



دائرة التعليم والمعرفة
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AND KNOWLEDGE

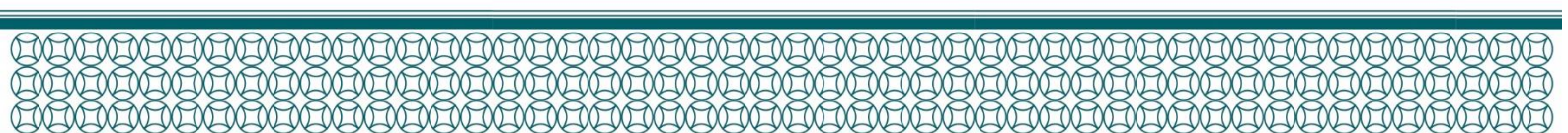
Inspection
Report of

Philippine Emirates Private School

Overall
Effectiveness

Weak

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Philippine Emirates Private School		
School ID:	250	School phases:	KG-G12
School Council: **	N/A		
School curriculum: *	Philippine	Fee range and category: *	AED6000-AED12000 Very low to low
Address:	Baniyas East 8 Abu Dhabi	Email:	philippineEmi.pvt@adec.ac.ae
Telephone:	+971(0)25858041	Website:	http://www.philippineemiratesprivate.school.ac

Staff Information			
Total number of teachers	52	Turnover rate	39%
Number of teaching assistants	11	Teacher-student ratio	KG: 1: 26 G1-12:1:16

Students' Information				
Total number of students	970		Gender	Boys and girls
% of Emirati students	0%		% of SEN students	0.6%
% of largest nationality groups	97% Philippine		0.4% Pakistan	0.3% British
% of students per phase	KG	Primary	Middle	High
	16%	47%	23%	14%

Inspection Details				
Inspection dates	from:	20/01/1440	to	23/01/1440
		23/09/2018		26/09/2018
Number of lessons observed:	105		Number of joint lessons observed:	7



The overall performance of the school:

- School numbers have dropped significantly and the turnover of teachers is high. A notice of concern has been issued because statutory requirements are not met.
- Overall, the school is weak. Governors and school leaders have not ensured that the school is compliant with regulations about the licensing of staff and the curriculum standards for Arabic. School improvement documents do not identify quantifiable measures to enable leaders to monitor school performance. There has been no improvement in the quality of teaching nor in the rate of progress students make, since the previous inspection. New middle leaders have been appointed but as yet are unclear about their responsibilities. Arabic has declined to very weak and Islamic education to weak.

Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	• Progress in most subjects across the school is acceptable. There is good progress in English in the middle and high school. Students' achievement in Arabic is very weak as a result of weaknesses in teaching and a non-compliant curriculum. Achievement in Islamic Education is also weak overall, but this is taken by only a small number of students. • Different groups of students make acceptable progress.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	• Students have a good awareness of healthy life styles and participate enthusiastically in physical education classes. • Students' participate in the local community, making donations to the local hospital and their own community both in the UAE and in the Philippines. • Students' innovation and critical thinking skills are underdeveloped across many subjects.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	• Most teachers, other than in Arabic and Islamic Education, have sound subject knowledge and pedagogy. • The effectiveness of classroom management and the pace of learning are inconsistent. Few teachers use assessment in lessons to make adaptations to meet the needs of students. • Assessment is not sufficiently systematic or thorough, across the school, for teachers to check the progress students make.		



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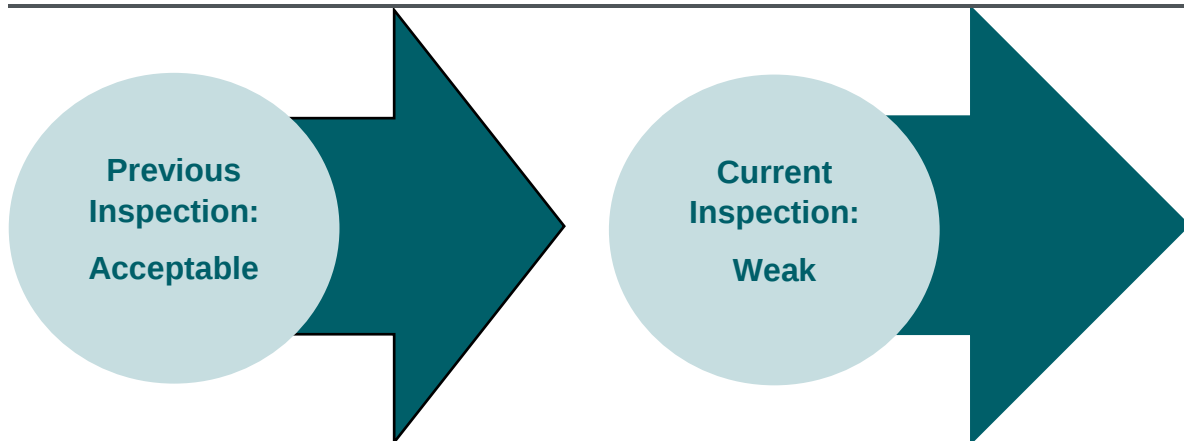
Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- The school is not compliant with the MoE curriculum for Arabic, so that students do not learn the subject at an age-appropriate level - The use of English as the main medium of instruction, supports cross-curricular links. - Moral values are promoted well through moral education and a range of associated activities.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Weak	Change from previous inspection	Regressed
Justifications	- Policies and procedures for the welfare and safeguarding of students are in place and understood, but a fifth of the staff are unlicensed and this poses a safeguarding concern. As a result, this standard has declined since the last inspection. - The promotion of safe and healthy living is systematic across the school. - Students feel well supported both personally and academically.		

Performance Standard 6	Leadership and management		
Judgment	Weak	Change from previous inspection	Regressed
Justifications	- The school remains non-compliant with key regulations as it was at the last inspection. - Governors have insufficient knowledge of the school's performance. - School improvement documents are not sufficiently precise nor do leaders review their progress against targets.		



Progress made since last inspection and capacity to improve



- The school has made limited progress in implementing the recommendations in the previous inspection report.
- Achievement is very weak in Arabic and weak in Islamic education. It is acceptable in other subjects, where the most recent external examinations show some improvement in students' attainment.
- Students are keen to learn, but the overall quality of teaching does not allow them to build their skills in critical thinking and innovation. Teachers do not check students work frequently enough to provide them with the clear guidance they need to improve their work.
- The school's systems to collect and analyse information about the progress students are making has not enabled senior leaders to accurately assess the achievement of learners. Teachers continue to lack the information needed to plan activities that match closely to the abilities of the different groups of students.
- Planning shows differentiation but not consistently so for students with special educational needs or for gifted and talented students.
- Currently, there is no special educational need coordinator. The school have provided in-class support for students with additional needs and this is continuing. The assistant is working with teachers and parents to identify other students in need of support.
- Students now have better access to learning technology as some ICT equipment has been purchased.
- As at the time of the previous inspection, governors have not ensured that the school meets statutory regulations, including for staff appointments. This raises concerns for the safeguarding of students.
- Overall, the capacity of school leaders, including governors, to improve the school further is weak. Self-evaluation and school improvement planning have not been effective enough to address key weaknesses in the school's provision.



Provision for Reading



- Provision in the library is weak. The book stock is limited. Most students do not regard the library as an important resource for learning. It is sometimes used by classes
- Reading for comprehension is good in English. It is acceptable in Filipino and weak in Arabic. There is no evidence of structured programmes for reading in Arabic. Comprehension in Filipino is acceptable
- The recently appointed librarian is creating new systems. Currently, there is no annual plan for improving the library
- Staff teaching English reading are good at promoting reading at age-appropriate levels. Arabic teachers seldom, if ever, teach reading in Arabic
- Reading in English is well integrated into most subjects. Filipino is used properly in this English medium school, but Arabic is not integrated into learning
- Many classrooms do not provide displays which promote reading. Some have mini-libraries
- Assessment of reading is in English. Filipino is part of the usual internal and external test measures. In Arabic, no evident assessment is made of progress because there is no Arabic reading in the curriculum



Key areas of strength and areas for improvements:

Key areas of strength

- The positive and professional relationships that exist between all members of the school community help to support students' good attitudes to learning.
- The way in which students across the school relate their learning in English to their understanding of other curriculum areas, including UAE culture and heritage.
- The school's effective promotion of students' understanding of how to lead healthy lifestyles.
- Students' exposure to a range of activities which help them to develop a good understanding of moral values.

Key areas for improvement

- Improving teaching and learning, to raise standards of achievement in all subjects but especially in Arabic and Islamic Education, by:
 - providing more opportunities for students to read and write in Arabic
 - using appropriate materials to teach Arabic and Islamic education
 - developing students' skills, especially the most able, in innovation, critical thinking, enterprise, research, scientific methodology and entrepreneurial skills, to make links with the wider world
 - using assessment information to plan lessons
 - providing targeted professional development for all teachers and other adults working with students, in the use of 21st century teaching strategies
 - making use of the existing expertise within the school to support classroom management and organisation
 - ensuring that the curriculum is compliant with standards for Arabic.
- Improving assessment by:
 - robustly analysing data to track the progress of students through the year
 - using the information generated within lessons, to plan and meet the needs of all learners
 - using ongoing assessment within lessons to adapt the lesson, to the emerging needs of the students
 - ensuring that students know how to improve their work through the use of marking and critical feedback.
- Ensuring that statutory requirements are met by:
 - ensuring that the school has a valid license
 - ensuring that those responsible for the hiring of teachers are familiar with the qualifications required to teach specific subjects
 - ensuring that all teachers have the correct visas and licences.
- Ensuring that leaders effectively monitor school performance by:
 - understanding the school's strengths and areas for development
 - reviewing targets at regular intervals throughout the year
 - improving the effectiveness of governors in checking on the school's performance and holding senior leaders to account for student achievement
 - holding discussions with students about their learning and progress
 - discussing students' work with phase and/or subject leaders
 - providing appropriate training for new leaders in the monitoring of teaching and learning with a focus on student achievement



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- providing training for all leaders in the use of assessment to monitor the progress of students from their starting points.
- Ensuring that school improvement documents are used effectively to raise standards by:
 - using the most recent internal and external assessment data to set quantifiable targets for each subject and phase of the school
 - reviewing student achievement in relation to these targets at regular intervals, throughout the year, and adjusting where necessary.
- Providing appropriate resources and facilities to address key weaknesses by:
 - improving the physical environment to support outdoor learning in KG and primary phases and the teaching of some aspects of PE
 - ensuring that older students have adequate space for recreational activities at break times and lunch-times
 - identifying key resources to use in lessons to support students' learning and progress in all subjects
 - ensuring that the library book stock is updated to adequately reflect all three languages taught in the school.



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Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Very Weak	Very Weak	Very Weak
	Progress	N/A	Weak	Acceptable	Very 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 additional Language) *	Attainment	N/A	Very Weak	Very Weak	Very Weak
	Progress	N/A	Very Weak	Weak	Very Weak
Social Studies	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable

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Islamic Education	• Students' achievement across the phases of the school is weak. • In lessons, only a few of students make expected progress in relation to learning objectives and curriculum standards. • Students participate fully in activities associated with Islamic Education, such as reading the Qur'an in assembly. • Students in Grades 6 can memorize short Surah of Holy Qur'an and identify the meaning of the main vocabularies. • The majority of students in grade 10 do not know the most common prophets and cannot distinguish between prophets and the messengers of God.
Arabic	• Students' achievement in Arabic is very weak. Few students attain standards in line with curriculum expectations. • International benchmark test assessment data shows only the large minority of students attain levels that are in line with international standards across all targeted grades. • Almost all students across the grades have underdeveloped reading, writing and speaking skills. • Most students can memorise the image of the common words but can neither read nor write them. • Students' ability to analyse and summarize texts is very limited.
Social Studies	• Students' achievement in UAE social studies is acceptable. • Most students across all grades know the important stages of UAE history, the founder and rulers, the 7 Emirates and the UAE environmental initiative. • A large minority across all phase were not, however, able to answer open ended questions, for example those related to natural resources, or to provide suggestions that support UAE environmental initiative. Critical thinking is therefore not well- developed.
English	• Students' achievement in English is acceptable overall. In recent IBT exams, English is good. In the upper phases, students make good progress. However, in the larger KG and primary phases, most students attain standards in line with curriculum standards and make acceptable progress. • In listening, speaking, reading and writing students make at least acceptable progress throughout the school. However, students' critical thinking skills are not always well developed, especially in the primary school. • In the high phase most students demonstrate high levels of discussion, oracy and written work.



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Mathematics	- Students' achievement in mathematics has remained acceptable in all phases. There has been a decline in KG from very good to acceptable. - Attainment as measured against national and appropriate international standards is weak in Grades 3-10 according to the results of the IBT. - Teachers ensure that basic number skills, properties of mathematics and problem-solving skills are reviewed and reinforced prior to the introduction of more difficult concepts. Progress in lessons is better in upper phases where teachers and students apply mathematical concepts in the context of real-world situations.
Science	- Students' achievement in science is acceptable overall. . - Attainment as measured against national and appropriate international standards was acceptable in Grades 3-10 in 2017/18, according to the results of the IBT, though had been weak previously. - In the middle phase, most students are working at expected curriculum standards. For example they can distinguish between physical and chemical changes. Most students in high school know the types of plate boundaries and the landforms created from its collision. - There are limited opportunities for students to develop skills of independent scientific enquiry and methodology.
Other subjects	- Good modelling of technique in PE, supports the development of students' skills in all phases. Students make acceptable progress. - Enhanced opportunities for students to develop computer literacy support students' future ambitions. - Students use a range of different mediums in art, and make acceptable progress. Older students enthusiastically explore the history of rock art. - In music, students' achievement is acceptable. Students tap out rhythms and recognize notation. They lack opportunities to create music using simple instruments.
Learning Skills	- Students in all phases are keen to learn, and older students can work without supervision. - Across the school, students can talk about their learning and collaborate well with their peers. - Students do not, in all subjects, make links in learning and relate these to their own experiences. - In some lessons and subjects, students have opportunities to be innovative and to develop research skills and critical thinking, but this is generally underdeveloped across the school.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	- Students' ability to read Holy Quran. - Students participation in activities associated with Islamic education.	- Students' ability to interpret Holy Quran Verses and Hadeeth and extract the values embedded within. - Students' ability to follow the story of prophet and reflect the lessons learnt.
Arabic	- Students' ability to memorise the image of words. - Students' ability to copy Arabic words.	- Students' reading, writing and speaking skills. - Students' ability to read and summarise texts.
Social Studies	- Students understanding of the important stages of UAE history. - Students understanding of current issues related to UAE society.	- Students' ability to think critically and make links with their own lives. - Students' ability to collect, interpret and use information, to support their views.
English	- Sound development of students' English language skills in lessons and across the curriculum. - Good standard of research, debate and discussion in the high phase.	- The progress of younger students. - Students' innovation, enterprise and critical thinking skills, particularly in the kindergarten and primary phases and for higher ability students.
Mathematics	- Students' basic numeracy skills are secure, and they calculate efficiently. - Most students can solve progressively more difficult concepts as they move up the phases.	- Achievement results in external international benchmark tests from Grade 3 to 10. - Students' ability to apply their mathematical knowledge to real-life situations in younger phases.
Science	- Students' sound scientific knowledge. - Students' engagement and interactions in middle and high school.	- Students' ability to apply critical thinking, problem solving and innovation skills. - Limited development of skills of independent scientific enquiry and methodology.
Other subjects:	- Good modelling of skills by teachers in PE. - Good development of computer literacy.	- A lack of resources to support practical skills - Lack of instrumental work in music.
Learning skills	- Students' ability to collaborate together to achieve a common outcome. - Students' ability to communicate their learning clearly.	- Students' development of research and critical thinking skills. - Students' ability to make connections in their learning and relate these to the wider world.



Performance Standard 2: 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	Good	Acceptable	Acceptable	Acceptable
- Students' personal and social development and innovation skills are good overall. Students have positive and responsible attitudes and are polite and courteous. The majority of students behave well in lessons and around the school. A few young children and students do not always behave well in lessons. Relationships between students and teachers are cordial. Students confidently take on responsibilities in assemblies. - Students have a good awareness of healthy life styles and participate well in physical education classes. Students enjoy school. Their attendance is acceptable at 93%. Punctuality is good. - Students have a good understanding of Islamic values and the culture of the UAE and its traditions. They demonstrate clear understanding and appreciation of their own and the UAE culture. Their understanding of other world cultures is limited. - Students participate in the local community, making donations to the local hospital and their own community both in the UAE and in the Philippines. They have a sound understanding of environmental issues, but only participate in a limited range of activities to promote sustainability. Opportunities for students to take on activities that promote enterprise and entrepreneurship are underdeveloped. - Students have limited opportunities to develop an innovative or creative approach to tackling problems. Areas of Relative Strength: - Relationships within the school community - Students understanding and appreciation of UAE culture and heritage Areas for Improvement: - Greater opportunities to develop students' creative and innovative skills. - Taking part in a wider range of activities within the community and to support sustainability				



Performance Standard 3: Teaching and assessment

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

- Overall, the quality of teaching is acceptable, although assessment is weak.
- Apart from Arabic and Islamic Education, teachers' subject knowledge and pedagogic understanding are secure.
- Planning is acceptable. A common lesson plan provides for three different levels of activity. However, there are few opportunities for practical activities, especially for younger children, due to a lack of resources.
- Good relationships create positive interactions between teachers and students. Questioning engages students in meaningful discussions.
- Acceptable teaching strategies meet the needs of most groups. A minority of lessons lack extension for higher ability students to use their own initiative. Acceptable provision supports the small number with identified SEN.
- Teaching of higher order skills such as problem solving is acceptable. Older students engage in some research and plan experiments. This is not the case for those in the lower grades.
- Internal assessment takes place, but analysis is imprecise and does not give an accurate view of students' competences. Few teachers utilise opportunities to check learning in lessons and use for effective planning.
- External benchmarking is acceptable and provides a more accurate picture of performance than internal assessment. Staff do not understand it well enough to plan teaching or to modify the curriculum.
- Students lack feedback about their performance and most do not understand how to improve. Few are involved in assessing their learning.

Areas of Relative Strength:

- Positive relationships and engaging questioning of students.
- Most teachers have good subject knowledge.

Areas for Improvement:

- The use of assessment data to inform effective teaching.
- Implementing a system of marking and feedback to enable students know how to improve their work.



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
- The curriculum is broad and balanced and follows the requirements of the Philippine curriculum. This is not the case for the Arabic and Islamic education curriculum. - Continuity and progression are adequate in most key subjects but not in Arabic and Islamic education. Students are prepared for the next academic phase. - Cross curricular links are planned and well supported through the use of English across the school. - The system for reviewing the curriculum is insufficiently focused on the academic and personal needs of students and does not occur regularly enough. - The curriculum is planned adequately to meet the learning needs of most groups of students. - Students have inconsistent opportunities to engage in activities that promote enterprise and innovation across curricular areas. There is an appropriate range of extra-curricular activities in school. - Programmes which develop students' knowledge of the heritage and culture in the UAE are embedded in all lesson plans across the school. - Students in all phases benefit from an integrated approach to moral education. They learn to relate values to their own lives, exploring situations where they might be faced with a moral dilemma. Moral education features in all aspects of school life. Students are presented with different scenarios depicting the moral of the month in assembly. They learn to respect that in cultures beyond their own experiences, customs may be different from their own. Areas of Relative Strength: - Links with Emirati and UAE culture. - Moral education and associated activities. Areas for Improvement: - Ongoing provisions for curriculum review, development, and modification. - Compliance with the MOE curriculum in Arabic and Islamic Education.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Weak	Weak	Weak	Weak
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of protection, care, guidance and support for students is weak. - A fifth of the teaching staff are not authorized as teachers yet, and have therefore not been fully checked for their suitability to work with children. Otherwise, procedures for the protection and safeguarding of children are thorough. Staff and parents are aware of the school's child protection policy. Effective steps are taken by the school to provide a safe, hygienic and secure environment for students. Supervision around the school is good, including for school transport. - The school premises and equipment are well maintained. Accurate health and safety records are kept. The clinic is appropriately equipped and managed. Effective procedures encourage children to adopt healthy lifestyles. - Relationships between all members of the school community are strong. Expectations of behavior are not always made explicit to students in the lower school. The school's approach to promoting attendance and punctuality are adequate. - Systems are in place to identify SEN and G&T children. SEN children receive acceptable support but G&T children are not always effectively challenged in lessons. - Guidance and support for all children is appropriate, including arrangements for their transition to further education. Areas of Relative Strength: - The provision and promotion of healthy lifestyles. - Relationships between members of the school community. Areas for Improvement: - All teachers to have appropriate approvals in place. - Communicate expectations of behavior clearly to younger students. - Strengthen the systems for supporting students with SEN and G&T.				



Performance Standard 6: Leadership and management

Indicators:

The effectiveness of leadership	Weak
Self-evaluation and improvement planning	Weak
Partnerships with parents and the community	Acceptable
Governance*	Weak
Management, staffing, facilities and resources	Acceptable

- The overall quality of leadership and management is weak.
- A clear vision is set by the leaders of the school demonstrating a commitment to inclusion and to the culture, heritage and values of the UAE. However, leadership roles are not precisely defined. Recently appointed middle leaders have no clear idea of their responsibilities. Accountability for improvements in students' achievement is unclear as assessment and its use across the school is underdeveloped.
- Leaders have not recognized the impact of non-compliance with statutory requirements in their self-evaluation. School improvement documents are irregularly reviewed. Priorities are not quantified within phases or subjects. School leaders check the performance of teachers but this is not frequent or rigorous enough to ensure standards of teaching rise rapidly and consistently.
- Parents are involved in the life of the school and support various events. Communication is effective and parents receive regular reports about their child's learning and progress.
- Governors have insufficient knowledge of the school's performance. They have not ensured that suitable staffing and resources are made available to address key weaknesses. Statutory requirements are not met.
- Most day-to-day aspects of the school function efficiently. The outdoor environment does not facilitate the learning of young children and there is limited availability for the teaching of some aspects of PE. Recreational facilities are limited. Staffing weaknesses in Arabic and Islamic Education restrict standards in those subjects. A significant minority of teachers at the time of the inspection were unlicensed to work in the UAE.
- The school promotes students' participation in the question-a-day preparation for TIMSS tests in 2019, and students have completed mock PISA tests. Additionally, students take International Benchmark Tests across subjects.

Areas of Relative Strength:

- Communication with, and reporting to, parents.
- The sharing of the school's vision, incorporating the values of the UAE.

Areas for Improvement:

- Ensure that the school is fully compliant with all statutory regulations and remains so.
- Ensure that school improvement documents are familiar to leaders at all levels to enable effective monitoring and development to take place.

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