



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

# Inspection Report of The Philippine Private School

**Overall Effectiveness: Acceptable**

**Academic Year 2017 – 2018**



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## School Information

General Information	Inspection date:	from	28 Shaban, 1439h	to	2 Ramadan, 1439h
		from	14-May-18	to	17-May-18
	School name	The Philippine Private School			
	School ID	252			
	School address	18th Street, Baniyas East 7, Abu Dhabi			
	School telephone	+971 (0)2 583 1044			
	School official email	thephilippines.pvt@adec.ac.ae			
	School website	N/A			
	School curriculum	Philippine			
	School phases	KG, Primary 1-3, Intermediate 4-6, High 7-10			
	Fee range and category	AED 6,400 to AED 6,600 (Very low)			
	Number of lessons observed	104			
Number of joint lessons observed	11				
Staff Information	Total number of teachers	44			
	Turnover rate	19%			
	Number of teaching assistants	6			
	Teacher- student ratio	1:19			
Student Information	Total number of students	814			
	% of Emirati Students	-			
	% of Largest nationality groups	1. Philippines 100%			
		2. -			
		3. -			
	% of SEN students	2%			
	% of students per phase	KG: 15%	Middle: 27%		
Primary: 27%		High: 31%			
Gender	Boys and Girls				



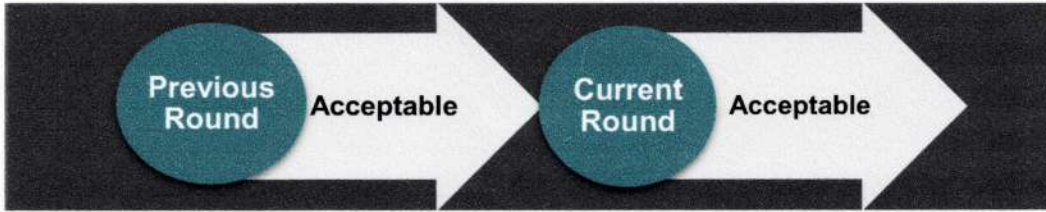
## **Evaluation of the school's overall performance**

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- The overall performance of the school is acceptable. Since the last inspection, curriculum heads have been appointed for English and mathematics, and new teachers have appointed for Arabic and Islamic education.
- Students' achievement is acceptable overall. Student achievement is good in English, social studies, and non-core subjects, and acceptable in mathematics, science and Filipino. Students' achievement is weak in Arabic and Islamic education. Students' learning skills are acceptable overall.
- Students' personal and social development is good. Students' attitudes towards learning are positive and responsible. Their attendance is very good. Students develop a good knowledge and understanding of the UAE culture. Their innovation skills are less well developed.
- The overall quality of teaching and assessment is acceptable. Most teachers have secure subject knowledge and use resources appropriately to promote students' interest and engagement. Assessment data is analysed but insufficiently used to inform lesson planning.
- The overall quality of the curriculum is acceptable. The curriculum is reasonably broad and balanced. It provides for the progressive development of knowledge and skills. The school makes adequate modification to the curriculum to meet the needs of most groups of students.
- The overall quality of protection, care, guidance, and support of students is good. Teachers have established positive and purposeful relationships with the students. Appropriate systems are in place to identify students with special educational needs (SEN) and those who are gifted and talented.
- The overall quality of leadership and management of the school is acceptable. The day-to-day management of the school is good, and partnerships with stakeholders are positive. Senior leaders have been successful in bringing about improvements in most core subjects. Leaders have yet to raise achievement in Arabic and Islamic education.



## Progress made since last inspection and capacity to improve



- Since the last inspection, the school has continued to provide an acceptable quality of education. The principal, with the school leaders, has addressed all the recommendations from the previous inspection, although some more successfully than others.
- The curriculum has adapted in almost all subjects to provide greater depth and challenge. In most subjects, learning objectives are now linked to UAE culture, particularly in social studies. The school has reviewed the curriculum and adaptations are beginning to have an impact on the progress and consolidation of learning in some subjects. Senior leaders have yet to evaluate learning against curriculum targets.
- Senior leaders have not yet developed a suitable language programme for students with no previous knowledge of Arabic. Teachers are still using resources that are not extending or developing language skills in a suitably progressive manner.
- The school has raised the progress and achievement in KG by adopting appropriate principles of child development. Children's learning skills are now acceptable and their attainment has improved in social studies, English, Filipino, and mathematics.
- The school has yet to raise the challenge in learning particularly in Primary and Middle. The use of assessment information to plan students' learning is still not making an impact on improving achievement in most subjects in these phases. In High, more informed use of assessment data combined with more effective teaching is leading to good levels of achievement in English-medium subjects. Teachers use of effective feedback to challenge students' thinking skills remains inconsistent.
- Induction processes for new teachers are in place but the impact is inconsistent. A small minority of teachers do not fully understand the school's policies for setting high expectations.
- Based on the school's implementation of the recommendations from the previous inspection, its capacity to improve is acceptable.



## Key areas of strength and areas for improvement

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### Key areas of strength

- Students' achievement in English, social studies and non-core subjects.
- Students' personal and social development and appreciation of UAE culture.
- Procedures for care, guidance and support for all students.
- Partnerships with stakeholders.

### Key areas for improvement

- To continue to raise the attainment and progress in all subjects by:
  - i. using assessment information to adapt learning objectives to meet the needs of all students
  - ii. providing activities that cater for the ability of different groups
  - iii. providing more opportunities to develop students' critical thinking skills
  - iv. providing students with high quality feedback that shows them how to improve their work.
- To improve the achievement in Arabic as a second language and Islamic education by:
  - i. developing a suitable language programme
  - ii. ensuring students' language skills are developed in a progressive manner
  - iii. providing appropriate learning resources to motivate learning and develop language skills
  - iv. providing training and development to teachers on how students learn best.
- To monitor teaching and learning in order to bring about rapid progress by:
  - i. using external data to set and monitor curriculum targets
  - ii. monitoring the impact of initiatives and teacher induction processes
  - iii. further building the capacity of middle leaders.



## Provision for Reading

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- The school has set up a small library area which contains a range of fiction and non-fiction books. There are tables and chairs to use for private study. The area is occasionally used by classes for reading and research.
- Reading is a major part of the school's development plan. The school is raising awareness of the importance of reading, and how reading for pleasure and for information can assist in students' personal development.
- The school has introduced a number of on-line reading programmes for Filipino and English reading. Both these programmes identify gaps in students' reading skills and provide on-line differentiated exercises. Students are timetabled to use the on-line programmes in a dedicated computer laboratory weekly.
- There is designated time in most lessons for reading. The promotion of reading in Arabic is less well-developed.
- Teachers have received professional development in the teaching of reading and this is being well utilised. Consequently, reading skills are showing improvement through the School Readiness Assessment. The school monitors students' progress in reading.
- The teachers encourage students to develop a love of reading. Students are encouraged to read at home and keep reading journals. Special events are organised such as readathons, book fairs and book character days. Students' awareness of reading is raised in classes and encouraged through special projects.



## Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Weak	Weak	Weak
	Progress	N/A	Weak	Weak	Weak
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 an Additional Language)	Attainment	Weak	Weak	Weak	Weak
	Progress	Weak	Weak	Weak	Weak
Social Studies	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Language of Instruction	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Acceptable	Acceptable	Acceptable	Good



### Overall achievement

- The overall quality of students' attainment is acceptable. Overall, students' achievement is good in English and social studies, and acceptable in mathematics, science and Filipino. In High, students' achievement is good in all English-medium subjects and acceptable in Filipino. Across all phases, students' attainment in Arabic and Islamic education is weak and progress is also weak. Students' learning skills are acceptable.
- Internal assessment data for 2017 indicates that the majority of students attain above age-related expectations in English-medium subjects and Filipino. Attainment is weak in Arabic and Islamic education.
- The school's IBT examination results over a three-year period indicate weak attainment overall but good in English. The school pre-test for PASS (Performance Assessment of Standards & Skills) shows that students are very proficient in English and science. The school is awaiting the examination results for post-test.
- In lessons and in their recent work, most students demonstrate levels of knowledge and skills that are at least in line with curriculum standards except in Arabic and Islamic education where overall attainment is below curriculum expectations.
- Progress of different groups of students is acceptable overall. Students with special educational needs (SEN) make similar progress to other groups.

### Subjects

- Students' achievement in **Islamic education** is weak. Most students attain below curriculum standards. They possess inadequate knowledge and understanding of the basic Islamic concepts and Quran recitation skills. They have limited understanding of the main ideas in the Quran verse and in Hadeeth.
- Students' achievement in **Arabic as an additional language** is weak. Most students attain levels that are below curriculum standards. Students' reading, listening, speaking and writing skills are weak overall. A few can read with reasonable accuracy and understand and apply grammar rules. Most students are unable to express ideas in day-to-day conversations.
- Students' achievement in **social studies** is good. The majority of students attain levels above curriculum standards. They demonstrate knowledge and understanding of the main celebrations in the UAE. In High, students understand how policies relevant to education have an impact on learning.
- Students' achievement in **English** is good. The majority of students attain levels that are above curriculum standards. Students' reading, listening, speaking and writing skills are above external benchmarks. In KG children



speak fluently and can conduct a simple conversation with accurate use tenses and vocabulary. Students throughout the other phases can conduct fluent conversations, express an opinion and take part in debates.

- Students' attainment and progress in **mathematics** is acceptable. Most students are in line with curriculum expectations. Children in KG can count up to twenty and use simple addition. Students in Primary and Middle can calculate using number and algebra in line with curriculum expectations. Students in High apply mathematical knowledge and concepts well when problem solving.
- Students' attainment and progress in **science** is acceptable. Most students attain in line with curriculum expectations. Students in KG and Primary can talk about the seasons, weather and weather patterns. They are beginning to conduct simple scientific investigations. In Middle, most students can conduct scientific investigations in line with curriculum expectations and make predictions about changes in the climate. In High, students are familiar with climatic phenomena that occur at a global scale.
- Students' achievement in **Filipino** is acceptable. Most students attain levels and progress in line with curriculum expectations. Most students can speak, read and write at a basic level, but only a majority can speak, read and write with fluency and understanding.
- Students' achievement in **other subjects** is good overall. The majority of students demonstrate levels that are above curriculum standards. In physical education, students participate in competitive sports and enjoy basketball. In music, students can sing in tune and use harmony. In Middle and High, students express their creativity in art by recycling household items into fashion clothes. Students' computer skills throughout the phases are competent in PowerPoint presentations.

#### **Learning skills**

- Student's learning skills are acceptable overall. Students in all phases have positive attitudes to learning. They participate fully in activities both independently and in groups. Students can talk about their work. They do not always apply higher-order thinking skills or problem solving sufficiently in their learning. However, students in High use critical thinking, research and innovation skills in their independent research projects.

#### **Areas of Relative Strength:**

- Achievement in English, social studies and other subjects.
- Students' positive attitudes to learning.



**Areas for Improvement:**

- Students' achievement in Arabic and Islamic education.
- Attainment in mathematics, science and Filipino.
- Students' problem-solving and higher-order thinking skills.

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

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

- Students' personal and social development and innovation skills are good overall. Their personal development is very good. Students' attitudes towards learning are positive and responsible.
- Students enjoy coming to school and this is reflected in their punctuality and attendance which, at 97%, is very good. Relationships between students and staff and are very respectful, and this results in a calm, purposeful learning environment.
- Students feel safe and secure in school. They demonstrate exemplary behaviour and bullying is rare. Students have a good understanding of healthy eating which is demonstrated by their food choices.
- Students develop a good understanding of UAE, culture and heritage. They contribute respectfully to daily assemblies. Students participate in celebrations of national importance. However, their understanding of other world cultures is less well developed overall.
- The student council representatives from Middle and High perform active leadership roles. They promote and support the safety of all students and have representation at governing body meetings. Students demonstrate their understanding of social responsibility through donating to the Red Crescent and visiting local hospitals
- Students demonstrate care for the environment. They participate in recycling projects; collectively they keep the school litter free. However, their enterprise and innovation skills are less well developed in lessons.



**Areas of Relative Strength:**

- Students' positive attitudes and exemplary behaviour.
- Student attendance and punctuality.
- Respectful relationships between students and staff.
- Knowledge of UAE culture.

**Areas for Improvement:**

- Students' enterprise and innovation skills.
- Knowledge and understanding of other world cultures.

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### Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. Most teachers have secure subject knowledge. Most teachers vary activities and use resources appropriately to promote students' interest and engagement. However, this is less effective in Arabic and Islamic education.
- Teachers make adequate links to other subjects to make learning meaningful. However, this is not yet an embedded feature of all lessons, particularly in Arabic and Islamic education.
- Most teachers use questioning and dialogue appropriately to check students' understanding. However, students are not always challenged to achieve at a higher level. In a minority of lessons, students complete unfinished work with no opportunity for planned new learning.
- Enabling students to use their skills of critical thinking, problem solving and higher order thinking is not consistent across subjects or phases.
- Internal assessment processes are applied consistently. Assessment information is analysed accurately. However, it is not used well to inform planning or differentiate teaching activities to match the needs of different groups. The school benchmarks students' academic outcomes against international expectations. This information does not inform targets for subject areas.
- Most teachers mark students' work and have a reasonable understanding of how their students are performing. They do not always use quality feedback information to inform students about how to improve their work.

#### Areas of Relative Strength:

- Teachers' subject knowledge.
- Most teachers' use of activities and resources to engage students.
- Internal assessment processes.

#### Areas for Improvement:

- Differentiated activities to match ability groups.
- Use of assessment information to inform lesson planning
- Quality of teaching in Arabic and Islamic education.
- Providing students with information about how to improve.



## Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is acceptable. The curriculum closely follows the Philippine curriculum. It is reasonably broad, balanced and age-appropriate.
- The curriculum provides for the progressive development of knowledge and skills. It builds well on students' previous achievement and is consistent with the 'spiral progression' approach in most key subjects. Students are adequately prepared for their next phase of education.
- The range of subjects offered allows for a sufficiently broad choice for students to develop their talents, interests and aspirations in the arts, sports and academics.
- Some cross-curricular links are planned but they do not fully facilitate students' transfer of learning between different areas.
- The school does not provide a suitable language programme for students with no previous knowledge of Arabic. In Arabic and Islamic education, teachers use resources that are not extending or developing language skills in a suitably progressive manner.
- The school makes adequate modification to the curriculum to meet the needs of most groups of students, but less so for the more-able.
- Opportunities for enterprise, innovation, creativity are inconsistent across curricular areas. Innovation is also limited by the lack of resources available for students.
- Moral education is taught as a standalone subject and is also well embedded in most subject areas. This is having a positive impact on students' attitudes and behaviour.

### Areas of Relative Strength:

- Provision for the progressive development of knowledge and skills.
- The breadth of subjects and extra-curricular activities on offer.



### **Areas for Improvement:**

- Planning and adaptation in Arabic and Islamic education.
- Modification to meet the needs of the more able.
- Opportunities for innovation, enterprise and enhancement.
- Cross-curricular links to enhance learning.

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

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

**Overall Summary:**

- The overall quality of protection care, guidance and support for students is good. The school consistently provides a safe, secure and hygienic environment for all staff and students.
- Students are supervised throughout the school and safety checks are frequent and rigorous. Buildings and equipment are well-maintained and accurate records are kept. Arrangements for transporting all students are effective.
- The promotion of healthy lifestyles is successful. Students have access to extracurricular sport activities including basketball. The school nurse provides support to students on healthy lifestyles and personal hygiene.
- Teachers have established positive and purposeful relationships with the students and consistently promote the school's values of 'outstanding behaviour and positive human relationships'.
- The school has comprehensive systems in place for promoting attendance and punctuality.
- The school has appropriate systems in place to identify students with SEN and those who are gifted and talented G&T. The school provides appropriate support for students with SEN through individualised learning. Provision in lessons is less well developed. Support for the more able students is inconsistent.

**Areas of Relative Strength:**

- Safe secure and hygienic environment.
- Effective behaviour management systems.
- Systems to promote attendance and punctuality.

**Areas for Improvement:**

- Support in lessons for students with SEN.
- Provision for students who are gifted and talented.



## Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"><li>• The overall quality of leadership and management is acceptable. The principal and senior leaders set the direction of the school and demonstrate a commitment to the UAE national priorities. There is a shared agenda to set a fully inclusive learning environment that prepares students to 'adapt to the complexities and challenges of a changing world'.</li><li>• Educational leadership is devolved. The principal sets a culture of collective responsibility and encourages staff to work as a team to promote a culture of continuous improvement. The role of middle leaders in raising attainment is less well developed.</li><li>• The school self-evaluation (SEF) and school development plan (SDP) are informed by evidence including both internal and external data. The principal adopts a collaborative approach to inform the SEF with all teachers taking responsibility for performance standards. The school improvement plans are based on detailed actions and well-focused goals. Although this has led to improvement achievement in KG and High, the impact on other phases is less consistent.</li><li>• The school monitors teachers adequately. They have knowledge of the performance of teachers' strengths and areas for improvement. All staff receive ongoing professional development.</li><li>• Partnerships with parents and the wider national and international community are good. The school is successful in engaging parents in their children's education. Reporting strategies provide parents with key information on their children's achievements.</li><li>• The governor and parents' councils take an active part in school life and work on activities including UAE celebrations. The governing body seeks and considers the views of stakeholders to inform the decision-making process.</li></ul>	



- The management of the day-to-day life of the school is well organised. The school is adequately staffed. Some specialist learning areas are less well resourced.
- School leadership had promoted attainment in international assessments through teaching strategies that have raised students' achievement in English. They take part in mock PISA and the IBT international assessment.

#### **Areas of Relative Strength:**

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- Commitment to UAE priorities.
- Relationships and communications with all staff.
- School self-evaluation and school improvement processes.
- School governance.

#### **Areas for Improvement:**

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- Leadership's role in raising attainment in Arabic and Islamic education.
- Further building middle leaders' capacity to raise attainment.
- Ensuring SEF and SDP result in improvements in all phases.