



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Private School Inspection Report

Philippine-Emirates Private School

Academic Year 2016 – 2017

Iqraa

Philippine-Emirates Private School

Inspection Date	January 23, 2017	to	January 26, 2017
Date of previous inspection	March 1, 2015	to	March 4, 2015

General Information	
School ID	250
Opening year of school	2013
Principal	Rosemarie T. Natividad
School telephone	+971 (0)2 585 8041
School Address	Baniyas East 8, Abu Dhabi
Official email (ADEC)	PhilippineEmi.pvt@adec.ac.ae
School website	http://www.philippineemiratesprivateschool.ae
Fee ranges (per annum)	Very low to low: AED 6,000 to AED 13,000
Licensed Curriculum	
Main Curriculum	Philippine Curriculum
Other Curriculum (if applicable)	----
External Exams/ Standardised tests	International Benchmark Tests (IBT)
Accreditation	----

Students		
Total number of students	1457	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	201
	Primary:	692
	Middle:	389
	High:	175
Age range	4 to 17 years	
Grades or Year Groups	KG to Grade 11	
Gender	Girls and boys	
% of Emirati Students	0%	
Largest nationality groups (%)	1. Filipino: 99%	
	2. American: 0.5%	
	3. Pakistani: 0.4%	
Staff		
Number of teachers	59	
Number of teaching assistants (TAs)	17	
Teacher-student ratio	KG/ FS	1:28
	Other phases	1:35
Teacher turnover	15%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	113
Number of joint lesson observations	7
Number of parents' questionnaires	11; (return rate 1%)
Details of other inspection activities	Inspectors held discussions with the owner, senior managers, teachers and other members of staff, students and parents. They reviewed a wide range of school documentation and students' work. They observed assemblies, school activities, arrivals, departures and intervals.

School	
School Aims	Philippine-Emirates Private School's aim is to be 'an institution of real learning.'
School vision and mission	'To prepare students to become successful learners who are able to develop the skills and qualities necessary for learning, life and work in the 21st century'. Its mission is 'to enable the Filipino children to exercise the right to acquire quality education through a Philippine curriculum which is at par with global education of today.'
Admission Policy	The school has an open admission policy, subject to vacancy. A diagnostic test is given to all children and students to assess learning needs and aptitudes on entry.



Leadership structure (ownership, governance and management)	The school is jointly owned by two proprietors. There is a newly constituted governing body which includes the two proprietors and three other members. The day-to-day running of the school is delegated to the principal and vice principal. There are coordinators for each subject who have responsibility for the subject from KG through to Grade 12.
--	--

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 internally
Intellectual disability	3	3
Specific Learning Disability	0	1
Emotional and Behaviour Disorders (ED/ BD)	2	3
Autism Spectrum Disorder (ASD)	3	0
Speech and Language Disorders	1	1
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	0
Psychomotor ability (e.g. dance or sport)	0

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

The school was judged to be:	Band B	Acceptable
------------------------------	--------	------------

	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						

Summary Evaluation: The school's overall performance						
---	--	--	--	--	--	--

The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is acceptable. The school provides a safe and harmonious learning environment for students and is effectively led by a caring and well-supported principal. Students reach acceptable levels of achievement except in Arabic and Islamic education where they are weak. Attainment in English and science is good in the middle phase. Older students are developing as mature young adults and are good role models. Relationships between students and teachers are always respectful. Most teaching is generally effective in promoting students' learning but does not always stimulate and challenge all students. The curriculum is enhanced with a wide range of clubs and activities which cater for students' interests. The school's internal assessment procedures do not always provide an accurate account of students' attainment. More could be done to identify and provide for students who are gifted and talented (G&T). Students who are identified as requiring additional support for their learning are identified well but not always supported effectively in lessons.

Progress made since last inspection and capacity to improve

The school has made acceptable progress since the last inspection. Students' progress and attainment in mathematics, science and social studies have improved. The school now has an independent governing board to offer impartial and critical advice. The owners have made significant investments in science and information communication technology (ICT) laboratories and KG materials. Teaching and library resources are still limited. However, all classrooms have a data projector. Senior and middle leaders have clear responsibilities for students' academic and personal development. This has not yet had a significant impact across all areas of the school. Overall, school leaders have acceptable capacity to improve the school further.

Development and promotion of innovation skills

The school promotes innovation skills well in clubs and activities. A significant minority of students are developing their innovation, enterprise and creativity skills through project work and clubs outside of lessons. Corridors and reception areas display artefacts made from recycled materials. Students have built robots and made innovative use of recycled materials to manufacture models of alternative sources of power. Innovation skills are not routinely planned for or delivered in most lessons, however.

The inspection identified the following as key areas of strength:

- the respectful relationships between students, their peers and teachers that promote a positive and harmonious learning environment at the school
- the promotion and appreciation of UAE, Filipino and other world cultures
- the wide range of clubs and activities that cater for students' interests and promote their personal development
- older students' development as mature, responsible young adults with a secure appreciation of environmental and global issues.

The inspection identified the following as key areas for improvement:

- the compliance issues involving staff appointments and student enrolment
- the levels of attainment reached by all students, particularly in Arabic and Islamic education
- opportunities in lessons to develop all students' innovation and higher order skills such as critical thinking
- the identification of and provision for students who require additional support for their learning and for those who are gifted and talented
- the provision and use of a wider range of high-quality resources, particularly ICT.



Performance Standard 1: Students' Achievement

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

The overall quality of students' achievement is broadly acceptable. The early emphasis on respectful and cooperative class routines ensures children make at least acceptable progress across most subjects in their first experiences at school. Teachers' internal assessments indicate that all students are reaching very good or outstanding levels of attainment when matched to the curriculum standards. However, students' attainment in lessons and their ongoing coursework indicates attainment below these levels. International Benchmark Tests (IBT) for English, mathematics and science indicate that students generally performed less well compared to international averages. The progress made by different groups of students is similar.

Students' achievement in Islamic education is weak overall although attainment in classwork is acceptable in the primary where most students have the basic knowledge and understanding of Islamic principles. In Grade 1, for example, most students can recite the verses of the Holy Qur'an in line with expectations for their age group. However, these standards of attainment are not sustained and most students make weak progress across the grades and by the time they reach the high phase, the majority do not demonstrate the knowledge in Islamic concepts or the recitation skills in line with expectations.

Students' achievement in Arabic as a second language is weak overall although attainment is acceptable in KG. In KG2, most children are able to identify the alphabet letters and sound them correctly. Students make weak progress across the primary and middle phases and by Grade 7, for example, students are unable to respond accurately to simple questions. By Grade 11, the majority of students' understanding, reading, writing and speaking skills remain weak.

Students' achievement in UAE social studies is acceptable with most students attaining levels and progressing in line with curriculum expectations. In the primary phase for example, most students can compare the UAE past with the present and give examples. By Grade 6, students are aware of UAE maritime industries and can explain the causes for the decline of pearl fishing. Grade 7, students work collaboratively to present the achievements of the UAE in security, health and agriculture.

Students' achievement in English is acceptable overall. By the end of Grade 6, for example, most students are confident speakers of correct English and they can analyse the different types of museums and discuss with their peers why museums are important. Attainment is good in the high school phase where they make very good progress in reading, writing, listening and speaking. In Grade 10, for example, most students demonstrate their good understanding of writing styles. They can

distinguish between literal, figurative and critical descriptions of objects. Older students work productively as individuals or in groups and can write critically when discussing texts.

Students' achievement in mathematics is acceptable in the primary, middle and high school phases. Children make very good progress in KG and quickly develop their number skills through a range of practical counting activities, thereby attaining very well. In Grade 1, students achieve in line with age-appropriate expectations including, for example, as they develop their understanding of fractions through innovative use of everyday experiences. In Grade 4, they progress well and show their understanding of fractions using geometric shapes. Most understand and can explain the numerator and denominator of a fraction in age-appropriate ways. Students in middle and high phases use scientific calculators effectively to solve trigonometric functions.

Students' achievement in science from KG to middle phase grade levels is acceptable. Most attain in line with curriculum expectations. Achievement is good in the middle phase, by when their scientific inquiry skills are more fully developed. Most students in this phase can describe, measure, compare and predict scientific outcomes. In the lower grades, students can describe and label the parts of a plant or the internal organs of the body. By Grade 11, most students can explain how geological formations have formed and what happens over time.

Students' achievement in other subjects, including Filipino, is acceptable. Students enter the school with a wide range of experiences in using Filipino. They acquire an age-appropriate range of speaking, vocabulary and comprehension skills through primary to high school phases. By the end of middle school, for example, most students speak clearly and confidently when discussing literary works and current national and global issues. Students' achievement in Philippines social studies is acceptable. Most students attain in line with curriculum expectations. For example, most Grade 7 students understand the consequences of wars, in particular the Japanese war in the Philippines. Most can also link their understanding of Philippines and UAE social studies. For example, Grade 6 students make interesting comparisons between the fishing industries of the Philippines and UAE. Students participate enthusiastically in physical education (PE) lessons. Participation is invariably 100 per cent and students are immaculately dressed in appropriate school sports kit. Swimming is taught expertly and as a consequence most students are confident swimmers. Students' singing is impressive because of expert, enthusiastic teaching. Students in primary and middle phases are developing a range of competent artistic skills in several different media. High school students are reaching at least acceptable levels of attainment in the optional subjects of

philosophy, business mathematics and communication skills.

Students' learning skills are acceptable overall but good at the KG where they work diligently and productively as collaborative and independent learners. Older students communicate their work clearly and confidently in class presentations. They assess their own and each other's work critically and with insight. Opportunities to develop their higher order skills in areas such as creativity and innovation are developing through regular club and home-based activities, but not yet sufficiently in lessons.

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	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

Students' personal and social development is good. Most students are well behaved in lessons and around the school. A few students become boisterous when unsupervised between classes and in lessons when teaching fails to hold their interest. All students show respect for their peers, their teachers and other adults. Students work productively as independent learners and collaborate well when working on group tasks. Older students are developing as mature, responsible young adults with a secure appreciation of environmental and global issues. Students in high school phase are good role models for younger students. Most have a secure understanding of healthy lifestyles and participate enthusiastically in sports activities. Attendance is very good at 96% and students are punctual.

Most students have a secure appreciation and understanding of Islamic values and UAE society and culture. Many have produced artefacts and drawings of UAE history and traditions which are on display around the school. The Arabic dancing by boys at

assembly is impressive. Students also demonstrate a clear understanding of their own cultures. They perform traditional folk dances and practise Filipino sports with enthusiasm. Their understanding of other world cultures is promoted well, for example, through their participation in United Nations Day and Tolerance Day.

Most students are aware of their responsibilities in the school. The classroom environment is kept clean and tidy. Students have a strong council through which they demonstrate leadership skills. Most students are aware of important environmental issues relating to sustainability and conservation. A few students have participated in environmental activities that support sustainability such as planting trees. Innovation skills are not yet strong enough because they are not promoted in lessons.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
------------------------------------	----	---------	--------	------

Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Weak	Weak	Weak	Weak

The overall quality of teaching is acceptable and assessment is weak. Most teachers have appropriate subject knowledge and are secure in their understanding of how to deliver their subject. All teachers use a common lesson plan format but few lessons have clearly defined learning outcomes which are explained and assessed. Teaching is more effective and students make better progress when they are presented with open-ended, stimulating activities and given opportunities to present and share their work. In an effective Grade 5 mathematics lesson, for example, students worked collaboratively in groups, sharing ideas and formulating possible answers before presenting their work for peer evaluation. Students who require additional help with their learning are not supported effectively enough in lessons. Most lessons are dependent on textbooks and worksheets. The use of ICT and high quality resources in lessons is limited. Teaching to develop collaboration and independent learning skills is generally acceptable.

Internal assessment procedures are generally regular and focused on relevant curriculum standards, but with inconsistent application in lessons. They are not moderated in a way that ensures they are realistic and accurately reflect the range

of students' attainment and progress. The school's continuous assessment data is not accurately benchmarked against national or international standards. Teachers have an appropriate understanding of students' strengths and weaknesses. A minority of teachers use targeted questioning well in lessons to assess students' progress and understanding of the lesson's intended outcomes. Students in the high school are given more opportunities to critically explain and assess their own and others' work than those at other phases.

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 school implements the Philippine curriculum for all of its students, with required provision of UAE social studies, Islamic education and Arabic as a second language. The range of additional subjects provides a broad and balanced experience for most students. Students in high school phase can choose between a science and mathematics based curriculum or a humanities based one. Most subjects build on learning from previous years. Cross-curricular links are not methodically planned so that students do not often apply their learning across subjects. The curriculum is reviewed annually to ensure appropriate coverage. The school has yet to review the curriculum to ensure that it meets the needs and aspirations of all students, particularly in providing sufficient challenge and progression for all.

The curriculum has been appropriately modified to ensure it includes a range of academic and practical subjects as well as the inclusion of topics which promote students' personal and social development. It has not yet been modified to ensure it fully meets the needs of those who require additional support with their learning and those who are gifted and talented. ICT is not fully embedded in the planning and delivery of all subjects or for cross-curricular themes. Many students participate in community activities arranged by the school. These include presenting cultural songs and dances at malls and other schools. The school participates in a range of sporting activities including the interschool competition between Philippine schools



in which, commendably, they became overall champion in 2016. Links with the Philippine Embassy provide opportunities for students to perform cultural programmes for the expatriate community.

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	Acceptable	Acceptable	Acceptable	Acceptable

The quality of protection, care, guidance and support for students' is good overall. Procedures for safeguarding, including child protection, are effective. All teachers receive annual safeguarding training including safe use of the internet. Students are supervised well when arriving at and leaving school. They are accompanied by monitors on all bus journeys and registers are routinely checked. The school promotes healthy lifestyles well. The nurses provide regular information to students through assemblies and planned lectures on healthy living and eating. Regular checks are made to ensure students bring healthy food to school. Students are actively encouraged to participate in sporting activities during assemblies, PE lessons and additional extra-curricular options. The lift was not working during inspection week.

Care and support for students is acceptable. Relationships between students and teachers are respectful. Students view teachers as their elders and second parents at the school and this is reflected in their attitude in lessons and activities. All students have confidential access to adults if needed. The school has very effective procedures to monitor and promote student attendance. Students with additional or specialist learning needs are identified well at the school but are not systematically and routinely supported in lessons. Students with particular gifts and talents are not yet routinely identified. The school provides appropriate careers guidance to students, for example through careers events for the older ones. General academic guidance is not as effective as it could be. The school does not yet analyse its internal assessment data to track individual students' progress and provide an accurate assessment of their attainment against curriculum standards.

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	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

The overall quality of leadership and management is acceptable. The school's vision and mission are known and practised by everyone. All staff are involved in setting and implementing the school's improvement agenda. UAE culture and heritage are appropriately integrated into school priorities, planning and daily life. School leaders have a secure knowledge of the curriculum but are yet to implement internal assessment practices that accurately reflect students' attainment levels. The school provides a harmonious environment for students, teachers and other adults. Relationships are respectful and professional among staff.

School leaders have an appropriate understanding of the school's general strengths and areas for improvement. The school has made progress in addressing most of the recommendations from the previous inspection report through its school development plan (SDP). The self-evaluation form (SEF) is comprehensive but not yet based on an accurate assessment of student performance. Teaching is monitored and appropriate professional development offered to teachers. School leaders have a generally accurate assessment of the relative effectiveness of teachers but this is yet to have a significant impact on improving the consistency of teaching.

Parents are kept informed regularly about their child's academic and personal development. They have effective access to the principal and teachers. The recently established Parents' Council is yet to have a significant impact on the life of the school. The school has established effective partnerships with local and Filipino universities, the Red Crescent and the local Civil Defence.

The school's governing body ensures that the school delivers well for the local Filipino community. The owners provide regular support and guidance to school leaders through weekly meetings. The principal is effectively held to account for the academic performance of the school.



The school functions efficiently on a daily basis. Students are supervised effectively during the day although teachers' movement between lessons means that some classes are left unsupervised. The school is fully staffed but not all staff have been officially approved. KG premises are appropriate but the large numbers of children stretch the resources available. Science and ICT laboratories are sufficient and used well. Most teachers use a data projector in their lessons but these have yet to be mounted as permanent fixtures. Students benefit from an indoor swimming pool but other PE facilities are very limited.

What the school should do to improve further:

1. As a priority, deal with the compliance issues involving staff appointments and student enrolment.
2. Improve attainment and progress by:
 - i. using data more effectively to provide clear, relevant targets for individual students and grades, particularly in Arabic and Islamic education
 - ii. ensuring more effective monitoring of lessons which focuses on what students are learning, how they are learning and the assessment of that learning
 - iii. setting clearly defined improvement targets for all subjects which are closely monitored by middle and senior leaders.
3. Improve teaching by:
 - i. providing more opportunities in lessons to develop all students' innovation and higher order skills
 - ii. providing all students with challenging tasks and activities in lessons, particularly the more-able students
 - iii. ensuring lessons are planned and delivered using a range of stimulating resources
 - iv. ensuring that every student has regular access to high-quality information and communications technology.
4. Improve assessment by:
 - i. ensuring assessment procedures provide accurate measures of students' attainment and progress
 - ii. ensuring all lessons include relevant assessment activities, including using targeted questioning effectively.
5. Improve the curriculum by:
 - i. improving the provision and in-class support for students who require additional support for their learning
 - ii. improving the procedures for the identification of and provision for students who are gifted and talented.