



The Philippine School

Curriculum: Philippine

Overall Rating:

Weak



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

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	2010
Website	www.thephilippineschooldubai.com
Telephone	04-2844465
Address	Al Rashidiya, Dubai
Principal	Jocelyn M. Sollano
Language of instruction	Philippine
Inspection dates	12 to 15 December 2016

Teachers / Support staff	
Number of teachers	113
Largest nationality group of teachers	Philippines
Number of teaching assistants	0
Teacher-student ratio	1:22
Number of guidance counsellors	3
Teacher turnover	13%

Students	
Gender of students	Boys and girls
Age range	4-16
Grades or year groups	KG 1 - Grade 11
Number of students on roll	2,484
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	27
Largest nationality group of students	Filipino

Curriculum	
Educational permit / Licence	Philippines
Main curriculum	Philippine
External tests and examinations	n/a
Accreditation	n/a
National Agenda benchmark tests	ACER: IBT



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

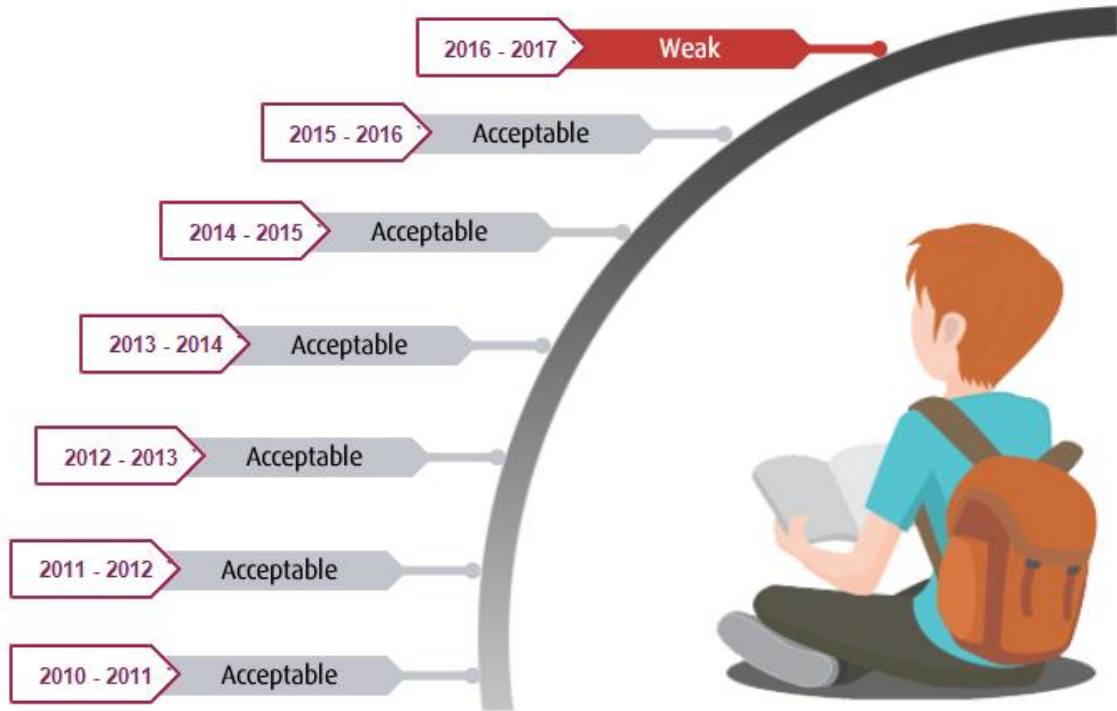
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale.

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for The Philippine School



- The Philippine School was founded in 2008. Student numbers increased by 510 since the 2015-16 inspection, from 1,974 to the current 2,484. There are plans for the school to relocate to a new campus during the second part of the current academic year. The principal has been in post since 2012. Teacher turnover for this academic year is 13 per cent, which is lower than the previous year, which was 24 per cent. The Senior High phase was established in September 2016 by adding a Year 11 to the school.
- Previous inspections have acknowledged students' good personal responsibility, their good progress in English in the Junior High School and good arrangements for health and safety.
- Recommendations since 2012 have focused on the need to improve the quality of teaching and assessment, provision for students with special educational needs and disabilities (SEND), and governance. The need for governors to reduce overcrowding and to hold school leaders to account, was raised as a major concern in the last inspection report.

Summary of inspection findings 2016-2017



The **Philippine School** was inspected by DSIB from 12 to 15 December 2016 . The overall quality of education provided by the school is **weak**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' achievement in the kindergarten is acceptable but remains weak in Arabic as an additional language, and Islamic education in all phases that they are taught. In the elementary phase, attainment and progress in Filipino, English and science are acceptable, but have declined to weak in mathematics. In the junior and senior high, students make acceptable progress in most subjects, except in Filipino, where progress is good. Across the school, students demonstrate acceptable learning skills, although research and activities that develop their critical thinking are still developing.
- Students are responsible and well behaved, especially in the high school, where they are very considerate towards younger students. Students in all phases have a good understanding of Islamic values. They participate in a number of projects aimed at making the environment more sustainable.
- The quality of teaching is acceptable in the kindergarten and high school phases; it has declined to weak in elementary. Assessment practices are weak across the school except in the kindergarten. Most teachers are still not using analysed attainment and progress data to adjust the difficulty of tasks to meet the needs of students of differing ability.
- The quality of the curriculum being offered is weak in all areas of the school except the kindergarten. The rationale for the implementation of the curriculum is unclear and there are gaps in the progression of content in most subjects as students move up to higher levels. The curriculum is still not adequately modified to meet the needs of most students. Students are provided with a number of opportunities to learn about the culture of the UAE.
- A lack of risk assessment, and premises that impede learning, have led to the decline in the judgements for health and safety, which are now weak. Teachers show adequate care for their students, and relationships between students and staff are friendly and courteous. The identification of students with SEND has improved and school procedures are now coordinated closely by the SEND co-ordinator.
- Leadership, self-evaluation, governance and management are now weak overall. Senior leaders do not have a realistic view of the school's strengths, weaknesses and priorities; they have not shared a vision of what improved practice looks like. Governors are not ensuring that the school is well led and resourced. The premises are in poor condition and do not provide an effective learning environment. Lack of effective consultation with parents has led to the quality of partnerships with parents declining to acceptable.

What the school does best

- Students' personal and social development, in particular the responsibility shown by secondary students.
- Students' appreciation of the role and values of Islam in UAE society and their social responsibility.

Recommendations

- School leaders should attend to the health and safety issues identified in this report, in particular the lack of systems to assess risk to the well-being and safety of students and staff.
- The owner and chairperson must take immediate steps to ensure that all members of the governing body are empowered to:
 - ensure that the school is staffed with well-qualified and suitably experienced leaders and teachers
 - seek and consider stakeholders' views systematically
 - hold school leaders to account to ensure that improvements are made to the curriculum, teaching, assessment methods and learning, in order to improve students' progress
 - ensure that the school's self-evaluation accurately identifies specific weaknesses, and provides a clear direction for improvement that is shared with, and understood by, all staff
 - ensure that students' learning is supported by appropriate resources, including enough teachers
- School leaders should develop the capacity of all teachers so that they:
 - make rigorous use of available internal and external assessment information to set work that challenges students of all abilities in every lesson
 - make the necessary modifications to lesson content and approach to help ensure that all groups of students make good progress
 - fully implement the curriculum in a way that raises expectations of what students can achieve

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 intention 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. In 2015, KHDA launched 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.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- The school does not fully meet the registration requirements for the National Agenda Parameter.
- Students' attainment on the National Agenda Parameter is below expectations in English, mathematics and science.
- The school analyses International Benchmark Test (IBT) data at a basic level. Leaders compare their results over three years to UAE and International averages. However, this analysis is not used effectively to modify teaching to meet students' varied learning needs.
- The school does not modify its curriculum to ensure it is aligned to the scope of the TIMSS tests. They have aligned the curriculum with IBT questions, but this alignment is not based on students' results in English, mathematics, and science.
- Teachers do not make sufficient adjustments to their teaching strategies based on their students' IBT results. Although students may be involved in hands-on learning, they are not being given sufficient opportunities to successfully meet the requirements of the National Agenda Parameter. Students in the elementary school have not been given sufficient opportunities to look at their own IBT results. Students have limited opportunities to conduct research in lessons.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.

Innovation in Education

The UAE Vision 2021 sets the aspiration 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' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.










Promoting a culture of innovation:

- There are a few emerging opportunities for students to develop their creativity across the upper phases of the school. However, enquiry, use of learning technologies and research are not yet features of student learning. Students in all subjects and phases demonstrate a strong work ethic, although the school does not promote appropriate opportunities for student leadership. Though the majority of teachers identify critical thinking in their lesson planning, questions asked during lessons are closed and do not engage students in the generation of ideas. The reviewed curriculum does not include the development of innovation skills and leaders have yet to develop their capacity to promote innovation in all phases.

Overall school performance

Weak ↓

1 Students' achievement

		KG	Elementary	Junior High	Senior High
Islamic education 	Attainment	Not applicable	Weak	Not applicable	Not applicable
	Progress	Not applicable	Weak	Not applicable	Not applicable
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Weak	Weak	Not applicable
Filipino 	Attainment	Acceptable ↑	Acceptable	Acceptable ↓	Good
	Progress	Acceptable ↑	Acceptable	Good	Good
English 	Attainment	Acceptable	Acceptable	Acceptable ↓	Acceptable
	Progress	Acceptable	Acceptable	Acceptable ↓	Acceptable
Mathematics 	Attainment	Acceptable	Weak ↓	Weak ↓	Acceptable
	Progress	Acceptable	Weak ↓	Acceptable ↓	Acceptable
Science 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

	KG	Elementary	Junior High	Senior High
Learning skills	Acceptable	Acceptable	Acceptable ↓	Acceptable

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

	KG	Elementary	Junior High	Senior High
Personal development	Good	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

3. Teaching and assessment

	KG	Elementary	Junior High	Senior High
Teaching for effective learning	Acceptable	Weak ↓	Acceptable ↓	Acceptable
Assessment	Acceptable	Weak	Weak ↓	Weak

4. Curriculum

	KG	Elementary	Junior High	Senior High
Curriculum design and implementation	Acceptable	Weak ↓	Weak ↓	Weak
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Elementary	Junior High	Senior High
Health and safety, including arrangements for child protection / safeguarding	Weak ↓	Weak ↓	Weak ↓	Weak
Care and support	Acceptable	Acceptable	Acceptable	Acceptable


6. Leadership and management

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

Main inspection report



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
Filipino	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Filipino, most children's attainment is in line with curriculum expectations. The majority are able to use new vocabulary and put it into meaningful contexts. Most children's reading skills are still in the early stages of development. They make expected progress in speaking and phonemic awareness in relation to their starting points. Given that for many children, Filipino is their second language, most children make expected progress in their speaking and communication skills, in lessons and over time.
- In English, most children demonstrate appropriate levels of knowledge and understanding in their language development that are in line with curriculum expectations. They can recognise and read consonant and vowel sounds, and combine them to form simple words. However, their writing lacks fluency. In lessons and over time, most children make acceptable progress in speaking and phonemic awareness in relation to their starting points.
- In mathematics, most children demonstrate an acceptable understanding of basic numeracy and geometry that are in line with age and curriculum expectations. Only a minority have secure understanding of other mathematical concepts, such as measurement and secure problem-solving skills. In relation to their assessed starting points, and measured against the learning objectives in lessons, most children make acceptable gains in their mathematical knowledge, skills and understanding.
- In science, most children's knowledge is in line with curriculum expectations. Almost all of them use age-appropriate scientific vocabulary in meaningful contexts. They have adequate opportunities to apply their scientific knowledge in their daily play; however, lack of guidance often means that they do not develop investigative and practical skills to a higher level. In lessons and over time, most children make expected progress in understanding aspects of the physical world around them.

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


- In Islamic education, most students' level of knowledge, skills and understanding are below the Ministry of Education curriculum expectations. A minority talk with confidence about differences between the pillars of Islam and faith; however, memorisation and understanding of short Surah's in the Holy Qur'an are weak. Although in lessons students make slower progress, by the end of the phase, they are able to draw the Prophet Muhammed's (PBUH) family tree, and have a basic knowledge of the differences between Zakat and Sadaka. As such, links between Islamic values and the daily lives of students are underdeveloped.
- In Arabic as an additional language, students' attainment is below curriculum expectations with assessment data not accurately reflecting their actual level of attainment. Most students reading and writing skills are weak, as is progress over time. For example, students in Grade 1, know the letters of the alphabet and numbers, and by Grade 6 they still find it difficult to form short sentences accurately. Higher ability students develop better skills when given the opportunity to do so but beginners of Arabic lack adequate materials and support to enable them to make better progress.
- In Filipino, most students' attainment is in line with curriculum expectations. They make acceptable progress by the end of the phase, in acquiring functional literacy skills. Students make better progress in their speaking and listening skills, as they are able to engage in discussions about current events and the world around them. Slower progress is made with writing, because of the lack of opportunities to develop a variety of approaches to write for different audiences.
- In English, most students attain levels that are in line with curriculum and national expectations. Their speaking and listening skills are stronger than writing. Most students' reading skills enable them to comprehend a range of age-appropriate texts. Students make acceptable progress, overall, although their writing skills develop at a slower pace, due to a lack of challenge for high achievers.
- In mathematics, internal and international test data indicates that too few students have the knowledge, understanding and skills required to reach expected curriculum standards and international benchmarks. Weak attainment is mirrored in lessons and in students' recent work. Although students are able to demonstrate knowledge of the methods of calculation, using all four operations, their understanding of mathematical concepts remains weak. The progress of most students is also weak which is exemplified in lessons, where students are unable to explain or apply their learning using accurate mathematical language and understanding.

- In science, most students attain levels that are in line with curriculum expectations. Most also make expected progress, particularly in developing their understanding of scientific concepts and skills through well-planned hands-on activities. Acceptable progress is made over time especially where students are learning science through the application of some of the steps of the scientific method, especially observation and prediction.

 Junior High		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Weak
Filipino	Acceptable ↓	Good
English	Acceptable ↓	Acceptable ↓
Mathematics	Weak ↓	Acceptable ↓
Science	Acceptable	Acceptable

- In Arabic as an additional language, students' attainment levels are below the Ministry of Education curriculum expectations. As in the elementary phase, internal assessment data does not accurately reflect their exact levels of attainment. Achievement in all four communication skills is weak. Students are able to recall the name of images shown on pictures, but are not able to write them in complete sentences. Overall, progress is weak, particularly in reading and writing. By the end of the phase only the more able students are able to demonstrate an acceptable level of progress with their speaking skills.
- In Filipino, most students' attainment is in line with curriculum expectations. Students are able to read and understand age-appropriate literary works. They are able to communicate well and express their thoughts and reflections clearly. Overall, they make good progress especially in using prior knowledge to develop oral and writing skills, enabling them to demonstrate skills and understanding in learning.
- In English, most students attain levels that are in line with curriculum and national expectations. Students speak with confidence and enjoy supporting each other in group presentations. Comprehension skills are developing, as is their capacity to analyse and appreciate literary texts, including poetry. In their writing, most students can use punctuation and grammar with expected accuracy, but creative writing skills are underdeveloped. By the end of the phase, most students make adequate progress in relation to their starting points and curriculum expectations.
- In mathematics, lesson observations, and a review of internal and international test data, indicate that a significant minority of students do not reach expected curriculum standards or international benchmarks. Evidence indicates that this is the result of an inadequate understanding of mathematical concepts, particularly in geometry and measurement. Attainment is stronger in Grade 10 as a result of an increase in the rate of student progress in Grades 9 and 10. Progress in lessons in Grades 7 and 8 however, is still not as rapid as it should be.

- In science, most students attain levels in line with curriculum expectations. They demonstrate an adequate understating of scientific facts, although their understanding of scientific processes is less well developed. Students make expected progress. In better lessons, they can extend their learning by applying their understanding of scientific concepts in engineering as required by the curriculum. In Grade 10, for example, students use their comprehension of gas laws to design rockets that can travel different distances.

 Senior High		
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
Filipino	Good	Good
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Filipino, internal assessments indicate that the attainment of the majority of students exceeds curriculum expectations. In lessons, and in their recent work, students demonstrate a good level of skill development in reading and analysis of literary and non-literary texts. Good progress is made with all communication skills, but particularly with speaking and listening. By the end of the phase, a majority of students show a secure command of the Filipino language.
- In English, most students attain levels in line with curriculum and national expectations. English is taught as a component of the creative arts programme and a majority of students use their oral communication skills confidently, leading class discussions. They demonstrate age-appropriate and effective use of descriptive language in their creative work; however, extended writing skills are underdeveloped. Overall, most students make expected progress in relation to their starting points and requirements of the curriculum.
- In mathematics, the attainment of most students is in line with curriculum standards. In lessons and in their work, students demonstrate a better knowledge of methodology than of conceptual mathematical understanding. Students take individual responsibility for their mathematical development through the preparation of presentations. For instance, where they use their knowledge and real life applications, when explaining the formula for calculating compound interest. Most students make expected progress over time in this subject, with little difference in groups of students.

- In science, most students attain levels in line with curriculum expectations. Their knowledge and understanding of scientific facts and concepts is adequate. They can for example, explain how earthquakes take place and how hazards can be avoided. However, their experimentation and investigative skills are underdeveloped with learning rarely involving laboratory work. The progress students make towards meeting learning objectives in lessons, and over time is acceptable.

	KG	Elementary	Junior High	Senior High
Learning skills	Acceptable	Acceptable	Acceptable ↓	Acceptable

- Most students show positive attitudes towards learning. The extent to which they are engaged in lessons however, varies. The majority follow instructions without question but tend to be passive learners. Engagement is better in the high school phases, where in some lessons, students are challenged to extend their learning through activities such as, role play and multimedia production.
- Students can work productively when they are provided with opportunities to do so. Most collaborate well, although group tasks do not always involve all students in the group. Students communicate their learning appropriately.
- The majority of students have adequate opportunities to relate their learning to real life. For example, in English, students search about different countries and discuss the problems of young people. A few students make useful connections between different areas of learning, for instance, Grade 10 students use current music to accompany their explanation of mathematical concepts.
- Most students can conduct basic teacher-led research when provided with real opportunities to do so. However, learning technologies are only occasionally used to support their learning. The use of critical thinking and problem-solving skills are underdeveloped across all phases.

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

	KG	Elementary	Junior High	Senior High
Personal development	Good	Good	Very good ↓	Very good

- Students have positive, respectful and responsible attitudes towards others. They are self-reliant, particularly in the high school phases. They are willing to help each other and are eager to offer assistance. On occasions they deal with any potential issues themselves, before needing the intervention of their teachers. In most cases, they respond well to comments from adults, other classmates and older students.
- Students behave well in and outside lessons. They move around the school in an orderly manner. Students report that incidents of bullying are rare, and any are dealt with effectively. Older students

help to manage effectively other students' behaviour during assemblies and at the end of the school day.

- Students, particularly those in the high school phases, are considerate and respectful of each other's needs, offering support to each other during lessons. Relationships between students and staff are mutually respectful and there is a sense of common purpose and a harmonious community.
- Students demonstrate a sound understanding of safe and healthy living. They are supported by the school clinic, and the canteen, in making healthy food choices. Students participate, within the limitation of the premises, in some sports activities.
- Students' attendance is good and they demonstrate their commitment to learning by arriving to the school on time, ready for their lessons at the start of the school day.

	KG	Elementary	Junior High	Senior High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students demonstrate a clear understanding of Islamic values, but not all are able to explain how these values influence their everyday life in the UAE. However, they are able to identify and explain the importance of many Islamic celebrations and religious monuments.
- Students are involved in a range of cultural activities that develop their respect and understanding of the heritage and culture of the UAE. They celebrate National Day, and participate in Emirati dance competitions, and traditional dress exhibition. They use musical instruments skilfully to display their appreciation of Emirati culture.
- Students demonstrate a good understanding of their own culture. Older students are able to compare and contrast the Filipino culture with that of the Emirates. Their grasp and appreciation of wider world cultures is less secure, although most students' demonstrate an eagerness to interact with those from other cultures in their school and within the local community.

	KG	Elementary	Junior High	Senior High
Social responsibility and innovation skills	Good	Good	Good	Good

- Students contribute actively to the life of the school, the local and wider community, through their support of charities, both locally and in the Philippines. They undertake responsibilities in the school during clubs and activities such as the, 'Honesty Store'.
- A good work ethic is displayed by students in all phases of the school. They organise a 'Market Day' twice a year and participate in activities to promote and enhance innovation skills, such as, the Rocket Challenge, sponsored by Emirates Aviation, and the Dubai International Conference on Applied Nutrition.
- Students show a good understanding of environmental sustainability. They participate in activities such as the, 'Green Environment' and the 'Adopt a Plant' campaigns. Wider community contributions

including participation in, 'Clean up the World' and, 'Clean as You Go', support their social awareness, understanding and responsibility.

3. Teaching and assessment

	KG	Elementary	Junior High	Senior High
Teaching for effective learning	Acceptable	Weak ↓	Acceptable ↓	Acceptable

- In most subjects in the kindergarten and upper phases, teachers use their secure subject knowledge to provide students with explanations of learning objectives that support acceptable progress. In the elementary phase, the insecure subject knowledge of some teachers hinders the attainment of students. Teachers' knowledge of how to teach students to ensure learning is effective, is inconsistently applied across subjects and phases. It is most consistently effective in the kindergarten and in senior high school.
- Lesson planning often includes interesting tasks with real-life application, but plans are not always implemented successfully. In the majority of English lessons, activities are well planned to embed learning; this is not a consistent feature in other subjects. In the elementary phase, too many lessons have learning activities which are repetitive and lack stimulus for students. These are detrimental to active and participative learning.
- Teachers generally interact well with students, offering encouragement and praise. In the best lessons, teachers' questions challenge students to provide detailed explanations, requiring them to think deeply about their learning. This is not a consistent feature of lessons across the school, and especially in the elementary section of the school. Supplementary questions to explore understanding further are rare.
- In English lessons, teachers use a range of strategies to reflect the different learning styles of students; a practice less evident in other subjects. Large numbers of students in many classes limit the choice of teaching strategies, however, the skilful adjustment of tasks to meet the needs of all students, is a weak feature of teaching across the school. The most able students are rarely challenged and low expectations a feature of too many lessons.
- In a number of subjects in the kindergarten and elementary sections, teachers do not provide enough scope to develop independent thinking and problem solving skills. While these aspects of teaching are stronger in classes for older students, opportunities to be innovative, including through the use of technology, are less evident.

	KG	Elementary	Junior High	Senior High
Assessment	Acceptable	Weak	Weak ↓	Weak

- The school's systems for assessment are aligned adequately with the National Curriculum of the Philippines. Internal assessments, however are not sufficiently rigorous and do not provide an accurate picture of students' achievement. As a consequence, external performance data differs significantly to that of internal assessment outcomes.
- The school benchmarks students' outcomes appropriately against international benchmark tests, and the results of these tests give a realistic view of students' attainment and progress levels. School

leaders are beginning to use these test results to identify general trends in students' achievement over time.

- Assessment data is analysed but information about the progress of individual and groups of students is underdeveloped. In most sections of the school, pre-teaching test results are not appropriately compared to post-teaching results to evaluate the impact of teaching and learning on progress. In the kindergarten, teachers use developmentally-appropriate observation checklists, more successfully, to track children's achievement over time.
- Analysed attainment and progress data is not effectively used to modify teaching and the curriculum in ways that improve the progress of student. Lack of reliability and validity of assessment data means that teachers do not plan successfully to meet the needs of all the groups of students they have in their classrooms.
- Teachers' understanding of their individual students' strengths and weaknesses is limited in the elementary, junior high and senior high phases. Teachers do not provide students with sufficient support or challenge to enable them to make good progress in lessons. Students are sometimes involved in assessing their own learning. The written feedback provided by teachers in workbooks does not consistently inform students' about the next steps in their learning. In the kindergarten, teachers have a better understanding of their children's strengths and weaknesses, and they use that information to provide appropriate support as needed.

4. Curriculum

	KG	Elementary	Junior High	Senior High
Curriculum design and implementation	Acceptable	Weak ↓	Weak ↓	Weak

- The rationale for the implementation of the curriculum is unclear across all phases and in most subjects, except for the kindergarten. It is not focused sufficiently on the development of student competencies and skills, especially critical thinking skills. It is particularly unsuccessful in including values education, providing adequate laboratory facilities and offering specific subjects, to meet national requirements, in the senior high school.
- There are significant gaps with continuity and progression of subjects such as, Islamic education, mathematics, science and Arabic, for students as they move to higher levels in the school. Older students at the end of the junior high phase, however, are adequately prepared for the next phase of education through career guidance and counselling, aptitude exams, and links with industry and higher education institutions.
- The school has introduced programmes intended to promote independent learning and practical life skills. These are not been well planned and have not resulted in improved learning outcomes or skills development.
- A few kindergarten and English lessons provide some cross-curricular links in lesson plans. In the other classes and phases, cross-curricular links are rarely implemented as planned. There are some links between subjects such as ICT, Arts and social studies but they are not used effectively to make learning more relevant and meaningful.

- School leaders' review of the curriculum is adequate, but it is not focused sufficiently to ensure that provision is modified to meet the academic and personal development needs of most students across all phases.
- The school teaches the MoE social studies curriculum in English as a discrete subject. It is linked primarily to the teaching of the Philippine social studies curriculum. The curriculum is not yet modified to ensure appropriate challenge to promote thoughtful enquiry, continuity and progression. The quality of teaching is stronger in phase 3 where better links to UAE culture are embedded and more student-centred teaching is present. Content, time and sequence, and cross-curricular links and assessment are not planned in sufficient detail to ensure that learning is consistently enriched and the pace of teaching is appropriate. The subject is internally assessed to ensure that students make adequate progress.

	KG	Elementary	Junior High	Senior High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- Internal and external assessment data is used adequately to identify how amendments to some subjects can permit more in-depth study of units of work. However, resulting adaptations, such as those in mathematics, are not always accurate or successful. Assessment information is not always used consistently to modify the curriculum in lessons so that activities meet the needs of all groups, including students with SEND.
- Research projects and exchanges of ideas in class stimulate learning for a majority of High School students but are not a feature of classes in elementary. Students respond positively to charity initiatives and have a sound awareness of environmental and community projects. Extra-curricular clubs and participation in competitions, extend students' academic interest and promote social development.
- Students' respect for UAE culture and history is shown in assemblies, displays around the school and in some social studies lessons. Children in the kindergarten show delight in learning about the local food and costumes. A limited number of visits from the school to important sites such as, Sheikh Zayed Mosque, help students appreciate the richness and diversity of UAE heritage and society.

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

	KG	Elementary	Junior High	Senior High
Health and safety, including arrangements for child protection / safeguarding	Weak ↓	Weak ↓	Weak ↓	Weak
<ul style="list-style-type: none"> The school has adequate formal procedures in place for the safeguarding of students. Staff have been briefed and lessons have been organised to develop students' understanding of safeguarding procedures. The school is yet to implement risk assessment processes or analyse records over time to identify patterns and determine next steps. The school's arrangements to ensure the health, safety and security of students are ineffective and unreliable. Although the premises are secure, they are unsafe for physical activities. The security and safety procedures of students using private transport, especially at the end of the day, are ineffectual compared to those used on school buses. Evacuation procedures are recorded regularly but furniture in corridors obstruct student movement in the case of emergencies. The building, furniture and equipment lack operative repair and maintenance. Wash rooms are not sufficiently hygienic and chemicals for use in science laboratories are not appropriately stored with secure storage for cleaning materials. However, medications in the clinic are appropriately stored and medical and other records well filed; parents are informed promptly of incidents or illness. Some aspects of the school premises, resources and equipment do not meet the needs of all students and in some cases, impede learning. There are no external shaded areas. Some classes are overcrowded with limited ventilation and do not have appropriate exits. These classes pose a safety risk in the case of an emergency evacuation. Ramps for disabled students are not fit for purpose and there are no lifts to access the upper floors. The school encourages and promotes healthy living but this is not systematic because students do not have access to suitable facilities for external exercise or sport. Healthy food menus are available in the canteen and parents are encouraged to provide healthy packed lunches for their children. Students have adequate access to drinking water during the breaks and lunch times. 				
	KG	Elementary	Junior High	Senior High
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Relationships between students and staff are friendly and courteous, and built on mutual trust. This has a positive effect on students' behaviour. Systems across the school for the management of behaviour are good.
- The school keeps an accurate record of attendance. Systems are in place to ensure that unauthorised absences are followed up and parents are quickly notified.
- The identification of students with SEND has been restructured and school procedures are now coordinated closely by the SEND Co-ordinator. Students' needs are assessed in class and external specialists are involved in identification of needs in some cases. Identification of students with gifts or talents is underdeveloped.

- The support and promotion of students' academic progress is variable across the school. Teachers do not consistently plan tasks that meet their needs and so the majority of SEND students do not make adequate progress. Students who are gifted and talented are not sufficiently challenged in most classes and their needs not fully understood by teachers.
- Students' personal development is promoted well within the caring ethos of the school and good relationships are evident throughout. This enables students to be confident to ask for advice when necessary. Older students receive good guidance and support when it comes to choosing a career or further education path.

Inclusion

Provision and outcomes for students with SEND

Weak

- The recently-appointed SEND co-ordinator provides a focal point for the provision for students with SEND and is leading the review of the work of the department. New initiatives, such as the programme of individual weekly support for all students by specialist staff, are showing early signs of success. Some progress has been made in creating a base for the department, although resources and resources are very limited..
- The identification of students requiring support has improved. There is a clear and progressive structure for identifying students with learning needs. Careful assessment of students in class is followed by consultations with teachers and parents to plan appropriate support. External consultants provide helpful additional guidance when needed.
- The partnership with parents is developing, with plans for their involvement in the writing of their children's Individual Education Plans (IEPs). Further work is required to ensure that parents are provided with support and guidance to help them play an active part in helping to support their children's learning out of school.
- Teachers do not use assessment information consistently to modify the curriculum in classes. Lessons are not routinely planned to provide a range of activities that support both the most able and the least able to make better progress in their work. Guidance to help teachers to develop effective lesson planning skills in this regard is still developing.
- A tentative start has been made in the SEND department to produce a measure of progress based upon class report cards that show attainment grades and progress against IEP targets. Account is also taken of technical measures of potential ability. This assessment process is not fully in place and has not been evaluated to test its efficiency.

6. Leadership and management

The effectiveness of leadership

Weak ↓

- Most senior and middle leaders show a commitment to the improvement of the school. Nonetheless, senior leaders have not articulated and shared a vision and common understanding of what improved practice looks like. A clear direction that determines the school's development has yet to be developed and which includes a strategy to ensure that it will meet its National Agenda targets.
- School leaders have an adequate knowledge of the requirements of the Filipino curriculum. Their understanding of how the curriculum can be implemented to meet the needs of all students is variable. The majority of school leaders' understanding of how students learn best is yet to be developed to enable them to guide their teachers towards ensuring that good progress is made by all students. The school accepts students with SEND, and is making some initial progress in improving the quality of this provision.
- Although relationships amongst most school leaders are positive, they have not strengthened middle leaders' abilities or helped to develop a thorough or systematic professional dialogue, challenge and support. Most leaders have a basic understanding of their roles. They have yet to develop a greater understanding about how their roles can benefit the whole school and its overall development.
- Senior leaders do not know well enough the strengths and weaknesses of the school and are therefore, reactive to external triggers, such as annual DSIB evaluations. Not enough of the school's leaders have the necessary capacity to improve the school.
- Over the past four years, school leaders have not significantly improved the quality of students' outcomes. There has been a limited strategic response to the recurrent recommendations in inspection reports regarding the need to improve the quality of teaching, resources, assessment, and governance. Overall, there has been a significant decline in the quality of provision and outcomes for students since the previous inspection.

School self-evaluation and improvement planning

Weak ↓

- The systems for self-evaluation lack rigour and are not consistently implemented across the school. Most leaders do not consider sufficiently different forms of evidence to determine the school's strengths and weaknesses, or the extent of the impact of their actions. Consequently, they do not have a realistic view of the school's strengths, weaknesses and priorities.
- Systems that have been established to monitor the quality of teaching are not leading to significant improvements in practice. When evaluating the quality of teaching, leaders do not take enough account of the progress that students make during lessons. Furthermore, most of the feedback given by school leaders requires greater evaluation and accuracy to help teachers to improve the quality of their teaching.
- The school improvement plan is not adequately coherent or aligned to a clear strategic direction. Most targets are not based on self-evaluation information and are not measurable. As a result, school leaders are not able to determine the impact of their actions.

- School leaders have not addressed sufficiently the recommendations from the previous inspection reports. This has led to a significant decline in the quality of provision in key areas such as teaching, assessment and the quality of curriculum implementation. There has been no improvement in students' academic outcomes, and a decline in some cases, such as mathematics and English.

Partnerships with parents and the community

Acceptable ↓

- The school involves parents in their children's learning by means of the student diary, which has details of work assignments and school activities and which parents are asked to initial once read.
- Parents are kept informed about school developments through the website, newsletters, texts and emails. Parents have remarked on the absence of the annual orientation that has not taken place this year, and the lack of regular information about the school's planned move to the new premises.
- Information about students' academic progress and personal development is communicated in the quarterly report card in the form of performance ratings, but without explanatory comment. Parents know that they have the opportunity to contact teachers if they have concerns, and a one-on-one meeting with the student's adviser is scheduled quarterly.
- The school has a monthly appeal for parents to contribute to good causes, for example, to donate equipment for an underprivileged school in the Philippines. The Philippine School Band is in demand on occasions such as UAE Independence Day and students have the opportunity to compete in inter-schools sports events. The school plays an important role in the lives of the expatriate community.

Governance

Weak

- Although the governing body includes representation from most stakeholders, only the chairperson and the managing director act as governors. The rest of the board are not regularly involved in ensuring that, through effective governance, the school is well led and resourced. Governors do not survey parents and students systematically, and are therefore not sufficiently aware of their views and concerns.
- Governors do not hold senior leaders sufficiently to account for the extent and quality of improvement the school is making. The information that they receive is based on inaccurate self-evaluation. Consequently, governors are not in a strong position to establish a clear set of priorities or to make accurate decisions about aspects of the life of the school, such as resourcing.
- The owners of the school have invested in the provision of a new school building, however at the time of inspection, the school had not yet transferred there. Governors have not addressed most of the recommendations in previous inspection reports. Consequently, students have yet to benefit from improved quality of teaching, supported by appropriate learning resources.

Management, staffing, facilities and resources




Weak

- The day-to-day management of the school is adequate; timetable arrangements ensure effective supervision and safe movement around the school. Organisation of the school building is not effective. Some students are provided with classrooms that are large enough to facilitate active learning, whilst other students are disadvantaged by significant overcrowding.
- The school does not have an adequate number of staff to provide a quality education for the number of students on the school roll. Some classes are scheduled to have as many as 45 students to one teacher. This prevents students from receiving individualised support to help them make consistently good progress. Not all staff have qualifications appropriate to the subjects they teach; this is particularly the case in Arabic.
- The school premises are in poor condition and do not provide an effective learning environment. Ramps to buildings are too steep and often block safe access in or out for students and staff, irrespective of mobility. Many staff have no dedicated space in which to prepare lessons. Specialist facilities are very limited. There are no safe and suitable areas in which to hold physical education lessons.
- Resources are of limited quantity and often of poor quality. Staff try their best to provide makeshift resources from recycled materials but this is not an effective way to ensure the best possible contribution to students' attainment and progress.

The views of parents, teachers and senior students

The views of parents, teachers and senior 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*	2016-2017	665
	2015-2016	1441
 Teachers	116	
 Students	270	

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

- Most parents, and the majority of students that responded to the survey, report that they are satisfied with the education provided by the school, particularly the teaching and learning. A minority of students are not satisfied with opportunities for student leadership across the school.
- A minority of parents feel that teachers do not know sufficiently well their children's strengths and areas for development. Both parents and students feel that the school lacks resources, especially learning technologies.
- A minority of parents report that school leaders do not listen to their concerns. Some parents commented on some health and safety issues, such as the safety of children arriving by private cars and the quality of the premises, including the use of the science laboratories.
- Almost all teachers taking the survey were very positive in their evaluation of the school.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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