



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
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Inspection
report of

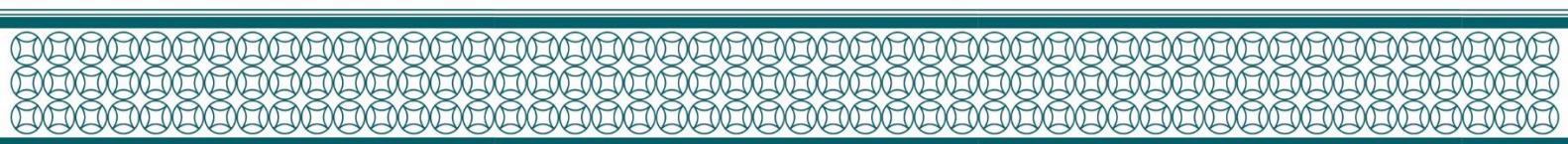
**Emirates Falcon International
Private School**

Overall
Effectiveness

Good

Academic
Year

2019/20





دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Contents

School Information	3
The overall performance of the school.....	4
Key areas of strength and areas for improvements.....	4
Progress made since last inspection and capacity to improve	6
Performance Standard 1: Students' Achievement.....	9
Performance Standard 2: Students' personal and social development and their innovation skills	14
Performance Standard 3: Teaching and assessment.....	15
Performance Standard 4: Curriculum	16
Performance Standard 5: The Protection, care, guidance and support of students.....	17
Performance Standard 6: Leadership and management.....	18
Provision for Reading	20



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

School Information

School Profile			
School Name:	Emirates Falcon International Private School		
School ID:	9153	School phases:	KG to Grade 12
School Council:**			
School curriculum:*	American	Fee range and category*	AED20,000 to AED27,500 (medium)
Address:	Falaj Hazaa Al Ain	Email:	9153@adek.gov.ae
Telephone:	03-7634238	Website:	www.falcon-school.com

*Relevant for Private schools only ** Relevant for Government schools only

Staff Information				
Total number of teachers	96	Turnover rate	6%	
Number of teaching assistants	4	Teacher- student ratio	1:10	
Students' Information				
Total number of students	1007	Gender	Boys and girls	
% of Emirati students	72 %	% of SEN students	2%	
% of largest nationality groups	Syria 7%, Jordan 6%, Egypt 4%			
% of students per phase	KG	Primary	Middle	Secondary
	16 %	38 %	25%	21 %
Inspection Details				
Inspection Hijri dates from:	21/03/1441	to	24/03/1441	
Inspection Gregorian dates from:	18/11/2019	to	21/11/2019	
Number of lessons observed:	93	Number of joint lessons observed:	21	



The overall performance of the school:

- The school opened in 2007. Teacher turnover at 6% is low. The principal has been in post for 10 years, with several key appointments made over the past three years to senior and middle leadership posts.
- The overall performance of the school is good. The school leadership at all levels is fully committed and focused on raising students' achievement. Consistent improvements in teaching in most subjects and phases are leading to good progress. Achievement in Arabic remains acceptable. Self-evaluation and school development planning are good and well aligned. Since the last inspection, students' overall achievement has improved to good across the school.

Key areas of strength and areas for improvements:

Key areas of strength

- Improved students' progress across the school.
- Cross-curricular links and the embedding of English skills across the curriculum.
- Robust and consistent assessment procedures.
- Students' positive attitudes and good behaviour.
- The safe and nurturing learning environment.

Key areas for improvement

- Further improving achievement in all subjects, particularly in Arabic first language (AFL), by:
 - setting targets for cohorts and subjects based on clearly defined levels of attainment
 - more robust and regular monitoring of attainment in Arabic lessons and over clearly defined periods of time
 - further development of students' problem solving and critical thinking skills through more open-ended complex tasks.
- An increased range of curriculum option choices for students in High phase by:
 - the provision of a wider range of electives for students
 - developing a comprehensive program of information and guidance to support students in making appropriate choices
 - offering the most-able students the opportunity to study more advanced, externally assessed qualifications.
- Further improve the quality and impact of teaching for effective learning by
 - the sharing of best practice in student-centred learning strategies
 - providing professional development opportunities for staff on current, international best practice in classroom learning
 - setting individualised plans and goals for all teachers in developing their classroom practice

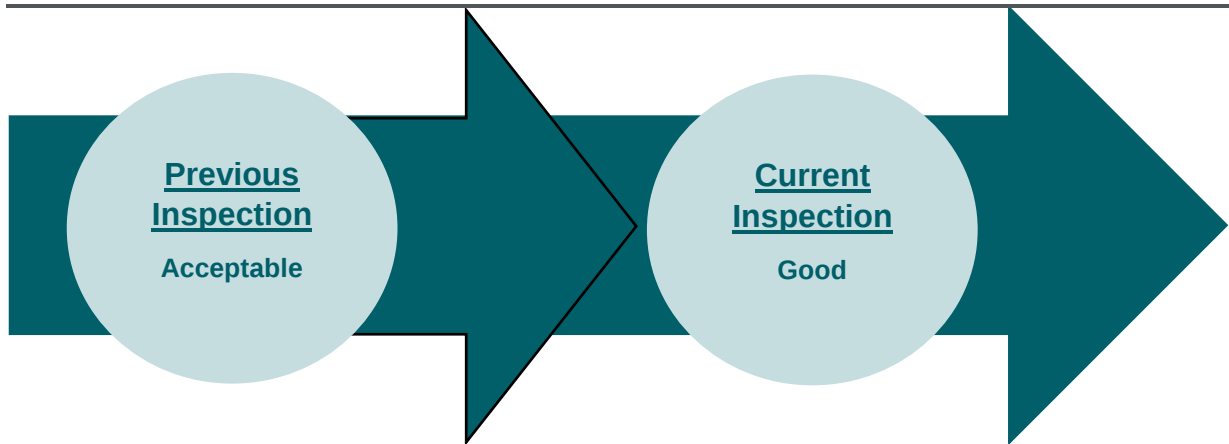


دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

- more regular, sharper lesson observations that focus on evaluating the quality of student learning.



Progress made since last inspection and capacity to improve



- Good progress has been made since the previous inspection in addressing most of the recommendations in the previous inspection report. Achievement has improved to good in most subjects with good progress in lessons and in students' work. In Islamic education and AFL, achievement remains acceptable
- Data is now used effectively at whole school and classroom levels. The focus on the integration of external test standards into the curriculum has resulted in significant improvement in external test outcomes.
- Learning skills are now good across the school. In lessons, students have opportunities to work independently and collaboratively. The introduction of technology in lessons is creating greater opportunities for research and problem solving, particularly in Middle and High phases. Innovation projects in most subjects enable students to create and develop their own ideas.
- Teachers modify the curriculum regularly and use data effectively to match classroom activities to students' learning needs. This is resulting in increasing progress in lessons and in students' work.
- Focused strategies on attendance and punctuality have resulted in outstanding attendance.
- Capacity to improve further is good. Leadership at all levels demonstrate ability and drive to further improve the school.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Achievement levels have improved in most subjects due to the improved progress in lessons and in students' work. Achievement remains acceptable in AFL and Islamic education. - The majority of groups of students now make good progress in most lessons and subjects. More-able students do not make rapid progress. - Students collaborate and interact positively. Research and problem-solving skills are more advanced in Middle and High. The increasing use of technology supports research, enquiry and innovation skills.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No change
Justifications	- Most students have positive attitudes and demonstrate strong self-discipline. Highly respectful and very caring relationships are now in evidence throughout the school. - Students have a good understanding of Islamic values and are very knowledgeable of UAE heritage and culture. - Students' attendance is now outstanding. They engage well in innovation projects, but their innovation skills in lessons are less developed.		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Improved lesson planning now provides regular opportunities for students to work independently and collaboratively to solve problems. - In most lessons, activities are well designed to match the ability levels of all groups of students. Teaching strategies in AFL and Islamic education do not always meet the learning needs of different groups. - Assessment strategies are used effectively in most subjects to ensure that learning is aligned to students' identified needs.		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	Improved
Justifications	- The curriculum is now regularly reviewed and modified to ensure greater consistency in meeting all students' needs. - The school's curriculum is enhanced by a broad range of extra-curricular opportunities.		



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

	UAE culture and heritage are now consistently embedded in curriculum and lesson planning.
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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	- The school provides a very safe environment to support students' learning. - There are strong, positive relationships between staff and students. The school has developed highly effective procedures that lead to outstanding attendance. - There are good systems in place for the identification and support of special educational needs (SEN) and gifted and talented (G&T) students.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	Improved
Justifications	- School leadership is successfully having an impact in meeting the school's improvement goals. Communications within the school and with parents are now very good. - The school has good procedures in place for self-evaluation, linked to good school improvement planning. - Governance is well-structured, sets ambitious improvement goals for school leaders and supports the school well with staffing and resources.		



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	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	N/A	N/A	Good
	Progress	N/A	N/A	N/A	Good
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Very Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Good	Good	N/A
Learning Skills		Good	Good	Good	Good



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Islamic Education	- Students' achievement in Islamic education is acceptable overall. In lessons and over time, a majority of KG children make good progress and most make acceptable progress in Primary, Middle and High. - Attainment in Islamic education is acceptable overall and is good in KG. Internal assessment information indicates that attainment is outstanding. Grade 12 MoE examination results were very good. This is not borne out in lessons and students' work, where attainment is acceptable overall. - The majority of KG children make good progress. They memorise more than the expected number of verses, noble hadith and supplications. Most students in other phases make expected progress. They demonstrate understanding of the prescribed verses, hadith and supplications. However, their recitation skills of verses of the Holy Quran are less well developed. A minority of students show superficial understanding of Islamic concepts, principles and acts of worship. - All groups make the expected progress, but a majority of children in KG exceed progress expectations.	
	Relative Strengths - KG children's memorisation of verses of noble hadith - Students' understanding of the prescribed verses, hadith and supplications	Areas of Improvement - Recitation skills. - Deeper understanding of Islamic concepts, principles and acts of worship.

Arabic	- Students' achievement in Arabic first language (AFL) is acceptable. It is good in Arabic second language (ASL). In lessons and over time, most students make expected progress in AFL and a majority make good progress in ASL. - Internal assessment information and Grade 12 MoE examination indicates that attainment is outstanding, but this is not seen in lessons or in students' work. Attainment in AFL is acceptable in all phases and good in ASL in High. - In AFL, students read fluently and identify main and sub-ideas. Their communication skills and writing of descriptive and narrative paragraphs are adequate. However, speaking in standard Arabic is underdeveloped. In ASL, students' listening and speaking skills are good while writing is less well developed. - All groups in AFL make expected progress, but the most-able students do not make better progress due to insufficient challenge. A majority of groups in ASL make better than expected progress.	
	Relative Strengths - Reading fluently and identification of main and sub-ideas in AFL. - ASL students' speaking and listening skills in High.	Areas of Improvement - Speaking in standard Arabic in AFL. - Writing skills in ASL



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Social Studies	- Students' achievement in social studies is good overall. In lessons and over time, a majority of students make better than expected progress. - Attainment is acceptable overall. Internal data indicates outstanding attainment in all phases. However, in lessons and students' work, attainment is good. - As they move through the school, most students develop their knowledge of UAE national identity. For example, lower Primary students identify national symbols and what they represent and as they move to upper Primary, they gain secure understanding of UAE citizenship skills. The depth of their knowledge of the geography of UAE is less evident. In Middle, students develop good understanding of the history and geography of the UAE. For example, they discuss aspects of the national economy and link it to the UAE's role in the global economy. - A majority of groups of students make better than expected progress.	
	Relative Strengths - Students' understanding of UAE national identity in Primary. - Students' understanding in UAE history and geography in Middle.	Areas of Improvement Primary students' deeper understanding of UAE geography.

English	- Students' achievement in English is good overall. It is very good in High. In lessons and over time, students make good progress in KG, Primary and Middle and very good progress in High. - Attainment in English is acceptable overall. It is good in High. External MAP data shows good attainment in Middle and High. - Children enter KG with little or no English. A majority make good progress in letter sounds and formation and constructing words and simple sentences. A majority make good progress in Primary where a focus on storytelling develops a genuine love for reading. Older students develop their skills further in speaking and writing persuasive texts. Grammar, spelling and punctuation are developed throughout the grades. Students speak clearly and confidently. Skills in critically thinking textual problems are not as developed in Middle. Older students do not produce enough extended writing. - The majority of groups make good progress.	
	Relative Strengths - Students' application of their comprehension skills across subjects. - Students' accelerated progress, particularly in reading and speaking.	Areas of Improvement - Extended writing for older students in High. - Critical thinking through textual problems, particularly in Middle.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Mathematics	- Students' achievement in mathematics is good overall. Progress in lessons and over time is good overall. - Attainment in mathematics is acceptable overall, although it is good in High. External MAP data shows acceptable attainment in Middle and High. - In lessons and recent work, a majority of students make good progress in mathematics. In KG, children can identify individual numbers and develop counting skills and ability to calculate the sum of two numbers. Primary students can organise data and represent the information using graphs. In Middle, students demonstrate good levels of knowledge and understanding of the application of direct variation equations in real-life situations. In High, students can explore the limits of functions using derivatives. - The majority of groups make better than expected progress overall. More-able children do not make enough progress in developing their higher-level knowledge of number.	
	Relative Strengths - High phase students' knowledge of methods for analysing the behaviour of complex functions. - Primary students' data handling skills.	Areas of Improvement Higher order number skills for more-able KG children.

Science	- Students' achievement in science is good across all phases. It has improved since the last inspection. - Students' attainment overall is good. MAP results, the school's internal data and students' work in lessons support this. - In lessons and recent work, a majority of students make better than expected progress in science. KG children make good gains in knowledge about scientific facts, but they do not develop a range of investigation skills or handle real-life scientific equipment. By Middle and High, students use ICT confidently to do research. They carry out experiments to prove their hypotheses. At all stages, students demonstrate an increasing awareness of scientific procedures and investigation. - A majority of groups of students make better than expected progress.	
	Relative Strengths - Students' skills of scientific enquiry, and their ability to solve real-life problems using their knowledge. - Students' increasing awareness of scientific procedures.	Areas of Improvement - KG children's investigation skills. - KG children's experiences in handling real-life scientific equipment.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Other subjects	- Students' achievement in other subjects is good overall. - No internal or external data is available, but in lessons, students attain in line with curriculum standards in physical education (PE), ICT, French and music. - In lessons and their recent work, a majority of students make good progress. In PE, primary students develop basketball, handball and athletic strategies in group activities, but do not develop their individual skills sufficiently. In ICT, students in Middle write script to create statements and loops. In Primary, students can name and write everyday objects in French. In music, Primary students collectively can keep an almost perfect rhythm and tune when singing along to music. - The majority of students make good progress.	
	Relative Strengths - Ability to keep a rhythm and hold a tune in music in Primary. - Writing instructions using script in ICT.	Areas of Improvement Students' development of individual ball skills in PE.

Learning Skills	- Learning skills are good overall. Students show increasing responsibility for their own learning, particularly in Middle and High. Students develop good communication skills as they move through the school, - Students collaborate and interact positively and share their ideas when solving problems. Students regularly make connections between areas of learning and their own experiences. - Students' research and problem-solving skills are more advanced in Middle and High. Students increasingly use technology to further develop their research and enquiry skills. Innovation activities are a good feature in all subject areas. The use of problem solving and critical thinking skills in more complex and open-ended tasks is inconsistent.	
	Relative Strengths - Connections between areas of learning and linking learning to real life situations. - Increasing use of technology to support and enhance learning.	Areas of Improvement Problem solving and critical thinking skills in more complex and open-ended tasks.



Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good
- Students' overall personal and social development, and their innovation skills are good. - Most students have positive and responsible attitudes toward their school and to others. They are self-disciplined and well aware of the code of conduct. - Relationships between students and staff are respectful and considerate. Students are highly respectful of others from different backgrounds or those with different needs. - Students have positive attitudes toward safe and healthy living. They are aware of the significance of having a healthy diet and exercising. Most students actively participate in a variety of sports and sporting competitions. Attendance is outstanding at 98%, and students are very punctual. - Students have a clear appreciation of Islamic values and understand how they influence life in UAE society. They readily participate in celebrating national events. Students demonstrate appreciation of other cultures as well as their own through events such as International Day. - Students are involved in a number of extra-curricular activities inside and outside the school, including charity work involving organisations including Red Crescent and UNICEF. - Students are active participants in innovative projects, but their innovation in lessons is inconsistent. - Students show pride in their school and for their environment. For example, they promote paper, plastic and clothes recycling or reusing. They participate in a campaign for cleaning the desert around the school.				
Areas of Relative Strength: - Attendance and punctuality - Respect for the heritage and culture of the UAE.				
Areas for Improvement: Innovation in lessons.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good
- The quality of teaching and assessment is good overall. - Most teachers have secure subject knowledge, understand how students learn effectively and adapt their teaching accordingly. Teaching in Islamic education and AFL is less effective as teachers do not always adapt teaching strategies to meet students' needs. - Teachers plan lessons well, based on comprehensive knowledge of students' strengths and weaknesses. Effective use is made of the school's new classroom technological aids to support learning, particularly in High. - Teacher-student interactions are always respectful and positive. Questioning is effective in most lessons although the majority of teachers rely on 'hands-up' only answering rather than targeted questioning. - Teachers identify opportunities in lessons to develop students' problem solving and critical thinking skills but are inconsistent in delivering them. Implementation of these skills are better in Middle and High where lessons are delivered with more open-ended activities and longer time-periods for group tasks. - The school's assessment procedures are comprehensive and robust, although less well developed for students' reading skills in KG and Arabic-medium subjects. MAP external data is used well to benchmark the school against international standards. Most teachers are skilled at interpreting the outcomes of assessments to plan their teaching to meet students' needs. Students assess their own progress and set personal targets for improvement. - The school has effective procedures for monitoring students' progress and providing constructive feedback. The needs and aspirations of the most-able and those with SEN are met well in most lessons. Monitoring the relative performance of students across subjects is underdeveloped.				
Areas of Relative Strength:				
- Respectful and productive teacher relations. - Comprehensive assessment procedures in nearly all subjects.				
Areas for Improvement:				
- Consistently effective, targeted questioning. - Development of problem-solving and critical thinking skills. - Assessment of reading skills in KG and Arabic-medium subjects.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good
- The overall quality of the curriculum is good. The school adapts the US Common Core curriculum effectively. - The curriculum develops students' learning skills well and promotes continuous learning across all the phases. This is achieved with an effective whole school approach to promoting students' literacy, specifically their reading skills, with progress that accelerates through the phase. Students enter with very limited English language skills and complete their education having a good command of English literature. - In KG and Primary, students' learning is supplemented with art, music, PE, drama and French. Students in High opt for a pathway of sciences or humanities. The curriculum is regularly reviewed to ensure its implementation meets all students' needs. Students in High make only limited choices from the wide range of optional subjects available. - Cross-curricular links are integrated into all lesson plans and learning activities. Teachers review and adapt their curriculum planning and resourcing based on a robust analysis of students' strengths and areas of improvement. - The curriculum is enhanced by a broad range of extra-curricular opportunities. The Innovation and Robotics Clubs, sophisticated debating competitions and high-quality drama provide challenge and enrichment for more-able students. Innovation in lessons is inconsistent. - Strong links to UAE values, culture and society are regular features in students' learning. They are reinforced by the 'My Identity' programme and opportunities to visit the school's heritage centre. - Moral education is delivered through discrete lessons and planned cross-curricular learning. The moral education programme actively promotes in students the values of honesty, empathy, respect and tolerance as well as practical competences such as financial and cultural awareness.				
Areas of Relative Strength:				
- Embedding of literacy development across all subjects. - The wide range of clubs and activities available to all students.				
Areas for Improvement:				
- Range of curriculum option choices for students in High. - Planned opportunities to develop innovation in lessons.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good
- Overall, the quality of protection, care, guidance and support for students is very good. - Procedures to ensure students' welfare, safeguarding, child protection and safety are very good. Students are aware of the harmful effects of bullying because staff alert them to these risks. - Teams of adults, including nurses, are on duty throughout the day to ensure that students are safe. Risk assessment and record-keeping are meticulous. - The premises and facilities provide a secure and inclusive environment for all students' learning. The provision in the canteen increases students' awareness of the importance of eating healthily. - Strong, positive relationships between staff and students create a harmonious environment for learning. The school has highly successful procedures for promoting attendance, which is outstanding. - There is good provision to identify and provide support for the additional needs of SEN or G&T students. This ensures that academic and personal development needs are accommodated well. - The counsellor provides effective guidance for older students in making choices for higher education. Homeroom teachers, subject staff and members of middle and senior leadership all play a good part in making sure that support and guidance for all students are successful. The role of the social worker is not consistently focused on the regular monitoring of all students' academic and personal development. Areas of Relative Strength: - High-quality staff and students relationships. - Rigorous procedures for keeping students safe and promoting attendance. Areas for Improvement: - Strengthening of the role of the social workers in respect of students' welfare.				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good
- The overall quality of leadership and management is good. - School leaders and staff fully embrace the UAE national priorities and are committed to continuous improvement. Provision for SEN students is good. Senior leaders have a secure knowledge of the curriculum and of best practices in teaching and learning. Relationships and communications throughout the school are consistently effective. - Leadership responsibilities and accountabilities are effective at all levels. Innovations, such as the daily reading session, are contributing to improved students' progress. Leaders at all levels demonstrate good capacity for continuous improvement. - Senior and middle leaders undertake regular lesson observations. However, there is insufficient focus on setting individualised plans and goals for all teachers in developing their classroom practice and providing professional development opportunities on current, international best practice in classroom learning. The focus on improving students' progress has been effective, but there is inconsistent focus on improving attainment levels. - The SDP is comprehensive, with well-established links to the SEF. It focuses well on improvements across the performance standards, incorporating improvement areas from the previous inspection. There is significant improvement in students' progress across all phases, However, achievement in AFL remains acceptable. - The school's partnership with parents and the community is good. Very good communications, through a variety of media, ensure parents can monitor their children's academic and personal development. The school has good links with a range of local and national organisations. - The governance of the school is good. The Board of Trustees sets ambitious goals for senior leaders but monitoring of progress in meeting the goals is insufficiently regular. - The school runs well and procedures are effective. Teachers receive regular professional development, resulting in good improvements in students' achievement. - Premises and facilities provide a high-quality environment for students' learning. The school is well-resourced, which positively impacts on students' learning opportunities. Students have increasing opportunities to use technology to enhance their learning across subjects. - The school prepares students for TIMSS and PISA tests. It uses the information well, together with outcomes of MAP external tests, to modify the curriculum and teaching to ensure students have the knowledge and skills needed to improve their outcomes in the tests.	
Areas of Relative Strength:	
Relationships and communications within the school.	



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

- Communication with parents.

Areas for Improvement:

- Greater focus in lesson observations on the impact of teaching strategies in raising attainment.
- Professional development on current, international best practice in classroom learning.



Provision for Reading

Provision for Reading

- The school's well organised library contains approximately 34,000 books with a range of fiction and non-fiction texts in English and Arabic. Students have access to two computers for research and the library's electronic search facility to locate specific topics and books.
- Reading for comprehension is a pervasive theme throughout the school. Accurate assessment of reading fluency in Primary identifies students who require additional support. These benefit from carefully targeted and monitored reading programmes in the Reading Room.
- Reading programmes are very carefully planned throughout the school. All teachers have appropriate professional development as well as constant support to ensure reading is effectively and consistently delivered in lessons.
- The integration of reading skills across the curriculum is a strength of the school. Early morning reading programmes provide opportunities for students to develop enjoyment of reading in a quiet learning environment.
- The school has robust procedures for tracking students' progress through evaluation of their fluency skills and interpretation of texts. Procedures for assessing reading progress are relatively less well developed in KG and in Arabic-medium subjects.