



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

The Philippine Global School

Academic Year 2016 – 2017

iqraa



The Philippine Global School

Inspection Date	January 16, 2017	to	January 19, 2017
Date of previous inspection	April 18, 2016	to	January 21, 2016

General Information		Students		
School ID	274	Total number of students	1676	
Opening year of school	2015	%of students per curriculum	Main Curriculum	100%
Principal	Lizabeth M Comia		Other Curriculum	
School telephone	+971 (0)2 4473366	Number of students in other phases	KG	284
School Address	21 Muroor Hadabat Al Zafrana, Abu Dhabi, UAE		Primary:	866
Official email (ADEC)	globalphilippines.pvt@adec.ac.ae		Middle:	422
School website	www.thephilippineglobalschool.com		High:	104
Fee ranges (per annum)	Very low category: AED 4,876 to AED 7,800	Age range	4 to 16 years	
		Grades or Year Groups	KG1 – Grade 10	
		Gender	Boys and Girls	
		% of Emirati Students	0.00%	
		Largest nationality groups (%)	1. Philippine 99%	
			2. India 0.5%	
			3. USA 0.5%	
Licensed Curriculum		Staff		
Main Curriculum	Philippines	Number of teachers	65	
Other Curriculum (if applicable)	N/A	Number of teaching assistants (TAs)	12	
External Exams/ Standardised tests	IBT; National Achievement Test (Philippines)	Teacher-student ratio	KG/ FS	1:25
Accreditation	Department of Education Philippines		Other phases	1:35
		Teacher turnover	28%	



Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	119
Number of joint lesson observations	5
Number of parents' questionnaires	0
Details of other inspection activities	Inspectors conducted meetings with senior leaders, teachers and support staff, students and parents. They analysed test and assessment results and scrutinised students' work. They reviewed many of the school's policies and other documentation. The leadership team was involved throughout the inspection and conducted joint observations with inspectors.

School	
School Aims	<p>'As leaders of Academic Excellence and Values Formation the school aims:</p> <ul style="list-style-type: none">• To provide the highest quality of learning for all.• To create an environment where everyone in the school community is encouraged to participate and to achieve to his / her full potential.• To provide a safe and supportive learning environment where everyone is valued and treated with respect.• To promote social, emotional, mental and physical well – being.• To make our students to become successful learners confident individual and responsible citizen who are able to make positive contribution to the community.'



School vision and mission	<p>‘The Philippine Global School is a God-centred learning institution. It is committed to 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. We envision to be the centre of academic excellence, train students to become good leaders who are globally competitive and build character that makes a difference; Equipping them to be competent for the future challenges and be of service to mankind. Our mission is to provide an affordable quality education while developing and nurturing the whole child in a God-centred environment’.</p>
Admission Policy	<p>The school has an open-door admission policy. There is no selection, but students and parents are interviewed. The school policy complies with UAE regulations.</p>
Leadership structure (ownership, governance and management)	<p>The school leadership includes: a principal supported by three vice principals, middle leaders in all subjects, grade leaders in cycles one, two and three, a leader for KG, a CPD/assessment data coordinator and a special needs coordinator (SENCO).</p> <p>The governing body includes: a chairman, the owner’s representative, two parents, one teacher representative and two police community officers.</p>



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	0	0
Specific Learning Disability	1	1
Emotional and Behaviour Disorders (ED/ BD)	4	5
Autism Spectrum Disorder (ASD)	2	4
Speech and Language Disorders	4	4
Physical and health related disabilities	3	3
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	107
Subject-specific aptitude (e.g. in science, mathematics, languages)	101
Social maturity and leadership	62
Mechanical/ technical/ technological ingenuity	15
Visual and performing arts (e.g. art, theatre, recitation)	13
Psychomotor ability (e.g. dance or sport)	17



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	Acceptable (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

The school was judged to be:	Band B	Acceptable
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Performance Standards	Band A High Performing			Band B Acceptable	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 overall performance of The Philippine Global School is acceptable. Key strengths of the school are students' personal development, the positive school ethos and ample opportunities for students in the middle and high school to develop their creative and artistic skills. Attainment in most core subjects is in line with curriculum standards, except in Arabic in the primary school. Attainment and progress in social studies is good and English speaking and listening skills develop well throughout the school.

There is inconsistency in the quality of teaching. This is particularly in the use of assessment to inform lesson planning in order to challenge and support students of all abilities and track their progress. The curriculum meets the learning needs of most students, with the exception of students with special educational needs (SEN) and high achievers.

Staff, parents and students are supportive of the school's aims and education vision. School self-evaluation is accurate and guides appropriate priorities for improvement. There is a high turnover of teachers with 28% having changed in the last year. Professional development and training has not yet had a positive impact on the quality of teaching by inexperienced teachers in lower primary classes.

Progress made since last inspection and capacity to improve

The school has made acceptable progress with many recommendations from the previous inspection. The relevance and range of resources for effective teaching and learning in KG have improved significantly. The environment for learning is now appropriate and the use of activity stations supports a good breadth of learning experiences. The constraints of the building mean that there are still classes in the lower primary school where the learning environment requires improvement. Approaches to self-evaluation are now more rigorous, highly accurate and inclusive of all stakeholders, including the student council. Teachers' planning has improved and lessons match learning experiences more effectively to students' needs. Implementation of plans remains inconsistent.

The school has introduced baseline assessments as well as international and national (Philippines) benchmark tests. The legacy of underachievement has been addressed and students are increasingly achieving standards in line with curriculum expectations. More effective internal assessment procedures have been established. The senior team has created a more robust and inclusive leadership approach that empowers middle leaders and subject leaders; this is building



capacity for further improvement. The school and the senior leadership team (SLT) have demonstrated acceptable capacity to sustain further improvement.

Development and promotion of innovation skills

Leaders plan effectively for the promotion of innovation. There are whole-school initiatives as well as more regular opportunities for students to develop innovation skills. These include daily performances and recitations in assemblies, which Grade 10 students organise and lead. They plan activities, which include weather forecasts, stories, plays, musical performances and physical exercise routines in which all staff and students join enthusiastically. The students' positive attitudes to learning, their self-discipline and the leadership opportunities that they embrace, demonstrate effective promotion of innovation skills. Students take responsibility for organising after school clubs. For example, in January, the school celebrates science and innovation month and science club students in middle and high schools meet regularly to prepare the schedule of activities. There are examples of strong links in learning between Technology and Livelihood Education (TLE) and Information and Communication technology (ICT) where students create menus and prepare food in home economics. In English, these products are then marketed using ICT skills in layout, photo editing and advertising by lines. The development of skills in innovation and enterprise is not a regular feature of most lessons. Participation on the school council gives students leadership opportunities and they appreciate the attention that is given to their views and suggestions. They are highly active in organising fund raising events for charity, for example 'Operation Smile' and regular school-wide focus days like the 'Breast Cancer Awareness Day'.

The inspection identified the following as key areas of strength:

- senior leaders' understanding of the school's strengths and weaknesses and effective self-evaluation processes and the strong sense of purpose that motivates staff, students and parents
- the improvements that have been made in KG
- a positive school ethos and harmonious relationships between students and teachers
- ample opportunities for students in the middle and high school to develop their creative skills
- very good attendance and punctuality.



The inspection identified the following as key areas for improvement:

- students' achievement in all subjects, particularly Arabic in primary grades
- use of assessment to track students' progress and inform teachers' planning
- students' skills in enquiry, critical thinking, problem solving and independent learning
- teaching to meet the full range of students' learning needs, particularly SEN and high achieving students
- school leadership including development planning and, evaluation of the impact of staff training programmes.

DRAFT



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Weak	Weak	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
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	Acceptable	Acceptable
	Progress	N/A	Weak	Acceptable	Acceptable
Social Studies	Attainment	N/A	Acceptable	Good	Good
	Progress	N/A	Acceptable	Good	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Weak	Weak	Acceptable	Acceptable
	Progress	Weak	Acceptable	Acceptable	Acceptable
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	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Acceptable	Acceptable	Acceptable



The attainment and progress of most students is acceptable throughout the school in most subjects. It is in line with the age related expectations of the Philippine national curriculum in English, mathematics and social studies. For most students, attainment falls below expectations in science at primary and KG grades; attainment in Islamic Education is below MoE curriculum expectations in the primary and middle school. As measured by the International Benchmark Test (IBT) for English, results show that more students from Grades 3 to 10 attain higher overall averages than for similar schools in the UAE. When compared to age related international expectations students' IBT results are below in mathematics and science in middle and high school; they declined between 2015 and 2016. Children in KG make acceptable progress overall with the exception of science where progress is weak. SEN students are not making fast enough progress from their starting points. The progress of most high achievers is too limited across subjects in most grades.

Most students' attainment in Islamic Education is weak. Most students throughout the school demonstrate the general etiquettes of Islam when relating to others. Recitation skills are weak; the majority of students in the younger grades struggle to recite verses of the Holy Qur'an and narrate the Hadeeth Sharif with fluency or understanding. In the middle school grades, most students know the main elements in the message of the Holy Qur'an but their recitation and knowledge of 'Tajweed' rules are weak. In the primary school, most students understand the teachings of Islam but are not confident in practising aspects such as ablution. Progress for most students is acceptable. By Grade 5 most students can communicate confidently when they speak about Islamic manners and dress.

Attainment and progress in Arabic are weak overall. This is because students' achievement in the primary phase, which is proportionate to a large majority of the students, is weak. Most students in the lower primary grades have weak reading skills; for example, most Grade 3 students can recognise letters but not whole words. By Grade 5 students can read simple sentences and add any missing words. Writing skills are weak for most primary school students and they have difficulty in forming letters correctly. As students move up the phases, the progress accelerates. Their skills in language and communication develop steadily and most students attain levels that are in line with the curriculum standards. In Grade 7, students are able to write words and simple sentences; their handwriting is of acceptable quality. In Grade 10 the majority of students know the masculine and feminine form of words and how to use the past tense.



In social studies, students' attainment and progress are acceptable overall. Standards of achievement in the primary are in-line and as students move up the school, achievement is above curriculum expectations. In the high school, they are above. As they move through the school, students develop greater appreciation for the culture and values of the UAE, particularly in Grades 8 and 9, for whom attainment is at levels above curriculum standards; the large majority of students have a good understanding of other cultures. Most students in the older primary and middle school demonstrate good understanding about the UAE's past and traditions such as fishing and trading.

In English, attainment and progress are acceptable and in line with curriculum expectations. Speaking and listening skills of children in KG develop well; they make steady progress in reading and writing skills. As students progress through the school, spoken English develops well and reading skills become fluent. Most students develop their knowledge and use of more complex vocabulary and expressions well. For example, students in the middle school gain a good understanding of how to identify and multiply compound nouns such as 'bystanders'. By Grade 10, most students discuss issues using highly articulate language to express and justify opinions. Students make good progress in their knowledge of grammar but this is less effectively implemented when they write. For example, Grade 8 students can identify the features of different types of writing through analysing arguments but they are less confident to put this into practice in their own writing. There is insufficient challenge for high achievers to produce examples of extended writing. Students' writing is somewhat limited in scope and scale.

In mathematics attainment and progress are acceptable and in line with curriculum expectations. Most KG children's numeracy skills are secure when they work on two dimensional shapes and symmetry. They undertake too little practical work, which limits their confidence and ability in solving simple problems for themselves. As they move through the school, most students develop the ability to use more abstract mathematical concepts. In Grade 5, the majority of students are able to calculate the circumference of a circle. Most Grade 6 students are able to apply concepts to real life situations; for example, in the way architects use angles when constructing buildings. Progress for the most able students is limited, especially in the middle and high school, by insufficient challenge in aspects such independent research or investigation.

In KG and the primary school, attainment in science is weak. Children repeat what they have been told, for example about plants, growth and necessities to sustain life, with little understanding or skills in scientific enquiry. Learning is limited by the lack of opportunity to be active in lessons. Most students in the primary school make acceptable progress; they have an acceptable knowledge of scientific facts; they lack scientific thinking and enquiry based skills. For most students in the middle and high school, attainment and progress is acceptable. In Grades 8 and 9, there is significant improvement in understanding because students link science and real life scenarios. For example, students link the scientific activity



of earthquakes to science, technology, engineering and mathematics (STEM) when designing buildings to resist earthquake waves, by using sticks, marshmallow balls and a gelatine base. By Grade 10 students have a maturity of understanding in science; they confidently undertake their own projects on organic compounds and present them to their classmates.

Other subjects include Filipino, music, art, physical education and health (MAPEH) and technical and livelihood education (TLE). Most children in KG and students in the primary school demonstrate acceptable attainment and progress in art, music and physical education (PE). Their skills and confidence develop at a steady pace. Throughout the middle and high school, most students develop more interest and enjoyment and a large minority of students achieve high degree of expertise in many of these subjects. The TLE programme provides students with vocational options such as tailoring and beauty courses.

Learning skills are acceptable as students are keen to learn and willingly engage in activities. They interact with one another very positively. Almost all students enjoy working in groups; when groups are too large learning is more limited. Students have a positive attitude to lessons and engage in reading, speaking and listening activities with enthusiasm. Students in Grades 1, 2 and 3 are sometimes distracted and experience difficulties in collaborating with one another. Links between subjects are not a strong feature of most lessons so that most students' acquisition of skills in enquiry, research, critical thinking, problem solving and the use of learning technologies is not strong enough throughout the school. Most students do not have enough opportunities to work independently or to take responsibility for their own learning; their application of learning to the real world is insufficient in most 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
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Personal development	Good	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	Very Good

Students’ personal and social development are good. Students enjoy school and they behave very well towards one another and their teachers. This is reflected in the very good attendance rates of 97% and the punctuality of students to school and lessons. Students maintain good relationships with each other and appreciate opportunities to celebrate their culture. They are courteous and respectful towards adults, which leads to a harmonious school community. Children in KG are engaging and polite; in the middle and high school, the older students show very good self-confidence and make a strong contribution to the school’s welcoming ethos. Students have a love of learning and show positive attitudes in lessons and around the school. For example, Grade 5 students tend the school grounds, creating beds for a range of vegetables and using plastic bottles to create an ingenious irrigation system. Students have a practical understanding of how to live safe and healthy lives and discuss healthy eating options knowledgeably. Students from Grades 3 to 10 enjoy and responsibly take advantage of the leadership opportunities they are given in class and around the school; for example, as prefects, group leaders and members of the student council. The school council organises regular assembly and after school activities, such as plays and science competitions. They also raise funds for the ‘Operation Smile’ charity and collect clothes and money.

Most students have a good understanding of Islamic values and the impact these have on daily life in the UAE. They show respect for the national anthem and in listening to the Qur’an recitation in assemblies. Classroom displays emphasise the importance of Islamic values such as honesty, respect and good manners. They are familiar with the culture and heritage of the UAE and in older grades, appreciate the country’s economic and historical achievements. Students interact well with their teachers and



show, through their respect and consideration of others, that they have integrated UAE values into their everyday lives.

Most students in all grades enjoy opportunities to support their school community and take great pride in caring for their environment. At the end of break they collect litter without supervision, and leave the central open area spotlessly clean for other students. Most show appropriate levels of responsibility towards and consideration of the needs of others. For example, older students raise money for wider community projects such as sponsored walks for the Red Crescent charity and 'Operation Smile'. Students' innovation skills are acceptable; their work ethic develops well and is particularly strong between Grades 4 to grade 10. Younger students have fewer opportunities provided for them to plan and lead initiatives. They enthusiastically participate in the eco club and the recycling programme which is prominent throughout the school; for example, by gathering materials and putting them in the appropriate green bins.

Performance Standard 3: Teaching and Assessment

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

The overall quality of teaching is acceptable. The quality of teaching observed by inspectors ranged from very good to weak. Most lessons were deemed to be acceptable or better. Teachers use secure subject knowledge to help students understand and to develop their skills. More effective subject knowledge was observed in the high school. Lesson planning is consistent across subjects and contains clear objectives and activities linked to the curriculum. Some lesson planning is not well structured in that it is intended to keep students busy, but does not facilitate good development of skills or understanding of topics. For example, the colouring in and copying of text does not accelerate skill development. In KG, teachers and co-teachers plan and teach together. Learning objectives are generally shared with students so that they understand what they are expected to achieve during the lesson. Most teachers prepare interesting, relevant and challenging practical activities in PE, art, music and health lessons. Learning environments are well organised with displays of high frequency words and children's work. In all grades,



students interact positively with each other and teachers. Teachers' questioning is generally acceptable; in the best lessons teachers pose questions at the beginning and throughout the lesson to assess understanding. A large minority of teachers use a wider range of strategies to engage students. For example, social studies teachers encourage discussion about economic and political world events and link them to students' own experiences so that they make meaningful connections. KG teachers are developing children's natural curiosity by providing interesting and stimulating activities, which engage them.

All teachers plan for different ability groups, but they are not successful in matching the learning needs for SEN or high achievers, as most lessons have one activity, which all students are expected to complete. Progress is slow in lessons when teachers do not give students sufficient time to develop their ideas. The use of ICT resources to help students learn independently is weak. Planning documents set out expectations for teachers to develop enquiry, critical thinking, problem solving and independent learning; there is limited evidence of this in lessons.

The quality of assessment overall is weak. The school operates quarterly internal tests in line with the Philippine's curriculum requirements. Teachers assess students' written work, projects and an end-of-quarter examination. There is insufficient evidence to show that teachers' assessments of these tests are rigorously moderated or monitored. Scores are transmuted, using Department of Education guidance, resulting in very high grades for most students.

The school uses a range of external tests at various grade levels to benchmark the performance of students against international age related expected levels. These include the newly implemented National Achievement Test (NAT) and International Benchmark Test (IBT). The school does not use assessment data for either internal or external tests to monitor students' progress because there is no systematic tracking system in place.

Few teachers use assessment data to inform their lesson planning. Teachers in the high school know their students well and provide valuable verbal feedback. KG staff know the children well. Only a minority of teachers in other grades routinely assess the work in students' books or give them written feedback on what they need to do to improve. In some lessons, students are encouraged to assess their own work and reflect on what they have learned.



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 quality of curriculum design, implementation and adaptation is acceptable. It is broad and balanced and enhanced by other subjects including home economics, music, PE and a range of options for older students. Regular planning and collaboration between senior leaders, subject coordinators and grade leaders provide coherence and appropriate continuity and progression of learning within subjects and phases. Students are well-prepared for the next phase in their education. Students have a range of options if they prefer to go to Senior High school in the UAE or in the Philippines.

Music, art, PE and health (MAPEH) and Technology and Livelihood education (TLE) provide ample opportunities for most students to develop their creative and artistic talents and skills. Older students also study options such as textiles, beauty and politics. A wide range of extracurricular choices of academic and interest or sports-based clubs is available for all students. Students choose one academic and one non-academic club in order to develop their potential in sports or talents and to enrich their academic learning in school. Links between subjects are evident in some lesson plans. For example, students carry out surveys in social studies and in MAPEH, which involve statistics and mathematical skills. The coordinated delivery of learning through this integrated approach is not consistent.

There is a periodic review of the curriculum before the start of the school year so that the academic and personal needs of most students are met. Curriculum content is reviewed and checked for coverage and subject teachers have weekly meetings to review implementation of the subject curriculum guide.

Modification of curriculum does not always ensure that the needs of all students are met, particularly in the case of students who have special educational needs (SEN) and also high achievers. The curriculum provides more opportunities for older students to develop skills of innovation and enterprise, for example through participation in the 'World Scholars Cup', an international debating competition. There are opportunities planned for younger students in the range of seven academic based clubs and eleven extra-curricular after-school clubs. School activities such as



the daily assemblies, monthly thematic programmes and theme days enhance the curriculum for younger students but these are limited. Generally, too few opportunities are planned in lessons for all students to engage in activities that promote independence, enterprise and social contribution. Creative expression through the use of education technology is not effectively promoted in most classrooms

Learning experiences such as assemblies, field trips and participation in community activities provide links with Emirati culture and UAE society. In social studies and Islamic education all students learn to appreciate and understand the UAE's values, culture and society. Activities are carefully planned in Arabic to ensure that students develop an acceptable understanding of Emirati culture and heritage. The school has links with external partners such as the community police who visit the school to talk to students about the health and safety and bullying, which enrich the curriculum.

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

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

The quality of health, safety and child protection is acceptable overall. Leaders and staff promote a positive approach towards children and they are safe in school. The child protection policy is clear and detailed. It has been distributed and discussed with all members of staff. The principal and teachers are in daily communication with parents to discuss children's welfare. School staff cultivate a calm and caring atmosphere. The school provides a safe, secure and hygienic environment. Regular risk assessments and fire drills are conducted and records are up to date. Labelled first aid kits and fire extinguishers are well maintained. First aid provision is good.

The quality of buildings and premises is weak due to unsuitability of accommodation in some classes. Many classes are cramped and the infrastructure not well maintained. The school makes every effort to ensure that the premises provide a suitable learning environment for students despite the limitations of its buildings. The



building is not well adapted to meet the needs of all students, including those with physical disabilities, as there is no lift.

The school's promotion of safe and healthy living is systematically built into most aspects of school life. The health and safety committee actively promote health awareness programmes, such as personal hygiene and healthy eating. They liaise with parents and provide adults and children with guidance and support on health issues. The canteen serves a range of nutritious fruit and vegetables. Daily exercise routines in assemblies, classrooms and PE lessons underpin a healthy lifestyle, which the school promotes well.

The quality of care and support provided for students is acceptable. Staff and students have very positive and harmonious interaction and behaviour management is good. Attendance is very good and in the event of any absence, social workers follow up by sending messages to parents. The school is in the early stages of developing a SEN department. The special education needs coordinator (SENCO) does not have systems in place to identify student needs accurately and provide sufficient support in class. A large minority of SEN students have Individual Education Plans (IEPs); those who do are based on external medical diagnosis. The support for higher ability and G&T students is under-developed and there is limited evidence that their needs are met through challenging lessons. Students' well-being and personal development are monitored, and information gained is used to provide acceptable personal and academic support; procedures are informal and dependent on the homeroom advisors and the guidance advisor. Career guidance is provided to Grade 10 students in the form of aptitude tests, career counselling, and invitation of speakers from universities in Abu Dhabi.



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 quality of leadership and management is acceptable. Senior leaders have a vision for improvement and they have been successful in promoting it. There are weekly meetings with subject leaders who share the strong sense of purpose. Most leaders demonstrate secure understanding of the curriculum and best practices in teaching. The KG leader has a clear understanding of educational philosophy for children's development and their need to move and play. Leaders have correctly identified areas for improvement. They have had some success in improving standards since the introduction of external benchmark systems such as IBT, National Achievement Tests (NAT) and computer programs to improve performance in English and mathematics. Professional relationships are effective and leadership is delegated appropriately; teachers report that communication is open and responsibilities shared. Leaders have a good understanding of the need to address the weaknesses in teaching and learning. They are aware that there are different levels of competence and commitment at all levels within the school.

Processes for school self-evaluation are systematic, rigorous and extensive. All teachers are involved in the process and the student council is also consulted. Senior leaders carry out termly lesson observations and provide teachers with written feedback. Their evaluative comments are precise and well targeted. Subject leaders are held to account through monthly accomplishment reports. New teachers are observed formally followed by post conference feedback in writing. The processes and impact of school improvement planning are detailed and linked to the recommendations from the last inspection report of 2016. Leaders have put in place targets based on these recommendations. This is used as a working document and both leaders and teachers make frequent reference to improvement plans. Since the last inspection there has been improvement over time; the legacy of underachievement has been addressed.



A range of strategies, such as weekly homework/news information sheets and quarterly reports to parents sustain effective communication links. Written reports are limited to final grades on attainment and do not include comments regarding academic progress or personal and social development. Reports on external international test results are compared to internal summative tests results but the way the information is presented lacks clarity. KG parents are very closely involved in their children's education. Reading at home is daily and diaries are used by parents to communicate extensively with class teachers. The school has developed some useful local and international links to enhance student learning, for example, visits by a variety of organisations including universities and curriculum related class visits.

The owner holds the principal and senior leaders adequately accountable for the continuing development and the quality of the school's performance through quarterly meetings. There is a functioning governing body whose members are regularly involved in school events. For example, the police representatives provide valuable support in lectures on bullying and road safety. The vice chair has also conducted teacher training on 'the art of questioning'. Governor minutes show they are aware of day to day management concerns such as the impact of large teacher turnover and inexperienced teachers in lower primary classes.

The school is well-organised and its operations are efficient. Staffing, resources and facilities are managed well. The school runs very smoothly day-to-day. The high percentage of teacher turnover in 2016 has had an impact on students' achievement particularly in lower primary classes and put pressure on middle leadership. The school's efforts to manage the high turnover of staff includes programmes of induction and staff training; the impact of this is not regularly reviewed. Teachers are sufficient in number and appropriately qualified to deliver the curriculum.

The relevance and range of resources for effective teaching and learning in KG have improved since the last inspection. The introduction of tactile and sensory materials has enhanced children's learning experiences significantly.

The school building provides ongoing concerns as accommodation in some Grade 3 classes is cramped and overcrowded. In some Grade 6 classrooms sound-proofing is inadequate and noise travels through the partitions, meaning teachers and students shout to be heard. Leaders ensure that they respond to inadequacies in the premises, by providing additional space to improve the learning environment. Since the last inspection an ICT room has been created and a Learning Resource Centre. Resources are limited, including one science laboratory and lack of specialised facilities, such as art rooms. Teachers and leaders adapt their teaching strategies well to make the most of the space available.



What the school should do to improve further:

1. Make better use of assessment to increase students' achievement in all subjects, particularly in Arabic in primary, by:
 - i. using assessment strategies that track students' progress regularly and inform teachers' lesson planning
 - ii. monitoring the work that students complete in portfolios and provide feedback on how to improve
 - iii. ensuring that teachers meet regularly to moderate and compare assessments of students' work
 - iv. ensuring that assessment data is used to track individual students' progress
 - v. planning lessons, which reflect an understanding of the learning needs of all students.
2. Improve the environment for learning in many lower primary classes in order to improve students' achievement by:
 - i. regularly monitoring teaching and learning in Grades 1,2 and 3
 - ii. ensuring that lower primary teachers have time to co-teach
 - iii. providing in-class support for inexperienced teachers.
3. Increase the effectiveness and impact of school development plans by:
 - i. reviewing SDP plans termly with records of targets achieved and reported to the governing body
 - ii. providing precisely targeted CPD programmes, the impact of which are rigorously evaluated through lesson observations measure the effect on teaching and learning.
4. Meet the full range of students' learning needs, particularly SEN and higher achieving students by:
 - i. providing time for the SENCO to give specific support to individual students
 - ii. encouraging more able students to work on individual learning activities
 - iii. raising teachers' expectations for more able students, particularly in developing writing skills
 - iv. providing extension activities to learning activities for all students, including SEN
 - v. making IEPs for SEN students available to class teachers.



5. Increase the level of students' skills in enquiry, critical thinking, problem solving and independent learning by:
 - i. ensuring that teachers plan open-ended lesson tasks which provide higher achievers sufficiently challenging extension activities
 - ii. raising teacher's expectations of high achieving students with more complex problems related to real life
 - iii. allowing small groups of students to work independently in the LRC
 - iv. improving students' access to learning technologies in order to develop enquiry and research skills.

DRAFT



Possible breaches of regulations and health & safety concerns

The Philippines Global School

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

Health and Safety Concerns:
1. Overcrowded classrooms
2.
3.

Lead Inspector	Sheila A Crew	Date	January 21, 2017
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