



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
Report of

The Philippine Global School

Overall
Effectiveness

Acceptable

Academic year: 2018-2019

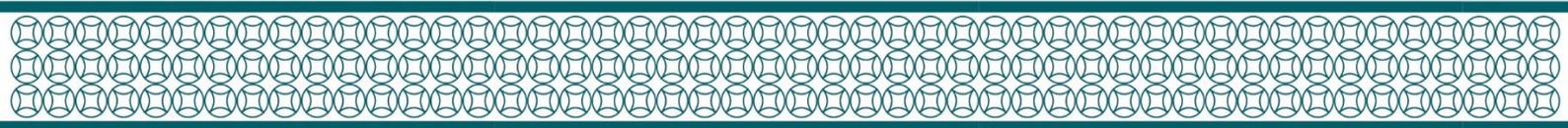




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School Information

School Profile			
School Name:	The Philippine Global School		
School ID:	9274	School phases:	KG - High
School Council: **	NA	Fee range and category*	5,100 - 8,100 Very low to low
School curriculum: *	Philippines	Email:	Globalphilippines.pvt@adec.ac.ae
Address:	Hadabat Al Zafarana, Abu Dhabi	Website:	www.thephilippineglobalschool.com
Telephone:	+971 (0)2 447 3366		

Staff Information			
Total number of teachers	75	Turnover rate	16%
Number of teaching assistants	5	Teacher- student ratio	1:17

Students' Information				
Total number of students	1286	Gender	Boys and Girls	
% of Emirati students	0%	% of SEN students	1%	
% of largest nationality groups	1.Filipino 99%	2. Indian 0.24 %	3.German 0.24 %	
% of students per phase	KG 9%	Primary 56%	Middle 30%	High 5%

Inspection Details				
Inspection date:	from	<u>08/05/1440</u> 14/01/2019	to:	<u>11/05/1440</u> 17/01/2019
Number of lessons observed:	123	Number of joint lessons observed:	21	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The principal and senior team have been in post since the school reopened in 2015. Since the last inspection, the school experienced high staff turnover (16% in 2018 and 38% 2017) and a falling roll (from 1433 in 2017 to 1286).
- The overall performance of the school is acceptable because in most subjects students make acceptable progress and attainment is in-line with curriculum standards. Students' personal development has improved through curriculum changes that have raised students' self-reliance and social responsibility. The principal has given the school clear direction, but self-evaluation and improvement planning does not focus sufficiently on raising students' achievement.

Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• Overall, achievement remains acceptable. It has improved in the high phase and science to good. Arabic achievement overall and English in the primary phase have declined to weak.• Students have positive attitudes to learning and work well cooperatively. Their ability to use technology, take responsibility for their own learning and innovate are not as well developed.• Students with special educational needs (SEN) and those who are gifted and talented (G&T) do not always make enough progress in lessons because they lack planned support and challenge.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">• Students' personal development has improved to very good. Students' behaviour and relationships are positive. Students are developing self-reliance, improved attendance and concern for the care of others.• Students respect the UAE heritage and have a deep understanding of their own culture.• Students' social responsibility is now very good. They have more opportunities to take on leadership roles within school and are more involved in their local community. Students' innovation and enterprise skills are developing in club activities, science and other subjects, but are less evident in core subjects.		



Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Teaching is now improved in the high phase but weak in Arabic and in English in the larger primary phase, so the school's overall performance remains acceptable. In most areas of the school, teachers' secure subject knowledge is a strength. Teaching to promote innovation, and to extend learning of students with SEN and the G&T within lessons, is inconsistent. Assessment has improved from weak to acceptable but the use of assessment data to inform planning and monitor students' progress is not well-embedded. 		

Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> The broad and holistic curriculum design has improved students' personal development. Curriculum adaptation to meet students' needs is acceptable overall. Curriculum modification is adequate but insufficiently extends the more able. Links with Emirati culture and UAE society are strong. Opportunities to develop innovation and enterprise skills are timetabled, but inconsistently embedded within lessons. 		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Health and safety are now good, and procedures for the care and support of students are more effective. Students are well cared for in safe, secure and adequately maintained older buildings. Positive relationships between staff and students support the effective implementation of policies to guide behaviour and attendance. Systems identify students with SEN and the G&T, but support and monitoring of their progress is insufficient. 		



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Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• The principal provides clear direction, but self-evaluation and improvement planning do not focus sufficiently on student outcomes.• The impact of the Continuing Professional Development (CPD) programme is reduced by high staff turnover.• Partnerships with parents is improved to good. The management of staffing and facilities are acceptable, but resources are limited. The governing board has not been sufficiently active in holding the school accountable for its performance and in the provision of appropriate resources.		

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Progress made since last inspection and capacity to improve



- Leaders have addressed most of the key areas for improvement of the last inspection, some more successfully than others.
- Students' achievement remains acceptable overall, but Arabic has declined. However, achievement has improved in science and in English and mathematics in middle and high phases respectively. English achievement is now declined to weak in primary.
- The school has developed an assessment system to track students' progress, but this is not yet fully embedded. Science teachers use pre- and post-unit tests effectively to identify and close gaps in students learning. This best-practice needs to be implemented school-wide.
- Students' skills in critical thinking, problem-solving and independent learning are developing through club activities, but are rarely seen within lessons, except in science, art and Technology and Livelihood Education (TLE) and ICT.
- Standardised lesson plans that allow for differentiation have improved provision for identified groups. SEN withdrawal teaching is effective but in-class support is only acceptable. There is insufficient challenge for higher achievers within most lessons, although clubs and competitions extend learning for the G&T.
- School leadership planning is improving as better use is made of data. To raise teaching quality, the monitoring of the impact of CPD requires a greater focus on student outcomes.
- The school has improved leadership at all levels, with the appointment and training of subject co-ordinators to assist SLT to improve the quality of teaching and learning.
- The school has maintained acceptable standards and improved aspects of provision. Overall, school leaders' capacity to improve the school is acceptable.



Provision for Reading



- Restricted space limits the library's support for the promotion of the school's reading plan. Students can borrow books, but there are insufficient resources for the number of students, especially in Arabic and Filipino.
- A web-based English reading program provides a range of electronic readers graded for each student, which are accessible at home so parents can support the reading initiative. Teachers use it to monitor reading and provide appropriate materials as skills develop.
- Comfortable reading corners with multi-lingual displays, the 'word of today' at assembles, book club, competitions, and students' book reviews encourage reading. In KG and phase 1, the DEAR program (Drop Everything and Read) increases reading in early years.
- Guided reading is used to improve reading and expand vocabulary. Students' reading skills are assessed through direct observation, content-based questions and comprehension worksheets.
- The results of '*i read*' literacy tests are used to implement remediation programs in the English Language, but tracking progress in reading in other languages is less effective as teachers are not fully trained in evaluating students' reading capabilities.



Key areas of strength and areas for improvements:

Key areas of strength

- Students' improved achievement in science.
- Students' personal & social development.
- Teacher's secure subject knowledge.
- Curriculum links that enhance students' understanding of UAE culture and appreciation of Islamic values.
- Policies and record keeping procedures that ensure the maintenance of a secure environment and improved attendance.
- Senior leaders' commitment, clear vision and improved partnership with parents.

Key areas for improvement

- Improve achievement in all core subject areas, especially Arabic at all levels and English in primary phase by:
 - raising teachers' expectations of students' capabilities
 - implementing an integrated whole-school literacy strategy to improve skills in Arabic, English and Filipino
 - improving students' understanding by identifying and filling gaps in their prior learning
 - providing Arabic teachers with opportunities to share best-practice and learn how to conduct more engaging lessons.
- Improve students' independent learning and innovation skills by:
 - further developing teachers' use of time, resources and questioning skills to extend their higher order thinking and problem-solving skills in lessons
 - improving the quality of teachers' feedback, so all students know how to improve
 - encouraging students to identify personalised learning goals and monitor their own progress
 - extending students' use of learning technologies.
- Improve the quality of teaching across the school by:
 - promoting students' independent learning and higher-order thinking skills in lessons
 - improving the effectiveness of the induction of new teachers
 - more rigorous monitoring of teaching focused on students' achievement to inform future professional development.
- Improve the use of assessment to better meet the needs of individuals and groups of students by:
 - using the information generated within lessons to adapt the session to meet the emerging needs of the students, especially SEN and G&T,
 - ensuring that students know how to improve their work through more consistent opportunities for self and peer assessment
 - extending collaborative planning in primary middle and high school to include KG teachers to ensure a smoother progression across phases.
- Increase the rigor in systems to support students with special educational needs and gifted and talented by:
 - improving provision and support for SEN and G&T students within classes



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- improving teachers' use of assessment to adapt lessons to more effectively support and challenge all groups of students including both the least and more able.
- -further developing teachers' use of time, resources and questioning skills to extend students' higher order thinking and problem-solving skills in lessons.
- Improve the effectiveness of governance by:
 - implementing regular stakeholder consultations to assist with Board decision making
 - improving the quality of resources, technology and the physical environment to support learning in all phases
 - ensuring that specialist subjects such as art, science and music have appropriate furniture and equipment for activities integral to their curriculum
 - identifying key resources to extend students' learning skills, such as hand-held digital devices
 - Updating library resources to cater for all three curriculum languages.

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Performance Standard 1: Students' Achievement

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

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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. No grade is awarded in high phase because student numbers are low.• Attainment is outstanding in internal assessments in all grades.• In lessons and students' work, most students show understanding of Islamic instructions and concepts in line with curriculum standards.• Students make expected progress in understanding the meaning of Islamic values and this is reflected in their behavior and daily practices. They are not always confident when reciting and they find difficulty in applying their knowledge to find solutions to issues in Islamic society.
Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic is weak overall.• Attainment is outstanding in internal assessments in all grades.• In lessons and students' work, most students attain levels of listening, speaking and reading below curriculum expectations. They have limited vocabulary, but their handwriting is legible and neat.• Only a minority of students make expected progress. The large majority cannot read fluently at the level expected and they lack the ability to understand short comprehension exercises. Their speaking skills are insufficiently developed as they do not get regular opportunities to practice using the language in daily life.
Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall, but good in middle and high.• Attainment is outstanding in internal assessments in all phases.• In lessons and students' work, primary students understand the nature and importance of national resources. Students in higher phases can describe the economy, have strong knowledge of UAE and world leaders and can use social studies concepts confidently in group discussions.• In primary phase students make only acceptable progress, due to teachers' low expectations. Students in higher phases are not consistently challenged to think deeply about issues. Students' map skills to locate geographical features and interpretation of historic timelines are less well-developed.



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English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. Attainment is good in middle, but weak in primary.• Internal assessment is outstanding in all grades. PASS external standardised tests indicate acceptable attainment overall.• In lessons and student work, students' reading, writing, speaking and listening skills are generally in line with expected levels.• Students make acceptable progress in relation to their starting points overall. Progress is good in middle but weak in primary. KG students make rapid initial progress in phonics, although reading progress is slower in primary. In middle the students' listening, speaking and writing skills are developed rapidly because teachers promote an interest in text, reading and responding, so that students are able to comprehend and articulate complex ideas. There are insufficient opportunities to develop extended writing across phases.
Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall, but good in high.• Internal assessment is outstanding in all grades. PASS and RASH external end of year examinations results for 2017-18 indicate acceptable attainment overall.• In lessons and recent work, most students' knowledge and understanding of number, shape and algebraic operations are in line with curriculum standards.• Most students make acceptable progress. However, students' skills in mental mathematics, including their knowledge of their times tables, are insufficiently developed. More-able students are not sufficiently challenged because of the slow pace of lessons. Problem solving and the relating of mathematics to real-life problems are not a strongly-developed.
Science	<ul style="list-style-type: none">• Students' achievement in science is good overall, but acceptable in KG.• Attainment is outstanding in internal assessments in all grades, but acceptable in KG. PASS and RASH external end of year examinations results for 2017-18 indicate acceptable attainment overall.• Students' attainment in lessons and students' work is good in all phases but acceptable in KG, where teachers' specialist science knowledge is less secure.• Most students make good progress as they gain proficiency in observing, recording findings, making conclusions and using scientific language. They can make links to other subjects and to real-life. However, their practical investigative skills, their ability to perform experiments and to write comprehensive scientific reports, are less well developed due to access to facilities and equipment.



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Other subjects	<ul style="list-style-type: none">• Overall students' achievement in other subjects is good. However, in Filipino, social studies and music achievement is acceptable.• Attainment in internal assessments is good overall because the majority of students attain levels that are above curriculum standards.• Only Filipino and social studies are examined externally: PASS and RASH external end of year examinations results for 2017-18 indicate attainment is weak. In lessons and students' work Filipino and social studies are acceptable. Social studies is externally assessed in the Filipino language but it is taught in English.• In lessons and recent work, students make good progress overall. Progress is good in subjects where there is choice, challenge, clear expectations of outputs and performances and where students can apply their learning in the real world like in arts, PE and ICT in the robotics lessons. Progress is only acceptable in subjects where they are not well planned to build on prior learning, such as Filipino and Filipino social studies.
Learning Skills	<ul style="list-style-type: none">• Students have positive attitudes to learning, but their ability to work independently and take responsibility for their own learning is less well-developed.• They interact cooperatively within groups and share ideas.• They have well-developed abilities to link what they are learning to Emirati culture, to other subjects, and to real life.• Students' innovation skills, and their use of technology to research are less well-developed features of learning.



Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ul style="list-style-type: none"> Students' understanding of Islamic instructions and concepts Their knowledge and application of Islamic values. 	<ul style="list-style-type: none"> The confidence of students in memorising and recitation of the Holy Qur'an.
Arabic	<ul style="list-style-type: none"> Students' legible hand writing. 	<ul style="list-style-type: none"> Speaking Arabic in real life situations. Reading and comprehension.
Social Studies	<ul style="list-style-type: none"> Students' knowledge of UAE resources. Their knowledge of the UAE history and its leaders. 	<ul style="list-style-type: none"> Students' ability to read maps and locate key geographic points. Their ability to use and interpret historic timelines.
English	<ul style="list-style-type: none"> Middle students' strength in writing and reading, speaking and listening. Rapid initial progress in phonics in KG. 	<ul style="list-style-type: none"> Students' reading skills in primary. Students' extended writing.
Mathematics	<ul style="list-style-type: none"> KG children's secure knowledge of early mathematical concepts. Students' secure knowledge of number, shape and algebraic operations. 	<ul style="list-style-type: none"> Students' speed in mental mathematical calculations and their use of times tables to facilitate accurate calculations. Students' recording of mathematical operations.
Science	<ul style="list-style-type: none"> Students' observation skills and abilities to record and analyse the results of their inquiries. 	<ul style="list-style-type: none"> Students' ability to handle equipment, their independent investigative skills and report writing.
Other subjects:	<ul style="list-style-type: none"> Students' creativity, innovation and technical knowledge in PE, Arts, TLE, and Robotics. 	<ul style="list-style-type: none"> Students' achievement in the national benchmarking examinations for Filipino particularly in vocabulary, writing and grammar. Students' achievement in the national benchmarking examinations for Filipino social studies.
Learning skills	<ul style="list-style-type: none"> Collaboration and communication skills that promote teamwork. Students' positive attitudes to learning. 	<ul style="list-style-type: none"> Students' independent learning, innovation skills and the use of technology for effective learning. Students' use of technology to support their learning.



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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

- The overall quality of students' personal and social development is very good but their development of innovation skills is good. Students have positive attitudes to learning, are self-reliant and respond well to others.
- Students well know the importance of fitness and healthy eating. They participate daily in morning exercises during assembly and enjoy sports. Attendance is outstanding at 98% and students almost always arrive on time. A few students show a lack of regard for their safety when departing from school.
- Students' clear understanding of Islamic values is reflected in their respectful behaviour. Their respect for UAE heritage is evident by their active participation in cultural celebrations and national events. Students have a deep understanding of their own culture and are interested in learning about other world cultures.
- A few students are innovative and show a positive work ethic when they initiate and manage science and robotics projects. Members of the students' council readily assume leadership roles and guide students to raise donations for Red Crescent, volunteer in the local community and contribute to the Abu Dhabi Blood Bank.
- Students are very responsible in their care for the school environment and for others. They routinely keep their school clean, tend the gardens and participate in the promotion of conservation locally and in the wider world.
- Innovation and creativity are developing through competitions and outside-class activities. Innovation and enterprise within lessons in most core-subjects are less well developed.

Areas of Relative Strength:

- Students' understanding of Islam and appreciation of UAE heritage, reflected in community volunteering and care for the environment.
- Students' attendance.

Areas for Improvement:

- Further development of innovation and enterprise and skills, particularly in lessons.
- Awareness of personal safety when crossing roads.



Performance Standard 3: Teaching and assessment

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

- Overall, teaching and assessment remain acceptable. Teaching is **good in** high, indicating improvement. New staff in the primary phase are unfamiliar with inquiry-based learning.
- Teachers have sound subject knowledge and plan lessons to a common framework that adequately meets most students' needs. They innovate to provide positive learning environments and alternative resources.
- Positive interactions between teachers and students ensure strong engagement, except in Arabic where learners are disinterested. Questioning is used to check learning but inconsistently to extend thinking.
- Teaching strategies are adequate but do not sufficiently support SEN students and extend the G & T. In better lessons in science, well-differentiated tasks extend the learning of identified groups.
- Teaching to develop students' innovation and enterprise skills and use of learning technologies independently is less well developed.
- Internal assessment procedures are consistently applied but not well-linked to curriculum standards, with significant discrepancies between internal results and external benchmark data. Systems to measure progress are in place, with pre-and post-tests, but assessment results are inconsistently used to inform teaching.
- The school has adopted international benchmark testing, but the analysis and understanding of test data is not yet fully established.
- The marking of students' written work, feedback on how to improve and the setting of individual targets to accelerate progress are of inconsistent quality and impact. Students assess their own learning in science, but this best practice is inconsistent across the school.

Areas of Relative Strength:

- Teachers' specialist subject knowledge and positive interactions.
- Teachers' resilience in the face of limited resources.

Areas for Improvement:

- Quality of teaching across the school, **especially in Arabic overall and English in the primary phase**, and the promotion of innovation within lessons.
- Rigorous use of standards-linked assessment to inform planning and monitor learning.



Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is acceptable. The broad curriculum integrates the Philippine K-12 curriculum, meets MOE curriculum requirements and is well aligned with the UAE vision. Whilst it is more focused on knowledge than skills development, its impact can be seen in students' improved personal development.
- The curriculum is designed so that basic concepts in core subjects are developed further in each phase. The curriculum provides a secure foundation in KG, supported by home-room teachers. The students are not well-prepared for the transition into primary, where they are taught by a range of specialist subject teachers. Middle and high provide clear subject continuity, with students well-prepared for their next phase.
- The curriculum offers a range of 'other' subjects and timetabled clubs that provide opportunities for students to develop their talents, interests and aspirations in ICT, robotics, arts, PE and TLE. There are strong cross-curricular links between areas of learning.
- The curriculum undergoes periodic reviews that result in enhanced personal development but have yet to impact consistently on students' academic achievement.
- Curriculum adaptation is improved, with some modification to support SEN students, but inconsistent adaptations to extend G&T.
- A range of timetabled and extra-curricular activities develops students' innovation and enterprise skills, but these are inconsistently embedded in lessons. Links with UAE culture and traditions are strong.
- The moral education programme is adequately implemented in discrete lessons. Students' improved behavior and care for the school environment reflect their internalisation of moral education values. Continuous assessment provides a measure of students' understanding of key concepts.

Areas of Relative Strength:

- Opportunities for students to develop their interests and to transfer learning across subjects.
- Links with Emirati culture and the UAE society across the school.

Areas for Improvement:

- Further curriculum modification to better meet the needs of all learners.
- Opportunities for enterprise and innovation within lessons.



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	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

- The overall quality of protection, care, guidance and safeguarding for students is now improved to good.
- The school has effective procedures for the care and safeguarding of students. Staff, students and parents are aware of the child protection policy. Students know how to keep themselves safe and who to approach if they need help.
- The school environment is clean, safe, and generally well-supervised. The supervision of dismissal transport is only adequate. Secure record keeping and regular monitoring ensure that, although old, buildings are maintained in sound repair. Health, safety and security arrangements are effective.
- A safe and inclusive physical environment is provided. New buildings are planned to deal with the current challenges of space that limit students' access to the facilities and equipment necessary for inquiry-learning.
- The school systematically promotes safe and healthy life styles, and this is very effectively built into daily routines in KG.
- Affirming staff-student relationships and effective behaviour management systems create a positive learning environment. Systems for promoting attendance are very successful and few students are late.
- The school has thorough systems for identifying students with SEN and the G&T. Individual education plans (IEPs) are in place for students with SEN and while withdrawal support is effective, support within lessons is not consistently so. Challenging opportunities for the G&T are provided through clubs but within-class activities that enable students to reach their potential are inconsistent.
- Guidance to assist academic and personal development ensures students are effectively prepared for the next phase of their education.

Areas of Relative Strength:

- Positive staff-student relationships, improved behaviour management and effective procedures for the care and welfare of students.
- Policies and record keeping procedures that ensure the maintenance of a secure environment and outstanding attendance.

Areas for Improvement:

- Safety of students at dismissal.
- Rigour in systems to support and challenge students with SEN and those who are G&T.



Performance Standard 6: Leadership and management

Indicators:

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

- The overall quality of leadership and management is acceptable. The principal has a clear vision, underpinned by national priorities and shared by the school community, for the development in every student of a 'growth-mindset'.
- Leaders have appropriate knowledge of best teaching practice and have implemented a comprehensive teacher development programme. This is yet to raise the quality of teaching across the school because of staff turnover. Staff have clear roles and responsibilities, communication is professional and morale is positive.
- Leaders have involved staff in school self-evaluation. There is an accurate view of the school's key priorities for development which has led to some improvements in students' personal development and academic progress. However, self-evaluation and improvement planning do not focus sufficiently on achievement.
- Monitoring teaching and learning is regular but is not sufficiently focused on the effect on students' achievement, so the quality of teaching remains variable across the school.
- Partnerships with parents and the community has improved and is acceptable. A range of communication and reporting systems ensure parents are informed of students' progress and can contribute to the life of the school. The school has a range of networks that provide opportunities for students to volunteer for the benefit of the local community. Collaborations with other schools and international connections are well-established.
- Governance is acceptable. The Board of Trustees ensures that all statutory requirements are met. It receives regular reports from the principal and informally seeks views from staff, students and parents. However, there is insufficient stakeholder consultation and monitoring to develop a comprehensive and accurate knowledge of the school and to hold senior leaders fully accountable for school performance.
- The day-to-day management of the school is effective. Staffing is appropriate and facilities are adequate. Resources are limited, especially in science, library resources (in Arabic, Filipino and English) and technology to assist independent research in all disciplines. However, teachers are innovative in seeking alternative resources to promote students' learning.
- In preparation for TIMSS, the school uses results from the 'question a day' application to identify the gaps in students' learning and plan to improve their performance. The plans include integrating practice questions into lessons.

Areas of Relative Strength:

- Senior leaders' commitment, clear vision and detailed development plans.
- Improved partnership with parents and the school community.



Areas for Improvement:

- More rigorous monitoring of teaching focused on students' achievement.
- Governors' role in holding the school accountable for its performance and the provision of appropriate resources and facilities to support learning in all phase.

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