



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Emirates Falcon International Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018

Iqraa



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School Information

General Information	Inspection date:	from	3-Safar-1439	to	6-Safar-1439		
		from	23-Oct-17	to	26-Oct-17		
	School name			Emirates Falcon International Private School			
	School ID			153			
	School address			Falaj Hazza, Al Ain			
	School telephone			+971 (0)3 780 6668			
	School official email			emiratesfalcon.pvt@adec.ac.ae			
	School website			falconschool.somee.com			
	School curriculum			American			
	School phases			KG to High			
	Fee range and category			AED 20,000- AED 27,500, Medium			
	Number of lessons observed			107			
	Number of joint lessons observed			10			
Staff Information	Total number of teachers			83			
	Turnover rate			15%			
	Number of teaching assistants			8			
	Teacher- student ratio			KG: 1:14 Other: 1: 10			
Student Information	Total number of students			988			
	% of Emirati Students			62%			
	% of Largest nationality groups			1. Syrian: 10 %			
				2. Jordanian: 7%			
	% of SEN students			1%			
	% of students per phase			KG: 24%		Middle: 25%	
				Primary: 39%		High: 12%	
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 

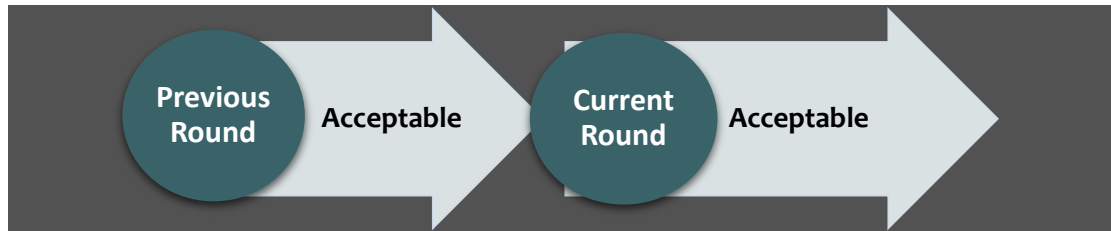


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. Since the previous inspection the space occupied by the building has quadrupled with extensive new facilities. The number of students has increased by 30%, and additional classes have been added for Grades 11 and 12. 23 new teachers joined the school in September 2017.
- Achievement is acceptable overall. Students' reading, listening and speaking skills are stronger than their writing skills in Arabic and English. Learning skills are acceptable overall. Students are developing their critical thinking, problem-solving, innovation and enterprise skills.
- Personal and social development are good. Attitudes and relationships are positive. Students' respect for Islamic values and UAE culture and heritage contributes to their good behaviour.
- Teaching and assessment is acceptable overall, with particular strengths in English and science in high phase. Opportunities to develop critical thinking and problem solving are increasing but are not yet consistent across subjects. Assessment is improving, but results of data analysis are not yet used sufficiently to inform teaching to meet the learning needs of all groups of students.
- The curriculum is acceptable. It is appropriately planned and reviewed and prepares students adequately for the next phase in their learning. It does not always challenge higher attaining students, or support lower attaining students, sufficiently.
- The overall quality of protection, care, guidance and support is good. Provision to ensure the health, safety and protection of students is effective. The school promotes healthy life styles and very good attendance. Punctuality is less strong. The support for special education needs (SEN) students is appropriate.
- Leaders have improved the school since the last inspection and demonstrate acceptable leadership and management overall. The principal sets a clear strategic direction aligned with UAE priorities. Self-evaluation is not yet sufficiently rigorous, but benchmarking against international standards is beginning to be used to raise attainment and expectations. Development of middle leaders is strengthening the school's capacity to improve its performance.



Progress made since last inspection and capacity to improve



- Marking and feedback have improved considerably across the school with most teachers giving advice to students on how to improve. Peer and self assessment are beginning to help students to raise the standard of their work. The internal assessment system has been significantly revised to link closely with the curriculum standards.
- Teachers are now beginning to plan lessons which meet the needs of groups of students, but do not yet fully challenge high attaining or fully support low attaining students.
- Linking assessment to curriculum and international benchmarking has helped teachers to raise their expectations of student performance.
- A better understanding of teaching performance is now achieved through widespread observation committees composed of classroom teachers.
- Writing skills have improved overall, particularly for boys in Grades 8 and 9.
- Overall the school leaders' capacity to improve is acceptable.



Key areas of strength and area for improvement

Key areas of strength

- Students' good behaviour and positive attitudes to learning
- Leaders' strategic vision and commitment to continuously improve the school's performance
- The caring and inclusive ethos and the smooth daily running of the school.

Key areas for improvement

1. Raise attainment by:
 - i. continue to develop the use of international data to benchmark attainment in school self-evaluation
 - ii. training teachers in their understanding of this analysis to raise their expectations of what students can achieve
 - iii. using the results of the monitoring of teaching and assessment in the classroom to support teachers in improving their practice
 - iv. further sharing best practice in teaching across the school.
2. Improve learning skills by:
 - i. ensuring a wide range of learning and innovation skills, including taking initiative, are developed more consistently across subjects
 - ii. increasing opportunities for students to research and work independently, both in class and outside lessons
 - iii. further developing specific projects which enable all students to develop their innovative and creative skills.
3. Improve teaching and the curriculum by:
 - i. ensuring that teachers use data more precisely to plan suitable activities for higher and lower attaining students
 - ii. modifying the curriculum further to meet the needs of all groups of students.
4. Improve punctuality by:
 - i. setting high expectations for the punctuality of all students
 - ii. working with parents to ensure all students arrive promptly to provide a disciplined and motivational start to the school day.



Provision for Reading

- The school has one large library with appropriate reading resources in English and Arabic. A cupboard of books, for use by students, is located in each corridor of the school and overseen by supervisors. Books are also available at the front of each classroom. Students may bring their own choice of book to add to the class libraries. Students discuss their reading preference with teachers and are encouraged to use their comprehension skills to write summaries of their reading.
- Guided readers are used to identify students' reading levels in Grades 1-5. Training on guided reading strategies is planned for teachers in these grades.
- Reading clubs are run for English and Arabic. A literacy program started in 2016 prioritises reading in both Arabic and English for all grades.
- Grades 1 – 12 have a 'Big Reading' class weekly to improve fluency and accuracy in reading. Each library session involves shared reading with older students helping younger ones. A few parents join reading periods once or twice a week in low grades, providing acceptable support and encouraging their engagement in their children's reading.
- Students complete assignments using fiction and non-fiction reading materials. However, these are usually limited to the use of textbooks, rather than including a wider range of published works. Teachers routinely encourage students in class to read independently from worksheets or textbooks, and to read silently or aloud.



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Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as additional Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	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	Good	Acceptable
	Progress	Acceptable	Acceptable	Good	Acceptable
Science	Attainment	Acceptable	Weak	Acceptable	Good
	Progress	Acceptable	Weak	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable



Overall achievement

- The overall quality of students' achievement is acceptable. It is good in mathematics at middle phase and in English and science at high phase.
- Inspection evidence indicates that achievement in Arabic as a first and a second language is acceptable across the school. External Measure of Student Achievement (EMSA) data for 2017 indicate that students attained standards in Arabic reading which were very good in Grades 7 and 9 and outstanding in Grades 5 and 11. In Arabic writing, standards were outstanding in Grade 5, acceptable in Grade 9, and weak in Grades 7 and 11. In the recent Grade 12 MOE examinations in Arabic, students' performance was outstanding.
- The school's internal data indicate that, overall, students' achievement is good. This was not confirmed by inspection findings.
- Special Educational Needs (SEN) students and those who are gifted and talented (G&T) make similar progress to others from their starting points.

Subjects

- Students' achievement in **Islamic education** is acceptable. Students make acceptable progress across the school in understanding how to apply Islamic values in daily life and how to reflect upon their behaviour. Attainment and progress is acceptable across the school. Students can recite Holy Qur'an with acceptable understanding.
- Students' achievement in **Arabic** as a first language is acceptable. Their skills in speaking, listening and reading are more developed than those in writing. Students' achievement and progress in **Arabic** as a second language is acceptable. Their skills in listening and reading are more developed than those in speaking and writing.
- Students' achievement in **Social Studies** is acceptable. They make acceptable progress across the grades in their understanding of national identity and citizenship.
- Students' achievement in **English** is acceptable overall and good in high phase. They develop their reading, writing, listening and speaking skills steadily across early phases, and progress accelerates in high phase.
- Students' achievement in **mathematics** is acceptable overall and good in middle phase. Students make acceptable progress in their knowledge of shape, number and quantity, geometry and trigonometry overall across the school.
- Students' achievement in **science** is acceptable overall. It is weak in primary



phase and good in high phase. Students make acceptable progress overall in their understanding of key concepts of physical and life science and in their practical and laboratory skills.

- Students' achievement in **other subjects** is acceptable. Students develop a wide range of creative, physical, linguistic, and technical skills and are beginning to develop their innovative skills.

Learning skills

- Students' learning skills are acceptable. They discuss, and increasingly take responsibility for, their own learning. Students' collaboration and communication skills are improving across the school. They make links to the outside world and connections between subjects. Their innovation and enterprise skills are developing acceptably through the Science, Technology, Engineering and Maths (STEM) programme. Enquiry and critical thinking skills are being enhanced in some lessons in primary and middle phases. Students are beginning to make more widespread use of digital technologies to develop their research and investigative skills.

Areas of Relative Strength:

- Achievement in mathematics in middle phase, and English and science in high phase.

Areas for Improvement:

- Raising attainment in all core subjects, particularly primary phase science
- Improving students' learning skills across phases



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

- Students' personal and social development is good, and their innovation skills are acceptable. They show positive attitudes towards their learning and good behaviour. Relationships among students and with staff are friendly and respectful.
- Attendance is very good at 97%. Punctuality to school is less strong. Students adopt safe and healthy life styles, for example eating healthy food.
- Most students have clear understanding of Islamic values and respect for UAE culture and heritage. They appreciate their own and other world cultures.
- Students are aware of their responsibilities in school and volunteer within the local community, for example visiting patients at the local hospital. They are aware of important environmental issues.
- Students' innovation skills are not yet well developed. They enjoy their work but do not regularly show initiative.

Areas of Relative Strength:

- Students' good behaviour, positive attitudes to learning, and attendance.
- Students' understanding of UAE culture and Islamic values.

Areas for Improvement:

- Developing all students' innovation skills, including taking initiative.



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- Punctuality to school.



Performance Standard 3: Teaching and Assessment

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

- The quality of teaching and assessment is acceptable overall. It is good in mathematics in middle phase and English and science in high phase.
- Teachers demonstrate secure knowledge of their subject and how students learn. They plan lessons appropriately to ensure students' engagement in learning. Kindergarten (KG) classroom environments help children to make learning choices and to be creative.
- Teachers use strategies that adequately meet the needs of groups of students, but do not yet challenge high attaining or support low attaining students consistently. Critical thinking and other innovation skills are effectively developed in English and science at high phase, but this good practice is not consistent across subjects.
- Internal assessment processes are now formalised, consistent, and aligned to curriculum standards. Students' attainment is not yet rigorously benchmarked against national and international standards.
- The school's coherent analysis of assessment information is not yet used effectively by teachers to plan lessons which meet the needs of all students, especially higher and lower attaining students.
- Teachers have a reasonable knowledge of strengths and weaknesses of individual students and provide acceptable feedback and support to help them improve.

Areas of Relative Strength:

- Well-planned and structured lessons that engage most students.
- Teachers' use of their subject knowledge and skills to create engaging learning environments.

Areas for Improvement:

- Improving teachers' use of assessment data to plan lessons that meet the needs



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of individual students, especially those who are higher and lower attaining.

- Developing innovation skills more consistently across subjects.



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. It is reasonably broad and balanced, and develops students' knowledge, skills and understanding appropriately. - Curriculum planning provides adequate continuity and progression in most subjects. Curricular options provide some choice for older students and some links are planned between subjects. The curriculum is reviewed regularly. - The school makes adequate modifications to the curriculum and generally meets the needs of most students. It provides an appropriate range of extracurricular activities, including in music, art, and sport to extend learning beyond the classroom. The STEM and Gifted and Talented 'GATES' programmes develop students' innovation skills, but such opportunities are not embedded in lessons across subjects. - Appropriate links with Emirati culture and UAE society are provided across the curriculum. - The Moral Education programme is implemented to timetable requirements and taught adequately by social studies teachers.				
Areas of Relative Strength:				
Regular review of the curriculum.				
Areas for Improvement:				
- Modifying the curriculum to further meet the needs of all groups of students. - Increasing the opportunities for innovation within 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	Good
Care and support	Good	Good	Good	Good
- The overall quality of protection, care, guidance and support of students is good. Staff, students and parents are fully aware of the school's robust and effectively-implemented child protection policy and related procedures. - The school environment is well maintained, safe, secure, and hygienic. Supervision, including on buses, is thorough. Safety checks are regular, and records are kept securely. Healthy and safe living is encouraged in lessons, assemblies and in displays. - Procedures for managing students' behaviour, and attendance are successful. Those to promote punctuality are less effective. - Systems to identify SEN and G&T students are thorough. The school provides appropriate challenge for G&T students through a personalised programme. SEN students are supported appropriately by teachers and SEN staff. - The school provides appropriate personal and academic guidance and support, including careers guidance for older students. Areas of Relative Strength: - Provision to ensure the health, safety, and protection of students. - Procedures to manage behaviour and attendance. Areas for Improvement: - Promoting the punctual arrival of all students at the start of the school day.				



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Good
• The overall quality of leadership and management is acceptable. The principal sets a clear strategic direction and vision linked to national priorities which is supported by leaders at all levels and by staff. Responsibilities have been distributed effectively to middle leaders. • Self-evaluation and improvement planning are acceptable. The school's self-evaluation is informed by data analysis and identifies key priorities for improvement. It does not yet make rigorous use of international benchmarking, and judgements for the indicators in the UAE inspection framework are not yet fully accurate. The school development plan (SDP), contains appropriate actions and achievable goals but its impact has not yet resulted in consistent improvements in achievement across subjects. Monitoring and evaluation of teaching and assessment in lessons is improved, but has yet to raise the quality of teaching to consistently good across the school. • Partnerships with parents and the community are acceptable. Regular reports ensure parents are aware of their children's progress and a few parents are involved in the reading programme. • Governance is acceptable. The governing body is supportive of the principal's efforts to raise standards and is developing in its effectiveness as a constructive critic for the school. It provides appropriate operational support to address the school's needs. • The management of staffing, facilities and resources is good. The daily running of the school is efficient. The school has sufficient well-qualified staff who have benefited from regular professional development. The school is well resourced with a good range of facilities. • Leaders are preparing all students for entry in the Programme for International Student Assessment (PISA) next year. Mock results are being used as an indicator of areas for improvement to inform the actions the school will take to improve student attainment in future assessments.	



Areas of Relative Strength:

- The caring and inclusive ethos, and smooth daily running of the school.
- Leaders' strategic vision and commitment to continuously improve school performance.

Areas for Improvement:

- Continuing to improve teaching and assessment skills to raise achievement across the school.
- Developing the use of international assessment data in school self-evaluation.