



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

The Philippine School – Abu Dhabi

Academic Year 2015 – 2016

lqraa



The Philippine School – Abu Dhabi

Inspection Date	April 25, 2016	to	April 28, 2016
Lead Inspector	Teresa Kiely		
Date of previous inspection	May 4, 2015	to	May 7, 2015

General Information		Students	
School ID	252	Total number of students	862
Opening year of school	2014	Number of children in KG	106
Principal	Jonathan H. Esguerra	Number of students in other phases	Primary: 198 Middle: 241 High: 317
Chair of Governors	Robinson Pablo	Age range	3 years 8 months to 16 years
School telephone	+971 (0)2 583 1044	Grades or Year Groups	KG to Grade 10
School Address	18 th Street, Baniyas East 7, Abu Dhabi	Gender	Mixed
Official email (ADEC)	thephilippines.pvt@adec.ac.ae	% of Emirati Students	0
School website	N/A	Largest nationality groups (%)	1. Philippino 100% 2. 3.
Fee ranges (per annum)	Very low: AED 6,400 – AED 6,600		
Licensed Curriculum		Staff	
Main Curriculum	Philippine	Number of teachers	48
Other Curriculum	-----	Number of teaching assistants (TAs)	8
External Exams/ Standardised tests	International Benchmark Test (IBT) Grades 3 to 10	Teacher-student ratio	KG 1 : 23 Other phases 1 : 29
Accreditation	-----	Teacher turnover	4%



Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	101
Number of joint lesson observations	6
Number of parents' questionnaires	493; (return rate: 59.1%)
Details of other inspection activities	Inspectors held meetings with the principal and vice principals, the middle managers who have subject responsibilities, teachers, other staff, members of the governing body and parents. Inspectors reviewed students' work, school documentation, and the parental survey.

School	
School Aims	'Establish a God-centered environment which promotes educational excellence. Hone skills, attitudes, and knowledge necessary for life-long development of well-rounded or total person. Train and prepare students to adapt and adjust to the complexities and challenges of an increasingly interdependent and constantly changing world. Provide activities that cater to the holistic development of students.'
School vision and mission	'The school is committed to provide education for the development of the youth in all aspects of life, striving for excellence in academic, social, physical, and spiritual lives of its students, their families, the community and the world.' 'To be the Center of Academic Excellence, train students to become good leaders who are globally



	competitive and build character than makes a difference; equipping them to be competent for the future challenges and to be of service to mankind. Our mission is to provide an affordable quality education while developing and nurturing the whole child in a God-centered environment.'
Admission Policy	Admission is based on age, Philippine Department of Education standards, average or better performance on previous grade/school, and (for new students) meeting or exceeding national percentile standards of academic potential in an entrance exam.
Leadership structure (ownership, governance and management)	The school leadership comprises the governing council, managing director, principal, two vice principals, team of academic and department heads, and key teachers.



SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	0	0
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	6	17
Physical and health related disabilities	6	3
Visually impaired	0	0
Hearing impaired	1	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	8
Subject-specific aptitude (e.g. in science, mathematics, languages)	36
Social maturity and leadership	14
Mechanical/ technical/ technological ingenuity	3
Visual and performing arts (e.g. art, theatre, recitation)	40
Psychomotor ability (e.g. dance or sport)	35



The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is acceptable. The principal, who has now been in post for just over a year, is effectively driving improvement by getting the best out of his staff. The school leadership, which values all stakeholders, is now strengthening the foundations that will enable it to be more successful and improve the quality of students' achievement further. Staff and student morale is high with a very positive atmosphere in classrooms. Students' behaviour is positive, especially when they work collaboratively. Students enjoy coming to school. They show respect for one another and their teachers. Teaching and learning is acceptable and has improved significantly since the last inspection. The curriculum, for the most part, meets the needs of most of the students. It has effective systems to support students with special educational needs (SEN).

Progress made since last inspection and capacity to improve

The school has made good progress in addressing the recommendations from the previous inspection report. Teachers are now punctual. The outside learning environment has improved for KG children. The school now has an SEN coordinator. Senior leaders now monitor teaching and learning more effectively. The school now has an effective and active team of middle leaders. Systems are in place to track and evaluate students' progress. Teachers set clear lesson objectives and assess how well students are doing in class using the rubrics provided. Resources are much improved in classrooms and specialist areas. The number of computers available to students has increased. Overall, the school now has appropriate approaches for improvement through self-evaluation and accountability and has shown that it has the capacity to improve itself further, particularly as it shares practice and learns alongside its sister school in Dubai.

Development and promotion of innovation skills

The school is promoting students' innovation skills by enabling them to take responsibility for their own learning and by assessing relevant skills. Students take pride in presenting what they know to others and they like to take innovative and creative approaches. They work collaboratively, probing each other's thinking and sharing ideas. Many of the students, especially those who are high attaining, spend time at home researching projects on the internet.



The inspection identified the following as key areas of strength:

- the quality of teaching and students' achievement in English
- the positive relationships among the whole school community
- the school's effective identification and support for students with SEN
- the improvements made since the last inspection
- the quality of collaborative learning in most classes.

The inspection identified the following as key areas for improvement:

- the quality of teaching and students' achievement in Arabic
- the quality of provision and practice in the KG
- the depth of the curriculum and challenge in learning
- the quality of differentiation offered to students.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as a Second Language)	Attainment	Weak	Weak	Weak	Weak
	Progress	Weak	Weak	Weak	Weak
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Mathematics	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Weak	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Filipino	Attainment	Weak	Weak	Acceptable	Acceptable
	Progress	Weak	Weak	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Weak	Acceptable	Acceptable	Acceptable
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Weak	Acceptable	Acceptable	Acceptable



The overall quality of students' achievement is acceptable. Attainment generally has improved over the last two years for the majority of students. The school uses an international benchmarking tool (IBT) to assess standards in English, mathematics and science. A small sample of students took the test last year. The results showed that attainment is slightly above international standards for English, but below for mathematics and science. The school knows how to analyse and act on data results. It is now working to match its curriculum further to the national and international testing requirements.

The school's internal assessments show an improvement from its results last year. Attainment across the phases and core subjects is now broadly in line with Philippine curriculum standards. Progress in mathematics and science has improved. Progress for younger children in the KG and early primary education is weak. The quality of students' learning in many lessons in the primary, middle and high school indicates they are making acceptable or, at times, good progress. The performance of girls and boys varies at different grades with no clear patterns overall. Students with SEN make good progress.

The quality of children's achievement in Islamic education is acceptable. Very few students study this subject, and most who do have little knowledge of Islamic education when they arrive, and they make acceptable progress overall from this starting point. For example, Grade 2 students can recite short 'Suras' (verses) from the Holy Qur'an following the correct 'Tajweed' rules and, by Grade 10, students can talk about early leaders in Islam.

In Arabic, students' attainment and progress is weak across all age groups. In the absence of a suitable a language programme catered for second language learners, students develop only a few language skills in Arabic lessons. Students' writing skills in particular are underdeveloped across all the phases, and reading generally lacks confidence. For example, by Grade 3, students can read only a few simple sentences.

In social studies, achievement is acceptable across all the age groups. In a Grade 2 lesson, for example, students demonstrate age-appropriate understanding of the different cultures in the UAE. As they progress through the grades, students enjoy working on projects including, for example in Grade 5, comparing natural resources in the UAE with those in the Philippines.

In English, achievement is good overall for Grades 1 to 10 and it is weak in the KG. Progress picks up in the primary phase and by Grade 3, for example, students can make different kinds of comparisons when analysing sentences. Progress continues and by Grade 7 students are confident in explaining how to use the infinitive, past and present



Performance Standard 3: Teaching and Assessment

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

The overall quality of teaching is acceptable. The large majority of teachers know how to plan and deliver their subjects generally well. KG teachers do not yet understand how to organise and teach lessons that are matched to children's age and stage of development. Interactions with students across the whole school support and extend learning. Teachers question students to find out what they know. They make insufficient use of questions to challenge students to think deeply about their answers, and this applies to all ability groups. Language skills are taught well through presentation and teacher questioning, but teachers are not yet consistently developing students' critical-thinking skills. Arabic language teaching is weak because much of the teaching is didactic and not matched to students' own experiences. Teaching in Arabic does not yet cater for second language learners, especially students who are new to the UAE.

The school's approaches to assessment are weak overall. The school benchmarks students' performance through internal assessment against curriculum expectations. Students leave school at the end of Grade 10 with a certificate of completion because there is no authorised external moderation of its results against Philippine curriculum standards. The school recognises the need for additional rigorous assessments as it feels that its curriculum does not align with the IBT. Sometimes, tests are given to students when they have had little or no recent exposure to the subject matter. Teachers involve students in assessing their own learning. They do not yet provide students with the feedback they need to improve their learning other than in the high school where this is done well. Teachers are not using their assessments effectively enough to shape the learning they provide for groups and individuals.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
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Curriculum design and implementation	Weak	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Weak	Acceptable	Acceptable	Acceptable

The curriculum is aligned to the Philippine curriculum as well as the UAE national requirements of the Ministry of Education. The curriculum is broad, balanced and age appropriate in all phases except in KG where it is not matched to children's stage of development. It does not enable children to develop good learning behaviours and positive attitudes to learning. Continuity and progression in most subjects meet the needs of most students generally well so that they are well prepared for the next stage of education. Older students have an education that develops their aspirations but does not yet give a range of curriculum choices. This is because the school has traditionally finished at the end of Grade 10. In line with the recently-extended Philippines' curriculum, the school is preparing to offer a senior high school programme with a range of curriculum choices.

The school has not yet undertaken a review of the curriculum to ensure that it is providing enough depth to students' learning. Not enough attention is paid to cross-curricular links in the high school, or when students are engaged in social studies. The curriculum as a whole would benefit from more integrated links with the UAE culture and society.

Teachers are improving the way they modify their delivery of subject content so that it is matched to students' language levels. Leaders have not yet evaluated how well teachers are deepening students' learning when they revisit subject areas. The curriculum actively involves students because it includes their regular participation in presentations. This is an important aspect of their learning and will serve them well in the future. At times, though, presentations take too much time, and this limits the amount of depth and challenge that is provided. A range of extra-curricular activities and competitions enhance students' academic and personal development. Recently, students in the middle and high school succeeded in an external journalism competition.



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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

The school has good arrangements for the protection, care, guidance and support of students. The school staff, students and parents are aware of the child protection procedures. The school is very proud of its new clinic. This provides a safe, hygienic, and secure environment for the students and staff when they have health needs. The school carries out regular and thorough safety checks, and procedures to ensure safe school transport are robust. The school premises are well maintained and the school keeps accurate, secure records. The school buildings are fit for purpose and regularly cleaned and supervised. The school regularly gives students and parents information on healthy eating. The school nurse helps students to understand about the dangers of obesity. During assembly, the teachers act as role models, exercising with the children, and showing their enjoyment and enthusiasm for exercise.

Relationships between staff and students are very good. Teachers show interest and care in their relationships with students. School attendance and issues with punctuality are very well managed. The school SEN co-ordinator has worked hard to support parents of students with additional needs to formally identify these. The school provides a safe and nurturing specialised room that helps students encountering difficulties to improve their learning. The school has identified gifted and/or talented students carefully. When students need advice and guidance, they receive this support in a timely way. Students' well-being and personal development are routinely monitored. The school provides further education information for students, including those who will return to the Philippines to take up further study.



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

Leadership and management are good overall. The principal and his senior leaders have a shared commitment, drive and vision to make the school the best it can be. This is a school where there is an urgent ambition to succeed that everyone shares, and morale is positive. The principal has improved communication across the school significantly. The school is now making a greater improvement to students' learning.

The school has been thorough in its self-evaluation and has a clear and accurate view of its strengths and areas for improvement. It has taken decisive and effective steps to address the recommendations from the previous inspection and has improved significantly as a result. Leaders are now in a position to complete a new cycle of robust self-evaluation and school development planning. The monitoring of teaching is carefully managed and, when weaker teaching is identified, a mentoring and support programme is put in place. Managers know very clearly where effective practice is located. They now need a training programme to share this practice with other staff in the school.

Parental involvement in the school is very good. Parents value the way in which the school reports to them. The school has a strong partnership with its sister school in Dubai. Governance has developed significantly since the last inspection. The governing body meets regularly and is very constructive in helping the school to improve. For example, members discuss reports from subject heads of department and latest achievement data, and use this to help guide its support and challenge of the school. The school is well organised. Teachers receive training in the school's policies and procedures although, on occasion, new teachers have yet to apply this training consistently in their work. The premises and resources are good, apart from in KG where the resources do not promote independent, cross-curricular learning.



What the school should do to improve further:

1. Strengthen the curriculum by ensuring that it is adapted to provide greater depth and challenge by:
 - i. reviewing the way the spiral curriculum is adapted to ensure good progress and consolidation of learning for all students
 - ii. evaluating learning against curriculum targets in classroom visits
 - iii. ensuring the time that students spend delivering their presentations is used to maximum benefit by all students who are not presenting
 - iv. improving the links across the curriculum to UAE culture, and particularly through learning in social studies.

2. Improve the quality of teaching and students' achievement in Arabic by:
 - i. developing a language programme for students who arrive in class with little or no previous knowledge of Arabic
 - ii. partnering Arabic teachers for mentoring with other language specialists
 - iii. defining clear targets for improvement and monitoring progress closely.

3. Improve the quality of learning in the KG by:
 - i. developing teaching based on appropriate principles of child development
 - ii. developing a baseline measure of children's language attainment on entry and measuring progress from this point
 - iii. developing activity centres so children can learn independently
 - iv. having high expectations of children's behaviour across the school day.

4. Improve the overall quality of teaching and attainment by:
 - i. using assessment information to plan students' learning and to give more effective feedback to students on how to improve, and share practice
 - ii. develop teachers' skills in using questioning to challenge students to think
 - iii. planning the development of learning and higher-order skills in all lessons.

5. Further develop the teaching workforce by providing new teachers an effective induction programme that includes information on the school's policies and procedures.



Possible breaches of regulations and health & safety concerns

The Philippine School – Abu Dhabi

Regulations	
1.	
2.	
3.	
The UAE Flag is raised/ flown every day?	Yes
Is playing of the UAE National Anthem a daily feature at the morning assembly?	Yes

Health and Safety Concerns:	
1.	
2.	
3.	

Lead Inspector	Teresa Kiely	Date	April 28, 2016
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