



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

The Philippines Global School

Academic Year 2015 – 2016

lqraa



The Philippines Global School

Inspection Date	April 18, 2016	to	April 21, 2016
Lead Inspector	Graham Norris		
Date of previous inspection	April 27, 2015	to	April 30, 2015

General Information		Students							
School ID	205	Total number of students	1819						
Opening year of school	2015	Number of children in KG	350						
Principal	Lizabeth M Comia	Number of students in other phases	<table border="1"> <tr> <td>Primary:</td> <td>898</td> </tr> <tr> <td>Middle:</td> <td>490</td> </tr> <tr> <td>High:</td> <td>81</td> </tr> </table>	Primary:	898	Middle:	490	High:	81
Primary:	898								
Middle:	490								
High:	81								
Chair of Governors	Antonio Morales Razlyn Harrison	Age range	3 years 8 months to 16 years						
School telephone	+971 (0)2 447 3366	Grades or Year Groups	Grades 1 to 10						
School Address	21 Muroor Road, Abu Dhabi	Gender	Mixed						
Official email (ADEC)	Globalphilippines.pvt@adec.ac.ae	% of Emirati Students	0%						
School website	-----	Largest nationality groups (%)	<table border="1"> <tr> <td>1. Philippino</td> <td>99%</td> </tr> <tr> <td>2. Indian</td> <td>0.16%</td> </tr> <tr> <td>3. Indonesian</td> <td>0.16%</td> </tr> </table>	1. Philippino	99%	2. Indian	0.16%	3. Indonesian	0.16%
1. Philippino	99%								
2. Indian	0.16%								
3. Indonesian	0.16%								
Fee ranges (per annum)	Very low: (AED 4,000 _ AED 6,400)								

Licensed Curriculum		Staff					
Main Curriculum	Philippine National Curriculum	Number of teachers	79				
Other Curriculum	-----	Number of teaching assistants (TAs)	18				
External Exams/ Standardised tests	International Benchmarking Test (IBT)	Teacher-student ratio	<table border="1"> <tr> <td>KG</td> <td>1 : 30</td> </tr> <tr> <td>Other phases</td> <td>1 : 35</td> </tr> </table>	KG	1 : 30	Other phases	1 : 35
KG	1 : 30						
Other phases	1 : 35						
Accreditation	-----	Teacher turnover	50%				



Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	125
Number of joint lesson observations	13
Number of parents' questionnaires	292; (return rate: 15%)
Details of other inspection activities	Inspectors met with a member of the management board, all members of the senior leadership team, all subject co-ordinators, a few parents, and groups of staff and students. They observed assemblies, arrival and departure procedures. They reviewed a wide range of school documentation and students' coursework.

School	
School Aims	'The Philippine Global School on its first year focuses on serving good quality of education of the overseas Filipinos workers (OFW) families in Abu Dhabi. It 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.'
School vision and mission	'We envision to be the centre of academic Excellence, train students to become good leaders who are globally competitive and build character that make a difference, equipping them to be competent for the future challenges and be of service to mankind. Our mission is to provide and affordable quality education while developing and nurturing the whole child in God-centred 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)	Leadership comprises the Chairman and Board of Trustees, managing director, principal, academic vice principal, vice principal for student affairs, and nine subject coordinators.



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	2	2
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	5	5
Autism Spectrum Disorder (ASD)	1	1
Speech and Language Disorders	2	2
Physical and health related disabilities	1	1
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	25
Subject-specific aptitude (e.g. in science, mathematics, languages)	57
Social maturity and leadership	270
Mechanical/ technical/ technological ingenuity	5
Visual and performing arts (e.g. art, theatre, recitation)	22
Psychomotor ability (e.g. dance or sport)	15



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)

School was judged to be:				BAND (C)	Weak	
Performance Standards	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
	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 school's overall performance is weak. It is now under new ownership as of September 2015, inheriting almost all of its students, around half of its staff and the buildings from the 21st Century Academy. Since then, the school has been pursuing an ambitious agenda to align its work with international standards. Progress is encouraging, though improvements in aspects of learning and teaching are being constrained by limitations in facilities. Where the major refurbishment has already been carried out, such as in the science laboratory, teaching and learning can be highly effective. The school makes efficient use of the covered outdoor assembly area throughout the day to enable many groups of students to work responsibly together. The quality of children's learning is generally weak in the KG and early primary, yet it improves as students progress through the school. By the time they leave in Grade 10, the school has enabled most students to become confident, articulate and well-rounded young people. The principal and all of her staff are committed to all students and want to improve their learning and achievement further. The new school ownership and Board of Trustees share the same ambition. Presently, while challenges are constraining the pace and scope of improvement, steady progress is being made.

Progress made since last inspection and capacity to improve

The school took the recommendations of last year's inspection of the 21st Century Academy to help shape its improvement and transition strategy. It has made strong progress in addressing most of the recommendations. Toilets are now hygienic and new ones have been added. The surface of the outdoor assembly area has been improved and the storage of chemicals is no longer a health hazard. The school premises are now maintained to a high standard by the new team of auxiliary staff which has more than doubled in size. The school's provision for students who have special educational needs (SEN) is improving, led by the newly-appointed coordinator for SEN. The need to improve the KG and early primary classes has not yet been addressed sufficiently. Subject and stage coordinators are beginning to make an important contribution to improving the quality of learning and teaching. The new ownership and Board of Trustees are having a significant impact. This can be seen in the provision of new ICT projection resources in all classrooms, for example. Overall, the school's capacity to improve is strengthening as school leaders improve their understanding of how to use self-evaluation for improvement, supported by the Board. By working together, they have the capacity to improve the school further.



Development and promotion of innovation skills

Several areas of the curriculum and different activities promote well the range of skills associated with innovation. For example, the supreme student council has been innovative in promoting students' learning about values and how to support one another as part of the school community. In several subjects, students take the lead and work together in groups to produce imaginative and creative projects such as dances and short drama sketches.

The inspection identified the following as key areas of strength:

- the school's effectiveness in helping students to become confident, articulate and well-rounded young people with empathy for others
- the commitment of all members of staff to serving students as well as they can, often in difficult circumstances
- the promotion of students' leadership skills and wider achievement through a wide range of curricular and extracurricular activities
- the positive, early impact of the new ownership and governance arrangements.

The inspection identified the following as key areas for improvement:

- the provision of suitable accommodation and resources
- the quality of students' progress and attainment
- the environment for learning in many KG and lower primary classes in order to create a calm learning experience
- the quality of teaching, planning and assessment to match learning experiences more effectively to all students' needs
- the use of effective approaches to self-evaluation for improvement by all staff
- the school's planning of the specific, well-sequenced steps that need to be taken in order to improve the quality of education and to evaluate progress.



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 a Second Language)	Attainment	N/A	Weak	Weak	Weak
	Progress	N/A	Weak	Weak	Weak
Social Studies	Attainment	Weak	Weak	Weak	Weak
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Weak	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Weak	Weak	Acceptable	Acceptable
	Progress	Weak	Weak	Acceptable	Acceptable
Science	Attainment	Weak	Weak	Acceptable	Acceptable
	Progress	Weak	Acceptable	Acceptable	Acceptable
Filipino	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Weak	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Weak	Good	Good	Good
	Progress	Weak	Very Good	Very Good	Very Good
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Weak	Acceptable	Good	Very Good



The overall quality of students' achievement is weak. Philippine Department of Education internal assessments each semester show that most students achieve at least in line with curriculum expectations, that girls perform better than boys, and that attainment has improved over the first two semesters. This is a good improvement overall for the school. The International Benchmarking Test (IBT) indicated that, in November 2015, attainment in English was below international levels for Grades 3, 4 and 10, and broadly in line for Grades 5 to 9. Results also indicated that attainment in mathematics and science was below other schools in Middle East and in comparison to international standards for all grades. These results give the school an important baseline assessment from which to gauge its success in the future. The school has yet to measure students' attainment in Islamic studies, Arabic and social studies against national benchmarks and has plans to do so.

Attainment and progress vary widely across classes in the KG and are weak overall. This is because of inconsistencies in the quality of teaching, limited facilities and large classes. The school is not yet sharing the effective practices of a few KG classes to raise expectations elsewhere. Progress and attainment improve as students move up the school and, by the time they leave, most students have become confident in many areas of learning and a few attain high standards. While highly-attaining students are taught together in streamed classes, overall progress for different ability groups of students, including students who have special needs, is limited because most classes are taught as one group.

Attainment and progress are weak for the relatively small number of students who study Islamic education, and in Arabic as a second language. Only the large minority of students are attaining in line with curriculum standards. For example, in Islamic education, the large majority of students in the middle grades are unable to recite Hadeeth for Prophet Mohammad (PBUH), or to recite a simple verse from the Holy Qur'an. The large majority of students in the middle grades cannot write their first name in Arabic. Progress is weak and lesson objectives are mostly not met.

In social studies, attainment is weak yet progress is generally acceptable. Progress through the grades shows students strengthening in knowledge acquisition and understanding about many aspects of life in the UAE. For example, Grade 3 students developed a good knowledge about UAE traditional clothing following a range of activities which included wearing different clothing.

Attainment and progress in English are weak in the KG and acceptable at all other phases. Progress for the minority of students is strong from the middle primary onwards. For example, high-attaining students talk confidently, read with depth and write with skill and interest. The quality of classwork does not always match the



abilities of students. By the time they reach the senior grades, most students speak confidently and articulately in English. Students' attainment and progress in Filipino are acceptable overall, and weak in the KG. As they move through the school, most students respond increasingly confidently to questions in Filipino using a suitably broad vocabulary. Standards of students' written work are not always as consistent as they need to be to meet curriculum expectations.

Attainment and progress in mathematics are weak in the KG and early primary, and acceptable in the middle and high phases. By KG2, for example, most children are only just beginning to count confidently and a few can add two numbers. By Grade 3, progress is strengthening and most students know most of their tables. Progress is stronger from Grade 3 onwards and, by Grade 10, students use their computational skills particularly effectively to solve complex problems.

Attainment and progress in science are acceptable at the middle and high phases, and generally weak in KG and early primary. Because of limited resources and facilities, students have insufficient opportunities to develop scientific skills such as exploring, experimenting and investigating. When they have access to the science laboratory and high-quality teaching, students' attainment and progress can be very good. For example, Grade 7 students explored the effect of gases on the ozone layer and applied the scientific method well to produce high-quality reports.

Students' attainment and progress are strong in art, drama, physical education and health (MAPEH) and in technology and livelihood education (TELE) through the primary, middle and high phases. Students benefit from effective approaches which develop important learning skills including responsibility and leadership, creativity, innovation and values. For example, in the upper grades, students created their own drama sketches based on relevant and challenging issues, and choreographed their own dances.



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

The overall quality of students' personal and social development is good. In the primary and middle phases, students have positive and responsible attitudes and their behaviour is respectful. They act maturely and respond well to the need to work responsibly. Children's personal development is more variable in the KG where many have yet to learn how to settle to their activities and to listen to their teachers. By the time they reach Grade 10, most students have developed into confident, articulate and well-rounded young people with empathy for others. Their attendance is outstanding at over 98% and they are mostly punctual.

Students have a generally good understanding of Islamic values and they show respect for their Muslim peers. They enjoy visiting the school's stimulating Islamic study area. They show appropriate respect for Emirati culture including, for example, during the UAE national anthem and flag ceremony at assembly. Many students have produced creative artwork based on UAE iconic symbols, and they all took part in an impressive human flag ceremony. Students also show that they appreciate their own Filipino and other cultures at events such as international day.

The supreme student council plays an active and important role in the life of the school. It is helping many students to become self-assured and innovative young leaders. The council organises many important activities, including charitable ones. Students are socially responsible and show a clear understanding of the importance of recycling and environmental sustainability. They take care of their school environment.



Performance Standard 3: Teaching and Assessment

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

The overall quality of teaching and assessment is weak. Most teachers have a good knowledge of their subjects, although not in Arabic where teachers are not qualified. Teachers' questioning ensures that most students have completed their tasks but does not always probe how well they have understood their learning. Teaching is generally weak in the KG and primary phases which are where more than two-thirds of students in the school are enrolled. Questioning is not used effectively and children are not suitably engaged in learning.

Teachers provide good opportunities for students to practise their problem solving and critical thinking independently and in group-work. They also encourage speaking and listening skills through collaborative teamwork and active learning approaches. Teachers use a common lesson planning format which is validated by senior staff. Teachers' plans for meeting students' individual learning needs are not sufficiently focused. Higher-attaining students are not always challenged sufficiently and the needs of a few students who require additional support are not always met. Teachers use the new and improving resources effectively including, for example, the data projectors in every classroom.

The school is developing new approaches to assessment. These now include internal assessment which involves sampling students' individual classwork and project work alongside formal diagnostic tests. The school benchmarks attainment against IBT outcomes. These approaches have yet to be used to underpin teachers' planning. Many teachers do not interact sufficiently with students to assess their understanding or to guide their next steps through feedback. At times, written coursework goes unmarked and students are not clear about how to improve.



Performance Standard 4: Curriculum

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

The curriculum is acceptable overall. It is broad, balanced and based on Ministry of Education for Arabic, Islamic education and UAE social studies, and Philippine Department of Education guidelines. Students benefit from the emphasis it gives to developing their overall confidence and other important skills. The curriculum provides for Arabic, Filipino and English. Students' wider achievement, resilience and leadership skills are promoted through a range of extracurricular opportunities and subjects including music, art and physical education (MAPE), and through health and livelihood education (HELE).

The school provides staff with progression frameworks which define the scope and sequence of all subjects. These frameworks are suitably structured but are not always followed in robust way. As a result, progression in learning from grade to grade is not as strong as it needs to be. Teachers make effective links across a range of subjects to enhance students' understanding of important ideas, such as values, and their application of different skills, such as presenting to others.

The curriculum is relevant and engages students in learning that is important for their futures. Opportunities for creativity and innovation are being increased and are strong in a few areas, such as the MAPE subjects. The curriculum promotes an understanding of Emirati culture and UAE society effectively through a wide range of curriculum and extracurricular activities. Students' artwork, for example, portrays iconic UAE national symbols in a particularly impressive and vibrant way.

The recent appointment of a coordinator for SEN is a positive step. This is just beginning to help teachers adapt learning so that it meets the full range of students' needs. Few teachers adapt learning to meet the specific needs of gifted and talented students. Subject and grade coordinators are working to promote greater consistency in the impact of these new approaches for all students.



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	Acceptable	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

The protection, care, guidance and support of students is acceptable overall. Safeguarding and child protection arrangements involve training of staff and are appropriate. Students are alert to bullying and older students support younger ones in a caring way. Older students have researched aspects of bullying, such as cyber-bullying, and discuss these and other difficult issues in a mature way.

The school clinic staff and guidance counsellors know how to keep students safe and use suitable procedures. Many improvements have been made to improve the safety and security of the school premises since the school opened. A few outdoor areas still pose a risk, particularly where tiles have yet to be replaced. Upper floor classrooms are not readily accessible to students with mobility difficulties. The new play facility in the KG is a big improvement and its use needs to be planned better to minimise the risk of an accident from overcrowding.

The school gives students and parents helpful information on healthy eating. The nurses in the school clinic deal systematically and carefully with students when they have health needs. Students participate enthusiastically in PE lessons.

The school has a new co-ordinator for SEN. This is a positive step that is already having an impact on the way students' needs are assessed. It has the potential to have a stronger influence on the quality of support they receive in class. The school has yet to develop effective planning approaches for students who are gifted and talented. The guidance counsellors pay particular attention to the needs of students as they near the end of their time in the school. They provide students with guidance which is helpful to them as they make plans for their futures.



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	Good
Management, staffing, facilities and resources	Very Weak

The principal has an appropriate ambition for academic excellence, shared by the new ownership, Board of Trustees, all staff, students and their parents. Relationships amongst all staff are professional and friendly and communications within the school are effective.

The school has shown it can make improvements to facilities. It is beginning to develop a better understanding of how to improve learning and teaching, led by subject and stage coordinators through lesson observations and data analysis. The school's self-evaluation form and development plan reflect its ambition. The improvement plan does not yet show the specific, well-sequenced steps that need to be taken to achieve it.

Parents are very positive about the school and the improvements they are now seeing. They feel valued and appreciate the school's communications with them. They contribute positively, including through the parent-teacher council. School governance has improved significantly. The new ownership and Board of Trustees are actively involved in supporting the school to improve.

The school runs efficiently each day with well-planned routines. It still faces major challenges in developing its facilities and staffing. Plans are underway to improve the provision of classroom accommodation. Around half of the staff are new and the school has yet to gain official approval for a large minority of them. This now needs to be addressed urgently. These improvements will have a major impact on the school's capacity to achieve its appropriately ambitious agenda.



What the school should do to improve further:

1. Continue to improve the provision of suitable facilities and resources by:
 - i. improving the availability of ICT for students to use in classrooms
 - ii. improving the organisation of and resources for active learning areas in the KG
 - iii. pursuing preparations for the building programme.
2. Improve students' progress and attainment by:
 - i. implementing robust benchmarking assessments across the whole curriculum and using the outcomes to inform teachers' planning
 - ii. using assessment dialogue as part of teaching to improve students' understanding of their next steps
 - iii. developing lesson plans that match learning effectively to all students' needs
 - iv. improving the quality of teachers' questioning
 - v. providing professional development to improve the knowledge and skills of teachers of core subjects, particularly Islamic education, Arabic and social studies
3. Improve learning and teaching in the KG by:
 - i. raising teachers' expectations about what is an acceptable environment for learning
 - ii. enabling all teachers to observe and evaluate the effective practice presently taking place in a few KG classes
 - iii. developing approaches which settle children to learning and ensure they listen to their teachers, including through targeted questioning which makes children think before responding
 - iv. making more effective use of all of the staff present in each classroom to organise and settle children to work
4. Further improve school improvement approaches by:
 - i. ensuring all members of staff evaluate their own work effectively
 - ii. enabling teachers to observe and evaluate learning and teaching in other classes
 - iii. designing carefully the specific, well-sequenced steps that need to be taken in order to improve the quality of education across the school and to evaluate progress, and include these in the school improvement plan with clear lines of accountability for progress.



Possible breaches of regulations and health & safety concerns

The Philippines Global School

Regulations	
1. Not all teachers have necessary approval for staff.	
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. Further improvements are needed to replace remaining broken tiles.	
2.	
3.	

Lead Inspector	Graham Norris	Date	April 22, 2016
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