

The Philippine School...



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

The Philippine School

Curriculum: Philippine

Overall rating: Acceptable

Read more about the school



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“Without
challenges,
we won't feel
the taste of
success and
happiness”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Al Twar
Type of school	Private
Opening year of school	2008
Website	www.thephilippineschooldubai.com
Telephone	042844465
Address	Al Rashidiya, Dubai, United Arab Emirates
Principal	Jocelyn M Sollano
Language of instruction	English, Filipino
Inspection dates	7 to 10 December 2015

Students



Gender of students	Boys and girls
Age range	4-16
Grades or year groups	Kindergarten 1 to Grade 10
Number of students on roll	1,974
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	122
Largest nationality group of students	Filipino

Teachers / Support staff



Number of teachers	94
Largest nationality group of teachers	Philippines
Number of teaching assistants	6
Teacher-student ratio	1:21
Number of guidance counsellors	2
Teacher turnover	24%

Curriculum



Educational permit / Licence	Other
Main curriculum	Philippine
External tests and examinations	IBT
Accreditation	None
National Agenda benchmark tests	IBT

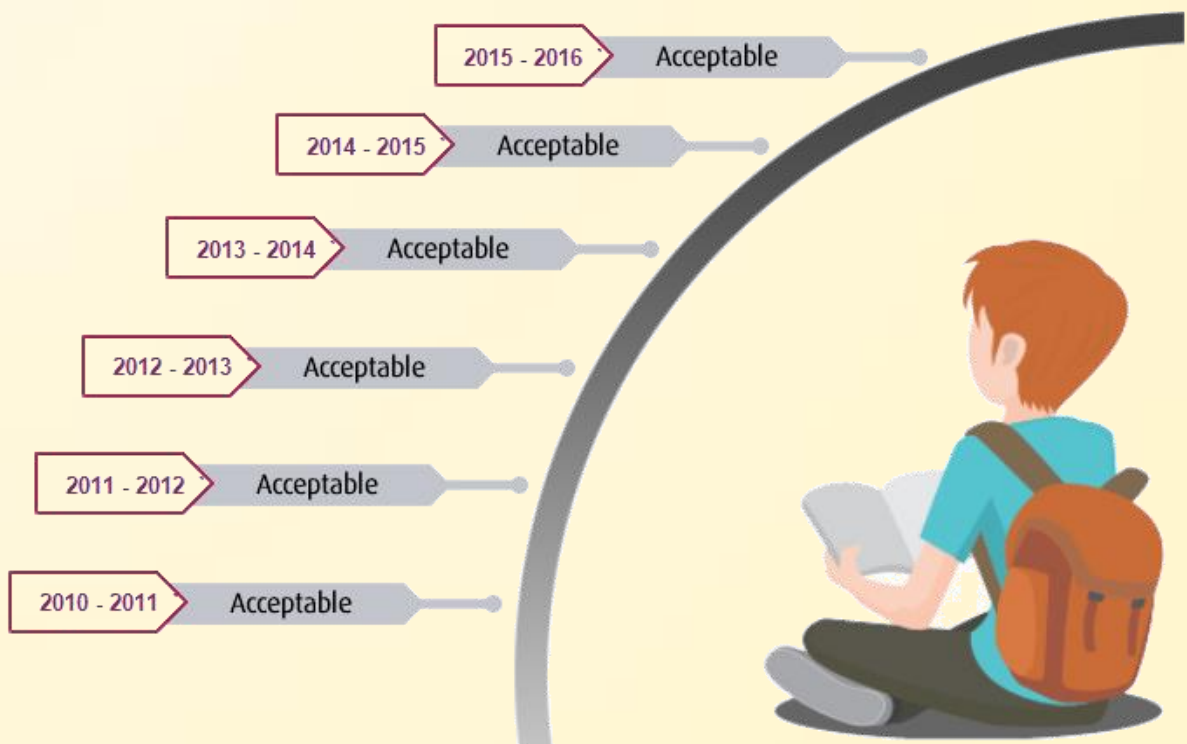


Summary for parents and the community

The Philippine School was inspected by DSIB from 7 to 10 December 2015. The overall quality of education provided by the school was found to be **acceptable**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, the quality of education provided by The Philippine School was **acceptable**.

- Attainment and progress in the language of instruction were good in secondary but had declined in both kindergarten (KG) and elementary phases. In both Islamic education and Arabic as an additional language, attainment and progress were weak in both elementary and secondary phases. Progress remained good in the secondary phase in mathematics. In all other key subjects, across the phases, attainment and progress were acceptable. Students' learning skills were best developed in the secondary phase, where they were good.
- The quality of students' personal responsibility was good in the KG and elementary phases, and outstanding in secondary, where older students exercised great care and responsibility in supporting younger students. Students across the school were knowledgeable about Islamic values, and the culture of the UAE, as well as their own and other cultures. Students of all ages showed an active and informed concern for their own immediate environment, and that of the wider world.
- The quality of teaching for effective learning was best developed in the secondary phase where there were good examples of students' application of knowledge and understanding to solve real-life problems. In the elementary phase, teachers' use of assessment to plan and deliver lessons that met all students' learning needs was particularly under-developed.
- While the overall quality of the curriculum was acceptable across the school, teachers in all phases did not yet adapt and modify lessons well enough to meet the needs of all groups of students.
- Arrangements to ensure students' health and safety were good across the school, and the quality of care and support was acceptable overall. However, there were weaknesses in the identification and support of students with special educational needs and disabilities (SEND).
- The quality of leadership was acceptable. However, new arrangements to monitor teaching were at an early stage, and teachers needed more support in developing teaching and assessment. Professional development was not sufficient. Despite the provision of some new information technology, the quality of facilities and resources remained weak. The effectiveness of governance in securing improvement was also weak, including meeting the recommendations of previous reports.



What did the school do well?

- Good progress in Filipino, English and mathematics in the secondary phase
- Students' personal responsibility was good in KG and elementary, and outstanding in the secondary
- Good arrangements for students' health and safety across all phases.



What does the school need to do next?

- Improve students' attainment and progress, especially in Islamic education and Arabic by:
 - providing well-qualified and experienced staff in each subject
 - ensuring all teachers have high expectations of what all students can achieve, across all subjects, but especially in the key subjects
 - ensuring that teaching and learning in Islamic education and Arabic matches the best found in the school
 - ensuring that teachers of Arabic understand and use teaching methods appropriate to learners of an additional language
 - making sure teachers in all phases, but especially in elementary, use assessment information to plan and deliver lessons that meet the learning needs of all groups and individuals, including those with SEND.
- The governing body should:
 - improve the ways it holds school leaders accountable for rapid improvement and particularly the overall quality of learning and teaching
 - resource a comprehensive programme of continuing professional development for teachers to improve their practice, especially in the use of assessment to modify teaching and learning approaches across the curriculum for all groups of students
 - provide well-furnished, high quality facilities and sufficient resources in all phases of the school
 - ensure that the school is well-staffed with suitably qualified teachers especially in key subjects; and well-trained classroom assistants to support students, particularly those with SEND.



How well did the school provide for students with special educational needs and disabilities?

- Students with SEND did not make enough progress in their learning because their needs were not accurately identified and they were not consistently provided with work in class that supported their learning.
- Parents could use the link with the school provided by the students' diary but the flow of information between school and home was limited. Links with specialist staff were underdeveloped.
- Parents were not involved in the design of individual educational plans (IEPs) and reports from the school on the progress made by students. These were restricted to the regular parent consultation events.
- Little guidance was provided for parents on what they might do to support their children at home, unless it was requested. Specialist staff were available to answer queries from parents and provide additional helpful information such as the services provided by outside agencies.
- The school provided a welcoming community ethos in which positive relationships were a feature. The specialist provision for students with SEND was weak and still developing but the security of all students and their social development was promoted well by caring staff.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intent of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and in addition, they were provided with clear targets for improving their performance. This academic year, KHDA introduced the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

Main points:

- The school did not fully meet the registration requirements of the National Agenda Parameter. The attainment data was not sufficient to make a full judgement on the progress towards meeting National Agenda targets.
- The school had introduced the National Agenda to teachers. The school had not informed other stakeholders as it did not believe it was involved in the National Agenda, because it was not entered for PISA assessment. The school was supportive of, wished to be involved and to promote, the National Agenda in the future.
- The curriculum had not been effectively aligned with TIMSS. The school was not invited to be part of PISA testing although it wished to be invited to become involved in the future.
- Teachers of secondary mathematics and English had been more effective in developing critical thinking and inquiry than within other subjects. Many teachers needed further training to be able to initiate critical thinking effectively within a consistent whole school approach.
- Students used text books as their major resource since information technology (IT) was not provided for students in class. Some inquiry was evident in secondary science practical work. Research was limited in the school due to lack of suitable books and other resources.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.



Promoting a culture of innovation:

- Teachers provided limited opportunities for students to think innovatively and creatively. In KG, they provided some opportunities for children to think about their work through, for example, providing opportunities for them to reflect on their choices and learning during play. There were some creative opportunities for students in English in the elementary phase but these were not extensive. The best examples of students' creative and innovative thinking occurred in secondary mathematics. Students built well on opportunities in extra-curricular activities to develop their own innovative thinking. Overall, however, school leaders had not developed an innovative culture consistently across the school.

Overall school performance

Acceptable

1. Students' achievement

		KG	Elementary	Secondary
Islamic education 	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Weak ↓	Weak
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Weak	Weak
Language of instruction 	Attainment	Weak	Acceptable	Good
	Progress	Weak	Acceptable	Good
English 	Attainment	Acceptable	Acceptable	Good ↓
	Progress	Acceptable	Acceptable	Good
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good
Science 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

	KG	Elementary	Secondary
Learning skills	Acceptable	Acceptable	Good

2. Students' personal and social development, and their innovation skills

	KG	Elementary	Secondary
Personal development	Good	Good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good ↑	Good ↑	Good
Social responsibility and innovation skills	Good ↑	Good ↑	Good

3. Teaching and assessment

	KG	Elementary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Good
Assessment	Acceptable	Weak ↓	Acceptable

4. Curriculum

	KG	Elementary	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

5. The protection, care, guidance and support of students

	KG	Elementary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable

6. Leadership and management

	All phases
The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Weak ↓
Management, staffing, facilities and resources	Weak



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

KG

Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
Language of instruction	Weak	Weak
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Filipino, children's attainment and progress were weak. There were very few references to any externally benchmarked standards or expectations. Not all children shared the same home language. Most children were only slowly learning new vocabulary and their understanding was insecure. Only a few confidently used the language to speak of things they knew about. Progress in lessons and over time was slow for the different groups of children.
- Children's attainment and progress in English were acceptable. Most children could understand simple instructions and directions, but their spoken fluency was less developed. They expressed themselves using single words and short sentences. They could recognise consonant and vowel sounds and most could combine them to form simple words. A few could combine words to form short sentences. Most children could write the letters of the alphabet, but their writing lacked practice and fluency. The lack of books in KG classrooms was a serious obstacle to children's development in English.
- In mathematics, attainment and progress were acceptable. Most children could recognise the numerals one to ten and the majority of older children could count from one to 100 using the 100 square. Most, securely understood the addition and subtraction relationships of numbers up to ten. With assistance, the majority of older children could perform simple addition and used numerals to record their operations. The strong focus on numeracy in the KG meant that other mathematical concepts, such as size, length, weight, money and time were less developed.
- In science, children were beginning to develop an understanding of the world around them. For example, they were learning about the conditions that seeds and plants need in order to grow. Most children could name and label the parts of a plant. Attainment and progress in science were no better than acceptable because the teaching approaches limited opportunities for children to develop skills of curiosity, exploration and investigation of the world around them. Most teachers were not sufficiently secure in their knowledge of how children learn science in the early years. They provided ready solutions which missed opportunities to extend the curiosity and learning of children.

Elementary

Subjects	Attainment	Progress
Islamic education	Weak	Weak ↓
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Weak
Language of instruction	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, attainment was weak. Students demonstrated knowledge and understanding of Islamic concepts that were below curriculum expectation. Students had poor knowledge in how to perform Ablution (Wudoo) and why Muslims needed to perform it. Almost all students, struggled to recite short chapters from the Holy Qur'an. Progress overall was weak and inconsistent in the elementary phase. Linking what they had learnt to their daily life and improving Holy Qur'an recitation skills were limited.
- In Arabic as an additional language, in the absence of external tests, students' attainment levels in internal assessments indicated better results than students' actual standards. In Grade 1, students knew most of the alphabet and numbers to 10. They could identify a few everyday words and objects in the classroom. By Grade 5, students could form simple sentences. Grade 6 students, were just studying articles to differentiate genders. Students' internally-assessed levels did not reflect a suitable rate of progress. Speaking and writing skills were weak. The very few most-able students in each class demonstrated better skills when given the opportunities to express their spoken language. Students made slower progress in all the language skills especially in writing skills and reading comprehension.
- Attainment was acceptable and progress in Filipino was evident considering students' starting points. There were still students who struggled with the language from Grades 1 and 2 and showed little progress from KG starting points. From Grade 3 to 6 the progress over time accelerated so that most students made broadly expected progress.
- In English, most students' attainment and progress were in line with curriculum expectations. By Grade 6, students' speaking and listening skills were developing well, as evidenced by collaborative presentations. For example, students prepared and presented a lively and clearly articulated news show, based on environmental issues. They also read and wrote for a range of purposes, including researching issues, noting problems and generating solutions. Their classmates listened actively, offering appropriate feedback at the completion of the presentation. In internationally benchmarked assessments, however, students achieved below international standards.
- Attainment and progress against mathematics curriculum standards were acceptable overall, but weaker in the early years of the elementary phase. In these classes, there was an over emphasis on number and students did not make sufficient progress in other areas. At Grade 4, students' performance in international tests showed improvement but remained below the average for most schools internationally and similar schools. Across the elementary phase as a whole, students securely understood the calendar and could solve simple time problems. They could name regular shapes and distinguished between regular and non-regular polygons. They measured perimeters accurately using standard and non-standard units. They made acceptable progress in problem solving and in applying mathematical skills to real life problems.

- In science, most students work was broadly in line with grade level expectations when viewed over the last three years. Most students' test and external examination results aligned with predicted academic levels when compared with international standards, although progress was weaker in lower grades. In lessons most students demonstrated levels of scientific knowledge and understanding that were age equivalent when linked to appropriate learning objectives. Application of the scientific method and skill development were inconsistent but were stronger in upper years. In the better lessons, students were involved in inquiry, investigations and meaningful practical work. Students were confident in communicating their scientific knowledge. However, students with SEND and high attainers made insufficient progress.

Secondary

Subjects	Attainment	Progress
Islamic education	Weak	Weak
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Weak
Language of instruction	Good	Good
English	Acceptable ↓	Good
Mathematics	Acceptable	Good
Science	Acceptable	Acceptable

- In Islamic education, attainment was weak. Almost all students demonstrated weak knowledge of Islamic concepts and history, such as the life of the Prophet (PBUH), his childhood, companion, and family. Students' recitation of the Holy Qur'an was also weak. Students were not able to recite appropriate chapters accurately. Progress was weak as measured against their lesson starting points and over time. Students were not able to link what they learnt to their daily lives.
- In Arabic as an additional language, in the absence of external measures, students' attainment levels in internal assessments were better than their actual achievement in lessons. In Grade 7, students could describe themselves in simple sentences, but not to the expected standard. By Grade 8, students' standards of performance in listening, speaking, reading and writing remained below expected performance levels. Grade 9 students found it difficult to talk about features of everyday life, for example, the four seasons. Students' attainment levels in internal assessments had not improved in the past three years. More able students demonstrated better speaking skills when given the opportunity. Students made slower progress in reading comprehension and writing, and needed significant support from teachers to accomplish undemanding tasks.
- In Filipino, students' attainment and progress were good, in terms of speaking, reading and creative expression. The majority of the students communicated their ideas confidently, expressing themselves using correct formal Filipino structure and vocabulary. In their study of literary works, the majority of school students demonstrated high levels of understanding and high quality analysis of the texts. There was some weakness in writing but it was still of a quality that went beyond what was expected in the curriculum. This was in a context where the language was not routinely used in interactions with others.

- In English, most students' attainment was in line with curriculum expectations, and the majority made better than expected progress. As they progressed through the secondary phase, students developed confidence and skills in presentations and sharing their work with others. For example, by Grade 10, they researched information on plagiarism, debated the issue of peace, and crafted persuasive arguments for presentation to small groups of their peers. At all levels, students enjoyed interpreting texts in a range of ways, including dance and art. For example, they extended a poem on mother love using technology, dance, art, writing and speaking.
- In mathematics, students reached standards broadly in line with those expected by the curriculum, with better progress in the later years. The school's mathematics results were below the average for other schools internationally and those considered similar. Younger students applied their knowledge in geometry well when studying shapes. Older students could construct frequency tables and applied their knowledge to predict outcomes. They used specialist terms accurately. Where attainment and progress were high, the oldest students tested their own understanding and that of others through challenges, and found learning fun. Across the school the progress of students with SEND was weak. Neither they, nor the most able received the extra support and challenges they needed.
- In science attainment and progress were acceptable. Some good lessons were observed. In these lessons, opportunities were provided for inquiry, investigation and practical work. Students worked co-operatively and efficiently to solve problems in the better lessons, demonstrating expected levels of knowledge, skills and understanding. In internal and external examinations over the past three years, most students achieved levels in line with national and international curriculum standards. Most students were able to apply their scientific knowledge to everyday life and they communicated concepts effectively using accurate scientific vocabulary. However, as in elementary, students with SEND and the high achievers did not make optimum progress.

	KG	Elementary	Secondary
Learning skills	Acceptable	Acceptable	Good

- Students' engagement in their learning was a strong feature of the secondary phase. Students throughout the school were willing to take responsibility for their own learning but opportunities for this were limited in the KG and elementary phase, particularly in Islamic education and Arabic. Students' knowledge about what they needed to do to improve was underdeveloped.
- Students interacted and collaborated well, as in Grade 3 mathematics where they measured shapes together. Most were able to explain what they had learned. Team work was not always effective, however. Individual students occasionally dominated discussion while working together. Some lower elementary students lost concentration when the group was too large and the task undemanding, for example in science.
- The majority of students found it difficult to link their learning to everyday life without support. This was less so in secondary, with good examples of science students linking what they learned about chemical compounds to the colours found in fireworks. In the KG, children made some connections between their learning and their own experiences when provided with opportunities to play.
- Students demonstrated age-appropriate skill using IT, but rarely exhibited independent thinking or problem-solving skills. However, senior students applied their understanding well to solve problems, for example in developing a computer game in Grade 10 mathematics. The school has not yet formally identified a way to promote such innovation more broadly across all subjects for all students to develop these important learning skills.

2. Students' personal and social development, and their innovation skills

	KG	Elementary	Secondary
Personal development	Good	Good	Outstanding

- Children in the KG took responsibility for their own work and for engaging their peers. Elementary students contributed to group work, assuming responsibility for their roles. Secondary students were self-reliant, clearly understanding their key role as models for younger students in every aspect of the school community.
- Elementary students reflected self-discipline in classes and throughout the school. There was little evidence of behavior that was not respectful and supportive. Secondary students were self-disciplined in all situations observed, setting a positive example to younger students throughout the school. Bullying appeared rare since students took responsibility for solving issues in a mature manner.
- Students, from KG through to secondary, appreciated the needs and differences of others. They were sensitive and empathetic towards one another, offering support for needs and appreciation of one another's strengths. Students with SEND were included in classes at every phase. There were regular examples across the school of students respect for themselves, each other, and their teachers.
- Students in all phases understood the importance of a safe, healthy lifestyle. Most students chose healthy food options for lunches and snacks. Many were enthusiastically involved in the activity clubs on offer. They acknowledged the safety and freedom of living in Dubai.
- Student attendance throughout the school was outstanding. During lessons, all students were on time for all classes, in their seats and prepared to learn. However, there were regular instances of students arriving late in the morning.

	KG	Elementary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good 	Good 	Good

- Students had a good appreciation of Islamic values. They could give examples of how these values influenced contemporary life in United Arab Emirates (UAE). They recited verses of the Holy Qur'an in the morning assemblies and many of them knew the five Pillars of Islam.
- Students respectfully appreciated the culture of UAE. They knew Dubai and their local community well. They recognised traditional costumes, and keenly demonstrated their knowledge of Arabic, singing the national anthem of the UAE. Students across all phases exemplified the different Mosques, cultural and geographic sites; as well as places important in daily life, such as malls, and hospitals, and other significant landmarks.
- Students had a good understanding, awareness and appreciation of their own cultures. They knew the significance of 'Jose Bonifacio' day on the 12 June and 'Buwan ng Wika'. The school encouraged them to appreciate their identity. Students also knew about the cultures of many different countries.

	KG	Elementary	Secondary
Social responsibility and innovation skills	Good ↑	Good ↑	Good

- Students contributed responsibly and actively to the life of the school and wider community, including volunteering for activities like the 'Student Council's Outreach Club', and public performance. They undertook responsibilities in the school, for example through the environmentalist 'Yes Club'. Students were active citizens who cared for others. Through the different school clubs they developed important teamwork skills, and knew the importance of serving others.
- Students had a good work ethic. Some, such as the Drum and Lyre Corps, literally led others confidently for example in the 'Dubai Top 100' parade. Students creatively developed the 'Candy Room' for KG children, and the 'Haunted Room' recreation area for elementary and secondary. They planned recycling strategies very economically to prevent any misuse of sources of energy.
- Students understood environmental sustainability well. They actively cared for and improved their school environment, for example through their successful 'Adopt a plant' project. They initiated activities to support conservation beyond school and understood that economic decisions affect the sustainability of the environment, such as cleaning beaches and cleaning up Al Rashidiya area through the 'Clean up the World' campaign.

3. Teaching and assessment

	KG	Elementary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Good

- Most teachers had secure subject knowledge. This was less evident in the lower elementary grades and in Arabic and Islamic education at all levels. In the best secondary lessons, for example in mathematics, teacher expertise successfully encouraged students to emulate the ways teachers solved problems. In primary, time was not always used purposefully, learning was not extended and progress was slowed.
- In secondary lessons, teachers shared clear objectives for learning with students, but did not routinely review accomplishment. Text books were too often used as the sole resource; many lessons involved only extracting information from text with few opportunities for further enquiry. In many subjects, resources were inadequate.
- Secondary teachers interacted positively with their students, often asking probing questions; less interaction took place in the elementary phase, Islamic, and Arabic classes. Few teachers were skilled in posing open-ended questions. Too often questions were narrowly focused towards the most-able students. This hampered teachers' use of assessment to check all students' understanding and modify lessons accordingly.
- Teachers across the school rarely used strategies to meet the needs of special groups of students, either the most challenged or the most able. Individual needs were not included well in lesson planning or teaching.

- Teachers rarely encouraged critical thinking except in upper secondary. Problem solving and independent learning only occurred in the best lessons in secondary. For example, in some lessons in mathematics, teachers purposefully gave students freedom to invent ways of testing the knowledge of other students. They applied their knowledge in practical activities to design their own ways of testing students' understanding.
- Teachers of Arabic used a number of strategies to support students' learning environment. Teachers were more focused on the strategies and methodologies used during the lessons rather the students' outcomes. Students' interactions and critical thinking skills were still developing. Lesson planning was adequate but did not address the individual needs of students, including those with SEND.

	KG	Elementary	Secondary
Assessment	Acceptable	Weak ↓	Acceptable

- The school's internal assessment processes followed the prescribed grading system to measure student progress. This alignment allowed students' smooth transition to their continued education in the home country.
- The school required all students from Grades 3 to 10 to take the International Benchmarking Test. However, the school had not systematically compared internal assessment results against international expectations. As a result, school leaders and teachers did not have an accurate view of what students needed to learn in order to improve their performance internationally.
- Teachers assessed students' performance in class and end of term assessments. However, this information was not sufficiently detailed to record students' strengths and areas to improve. The school's analyses of assessment information was least developed in the elementary phase.
- In most key subjects teachers did not use well what they knew about students' progress to adjust their teaching. As a result, it was difficult for students to build new learning consistently on what they already knew and could do. This was especially so in subjects where attainment and progress was weak.
- Across the school, teachers lacked a detailed understanding of their students' strengths and needs as learners. Because of this, they found it difficult to modify the curriculum and lessons in order to provide appropriate support and challenge for all groups of students.

4. Curriculum

	KG	Elementary	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The school followed the Philippine curriculum and was compliant in its provisions with the statutory requirements. However, there had been serious gaps in the delivery of Islamic education earlier in the current school year.
- Curriculum plans provided for continuity and progression in order to adequately prepare students for the next phase of education. However, in KG, the curriculum did not take enough account of what children already knew and could do. In other phases, particularly in the early elementary phase, teachers' underdeveloped understanding of the curriculum's 'spiral progression' too frequently resulted in slow-paced, repetitive and insufficiently demanding lessons.
- The curriculum afforded students enriched opportunities that were best developed within particular subjects in the secondary phase such as in English or mathematics. In such contexts, students could make choices, and engage more consistently in tasks and activities that developed their interests and aspirations.
- Cross-curricular links were not yet adequately planned. Teachers' lesson plans indicated provisions for cross curricular links but these were at an early stage of development. There were a few examples of students making links between different areas of their learning, for example where students interwove their learning in the arts with their study in English.
- The school conducted an annual review of the curriculum but this lacked a systematic, objective and documented whole school approach. Essential changes were implemented, but the curriculum did not yet meet the needs of all students effectively enough.

	KG	Elementary	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The school made few fully effective modifications to the curriculum. This was because analysis of internal and external assessment data lacked rigour and did not identify the needs of different groups of students sufficiently accurately.
- The curriculum was functional and offered an appropriate range of extra-curricular and community links intended to benefit students' academic and personal development. There were, however, limits to such opportunities to engage the majority of the students. This constrained its positive impact on a minority of students.
- The twice-weekly provision of UAE social studies contributed well to the development of students' understanding of the UAE's culture and society. This had yet to be fully integrated into other areas of the curriculum, particularly in the KG.

5. The protection, care, guidance and support of students

	KG	Elementary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good

- Child protection arrangements were well managed. Clear guidance about staff responsibilities was followed when necessary. Students knew who to turn to if they were unhappy or had specific concerns. A 'Freedom Box' enabled them to seek help privately from guidance staff. There were good arrangements to deal effectively with any incidents of bullying or intimidation, including the improper use of the internet.
- Senior leaders and staff were well-focused on students' health, safety and well-being. The site was secure and regularly monitored. Good systems enabled staff to raise concerns, with prompt follow-up. Students were well supervised throughout. School transport met requirements, but the school's clear guidance to parents using their own transport was not followed consistently. Regular evacuation exercises were recorded appropriately.
- There were appropriate procedures to record accidents, notify parents and provide first aid. The buildings were in a satisfactory state of repair and provided a safe environment for learning. There were good arrangements for safe storage of science substances and for cleaning materials around the school.
- Students had easy access to all areas of the school on the ground floor. Appropriately placed ramps enabled those with physical disabilities to negotiate steps between levels. There was no lift for students with physical disability to access the upper floors. The canteen, wash rooms and general areas were well maintained and kept clean and litter free.
- The school encouraged healthy eating and advised parents on healthy packed lunches for their children. In science and physical education, teachers advised students to take regular exercise. There was appropriate provision for students to join sports clubs and to take part in competitive sports and athletics. Shaded areas during assemblies and at break times were adequate. Students had ready access to drinking water.

	KG	Elementary	Secondary
Care and support	Acceptable	Acceptable	Acceptable

- Supportive and harmonious relationships at all levels were a feature of the school. A clear policy with well-defined sanctions underpinned the very good behaviour and was integrated well, throughout the school.
- Students and parents were well informed about the school attendance policy and this was systematically applied by the school. Staff monitored attendance and punctuality carefully and any absences which occurred were quickly and efficiently followed up.
- The identification of students with SEND was not consistently accurate. This resulted in students who required additional support not being identified.

- The school provided a caring environment in which students' personal development was promoted well, enabling them to develop confidence and valuable social skills. Far less positive and variable across the school, was the promotion of students' academic progress. Teachers did not make effective use of the information they had about students' needs and abilities to plan lessons with the appropriate level of work.
- The school provided a good level of support from committed staff. Students in turn felt confident to seek help or guidance. Their personal development was regularly and carefully monitored. For senior students and their families, good care was taken to guide next school choices, provide support for entrance examinations and general career guidance.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Weak

- The leadership of SEND was beginning to develop, following new staff appointments, but was weak. Important areas for development remained to be addressed. The review of strengths and weaknesses of SEND provision was too optimistic. The monitoring of classroom provision was at an early stage. There was no clear strategic view of areas for improvement.
- The identification of students needs was not consistently accurate. This inhibited the effectiveness of the support provided for them. Individual education plans (IEPs) did not provide crisp targets to help direct students' development. Nor did they give clear and effective teaching strategies to help support student progress in lessons.
- Parents were positive in their support of the SEND department but their partnership with the school was under developed. They did not receive regular personalised reports of their children's progress. They were not involved in the formation of IEPs or in any regular review of provision for their children. Insufficient guidance was provided for parents on how they could support their children at home.
- Professional development had been provided for teachers but the effectiveness of this was not monitored. Teachers did not have an accurate picture of the progress being made by students in their class. This hindered their ability to modify their lessons plans and so set tasks that engaged and supported SEND students appropriately.
- Students' progress was weak across most subjects. It was acceptable in mathematics and in English in the secondary phase. There was limited assessment of students' attainment in curriculum subjects and this prevented an accurate understanding of the progress they were making in their learning.

6. Leadership and management

The effectiveness of leadership

Acceptable

- Relationships amongst teaching staff were collaborative and professional. There were examples of close partnership working in the KG, fostered by policy decisions taken by senior leaders. Although, clear job descriptions existed for different grades of staff, not all were clear on what was expected of them.
- The school had increased the number of leadership posts. Despite this, the pace of improvement was slow. It was constrained by the variability in leaders' professional understanding of what high quality provision looked like, and how to lead and manage change.
- School leaders including the principal placed high importance on developing students' civic responsibility. This was reflected well in students' respectful behaviour and highly positive attitudes to learning. School leaders had been less successful in creating a shared vision of high quality outcomes and experiences for students, based on high expectations of what they could learn and achieve.
- The school was inclusive and well-focused on students' personal development. School leaders were less consistently focused on raising academic standards, because they did not have high enough expectations of what students could achieve.
- School leaders including the principal had taken steps to improve provision. These actions had yet to lead to measurable and sustained improvement. Leaders ensured that the school was compliant with statutory and regulatory requirements at the time of the inspection. Much remained to be done to address the recommendations from previous inspection reports.

School self-evaluation and improvement planning

Acceptable

- The pace of improvement was too slow. School leaders had begun to address weaknesses in teachers' use of assessment, and additional computers in the library supported students in developing their reading skills. However, little had been done to raise attainment, and improve the learning environment in classrooms.
- School leaders broadly understood the school's strengths and areas to improve. They undertook self-evaluation activities and identified appropriate priorities. Planning had not yet consistently identified what would change in students' experiences and outcomes as a result of planned improvement actions.
- Since the start of the current school year, middle leaders had begun to monitor the quality of teaching within their departments. Such monitoring activities did not pay enough attention to what students knew and were able to do as a result of their lessons. Because of this, it was difficult for school leaders to judge accurately how effective teaching was across the school.
- Improvement plans identified suitable priorities but did not yet consistently define what success would look like or set measurable targets. Timescales for completion were not consistently adhered to. As a result, it was difficult for school leaders to know when plans had been achieved to a suitably high standard.

Partnerships with parents and the community

Good

- The school had a parent teacher council (PTC) and parental representatives on the governing body. Each had contributed to school life in various ways. The PTC supported social events such as Family Day, while the views of parent governors contributed to the provision of security personnel. A minority of parents, including those whose children had SEND, felt that school could do more to involve them as active and equal partners in their children's education.
- The school's communication with parents took many forms and included letters, texts, emails, phone calls, and newsletters. Despite this comprehensive approach the school had not kept all parents consistently well-informed about their children's learning and development. This applied for example to students with SEND.
- Regular reports conveyed helpful information about students' marks and grades. The standard format lacked space for detailed comment on strengths, and next steps in learning. The school had taken no steps to provide such additional detail in written reports to parents.
- There were frequent examples of the school's partnerships with other schools and school performers' participation in local community and national cultural events. The school played an important role in the Philippine community because it provided a focal point for cultural celebration and social interaction. Its young performance artists were much in demand for civic occasions.

Governance

Weak ↓

- The school's governing council included a good range of parental, staff and community members and elected student representatives.
- The governing council had not ensured that the pace of improvement was sufficiently rapid. It did not meet frequent nor exert sufficient influence on, or hold sufficiently to account, the school's leadership team. Recommendations in the previous report remained unaddressed. In addition, key aspects of teachers' practice had not benefited from continuing professional development. One-off sessions were insufficient to ensure sustained improvement.
- The school's proprietors had recently resourced additional staffing and this had enabled school leaders to devote more time to leading and managing improvement. There was a shortage of suitably qualified staff in some subjects. While the school was compliant with regulations, there had been irregular timetabling since the start of the session in for example, Islamic education.




Management, staffing, facilities and resources

Weak

- The school's daily routines functioned well. Movement around the school was orderly, and timetables ran smoothly. Daily assemblies provided a bright start for students and staff alike, with lively performances of a very high standard. These performances demonstrated teachers' and students' high expectations of students' capabilities in the performing arts. Such high expectations were not the norm in all other subjects.
- While most staff were suitably qualified there remained difficulties in ensuring that particular key subjects such as Islamic education were sufficiently staffed. Continuing professional development for teachers was not sustained across the school session. As a result, too many teachers were still unsure what constituted effective practice in teaching and assessment.
- There were deficiencies in facilities and resources across the school. For example, too many classrooms remained poorly air-conditioned with noisy equipment that made classroom dialogue very difficult. Classrooms equipped with lecture theatre chairs were unsuitable for practical or collaborative working.
- There were shortcomings in basic equipment, in separate phases and within subjects. The learning environment was not an enriching context for high achievement. The school's students aspired to be globally competitive and internationally qualified. The school's present resourcing was not supporting this ambitious aspiration.

The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	1441
	2014-2015	945
Teachers 	100	
Students 	264	

*The number of responses from parents is based on the number of families.

- Almost all eligible students, almost all staff, and most parents responded to the survey.
- Almost all parents agreed their children's progress was good in English, mathematics and science. A large minority disagreed that progress was good in Islamic education, and only a majority agreed progress was good in Arabic as an additional language. Almost all parents, were positive about most aspects of the school's provision, including students' safety in school. Only a large majority agreed that students were safe on school transport. A similar proportion agreed the school had good arrangements to help students stay safe online. A few parents disagreed that the school dealt effectively with bullying behaviour. A similar proportion disagreed that the school sought and took account of parental views.
- Most students who responded agreed they were satisfied with the quality of education provided by the school. Students' agreement about their progress in the key subjects closely matched parental views. One in five of those who responded disagreed that set homework was helpful to their learning, but almost all agreed their learning skills were well-developed. Almost all students agreed they were safe and well-looked after in school, but only three and five agreed that this was so on school transport. One in five students did not agree the school dealt effectively with bullying behaviour, or had helped them stay safe online. Almost all students agreed they had confidence in their teachers' subject knowledge and skills. One in three, however, disagreed that the school continually upgraded facilities and resources. More than a few were dissatisfied with the extra-curricular activities on offer.
- Almost all teachers agreed students behaved well, enjoyed school, and developed good social and collaborative skills. In contrast to students' views, all agreed extra-curricular activities were wide-ranging. All agreed students were safe in school and most felt the same was true on school transport and online; and that the school dealt effectively with bullying behaviour. Almost all agreed that assessment arrangements helped students learn but a few disagreed that students with SEND made good progress in their lessons. The same proportion disagreed that the school accurately identified such students. Most teachers agreed school leaders listened to and took account of their views. A few felt that they had little control over their work. There were frequent comments about lack of resources and heavy workloads.

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae