



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

# Inspection Report of: Emirates Future International Academy

**Overall Effectiveness: Acceptable**

Academic Year 2017 – 2018

Iqraa



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## School Information

General Information	Inspection date:	from	19 Muharram 1439	to	22 Muharram 1439
		from	09-Oct-17	to	12-Oct-17
	School name	Emirates Future International Academy			
	School ID	9054			
	School address	Musaffah, Abu Dhabi			
	School telephone	02 552 5188			
	School official email	emiratefutureint@adec.ac.ae			
	School website	www.efiaschool.com			
	School curriculum	Indian: Central Board of School Education (CBSE)			
	Fee range and category	AED7,800 to AED14,600 (very low to low)			
	Number of lessons observed	119			
Number of joint lessons observed	13				
Staff Information	Total number of teachers	101			
	Turnover rate	20%			
	Number of teaching assistants	9			
	Teacher- student ratio	KG: 1:25; Primary to High: 1:30			
Student Information	Total number of students	1277			
	% of Emirati Students	---			
	% of Largest nationality groups	1. Indian: 88%			
		2. Pakistani: 7%			
		3. Afghan: 2%			
	% of SEN students	1.3%			
	% of students per phase	KG: 18%	Middle: 19%		
		Primary: 41%	High/ 22%		
Grades/ Year groups	KG to Grade 12				
Gender	Boys and girls				



## The Performance of the School

<b>Performance Standard 1</b>  Students' Achievement  <b>Acceptable</b>	<b>Performance Standard 2</b>  Students' personal and social development, and their innovation skills  <b>Good</b>
<b>Performance Standard 3</b>  Teaching and Assessment  <b>Acceptable</b>	<b>Performance Standard 4</b>  Curriculum  <b>Acceptable</b>
<b>Performance Standard 5</b>  The protection, care, guidance and support of students  <b>Good</b>	<b>Performance Standard 6</b>  Leadership and management  <b>Good</b>



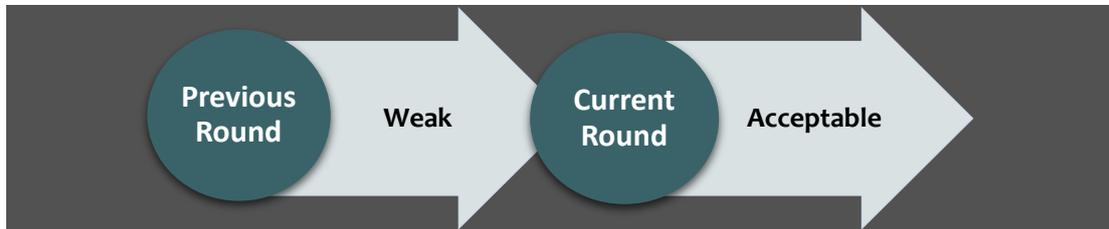
## Evaluation of the school's overall performance

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- The overall performance of the school is acceptable. An intensive programme of training over the last 12 months has improved teaching. The rate of turnover in Arabic staff has slowed the rate of improvement in this subject.
- Achievement is acceptable overall and learning skills are acceptable. The majority of students achieve above curriculum standards in English, mathematics, science and computer studies in the high phase and in science in the middle phase. Achievement in Arabic in the middle phase is weak. Students' achievement in Hindi is acceptable across the school.
- Students' personal and social development is good overall. Students are motivated and behave well. They gain an acceptable understanding about life in the UAE and a good awareness of Islamic values.
- Teaching and assessment is acceptable overall, but with consistently good teaching in the high phase. Teachers use assessment information broadly appropriately for planning lessons for the core group of students, but not always for those with specific needs. Feedback to students when teachers mark their books is insufficient.
- Curriculum provision is acceptable. It is generally broad and balanced, with a wide range of extra-curricular activities.
- Provision for the protection, care, guidance and support for students is broadly good, ensuring students feel safe at all times. Students who have special educational needs (SEN) benefit from regular support classes but in-class support is generally weak, as is challenge for more-able students.
- Leadership and management is good. Leaders at all levels have worked hard to improve their effectiveness. All staff are committed to driving improvements forward.



## Progress made since last inspection and capacity to improve



- At the last inspection, overall performance was weak and all new registrations were blocked. The school has improved strongly so that overall performance is now acceptable.
- The principal and vice principal, all other key leaders and the school governors now work very closely together. They created realistic plans to support improvement. The impact of these plans is evident with the achievement of students moving from weak to acceptable overall.
- Intensive training resulted in improved teaching. Students' rates of progress have accelerated. Teachers now use assessment information more effectively.
- An improved curriculum ensures that students learn in a continuous and progressive way.
- The extra-curricular activities programme and enrichment classes for more-able and gifted and talented students have expanded. Support classes for lower achieving and SEN students have been significantly increased.
- The effectiveness of the governors and key school leaders has improved. Self-evaluation is broadly accurate. Overall, school leaders have a good capacity to improve the school further.



## Key areas of strength and area for improvement

### Key areas of strength

1. The effectiveness of school leaders and governors in improving students' achievement.
2. Achievement in English, mathematics, science and computer studies by the end of Grade 12.
3. The behaviour and motivation of students and the involvement of older students in running activities.
4. The pastoral care, support and guidance for most students across the school.

### Key areas for improvement

1. Improve achievement in Arabic, particularly in the middle school, by:
  - i. stabilising Arabic staffing
  - ii. providing training for Arabic teachers
  - iii. ensuring activities in Arabic lessons meet precisely the needs of students of differing abilities to accelerate their progress.
2. Improve achievement and teaching by:
  - i. continuing to raise all teachers' and students' expectations of what can be achieved
  - ii. adapting the curriculum in all subjects to match activities closely to students' different learning needs
  - iii. increasing challenge for more-able and gifted and talented students
  - iv. ensuring teachers ask questions that help all students develop their critical-thinking and other higher order skills
  - v. improving the quality of support for SEN students in lessons.
  - vi. ensuring there is a full provision of appropriate practical resources to support students' learning, especially in the primary lessons.
3. Develop assessment in the school by:
  - i. ensuring teachers always use assessment information to plan activities in lessons that precisely match the needs of students of differing ability
  - ii. using the school's assessment tracking system to regularly check the progress of students of differing ability
  - iii. introducing a marking policy that guides teachers in providing accurate feedback to help students improve
  - iv. rigorously monitoring the implementation of the marking policy
  - v. monitoring lessons to ensure appropriate progress for students of differing ability.



## Provision for Reading

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- The school is improving its provision for promoting students' reading skills. The adequate library provision provides a suitable reading environment. The range of books available is acceptable.
- Appropriate comprehension work occurs in Arabic and English lessons. Comprehension work in other curriculum subjects is not consistent.
- The school is at the early stages of formulating plans for more widely promoting students' reading. Teachers are developing reading corners in classrooms. No other initiatives are underway to improve the development of students' reading skills.
- The school does not have plans to train teachers on best practice for developing students' reading skills.
- Most lessons involve the use of reading materials. Teachers frequently ask students to read text aloud. However, not enough is done to promote students' reading skills across the curriculum.
- The progress that students make in reading is not tracked across the school.



## Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	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 additional Language)	Attainment	N/A	Acceptable	Weak	Acceptable
	Progress	N/A	Acceptable	Weak	Acceptable
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Good



### Overall achievement

- Overall, students' achievement is acceptable. Arabic standards are broadly acceptable except in the middle phase where students achieve below the expected levels. The majority of students achieve above curriculum standards in English, mathematics, and computer studies in the high phase. They achieve above the expected levels in science in the middle and high phases.
- Attainment at the start of KG is close to expected levels except in English where it is weak. Most children achieve appropriate curriculum standards by the end of KG.
- In Ministry of Education (MoE) Grade 12 examinations, students reached acceptable levels in Islamic education, but their attainment in Arabic was weak. In CBSE examinations, Grades 10 and 12 students reached outstanding levels in English and computer studies, good standards in physics and acceptable standards in mathematics, chemistry and biology.
- Across the school, more-able, gifted and talented and SEN students do not always progress as well as they should.

### Subjects

- Overall, most students achieve in line with curriculum standards in **Islamic Education**. A significant minority attain outstanding results in Grade 12 MoE examinations. Across all phases, students demonstrate acceptable understanding of Islamic concepts.
- Students' achievement overall in **Arabic** as a second language is acceptable in the primary and high phases. In the middle phase, students' achievement is weak and fluency in reading, writing and speaking and listening is below curriculum standards.
- Students' achievement in **social studies** is acceptable. Most students gain an appropriate knowledge and understanding about the UAE past and present and understand how lifestyles change over time, in line with grade-related curriculum expectations.
- Students' achievement in **English** is acceptable. Most students in the KG, primary and middle phases achieve appropriate curriculum standards in reading, writing, speaking and listening. The majority of students achieve above curriculum standards in the high phase, where students show a good ability to write and express their views.



- Students' overall achievement in **mathematics** is acceptable. Most acquire appropriate understanding of numeracy, shape, space, measure and data handling. Achievement is good in the high phase where students become adept with problem-solving tasks.
- Students' overall achievement in **science** is broadly acceptable. It is good in the middle and high phases where the majority of students gain good investigation skills above expectations. Primary school students' practical skills are limited.
- Students' achievement in **other subjects** is acceptable overall. In music, art, dance and physical education, most students achieve acceptable levels. Most students achieve acceptable levels in Hindi. In computer studies, older students achieve above curriculum standards and do well in external examinations.

#### **Learning skills**

- Overall, students' learning skills are acceptable across the school and good at the high phase. Most students concentrate well and enjoy learning. Many students collaborate well and make suitable connections between their work and everyday life. Most students develop good critical-thinking and creative skills, particularly at the high phase.

#### **Areas of Relative Strength:**

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- Students' achievement in English, mathematics and science and computer studies in the high phase and in science at middle.
- Students' learning skills in the high phase.

#### **Areas for Improvement:**

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- Students' achievement across the curriculum.
- Students' performance in Grade 12 MoE Arabic examinations.
- Students' learning skills generally in KG, primary and middle phases, and innovation skills in lessons across the school.



## 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	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Overall, students' personal and social development is good, but their innovation skills are generally acceptable.
- Most students behave well and work enthusiastically. Older students work well in organising activities with staff. Students gain a good understanding about how to lead a safe and healthy life.
- Students' attendance at 95% is good. However, a few are late for school each morning.
- Students gain an acceptable knowledge and understanding of UAE culture and a good understanding of Islamic values.
- Students demonstrate good awareness and appreciation of their own and other world cultures. They have an acceptable level of involvement in local charity works.
- Students' innovation skills are limited to extra-curricular activities only.

### Areas of Relative Strength:

- Students' behaviour and motivation and the responsibilities taken on by older students.
- Students' understanding of how to lead a healthy life.
- Students' understanding of Islamic values.
- Students' knowledge of their own and other world cultures.

### Areas for Improvement:

- Students' punctuality in arriving at school in the morning.
- Students' understanding and awareness of the UAE culture and traditions.
- The development of innovation skills.



### Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. Teaching is good in English, mathematics, science and computer studies in the high phase and for science in the middle.
- Teachers have suitable subject knowledge and make acceptable use of assessment to plan lessons that address students' needs. In the high phase, work is broadly well matched to groups of students of differing ability. However, in KG, primary and middle, work is often too easy for more-able students and too hard for students who are lower attaining or who have special educational needs (SEN).
- In the majority of lessons, teachers successfully engage students in discussions. In KG, primary and middle, they do not always get students thinking critically about their work. In the high phase, teachers are good at helping students develop their critical-thinking and problem-solving skills. Across the school, students' innovation skills are not promoted sufficiently in lessons.
- When marking students' work, teachers do not provide feedback so individuals know how they can improve.
- The school makes appropriate use of CBSE and MoE tests for older students. Overall, there is insufficient external testing to help teachers moderate their own assessment.

#### Areas of Relative Strength:

- Teaching in the high phase and in science in middle phase.
- Teachers' subject knowledge.
- The development of students' critical-thinking skills in the high phase.

#### Areas for Improvement:

- The use of assessment to match activities to the needs of differing groups of students.
- Students' use of practical resources in primary lessons.
- The development of students' innovation skills across the school and critical-thinking skills in KG and primary.
- The feedback given to students when their books are marked.



## Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is acceptable. The school follows the Indian CBSE curriculum alongside the MoE curriculum for Arabic subjects. It is broad and balanced with good continuity and progression in students' learning.
- The school offers appropriate subject choices. Staff plan for suitable cross-curricular links and carry out regular reviews.
- Generally, the curriculum is modified to meet the needs of most students. However, it is not sufficiently adapted to meet the needs of groups of students with a range of different needs, particularly for those who require special challenge or specific support.
- The school provides a good range of extra-curricular activities, but lacks in-depth provision to promote innovation skills.
- Curriculum planning includes appropriate links to information about life and culture in the UAE.
- Provision for moral education is acceptable. The school integrates moral education themes into lessons across the curriculum to improve students' understanding.

### Areas of Relative Strength:

- A broad and balanced curriculum providing suitable options for students.
- The wide range of extra-curricular activities.
- The links in work to broaden students' understanding of the life in the UAE.

### Areas for Improvement:

- The modification of the curriculum to ensure work meets precisely the needs of students of differing abilities.
- The planning of work to promote innovation skills.



## 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	Good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- The overall quality of care, guidance and support for students is broadly good. Provision for keeping students safe and protected are effective. Health and safety procedures are well established.
- The well-maintained school premises are fit for purpose. Suitable records are kept regarding any incidents and maintenance. There are no toilets specifically for disabled students. Regular checks are carried out.
- Provision for promoting students' health is good. The school nurses provide regular health workshops for students.
- Staff manage students' behaviour well. They ensure that good relationships flourish throughout the school.
- The school successfully encourages good attendance. However, procedures to encourage students' morning punctuality do not always work effectively.
- The school has good systems to identify SEN students and gifted and talented students. However, these students do not have the support or challenge they need in lessons. SEN students receive acceptable support in the regular support lessons provided for them.
- Good academic advice and guidance is provided, including careers advice for older students.

### Areas of Relative Strength:

- The overall pastoral care of students.
- Procedures to promote attendance.
- Advice and guidance for students.

### Areas for Improvement:

- Provision of toilet facilities for disabled students.
- Procedures to ensure that students arrive at school punctually.
- The quality of support for students who have special educational needs, the more-able and gifted and talented.



## 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	Acceptable
Governance	Good
Management, staffing, facilities and resources	Acceptable

- Leadership and management of the school is good. School leaders have made a decisive improvement to the school in recent years to make the overall standard of education acceptable and students' achievement has improved significantly. Staff are fully involved in improvement initiatives.
- The self-evaluation form (SEF) is accurate and shows a clear picture of the school's strengths and areas for improvement. It links clearly with the detailed and realistic school development plan (SDP). Systems to monitor teaching and learning are robust and effective.
- Parents' views are given full consideration. Parents are kept well informed but not sufficiently involved in school activities. The school has appropriate links with local charities.
- Governance of the school is good. Governors provide full backing to senior leaders and staff. They keep a careful check on the progress of school improvement initiatives.
- The school runs smoothly. However, instability in Arabic staffing is a barrier to improving Arabic achievement, especially in the middle phase. The premises are adequate and facilities are suitable. However, practical resources to support students' learning in the primary school are insufficient.
- The school does not yet promote or use national or international assessments sufficiently.

**Areas of Relative Strength:**

- The involvement of all staff in bringing about strong school improvement.
- Self-evaluation and school development planning processes.
- Systems to monitor and evaluate learning and teaching.

**Areas for Improvement:**

- The use of a range of international benchmarking tests.



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- The engagement of parents in school activities.
- The stability of Arabic teaching staff, particularly in the middle phase.
- Practical resources for learning in the primary phase.