دائـرة التـعـلـيـم والـمـعـرفـة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

AY 2021/22

The Philippine School

Rating: Acceptable

Contents

School Information

General Information	
Name	The Philippine School
Esis Number	9252
Location	59, Barqa 'Awwad St, Bani Yas, Abu Dhabi 24418
Telephone	025831044
Principal	Jesus Jr Santing Ostos
Inspection Dates	10 to 12 May 2022
Curriculum	Philippine

Information On Students	
Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	556
Number of Emirati students	0
Number of students of determination	3
Largest nationality group of students	Philippines

Information On Teachers	
Number of teachers	24
Nationalities	Philippines

Changes since the previous inspection

Progress had been made against most of the recommendations in the previous inspection report (PIR), although many of the gains made by the school have been subsequently lost due to pandemic disruptions. When the new principal started in September 2021 only eight teachers of the previous complement of 44 remained. The vice-principal, assessment coordinator, and SENCO are new specialist appointments since the PIR, and the high teacher turnover (81%) has meant that much institutional knowledge has been lost, especially in the use of assessment results for planning at school and lesson level. The school has downsized, with the number of teachers now 24, and the roll is halved (from 814 to 556), but provision now extends from KG to Grade 12. It is noted that the high phase in the PIR was Grade 10 but in this inspection report, that grade is categorized in Phase 3, so the high phase represents a new cohort for the school. Since the PIR, there is improved progress and attainment in Islamic education, which is now acceptable in phases 2 to 4, and in science attainment and progress, which is now improved to good in KG and phases 2 and 3, while remaining good in Phase 4. Mathematics has declined in KG and Phase 4 and is now acceptable in all phases. The improvement in achievement in science is because most teachers in KG and phases 2 and 3 are now designing more practical and engaging lessons with activities that motivate students to learn. The improvement in Islamic education is because there are new teachers who are using more engaging strategies. However, there is still a need to improve the attainment and progress in Arabic as a second language, which remains weak in the only phases where it is now offered (phases 2 and 3). The PIR recommended that the school improve the achievement in Arabic as a second language and Islamic education, and while there has been progress in the latter, the former remains an area for development. The school is aware of this and plans for teacher mentoring and cluster school visits are planned in the school development plan (SDP) as strategies to move this area forward in developing a suitable language program now that the school has reopened, and staff appointments made. Learners' development in Arabic as a second language is limited not only by the inexperience of the teachers, but also by a lack of clear direction because of inadequate time allowance for seconded coordinators, and the

quality of resources available, which are insufficient to promote reading in particular. The decline in mathematics is because in KG and Phase 4, the lessons do not sufficiently engage the students in applying the mathematical concepts they are introduced to. Learning skills are improved to a good level overall in KG and students learning skills are developing as they move up the grades, remaining good in Phase 4, as shown in their confident communication skills and their use of technology to support learning, which accelerated during the pandemic. Students' responsibility for their own learning improves up the grades but is still an area for further development. The PIR recommended providing activities that cater for the ability of different groups, and this remains an area for development. Teaching and learning remain acceptable. The PIR recommended several strategies to improve teaching, and the school has run training on differentiation, critical thinking, and questioning as part of the weekly continuous professional development (CPD) program, but this has yet to impact substantially on either lesson planning or classroom practice in these areas. Teachers' questioning to check learning is now consistent, but its use to extend higher-order thinking skills is yet to be seen in all subject areas. The PIR also recommended that teachers provide students with high-quality feedback that shows them how to improve their work. On inspection, it was noted that most books are checked and signed, but little advice for students on how to improve was seen. On assessment, the PIR recommended the use of external data to set and monitor curriculum targets, and to this end, a number of new external assessments have been introduced to provide benchmarks, such as the Australian Council for Educational Research (ACER) International Benchmarking Test (IBT), and the Global Resources for Assessment Curriculum and Evaluation (GRACE) assessment, which can be used alongside results from forthcoming PISA and TIMSS tests. While results from IBT were available, the newly appointed data manager, who is also a mathematics teacher, has not had time to do the required analysis given that the school had only just returned to face-to-face teaching three weeks prior. The pandemic has also affected what external data is available for the school to use. For example, the National Achievement Test (NAT) typically administered in grades 6 and 10 has been temporarily suspended due to the pandemic. After completion of Grade 12, students normally sit the Basic Education Exit Assessment (BEEA), but this has also been temporarily suspended due to the pandemic. The other recommendations, which were the monitoring of the impact of initiatives and teacher induction processes, and the building of the capacity of middle leaders are still required actions as the large majority of staff are new. The protection, care, guidance, and support of students have remained good in all phases as in the previous inspection report. The school has adapted effectively to the changes in learning mode necessitated by pandemic containment and the return to face-to-face provision. While the school development plan indicates appropriate steps in place to progress this standard, these have yet to have an impact on improving the grade. Leadership and management remain acceptable overall. In the previous inspection report, it was noted that the indicators 'Partnerships with parents and the community and 'Governance' were good, and they remain so, evidencing high levels of community support for the school. The principal has only been in the school for a few months, but already he has made considerable changes, including a smooth transition to face-to-face learning after two years online. This has necessitated a rapid recruitment drive, training of new staff, and reinstatement of class management protocols while maintaining a clear focus on engaged learners and happy students within a safe environment, as evidenced by the school's blue tier status and the recent positive academic compliance report. The school's capacity to improve is acceptable.

The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS

The school is aware of the international assessment targets and the targets for PISA 2022 and TIMSS 2023. The PISA targets for 2022 are: mathematics 472, reading 484, science 480, and combined 479. The targets for TIMSS in 2023 are Grade 4 Math 539, Grade 4 science 548, Grade 8 mathematics 545, and Grade 8 science 574. The school's internal assessments (formative and quarterly summative tests) have been aligned to the TIMSS and PISA standards and format. The school has familiarized the students with examination protocols by providing an online practice link so that they have the opportunity to practice taking these types of tests. Staff have undergone training this year in how to use the results of these and other tests, such as IBT, to benchmark and inform curriculum adaptations and lesson planning. Subject

teachers are integrating the learning standards and competencies into their daily lessons and there is regular monitoring in the major subject areas; English, mathematics, and science, to ensure that these competencies and skills are being effectively taught. Staff are encouraged, as part of feedback provided by the principal in recent lesson observations, to use the higher-order thinking questions from PISA and TIMSS to extend students' abilities to think critically and problem-solve. The school prepares the students by having an orientation regarding the requirements of PISA administration and a parents' communication is sent to those who are involved in the test. Communications with parents to explain the importance of student participation in international assessments has resulted in high levels of support for the school's plans to achieve these targets.

Reading

The school library has only recently reopened, as students resumed face-to-face learning just three weeks before the ADEK inspection visit. The library has seating arrangements that are adequate for students and teachers who wish to do reading or research work, it is neatly kept and fit for purpose. The school has an internet connection for research work and other online reading programs. Most hard-cover books are available only as references because there are few fiction and non-fiction books and there is inadequate coverage for all the languages taught. The librarian post is vacant but is in process of being filled. Whilst cataloging of books is unfinished, accessioning and organization of books using the Dewey system has been started by Grade 12 students as part of their work immersion requirements.

The school timetable has no provision for a library period in the upper phases, but there is a designated time allotted in most lessons for reading. Grade 12 students have a timetabled research period, and students at other levels have acquired strong research skills during the last two years of online learning. Sound research skills were evident in lesson observations in subjects such as health and physical education, science, and English. Reading is a timetabled activity for the KG, Grade 1, and Grade 2. Occasionally, students in these grades visit the library during the scheduled reading period. However, as evidenced in Grade 2 reading class, students also bring personal books from home to share stories with their classmates (a practice that reduces the risk of cross-infection). Students enjoy reading a range of books from 'The Elves and the Shoemaker', 'Diary of an Awesome Friend' to '600 Amazing Facts', showing above levels of comprehension when asked questions by the teacher.

Reading skills are developed in other subjects, with reading aloud reinforced in some science subjects as well as in the Filipino and English language sessions, for example. The school has introduced a digital diagnostic application from grades 4 to 10 to improve reading skills, as well as a comprehensive online reading application that comprises both resources for personalized learning and diagnostic tests. Training has been provided in these applications so that teachers were able to use these to improve reading during the online education of the past two years. The school has conducted programs such as 'Language Month' to enhance students' awareness of and love of reading, with different activities, organized such as book characters and poetry recitations. The principal is planning to introduce the DEAR (drop everything and read) model during morning form times to improve students' reading exposure.

The school has a sound tracking system to monitor reading progress in English and Filipino, but this is not as rigorous in Arabic. In English, the department

identifies student-reading abilities at the beginning of each academic year. For grades 1 to 6, the school uses the Philippine Informal Reading Inventory (Phil-IRI) as a tool for assessing the reading abilities of the students at the beginning and end of each year. For grades 7 to 12, Filipino language teachers use textbook materials, such as short stories and other comprehension questions, in assessing the reading abilities of each student. In the quarterly tests of both English and Filipino, a reading comprehension test is included. Unlike English, which uses a digital application for monitoring reading performance and progress, there is currently no online platform for the Filipino and Arabic languages and the range of hard copy texts in the library is insufficient to compensate. Opportunities for reading practice in Arabic are not regular. Most teachers are new, and now that the school has reopened for face-to-face learning after a long gap caused by the pandemic, the school is now planning to put in place a renewed emphasis on developing reading skills among students at all levels.

Strengths of the school

• Social studies, English, and science provision is good, with the majority of students achieving above-expected levels of both attainment and progress. Learning skills are good in both KG and Phase 4 because new teachers are offering more opportunities for active learning in these phases. In KG children make better-than-expected progress in developing oral communication skills and in Phase 4, new cohorts of students in grades 11 and 12 have strong communication and research skills. The use of technology to learn is secure in all phases after students' experience of learning online during the pandemic.

• Students demonstrate positive learning attitudes and respectful behavior, with a willingness to learn observed in lesson observations. Parents confirmed that after two years away from their friends and teachers, their children were eager to return, valuing the opportunities to be with friends and participate in the more interactive face-to-face class environment. The students are self-disciplined because they want to learn and education is highly valued in Filipino culture, with few incidences of infringements recorded and respectful interactions observed between students and their teachers and any visitors.

• Teaching is strong in phases 1 and 4, where teachers exhibit positive relationships with students, establishing a constructive and affirming learning environment. The principal has created a warm and friendly learning atmosphere across the whole school by getting staff to focus on student happiness and engagement. Professional development has focused on strategies to motivate students to learn, although this training has yet to impact raised progress in all subjects and all levels. Teachers are caring, providing extra assistance outside of lessons for those struggling, perhaps because of missed school.

• Effective health and safety arrangements ensure the care, protection, and welfare of all students. The board and principal are very aware of the need to provide a safe and secure learning environment, where children's health and well-being are assured. In the transition to online learning and then again back to face-to-face delivery, the welfare of children has been paramount. The school has recently appointed a SENCO, and plans are now in place to improve the identification and provision for students of determination and the gifted and talented students.

• The strength of community support for the school is evidenced by involved parents and an effective governing body. The parents are fully supportive of the school and use their networks and resources to ensure that the school can provide the quality education that their children need. The board of governors was depleted during the pandemic, but those who remain provide not only continuity but also, as parents themselves, the passion and drive to ensure that the school is going in the right direction.

Key Recommendations

1. Improve student attainment and progress in all subjects to achieve at least a good level overall by:

• implementing a school-wide reading program in Arabic, English, and Filipino to improve achievement in all subjects.

• reinforcing the use of language skills across all subjects and at all phases by introducing new vocabulary and getting the students to read aloud from their textbooks, checking each other's understanding by asking questions.

• giving students real-life problems to solve independently and in groups based on core mathematical competencies.

2. Improve Arabic as a second language by:

• focusing on the key skills of speaking, listening, reading, and writing

• emphasizing the use of Standard Arabic.

3. Improve teaching and assessment by:

• training subject coordinators on how to analyze assessments using the ADEK benchmark.

• upskilling teachers on how to use assessment data to plan and adapt lessons to meet the needs of a diversity of students in their different classes.

• using a range of strategies to personalize learning for the identified individual students who require extension to optimize their potential.

• training teachers on how to differentiate activities, resources, and assessments.

• using manipulatives in mathematics to advance the understanding of mathematical concepts by providing practical resources, such as blocks, for lower ability students.

• encouraging teachers to integrate activities to show their relevance and aid the transfer of learning, with students being asked to write scientific reports in English about experiments done in science and using Arabic as a second language to act out role-plays and real-life dialogues about Islamic values.

• ensuring consistency in the skillful use of open-ended questioning to extend critical thinking skills.

• involving students consistently in assessing their own learning so that they know how to improve.

4. Improve leadership, ensuring that leadership at all levels has a significant impact on raising achievement for all groups of students by:

• delegating more effectively, with clear roles, responsibilities, accountabilities, and time allowances allocated for senior leadership team members and subject coordinators.

• checking lesson plans to ensure teachers have clear teaching objectives and specific learning outcomes, with success criteria linked to the differing ability levels. • monitoring teaching rigorously based on learning outcomes to assess the impact of professional development.

• monitoring that teachers' feedback in marked work is constructive through the regular light sampling of random students' work.

• forging relationships with other curriculum schools to share ideas and provide mutual support, particularly for subject areas where there are only a few teachers.

• encouraging visits, joint action research projects, and other exchange activities to extend the range of professional development activities available to upskill staff and exchange their knowledge of best practices in teaching and learning, especially those seconded to middle-management positions.

• using both external and internal assessment data rigorously to update the school's self-evaluation form.

• ensuring that the outcomes of systematic self-evaluation are fully embedded in a regularly updated school improvement plan.

Overall School Performance: Acceptable

PS1: Students' achievements					
Subject		**KG**	**Cycle 1**	**Cycle 2**	**Cycle 3**
Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
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 a second language	Attainment	Not Applicable	Weak	Weak	Not Applicable
	Progress	Not Applicable	Weak	Weak	Not Applicable
UAE Social Studies	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good
English	Attainment	Good ↑	Good	Good	Good ↓
	Progress	Good ↑	Good	Good	Good ↓
Mathematics	Attainment	Acceptable	Acceptable	Acceptable ↓	Acceptable ↓
	Progress	Acceptable	Acceptable ↓	Acceptable ↓	Acceptable ↓
Science	Attainment	Good ↑	Good ↑	Good	Good
	Progress	Good ↑	Good ↑	Good	Good
Learning Skills		Good ↑	Acceptable	Acceptable	Good

PS2: Students' personal and social development, and their innovation skills				
	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Social responsibility and innovation skills	Not Applicable	Not Applicable	Not Applicable	Not Applicable

PS3: Teaching and Assessment				
	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good ↑	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Curriculum adaptation	Not Applicable	Not Applicable	Not Applicable	Not Applicable

PS5: The protection, care, guidance and support of students				
	KG	**Cycle 1**	**Cycle 2**	**Cycle 3**
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good
Care and support	Good ↑	Good ↑	Good ↑	Good

PS6: Leadership and Management	
The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable

Inspection findings

PS1: Students' achievements

Islamic Education

A number of areas are evaluated by inspectors when evaluating students' attainment and progress in Islamic Education. These include the following:

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable

Findings:

The school's cumulative internal assessment information aligned to the UAE Ministry of Education, (MoE) curriculum standards for the year 2020/21 indicates that attainment is acceptable across the whole school. The school provided results that showed average percentages for each quarter, without any indication of the proportion of students attaining above the minimum standard, so the ADEK benchmark was unable to be applied. The results were highly variable, but on average, students' attainment for Phase 2, Phase 3, and Phase 4 is at least acceptable, as confirmed by the school's self-evaluation (SEF), lesson observations, and students' work. The KG phase was not inspected. Most students demonstrate levels of knowledge, skills, and understanding that are in line with curriculum standards. There are no external examinations to benchmark attainment.

In lessons and in their recent work, students' knowledge, skills, and understanding in Islamic education are acceptable for Phase 2, Phase 3, and Phase 4. In Phase 2, most students have an expected understanding of the fundamentals of the Islamic faith, and most students can recite verses of Surat Al-Mulek, but with intonation mistakes. For example, in Grade 4, most students are aware of the manner of fasting as one of the five pillars of Islam. In Phase 3, most students understand Islamic concepts such as what marriage means in Islam, and they can explain the importance to society of the sanctity of the union. They recognize that laws are required to live safely and that criminals must be punished to stop the offender and others from committing crimes. However, it is only with difficulty that Phase 3 students can recite verses of Surat Al-Rahman. In Phase 4, most students demonstrate levels of knowledge, skills, and understanding of Islamic principles that are in line with curriculum standards. They understand the concept of jurisprudence, recognizing that Islamic Feqa rules form the basis of legal theory. While they can identify the five normative juridical maxims and understand that such acts are judged by the intention behind them, they cannot apply these concepts to contemporary real-life contexts.

Trends in attainment over time are acceptable. Over the past three years, cumulative percentages were highly variable, but overall, the school's attainment records from 2019 to 2021 indicated that most students across the school attained no better than in line with curriculum standards.

The school's internal assessment information indicates that most students, , have been making progress across the year in line with curriculum expectations, but the school does not keep longitudinal data to show progress against their starting points. Students of determination have been making expected progress in line with their IEP objectives.

In lessons and in their recent work, most students make expected progress in relation to lesson outcomes. By the end of Phase 2, most students have an understanding of the meaning of level-appropriate vocabularies associated with Surat Al-Mulek. While they develop an ability to explain the overall meaning

of the verses, they cannot infer underlying themes without guidance. For example, most students make expected progress in recognizing the importance of fasting and they can classify the benefits of fasting. They are aware of the virtues of Ramadan and how they should learn patience and feel empathy with poor people.
In Phase 3, most students make expected progress in recognizing the wisdom of legislating marriage and they develop an understanding of the fundamental principles involved in choosing a husband or a wife. By the end of this phase, they are able to identify some of the rights and responsibilities associated with marital roles, and they are fully aware of marriage contracts. They make expected progress in explaining the meaning of vocabularies related to Surat Al-Rahman, and they come to realize that they cannot count the gifts that Allah has bestowed on human beings, as these are so bountiful. However, their progress in developing recitation skills is insufficiently developed. Most cannot recite the Holy Quran appropriately, and a few cannot interpret verses correctly.
In Phase 4, most students make expected progress in the understanding of what jurisprudence means. They gain an increasing familiarity with Islamic Feqa Rules, and by the end of the phase they can identify the five normative juridical maxims and they understand how acts will be judged by the intention behind them. However, their progress in making links to real-life contexts is less well-developed.
Progress of different groups of students is acceptable for all phases. Cohorts are tracked by class groups and these records show that most groups of students make only expected progress. There are no Emirati students. The school data that compared boys' and girls' quarterly results indicated that whilst girls generally do slightly better than boys, the difference was not statistically significant. This analysis is confirmed in lesson observations, where boys and girls make the same progress. High attainers make better progress when they are given time to think. For example, in Grade 4, high achievers reason how they learn from Ramadan patience and help poor people. However, lesson observations showed that the more able, including the gifted and talented, are not routinely provided with enough challenge to make the progress that they are capable of. The less able make expected progress because they are typically provided with extra help, and the students of determination are making expected progress in relation to their individual education plans for the same reason.

Next Steps:

1. Strengthen students' ability to interpret Qur'an verses and gain a better understanding of the meaning in Phase 3 by enhancing students' research skills, using both books and the internet.
2. Advance students' ability to recite the Holy Qur'an appropriately in Phase 2 by enabling them to listen to well-known role models and giving them more regular opportunities to practice on short surats.
3. Deepen students' understanding and application of Islamic Fiqh rules in Phase 4, by providing them with real-life case studies that will enable them to analyze the situation and come up with proposed solutions.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Not Applicable	Weak	Weak	Not Applicable
	Progress	Not Applicable	Weak	Weak	Not Applicable

Findings:

The school's cumulative internal assessment information aligned to the UAE Ministry of Education, (MoE) curriculum standards for the year 2020/21 indicates that attainment is at least acceptable across the whole school. The school provided results showed average percentages for each quarter, without any indication of the proportion of students attaining above the minimum standard, so the ADEK benchmark was unable to be applied. The results were highly variable, but on average, students' attainment for Phase 1, Phase 2, and Phase 3 is at least acceptable, as confirmed by the school's self-evaluation (SEF). However, these data are not confirmed by lesson observations and recent work where less than three-quarters of students demonstrate levels of knowledge, skills, and understanding that are in line with curriculum standards. The KG phase was not inspected. The school's International Benchmarking Test (IBT) results for November 2021 show Arabic as a second language averages by grades according to three bands, with no cumulative overall averages for either the school, the region, or internationally. While the IBT tests are not well-aligned with the curriculum, in each of these bands the students' results indicate that they are significantly below their Middle Eastern counterparts in phases 1 to 3.

In lessons and in their work, students' knowledge, skills, and understanding of students in Arabic SL are weak for phases 2 and 3. In Phase 2, less than three-quarters of the students demonstrate levels of reading, writing, speaking, and listening skills that are in line with curriculum standards. Less than three-quarters of the students can read fluently or write simple sentences about different topics and a few cannot spell simple words. For example, in Grade 3, students can correctly name only some months of the year and in Grade 4, students sound out very simple new words with difficulty, as they are only just beginning to read. In Grade 5, students can recognize some familiar words related to media. In Phase 3, less than three-quarters of students demonstrate levels of knowledge, skills, and understanding that are in line with curriculum standards. Their reading, writing, listening, and speaking are below the expected levels, and most can only read and write simple words. For example, in Grade 8, they can recognize some simple words and their opposites; in Grade 9, they can read simple words and give the meaning of simple words related to football. Trends in attainment over time are acceptable. Over the past three years, cumulative percentages were highly variable, but overall, the school's attainment records from 2019 to 2021 indicated that most students across the school attained no better than in line with curriculum standards.

The school's internal assessment information indicates that most students, including students of determination, have been making progress across the year in line with curriculum expectations, but the school does not keep longitudinal data to show progress against their starting points. Progress in lessons for Phase 2 and Phase 3 is weak. In Phase 2, less than three-quarters of the students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards. Less than three-quarters of the students make the expected progress in listening and answering simple direct questions, but their reading is improving, and most can read short sentences but with a lack of intonation and expression. While most students can write simple separate words from a copy, less than three-quarters have the level of listening skills that enable them to write words dictated by the teacher without spelling mistakes. For example, in Grade 3, less than a quarter of the students make expected progress in recognizing and spelling the months of the year. While most students can recognize the months when seen in a sentence and they can match the months with the numerical order in which they fall in the year, underlining and matching with the numbers 1 to 12, only a few can accurately write short phrases related to the same topic. In Grade 4, whilst most students are able to read familiar words and are able to link a new word to a picture to guess the meaning, less than three-quarters can read sentences

fluently and only a few can write at expected levels. In Grade 5, less than three-quarters of students make expected progress in answering short questions about themselves. Less than three-quarters of the students can listen to a level-appropriate Arabic text and answer simple questions to show their understanding of its meaning. When speaking, less than three-quarters show confidence and fluency, and they use simple sentences to express themselves. Their handwriting is neat, but less than three-quarters can write short sentences independently without spelling and grammar mistakes. In Phase 3, students' writing is improved, and their handwriting is neat. However, less than three-quarters of the students make expected progress in reading, with students able to read only simple sentences but without fluency and intonation. By Grade 9, students can write only very simple sentences with accuracy, and they can answer only basic questions, such as yes or no. Only a few students can read longer sentences or write sentences to express their own ideas without making grammatical and spelling errors. For example, in a Grade 9 lesson, while most students were able to identify positive role models in society, only a few were able to come up with examples of negative role models, based on their reading of the text or from their knowledge of society. In group work less than three-quarters can communicate clearly to express their ideas.
The progress of different groups of students is weak in all phases. Cohorts are tracked by class groups and these records show that identified groups of students make expected progress. There are no Emirati students enrolled in the school. The school data that compared boys' and girls' quarterly results indicated that they make similar progress. Lesson observations indicated that less than three-quarters of both boys and girls make the expected progress, but there was no significant difference between the genders. The less able are provided with extra help, so they are making acceptable progress against lower starting points. For example, lower attainers in Grade 8 were shown to make better progress than expected in completing the task when they were given additional time. The students of determination are also making expected progress in relation to the goals in their individual education plans. However, lesson observations and lesson plans showed that the more able, including the gifted and talented, are not provided with enough challenge to make the progress that they are capable of, because there is no systematic differentiation of activities based on accurate assessment information.

Next Steps:

1. Strengthen students' reading skills in Phase 2 by giving them regular practice of reading a range of texts and then using the information in the texts to conduct engaging activities, such as solving puzzles or thinking of alternative story endings.
2. Enhance students writing skills in Phase 3 by engaging students in purposeful activities in implementing grammar rules in their writing.
3. Raise students' communication skills in phases 2 and 3 by engaging them in more role-play and real-life dialogues.

UAE Social Studies

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in social studies. These include the following:

Subject		KG	Cycle 1	Cycle 2	Cycle 3
UAE Social Studies	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good

Findings:

The school's cumulative internal assessment information aligned to the UAE Ministry of Education, (MoE) curriculum standards for the year 2020/21 indicates that attainment is at least acceptable across the whole school. The school provided results showed average percentages for each quarter, without any indication of the proportion of students attaining above the minimum standard, so the ADEK benchmark was unable to be applied. The results were highly variable, but on average, students' attainment for Phase 1, Phase 2, and Phase 3 is at least acceptable. The school's self-evaluation (SEF) judged attainments as good, which was confirmed by lesson observations and students' work. The KG phase was not inspected.
A majority of students demonstrate levels of knowledge, skills, and understanding of social studies concepts that are above MoE curriculum standards. There are no external examinations to benchmark attainment.
In lessons and in their work, students' knowledge, skills, and understanding of students in social studies are good for Phase 2, Phase 3, and Phase 4. In Phase 2, a majority of students show an understanding of the role of government and can recognize the importance of national security and why airports should be safe, for example. They have an above-expected understanding of international relations, and they can identify some of the underlying factors that led to the revolution in Europe.
In Phase 3, a majority of students have a more advanced conceptualization of global relationships, and they can discuss in groups the political, economic, and social impacts of the Second World War on global society. In the historical context, they can talk confidently about the causes of the First World War. In relation to the UAE, they can describe the implications of the knowledge economy.
In Phase 4, a majority of students attain levels that are above curriculum standards. They can identify different points of view on current issues, such as world poverty.
Trends in attainment over time are acceptable. Over the past three years, cumulative percentages were highly variable, but overall, records from 2019 to 2021 indicated that most students across the school attain at least in line with curriculum standards.
The school's internal assessment information indicates that a large majority of students, including students of determination, have been making progress above curriculum expectations across the year, but the school does not keep longitudinal data to show progress against their starting points.
In lessons and in their recent work, a majority of students make above-expected progress in relation to lesson objectives in Phase 2, Phase 3, and Phase 4. By the end of Phase 2, a majority of students have learned, and are able to define, important social studies concepts such as mass production and social class, illustrating this with reference to different political systems in place from the eighteenth century till today. However, only a few students develop the ability to analyze the factors that contribute to the development of political systems. For example, in Grade 4, a majority of students develop a sound awareness of the services that national institutions, such as the police, provide for the safety and security of the nation, including protecting people's lives and properties. A majority have developed the skills to apply this learning to their own lives, for example, presenting an argument for security measures in schools, and only a few were unable to give examples of how to make schools safer.
By the end of Phase 3, a majority of students have further developed the ability to discuss the various political, economic, and social factors that affect global society. For example, a majority can describe the

technological impact of the Second World War, utilizing their knowledge of innovation to create an idea for an invention, such as glasses that have an alarm to warn them about social distancing to prevent the spread of COVID-19. Only a few were unable to devise imaginative inventions to ease their lives in the UAE context. A majority of students develop independent learning skills, so by the end of Phase 3, a majority can work individually on their own inventions to make people's lives easier. They develop the ability to self-evaluate, describing what they already know about competition in the knowledge economy and what they want to know.
By the end of Phase 4, the majority of students make better than expected progress in evaluating different points of view about current issues, such as the causes of wars in different areas of the world. A majority make progress in using a range of tools to justify their opinions, such as collecting and appraising supporting information relevant to a current issue, but a few do not recognize cultural biases evident in discussions about the causes of world poverty.
The progress of different groups of students is good for phases 2, 3, and 4. Cohorts are tracked by class groups and these records show that identified groups of students make expected progress. There are no Emirati students enrolled in the school. The school data that compared boys' and girls' quarterly results indicated that they make similar progress. Lesson observations indicated that a majority of both boys and girls make the expected progress, but there was no significant difference between them. The less able are provided with extra help, so they are making good progress against lower starting points. The students of determination are also making above-expected progress in relation to the goals in their individual education plans. Lesson observations showed that most students do the same activity at the same pace, so the more able, including the gifted and talented, are not provided with enough challenge to extend their learning, so they do not make the progress that they are capable of.

Next Steps:

1. Strengthen students' ability to relate social study concepts to local contexts in Phase 2 by asking students to search for examples from their own surroundings.
2. Deepen students' understanding of social studies concepts, such as cultural biases, in evaluating current issues in Phase 3 by routinely explaining the meaning of new terms, and providing practice in using them though questions that require independent research.
3. Deepen students' abilities to analyze social systems in Phase 4, such as their ability to analyze important aspects that contribute to the development of political systems, by providing students with more regular opportunities to practice systematic appraisals based on evidence against specific criteria.

English

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in English language. These include the following:

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Good ↑	Good	Good	Good ↓
	Progress	Good ↑	Good	Good	Good ↓

Findings:

Internal assessment results for the academic year 2020/2021 show that a large majority of students attain above the standards set by the Philippine's K to 12 Basic Education Program (BEP) curriculum in phases 2 to 3. However, the school's assessment information is not confirmed in lesson observations and in students' work, where a majority of students are seen to attain above curriculum standards in phases 2 to 4. Whilst assessments in KG are conducted through regular teacher and parent observations, these data are not objectively quantifiable, so attainment in KG is not applicable. However, lesson observations and children's portfolios suggest that literacy attainment is good in KG. There is no externally benchmarked assessment for KG. The school's International Benchmarking Test (IBT) results for November 2021 show English averages (556) are above those in the Middle East (535) and international levels (544) of average attainment scores in the primary, middle and high phases. However, the IBT tests are insufficiently aligned with curricula to enable a meaningful comparison. The most recent results for the Program for International Student Assessment (PISA) results for 15-year-old students in reading are for the 2018-2019 year. They show an average score for the school of 451, which is not significantly different from the UAE average of 434, but below the mean international benchmark of 500. In lessons and students' recent work, a majority of students attain above-expected curriculum standards in KG and phases 2 to 4. The majority of KG children start with basic spoken English skills and build on these to be able to use phonics to sound out new words, and above expected levels of speaking and letter formation writing skills in KG. In Phase 2, a majority of the students attain above curriculum standards in the language skills of listening, speaking, and reading skills. For example, a majority of students have above-expected levels of reading and can read poems and short texts with fluency. Their writing skills are also above expected levels, and a majority of students can write paragraphs using a range of grammatical concepts and phrases provided as prompts. However, research and enquiry skills among students in KG and Phase 2 are underdeveloped. In Phase 3, students are more confident and articulate speakers, but their ability to record what they have learned and writing skills are not as strong because they get fewer opportunities to practice. In Phase 4, students exhibit independent research skills and confident presentation skills in their chosen projects. Students in phases 3 and 4 can frame formal and informal letters, write portfolios, and complete journals. Over the last three years, internal assessment data records from 2019 to 2021 indicated that the large majority of students' attainment has been consistently above the standards set by the Philippines national curriculum. However, this data was not benchmarked using the ADEK benchmark. Trends in attainment are good when the school's data were adjusted by the application of the ADEK benchmark.

The school's internal assessment information indicates that a large majority of students, including students of determination, have been making progress above curriculum expectations across the year, but the school does not keep longitudinal data to show progress against their starting points. The school's progress data was not confirmed in lessons and work samples.

In lessons and in their recent work, a majority of students make expected progress in relation to lesson outcomes in all phases. By the end of KG, children have developed above-expected language skills, shown by their ability to read small sentences such as 'the caterpillar likes to eat pears,' and their ability to describe weather pictures. They are developing an ability to link their learning, shown by an ability to write science words like foggy, rainy, windy, and hot, and talk about these in relation to local weather conditions.

Over the KG, a majority of children develop the ability to use prepositions, speaking to each other using terms such as on, under, and behind correctly.
By Phase 2, a majority of the students make good progress as shown by comparing language levels in Grade 1, where students can complete given sentences with predicted word endings, with Grade 6, by which time a majority of students can differentiate stereotypes based on race, age, social class, and gender. By Phase 3, a majority of students have become confident communicators when presenting their work, able to analyze and critique. By phase 4, a majority of the students have developed the ability to be able to research relevant topics, prepare research statements, justify their choice of the topic, write a thesis, make a journal to show project milestones, and enter portfolio entries correctly. They are confident speakers when making presentations to the class. For example, by Grade 10, a majority of the students are confident in writing formal and informal letters independently. However, students extended and independent writing skills using their own ideas are not as well developed as their oral communications skills in phases 3 and 4. While speaking. listening and reading with comprehension are above-expected levels in all phases, but writing skills are not as strong because students' spelling, grammar, and punctuation are not always accurate due to the limited use of dictionaries by students across all phases.
Most groups of students make better than expected progress. There are no Emirati students enrolled in the school. The school data that compared boys' and girls' quarterly results indicated that whilst girls generally do slightly better than boys, the difference was not statistically significant. This analysis is confirmed in lesson observations, where boys and girls both make above-expected progress. The more able, including the gifted and talented, are not sufficiently extended because the work does not pose enough challenge. The less able make better than expected progress from lower starting points because they are typically provided with extra help. The students of determination are making expected progress in relation to their individual education plans.

Next Steps:

1. Further students' extended and independent writing skills by providing greater opportunities to use their own creative ideas on topics of interest in phases 3 and 4.
2. Extend students' ability to express themselves effectively and understand new words by regular use of the dictionary particularly in phases 2 and 3.
3. Practice reading beyond set texts to increase exposure to new words and different styles of writing, particularly in the KG and phases 2 and 3.

Mathematics

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in the language. These include the following:

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Acceptable	Acceptable	Acceptable ↓	Acceptable ↓
	Progress	Acceptable	Acceptable ↓	Acceptable ↓	Acceptable ↓

Findings:

Students' attainment in KG, Phase 1, Phase 2, and Phase 3 is acceptable. School internal assessment data for 2020/21 indicates that students' attainment is very good in Phase 1, Phase 2, and Phase 3 against the standards of the Philippine's K to 12 Basic Education Program (BEP) curriculum. These very good levels of attainment were not verified in lessons or in students' work. Whilst assessments in KG are conducted through regular teacher and parent observations, these data are not objectively quantifiable, so attainment in KG is not reliable to use. However, lesson observations and children's portfolios suggest that literacy attainment is good in KG. There is no externally benchmarked assessment for KG. The school's International Benchmarking Test (IBT) results for November 2021 show that students in grades 3 to 10 average score 528, below the Middle East average of 543 and the international average of 540. The most recent results for the Program for International Student Assessment (PISA) results for 15-year-old students in mathematics are for the 2018-2019 year, which show an average score for the school of 417, although only slightly below the performance of 427 points obtained by the students in UAE, is below the international expectations in PISA (benchmark of 500).

In lessons and recent work, most students in KG, and phases 2, 3, and 4 attained in line with curriculum standards. Children in KG have knowledge of numbers, addition, and counting forward and backward using a number line and basic mathematical operations. For example, in KG2 most children can count, create a set of stones to represent the number 15, take away 5 (subtract) and find out the remaining. In Phase 2, most students had an advanced understanding of number concepts. For example, in Grade 3, most students are able to multiply a two-digit number with one digit. However, only a few students can correctly solve problems of multiplying with addition. In Phase 3, most students' knowledge of relationships and representations in Algebra is at the expected level. For example, in Grade 6, most students can explain the meaning of algebraic representation and form simple algebraic expressions. In Phase 3, most students have a basic understanding of geometry in line with curriculum expectations. They can define some basic trigonometric concepts and solve problems. For example, in Grade 8, most students can define the concept of triangle congruence and identify the corresponding parts of two given triangles and in Grade 9 they can define trigonometric functions such as sine, cosine, and tangent and calculate missing angles and lengths. In Phase 4, most students can work with data, sampling, perform basic data analysis, and conduct sampling and comparison. For example, in Grade 11, most students can define the characteristics of t-Distribution, understanding that it is a form of probability distribution that estimates the population parameters when the sample size is small, and the population standard deviation is unknown.

The school has not completed the data analysis according to the ADEK benchmark table that allows for directly measuring the trends of attainment over the last three years. However, reviewing the quarterly school data for the last two years show that attainment in phases 2, 3, and 4 has been consistently very good. Trends in attainment are therefore very good.

The school's internal assessment information indicates that most students, including students of determination, have been making progress above curriculum expectations across the year, but the school does not keep longitudinal data to show progress against their starting points.

The very good rate of progress identified in the internal assessment information in KG and phases 2 to 4 is not supported by progress in the lessons observed and in students' recent work, where most students'

progress was seen to be only in line with curriculum expectations in all phases. For example, by the end of KG, most children had progressed their learning of number and quantity in line with curriculum expectations by doing mental mathematics through storytelling. However, children had fewer opportunities to relate their learning to simple examples from real-life applications for example pocket money. By Phase 3, most students progress their learning of relationships and representations in Algebra, with most able to make simple algebraic expressions. For example, in Grade 7, most students had learned about defining angles and differentiating between the different types. They develop a basic understanding of geometry and basic trigonometric concepts to solve problems in Grade 8. However, students' abilities to draw simple examples related to real-life contexts are less developed because students are rarely provided with the opportunities to link mathematics to real life.

By Phase 4, most students had progressed their learning of numbers and data representation in line with curriculum expectations, so in Grade 10, for example, they had learned how to illustrate data and to calculate its specific measures. While in Grade 11 a majority of students can link these concepts to surveys, only a few can compute the length of confidence interval because they have limited opportunities to solve such related mathematical problems.

Progress of different groups of students is acceptable for all phases. Cohorts are tracked by class groups and these records show that most groups of students make only expected progress. There are no Emirati students enrolled in the school. The school data that compared boys' and girls' quarterly results indicated that girls and boys progress at the same rate. This analysis is confirmed in lesson observations, where boys and girls make the same progress. While there were different group activities, the rate of progress of most groups was in line with curriculum expectations because the activities were insufficiently challenging to extend the higher achievers. The more able, including the gifted and talented, are not provided with enough challenge to make the progress that they are capable of. The less able make expected progress because they are typically provided with extra help, and the students of determination are making expected progress in relation to their individual education plans.

Next Steps:

1. Enhance students' skills in applying their mathematical learning by providing real-life case studies that involve number concepts to discuss as appropriate in all phases.
2. Advance students' understanding of mathematical concepts by providing practical resources such as blocks and other manipulatives, especially in KG.
3. Extend students' skills in solving complex mathematical problems in phases 2, 3, and 4 by giving them problems to solve independently.

Science

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in science. These include the following:

Scientific thinking, inquiry, and investigative skills

Ability to draw conclusions and communicate ideas

Application of science to technology, the environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Good ↑	Good ↑	Good	Good
	Progress	Good ↑	Good ↑	Good	Good

Findings:

The majority of students in KG and phases 2 to 4 attain levels that are above the standards set by the Philippine's K to 12 Basic Education Program (BEP) curriculum. Internal assessment results for the academic year commencing 2020 show that most students attain levels of scientific knowledge and understanding that are in line with expected levels overall. Whilst assessments in KG are conducted through regular teacher and parent observations, these data are not objectively quantifiable, so attainment in KG is not applicable. However, lesson observations and children's portfolios suggest that science attainment is good in KG. The school provided internal assessment data based on an average of cumulative data from quarterly assessments, written tasks, and performance tasks in phases 2 to 4 for the end of the third quarter of 2022 showed that attainment was very good in Phase 2, good in Phase 3, but weak in Phase 4, with considerable variability shown across the grades. This is not congruent with the school's Self Evaluation Form (SEF) judgment, which indicates that attainment is acceptable, with most of the students in science across all phases attaining in line with curriculum standards, confirming the overall acceptable judgment seen in lesson observations. There are no results for the statutory national examinations. The statutory national curriculum assessments are typically administered at the end of Phase 2 (elementary) and Phase 3 (junior) phases of education, in grades 6 and 10 respectively in the Philippines. After completion of Grade 12, students normally sit the Basic Education Exit Assessment. However, these external examinations are not currently administered overseas because of the COVID-19 pandemic. The school's International Benchmarking Test (IBT) results for November 2021 show science averages (520) are slightly below international (524) average attainment scores in phases 1 to 3. However, the IBT tests are insufficiently aligned with curricula to enable a meaningful comparison. The most recent results for the Program for International Student Assessment (PISA) results for 15-year-old students in science are for the 2018-2019 year. They show an average score for the school of 466, which is above the UAE average of 449, but below the mean international benchmark of 500. The proportion of students sitting this examination was low (55 students), so these results are not useful in validating the school's internal results. There were no TIMSS results available.

In lessons and students' work, attainment is good in all phases. In KG, a majority of children demonstrate above-expected levels of inquiry, with strong observation and categorization skills. This was shown in a KG2 lesson where children identified the three states of matter, and then found and sorted objects in the classroom surroundings that were solid, such as their whiteboards, or liquid, such as the bottle of orange in

their lunchbox. In their portfolios, there was evidence of developing observational skills, with children identifying numbers of body parts (legs on animals and birds, for example) and differentiating plants from animals (on the basis of whether there were leaves and flowers). In Phase 2, attainment is good, with a majority of students demonstrating a sound knowledge of scientific principles and using above-level-appropriate scientific vocabulary. By the end of Phase 2, Grade 6 students can extract information from details observed in pictures of volcanoes in the Philippines, and from an analysis of regional maps, to establish the notion of tectonic plates. At this level, student books indicate an in-depth understanding of a range of topics from biological systems, to levers and solutions, but practical work lacks labeled diagrams to show the method, and students rarely tabulate their findings or include a conclusion. By the end of Phase 3, attainment is good, with a majority of students demonstrating above-expected levels of knowledge of scientific principles, speaking very confidently in explaining the use of scientific terms, such as hydrocarbons and covalent bonding. A majority of students can recognize the major categories of molecules in organic chemistry and differentiate between them in terms of structure and function. In Grade 9, book work showed that students can complete punnet squares to predict the likelihood of a particular phenotype appearing from a simple cross, such as for eye color, and they could also complete genotypes for blood groups where there was no dominance. Chemical equations were correctly balanced, but there was no evidence of seeing these reactions in the laboratory. There was no evidence of practical work except that done at home, where students had set up an experiment to investigate the effects of a natural catalyst on banana ripening. This was recorded using a time series of photos. In Phase 4, a majority of students attain above-expected levels of knowledge and understanding of theoretical concepts, and are confident presenters, explaining their learning using advanced scientific terminology. For example, at the end of this phase, a majority of Grade 12 students have a deep understanding of periodicity and can identify the different kinds of chemical families and their properties. They have a sound knowledge of carbon bonding patterns, and the structure and naming of different types of hydrocarbons, which they were able to apply to construct a ‘new’, complex model to test their classmate’s observation skills and knowledge of the naming conventions for various types of hydrocarbons. Students’ research skills are well-developed at this level, but Phase 4 students have also been limited in their exposure to the laboratory environment. During the online learning period, there has not been the same opportunity for students in all phases to develop their practical investigation skills, so these were seen as an area for further development in lesson observations. Consequently, students’ ability to write scientific reports, draw labeled diagrams, and develop ideas for improving the experimental design, are less well-developed than their theoretical understanding. Internal assessment data for the last three years' attainment levels was not available. However, a comparison of the last two years indicated improving trends, with a majority of students identified in the school’s internal assessment data as now achieving above expectations in Phase 1 and Phase 3, whereas in the previous year, most students were achieving in line with expectations. In Phase 4, the school’s internal attainment data showed that a large majority of students are now attaining above curriculum standards, whereas in the year prior, most were only attaining in line. However, these judgments were made against the ADEK benchmarking table, so only the overall conclusion of an improving trend can be taken from the school’s internal dataset. Taking into account the evidence provided on inspection, it is confirmed that the attainment of at least a majority of students has been above national standards over the past three years and therefore trends in attainment over time are good. Students’ progress against their starting points and over time is good over all phases, with student work in lessons and books indicating that a majority of students are progressing at better than the expected rate in relation to the BEP curriculum standards. The internal assessment data indicates that students’ individual progress is tracked by subject teachers during the year, using results of formative and summative assessments, but it is not tracked longitudinally across the grades in any phase, and neither does the school track the longitudinal progress of students of determination (SoD) or other groups. The school’s self-evaluation form (SEF) indicates that progress is in line with curriculum expectations, but there is no evidence included to support this judgment. This judgment is not supported by lesson observations and students’ recent work, where a majority of students make above-expected progress. A majority of children in KG make good progress in learning how to follow instructions and use this information to conduct simple experiments. For example, children in KG2 developed an understanding of fluidity by conducting a simple experiment to show how water can pour and how it takes the shape of the plate it landed in. Children enjoyed playing with the water, making it move around the dish, and then using a funnel made from a cut-down bottle that reinforced the concept of recycling and reusing, they poured it back into a taller container. The children concluded that water takes the shape of its container and representatives from each group were confident in using scientific vocabulary related to the properties of fluids in explaining what they found to the rest of the class. They showed developing observation skills as they described the color of the water, and how it moved, and they were also able to apply their learning of numeracy, recognizing the different container shapes (cylinders, rectangles, triangles). By the end of

Phase 2, the majority of students have further developed their scientific knowledge and use of vocabulary. In a Grade 6 lesson about tectonic plates, for example, they gain an understanding of the forces that affect changes on the earth's surface which allows them to recognize three types of plate movements and their effects. Book work includes diagrams that show students' understanding of what happens to the larva in a volcanic eruption, and students are confident in presenting their ideas using advanced scientific vocabulary to talk about their ideas of what causes earthquakes. By the end of Phase 3, a majority of Grade 10 students have developed their command of scientific concepts further, to the extent that, in a debating activity based on knowledge of hydrocarbons, scientific statements made by one group were effectively challenged by another group. This displayed students' knowledge of the structure and function of each of the biomolecules, but also enhanced their ability to think scientifically, and to present their ideas clearly and logically. By the end of Phase 4, a majority of Grade 12 students have developed a very sound knowledge of organic chemistry. For example, they develop knowledge of the structures of hydrocarbons by taking part in a guessing game so that, by the end of the session, a majority of students can draw and name the given hydrocarbons, such as alkenes, alkadienes, and alkynes correctly. Across the phases, students' knowledge of scientific principles advances, so that by the time students reach the high phase, they are confident communicators, with above-expected levels of scientific vocabulary. Children improve observation and sorting skills through inquiry activities in the KG. As they move up the grades, students improve their skills to make observations and categorize. However, Investigative skills are not as well-developed as theoretical knowledge and scientific understanding because students had limited opportunities to conduct practical experiments during the pandemic-imposed period of online learning. In the last month, with the return to face-to-face learning, access to the laboratory is now possible. However, as one of the few investigations seen indicated, whilst Grade 2 students were confident in handling simple equipment, such as beakers, and used gloves showing they had some awareness of safety protocols in the laboratory, they did not clean up. They were not aware of the need to maintain high levels of hygiene when using the laboratory. Students' ability to safely handle more complex laboratory equipment, their abilities to make and test predictions, use experimental controls, and record and analyze the results of experiments are insufficiently developed. From lesson observations, most groups of students of all nationalities, both girls and boys, are making progress in line with expectations. This is confirmed by an analysis of attainment by gender, which showed little difference in performance overall, with the mean percentage scores at 74% for males and 76% for females (average 75%). Lower achievers receive additional support and make acceptable progress, though from lower starting points. Students of determination make acceptable progress against their IEP goals. The gifted and talented and the more able students are not always sufficiently challenged to extend their learning. This is because the planned activities are insufficiently matched to the capabilities of the higher achievers.

Next Steps:

1. Strengthen students' scientific investigative skills by regularly conducting experiments based on students' research and their own ideas to solve problems, especially in phases 2 to 4.
2. Enhance students' abilities to handle equipment safely and maintain high levels of hygiene when using the laboratory by ensuring students are aware of safety rules and how to conduct themselves in a specialist room, in phases 2 to 4.
3. Write age-appropriate scientific reports, including labeled diagrams and ideas for improving the experimental design by routinely requiring reports to be written after every practical, especially in phases 3 and 4.

Learning Skills

Students learning skills and the impact on academic achievements are evaluated across all phases. Points taken into consideration when evaluating expected learning skills in all phases are as follows:

- Engagement and the responsibility students take, for leading their own learning.
- Interactions and collaboration with others to achieve shared learning goals.
- Successfully connect learning to other subjects and real life as global citizens.

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Good ↑	Acceptable	Acceptable	Good

Findings:

Learning skills are acceptable overall, they are good in KG and Phase 4, and acceptable in phases 2 and 3. This is an improvement in the KG, where the learning skills were seen to be only acceptable in the previous inspection. However, there is considerable variation between subjects as well as the phases, with good learning skills in social studies, English, and science in all phases where these subjects are offered, but only acceptable in all phases where Islamic education and mathematics are offered. Learning skills are weak in Arabic as a second language in both phases 2 and 3. Students' engagement in, and responsibility for their own learning is acceptable overall, but it is good in KG and Phase 4. Children and students are keen to learn in social studies, English, and science in all the phases where these subjects are offered. They take increasing responsibility for their learning as they move up the school. In KG, a majority of children are beginning to take responsibility in science, as shown by their routinely cleaning up after themselves, after conducting an experiment with water. However, in Phase 2, Grade 2 most students left their benches untidy after conducting an experiment to replicate the layers of the atmosphere, showing that they had not yet developed self-responsibility for safe and hygienic investigations, despite the sound grounding in KG. In English, a majority of KG children enjoy reading along with the teacher during circle time, taking turns in answering the questions. Their active engagement is shown because they are able to identify the number and colors of fruits eaten by the caterpillar without prompting. In Phase 2 English, a majority of students are able to engage purposefully in presenting their work to the class, with, for example, a majority of Grade 5 students confidently presenting elements of writing in a compare and contrast paragraph. A majority of students studying English in Phase 3 exhibit independence and self-responsibility, with a majority of Grade 7 students displaying strong interpersonal communication skills in a role play. A majority of students in Phase 4 can research independently and submit a thesis by the due date according to an agreed timeline. In social studies, the majority of students are involved actively with learning, especially where teachers vary their teaching strategies to suit their learning styles. In these classes, teachers rarely employ technology to enhance student engagement and promote independent learning. In Islamic education in phases 1 to 3, most students only occasionally take responsibility for and are active in, their own learning, and they have only a general awareness of their progress and strengths as learners. In mathematics in phases, 1 to 4, children and students demonstrate age-related ability but positive attitudes toward learning, following teachers' instructions, staying focused on the task at hand and benefiting from verbal feedback that confirms or amends their learning. In contrast, in Arabic as a second language in phases 2 and 3, less than three-quarters of the students are engaged learners, and they rarely take responsibility for their own learning. In both these phases, a minority of students are disengaged in lessons and unable to explain what they are doing. A majority of students in Phase 2 science identify areas where they need to improve their skills and understanding of concepts. For example, a majority of books in Grade 3 show entries where students have identified areas to improve their presentations, and in Grade 6, a majority of books show areas where students have identified the need to revise to prepare for doing well in tests. Whilst a majority of Phase 2 science students were able to identify gaps in their knowledge and had written these into books as areas to improve, there were no set goals established in these or any other grade-level books at that level. This good practice in Phase 2 science, which encourages a majority of students to take responsibility for their own learning is inconsistently applied in the other science phases

and in other subjects. The lesson plans do not specify assessment for learning (AFL) activities designed as reflective activities that would allow students to set individual targets so that they can improve their progress. However, AFL activities were occasionally seen in practice in other phases of science, for example in Phase 3, where learning in the Grade 9 session was checked by self-reflection, and individual students shared with their group what they learned about chemistry and the rate of reactions. Similarly, in Phase 4 science, a majority of students in a Grade 11 class started the session with an exercise to identify their group's strengths from a previous day's organic chemistry activity, showing that they were able to critique themselves. A majority of students in a Grade 12 science lesson reflected at the end of the lesson on what new learning they had acquired after a game to guess the name of various hydrocarbons. The interactions, collaboration, and communication skills of a majority of students are generally stronger than their other learning skills in most subjects, especially in KG and Phase 4. In English, a majority of the students are able to interact purposefully with their peers, teachers, and adults around them. In KG, a majority of children communicate their ideas clearly while working together with their peers on recapitulating the caterpillar story. In Phase 2 English, a majority of Grade 3 students are able to collaborate to write a short story beginning with 'once upon a time….' using appropriate adverbs. A majority of the students in Grade 8 of Phase 3 are able to discuss grammatical signals and collaborate in groups to write paragraphs using the appropriate grammatical signals that follow the general to the particular pattern. In Phase 4, a majority of the students collaborate well together to complete projects such as preparing safety rules for the science laboratory, writing an article on the history of the Filipino language, and discussing current issues such as unemployment in the Philippines, for example. In science, the majority of students in phases 2 to 4 articulate their understanding well, with above-expected levels of scientific vocabulary used in group presentations. For example, in Phase 2, a majority of Grade 2 students worked together in groups to conduct an experiment where the layers of the atmosphere were replicated inside a beaker. In Phase 3, the majority of students were able to work independently as well as collaboratively in groups of two or three, to carry out tasks that resulted in the identification of the factors affecting the rate of reaction. In Phase 4, a majority of Grade 11 science students were able to work independently as well as collaboratively, to make a model of an organic chemistry molecule. Collaboration is less strong in KG where, although the children are in groups, each with a teacher aide, they tend to work independently, but most were able to work on the water experiment together with supervision. Individual children came to the front and, when asked to identify the shape of the container and tell the class about the experiment with the water, most were able to share confidently and enthusiastically what they learned. In science, clear communication was very evident in all phases, but particularly in the upper phases, for example, in Phase 3, a majority of Grade 10 students have developed their command of scientific concepts to the extent that, in a debating activity based on knowledge of hydrocarbons, scientific statements made by one group were effectively challenged by another group, with ideas logically presented. In Phase 4, a majority of Grade 12 students who participated in a guessing game showed that they had sound command of the differences between alkenes, alkadienes, and alkynes, as they were able to explain the differences between these hydrocarbons correctly, demonstrating that by the time students reach the high phase, they are confident communicators, with above-expected levels of scientific vocabulary and they are not shy to share their results by drawing on the board. This same level of confidence in communicating was also seen in physical education and in a health class in Phase 2, where a majority of students took turns presenting their ideas about a healthy lifestyle to the class. In Islamic education in phases 2 to 4, most students can work productively in groups, whenever they are given the chance, although the quality of their interactions is varied. Collaboration is limited because a few students do not always understand the importance of listening to each other to make meaningful contributions. In social studies, a majority of students interact with each other and with their teachers in phase 2 to 4 lessons whenever there is motivation, and a majority are confident to communicate their learning tasks effectively when they are given enough opportunity. In mathematics in phases 2 to 4, most students can collaborate in group work and share their learning adequately with the class, interacting positively with the teacher and other students, but cooperation in performing numeracy-related tasks is a developing feature in KG. However, in Arabic as a second language in phases 2 and 3, a minority of students are unable to collaborate and less than three-quarters of the students work together only with direct teacher supervision. In Arabic as a second language in phases 2 and 3, less than three-quarters of the students can apply their learning to the world, and making connections between areas of learning is not strong, as only a few can recognize connections between what they are learning and the world beyond school. Linking learning is stronger in Islamic education and mathematics, where most students in all phases where these subjects are taught are able to make a few connections between areas of learning and relate these in simple ways to their understanding of the world. In contrast, a majority of students have well-developed abilities to apply their learning to the world and they can make clear connections between areas of learning in social studies, English, and science in all phases where these subjects are offered. In

social studies in phases 2 to 4, a majority of students can make connections among the different strands of learning especially when topics are meaningful and when they are motivated by them. In English, a majority of KG children identify the strawberries in the story read by the teacher and are able to name other fruits, such as bananas, watermelons, and apples that they ate during recess. In Phase 2 English, a majority of students in Grade 1 name their groups based on the Emirates, such as Sharjah, Dubai, and Fujairah while collaborating to complete the sentences using implied meanings and predictions. In Phase 3 English, a majority of students in Grade 7 make real-life connections by performing a role-play of a job interview. In Phase 4 English, a majority of Grade 12 students apply their knowledge of language to accession library books and write safety rules for the science laboratory. In science, a majority of students very regularly make connections between what they are doing and how it relates to the world. For example, in a game a majority of KG children could relate their knowledge of states of matter to the objects in the room, bringing liquids such as orange juice, and solids, such as their whiteboard, to demonstrate their understanding, and they made links with other subjects, identifying the shapes (numeracy) and colors (English). There was a missed opportunity at the end of the session to link the water experiment to household applications. In Phase 2, a majority of Grade 3 students studying weather were able to relate their learning to the extreme summer conditions in the UAE, identifying what should be done to reduce the effects of very hot weather, such as keeping covered up and drinking lots of water, as shown by their group posters. The measurements from weather instruments such as the weathervane were journaled as a diary entry daily, which linked with English. However, reading a thermometer was a missed opportunity to extend the mathematics subject link by making a table and a graph of results. In Phase 3, a majority of Grade 9 students' study of chemical reactions used fruit (apple) as a catalyst to ripen a banana, which was an example that students could relate to, and apply to their daily lives, but there was a missed opportunity to tabulate results, draw a graph and write about the experiment in a report format, which would have strengthened links with mathematics and English further. In Phase 4, a majority of Grade 12 chemistry students can link the hydrocarbon design task to their knowledge of other subjects, such as English (reading the tasks) and mathematics (counting Carbon atoms to name), but there was a missed opportunity here to relate this knowledge to household uses of some of these chemicals. Most students' innovation, enterprise, inquiry, research, critical thinking, and use of learning technologies are not as strong as others of the learning skills in all phases and subjects. However, it is better in science, where creativity and innovation are encouraged, but it is not as strong in phases 1 and 2, where most students are not such fluent oral communicators as in the upper phases 3 and 4, and there is variability within grades also, depending on the opportunities provided by the teacher for these skills to be developed. For example, in Grade 3 a majority of students used page posters to communicate the importance of good nutrition and to make links to their healthy lifestyle. However, in one Grade 3 class the teacher provided printed pictures which, while not every student used them, to some extent limited innovation in designing a poster about extreme weather. In KG portfolios, many examples of drawing were seen, with a majority of children encouraged to express their learning creatively about topics such as the senses. Posters were also used as the basis for communication in Phase 3, where in Grade 8 for example, a majority of groups presented collaborative posters to show the outcomes of their research into the digestive system and common ailments. This lesson also showcased the ability of most students to use technology and to analyze, as they had to pick out the key facts from a lot of material that they had sourced online. The use of technology was also seen in Grade 9, where a few students photographed the images of the different stages of the ripening banana, but not all students recorded their results in the way. In KG the inquiry skills of a majority of children are very well improved from the last inspection. In Phase 2, investigative skills are an improving feature of the majority of students' science work now that face-to-face learning has resumed, evidenced by a Grade 2 practical (the atmosphere), but students at other levels have not yet resumed practical laboratory activities, and such skills are not sufficiently developed in the simulated theoretical lessons. Most students' independent research skills have developed in the online environment, but their practical investigative skills are insufficiently developed as they have not had access to the laboratory for the last two years In English, inquiry, and research skills are demonstrated by a majority of phase 3 and 4 students in their project work and class presentations, where they also use technology, for example in designing safety rules for the laboratory and accessioning the library books using an online system. In Phase 2, a majority of Grade 6 English students used a portal application for reading and submitting their work. However, in KG literacy classes, there is limited evidence of innovation, enterprise, enquiry, research, and critical thinking skills. When studying at a distance up to April 11, most students were able to use the learning technology in the online lessons, as evidenced by online visual records provided by the vice-principal, but students' use of technology as part of a blended approach in face-to-face sessions was rarely seen in any subjects, although assessments are regularly conducted online.

Next Steps:

1. Strengthen students' abilities to apply their learning to the world and make links between subjects in all phases, but especially in Islamic Education, Arabic as a second language, and mathematics by providing case studies from the local context or students' own lives for them to analyze.
2. Enable students in all phases to take greater responsibility for their own learning by encouraging them to pre-prepare for lessons, engage actively in group work, and reflect on their own success to date, identifying where they need to improve in all subjects, but especially in Arabic as a second language in all phases.
3. Extend students' critical thinking, problem-solving, and innovation skills in all subjects across the school by using tools such as brainstorming, to generate ideas and explore these further by researching and independent project work and investigations, especially in Phase 4.

PS2: Students' personal and social development, and their innovation skills

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Understanding of Islamic values and awareness of Emirati and world cultures

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Social responsibility and innovation skills

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Not Applicable	Not Applicable	Not Applicable	Not Applicable

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good ↑	Acceptable	Acceptable	Good

Findings:

Most teachers demonstrate a sound knowledge of their subjects and they understand how children and students learn. However, in mathematics, Arabic Second Language, and Islamic Education, few teachers are less secure in their pedagogy. Consequently, teaching strategies used by teachers are adequate for delivering the curriculum in line with age expectations. In lessons and lesson plans, most teachers start the lesson by revision of past learning as a means of introducing the new learning. Teachers adopt this approach to link past and new learning to make learning progressive and accumulative. In addition, teachers plan their lessons depending on the curriculum guide to benefit the progression of learning embedded in its structure and to ensure meeting curriculum standards. However, teachers rarely plan for differentiated activities to meet the needs of students from different groups. Only in science in the high phase and a few lessons had teachers planned for activities that allow for differentiated tasks. Consequently, there is insufficient challenge for the higher ability students in all phases. In KG, children have opportunities to learn through play and discovery. However, in a few lessons, children rely on teachers to provide the knowledge. Across all phases, teachers consistently plan their lessons and the learning activities. Teachers also write consistently in their lesson plans the teaching objectives, students expected learning outcomes, and the success criteria. However, in the primary and middle phases, they are mostly a replication of each other; and consequently, there is limited clarity of teaching objectives and accurate assessment tools for students' learning. Teachers' sharing with their students the expected learning outcomes is inconsistent. The teaching objectives mostly are at levels of factual information and understanding, reflecting teachers' low expectations of what students may attain in the primary and middle phases. Consequently, challenging tasks are not always appropriate and only a few opportunities, in KG and the high phase, to review learning are observed in lessons. There are rare occasions for differentiation in activities (a few observed in science) and the planned activities are insufficient to meet the needs of the different groups. As a result, opportunities for students from different groups to make the progress they are capable of are insufficiently developed. Teachers control the pace of the lessons, which is consistently slow and does not allow the more able students to accelerate their progress. Teachers also rely mostly on the available IT resources which are only adequate to motivate students and focus students' attention. Students have limited opportunities to engage in discussions and dialogue as teachers direct the lesson activities and dictate their pace. Teachers rely on the direct questioning technique to check students' learning and also as an engagement strategy. However, questions are often closed or prompt short responses from students because they are recalling factual knowledge. Teachers' lack of skillful questioning and absence of prompting to elicit further information does not enable higher achievers to be sufficiently challenged. It also limits all students' development of higher-order thinking skills and stymies opportunities for discussions and dialogue. On a few occasions, students provided choral responses that are limiting for teachers' ability to assess individual student learning. Teachers plan for unified activities that aim to meet the needs of most students. They are generally reliant on using slide presentations, explanations, and the use of direct questions, supplemented by worksheets to assign different activities for students and groups. However, in the primary and middle phases, although activities are different, they are of the same level and do not provide sufficient challenge to extend the more able students. For example, in mathematics in the high phase, the more able students were able to complete the task quickly, but then they had to wait for the other students to finish before they got more work to do.

Teachers follow up on students' completed work and mostly provide corrective verbal feedback. In the primary and middle phases, teaching in most lessons focuses on delivering the subject knowledge content with less emphasis on developing students' subject-related skills. Teachers' lesson plans rarely indicate activities to develop students' critical thinking, problem-solving, innovation, and independent learning skills, so consequently, there is little activity in lessons to build these skills. Opportunities for students to develop higher-order thinking skills are not regular, but more commonly seen in science, where learning is more activity-centered.

Next Steps:

1. Planning for a more student-centered approach by allowing students to develop independent learning skills and encouraging them to take a greater role in the delivery in the primary and middle phases.
2. Devising teaching strategies that meet the needs of students from different groups by planning and implementing differentiating activities in the primary, middle, and high phases.
3. Planning and implementing activities to support students develop critical thinking and problem-solving skills in science and mathematics, particularly in phases 2 and 3 by planning for students to conduct research and projects.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

Internal assessment processes are generally consistent across all phases and subjects. The school relies on assessing the daily written work, performance of written tasks, and end-of-quarter tests. The end-of-year student attainment is based on the average of four quarters in the school year. This is aligned with the Philippine curriculum requirements. Students are also assessed in relation to personal development, for example, awareness of cultural differences, faith, and advocating sustainability as shown in the Student Report on Progress and Achievement. Assessments are carried out regularly and are tracked against curriculum standards. The internal data does not yet provide an accurate measure of progress in almost in all subjects across all phases. The school's International Benchmarking Test (IBT) results for November 2021 show science averages (520) are slightly below both the Middle East (527) and international (524) average attainment scores in the primary, middle and high phases. Similarly, mathematics results are also below, with the school's average score (528), below the Middle East (543), and international (540) averages. In contrast, English results are above, with the school's average (556) above that of both the Middle East (535) and international (544) average attainment scores. The results for Arabic as a second language give averages by grades according to three bands, with no cumulative overall averages for either the school, the region, or internationally. However, the IBT tests are insufficiently aligned with curricula to enable a meaningful comparison. The school administered PISA testing in 2019, and the results showed that students' performance in reading, mathematics, and science was not significantly different from the mean performance obtained by the students in UAE. Students' participation in co-curricular activities and behavior in lessons are used to assess their social and personal development. In KG, assessment is conducted by using the tools developed by the Department of Education, the Department of Social Welfare and Development, and the Early Childhood Care and Development Council (ECCDC). However, the generated data is not quantifiable. Consequently, benchmarking children's attainment is less developed. The school assessment processes lead to the production of significant data. The school has gone into substantial change related to management data analysis staff. The data is superficially analyzed in identifying students' attainment and progress; therefore, the school is less effective in monitoring the data and identifying the students' attainment and progress trends. Also, the limited data analysis has insignificant use in influencing teaching. The data is shared with staff; however, enhanced use of data to identify trends of attainment between groups of students across key subject areas is less developed. The identification of individuals at risk and groups of students requiring support is less developed. The school uses the internal assessment data to monitor students' academic progress across all phases. There is limited influence of the internal and external assessment data to adjust teaching, learning, and the curriculum. This is because either data is analyzed inaccurately or remained at the raw level. Teachers use assessment results to inform their teaching and planning adequately. However, teachers do not adapt their plans effectively to challenge and support individual learning needs. Teachers have a reasonable knowledge of students' strengths and areas for improvement, and they provide verbal feedback, for example when a question is correctly answered. Books typically show evidence of marking using grades, but there is only occasionally written advice provided on how to improve. However, students are sometimes involved in assessing their own learning. For example, in Grade 5 science, students' learning in the session was checked by a self-reflection exercise after a presentation students made to the class.

Next Steps:

1. Identifying trends across all phases in students' attainment and tracking progress over time by analyzing

internal assessment data using ADEK benchmarks.
2. Benchmarking students' attainment in order to monitor and measure progress by applying national and international benchmarking assessments in KG and across all phases.
3. Enhancing the use of assessment data to influence change in teaching and to inform school planning in the primary, middle and high phases, by analyzing the data rigorously and regularly sharing findings with teachers.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Not Applicable	Not Applicable	Not Applicable	Not Applicable

PS5: The protection, care, guidance and support of students

Health and safety, including arrangements for child protection / safeguarding

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

Findings:

The school has effective procedures for the safeguarding of students, including child protection. All students and parents are aware of these procedures and policies. Staff are trained in the application of safeguarding, and they are conversant with their responsibilities for the care and safety of students. The school has clearly defined policies and procedures for ensuring no bullying of any sort including cyberbullying, and as a result of students' awareness of what to do in the event that they feel unsafe, bullying is rare. E-safety protocols are shared with staff and parents, for example through anti-bullying campaigns such as the 'World day of bullying prevention' celebrated in the school. A 'Parent Congress' was held to share online safety rules during online classes. The students at the school feel safe, and cared for and they know who to talk to in case of bullying, harassment, or abuse. The procedures are applied consistently to ensure that the school provides a very safe, hygienic, and secure environment because these are well understood by staff through regular training and posters promoting safe handwashing, wearing of masks, and the provision of sanitizers in bathrooms and classrooms, for example. Supervision of students is effective, and the school follows strict measures when checking on individual body temperature of all entering the school on daily basis. Supervision of students across the school and in the playgrounds and cafeteria is thorough and effective. Safety equipment and measures are in place and updated. The school complies with all regulations. For example, fire extinguishers are regularly checked, stairs and corridors have clear exit signs and exit doors are maintained to facilitate smooth evacuation in case of emergency. The school keeps records of fire drills and maintenance. While the last fire drill carried out was in 2019, before the school closed due to the pandemic, now that the school has re-opened a school-wide practice drill is being scheduled in conjunction with the civil defense authorities. Assembly points are clearly identified on maps located in every classroom, corridor and at reception, and these identify assembly points to gather in the event of an emergency. There are two security guards on duty to manage the safety and security of the school premises at all times. They also ensure all visitors, staff, and students are checked for COVID-19 symptoms by monitoring body temperature daily and checking the currency of vaccination and test results of visitors to the school. The school's commitment to ensure infection containment is reflected in its internal arrangements for sanitization, provision for isolation and quarantine rooms, and repeated reminders about COVID-19 precautions to the whole school community, including parents. Safety instructions in case of emergencies, particularly matters related to fire drills and currently to COVID-19, are displayed all over the school. The maintenance records and observations indicate that the school's six buses are well-kept, with effective systems for the arrival and dispersal of students on school transport and by car. Students arrive and leave the school in a very orderly manner. All data relating to the adherence to policies and monitoring of procedures, including attendance and absence records and hazard monitoring checks are maintained by the registrar centrally. Records are well maintained by the respective personnel- namely the occupational health and safety officer (OHS), the

compliance officer, transport-in-charge, counselor, nurse, and special needs educational coordinator (SENCO). However, presently the science laboratory and the library are overseen by teachers, pending appointments of specialist staff. The school has documented procedures to deal with incidents that include communicating with parents, and evidence of systematic follow-up is evident. The school is fully compliant with regard to all regulations regarding food safety, drinking water potability, transport, fire equipment, and medical facilities, and records show regular checks and follow-ups of any identified issues. In the school clinic, students' records are kept securely, as are medical supplies and children's medicines. There is one clinic at the school with two examination rooms. The health unit is run by a licensed nurse, who shares relevant medical information with staff, managing students' health and wellness through medical checks and regular follow-ups. The school nurse is attentive to ensuring good care of students, and she organizes programs for healthy living. Awareness workshops designed to share information regarding wellbeing, healthy lifestyles, and certain diseases such as COVID-19, diabetes, breast cancer, and obesity as well as other various initiatives are organized by her in conjunction with staff members and student leaders. Medication is kept in a locked cabinet and expiry dates are checked regularly and medical waste is disposed of effectively through an external entity. There is an isolation and a quarantine room currently used for students and employees who test positive for COVID-19. If there is any medical event, the nominated caregivers are contacted immediately, and the students leave the premises in an orderly manner. The school and the classrooms all provide safe learning environments. The school building is fit for purpose. Presently, there are no students with mobility challenges. There is no lift at the school, which might impede accessibility to resource rooms, library, and classrooms on upper levels, but the school would re-organize the timetable, should in the future it enroll students whose mobility requirements prevented them from climbing stairs. The clinic has a wheelchair, should this be required for short-term mobility issues of either students, staff, or visitors. The students' movement during recess and dismissal is organized by the staff with support from students who are council members. The school has one common science laboratory and a computer laboratory for students to use. There is a library, a multi-purpose activity room, and a happiness room for the students. The playgrounds are shaded and suitable, spacious and clean, and have equipment for the provision of football, basketball, badminton, volleyball, and some individual games. Co-curricular activities are organized by responsible staff members to provide enriched learning experiences to the students. The school canteen is clean, and the food provided for students is healthy. Posters that encourage healthy lifestyles can be seen around the school and the students are encouraged to follow the food plan shared by the school weekly. There are activities to encourage students to eat healthy foods held in the KG and the early primary phases where students' lunch boxes are seen to show the selection of food they bring with them. Students demonstrated a strong awareness of healthy eating habits, exercising, and keeping fit.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good ↑	Good ↑	Good ↑	Good

Findings:

Healthy and respectful staff-student relationships are ensured through effective implementation of well-being policy, students' code of conduct and clear expectations and sanctions also ensure behavior management. Relationships among the staff, and with students are very positive. A strong sense of positive ethos is felt across the school. The teachers share a good rapport with students and there is mutual respect for each other. The majority of the teachers know their students well and ensure their needs are met. A procedure for behavior management is in place which results in students' discipline being very good in lessons and across the school. The students and their parents are well aware of behavior management policies and procedures and the expectations of the school for respectful behavior and compliance with school rules. Firm action is taken by the school when necessary and parents are contacted and informed about incidents of misbehavior and how they are dealt with. An attendance policy is in place and the school records 98.4 % attendance from 29 August 2021 to 9 May 2022. Persistent absence is referred to the counselor for advice and parents are followed up if this is required. Absence is recorded and allowed only with an excuse letter. Lateness or tardiness is rare, and indeed, as many parents both work the school has some students arriving very early before the start of school and leaving school very late in the evening. The duty teachers do not leave the school until every child has been safely collected. The school identifies low-attaining students through information gathered from continuous assessment and offers remedial classes to them. However, there is not enough variation in the range of strategies to extend the low-attaining students further within classes. The school has three SoD students identified but no gifted and talented have been identified. The school's SENCO has recently joined the school and has now put in place systems to identify any learning or mobility needs at registration. Due to her recent appointment, she has not yet put in place individual education plans for each of the students of determination, although teachers are aware of who they are and they adapt their lessons to allow for participation, as they are mainstreamed. The more able students, including the gifted and talented, are identified through academic results or teacher and parent feedback, but the identification process is not systematic and these students are not consistently extended by the provision of suitably challenging tasks in the lessons to allow them to reach the level of performance they are capable of. The gifted and talented are, however, encouraged to take opportunities provided by co-curricular activities. The school has a counselor cum social worker and a SENCO to guide and support students, but the opportunity for students to record their self-learning is rare. For the high school students, there is provision for a career counseling assessment designed to help students understand their abilities and interests, and match these to their future career pathways. Career counseling sessions are held, and career events are conducted for students in the high phase. Since re-opening, the school has yet to reinstate the raft of career guidance opportunities in place before COVID-19.

Next Steps:

1. Ensure more rigorous identification of gifted and talented students and students of determination by reviewing the profiles of all students currently enrolled, as well as establishing consistent systems to identify such students at registration.
2. Extend the learning of identified students of determination by preparing individual education plans in consultation with parents, teachers, and appropriate community agencies.
3. Enable gifted and talented students to achieve their learning potential by establishing accelerated learning plans that enable them to grow and develop further through both in-class activities and the provision of more extensive opportunities by linking with other schools.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable

Findings:

The dedicated principal, supported by loyal senior leaders, sets a very clear direction, aiming for happy and engaged students who are well prepared to take their place as global citizens with the competencies needed to be successful at work and in society. The school's vision is to provide quality education to Filipino youth and prepare them to be of service to the community and the world. The school aspires to be an institution that will bring pride to the Filipinos in this part of the Gulf region, promising to provide quality education in a safe, pleasant, and respectful learning environment. This vision and mission are supported by the whole school community and promoted by leaders at all levels. The school's inclusive philosophy is reflected in a comprehensive school development plan that is aligned with UAE priorities, but this has yet to be fully implemented. One of the first appointments that the new principal has made is that of a specialist coordinator (SENCO), demonstrating his commitment to inclusivity. However, individual education plans for students of determination are yet to be written, so the implementation of procedures to support this philosophy are not yet fully in place. Most leaders demonstrate secure knowledge of the curriculum and best practices in teaching, as shown by joint lesson discussions. Knowledge of best practices in assessment is not as strong, and systems are not yet in place to analyze results based on the ADEK benchmark, that teachers can use effectively to adapt the curriculum and their lesson plans. Lesson plans are not differentiated to target the needs of identified groups. So, although there is a strong culture of inclusivity, and caring response to any students experiencing difficulties, the systems that will allow high standards of student learning are not yet in place. The school's drive for improvement has resulted in improved results in Islamic education (in phases 2 to 4) and science (KG and phases 2 and 3), which is the result of leaders' secure knowledge of teaching and assessment, however, mathematics has declined in KG and Phase 4 because of changes in personnel in that department. Leaders' have established a constructive and affirming learning environment in both online and face-to-face education. The relationships and communications with all stakeholders are professional. Whilst downsizing has required staff to be flexible and adaptable, most teachers know what is expected of them. However, some newly appointed middle leaders are yet to come to grips with how to use assessment analysis results to raise student performance. Within the school, there is a system of regular staff meetings associated with a continuous professional development (CPD) program. In most departments, meetings take place regularly but there is some variation. For example, science meetings are monthly and online, but in English, meetings were less formal because newly appointed leaders had not yet put in place the structures to enable teachers to meet to discuss any issues of concern. Across the school, leaders work effectively to promote positive relationships, and this is enabled by friendly interactions that are built on the school's family values of care and respect. The principal has been at the school only for a few months, but the school is well-respected within the local Philippine community, with strong parental networks assisting in building positive relationships and maintaining effective communications. This family feeling is supported by practical systems to enable efficient communications with stakeholder groups, such as parents and students. Student representatives form a student council that regularly meets the senior leadership team. Parents can meet any teacher to discuss their concerns, whether virtually or face-to-face as suits their work schedule, and the school counselor and SENCO are also available to provide specialist advice. Parents know that if something is urgent that they can ring the school outside of these formal communication avenues. As a result, staff, students, and parents feel well-informed and supported. Morale throughout the

school community is very positive. Leaders at all levels demonstrate an awareness of what needs to be done to improve the school. This was demonstrated through joint observations, where the heads of departments and senior leaders were able to identify how a particular session could be improved. However, many of the leaders are recent appointments, so they have not yet had time to identify and address the barriers limiting student progress. Delegations are in place, but middle leaders are yet to become fully effective in ensuring consistently high-quality outcomes. Middle leadership in the science department had a very thorough knowledge of best practices, but the teachers who are in acting roles as leaders in the Arabic-medium subjects whilst the HoD vacancy is in the process to be filled, are not as knowledgeable about their responsibilities, nor about what is needed to be done to improve their areas. However, leaders demonstrate sufficient capacity to make the required improvement, especially given the ongoing CPD program. Leaders have improved some aspects of the school, with raised attainment and progress in Islamic education and science due to the more engaging activities provided by teachers in these subjects. An influx of new teachers, many with little prior teaching experience, accounts for why there has not been more widespread improvement since the previous inspection. Indeed, this accounts for the decline in mathematics in KG and Phase 4, where the lessons do not sufficiently engage the students in applying mathematical concepts. The school has maintained adequate performance despite the high teacher turnover during the pandemic, a roll drop, and an influx of senior students that have extended provision to Grade 12 in Phase 4. Leadership ensured learning continuity during the period of emergency remote learning necessitated by COVID-19 and has put in place effective care and health and safety systems to allow school re-opening with face-to-face provision. These changes in delivery mode have occurred whilst maintaining accountability and regulatory compliance, as shown by the results of a recent academic compliance audit.

School self-evaluation and improvement planning

Performance Indicator	Quality judgement
School self-evaluation and improvement planning	Acceptable

Findings:

The school conducted a self-evaluation but the self-evaluation form (SEF) uploaded onto the SIMS was not complete, and a more detailed form was provided during the inspection visit. Whilst the school development plan (SDP) provides a comprehensive and detailed outline of the school's improvement priorities garnered through stakeholder consultation, the SEF lacked the rigorous use of assessment information. The lack of detailed assessment data to underpin the self-review is linked to the departure of the assessment coordinator, and with this, a loss of institutional knowledge. While discussions with the subject coordinators showed that they were aware of the strengths and weaknesses of the school and the areas that require improvement, they did not fully understand how to analyze the assessment data using the ADEK benchmark. This affects middle leaders' abilities to plan for more personalized learning to meet the needs of all identified groups. There has been regular monitoring of the quality of teaching online and, with the return of students to the classroom last month, in-person observations have begun. The principal has made lesson observations a priority in order to increase active learning and student motivation to learn now that face-to-face teaching has resumed. Monitoring of teachers' lessons using the Australian Council for Educational Research (ACER) format involves both self-evaluation and evaluation by members of the leadership team, with feedback provided to the teacher on their strengths and areas to improve. The lesson observation form is detailed and includes elements to measure student attainment and progress, student engagement, and levels of student challenge. The monitoring template covers the technical aspects of teaching and is also well-aligned to the UAE School Inspection Framework. The areas for improvement recorded on the samples of feedback forms viewed were congruent with the areas for development identified by the ADEK inspection team. This evidence gives confidence that, with continued rigorous monitoring of teaching based on student outcomes, teachers' delivery will improve to meet these quality teaching standards. There are systems to induct new staff, but one of the problems facing the school in its vigorous recruitment drive, is that staff are joining the school incrementally, so the general training each Friday is not necessarily meeting the specific needs within particular departments. If applied rigorously based on student outcomes, the quality of the ongoing performance review systems for teachers suggests that these will ensure the adoption of higher levels of teaching quality and improved learner progress. The school does not have a large cohort of experienced teachers, but where good practice has been identified this expertise needs to be utilized more effectively to create more opportunities to facilitate the support of newly qualified teachers or teachers who are finding it challenging to establish effective classroom management. More effective monitoring requires middle managers to have a greater focus on student outcomes, especially for new teachers. School improvement planning is detailed and comprehensive, although based on a simple self-evaluation. Completion of the school's development plan (SDP) was one of the new principal's first priorities. The teams that put each section together have, through this process, gained insight and ownership of the areas that require improvement moving forwards. The SDP assigns responsibilities to address the school's priorities, particularly those relating to the UAE targets concerning high skills in Arabic, high-quality teaching, and the development of higher-order thinking skills. The UAE agenda aims to be amongst the 15 highest counties in TIMSS and amongst the top 20 in PISA, and the school has targets in place to support this goal of global competitiveness as well. The SDP is implemented at the department level by plans specific to each area. These have been effective in improving students' attainment in Islamic education and science, though not yet consistently across all subject areas. Continuing evaluation of the new initiatives within plans is needed to assess whether they are effective. Future planning needs to focus on further raising achievement in all subjects to a good level. To achieve this requires frequent reviews of plans at all levels and in all

departments. Based on a more rigorous analysis of emerging data using ADEK and IBT benchmarks, more regular reviews will ensure plans are continuously updated. School development plans require alignment with the various department plans to improve the progress of all groups of students. Anecdotal information suggested that progress had been made against most of the recommendations in the previous inspection report (PIR), but over the last two years, many of the gains made have been lost with the change in personnel and loss of students. This was unable to be verified, and the Philippine Private School is now essentially a new school. In the short time since the new principal took over, with only eight teachers at that time, improvement has been rapid. This inspection has seen improved progress and attainment in Islamic education, science, and in learning skills in kindergarten. However, there is still a need to improve the achievement in Arabic as a second language. Students' learning skills are developing, shown in their confident communication skills and their use of technology to support learning, which accelerated during the pandemic. Students' responsibility for their own learning improves up the grades but is still an area for further development. The PIR recommended monitoring teaching and learning in order to bring about rapid progress, but many of the teachers present before the pandemic have now left, and with their departure, the school has lost their expertise but also institutional knowledge, particularly in the use of assessment. Effective teacher monitoring, coupled with a regular CPD program, has seen improvements in teachers' questioning and their planning, though planning still needs further work to provide more differentiated activities to meet the needs of an increasing diversity of students. There is support for lower ability students, with teachers providing extra assistance outside the classroom, but the more able and the gifted and talented (GT) students are not progressing to the levels of which they are capable. There is consistent use of assessment, and more opportunities are now provided for students to correct their own work, though this is not consistent across all departments. The school has put in place a range of both internal and external measures (such as IBT, PISA, PASS, RASH, i-READY, myON, and ECCD) that will enable it to set and monitor curriculum targets in the future. Other improvements since the previous inspection are a new KG play area and more interactive resources. There is a new high phase (Grade 11 and Grade 12), whereas the top grade in the PIR was Grade 10, but this is already the strongest part of the school. Despite the influx of new students at all levels, students have positive attitudes to learning, showing that the school has effective transitioning arrangements.

Next Steps:

1. Monitor teaching quality rigorously by basing it on student outcomes, prioritizing those areas for improvement, and then closely assessing the impact of any new initiatives designed to improve effectiveness.
2. Conduct a thorough school-wide self-evaluation against the teaching and assessment standards in the UAE School Inspection Framework to provide a more useful base for continued school improvement by basing it on reliable and benchmarked data from both internal and external sources.
3. Improve collective accountability to ensure consistently very good performance by developing clear middle leader delegations for improving student progress.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

Parental involvement is strong, and their engagement as partners in their children's education is successful. There is a Parent-Teacher Council (PTC) in place, and this is effective is shown by the school's outstanding attendance rate. The school's open-door policy welcomes parents and other stakeholders to share their views and there is evidence of good attendance at orientation briefings, parent-teacher meetings to discuss academic progress, and consultations about the future direction of the school. Consultation recently sought parents' views on issues such as the school's shift to blue tier status and the resumption of face-to-face learning. The school has been very successful in engaging parents in the quest to have more students participate in external examinations, and they are aware of the importance as shown by participation rates in, for example, IBT. Whilst parents contribute actively to the life of the school, pandemic containment has posed some limitations, such as their involvement in cultural and sporting events, which were significant pre-COVID. A range of communication strategies ensures that parents are well informed about their children's academic and personal development and about the educational direction of the school. A 2021 ADEK survey indicated the large majority (370) of the parents were well-satisfied with school performance over a range of indicators, including frequency of academic reporting and communications. Most parents preferred email and chat groups, but there were a number of communication channels in place, with the result that parents feel very well informed not only about their children's academic and personal development, but they also feel able to have a say in the future direction of the school. Records of recent online meetings included an orientation to the school and information about health and safety in reopening. Such communication sessions have resulted in the parents feeling very involved in the school's community, as they are treated as partners in their children's education. While these positive parent-partnerships support students' development, (especially for those with identified learning needs), parents are looking forward to a reinstatement of the face-to-face conferences and meetings now that the school has re-opened. They are also eager for the reinstatement of the cultural and sporting events that involved staff, students, and parents, as these bonding activities maintain the family atmosphere at the school. Parents are well-informed about the progress of their children, with quarterly reports on academic attainment and progress. Parents receive quarterly reports online, after which they are invited to attend a conference to meet with the teacher to discuss their children's progress. This has until recently been online using a digital conference application. Sessions have been run for parents on online safety and on how to support their children's well-being online, but parents are contacted immediately if there is any concern about either their child's attendance, progress, or well-being, and an action plan is put in place. Formal reports indicate academic progress, with comments on personal development and behavior for the KG phase, with a more formal tabulation of students' adherence to school values, such as faith and spirituality, and care for the environment in phases 2 to 4 reports. The best practice of indicating areas for improvement and next steps in both academic learning and personal development is not yet included in the school's reporting system. The ADEK survey and meetings with parents during the inspection showed that parents are very satisfied with the level of support that they receive from the school. With the recent appointment of a specialist coordinator (SENCO) parents of students of determination will feel well-supported. Partnerships with other Philippine schools in the region provide opportunities for leaders to share ideas and solve common problems. The principal wishes to extend school networks to include international schools and to promote information exchange at a teacher level. The students' school council (SSC) provides students with leadership opportunities, but these only target a few students at each level. As part of the school's full opening plan, there is also a need to re-establish partnerships with universities to enable students'

successful further study and re-establish community partnerships to broaden students' skills for life. During the two years of online learning, the links with the local business community in place before COVID-19 have fallen away. The board and principal plan to work with the local community to strengthen links, particularly to support career guidance events and work experience, which is currently running only in-house. Partnerships with local charities that can teach students how to care and share and give experience as volunteers are also now planned to be reinstated.

Next Steps:

1. Involve parents more actively in the life of the school by reinstating cultural and sporting events that involve students, staff, and parents.
2. Extend community partnerships to broaden students' skills for life by using the extensive parental network to identify organizations and individuals that can provide, for example, career talks and access to employment opportunities for students, as well as enriching the academic program and supporting the school's co-curricular program.
3. Improve reporting to parents by indicating areas for improvement and next steps in both academic learning and personal development in school reports.

Governance

Performance Indicator	Quality judgement
Governance	Good

Findings:

Governance includes the representation of parents as key stakeholders and mechanisms are in place to gain detailed knowledge of the school from others. The governing board normally has eight members and includes three parents, but some members were lost during the pandemic. They do not currently have a teacher representative, but the principal attends the quarterly meetings. The board visits the school and has communications with academic coordinators, so gets their feedback in this way. Any issues that stakeholders have can be raised by contacting any board member. The board is considering adding community members with educational expertise to the board. The very experienced board members, bring a caring and dedicated value-set, and a strong focus on student and staff well-being and safety to guide the school in its next steps and provide practical support through their networks. The principal attends monthly board meetings to provide information updates, including about student attainment and progress, and address any queries. Representatives are selected rather than elected. Now that face-to-face learning has resumed, the board will resume school visits, which will allow access to staff and students. The board keeps the owners regularly updated. The board is kept regularly appraised of parent stakeholder views through their representatives, and meetings are held to proactively canvas stakeholder views on planned new directions meetings. Transparency of governance, with open access that encourages the sharing of problems, and their resolution is a strength. School performance is regularly monitored by the board, including student attainment and progress. The principal is held to account through an annual performance review process that assures quality standards and achievement against specific performance key indicators and targets, that include the objectives stated in the school development plan (SDP). The board acts as a constructive advisor to the senior leadership and has an excellent relationship. Some of the board members have specific roles and responsibilities, but as there are currently vacancies on the board, the full allocation of duties has not yet occurred. Both the president and vice president are available to provide whatever assistance is required by the senior leaders. The board signs off on strategic documents, such as the SDP, after discussing and advising the school of any changes required. The board exerts a positive influence on the school's direction, ensuring regulatory compliance by regular monitoring through the quarterly meetings of the board and onsite school visits. An example is the support provided by the board for the school to achieve the Blue Tier status that recognizes the steps taken to ensure a safe return to normal school operations. The board is actively involved in the school development planning processes, which are revised in tandem with the receipt of recommendations arising from the inspection cycle and the outcomes of other recent compliance reviews, such as ADEK's academic compliance report 2021-22. The governing body recognizes the need to support the new senior leaders, and middle leader development as the school re-establishes after disruption to the staff and student complement due to the COVID-19 pandemic. The school is adequately resourced, and initiatives such as increasing flexibility in staffing appointments and the drive to become paperless have increased productivity. Further investment in digital equipment, such as further online library resources, is required to introduce a blended learning approach now that learners enrolled in the school have returned to face-to-face instruction. The board exerts a positive influence by enriching students' opportunities, for example, by using its networks to support its active recruitment drive. In this way, the board has secured adequate staffing coverage and other appointments are in the pipeline.

Next Steps:

1. Consider how consultation can be made more effective by formalizing the representation of other stakeholders, such as students, staff, and the wider community, on the board and allocating clear roles

and responsibilities to board members.
2. Progress school development plans in the downsized organization by promoting a paperless school and blended learning now that the school has resumed face-to-face learning.
3. Support the school's new senior leadership by providing mentoring and advice and ensure the school has a succession plan for senior leadership by developing middle leaders.

Management, staffing, facilities and resources

Performance Indicator	Quality judgement
Management, staffing, facilities and resources	Acceptable

Findings:

Most aspects of the day-to-day management of the school are well-organized, with strength being the adaptation of systems to facilitate learning continuity during COVID-19 containment and a safe school reopening just three weeks prior to this ADEK inspection visit. Combined with the sound health, safety, and security systems, these adaptations of the day-to-day organization of the school have ensured the continued protection and well-being of both staff and students during all stages of the COVID-19 pandemic. This is evidenced by the school's gaining of blue tier status and the recent academic compliance report where it was rated compliant across three of ADEK's four domains (the only missing item being the allocation of governors' duties). The school is adequately staffed with suitably qualified and caring staff who actively promote the well-being and happiness of students and support their academic development. However, since the previous inspection report (PIR) in 2018, there have been significant staffing changes, including at the senior leadership level, with a new principal, new assessment coordinator, and a new SENCO. The school roll is reduced from 814 at the previous inspection to 556, and with it, the number of teachers has halved (from 44 to 24), with only eight teachers remaining when the principal took up the role in September 2021. As a result of an intensive recruitment drive, the teacher-to-student ratio has increased slightly (from 1: 19 to 1: 24 currently). One of the factors in this is the change in the proportion of students of determination ((SoD), which has also dropped (from 2% to 0.5%). The school has extended provision to Grade 12, from a cap at Grade 10 in the PIR. Now that face-to-face learning has resumed after the pandemic containment period, there are a number of vacancies yet to be filled, including a librarian and laboratory technician. Teachers are provided with regular training each Friday as part of a continuous professional development (CPD) program aimed at meeting their needs. This program included training to support the move to online learning to ensure educational continuity during the pandemic, but more recently the focus has been to prepare for the transition back to face-to-face delivery ahead of the school reopening in April 2022. This has involved a strong well-being focus, with the principal emphasizing the need to make sure students are happy at school and enjoy learning. There is not currently a strong departmental focus, nor an effective system for evaluating the CPD program that can be used as the basis for future planning. While student progress and attainment have improved in Islamic education and science, there has been a decline in mathematics attainment in KG and Phase 4, suggesting that the school's monitoring and training systems have yet to improve achievement consistency across all subjects and phases. Evaluation of these training and monitoring systems needs improvement so they can be better aligned with staff needs and the focus of teaching on student outcomes. Despite the older buildings, the school has created a warm and friendly family atmosphere. There is a very positive and caring learning environment, both when delivering online and in face-to-face education. The learning environment is made attractive across all phases but particularly in KG where wall displays are carefully arranged. There are no lifts to allow access to the higher levels for any students with mobility issues, but should there be a need, classes can be timetabled on the first floor. The premises offer specialist areas such as science and technology laboratories and sports areas, but the library is not as well-equipped as would be expected, with the book stock of both electronic and hard-cover books only adequate. There is limited access for students to digital devices in classrooms, so, for example, the KG teacher used an iPad to run the morning assembly. The science laboratory needs upgrading to meet the more extensive safety requirements for advanced experiments now that the school has Grade 11 and Grade 12 students. The school does not have a language laboratory, which is needed to assist students in learning how to pronounce correctly and use intonation in speaking in the Arabic and English languages and learning how to correctly recite in Islamic education by listening to role models of exemplary practice,

for example. Resources are only adequate to meet curriculum needs and the promotion of effective teaching and learning. Because of the roll drop and low fees, the school is stretched to fund more extensive resources, but there is strong parental report, with students bringing resources from home to supplement those that the school provides. Examples seen were students bringing oil, jelly, and other household ingredients from home for a Grade 2 science experiment, and in Grade 2 English, students read stories from the books that they brought from home (which was also a way of reducing potential cross-infection). The students had greater access to digital devices during online learning and now that face-to-face delivery is resumed, the school might consider adopting a bring your own device (BYOD) policy, as well as the flipped-classroom approach currently in use, to ensure that the high level of technology skills gained during the pandemic is maintained. The shift online was accompanied by investment in a learning management system, and this is a strength in terms of allowing both students and parents to access previous work, and to share teacher feedback about progress using digital applications. The school also has invested in a number of online reading platforms in an effort to improve reading across the school. These not only enabled teachers and students to function effectively during the containment period but also enhance the delivery now face-to-face learning is resumed. Further investment in resources, particularly in library resources to support the promotion of Arabic language development and the adoption of a blended learning approach, is the next challenge facing the school to raise achievement rates in all subjects and phases.

Next Steps:

1. Build the capacity and accountability of middle leaders by appointing a suitably qualified and experienced head of department for Arabic-medium subjects and providing clear job descriptions with roles and responsibilities to those teachers in acting roles.
2. Enhance the ability of all leaders to use data more effectively in developing area plans and in upskilling teachers in how to adapt lesson plans, by providing appropriate professional development based on the use of student outcomes.
3. Raise reading levels to improve learning progress in all subjects, but particularly to support Arabic language development, by improving the resourcing and oversight of the library and implementing the DEAR program to promote regular reading across the school.

If you have a question or wish to comment on any aspect of this report, please contact irtiqaa@adek.gov.ae