educational needs (SEN) and those identified as gifted and talented (G&T), make insufficient progress.

The school has introduced a common format for lesson planning. Learning objectives are identified and shared in most lessons so students are aware of what they are to learn. Planning does not take into account students' prior learning. In most lessons, students are expected to do the same task with an over reliance on textbooks. Most tasks are directed and controlled by teachers. This limits the development of critical thinking, problem solving, innovation and independent learning skills. There is limited support for students with additional needs or challenge for more able students in most lessons. Teachers do not check on students' learning as lessons progress. Teachers mainly ask closed questions, which require short factual answers. They do not probe students thinking or enable them to express their thoughts in depth, providing little reflection time or encouragement for students to ask questions.

Regular internal assessments test students' ability to memorise facts. Assessment tests from Grade 1 to Grade 9 are set, marked and moderated internally and are not benchmarked against any external standardised outcomes. The school does not evaluate students' skills, understanding or application of their knowledge. It has substantial data on students' attainment. It does not analyse data sufficiently to track students' progress or to identify gaps and next steps for learning. Teachers do not use assessment data to plan lessons so the learning needs of students, including those with SEN and G&T, are not met. Leaders are currently piloting a system to track individual attainment in primary classes. Comments in students' books to help them know what they need to do to improve their work are very infrequent.



Performance Standard 4: Curriculum

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

The implementation and adaptation of the curriculum is weak. There are no modifications to meet the needs of children in KG; new arrivals are placed in a separate class and taught as slow learners. There is no adaptation for children at the very early stages of acquiring English. The delivery of the curriculum does not enable children to learn through play or activity. It offers very little to develop children's creativity or imagination.

The curriculum is acceptably broad and balanced. In the secondary phase from Grade 10 to Grade 12 students can study accountancy, marketing, business and economics. Older students can choose between science and commerce streams to follow their interests and future needs. The school offers a choice of three languages: Hindi, Malayalam and French. Primary students study music, dance, art and physical education.

Implementation of the curriculum is highly focused on students' acquisition of knowledge, mainly gained from teachers or textbooks. It does not meet the needs of different groups of students and is often pitched at too low a level. It does not enable students to adequately develop scientific enquiry, problem solving and critical thinking skills across all subjects and grades. There are gaps in the curriculum and progression is weak, particularly between KG and primary, and in science. The curriculum offers very basic participatory tasks with insufficient focus on developing students' skills at the appropriate level.

In a very small minority of lessons in the secondary phase, students transfer their knowledge to other subjects. This is not evident in KG and primary classes. Although planning identifies a thematic approach, lessons focus on separate subjects. The curriculum is not reviewed to ensure that it is adapted to meet the academic needs of all groups of students. Differentiation is weak as all students too often do the same task. Occasionally, more able students have to first complete work planned for the whole class that is too easy for them before accepting any further challenge. The implementation of the curriculum is unimaginative with very few opportunities for students to acquire enterprise, innovation or creative skills. It enables students to gain adequate knowledge of the UAE culture and Islamic values.



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	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

Protection, care, guidance and support are acceptable. The school has a positive ethos in which students are happy. Pastoral care is adequate. Counsellors for each phase are responsible for students' welfare and safeguarding. Students are fully aware of their presence and role and they know where to go to if they have any problems. Adequate child protection procedures are in place. Very high teacher turnover means that the school has to provide staff with training on procedures at the beginning of every year. Relationships between students and teachers are positive. Behaviour management strategies are rarely needed as students are very self-disciplined.

Procedures to identify students with SEN are weak and those that are identified do not have individual education plans. The school has an outdated policy for SEN. It is being rewritten to meet ADEC's required processes, templates and procedures. The newly appointed SEN coordinator (SENCO) is appropriately qualified and experienced. Teachers rarely refer students to the SENCO, partly because they lack awareness of identified students' needs. The curriculum is not modified to meet students' additional needs. Support for SEN students is not monitored nor are assessments used to ensure their inclusion in the full curriculum.

Counsellors deal effectively with the few instances of bullying. They also have regular counselling sessions with students and stage anti-bullying campaigns. The school has adequate procedures for attendance, though attendance remains below acceptable levels overall. Students are given satisfactory career guidance in grades 11 and 12. Teachers and counsellors give appropriate advice to help students choose a suitable career path. They organised a university festival at the school where they invited 14 universities from the UAE and India to inform students' decisions.

The premises have improved slightly since the previous inspection. They are maintained more regularly and the school has a new contract with a cleaning company. There are no lifts for disabled students, which inhibits their free passage to all parts of the school. Toilets are not all hygienic.



Performance Standard 6: Leadership and management

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

Leadership and management are weak. Senior leaders articulate an ambition and intention to improve. They do not have sufficient knowledge of good practice, or an accurate understanding of the quality of the school, to provide them with a clear vision and direction to do so rapidly. The self-evaluation form does not provide any analysis of evidence to support the judgements, which are too generous. School development planning priorities are based entirely on the recommendations from the previous inspection and not on the school's own evaluation procedures. The owner and the governing body do not have an accurate view of the school's strengths and weaknesses. Parents who responded to the inspection survey indicated slightly lower levels of satisfaction than parents from other similar schools.

Leadership is distributed widely and leaders at all levels are clear about their roles. The school does not have an accurate overall view of its effectiveness. Leaders at all levels do not have sufficient understanding of best practice to support improvements in pedagogy. Systems to monitor teaching and provide teachers with points for development are not rigorous. The school has tackled some of the recommendations from the previous inspection with changes mainly affecting accommodation and health and safety procedures. Teaching remains weak with many of the weaknesses previously identified still being significant.

Regular professional training is provided for teachers on aspects of pedagogy. The impact of this is too slow as it is not purposeful or sufficiently related to classroom practice. In a minority of lessons, teachers are starting to apply new strategies. They are at a basic level and inconsistent. Staff are suitably qualified and approved. Turnover is very high, 50% in the last year, and this limits the impact of professional development. Premises for specialist subjects are limited and there is no outdoor area for KG.

The school has adequate management systems and runs smoothly on a day-to-day basis. Resources in all areas are insufficient to support students' learning. Leaders



have addressed the issue of very small classrooms by removing internal washrooms and lowering the number of students.

What the school should do to improve further:

1. Improve the quality of teaching and learning to accelerate learning in all subjects so that most students achieve at least in line with curriculum standards by:
 - i. planning tasks that offer suitable challenges for all groups of students
 - ii. identifying realistic and achievable learning objectives for each lesson
 - iii. using assessment strategies to check on students' learning during the lesson
 - iv. asking probing questions to extend students' thinking and to evaluate their understanding
 - v. provide routine/regular opportunities in lessons for students to gain critical thinking and problem solving skills.
2. Focus leadership at all levels on students' learning by:
 - i. analysing assessment data accurately to identify common gaps in learning and plan appropriate intervention strategies
 - ii. focusing teaching on remedying gaps in learning
 - iii. monitoring the impact of CPD on student learning.
3. Improve the provision in the KG by:
 - i. offering opportunities for children to learn through play, exploration and activity
 - ii. raising the expectations for children to learn independently
 - iii. creating a stimulating environment rich in print to support children's learning.