School Performance Report

Combined Internal and External Evaluations

The Philippine Global School

The overall performance of this school is Acceptable .

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Introduction

This report combines the previous school 'self-evaluation form' (SEF) and school inspection report. It provides all stakeholders with an opportunity to compare the internal and external evaluations of school performance. Its purpose is to bring these two perspectives together to foster greater accuracy of internal evaluations. Greater accuracy is a step towards the long term goal of less dependence upon external evaluations to understand a school's effectiveness. Ongoing and accurate internal evaluations are the key to school effectiveness that can withstand changes in leadership, staffing and student enrolment.

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Basic information about inspections
Basic information about the school
The overall performance history of this school
Summary of inspection judgements - outcomes

- -

Performance Standard 1: Students' achievements
Performance Standard 2: Students' personal and social development
Performance Standard 3: Teaching and assessment
Performance Standard 4: Curriculum
Performance Standard 5: Protection, care, guidance and support of students
Performance Standard 6: Leadership and management

Basic information about school inspections

School inspections are structured around six Performance Standards:

1. Students' achievement;

2. Students' personal and social development, and their innovation skills;

3. Teaching and assessment;

4. Curriculum;

5. The protection, care, guidance and support of students; and

6. Leadership and management.

School Inspections support the development of schools across the Emirate of Abu Dhabi. The UAE School Inspection Framework provides clear descriptions within these six Performance Standards. This framework allows school leaders and external inspectors to make judgements based on internationally recognised best practice.

School inspectors make judgements using these six performance categories:

Definitions	Performance Categories
Substantially exceeds expectations	Outstanding
Exceeds expectations	Very Good
Meets expectations	Good
Minimum performance required	Acceptable
Below expectations	Weak
Significantly below expectations	Very Weak

To see the full UAE School Inspection Framework, please click here: **Framework Arabic** **Framework English**

Basic information about the school

Name: The Philippine Global School

I.D. number: 9274

Phases: Cycle 1;Cycle 2;Cycle 3;KG

Curriculum: Philippine

Fee category: Very Low

Location: Abu Dhabi - ABU DHABI ISLAND

Web address: http://thephilippineglobalschool.com/

E-mail address: 9274@adek.gov.ae

Telephone: 0506872128

Number of teachers: 48

Teachers' assistants: 0

Teachers' nationalities: Philippines

Number of students: 1224

Teacher to student ratio: 1:25

Students' nationalities: Philippines)

Proportion of Emirati students: 0

Proportion of students of determination: 0.98

Dates of inspection: 06-Jun-2022 to 09-Jun-2022

The overall performance history of this school:

2015-2016

- Outstanding - 0%
- Very Good - 0%
- Good - 24%
- Acceptable - 47%
- Weak - 24%
- Very Weak - 6%
- NA - 0%

2016-2017

- Outstanding - 0%
- Very Good - 0%
- Good - 24%
- Acceptable - 71%
- Weak - 6%
- Very Weak - 0%
- NA - 0%

2018-2019

- Outstanding - 0%
- Very Good - 18%
- Good - 18%
- Acceptable - 65%
- Weak - 0%
- Very Weak - 0%
- NA - 0%

2021-2022

- Outstanding - 0%
- Very Good - 0%
- Good - 18%
- Acceptable - 53%
- Weak - 0%
- Very Weak - 0%
- NA - 29%

Summary of inspection judgements

PS1: Students' Achievements

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
1.1 Students' attainment in Islamic Education	Not Applicable	Acceptable	Acceptable	Not Applicable *
1.1 Students' attainment in Arabic First Language	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.1 Students' attainment in Arabic Second Language	Not Applicable	Acceptable	Acceptable	Not Applicable *
1.1 Students' attainment in Social Studies	Not Applicable	Good *	Good	Not Applicable *
1.1 Students' attainment in Language Of Instruction	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
1.1 Students' attainment in English	Good *	Acceptable	Acceptable *	Not Applicable *
1.1 Students' attainment in Mathematics	Acceptable	Acceptable	Good *	Not Applicable *
1.1 Students' attainment in Sciences	Good *	Acceptable *	Acceptable *	Not Applicable *
1.2 Students' progress in Islamic Education	Not Applicable	Acceptable	Acceptable	Not Applicable *
1.2 Students' progress in Arabic First Language	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.2 Students' progress in Arabic Second Language	Not Applicable	Acceptable	Acceptable	Not Applicable *
1.2 Students' progress in Social Studies	Not Applicable	Good *	Good	Not Applicable *
1.2 Students' progress in Language Of Instruction	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
1.2 Students' progress in English	Good *	Acceptable	Acceptable *	Not Applicable *
1.2 Students' progress in Mathematics	Good *	Acceptable	Good *	Not Applicable *
1.2 Students' progress in Sciences	Good *	Acceptable *	Acceptable *	Not Applicable *
1.3 Students' Learning skills	Good *	Acceptable	Acceptable	Not Applicable *

PS2: Students' personal and social development

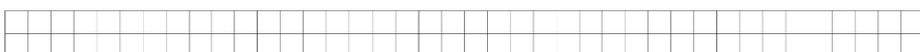| Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
2.1 Personal development	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
2.2 Islamic values, Emirati & world cultures	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
2.3 Social responsibility & innovation	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *

PS3: Teaching and assessment

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
3.1 Teaching	Good *	Acceptable	Acceptable	Not Applicable *
3.2 Assessment	Good *	Acceptable	Acceptable	Not Applicable *

PS4: Curriculum

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
4.1 Curriculum	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *
4.2 Curriculum adaptation	Not Applicable *	Not Applicable *	Not Applicable *	Not Applicable *

PS5: Protection, care, guidance and support of students

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
5.1 Health & safety	Good	Good	Good	Not Applicable *
5.2 Care & support	Good	Good	Good	Not Applicable *

PS6: Leadership and management

Indicators	All Phases
6.1 Effectiveness of leadership	Acceptable
6.2 Self evaluation & improvement	Acceptable
6.3 Partnerships with parents	Good
6.4 Governance	Acceptable
6.5 Management	Acceptable
Overall Judgement	**Acceptable**
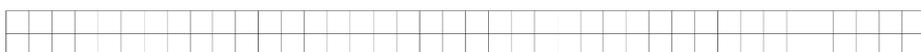
Changes since the previous inspection

Students' achievement has improved in Arabic as a second language and is now acceptable in all phases, in social studies in the primary phase it is now good, in English in the primary phase where achievement is acceptable, in mathematics in KG and the junior high phases, they are now good and science in KG where achievement is now also good. Children's learning skills are good in KG. In science, there has been a regression in students' achievement in the primary and junior high phases, which are now acceptable. The improvements in these areas have been brought about by more effective teaching with teachers' higher expectations and with lessons that are now better planned and matched to the abilities and needs of the students in each subject and phase. Literacy is integrated across the core subjects and is supported through a whole-school reading plan and activities such as Drop Everything and Read (DEAR) time in all subjects. The library remains small with a limited stock of books. The school has invested in a digital library, which enabled students to access reading books and curriculum-linked resources during the distance learning period.

In lesson planning and in delivery, teachers now identify the prior knowledge of the students and review the students' understanding to address any gaps before moving on to new learning. Teachers of Arabic as a second language continue to build their skills by attending training and working with others to share best practices. Students in this subject enjoy more engaging activities as a result but the challenge they receive in lessons is still limited and so restricts the progress they make in lessons.

A key feature of the lessons observed is the very high level of group work seen in lessons in all phases and subject areas. Almost all lessons are structured around students working together on a task in groups ranging from 2 to 6 students. The use of time in lessons has improved with tasks that teachers set invariably linked to short time targets which maintains pace and urgency in the learning activities. Students work well in collaborative groups and share ideas. Students make greater progress in activities when they all have the task sheet to complete. This was evident in mathematics after the first day of the inspection when teachers changed the strategies, they used for group tasks by increasing the resources available so all students could tackle all the activities and questions in group work.

Students use learning technology effectively in lessons for research and online assessment tools to check their understanding.

In small group work, the teachers offer students clear opportunities to think critically, to discuss and reason their ideas so they can justify their answers. Teachers' questioning of the class does not build higher-order thinking skills. Teachers' questioning provides students with fewer opportunities to evaluate other students' ideas and offer critical feedback to build on the answers of others.

Students' work is marked but teachers still do not consistently provide detailed guidance on how to improve their work. The detail in students marking remains inconsistent between subject areas. Students still do not have specific short-term targets to work towards. Student report cards that go home to parents, still lack specific targets for students to work towards over a longer time frame. Students are beginning to be involved in self-assessment and peer assessment activities in a minority of subjects such as in the junior high phase mathematics and English classes.

Tasks set by teachers are more often linked to real-world situations. In mathematics where students carried out practical activities to generate data when learning about experimental probability. Students in science considered the causes of solar eclipses. In English, teachers linked learning tasks to ideas students were familiar with such as a discussion about pocket money and what animal made for the best pet. Generally, in most subjects, teachers provide a wider range of learning activities most linked to group discussion so encouraging critical thinking and debate.

The school's internal assessment processes are consistent. They are generally linked to the school's curriculum standards for the key subjects to provide appropriate measures of students' progress. Different learning activities are planned into the lessons and linked to different ability groups. The level of challenge offered in the tasks does not always extend the learning of the high attainers. Students themselves do not seek a higher level of difficulty in an activity if they find the work too easy. The tasks planned do support the lower attainers especially when they are able to talk about the activities with other students while working in groups. Teachers

plan activities together which support those teachers who are new to the school. Generally, teachers do not go on to adapt the general lesson plan to accurately match the needs of all the students in their classes.

The effectiveness of teaching is reviewed by senior and middle leaders some of whom are relatively inexperienced in the role and being supported to build their skills by the principal and more established members of staff. The focus on students' achievement is ongoing but key points to strengthen individual teachers' practice are identified, discussed, and used as improvement points for teachers to address.

The school has seen a large turnover in teaching staff since the last inspection. Nearly 25% of teachers across all grades, phases, and levels of leadership left the school during the Spring term of 2022. Most moved to another school nearby that offered much higher salaries. The school leadership team had to be replaced with the academic leads for the KG and primary section and the junior high newly appointed or promoted from within the school. The school also had to recruit a new pastoral lead. New staff were sourced, and all posts were filled during the Spring term. Some of the new appointments were parents who had left teaching and the senior leaders acknowledge their skills require improvement, which has begun through coaching and professional development to match the standards of the best in the school. The school is accessing a range of training opportunities provided by experienced staff and from the parents themselves who have backgrounds in training and information technology as part of an induction program.

Over the period of distance learning, the school made a conscious decision to provide support for gifted and talented students through extracurricular activities. In the subsequent return to school with hybrid classes and face-to-face learning, those students who are gifted and talented continue to be supported through extracurricular activities such as the World Scholar's Cup. This program is well established in the school. Students generally have good skills in English speaking and listening. Those who also have high-level skills in writing have been able to have their poems and stories published in a magazine aimed at young people produced and distributed across the Middle East. Students of determination are supported by shadow teachers in lessons and in targeted sessions linked to their individual learning plans (ILP). In the KG, teaching assistants are not always used to the best effect throughout the lesson and can be underused.
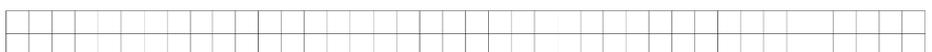
The school development plan has been a key instrument in identifying what needed to improve and is tightly linked to the improvement points from the last inspection. Specific action points are identified in the plan with named senior staff to oversee the development. The school has tracked the progress against the improvement targets which are quantified and where appropriate linked to quantified student outcomes.

The governing board is active in school and works alongside the parents' council. Members of the parents' council sit on the governing board and provide a clear voice to the school's ownership group. Parents have suggested the school consider changing the end-of-the-day arrangements for collecting students and new measures are to be introduced from September 2022. The parents have raised issues about the quality of the air conditioning in the classrooms. The governing board has responded positively and is currently upgrading the units as quickly as they can. Practical resources remain limited but adequate in some subject areas such as science and mathematics. Students bring their own learning devices into school and use them for research purposes or to help them access online resources such as assessment tools and online laboratory software.

The school has faced a number of challenges since the last inspection, and this has delayed the school's progress in fully addressing all of the development points identified in the last inspection report. Having successfully ensured students were able to continue to learn during the distance learning period, the school has had to manage a large turnover in staff during the Spring of this year. The senior leaders are realistic about what has been achieved and what still must be addressed. Progress has been made against most of the development points and a detailed development plan signposts the school's next steps in its improvement plan. The school continues to have an acceptable capacity to improve.

Provision for reading

The library is a small learning environment currently housing approximately 1000 English books, 92 Arabic books, and 50 Filipino books covering a range of fiction and non-fiction genres. The books are classified for different reading ages. There is also a small selection of phonics packs that can be borrowed and used by the teachers. There is a small seating area in the center for any scheduled classes and for students who use the library at

lunchtime and breaks. The librarian manages the library resources and will recommend appropriate books for students to read.

Reading for pleasure is promoted across all grades through a variety of activities. DEAR (Drop Everything And Read) time is scheduled in all classes for 5 minutes a day. Students are encouraged to choose their own books or bring them from home, and read books in either Arabic, Filipino or English. In addition to the library, students read through resources available on the school's online teaching platform and a student-centered, personalized digital library that gives students access to more than 7,000 enhanced digital books in the core collection. Titles are dynamically matched to each individual student's interests, grade, and reading level. The library also subscribes to a magazine for older students with stories, activities, and articles that are thought-provoking. Students from the school have had articles published in the magazine.

Students are targeted to read 20 books per quarter – five of which are of their own choice, and these are recorded in the reading journals with a synopsis and reflection as part of their academic grades. There is no monitored process in place for reading at home or evidence of older students reading with younger students.

Reading is embedded across the curriculum into all subject areas, for example, mathematics and science include problem-solving and investigations which require comprehension skills. Each classroom has a word wall, KG classrooms include a reading corner, and all lessons consistently include keywords in English, Arabic, and Filipino.

Reading is assessed in the school using the facilities offered on the online learning platform and virtual library. Students take three diagnostic tests at the beginning of the school year, mid-year, and at end of the year to track their progress in phonological awareness, phonics, high-frequency words, vocabulary, literature, and comprehension. Reading assessment data is collated by the coordinators who inform teachers and provide interventions where required.

What the school does to achieve its TIMSS and PISA targets

The school leaders are fully aware of the targets for the 2023 Trends in International Mathematics and Science Study (TIMSS) benchmarking assessments. The school has data from 2019 that indicates students' attainment in mathematics was in the intermediate range in both grades and in science in Grade 4 but in the high range in science for Grade 8. Students have recently participated in the most recent Programme for International Student Assessments (PISA) and are awaiting the results. The school has an action plan in place to help students better understand how to answer the style of questions often asked in these assessments. In a minority of lessons seen in mathematics and science, teachers provided specific 'PISA questions' for the students to tackle. The senior leaders are now aware of the need to compare the school's performance in any international benchmarking assessments to international averages rather than the results from students in the UAE.

Strengths of the school

Children's achievement in KG in English, mathematics, and science is good. Students, achievement in social studies is good in the primary and in the junior high phases. Students' achievement in mathematics is good in the junior high phase. Students' achievement in Arabic as a second language has improved and is now acceptable in the primary and junior high phases.

Students speaking and listening skills in English are good across all phases. Students speak with clarity and confidence in English.

The relationships between the students and the staff promote a caring nature that ensures the safety and well-being of the students. Students enjoy coming to school and attendance is high.

The school is a focal point of the local Filipino community and its links with parents are strong. The parents themselves play a major role in the school and use their voice positively to influence the development of the school.

Recommendations for improvement

1. Raise achievement in all subjects so it is at least good, and standards are consistent across all phases by:

• improving the use of more complex sentence construction and richer vocabulary in Arabic by encouraging students to use dictionaries.

• improving students' writing skills in English by providing students with good examples of work for them to model their own against.

• providing opportunities in mathematics for students to secure their mental maths skills, especially their knowledge of number bonds to 20 through regular repetition of arithmetical calculations linked to practical activities.

• ensuring students learn their multiplication tables diligently, and the best methods to use in multiplication and division calculations through regular practice.

• increasing the opportunities for students to carry out scientific investigations to build their practical skills and their understanding of the scientific method.

2. Improve the effectiveness of classroom teaching and the quality of learning in the school by:

• engaging all staff in professional development which is targeted to improving teachers' use of student attainment data in planning for specific groups of students.

• ensuring teachers' planning clearly identifies how teaching strategies and activities meet the needs of individuals in their own classes, especially the highest attaining students in English medium subjects.

• ensuring that in all lessons students are given time to think before they answer questions and the opportunity to think critically about the answers of others.

3. Improve the effectiveness of leadership and management by:

• building the capacity of all senior and middle leaders in their roles in reviewing the effectiveness of teaching in promoting students' learning and the progress the students are making.

• deepening the understanding of the UAE Inspection Framework of the senior and middle leaders.

• ensuring school leaders at all levels focus on students' progress in lesson observations when measuring the effectiveness of teaching.
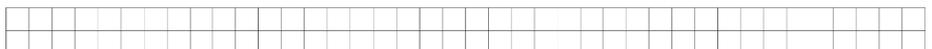
PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
EVIDENCE SOURCES: 1.1 Attainment School Development Plan which entails recommendation during the previous inspection; UAE National Agenda which mentions national target to achieve; SWOT Analysis, which is reviewed every term; ADEK Inspection Framework; Distance Learning Evaluation Tool (DLE Tool); Self-Evaluation Form guidance; Student Competency Framework; My Identity Framework; Weekly Collaboration Logs with minutes of the meeting; Monthly Accomplishment Report; Student's Progress Monitoring; Lesson Observations an Co teaching with feedbacking; Curriculum and Instruction Monitoring (base from ADEK and Ministry of Education); Student's Portfolios and Outputs. **What the review or analysis of the evidence sources tell us (maximum 500 words).** The reviews and analyses of the evidence sources tell us the results of the programs will provide competent information and feedback to the school; and, the feedbacks that can be used by the teacher and the students to guide improvements in the ongoing teaching and learning instruction. For three consecutive years, Islamic Department has worked on refurbishing setbacks on accelerating students' attainment particularly on Qur'an recitation, Islamic hadeeths and other achievable goals that pertain to learning. Given the situation of	**1.1.1** Against curriculum standards **1.1.2** Against national and international standards **1.1.3** Knowledge, skills & understanding **1.1.4** Trends in attainment over time **1.2.1** Progress against starting points and over time **1.2.2** Progress in lessons **1.2.3** Progress of different groups	In the first three quarters of 2021/22 the school's internal assessment information aligned to curriculum standards indicates for student outcomes in the primary and junior high phases are very good because the large majority of students attain above the curriculum standards. However, this doesn't match with what was observed in lessons or in students' recent work, where most students, in the primary and junior high phases, attain levels that are in line with the curriculum standards. KG students are not offered Islamic Education lessons. There are no external examinations for Islamic education. In the primary phase, most students in a Grade 2 lesson describe some Islamic manners such as their role in the protection of plants at home and at school; they also tell why Allah created plants and why He created them in different types and colors thus attaining in line with the curriculum standards. In the junior high phase, most students in Grade 7 define the problem of poverty in the Muslim world They go on to explain the dangers associated with the problems of poverty and analyze the causes of poverty. The school's curriculum-aligned internal assessment information indicates that a large majority of students across the school have been consistently making progress above the curriculum expectations over time. In lessons and in their recent work, most students make expected progress in relation to lesson outcomes. In the primary phase, most students in Grade 5 make expected progress in their understanding of and their ability to explain the concept of courage as part of the Muslim character and show the link between courage and strength, giving examples from the Hadeeth

everyone's agility, switching from face to face to distance learning, we could see a variety of students' empirical learning.

Cycle 1

Students show their knowledge and understanding of Islamic teaching and value drawn from the Holy Qur'an and noble hadith.

Majority of the student's recitation skills following accurate Tajweed rules.

Cycle 2

Majority of the students relating the Islamic laws, values and teachings to real life.

Students express in deep discussion and understanding of the world from an Islamic point of view.

Concluded the following:

Majority of the students performed good in the internal assessments as reflected in the results.

Majority of the competencies in all levels attained as reflected in the Curriculum and Instructional Monitoring. Majority mastered the skills as per criterion-based on assessment.

Various student's outputs collected from their portfolio and Google Classroom showed that competencies set per activity/lesson were majority achieved by the students.

Lastly, majority of the students are eager to learn more in Islamic teaching.

CYCLE 1 – ACCEPTABLE CYCLE 2 – ACCEPTABLE CYCLE 3 - ACCEPTABLE

Shareef that says that the strong believer is better than the weak believer and having both characteristics of strength and courage is good.

In the junior high phase, most of the students in Grade 9 make expected progress in their understanding of blind imitations as shown by how they analyze the causes of the spreading of blind imitations.

The school's own curriculum-aligned internal assessments show a large majority of students make above the expected progress from their individual starting points over time in all phases. Tracked cohorts of students indicate that most students make expected progress from their individual starting points in internal assessments. There are no differences in progress according to nationality or gender in internal assessment information, lesson observations, and reviews of students' recent work. The high-attainers and those gifted and talented students make better progress than other students do because they are challenged sufficiently to make noticeably more progress in lessons. The low-attainers make less progress than other students because they are not given the opportunities or special tasks to help them improve. There were no students of determination in the lessons observed.

EVIDENCE SOURCES: 1.2 Progress

Teacher record; Student Portfolio; Weekly Feedback; Textbook outcomes; Formative Assessment (Quizzes, Projects, Activities); Summative Assessment (Quarterly Assessment, Performance Assessment (Reading Qur'an, Reciting Qur'an and Hadith, Oral and Presentation).

What the review or analysis of the evidence sources tell us (maximum 500 words).

From the opening of the school year up date, there has been significant progress of students' learning as aligned to the set and priorities pertaining to assessing learning growth.

In the review of Islamic studies, majority of the students' progress in Qur'an recitation through a dedicated weekly session with an emphasis on correct Tajweed (pronunciation) using the technology (Juz am'ma application). The application and videos are helpful practice to the students. Another progress of students that large majority learn the stories from the Quran and the life of the Prophets (Peace Be up on them), the students understand the values of respect, truthfulness, obedience and forgiveness as well as other core values.

Majority of the students understand valuable lessons from the lives of the Prophets and key Historical Islamic events, in order to improve their own behaviour and actions. The students show the progression in their understanding and reading in Qur'an, hadith and verses.

CYCLE 1 – ACCEPTABLE CYCLE 2 – ACCEPTABLE   CYCLE   3   - ACCEPTABLE

Islamic Education - Next steps for students:

1. Raise students' awareness and application of Holy Qur'an recitation rules through regular practice and competitions, in both phases.
2. Practice the reading of Surah's regularly to help strengthen recitation skills and reading with expression across both phases.
3. Choose a greater range of evidence from the Holy Qur'an and the Hadeeth Shareef to support answers with more detail, in both phases.

PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
N/A	**1.1.1** Against curriculum standards **1.1.2** Against national and international standards **1.1.3** Knowledge, skills & understanding **1.1.4** Trends in attainment over time **1.2.1** Progress against starting points and over time **1.2.2** Progress in lessons **1.2.3** Progress of different groups	

Arabic First Language - Next steps for students:
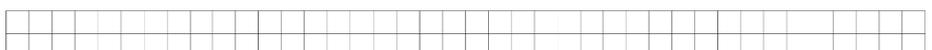
PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations

SEF-

ARABIC
1.1 Attainment
Evidence sources:

Department Action Plan
Quizzes,
Projects,
Recitation,
Assignments,
Games,
Competitions
Academic Portfolio
Summative Assessment
International Benchmark Test
- Arabic

-After considerations of evidences, reviews and analysis of the results, the following have reflected:

To ease the understanding and learning of the Arabic language for the students, the Arabic language department one main goal for all the students from grade 1 to grade 10. The target is to focus on teaching the students reading in Arabic and emphasizing on the importance of using the Arabic language in both written and spoken discourse. Along with the curriculum, the teachers are trying to enrich the vocabulary of the students and the usage of the grammar in order to raise the students' ability to initiate a conversation and keep it going as much as possible. Teachers from the KG integrated Arabic words in

Elements

1.1.1

Against curriculum standards

1.1.2

Against national and international standards

1.1.3

Knowledge, skills & understanding

1.1.4

Trends in attainment over time

1.2.1

Progress against starting points and over time

1.2.2

Progress in lessons

1.2.3

Progress of different groups

External Evaluations

In 2021/22 in the school's internal assessment information aligned to curriculum standards, most students in the primary, and junior high phases attain above curriculum standards in Arabic as a second language (ASL). This is outstanding. This was not seen in lessons or in students' recent work, where attainment in all phases is in line with curriculum standards. Children in KG are not offered ASL lessons. External data from International Benchmarking Tests, (IBT) in 2021, indicates that in all grade levels from 3 to 9 students achieved a lower average scale score compared to the Middle East; while Grade 10 students attained above national and international standards.
In lessons and in their recent work, most students attain in line with the curriculum standards.
In the primary phase, most students in Grade 1 read words that include the target letter they are learning and distinguish words that include the target letter while listening to the story. However, their speaking and listening skills are less secure as they are less confident and reluctant to speak in Arabic because they have little exposure to the language outside of school. Most students in Grade 5 can write simple sentences using new vocabulary; they also can classify parts of speech and distinguish between the nominal and the verbal sentences. Their writing skills are in line with the expected standards, with a few students struggling when they are expected to construct sentences.
In the junior high phase, Grade 7 students write sentences using the new verbs and new vocabulary. Their handwriting is neat and the shape of the letters and words are clear. However, their speaking skills are less well developed because the students do not use Arabic outside of school. Consequently, the students do not practice their spoken Arabic and consolidate their

lessons.

-Relative to the previous ADEK Inspection Result conducted lasT 2018, the Arabic Department plans stressing on teaching the letters and focusing on reading abilities for the students and launching new projects activities specially for the primary grades, the focus on teaching letters with short and prolonged vowels will be the main target for the department alongside with .the curriculum.

-The higher grades will also be reviewing the letters, but the main focus will be on enriching the vocabulary and grammar background of the students to enhance their .ability to speak fluently.

-Majority of the students can perform recitation or even report their lesson using Arabic Language

-It is evident in their projects, portfolio, and other related work, students demonstrate knowledge and understanding in Arabic lessons.

-The Summative assessment results based on the Quarterly Examinations that **LARGE MAJORITY** OF THE STUDENTS in ELEMENTARY ATTAINED LEVELS THAT ARE **IN LINE** CURRICULUM STANDARDS WHILE **MAJORITY** OF THE STUDENTS IN HIGH SCHOOL ATTAINED LEVELS THAT ARE **ABOVE** CURRICULUM STANDARDS.

- The IBT results revealed that majority of the students are in line with the minimum expectation attaining the judgment of WEAK.

speaking skills.

In Grade 10, students respond to the teachers' instructions and understand simple spoken language. They write sentences using the new vocabulary and they are able to analyze the text linguistically. The writing skills of most students can write simple sentences and attain the expected curriculum standards but a few are not yet able to use newly learned vocabulary and grammatical rules in meaningful sentences. Their handwriting is neat and tidy. They read correctly with minor errors, a few struggling when they read. Their speaking skills are less well developed as they do not practice using spoken Arabic outside of lessons however, attainment is in line with the curriculum standards. The school's data for the trends in attainment over time for the school year 2021/22 quarter 3 indicates that students' attainment has been consistently outstanding in the primary, and junior high phases. Over the past three years, a large majority of students across the school attained above the curriculum standards in the school's own internal assessments which are aligned to curriculum standards. The school's curriculum-aligned internal assessment information indicates that a large majority of students across the school have been consistently making progress above the curriculum expectations over time. The school's data for the trends in attainment over the last three years could not be confirmed or verified because in lessons and in their recent work, most students make the expected progress in relation to lesson outcomes in both phases.

In the primary phase, most students make the expected progress aligned to curriculum standard. For example, most students in Grade 2 demonstrate progress in their writing and by the end of a lesson can write simple sentences using the new vocabulary and can express their own ideas using a number of familiar words. In Grade 4, most students' reading is improving and they make expected progress in being able to read the new vocabulary and identify its

Cycle1/Primary : Weak
Cycle 2/Middle : Weak

Cycle 3/ High   : Weak

1.2 Progress
Evidence sources:

-Students' Progress
Report**s**

-Academic Portfolio

- Genyo LMS

-After considerations of evidences, reviews and analysis of the results, the following have reflected:
-students had shown great enthusiasm in learning Arabic and forming sentences out of the different vocabulary they had learned. Students in lower grades started to form sentences and read words never saw before.

-CYCLE 2 students can connect the letters and disconnect the words; they can form longer sentences and differentiate between male and female.

-High school students are able to differentiate

meaning; they can also distinguish between singular and plural and use examples in simple sentences. However, a few students struggle when they write.

In the junior high phase, Grade 9 students identify the main idea and the details of the text. They show progress in recognizing the style of the writer from the start of the text and can give the reasons for their ideas. However, a few make less progress in their skills of being able to analyze the text as the activities are not sufficiently well structured to support students who are less confident in reading and writing in Arabic.

Most groups of students in both the primary and junior high phases including boys and girls make expected progress in most lessons. Students of determination and low attainers make expected progress from their individual starting points and personal learning goals because teachers modify the activities to meet their needs. In all phases, the high attainers and G&T students do not consistently receive enough challenge to extend their learning and do not make accelerated progress in their learning.

between verb tense, male and female words.

-The primary levels were focused on reading and writing. As they transfer to higher grade level students can demonstrate higher learning in Arabic. Most students are able to write words and simple sentences.

-High school students have a chance to do short dialogue in presenting the lesson. More enrich vocabularies were evident in their lesson.

-Lessons were progressed according to the action plan. Most of the students had fulfilled the targets were put to meet by the end of the year.

-The primary levels were focused on reading and writing. As they transfer to higher grade level students can demonstrate higher learning in Arabic, most students are able to write words and simple sentences.

-Cycle 2 students had a chance to have conversation inside the classroom in Arabic language. More enrich vocabularies are evident in their lesson.

Cycle1/Primary : Weak
Cycle 2/Middle : Weak
Cycle 3/ High   : Weak

Arabic Second Language - Next steps for students:

1. Improve students' reading comprehension skills through more practice in analyzing texts to explore the sentence style and its effectiveness in the text in the junior high phase.

2. Increase Arabic vocabulary by encouraging students to create their own bilingual dictionary of new words in the elementary phase to help build their vocabulary they can use in conversations and in written tasks.

3. Extend the length and complexity of writing for different purposes by increasing the writing of more complex sentences with richer vocabulary, in both phases.
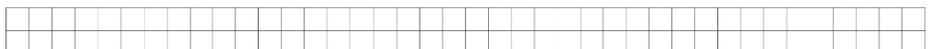
PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations

SELF-EVALUATION FORM 2021-2022
 	
Key subject: UAE Social Studies
 	
Performance Indicator: 1.1 Attainment
 	
Evidence sources:
 	
What the review or analysis tells:
 	
The Social Studies Department needs to have evidences about the performances of our students in order to support them to achieve quality educational outcomes. We obtained such evidences through various forms such as:
 	
The UAE Social Studies curriculum is based on the Ministry of Education and in line with the ADEK policies and compliance. It is designed to show the learning competencies to be acquired by students per grade level.
 	
• Assessments are used to track students performances
 	
    2.1 Internal - Formative (classwork, Checks-for-Understanding (CFUs), powerpoint presentation, online quizzes, virtual projects, outputs, review in the breakout room, homework, self-assessment, portfolio) –
 	
    Summative (chapter test, quarterly examination via online or Face-to-Face)
 	
3. Academic Progress Monitoring
 	
4. Development Action Plan
 	
5. SWOT Analysis
 	
6. Lesson Observation face- to-
	1.1.1
	
	Against curriculum standards
	
	1.1.2
	
	Against national and international standards
	
	1.1.3
	
	Knowledge, skills & understanding
	
	1.1.4
	
	Trends in attainment over time
	
	1.2.1
	
	Progress against starting points and over time
	
	1.2.2
	
	Progress in lessons
	
	1.2.3
	
	Progress of different groups
		In the first three quarters of 2021/22 the school's internal assessment information aligned to curriculum standards indicates outstanding attainment in the primary and junior high phases in relation to the school's curriculum standards. Most students attain above the curriculum standards. However, this doesn't match with what was observed in lessons or in students' recent work, where the majority of students, in the primary and junior high phases, attain levels that are above the curriculum standards. KG students are not offered social studies lessons and there are no external assessments or international standards for comparison in this subject.
		In lessons and in their recent work, the majority of students attain above the curriculum standards.
		In the primary phase, the majority of students understand where to buy different goods in the UAE and can identify souks, baqalas, supermarkets, and malls. In Grade 3, the majority of students identify important powered machines, when they were invented and how they affect people enriching their lives, attaining above the curriculum standards.
		In the junior high phase, the majority of students can identify trends in the local and international secondary including the air travel industry, and attain above the curriculum standards.
		The school's data for the trends in attainment over time for quarter 3 of the school year 2021/22 indicates that students' attainment has been outstanding in the primary phase and the junior high phase. The school's data for the trends in attainment over the last three years could not be confirmed or verified because in lessons and in their recent work, it was observed that students' attainment is good in the primary and junior high phases.
		School data, for the progress of students from their starting points

face or via online/ feedback

7. Student's Competence Framework

8. Teacher's Portfolio/Student's Portfolio

9. Sharing of Best Practices

10. Virtual meetings

11. Curriculum Instruction Monitoring

12. Textbooks/ e-book / MoE book

13. Assessment

14. Technology Requirements- Genyo LMS, Google forms, Google Classroom, Zoom, Youtube

15. Assessment information- Diagnostic test, Achievement test, Quizzes, Chapter test,

Periodical Test

16. Parent-Teacher Conferences

17. Department meetings/ Senior Leadership Team Meetings/ KG- Elem/ HS Meetings via Zoom or Face-to-Face

The review of the evident sources shows:

By the end of the school year 2021-2022 a majority of the required competencies provided by Abu Dhabi Education and Knowledge under the Ministry of Education will be attained.

Cycle 1 (Primary - Grade 1 to 3)

Based on the Pretest of the current school year 2021-2022, the results show:

CYCLE 1 (Gr 1-3)

WEAK
 MAJORITY OF STUDENTS ATTAINED LEVELS THAT ARE **IN LINE** WITH CURRICULUM STANDARDS**.**

CYCLE 2 (GR 4-6)
WEAK

and over time, indicates that a large majority of students make more than the expected progress in the primary, and in the junior high phases.

The rates of progress in the primary and junior high phases could not be verified because in the lessons observed and in students' recent work, the progress of the majority was above expected levels. In the primary phase, in Grade 4, a majority of students showed better than expected progress in their understanding of the purposes of social organizations and could list their types. The majority were by the end of the lesson able to identify local social organizations and how to contact them as well as communicate with a social organization to find out how they can get involved in its activities. A few students make less progress in understanding how technology required high levels of social responsibility especially as much of the world and the population are linked by social media. In the junior high phase, in Grade 10, a majority of students progressed their understanding of the culture, history, and politics of Russia and they understand the dynamics of the USSR and the Cold War. A minority of students are better aware of how education drives a knowledge-based economy such as that of the UAE.

The school does not have any reliable data regarding the progress of different groups of students. In lessons and in their recent work, boys and girls are progressing at the same level. Groups of students with different abilities including the gifted and talented are making only expected progress across all phases due to the fact that in lessons, limited differentiated activities are planned to support or accelerate the learning of different groups of students including lower and higher attainers. Consequently, there is insufficient challenge for the higher attainers in all phases.

In lessons and in their recent work, boys and girls are progressing at the same level. There are no Emirati students and no students of determination observed in this subject during lesson observations.

LARGE MINORITY OF STUDENTS ATTAINED LEVELS THAT ARE **IN LINE** WITH CURRICULUM STANDARDS**.**

CYCLE3 (7-10)

JUDGMENT: VERY WEAK
FEW STUDENTS ATTAINED LEVELS THAT ARE **IN LINE** CURRICULUM STANDARDS

- The Summative assessment results show **OVERALL JUDGMENT: GOOD**

MAJORITY OF THE STUDENTS ATTAINED LEVELS THAT ARE **ABOVE** CURRICULUM STANDARDS

CYCLE 1 (Gr 1- 3)

VERY GOOD
LARGE MAJORITY ATTAINED LEVELS THAT ARE **ABOVE** CURRICULUM STANDARDS**.**

CYCLE 2 (GR 4-6)
WEAK
LARGE MAJORITY ATTAINED LEVELS THAT ARE **IN LINE** WITH CURRICULUM STANDARDS**.**

CYCLE 3 (gr 7-10)
JUDGMENT: GOOD

MAJORITY OF THE STUDENTS ATTAINED LEVELS THAT ARE **ABOVE** CURRICULUM STANDAR

With students' knowledge and skills of the subject, the UAE Promotion and Awareness Program enhances a vast majority of the students understanding, appreciation and deep respect for UAE's heritage and culture and show support and help in preserving the UAE. National Identity such their culture, language, citizenship, community and history through organized programs and celebrations intended for such occasions across the school and join activities sponsored by the government. As distance learning takes place, students from all level continued celebrating and learning the UAE's significant events virtually through prepared videos and activities.

In the overall trends overtime describe the progress monitoring. In 2019 to 2021, most of the students achieved levels above expectations.

For a period of years, there is academic progress across all levels . However, when in class teaching and in blended learning a few students experienced learning loss. At present, a minimal number of students still experienced this because of the psychological and physiological impact of the pandemic.

Moreover, with CPD, as per content The DIWA through GENYO -LMS, REX Bookstores and other Publishing houses offered free webinars and trainings intended for distance learning strategies which enable to upskill teachers' knowledge of digital and access support for their needs that will encourage them to perform good impact on enhancing student attainment and progress. Equal importance is also given to regular department meetings via zoom and lesson observations to check whether the lesson is carried out effectively or need to tailor or adjust teaching and learning to meet the needs of the learners. Teachers use online platforms such GENYO-LMS, Google classrooms, Zoom, Youtube and other apps. The Development Action Plan implies the implementing programs on teaching and learning, curricular activities for curriculum enhancements. The SWOT analysis locates the teaching and learning practices. With these evidences, result to improve student's attainment. Each school document is aligned with each other.

Looking on students performance based on curriculum standards in relation to modalities of delivery face- to- face and full distance. At par, we cannot expect the same result from a few students learning on their devices with their parents or guardians who oversee their remote learning performs better. While students receiving face to face learning are manageable, we can give feedback and address the needs of students immediately because there is physical interaction. Classroom

instructions can easily be done and meaningful student- teacher relationship exists where students learn a lot from the classroom and taking into consideration the peer influence on learners which put a weigh in terms of student learning. With more than a year passed under pandemic, studying under new normal enable students and teachers become resilient (stakeholders)and learn to adjust in such circumstances. Additionally, having advanced knowledge in technology helps the delivery of teaching and learning faster and easier.

Select the overall Indicator level for 1.1 Attainment for each phase: +

Please refer to the UAE School Inspection Framework 2018-19 page 26 for illustrations.

KG Cycle 1 / Primary Cycle 2 / Middle Cycle 3 / High

Acceptable
Acceptable   Acceptable

Performance Indicator: **1.2** Progress

Evidence sources :

Assessments

1.1 Internal

1.2   - Formative (OUTPUTS - classwork, Checks-for-Understanding (CFUs), performance based, PowerPoint presentation, quizzes, projects, peer review, homework, self-assessment, portfolio

- Summative (chapter test, quiz, long test, quarterly examination)

- Diagnostic and Achievement Test

3. Academic Progress Monitoring

4. Development Action Plan

5. SWOT Analysis

6. Lesson Observation

7. Student's Competence Framework

8. Teacher's Portfolio

9. Sharing of Best Practices

10. Textbooks/ ebooks

11. Lesson plans

12. Technology requirements- Google Classroom, Google forms, Zoom

13. Parent-Teacher Conferences

The review of the evidence sources tells:

The quarterly assessments were able to discriminate the low performing students from high performing students. Teachers used data as tools to give them cue to deliver lessons effectively. These guide teachers in making modifications of their instructions to meet the needs of their students. Data sources can provide students with information that help them better learners and take ownership of their learning. Teachers might as well employ varying techniques and strategies so that students can cope with the lessons and reflect on the effects of actions. Extension activities, both for low and high performing students were provided to further student's knowledge and skills.

The progress in terms of performance monitoring shows from term1 to term 3, ALL OF THE SECTIONS ACROSS ALL GRADE LEVELS OBTAINED AND MAINTAINED ABOVE MINIMUM AVERAGE With these results, teachers focused more on competencies with low results using varying teaching techniques and strategies such as purposeful pair, CFUs, feedbacking, portfolios where

students write down their activities, thoughts and reflections about the topic, collaborative work and independent learning in order to perform better and acquire more skills. These provide students greater opportunities to learn and to be responsible. Test construction was made with varying difficulty level allowing students to think critically as well as applying the HOTS (higher order thinking skills) questioning.

The pretest was able to identify through the item analysis, the least and most mastered skills and through the score analysis of the low performing and high performing students.

Evidence sources :

Performance Indicator: **1.2** Progress

What the review or analysis of the evidence sources tells us:

Select the overall Indicator level for 1.2 Progress for each phase:

KG Cycle 1 / Primary Cycle 2 / Middle Cycle 3 / High

Acceptable
Acceptable   Acceptable

Social Studies - Next steps for students:

1. Strengthen understanding of the relationship between social responsibilities and technology, by taking part in collaborative work, to participate and donate in donation boxes, and be able to extend help to the needy, in both phases.
2. Deepen the ability to discuss and understand how innovative education empowers the UAE economy, in both phases, by taking part in engaging activities that are related to the study of the UAE economy and applying real situation scenarios to enrich their knowledge, skills, and experience.
3. Improve the capacity to explain the importance and role of technology in everyday life across both phases, by utilizing and sharing in their classes how they utilize technology.
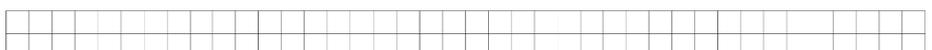
PS1: Students' Achievements

Students' attainment and progress in Language Of Instruction

Internal Evaluations	Elements	External Evaluations

FILIPINO -SEF
 	
Key subject: Language of Instruction (when it is not Arabic or English)
 	
Performance Indicator: 1.1 Attainment
 	
Evidence Sources
 	
Filipino Language Studies
 	
1. Curriculum and Instructional Monitoring
 	
2. Summative Assessment
 	
   -Quarterly Assessment
 	
3. Formative Assessment
 	
   -Quizzes
 	
   -Seat works
 	
   -Projects
 	
   -Recitations
 	
4. Students' Course Analysis (Item Analysis- Diagnostic Test, Quarterly Examination,
 	
   Progress Monitoring, Achievement Test)
 	
5. External Assessment
 	
   -(GRACE) RASH And PASS
 	
6. Genyo Learning Management System/Google Classroom
 	
What the Review or Analysis of the evidence sources tells us?
 	
   The Filipino Department of TPGS is aiming for the quality standard education that being set by DepEd and ADEK which focuses to the 21st Century Learning Skills
	1.1.1
	Against curriculum standards
	
	1.1.2
	Against national and international standards
	
	1.1.3
	Knowledge, skills & understanding
	
	1.1.4
	Trends in attainment over time
	
	1.2.1
	Progress against starting points and over time
	
	1.2.2
	Progress in lessons
	
	1.2.3
	Progress of different groups	

and Student Competence Framework in a new normal. We integrate the MY IDENTITY, MY NATIONALITY Program of United Arab Emirates through blended learning, as the host country.

- Learning Competencies achieved within the large majority which can be seen in the curriculum and instructional monitoring.

- Students' portfolio and other activities/outputs in two learning modalities (face to face, distance learning or blended learning) showed that the competencies in every activity or lesson were mostly achieved by the students based on the success criteria, rubrics and with teachers' feedback.

- The assessment showed that in Cycle 1, grades 1-3, large majority attained levels that are above curriculum standards, Cycle 2, grades 4-6, majority of students attained levels that are in line with the curriculum standards and in Cycle 3, grades 7-10, majority of the students' attained levels that are above curriculum standards. As a result, least mastered competencies were given appropriate remediation and intervention.

- The Diagnostic Test/Assessment was able to discriminate the student with different level of mastery, to understanding student's current position to inform effective instruction and identify strengths and areas of improvement for the student.

- The Achievement Test/Assessment was able to measure mastery of knowledge learned through instruction or to determine if students have met specific learning goals.

- The GRACE-PASS result showed that in Cycle 1, large majority of the students attained levels that are in line curriculum standards, Cycle 2, few students attained levels that are in line with the curriculum and in Cycle 3, majority of the students' attained levels that are in line with the

curriculum standards.

- The GRACE-RASH Assessment showed large majority of the grade 10 students met the expectation and it will become the benchmark for the students' performance as against the other students in the Philippines.

- Genyo Learning Management System/Google Classroom we used this platform to create, deliver and access content: record, monitor and access students' performance.

Select the Overall Indicator level for 1.1 Attainment for each phase:

Kg- Acceptable

Cycle 1/Primary-Acceptable

Cycle 2/Middle- Acceptable

Cycle 3/High School- Acceptable

Performance Indicator: 1.2 Progress

Evidence Sources:

Filipino Language Studies

1.   Students' Portfolio (Student Portfolio)

2.   Performance Assessment with rubrics

3.   Actual application of skills through role playing, poem writing/recitation, essay writing, monologue,

         Zoom news, reporting, debates and movie/film review, story telling

What the review or analysis of the evidence sources tells us?

    The reviews and analyses of the evidence sources tell us the application of the skills/

competencies acquired in the discussion performances with rubrics, success criteria in measuring, interpreting, analyzing, and evaluating the data gathered.

- Majority of the students make progress and reach the targeted competencies.

- Most of the students gain knowledge, skills and mastery in their respective grade level.

Select the Overall Indicator level for 1.2 Progress for each phase:

Kg-Acceptable

Cycle 1/Primary- Acceptable

Cycle 2/Middle- Acceptable

Cycle 3/High School- Acceptable

Prepared by:

Mr. Jomar S. Ibanez/Ms. Kira M. Saycon

Elem/HS Coordinators

Instructional Language - Next steps for students:
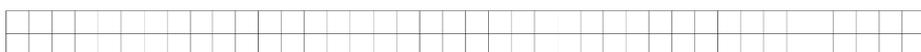
PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
SEF 2021-2022 (ENGLISH) **EVIDENCE SOURCES:** **1.1 ATTAINMENT** **Cycle 1- Acceptable** **Cycle 2- Acceptable** **Cycle 3- Acceptable** The English Department follows the mandate of the Department of Education in the Philippines as our home country in accordance to the K-12 Curriculum. To meet the international standards and achieved global competitiveness, competencies in the International Benchmark Test were taken into consideration. In conformance to both the Philippine and international curriculum, then Curriculum and Instructional Monitoring (CIM) was carefully constructed and had also been taken into consideration in the construction of the Department Action Plan (DAP) and the department's SWOT analysis. Data analysis were based on both internal and external assessments. The Internal Assessments include diagnostic tests, formative assessments (quizzes, homework's, and projects), summative assessment such as quarterly examination, and ongoing assessment (written and performance tasks). In the KG Department, SReYA (School Readiness Year-end Assessment) and ECCD (Early Childhood Care and Development) are used as assessments tools. For Elementary and High School, external assessments are also used as a basis for student's attainment. External Assessment includes the GRACE PASS (Performance Assessment Standards and Skills) which is based on the Philippine Curriculum, the (IBT) International Benchmark Test, I-Ready and MyOn	**1.1.1** Against curriculum standards **1.1.2** Against national and international standards **1.1.3** Knowledge, skills & understanding **1.1.4** Trends in attainment over time **1.2.1** Progress against starting points and over time **1.2.2** Progress in lessons **1.2.3** Progress of different groups	In the first two terms of 2021/22 the school's internal assessment information aligned to the curriculum indicates that most students attain above the expected standards across all phases. External International Benchmark Tests (IBT) assessment data for the previous academic year 2020/21 indicate the majority of students attained above the benchmark levels in all grades from grades 3 to 9. In lessons and in their recent work, the majority of children in KG attain levels that are above curriculum standards, indicating attainment is good. In primary and junior high school phases, most students attain in line with the curriculum standards which is acceptable. In KG2, children can confidently read longer sentences. Their pronunciation of the words is correct. Most children can correctly sound out unfamiliar words through phonetic decoding. The majority of students are capable of using their phonics skills to sound out longer unfamiliar multisyllabic words. The most able can read 'tricky' words that do not follow phonemic rules. In the primary phase, students in Grade 1 identify parts of a sentence using the subject and the predicate; for example, 'Camels are from the desert', identifying that camel is the subject and 'are from the desert' is the predicate. Some students can construct their own sentences for example, 'my mom is cooking stew' identifying the subject and predicate. In Grade 6, most students can use of appropriate vocabulary in persuasive writing and discuss and give reasons presenting an argument 'for' and 'against' on topics such as 'cats make better pets than dogs' and 'children should be given pocket money' and can write extended pieces of writing to share their ideas. In junior high phase, most Grade 7 students make inferences from viewed material, for example, a picture of a man at a

Program.

REVIEW OR ANALYSIS OF EVIDENCE

Cycle 1- Acceptable

Cycle 2– Acceptable

Cycle 3- Acceptable

Relative to the previous ADEK Inspection Result conducted last January 2019, the English Department gives specific highlight on the skills of students in writing by modifying differentiated activities in the pedagogy that transpires in the classroom. Likewise, techniques and purposes in writing are introduced like purposive, persuasive, argumentative and expository, creative and descriptive writing that are implemented across all levels to give focus on the recommendation by ADEK for refurbishment within the specific department.

In view of this, the Department Development Action Plan (DAP), which is aligned to SWOT, is revised and some pertinent changes are made to suit the needs of the teachers and learners to address. One of the alterations made is in the i-Ready monitoring which is by encouraging the teachers to reflect on what significant effects does i-Ready contribute in improving the students' reading comprehension.

MyOn and TMG magazine were included in the provisions implemented to hone the reading and critical as well as creative writing skills of the students.

Lesson Planning is checked and balanced by the teachers, English Coordinator, Vice Principal for Academics, and the Principal that promotes quality to the delivery of the curriculum attached to the international standards. Addition of Moral Education and My National Identity Themes, especially the language that helps in pruning quality instruction in translating words from English to Arabic was included as part of learning students' learning process.

Furthermore, the external

computer with a child behind dragging a red kite, students consider and infer 'why is the kite red'? 'What is the child feeling'? And 'if this was a book, what would you call it?' In all grades, most students' spoken English is good. They can speak clearly and hold extended conversations about their work in all the English medium subjects. Students are encouraged to read during DEAR-time and borrow books from the library during break and lunchtime. The school has yet to re-establish a timetable for weekly visits to the library during lessons to promote students reading.

The school's analysis of internal assessment data indicates that the trends in attainment for students across all phases for the past three grades is outstanding.

Internal assessment analyses indicate that the large majority of students in all phases make better than expected progress from their starting points.

In lessons and in students' work, the majority of children in KG make better than expected progress, and in primary and junior high phases, students' progress is acceptable.

In KG1 the majority of children make better than expected progress in recognizing letters and words. They learn by playing with manipulatives and making letters with pipe cleaners, decoding jumbled words, and matching words to pictures, which expands into KG2, where they read and write words, matching them to pictures. Generally, in KG the children do not have opportunities to build their vocabulary through independent play or role-play. This slows the progress in speaking and listening of a few children. In the primary phase, most students in Grade 3 demonstrate expected levels of progress in identifying and differentiating prepositions of direction. Most model with increasing skills the structure of a sentence using prepositions of time such as 'an' 'on' or in' and give examples of sentences, such as 'I will go to the park on Sunday'. In Grade 5, students demonstrate a growing understanding that the spelling of a word can change with

assessments such as the GRACE PASS and IBT clearly show that majority of the students perform well in the subject as reflected in the results. For PASS, most of the students had been above national level. Whereas, in the IBT, the school overall performance of all levels are above international standards (IS).

Cycle 1 (Primary - Grade 1 to 3)

The results of Diagnostic test showed that Grade 1 attained above minimum expectation and reflected VERY GOOD judgement, while Grade 2 attained above minimum expectation and reflected OUTSTANDING judgment however Grade 3 students achieved below expectation and reflected VERY WEAK judgement with overall judgement in Primary school as GOOD.

The Summative assessment from first quarter to third quarter results showed that Grade 1 to Grade 3 students attained the above expectation level achieving OUTSTANDING judgement.

The PASS reports indicated that Grade 1 to Grade 3 students attained above curriculum standards which reflected VERY GOOD judgement.

The IBT results revealed that majority of Grade 3 students achieved a GOOD judgement attaining the above minimum expectation.

Cycle 2 (Middle - Grade 4-6)

The results of Diagnostic test showed that Grade 4 attained below minimum expectation and reflected VERY WEAK judgement, while Grade 5 attained below minimum expectation and reflected VERY WEAK judgement and Grade 6 students achieved below expectation and reflected VERY WEAK judgement with overall judgement in Middle school as VERY WEAK.

The Summative assessment from first quarter to third quarter results showed that majority of the Grade 4

the tense, for example, eat, eaten, and ate. In junior high school, Grade 8 students show they are making expected progress in being able to deliver a self-composed speech independently without using structured notes.

Internal and external assessment data and evidence from lesson observations indicate that boys and girls make similar progress. The recognized students of determination are supported by classroom teachers to make similar progress in lessons as other students. The high attainers make better progress from their respective starting points in a few lessons where tasks are differentiated and extended through greater challenge. Lower attainers make similar progress to their peers against personal starting points as the tasks teachers prepare are suitable for them. They also benefit from the support of teaching assistants and where allocated, shadow teachers.

to Grade 6 students attained the below expectation level achieving WEAK judgement.

The PASS reports indicated that Grade 4 to Grade 6 students attained below curriculum standards which reflected WEAK judgement.

The IBT results revealed that majority of Grade 4 to Grade 6 students achieved a WEAK judgement attaining the below minimum expectation.

CYCLE 3 (High – Grade 7-10)

The results of Diagnostic test showed that Grade 7 attained below minimum expectation and reflected VERY WEAK judgement, while Grade 8 attained below minimum expectation and reflected WEAK judgement and Grade 9 students achieved below expectation and reflected VERY WEAK judgement and Grade 10 students achieved below expectation and reflected WEAK judgement with overall judgement in High school as WEAK.

The Summative assessment from first quarter to third quarter results showed that the Grade 7 to Grade 10 students attained the below expectation level achieving WEAK judgement.

The PASS reports indicated that Grade 7 to Grade 10 students attained below curriculum standards which reflected WEAK judgement.

The IBT results revealed that majority of Grade 7 to Grade 10 students achieved a WEAK judgement attaining the below minimum expectation.

EVIDENCE SOURCES:

1.2 PROGRESS

Cycle 1- Acceptable

Cycle 2- Acceptable

Cycle 3- Acceptable

Progress in students' performance in English can be reflected through

the results of the Internal and External Assessments such as:

(1) GRACE Performance Assessment for Standards and Skills Pre-test and Post-test for Grades 1-10,

(2) International Benchmark Test for Grades 3-10 in the past 3 years

(3) I-Ready Diagnostic results, and

(4) Progress Monitoring of students' English grades in the past 3 years.

Apart from these, continuous tracking of progress is done based on student's portfolios (compilation of written outputs), performance tasks such as Reporting, Role Playing, Realia, News Reporting, Interviews, and participation in English Month activities such as English Spelling Bee, Writing Competitions (TMG Magazine), Spoken Poetry and Poster Interpretation.

REVIEW OR ANALYSIS OF EVIDENCE:

Cycle 1- Acceptable

Cycle 2- Acceptable

Cycle 3- Acceptable

Instructions are heightened and focused in line with the ADEK recommendation. Translation activities were implemented continually to lift students' knowledge of Arabic. Different activities like reporting, debate, role playing, etc. from different subject areas are linked with English.

As students go through their school journey, spoken English develops well and reading skills become fluent. Large majority of students develop their knowledge and use of more complex vocabulary and expressions well by implementing vocabulary quizzes. Further, majority of students discuss issues using highly articulate language to express and justify opinions. Large majority of students make good progress in their knowledge of grammar by applying activities that are mainly reading and writing

based. Quarterly reading journals are expected to students where both reading and writing skills of students are honed, exposing them to variety of reading materials. Students' works were also featured in TMG Magazines which are published monthly.

As per assessment monitoring, continuous tracking of progress revealed that majority of the students have shown good and significant progress over time in understanding concepts in English and mastering the competencies set in the national and international standards. This is well-reflected in the results of GRACE PASS for Grades 7-9 (Philippine Curriculum-based assessment), the IBT (international curriculum-based assessment) for Grades 7-10, and the 5-year progress monitoring of the consolidated written tasks, performance tasks and quarterly assessment in English.

Moreover, the students' large participation in the English-based activities such as the English Week culmination activities and their irrefutable performance and accomplishments in the 2021 WSC Global and Regional Round proved that they are incessantly progressing in the different competencies of the subject. Hence, they are able to put all the concepts learned into lifelong skills.

English - Next steps for students:

1. Develop a love of reading through the utilization of the library facilities and additional opportunities for reading for pleasure in all phases.
2. Extend vocabulary and speaking skills in KG and the early primary phase, by engaging more actively in a wider range of learning activities, including imaginative play, role-play, and drama.
3. Extend writing skills by evaluating the quality of written work against modeled examples of good writing in different genres in the primary and junior high phases.

PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
Key subject: Mathematics **Performance Indicator: 1.1 Attainment** **Evidence sources:** Mathematics Department uses the K-12 Curriculum of the Department of Education in the Philippines as our home country. To provide quality education and to meet the international standards of UAE as our host country, Curriculum and Instructional Monitoring (CIM) has been prepared in which competencies set in the International Benchmark Test (IBT) and Programme for International Student Assessment (PISA) competencies were included. Also, certain least mastered skills identified in the Performance Assessment of Standards and Skills (PASS) post test results were highlighted (*) in the CIM for longer teaching days and enrichment activities. Data analyses were based on both internal and external assessment data. The internal assessment includes internal pre-test and post-test, formative assessments (quizzes, homeworks, performance tasks, on-going assessment for KG), summative assessments (chapter test, quarterly examinations, School Readiness Year-end Assessment (SReYa) for KG, Early Childhood Care and Development (ECCD) Checklist for KG), and on-going assessment and descriptive feedbacking for KG and POD/Gifted & Talented students. The external assessment includes the International Benchmark Test (IBT), Performance Assessment of Standards and Skills (PASS), Programme for International Student Assessment (PISA) 2018, and i-Ready Program.	**1.1.1** Against curriculum standards **1.1.2** Against national and international standards **1.1.3** Knowledge, skills & understanding **1.1.4** Trends in attainment over time **1.2.1** Progress against starting points and over time **1.2.2** Progress in lessons **1.2.3** Progress of different groups	In the first two terms of 2021/22, the school's internal assessment information aligned to curriculum standards indicates, in KG, in the primary phase, and in the junior high phase, most students attain above the curriculum standards indicating student attainment is outstanding. There are no external examinations in the Philippine curriculum. In International Benchmarking Tests (IBT) in 2021, a large majority of students in grades 3 and 4 and most students in Grade 10 attained above international benchmarks, in grades 5 to 8, only a large minority reached the international benchmark while in Grade 9 most students met the international benchmark. In lessons and in their recent work, most students across the school attain in line with expected curriculum standards. In KG, most children in KG1 can recognize numbers up to 20 and correctly identify the value linked to an integer. Most children can identify one more or one less of a number up to 20. As a group, the children can enthusiastically count backward from 10. Older children in KG2 can create simple pictographs to represent different numbers of toys, books, or blocks. The children can record the numbers of items on a simple tally chart and then draw a pictograph by coloring in appropriate numbers of squares and solve a problem posed about how can you show different amounts in a visual form. In the primary phase, most students in a Grade 6 lesson create tally charts and record experimental probabilities. From the information they generate, the students can calculate the real probabilities of events happening or not happening as decimals, fractions, and percentages. The students are limited in their independence of learning due to a lack of experimental resources such as dice to build up their own data sets. In the junior high phase, the majority

Other documents serve as evidence in the students' attainment such as: (1) Development Action Plan (DAP); (2) Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis; (3) Lesson Plans; (4) Student's Academic Portfolio; (5) i-Ready Growth Monitoring Report; (6) Diagnostic and Achievement Test Item Analysis; (7) Quarterly Assessment with Table of Specifications (TOS); and (7) Genyo Learning Management System Individual Formative and Summative Assessment.

What the review or analysis of the evidence sources tells us (max. word count 500):

Based on academic year 2021-2022, analyses of the data and review of evidences per cycle showed the following:

➤ **KG** (Kindergarten 1 & 2):
  - School Readiness Year-end Assessment (SReYA) Pre-test results for KG 1 and KG 2 showed attainment, that is, large majority of the students attained levels that are above curriculum standards and reflected VERY GOOD judgment
  - Early Childhood Care and Development (ECCD) results, as preparation for Grade 1, revealed that majority of the KG 1 is on Average Development and judgment as GOOD. While in KG 2, most of the students is on Average Development and judgment as VERY GOOD
  - Also, pen-and-paper assessment and oral assessment conducted during midterm and finals. The data on the midterm assessment revealed that majority of the students attained levels that are in line with the curriculum standards

➤ **Cycle 1** (Primary - Grade 1-3)
  - International Benchmark Test (IBT) 2021 results revealed that large majority of Grade 3 students achieved a VERY GOOD judgment attaining levels that are above international standards
  - Performance Assessment of Standards and Skills (PASS) Pre-

of students in a Grade 9 lesson demonstrate a secure understanding of how to apply the cosine rules for triangles.

Over the past three years, most children and students across the school attained above the curriculum standards in the school's own internal assessments aligned to curriculum standards. Over time, only a large minority of students at the end of the primary phase attained the international benchmark. This is weak. However, most of the students at the end of the junior high phase attained above the international benchmark standards in external assessments and this is outstanding.

The school's curriculum-aligned internal assessment information indicates that most children and students across the school have been consistently making progress above the curriculum expectations over time. Most students in tracked cohorts make above progress from their individual starting points in internal assessments.

In lessons and in their recent work, the majority of the children in KG and the majority of students in the junior high phase make better than expected progress in relation to lesson outcomes. In the primary phase, most students make expected progress in lessons.

In the KG phase, the majority of children make good progress in their understanding of how to sequence patterns and common succession cycles such as the months of the year.

In the primary phase, most students in Grade 1 make expected progress in their understanding of creating tally charts and drawing simple pictographs. The students found it difficult to present their work clearly, as they had to work on unlined paper. Most made mistakes in recording and drawing the graphs. Grade 2 students make expected progress in building their skills in estimating masses of familiar objects from drawing on the screen and worksheets. The students' progress was more limited because the students did not have any familiar items to determine different masses practically using balances. The students then did not get a

test revealed that majority of the students attained levels that are above curriculum standards and achieved a GOOD judgment (Grade 1 - Good, Grade 2 - Weak, Grade 3 - Good)

- internal pre-test results showed that large majority of the students achieved minimum expectation and reflected WEAK judgment (Grade 1 - Acceptable, Grade 2 - Good, Grade 3 - Weak)
- summative assessment results showed that almost all of the students from Grade 1 to Grade 3 achieved the minimum expectation or attained levels that in line with the curriculum and reflected OUTSTANDING judgment

➢ **Cycle 2** (Middle School - Grade 4-6)
- International Benchmark Test (IBT) 2021 results revealed the WEAK judgment (Grade 4 - Good, Grade 5 - Weak, Grade 6 - Weak)
- Performance Assessment of Standards and Skills (PASS) results in the pre-test revealed that few students attained levels that are in line with the curriculum standards and reflected VERY WEAK judgment (Grade 4 - Weak, Grade 5 - Very Weak, Grade 6 - Very Weak)
- diagnostic assessment results of i-Ready Program in Mathematics revealed that majority of the students attained levels that are on or above their respective grade level and reflected VERY GOOD judgment (Grade 4 - Very Good, Grade 5 - Very Good, Grade 6 - Weak)
- internal pre-test results showed that few of the students achieved the minimum expectation and reflected VERY WEAK judgment (Grade 4 - Weak, Grade 5 - Weak, Grade 6 - Very Weak)
- summative assessment results reflected that most of the students achieved minimum expectation or attained levels that in line with curriculum standards and reflected ACCEPTABLE judgment

➢ **Cycle 3** (High School - Grade 7-10)
- International Benchmark Test (IBT) 2021 results revealed that majority of the students attained levels that are above international standards and reflected the GOOD judgment (Grade 7 - Weak, Grade 8 - Weak,

sense of the actual mass to compare it to the estimate they had made.

In the junior high phase, the majority of students in Grade 10 showed better than expected progress in building their understanding of activities covering a range of topic areas including experimental probability, and opposite and congruent angles using an online learning tool. The students though preferred to use calculators for basic multiplication and division calculations rather than using mental arithmetic to work out the answers. Consequently, students lack the confidence to calculate answers in their heads. A few students are also uncertain about how to use their scientific calculators correctly to find the answers to simple arithmetical calculations.

The school's own curriculum-aligned internal assessments show most groups of students make above-expected progress from their individual starting points over time in all phases. There are no differences in progress according to the nationality of the students. In internal assessments information, lesson observations, and reviews of students' recent work the progress of boys and girls is similar in the primary and junior high phases. The high-attaining students and those gifted and talented students make similar progress to other students. A lack of challenge in a minority of lessons means they do not make noticeably more progress in lessons than other students from their individual starting points. The low-attaining students make similar progress to other students because the activities teachers plan, are better suited to their abilities. The students of determination are making expected progress in relation to their individual starting points and personal learning goals because they are effectively supported in lessons by the teachers and support staff including shadow teachers.

Grade 9 - Acceptable, Grade 10 - Outstanding)

- Performance Assessment of Standards and Skills (PASS) pre-test of Grade 7 to Grade 9 revealed that few students attained levels that are in line with curriculum standards and reflected VERY WEAK judgment (Grade 7 - Very Weak, Grade 8 - Very Weak, Grade 9 - Very Weak)
- diagnostic assessment results of i-Ready Program in Mathematics revealed that majority of the students are on or above their respective grade level and reflected GOOD judgment (Grade 7 - Weak, Grade 8 - Weak, Grade 9 - Good, Grade 10 - Outstanding)
- internal pre-test results showed that few students from Grade 7 to Grade 10 attained levels that are in line with curriculum standards achieved VERY WEAK judgment
- summative assessment results showed that majority of the students attained levels that are in line with curriculum standards and reflected WEAK judgment (Grade 7 - Weak, Grade 8 - Weak, Grade 9 - Very Good, Grade 10 - Good)

➢ Review of the various external and internal assessments results mentioned above revealed the following:

- That, the overall IBT results across all grade levels, majority of the students attained levels that are above international standards and reflected GOOD judgment
- That, in the over-all results of pre-test of Performance Assessment of Standards and Skills (PASS) across all grade levels, minority of the students attained levels that are in line with curriculum standards and reflected WEAK judgment
- That, in the over-all results of diagnostic assessment of i-Ready Program in Mathematics, majority of the students are on or above their respective grade levels and reflected GOOD judgment, thus students improved skills in mathematics
- That, over-all results of internal pre-test showed that minority of the students attained levels that are in line with curriculum standards and

reflected WEAK judgment

- That, the over-all results in the summative assessments revealed that most of the students improved significantly and reflected ACCEPTABLE judgment
  - on-going assessment and descriptive feedbacking for KG and POD/Gifted & Talented students

➢ Various students' outputs in the academic portfolio showed that the competencies provided in the Curriculum and Instructional Monitoring (CIM) and Lesson Plans were mostly achieved.

➢ An on-going assessment and feedbacking for POD/Gifted & Talented students reflected their performance in the numeracy program/mathematics.

➢ Attainment can be improved through the use of Genyo Learning Management System, continuous updating of Development Action Plan (DAP) and Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis to accommodate learning needs of students.

➢ Students produced projects and statistical research as an application of their lessons that encourages critical thinking and problem-solving skills.

The overall Indicator level for 1.1 Attainment for each phase:

Please refer to the UAE School Inspection Framework 2015-16 page 26 for illustrations.

KG Cycle 1 / Primary Cycle 2 / Middle Cycle 3 /   High

Acceptable   Acceptable Acceptable   Acceptable

Key subject: Mathematics

Performance Indicator: **1.2** Progress

Evidence sources:

Students' progress in the performance in mathematics can be reflected through:

➢ results of: (1) International Benchmark Test (IBT); (2) Performance Assessment of Standards and Skills (PASS) pre-test and post-test; (3) i-Ready mathematics diagnostic tests reports; (4) internal Pre-test; and (5) summative assessment

➢ student's academic portfolio with outputs or work samples that shows the learning objectives and measures the acquired knowledge and skills

➢ performance-based assessment of students

➢ on-going assessment and feedbacking for KG students

➢ report of POD coordinator for the progress of POD/Gifted & Talented students

➢ statistical research conducted by the students

➢ actual application of knowledge and skills showing students' mathematical and critical thinking, problem solving, and reasoning ability

The review or analyses of the evidence sources tells us that the students' progress indicates that most of the students:

• make progress and reach the targeted competencies in relation to their starting points; and

• gain knowledge, skills and understanding in relation to the learning objectives of the lessons aligned in the curriculum

➢ IBT results across all levels had a GOOD trend for attainment over time for a period of 3 years, specifically, School Year 2019-2020, 2020-2021, and 2021-2022.

➢ Comparison of i-Ready tests results

showed an improved performance of students in mathematics for different tier level

➢ Tracking of students' academic progress showed that girls performed better than boys across all levels. This data served as one of the bases for planning activities and lessons in the class for the future.

Select the overall Indicator level for 1.2 Progress for each phase:

Please refer to the UAE School Inspection Framework 2015-16 page 26 for illustrations.

KG Cycle 1 /   Primary Cycle 2 /
   Middle Cycle 3 /   High

Acceptable   Acceptable
      Acceptable   Acceptable

Mathematics - Next steps for students:

1. Improve students' understanding of more abstract mathematical concepts and tasks that are linked to the real world by using more practical activities and manipulatives to help students visualize the ideas behind their work.
2. Improve students' skills in mental calculations through a secure knowledge of times tables and multiplication facts to secure especially the multiplication and division skills of older students.
3. Build children's and students' skills in drawing pictograms, bar charts, and line graphs by using squared paper and support materials with pre-drawn axis.
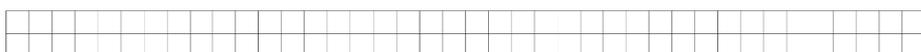
PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations

SEF

Key Subject: Science

Performance Indicator: 1.1 Attainment

Evidence sources:

1.1 ATTAINMENT

Cycle 1- Acceptable

Cycle 2- Acceptable

Cycle 3- Acceptable

To provide quality education with our students, the department is continuously updating our Curriculum and Instructional Monitoring (CIM) per grade level. This is aligned with the curriculum set by the Department of Education in the Philippines and in accordance with the competencies required by the Abu Dhabi Education Council here in UAE as our host country. Inclusions in the CIM were done to cater national and international standards that include skills and competencies required by Performance Assessment of Standard and Skills (PASS) (for the national standards) and Programmed for International Student Assessment(PISA) and IBT.

To further raise the standards that our students should be meeting and to track where are we in the international learning scenario, we are also tracking the 3-year performance of the school for the International Benchmarking Test (IBT), from 2019-2020, 2020-2021, and 2021-2022. Also, the department's Development Action Plan (DAP), Department's Strength, Weakness, Opportunities and Threats (SWOT) Analysis, School Competences Framework (SCF) and Lesson Plans can serve as evidence source in setting high percentage of students' attainment.

To keep track of the students' performances, we have two forms of assessments: Internal and External Assessments. Internal Assessment in

Elements

1.1.1

Against curriculum standards

1.1.2

Against national and international standards

1.1.3

Knowledge, skills & understanding

1.1.4

Trends in attainment over time

1.2.1

Progress against starting points and over time

1.2.2

Progress in lessons

1.2.3

Progress of different groups

In the first two terms of 2021/22 the school's internal assessment information aligned to curriculum standards indicates that most students attain above the curriculum standards across KG, and the primary, and the junior high school phases. However, this was not evident in lesson observations.

The International Benchmarking Test (IBT) results for 2021 show that the majority of students in grades 3 to 9 attained above the international benchmark.

There is no external assessment information from the Ministry of Education (MoE) as the school adopts only the Philippine curriculum.

In lessons and in their recent work, most students attain in line with the curriculum standards, while in KG, the majority of students attain above curriculum standards. In KG 2, children classify different animals according to their natural habitats like fish and camels, and are challenged to and are able to describe the habitat of each animal.

In the primary phase, Grade 5 students learn about space and the solar system. Most of them attain in line with the curriculum standards when they identify different types of stars and classify stars according to their size. However, a few cannot explain the sequence of stars' evolution. In the junior high phase, students start to learn about inheritance, genes, and the processes

KG Level includes: on-going assessment, mid-term and final assessment, School Readiness Year-end-Assessment (SREYA), Early Childhood Care and Development (ECCD) and progress report card.

Elementary and Secondary Level includes: diagnostic test and achievement test, formative assessment (through outputs, performances, projects, homework, student's portfolio), summative assessment (chapter test and quarterly examinations).

External Assessment on the other hand covers national standardized test like Performance Assessment of Standards and Skills (Philippine curriculum-based assessment) and international standardized test like International Benchmarking Test (IBT), and Philippine National Curriculum Examinations (PASS).

Review or Analysis of the evidence

Cycle 1- Acceptable

Cycle 2– Acceptable

Cycle 3- Acceptable

Review and analysis of the evidences collected per cycle can be gleamed as follows:

 CYCLE 1 (Gr 1- 3)
Summative assessment Final result is very good.

LARGE MAJORITY ATTAINED LEVELS THAT ARE **ABOVE** CURRICULUM STANDARDS**.**

The Pre Test Result of PASS of this school year attained an overall judgment WEAK

MAJORITY OF STUDENTS ATTAINED LEVELS THAT ARE **IN LINE** WITH CURRICULUM STANDARDS.

Cycle 1
CYCLE 1 (GR 1-3)
GOOD
MAJORITY OF STUDENTS ATTAINED LEVELS THAT ARE **ABOVE** CURRICULUM STANDARDS

of mitosis, and meiosis. They also enhance their understanding and knowledge of different types of energy and their effects. In Grade 7 most students can explain how the solar and lunar eclipses occur. However, a few cannot identify how the umbra in an eclipse is formed. Opportunities for students to explore and to use hands-on activities to link their knowledge and understanding of space science are limited due to the shortage of resources the school provides for practical learning across all phases. As a result of this shortage of resources in the laboratory, opportunities for hands-on and experimental investigation and handling of laboratory equipment have been limited. Consequently, the skills of scientific investigation including observing and practical work are less developed.

The school's own internal assessments over the last three years show that most students across the whole school attained above the curriculum standards.

The school's progress data analysis of internal and external assessments could not be fully verified, as the data analysis provided by the school was not presented in a clear manner.

However, in lessons and in their recent work, the majority of children in KG were seen to make better than expected progress in relation to lesson outcomes. They make good progress in differentiating between weather types and show a growing understanding of what type of clothes suits different climatic weather conditions. Yet a few made less progress sorting

OVERALL JUDGMENT for IBT : GOOD
MAJORITY OF STUDENTS ATTAIN EVELS THAT ARE **ABOVE** IN THE INTERNATIONAL STANDARDS

CYCLE 1 (GR 3)
VERY GOOD
LARGE MAJORITY OF STUDENTS ATTAIN EVELS THAT ARE ABOVE WITH INTERNATIONAL STANDARDS.

Cycle 2 (Grade 4-6)

For summative result the final Judgment IS WEAK

- **LARGE MAJORITY** ATTAINED LEVELS THAT ARE **IN LINE** WITH CURRICULUM STANDARDS**.**

CYCLE 2 (GR 4-6)
The Pre Test Result of PASS of this school year attained an overall judgment of **WEAK**
MINORITY OF STUDENTS ATTAINED LEVELS THAT ARE **IN LINE** WITH THE CURRICULUM STANDARDS.

- **OVERALL JUDGMENT for IBT : GOOD**
MAJORITY OF STUDENTS ATTAIN EVELS THAT ARE **ABOVE** IN THE INTERNATIONAL STANDARDS

CYCLE 2 (Gr 4-6)
GOOD
MAJORITY OF STUDENTS ATTAIN EVELS THAT ARE **ABOVE** WITH INTERNATIONAL STANDARDS

CYCLE 3 (HIGH – Grade 7-10)

- For summative result the **JUDGMENT is GOOD**

MAJORITY OF THE STUDENTS ATTAINED LEVELS THAT ARE **ABOVE** CURRICULUM STANDARDS.

- The Pre Test Result of PASS of this school year attained an overall judgment of **WEAK**

JUDGMENT: VERY WEAK
FEW STUDENTS ATTAINED LEVELS THAT ARE **IN LINE** WITH CURRICULUM STANDARDS.

clothes according to the weather forecast. In the primary phase, most Grade 3 students make expected progress in building their knowledge of the solar system and most list the different planets correctly, however, they are more challenged when it comes to describing each of the planets in detail. In Grade 6, most students differentiate between revolution and rotation of the Earth's motion. Too few have the chance to do a hands-on activity to make better progress in representing the motion of the Earth and moon in relation to the sun because they have to work in groups of 4 or 5 with students sharing the same model which was made by the teacher. Only a few of them make expected progress in understanding and explaining how the earth's movement influences life on the Earth's surface as a result. In the junior high school in Grade 10, most students show expected progress in identifying biomolecules such as carbohydrates, lipids, and proteins. Older students are again challenged to handle the laboratory equipment to carry out food tests but their learning progress is hindered by their working in groups of 8, sharing the same tools and materials. Not all students have the chance to handle, observe and gather data for writing the practical report on food tests, according to lesson observation and work scrutiny.
In all phases, and as was evident from lesson observation, girls make better progress than boys do, and that was especially evident in grades 6, 7, and 9 during the lesson. Girls also achieve the objectives of the lessons faster than

- OVERALL JUDGMENT for IBT : GOOD
MAJORITY OF STUDENTS ATTAIN EVELS THAT ARE **ABOVE** IN THE INTERNATIONAL STANDARDS

JUDGMENT: VERY GOOD
LARGE MAJORITY OF STUDENTS ATTAIN EVELS THAT ARE **ABOVE** IN THE INTERNATIONAL STANDARDS.

It has been concluded that:

2021 results for IBT across grade levels had a good average .

PASS PRE TESTS results across all levels had a weak average.

Select the overall Indicator level for 1.1 attainment for each phase:

KG	Cycle 1/ Primary	Cycle 2/ Middle	Cycle 3/ High
Acceptable	Acceptable	Acceptable	Acceptable

Performance Indicator: **1.2 Progress**

Evidence sources:

Progress of students' performance in Science will be evaluated over time using the following evidences:

Performance-based Assessments

Diagnostic versus Achievement Test Results

Practical Assessments of students' inquiry, investigative, and laboratory skills.

Application of science to technology, the environment and society through posters, group presentations, literary arts, demonstration, prototype-making, research-based outputs.

On-going assessment feedback for KG department.

Students' progress monitoring (3-year monitoring)

3 years International Benchmark Test result (2019, 2020 and 2021)

boys. Students of determination and low attainers make expected progress against their own learning goals and own individual starting points across all phases because they are effectively supported in lessons by their peers in group work activities. High attainers and those who are gifted and talented make only expected progress, as they are not sufficiently challenged. No Emirati students are registered in the school.

The results of Diagnostic test compared to results Achievement test shows that most of the students from Grade 1 to Grade 3 improved attaining minimum expectation and reflected **ACCEPTABLE JUDGEMENT.**

- The Summative assessment results was very good that almost all of the Grade 1 to Grade 3 students.

- The IBT result revealed that large majority of Grade 3 students achieved a **VERY GOOD** JUDGEMENT attaining the above minimum expectation.

OVERALL JUDGMENT: GOOD
MAJORITY OF STUDENTS ATTAIN EVELS THAT ARE **ABOVE** IN THE INTERNATIONAL STANDARDS

- The Summative assessment results shows that almost all of the Grade 4 to Grade 6 students attained

Acceptable judgment.

- The PASS PRE TEST reports indicated that cycle 2 has a weak result. **FEW** STUDENTS ATTAINED LEVELS THAT ARE **IN LINE** WITH THE CURRICULUM STANDARDS

-For cycle 2 IBT results is **GOOD**
MAJORITY OF STUDENTS ATTAIN EVELS THAT ARE **ABOVE** WITH INTERNATIONAL STANDARDS.
OVERALL JUDGMENT: GOOD
MAJORITY OF STUDENTS ATTAIN EVELS THAT ARE **ABOVE** IN THE INTERNATIONAL STANDARDS

- The Summative assessment results shows that almost all of the Grade 7 to Grade 10 students attained good result.

- The IBT result revealed that a large majority of Grade 7 to 10 attained above minimum expectation with the overall High School judgment **as Very Good.**

OVERALL JUDGMENT: GOOD
MAJORITY OF STUDENTS ATTAIN EVELS THAT ARE **ABOVE** IN THE INTERNATIONAL STANDARDS

What the review or analysis of the evidence sources tell us:

Analysis of on-going assessments and students' output with frequent review of the last year's Inspection results have reflected the following:

The students in KG show an acceptable progression in their scientific understanding and skills. Results show

that from the three previous years, the students showed progress in learning as we compared their Pre-Test and Post Test result in SYERA. Most of the students attained the competences in Physical Health/Well-being and Motor Development.

The students in KG show an acceptable progression in their scientific understanding and skills, most students gain knowledge, skills and understanding of most of the competencies required from them.

Students' portfolio showed the creative and critical thinking skills of our students in dealing with concepts in Science and the real-world scenarios and issues.

90-95% of the competencies in the CIM were achieved and mastered by the students.

Data from the 3 year's IBT result has been filed, compared and analyzed. Results of the International Benchmark Test (IBT) showed an ACCEPTABLE judgment of the average result as the attainment over time. This covers the school years: 2019-2020 and 2020-2021, 2021 -2022 It shows worthy to note that there was a remarkable improvement of the students' performance for the most recent year.

That, for period of three (3) years, tracking of the students' academic performance showed that girls performed better than boys. This data can be a good basis for planning activities/lessons in the d=future as per gender references.

Select the overall Indicator level for 1.2 Progress for each phase:

KG	Cycle 1/ Primary	Cycle 2/ Middle	Cycle 3/ High
Acceptable	Acceptable	Acceptable	Acceptable

Sciences - Next steps for students:

1. Enhance students' practical laboratory skills by giving students the opportunity to conduct experiments in the laboratory across primary and junior high phases and the opportunity of handling laboratory equipment individually.
2. Ensure hands-on practical investigations are incorporated into lessons more often, especially in the primary phase.
3. Improve students' ability to draw conclusions, communicate ideas, and to think critically by designating enough time to think and share what they know to produce high-level scientific ideas in all phases.
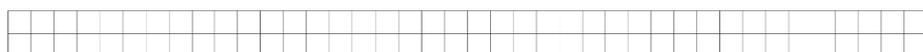
PS1: Students' Achievements

1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations
Learning Skills Evidence Source: Academic Portfolio Lesson Plans Photo Documentations Curriculum and Instruction Monitoring Review of Analysis 1.3.1 Students are given the opportunity to practice peer tutorials and collaborative learning by doing group dynamic activities that will help them develop skills in leadership and communications. Feedbacking to their recent work in their academic portfolio are also one way to promote engagement and responsibility for their own learning. Use of learning support program such as I Ready for Math and English, My On and TMG Magazines for reading and Science A-Z. 1.3.2 Students are provided with the chance to collaborate and interact with their classmates inside the room through various activities. They are also given the opportunity to interact different students across the schools by having school-wide activities and to be part of academic and non-academic club according to their interests. Educational Trips are also a way to make connections to the world such trip to the EXPO 2020, National Aquarium and others. 1.3.2 Cross curricular activities are being practice throughout the school in order for the students to apply their knowledge and skills in a specific	1.3.1 Engagement and responsibility 1.3.2 Interactions, collaboration, communication 1.3.3 Application and connections 1.3.4 Innovation, enterprise, enquiry, research, critical thinking, use of I.T.	In the primary and junior high phases, students have positive attitudes toward learning and can work for short periods without their teachers' intervention; for example in science, Grade 9 students design a model that represents one of the energy power plant generators, and they are engaged and interested in learning independently of the teacher. In mathematics, Grade 4 students can make pictograms and construct them using their own choice of images to represent the data, and Grade 8 students can record the probability of random events by rolling a dice, spinning a wheel of fortune, and in the case of Grade 6, students the combined probability of rolling dice and tossing a coin. Almost all students in all groups engage with the tasks set, however, students from an early age are active in their learning on the tasks the teachers provide but once the tasks are completed, do not look for additional activities to move on to. In KG, children enjoy hands-on activities where they enquire and observe. In science, they use materials from the surrounding environment like feathers and paper to understand the effect of blowing. This enables them to work independently of the teacher. In English, the children have some opportunities to 'learn through play' and take increasing responsibility for their own learning as they move around a range of activities where they can match letters and words to pictures for example yoyo, yellow, and yogurt. From the interaction in lessons and the end-of-lesson reviews of work, students generally have a clear idea of where they have been successful and where they need to improve. An example of actions they take to improve their work can be seen through the corrections that students make to their work. In the primary and junior high phases across the subjects, a

field to different areas of learning such as in KG and Elementary during Market Day and Nutrition Month where skills in Math, Art, Science, Health are used, for High School, they have their musical play where different areas of learning are applicable.

1.3.4

The Philippine Global School provides opportunities to students to be innovative and develop critical thinking skills through conducting research particularly in Math and Science, having a market day in school where they can showcase and promote their products, creation of webpages and data bases. Higher Ordered Questions are also practices by teachers to help their students develop a crtical and analytical mind.

feature of all lessons is the collaborative group work students engage in. In nearly all lessons students learn by discussion and building their ideas together, for example in science, Grade 6 students work in groups of four to find out the difference between rotation and revolution using the mobile light (as the sun) and simple models for the moon and the earth. They communicate and share their ideas to learn how day and night are formed. In Grade 10, students can share ideas with the class and are confident to present their report results demonstrating how they can identify biochemical compounds using iodine indicator by observing the change in color. In mathematics, Grade 3 students review and comment on the work of other students and check if repeating number patterns are correct and Grade 10 students can act as lead teachers and present sections of the lesson and model calculations that others can follow. In English in Grade 8, students collaborate and present to the class at differentiated levels, the lower attaining students model the structure of an informative speech through the stages, and the higher attaining students can deliver a self-composed speech without the structure of notes. However, the lack of tables or desks makes it awkward for students to record their ideas. In most groups one student takes the lead and records work, and the others help but they are not as actively involved and do not have a record of the work that the teacher could use for assessment processes.
Work carried out in all subjects enables students across the primary and junior high phases to make a few connections between areas of learning and relate these to their understanding of the world. For example, in mathematics, Grade 2 students estimate masses of familiar objects from drawing on the screen and worksheets. Although linked to the real world the images they used were not 'real' and familiar and students were not able to predict, investigate and measure masses of familiar objects for real. Science students in Grade 4 use the

direction and length of shadow to tell the time when they don't have a watch or clock with them, and in English, Grade 2 students can interpret simple map signs and symbols in unfamiliar places while traveling in the car and on their way to school. In KG, children make clear connections between areas of learning and can link science to English by writing a full sentence that describes the weather. Critical thinking and problem-solving skills are developing features of learning across the primary and junior high phases with limited opportunities for students to think before answering or to comment or evaluate the answers of others. In Grade 10 students were asked to justify an answer that went against the consensus of the group. There is limited evidence of innovation, enterprise, and research using technology for learning, although students did occasionally use their phones for research purposes.

Next steps for students:

1. Ensure the group leaders insist on all students recording group work activities and tasks so everyone actively contributes in completing the activity.
2. Widen students' research skills by using a greater variety of information and data sources to draw conclusions and verify ideas.
3. Discuss teachers' questions with partners to develop ideas and build critical thinking, reasoning, and evaluation skills.
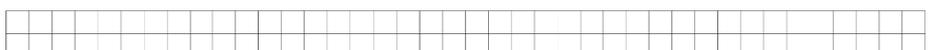
PS2: Students' personal and social development

2.1 Personal development

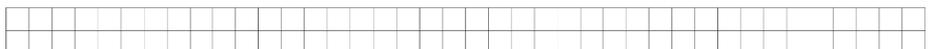| Internal Evaluations	Elements	External Evaluations
Progress and development programs and efforts were applied in terms of ATTITUDE through the following: (1) student's involvement in Leadership Programs such as, Supreme Student Council and Homeroom/ Class and Club Officers; (2) student's participation in preparation for different monthly celebrations; (3) being awarded Good Citizen Awards such as Most Responsible, Most Obedient and Most Industrious; (4) in the Kindergarten level, being awarded as the Star Student of the Week; (5) Student's participation in various external events such as, World Scholar's Cup, Zayed Sustainability Prize, Youth 4 Sustainability Program, Department of Economy's Entrepreneurial Nations Program, and ADNOC's STEM for Life Program; and (5) Monthly Celebration's (F2F and Online) competitions that enhanced their cooperation and collaboration among and across their levels. For BEHAVIOR the following programs and supporting activities or events happened: (1) orientation of students during the first day of school regarding the student handbook, which discusses the school rules and regulations; (2) classroom orientation of specific classroom rules and regulations; (3) student's participation in various guidance programs such as, Anti-Bullying Campaign, Guidance and Counselling Orientation and Mental Health Awareness Program; (4) daily monitoring of proper grooming (haircut and uniform); (5) involvement of students in scouting movement; (6) Formation of Student Council, Homeroom/ Classroom Officers and Club Officers; and (7) students being awarded with Good Citizen Awards quarterly. In terms of RELATIONSHIP the following programs and project were implemented: (1) SSC's Outreach Program that promotes generosity and compassion; (2) Mental health awareness; (3) Competitions and	2.1.1 Attitudes 2.1.2 Behaviour 2.1.3 Relationships 2.1.4 Adoption of safe and healthy lifestyles 2.1.5 Attendance and punctuality	

celebrations that promote camaraderie and teamwork; (4) donating to local charities or foundation such as Red Crescent and 2AED to save 2 Eyes; and (5) encouraging positive change for a safe learning environment through the Anti-Bullying Program/ Awareness. In ADOPTION OF SAFE AND HEALTHY LIFESTYLE these are being done: (1) daily promotion of encouraging words through positive quotations in Morning Assembly; (2) sharing informative details about specific fruits and vegetables in morning assembly; (3) participating in daily exercises also in morning assembly; (4) regular updating of their BMIs during their PE classes; (5) participating in student's wellness campaign; (6) regular talks and seminars by the Abu Dhabi Police about Safety; (7) celebrating and participating in Nutrition Month during the month of September and (8) participating in the celebration of the Breast Cancer Awareness Campaign. Intended about ATTENDANCE AND PUNCTUALITY these are being practiced and implemented: (1) daily monitoring of attendance by the advisers during the morning assembly; (2) daily attendance reporting of Guidance Office to ESIS; (3) regular follow-ups and reports about students who were frequently absent or late in classes; and (4) discussion of Good studying skills including the importance of attendance and punctuality in Homeroom time. With these programs, activities, celebrations, engagements and projects, the school actualized the implementation of ADEK Student Competence Framework. The core competencies and core values are prioritized for the 21st Century Learners. Leadership and Responsibility: Formation of Supreme Student Council, Homeroom/ Class Officers, Club Officers, that led the students to their realization of their capabilities as a student leader. This also developed their problem solving and critical thinking skills. Collaboration and Teamwork: Internal and External Competitions such as World Scholars Cup, Lego League Competition, NBA Junior League and other team challenge

competitions showcase the student's camaraderie and competence in working as a team. Communication: Programs that let the students express or voice out their ideas and opinions such as Language Month Celebration, Anti-Bullying Awareness and Appreciation Day Celebration. These programs and celebrations developed the communication skills of the students. Self-confidence: Evident in the student's participation in extra-curricular activities, student's self-confidence was being boosted by encouraging them to participate in activities that they can showcase their talents such as World Scholars Cup, SSC activities, leading during morning assembly, talent showcase. With these activities or programs students were supported to be proud of who they are and what they can do and achieve. Initiative and Self-Direction: Consistent daily attendance, proper grooming, maintaining healthy lifestyle, these factors were addressed and being continuously monitored. Students are now more independent and organized in terms of their school life. Entrepreneurship: With the programs being applied in the school such as Market Day, where they practiced their entrepreneurial skills and in a more detailed and complex program like the Department of Economy's Entrepreneurial Nations Program, the school developed the skills needed by the students in business and entrepreneurship through TLE related activities.

Next steps for students:

PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

Internal Evaluations	Elements	External Evaluations
Students across all levels learned to appreciate and understand Islamic values, awareness of Emirati and world cultures through the following: (1) implementation of My Identity Theme Integration and Moral Education embedded in daily lessons across all subjects; (2) observance of Ramadan, its importance and how it was being celebrated; (3) celebration of Eid Al Adha; (4) observation of Hijra Calendar; (5) praying Islamic prayer during morning assembly; (6) Listening and reading Qur'an; (7) celebration of Flag day, UAE National Day and Commemoration Day; (8) competitions regarding UAE culture and traditions such as poster making, dance interpretation, etc.; (9) showcasing UAE products and cuisines during the celebration of Nutrition Month; and (10) celebration of International Day during the month of October. All students, not just Islamic students, are being informed and taught through engaging activities to understand and appreciate Islamic values, culture and traditions. Emirati culture and traditions were inculcated to students through celebrations and activities that let them experience first-hand and to show them that imbibing other nation's culture make you globally competitive. By appreciating their own culture and by grasping other culture from other countries made a very experiential and fun learning for the students.	**2.2.1** Appreciation of the values of Islam **2.2.2** Respect for the heritage and culture of the UAE **2.2.3** Understanding of their own and other world cultures	

Next steps for students:
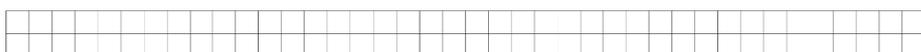
PS2: Students' personal and social development

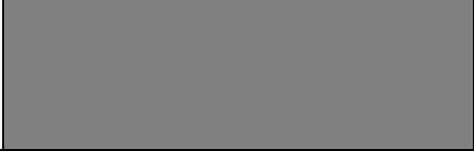### 2.3 Social responsibility & innovation

Internal Evaluations	Elements	External Evaluations
Students were involved in the community through participation, volunteerism and social contribution that developed their compassion and passion to serve the community through the following: (1) participation in Anti-Bullying Campaign; (2) contribution in outreach programs sponsored by the Supreme Student Council and Parents Teachers Council; (3) school's participation in Philippine Embassy's sponsored events; (4) school's participation in UAE Government's sponsored activities; (5) donation for victims of disasters in the Philippines; and (6) donations to local charities or foundation such as Red Crescent and 2AED to save 2 Eyes. Students were taught to be passionate and compassionate in giving service to the school and the community. Students creativity and critical thinking, work ethics, innovation skills and enterprise or entrepreneurial skills were enhanced with different programs and activities such as, writing scientific and statistical researches, making prototype models, creating their own products like arts and crafts or baked bread or biscuits for business, participating in Market day, joining clubs or competitions like Department of Economy's Entrepreneurial Nation, practicing and developing coding skills in ICT activities, and partaking in Robotics clubs and competitions such as Lego League and ADEK robotics. The student's love for the environment is strengthened with the student's involvement into different activities and programs in particular the students participated in the following: (1) Youth 4 Sustainability that continuously educating and training students to think and make some solutions to our environmental problems; (2) Waste Segregation Campaign in collaboration with the Eco Club; (3) Clean-up Drive Campaign; (4) celebration of Environmental Awareness Month with activities like	**2.3.1** Community involvement, volunteering and social contribution **2.3.2** Work ethic, innovation, enterprise, entrepreneurship **2.3.3** Environmental awareness and action	

poster-making and song interpretation; and (5) Competitions about the environment like EEG's Environmental Drawing Competition.

Next steps for students:

PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
3.1. TEACHING FOR EFFECTIVE LEARNING PHASE 1: (KG1-2) * The instructional monitoring program conducted by the middle managers and senior leaders through walk-in and announced class observations show that teachers demonstrate a secure knowledge of the subject matter. Majority of the teachers are adept in handling early childhood which gives them an adequate experience in teaching the level. * Curriculum Mapping and Curriculum Instruction Monitoring (CIM) are provided by the subject area coordinators at the start of the academic year to ensure that most teachers on their level would demonstrate secure knowledge of their subjects and how students learn them. * All lesson plans are on a daily basis to ensure that learning competencies are unpacked into a more specific and achievable learning objectives. *Identified person of determination receive learning supports through Individualized Education Plan (IEP), push-in/pull-out sessions, and accommodation academic strategies to ensure that students' needs are addressed. *Assessments such as Early Childhood Care Developmental Checklist (ECCD) and School Readiness Year-end Assessment (SReYA) are provided to ensure that students developmental milestones are recorded and monitored *Peer observation and reflection is practiced among the colleagues to ensure that effective classroom management and best practices are shared PHASE 2: (Grades 1-3) * The instructional monitoring program conducted by the middle managers and senior leaders through walk-in and announced class observations show that teachers demonstrate a secure knowledge of the subject matter. Large majority of the teachers are experienced in handling the level. * Curriculum Mapping and Curriculum Instruction Monitoring (CIM) are	3.1.1 Subject knowledge and how students learn them 3.1.2 Lesson planning, the learning environment, time and resources 3.1.3 Interactions, questioning and dialogue 3.1.4 Strategies to meet the needs of all students 3.1.5 Developing critical thinking, problem-solving, innovation and independent learning skills	In KG, most teachers consistently apply their knowledge of their subjects and understand how the children learn. For example, the use of videos in English to sing along with to learn keywords and vocabulary, and the 'learn by play' activities which reinforce letters and match words to pictures. In the primary and junior high phases, teachers demonstrate secure subject knowledge and are generally effective in developing the students' learning through didactic presentation and extended teacher talk at the start of the lessons before moving to group tasks. Mathematics manipulatives are limited in lessons for example in grades 6 and 8 experimental probabilities where there was one dice used per group. Additionally, in both mathematics and English, there was a limited range of strategies used to engage the students with modeling and collaborative group work, in order to secure the students' understanding. In science, teachers use modeling to secure the students' understanding for example introducing the movement of the earth and moon around the sun and the use of models to explain the difference between lunar and solar eclipses in Grade 7. Collaboration activities are not always productive as students' roles within the groups are not defined precisely; as a result, a significant minority of students are unsure about how they should proceed. Teachers in the KG and primary phase create engaging environments with attractive word walls and displays of students' work to support learning, and in KG children have a variety of learning stations with resources to support topics. Teachers plan lessons appropriately, and lesson plans are consistent in format across all phases and include several skills that can be covered, the learning

provided by the subject area coordinators at the start of the academic year to ensure that most teachers on their level would demonstrate secure knowledge of their subjects and how students learn them. * All lesson plans are on a daily basis to ensure that learning competencies are unpacked into a more specific and achievable learning objectives. Teachers provide inclusive activities to cater the needs of all needs and ensure that at least majority of them would make progress. *Identified person of determination receive learning supports through Individualized Education Plan (IEP), push-in/pull-out sessions, and accommodation academic strategies to ensure that students' needs are addressed and attended. *Various teaching strategies in face to face and online distance learning modalities are implemented by majority of the teachers to secure students interest and involvement in the lesson. Aside from the textbooks, almost all teachers use the GENYO as the school's learning management system and majority are utilizing web applications or learning technologies such Mentimeter, Kahoot, WordWall, Google Classroom, Quizziz, Nearpod, etc. *E-learning and printed instructional support programs such as I-Ready in English and Maths for Grades 4-10, MyOn for KG1 to Grade 10, Science A-Z for Grades 4-10, and TMG Magazines and Youngsters for KG1 to Grade 10 are consistently utilized to enhance students love for reading, independent learning and critical thinking. *Aside from the quarterly tasks provided to students to promote critical thinking and innovation, students are also given the opportunity to showcase their talents and abilities during the monthly celebration (UAE and National Identity Month, Nutrition Month, English Month, Science and Innovation Month, Mathematics Month, Environmental Month, Language Month, etc). * Teachers provide essential questions that would promote life-long learning and involve students in meaningful discussions. Teachers provide plenary and assessments (i.e.exit activity or reflections) to assure that

outcomes, strategies and activities, and assessment. However, lesson plans can be narratives of what will happen in a lesson rather than identifying the learning that will take place for students of different abilities, and although differentiated activities are included in the lesson plan, they are not always specifically applied in the lesson. In science, the lesson plan contains all the details of the lesson including the objectives, strategies, activities, and those for high and low achievers but they are not applied and delivered in the lessons all the time. In a minority of mathematics lessons, the challenge for the more able is evident and appropriate in delivery, for example in Grade 10 when working out functions on the board and in Grade 3 working out numerical repeating patterns. A large minority of lessons are well paced although it was noted in a few English lessons that while teachers are setting up equipment, they have no planned activities for the students. Therefore time was not being managed appropriately. In English, most teachers understand how students learn and meet expectations. For example, they re-visit a concept and connect it to real-life situations to construct sentences using verb tenses in Grade 5, past, present, and future sentences, 'I swam on the beach', 'my sister went jogging'. In KG, teachers plan purposeful lessons and provide interesting learning environments with different topic-related activity stations that the children can move around. A feature in the school is the very positive relationships that teachers and classroom assistants have with the students in all lessons. There is mutual respect. Teachers' class questioning is focused, related to the topic, and guides students towards finding the correct answers to questions posed. However, on occasion, as was noted in English lessons, teachers do not distribute the questioning around the students and often the same students answer the questions, providing little opportunity to check the learning of low-attaining students. Teachers do not provide students with thinking time before taking answers. Students do not evaluate and

most of the students have understood the lessons.
*Collaboration among teachers (i.e. peer coaching and mentoring, CPDs) is observed across almost all the areas and levels to share best and effective teaching and learning practices *ADEK programs like Student Competency Framework, Moral Education Program, My Identity Program are embedded in most of the subjects. Planning lessons usually includes students' learning outcomes. Reciting the thirteen core competencies during morning assembly make the majority of students aware of them. PHASE 3: (Grades 4-6) The instructional monitoring program conducted by the middle managers and senior leaders through walk-in and announced class observations show that teachers demonstrate a secure knowledge of the subject matter. Most of the teachers are given the same subjects and level assuring them of the broad experience in teaching the cycle. * Curriculum Mapping and Curriculum Instruction Monitoring (CIM) are provided by the subject area coordinators at the start of the academic year to ensure that most teachers on their level would demonstrate secure knowledge of their subjects and how students learn them. * All lesson plans are on a daily basis to ensure that learning competencies are unpacked into a more specific and achievable learning objectives. Teachers provide inclusive activities to cater the needs of all needs and ensure that at least majority of them would make progress. *Identified person of determination receive learning supports through Individualized Education Plan (IEP), push-in/pull-out sessions, and accommodation academic strategies to ensure that students' needs are addressed and attended. *Various teaching strategies in face to face and online distance learning modalities are implemented by most of the teachers to secure students interest and involvement in the lesson. Aside from the textbooks, almost all teachers use the GENYO as the school's learning management system and large majority are utilizing web applications or learning

comment on the ideas of others as teachers tend to ratify the answers the students provide. Routines for answering questions are established in almost all classes, students answer in turn or are nominated to answer so shouting out and chorusing answers is rare, however, teachers' do not always allow students enough time to expand on answers, or ensure every student is actively listening in plenary discussions so learning at the end of a session is not effectively reviewed. In science Grade 10, most students are confident in presenting their report about the practical experiment they did to differentiate the biomolecules; however, some were just reading from their mobiles. Teachers use strategies that adequately meet the needs of students of differing abilities and plan lessons to include differentiated levels of challenge including those for the gifted and talented students, however, this can be inconsistent across the phases with students being given a task by the teacher that is not sufficiently personalized and in mathematics, none of the students look to choose a task at their own level. Similarly in English, challenge and differentiation is inconsistent with limited provision of extension activities that challenge and extend the learning of high attainers. Challenge in science tasks is planned but can be limited as in the Grade 3 classes when there are no tasks for students to move on to when they have finished their activity. The Grade 3 lesson was about the solar system, the sun, and the planets and the high achievers finished the planned activity and started to chat with other students, which reflects that the teacher's knowledge of the students is limited, and can't provide the support they need.
Teachers in a minority of lessons provide activities that build students' critical thinking, problem-solving, innovation, and independent learning. In most lessons questioning is basic and there is little thinking time for the students which results in simple answers rather than in-depth thinking. In mathematics, it was noted that for the most part the

technologies such Mentimeter, Kahoot, Word Wall, Google Classroom, Quizziz, Nearpod, etc. *E-learning and printed instructional support programs such as I-Ready in English and Maths for Grades 4-10, MyOn for KG1 to Grade 10, Science A-Z for Grades 4-10, and TMG Magazines and Youngsters for KG1 to Grade 10 are consistently utilized to enhance students love for reading, independent learning and critical thinking. *Aside from the quarterly tasks provided to students to promote critical thinking and innovation, students are also given the opportunity to showcase their talents and abilities during the monthly celebration (UAE and National Identity Month, Nutrition Month, English Month, Science and Innovation Month, Mathematics Month, Environmental Month, Language Month, etc). * Teachers provide essential questions that would promote life-long learning and involve students in meaningful discussions. Teachers provide plenary and assessments (i.e.exit activity or reflections) to assure that most of the students have understood the lessons. *Collaboration among teachers (i.e. peer coaching and mentoring, CPDs) is observed across almost all the areas and levels to share best and effective teaching and learning practices. *ADEK programs like Student Competency Framework, Moral Education Program, My Identity Program are embedded in most of the subjects. Planning lessons usually includes students' learning outcomes. Reciting the thirteen core competencies during morning assembly make the majority of students aware of them. PHASE 4: (Grades 7-10) *The instructional monitoring program conducted by the middle managers and senior leaders through walk-in and announced class observations show that teachers demonstrate a secure knowledge of the subject matter. Most of the teachers are given the same subjects and level assuring them of the broad experience in teaching the cycle. * Curriculum Mapping and Curriculum Instruction Monitoring (CIM) are provided by the subject area coordinators at the start of the

teacher ratifies the answers in the lesson and answers the questions before the students have time to think, as seen in Grade 9 when the teacher put ratio calculations up and worked through the answer just having posed the question to the students to tackle, and in Grade 8 science when the teacher asked students to compare and relate the energy flow and nutrient cycle. However, in English, Grade 9 students discuss the differences in bias and prejudice and situations where they can encounter this issue. Discussion on how to deal with it promoted thinking and reasoning skills in addition to good discussion.

Teachers provide opportunities for students to use learning devices to check their understanding in assessment and revision activities. Students' use of learning technology for research or independent study is limited, other than when they are using their mobile phones..

Learning activities in Arabic medium subjects, science, and mathematics are often linked with the real world. Older students in the junior high phase learn about the history of geopolitical issues in Grade 10. In mathematics students in both the primary and junior high phases learn about probability at different levels of difficulty by carrying out their own experiments using dice and flipping coins. In science, students learn about natural phenomena such as solar and lunar eclipses. Students have limited independence in the choice of tasks they tackle in class. In most lessons students complete the tasks set by teachers and do not ask for more complex tasks if they find the work too easy. In KG children are offered different activities around a central theme or concept they do not move to new activities of their own choosing when they have completed the core task.

academic year to ensure that most teachers on their level would demonstrate secure knowledge of their subjects and how students learn them. * All lesson plans are on a daily basis to ensure that learning competencies are unpacked into a more specific and achievable learning objectives. *Various teaching strategies in face to face and online distance learning modalities are implemented by most of the teachers to secure students interest and involvement in the lesson. Aside from the textbooks, almost all teachers use the GENYO as the school's learning management system and large majority are utilizing web applications or learning technologies such Mentimeter, Kahoot, Word Wall, Google Classroom, Quizziz, Nearpod, etc. *E-learning and printed instructional support programs such as I-Ready in English and Maths for Grades 4-10, MyOn for KG1 to Grade 10, Science A-Z for Grades 4-10, and TMG Magazines and Youngsters for KG1 to Grade 10 are consistently utilized to enhance students love for reading, independent learning and critical thinking. *Aside from the quarterly tasks provided to students to promote critical thinking and innovation, students are also given the opportunity to showcase their talents and abilities during the monthly celebration (UAE and National Identity Month, Nutrition Month, English Month, Science and Innovation Month, Mathematics Month, Environmental Month, Language Month, etc).
*Collaboration among teachers (i.e. peer coaching and mentoring, CPDs) is observed across almost all the areas and levels to share best and effective teaching and learning practices. *ADEK programs like Student Competency Framework, Moral Education Program, My Identity Program are embedded in most of the subjects. Planning lessons usually includes students' learning outcomes. Reciting the thirteen core competencies during morning assembly make the majority of students aware of them. *Most of the lessons in this cycle are student-led activities that strengthens independent learning

among students. *Students are provided with research-based outputs (investigatory, journal writing,etc) to apply their acquired knowledge in real life situations.

Next steps for teachers:

1. Provide extension activities for students to choose when they have completed the core activities, so they take greater responsibility for their learning.

2. Reduce the amount of teacher talk and Increase opportunities for students to work more independently.

3. Increase the time students have before answering so they can consider their answers to questions, by ensuring teachers take time before accepting responses from the students in all subjects and phases and encouraging students to evaluate and comment on the answers of others to build their critical thinking skills.

PS3: Teaching and assessment

3.2 Assessment

Internal Evaluations	Elements	External Evaluations
3.2.1 INTERNAL ASSESSMENT PROCESS * All major (core) learning areas provide diagnostic (pretest) as well as achievement (post-test) assessments, and quarterly assessments. Item analyses are conducted to identify the most and least mastered skills as per competency and domain. These made impact in the modification/ revision of the Curriculum Instruction Monitoring - CIM (Budget of Work and Content Syllabus). * Students Score Analysis identifies the low and high performing students which enables the teachers to give necessary intervention or enrichment activities. Moreover, it provides information on the competencies that needed follow-up to bridge the gap during the intervention week (accomplished after the quarterly assessment week) before proceeding to the competencies of the succeeding quarter. *Mid-quarter feedback/report is provided to students in the elementary level to provide parents awareness of their child's academic and behavioral performance, and to do necessary interventions if needed. *Progress Report Card with teacher's feedback across all levels is issued quarterly to make the students (as well as parents) aware of their development and realize the points for improvement *Students have portfolio that contain outputs and being marked (quantitative or qualitative - use of descriptive remarks) to help students be aware of their progress, strengths and areas to improve. Internal Assessments: A. Diagnostic and Achievement Tests - for English, Mathematics, Science, Social Studies and Arabic Studies B. Formative and Summative Assessments - Quizzes, Performance Tasks, Assignments (Cycle 2 to 4: Primary to HS) - On-Going Assessments (Cycle 1: KG), Early Childhood Care and Development (ECCD), and School	3.2.1 Internal assessment processes 3.2.2 External, national and international benchmarking 3.2.3 Analysis of assessment data to monitor students' progress 3.2.4 Use of assessment information to influence teaching and the curriculum 3.2.5 Teachers' knowledge of and support for students' learning	The school's internal assessment processes are consistent. They are generally linked to the school's curriculum standards for the key subjects to provide appropriate measures of students' progress. All students are baseline assessed at the beginning of each academic year and are tested regularly afterward by their teachers concluding end-of-term exams. Students in KG are assessed using the Early Childhood Care and Development (ECCD) checks through the Philippine curriculum and through school readiness year-end assessment (SReYA) to ensure they are school ready before they move into elementary. Junior high students are assessed through the readiness assessment for senior high (RASH) in a range of subjects including English for Academic and Professional Purposes to ensure they are ready for senior high school. In English, students are diagnostically assessed 3 times an academic year for their reading skills on an online assessment tool. Teachers make full use of the assessment information to track and measure students' progress. However, while the analysis and interpretation of the assessment information gives a valid and clear measure, it is not always fully reliable in providing an accurate picture of students' progress. The school does not moderate its own assessments against other schools teaching the same curriculum in the UAE or with schools back in the Philippines or the results students achieve to ensure teachers' judgments are accurate and valid. External International Benchmark (IBT) testing is in place for Grade 3 to Grade 9 and links broadly to the Philippine curriculum for Arabic, English, mathematics, and science, providing suitable external evidence against which to assess attainment and progress. In addition, students were involved in taking external PISA tests at Grade 10 for reading,

Readiness Yearend Assessement (SReYA) 3.2.2. EXTERNAL, NATIONAL and INTERNATIONAL BENCHMARKING The Philippine Global School is compliance with the mandatory external assessments to benchmark students academic outcomes against appropriate external, national, and international expectations A. International Benchmark Test (IBT) English, Math and Science - is intended for Grades 1 to 3 to benchmark students' achievement against international standards B. Performance Assessment of Standards and Skills (PASS) in English, Mathematics, Science, Filipino and Araling Panlipunan (Social Studies) for Grades 1 to 9 is utilized to benchmark students' achievements against curriculum standards C. Readiness Assessment for Senior High (RASH) for Grade 10 identifies learning tracks or strands based on students' core competencies and occupational interests D. I-Ready for English and Mathematics for Grades 4 to 10 assess individual's performance in English and Mathematics and provide personalized instruction E. Reading Comprehension Lexile Test for MyON Program for KG1 to Grade 10 F. Trends International in Mathematics and Science Study (Grade 4 and Grade 8) 3.2.3 ANALYSIS OF ASSESSMENT DATA TO MONITOR STUDENTS' PROGRESS * Assessment Data from Internal and External Assessment are analyzed according to the criteria and standard prescribed by ADEK, identifying and classifying proportion of students that belong to these three classifications: above expectation, at the minimum expectation, below minimum expectation. Using this template in all subjects gives us an overview of the students' performance in each subject in different grade levels. *Diagnostic and Achievement Results as well as the Quarterly Assessments are analyzed to determine the progress of the students and to help determine which competencies are least and most learned or mastered in relation to curriculum competencies/ content standards per quarter. *According to the data from

mathematics and science and grades 4 and 8 are tested through TIMMS for mathematics and science. However, there remains no external benchmark testing for the KG phase and no external end-of-phase examinations in the Philippines curriculum.
The information from all internal and external assessments is used to track the progress of students at the individual level as well as at a class level, and teachers use this information to become informed on gaps in learning and interventions required. The school has benchmarked Grade 4 and Grade 8 against international assessments in TIMSS in 2019. Students sat the 2022 PISA assessment, but no results have been returned to the school. The school continues to prepare students for TIMSS and PISA assessments through specific real-world application questions integrated into lessons. The school is currently developing their information system for analysis and interpretation, especially in relation to different groups of students. Data is analyzed by the senior staff and middle leaders. Each department does analyze the data to monitor the attainment of boys against girls now and comparisons can be made. In the junior high there is little difference between the attainment and progress of boys and girls until Grade 10 when girls do much better. Within the grades, comparisons are made from term to term. The primary lead was appointed in February and is inexperienced in data review and analysis, and class teachers are building their data analysis skills but require further training and support. The school currently do not complete a detailed data analysis and use the information to inform curriculum and lesson planning. Student progress meetings are used to plan interventions for students if a need is identified. Students of determination and gifted and talented students are identified and interventions are incorporated into the class lesson with differentiation or additional support provided. Within lessons, teachers use questioning to assess and extend students' learning and, in this way,

Summative assessment almost of all of the students from Grade 1 to Grade 10 achieved OUTSTANDING in all the Key Subjects particularly in English, Mathematics, Science, Arabic, Social Studies UAE, and Islamic Education. However, the internal Diagnostic test and Achievement Test showed that most of the students improved as observed with the decrease of proportion of students in belonging in the below minimum standards but it was noticeable that minority students placed at the above minimum expectation and large majority were in minimum expectations. The overall judgment in all Cycles were between ACCEPTABLE and GOOD. * According to the IBT results, majority of students achieved a WEAK judgment in English, GOOD in Mathematics, VERY GOOD in Science and WEAK in ARABIC but analyzing the Benchmark report from the IBT 2021 there were Grade levels across the Cycle 1, Cycle 2, Cycle 3 in English, Mathematics, Science and Arabic that achieved the same or higher than the International Average Scale Score. *Pre-tests and Post-test of PASS results are analyzed to identify the students' progress from the starting point and to determine if the curriculum expectations are met. * RASH results showed that most of the Grade 10 students obtained scores ranging from 60% to 70% in Empowerment Technologies: ICT for Professional Tracks, English for Academic and Professional Purposes, Research in Daily Life and in Filipin Writing – indicating that they are meeting required competencies for Senior High School while in Entrepreneurship, the students reached an approaching score of 57%. *As per the myON report from May 2021,the total numbers of myON readers from KG to Grade 10 is 1134. The average Lexile level of Grade 10 students was the highest at 1,106.49 L followed by Grade 9 with an average of 1016L. From 0 L last June 2020, The average Lexile level incread to 680.14 L this May 2021 * Base on the I Ready- over-all results of diagnostic assessment of i-Ready Program showed that students

they gain a clear insight into the strengths and weaknesses in students' learning. Lesson objectives are shared with students, and, in some classes, students evaluate their own progress against these targets at the end of the lesson. Teachers monitoring and marking of work is inconsistent across the grades and subjects. In mathematics marking included some helpful improvement feedback but this was only seen in Grade 10 books. In some lessons, teachers provide opportunities for students to evaluate their own and other students' work using a rubric but this is not sufficiently explained to the students for them to be clear about how well they have done and how to improve. Teachers have high expectations for their students and want them to succeed. They assess students not only through the outcomes of tests but also through ongoing observation, group work, and some marking of work. They know students as individuals and support and challenge them through a range of differentiated activities which are incorporated into lesson plans, although not always consistent or specifically focused on student levels. Across the phases, students have regular opportunities to receive feedback, either directly from the teacher or through digital applications.
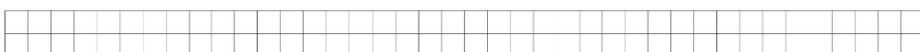
improved skills in Mathematics and English * According to the latest result of TIMMS, large majority of Grade 4 students and most of Grade 8 students placed on the intermediate to high international benchmarks in Mathematics, while in Science most of Grade 4 students and almost all of Grade 8 students placed on the intermediate to high international benchmark provided by TIMMS.

Next steps for assessing learning:

1. Moderate assessments with other curriculum providers to ensure teachers' judgments of student attainment are accurate.

2. Build students' peer and self-assessment skills by providing clearly defined and structured rubrics so students know what to review in a piece of work and how to use the guide effectively.

3. Support and grow the data analysis skills of class teachers so they can monitor the progress of different groups of students, and information is consistently used to inform the planning of teaching and target setting for students.

PS4: Curriculum

4.1 Curriculum

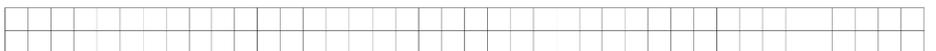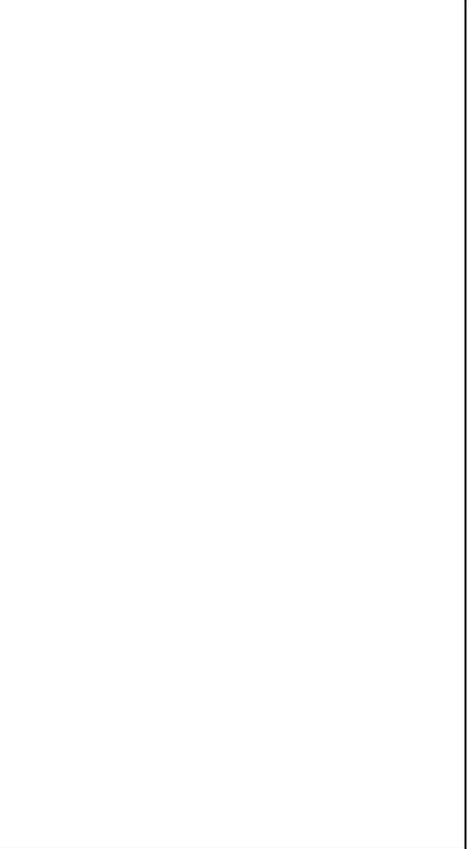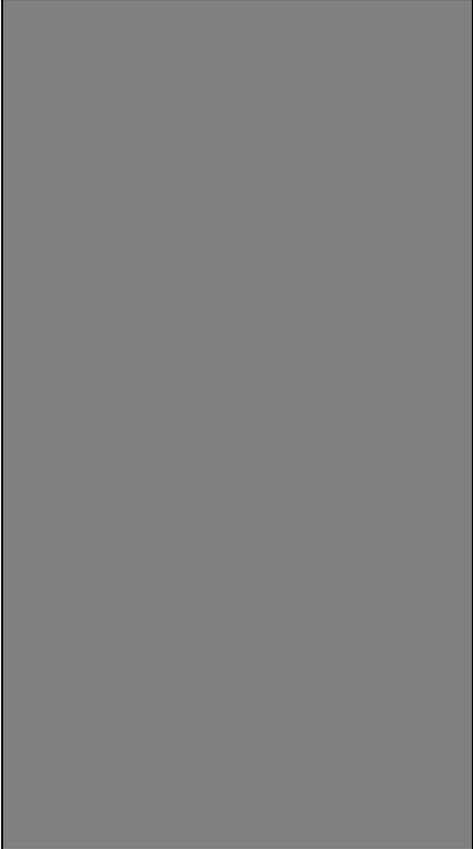| Internal Evaluations	Elements	External Evaluations
4.1 Curriculum Design and Implementation Evidence sources of the school's curriculum design and implementation include an in-depth explanation of K-12 curriculum with its content standards, performance standards and learning competencies in each level across KG to Grade 10. Also, the school-based Curriculum and Instructional Monitoring (CIM), class time table, teachers' lesson plans, class observation record, Table of Specifications (TOS) and quarterly examination provide evidences that the curriculum is effectively planned to ensure progression in all subjects mandated by the Department of Education in the Philippines (DepEd) for K to 12 Curriculum and the Abu Dhabi Education and Knowledge (ADEK) mandated subjects like Islamic Education, Social Studies UAE, Arabic Language and Moral Education Program. The same evidence sources are used to monitor continuity and progression of learners from the current level to the next curricular level and beyond. Learners are provided with opportunities to choose clubs and organizations that relatively improve their talents, interests and aspirations. World Scholars Cup, KenKen International Competition, Zayed Sustainability Prize, Entrepreneurial Nation Program of the Department of Economy, ADNOC's STEM for Life Program, Youth for Sustainability, EEG's Environmental Drawing Competition and NBA Junior League are among the vast range of learning opportunities being offered to the students. Cross-curricular links are evident through subject integration in the learning plan being prepared across all subjects. Also, learning activities during morning assemblies like Islamic prayer, singing of anthem, Quote of the Day, Arabic Word of the Day, Fruits and Veggies of the Day and morning exercises weave inter-disciplinary activities and competencies in Islamic	4.1.1 Rationale, balance and compliance 4.1.2 Continuity and progression 4.1.3 Curricular choices 4.1.4 Cross curricular links 4.1.5 Review and development	

Education, Arabic Subject, Music, Arts, Physical Education and Health (MAPEH), Values and Moral Education. There are also monthly thematic activities and programs and Community Police talk on Health and Safety that are being enjoyed by the students. As to the review and development, the senior and middle leaders provide evidences of regular monitoring, revision and updating of its curriculum. With the recent mandate from the Department of Education in the Philippines to modify the curriculum using the Most Essential Learning Competencies (MELCS), the competencies to be learned by students were unpacked and modified as evident in the Curriculum and Instructional Monitoring (CIM). Also, through SWOT analysis, curriculum content review of CIM and textbook and instructional materials evaluation, the school ensures that the academic and personal development needs of students are being successfully addressed. What the review or analysis of the evidence sources tells us The review of the evidence sources tells us that the school complies with the Department of Education in the Philippines (DepEd) and Abu Dhabi Education and Knowledge (ADEK) mandated curriculum programs. To address diverse learners' needs, the curricula is spiral in progression as competencies are repeated across levels to ensure mastery of concepts and skills but in increasing level of complexity to better prepare students for more challenging tasks both in class and in the real-world. The school ensures that the curriculum fosters smooth progression of topics and competencies from one grade level to another. Subject area coordinators work together to check that teachers are making effective link of their lessons to other subjects either as an integrated topic or as one of the differentiated activities embedded within the lesson. Essential questions in the teacher's lesson plan secure that students understand the importance of learning the competencies being taught to them

as well as their practical applications in the real-world scenario. The curriculum is reviewed periodically to meet and adjust to the needs of the learners. Regular department meetings are conducted to review the curriculum implementation and to find out how do students respond to the challenging tasks in the lessons for possible modifications of daily, weekly or long-term tasks. Walk-in, announced and unannounced observations serve as avenue for senior and middle leaders to monitor the effective and meaningful delivery of the teaching and learning episodes happening in class as drafted in the learning plan and anchored in the curriculum standards for each subjects across all grade levels. Club activities and different internal and external programs support and respond to individual needs of students to develop their interests and talents as well as their accountability to their personal choices as they move through their school career.

PS4: Curriculum

4.2 Curriculum adaptation

Internal Evaluations	Elements	External Evaluations
4.2 Curriculum Adaptation Modification of curriculum to meet the needs of all groups of students are evident through the teachers' learning plan, Individualized Education Plan (IEP) under the People of Determination (POD) department, and students' membership on academic and non-academic clubs. Participations in national and international competitions and programs like World Scholars Cup, KenKen International Competition, Zayed Sustainability Prize, Entrepreneurial Nation Program of the Department of Economy, ADNOC's STEM for Life Program, Youth for Sustainability, EEG's Environmental Drawing Competition and NBA Junior League promote students' enhancement of their skills, enterprise and innovation. This extracurricular activities combined with curriculum requirements like research works in Mathematics and Science and entrepreneurship program in Technology and Livelihood Education (TLE) subjects has made the curriculum interesting and motivating as it provide a range of opportunities for students to be academically, personally, and socially developed learners. Established links with Emirati culture and UAE society are evident in the following sources: celebration of UAE National Day, Flag Day, and Commemoration Day; implementation of Moral Education Program, integration of UAE My Identity Program in the lesson plan, and introduction of Arabic word of the day and singing the UAE National Anthem during the daily morning assembly. Review and analysis of the evidence sources in the curriculum has revealed that the school is successful and is committed in ensuring that teachers modify the curriculum with the help of their subject area coordinators to meet and address the needs of almost all groups of students. Differentiated activities offer easy,	**4.2.1** Modification of curricula to meet the needs of all groups of students **4.2.2** Enhancement, enterprise and innovation **4.2.3** Links with Emirati culture and UAE society	

moderated and challenging tasks to students. IEP's are structured to address the needs of People of Determination (POD) students. Talented students are given opportunities to join clubs and competitions of their choice and almost all students have active memberships in academic and non-academic clubs. Opportunities for enterprise and innovation is manifested in subjects like MAPEH (Music, Arts, Physical Education and Health), TLE (Technology and Livelihood Education), ICT (Information and Communication Technology). It can also be reflected in subject-specific requirements especially in higher levels like Statistical and Investigatory Researches in Science and Mathematics. There is also inclusion of Coding and Robotics Programs as well as Market Day for students across all levels that collectively develop the innovation and enterprise skills of learners. The school's curriculum also promotes understanding of Emirati culture and UAE society through subjects like Social Studies UAE, Moral Education Program and inclusion of National Identity Program in most subjects. Students' outputs such as artworks displayed in the Arts Room and offices portray iconic UAE national symbols in creative ways.

Next steps for curriculum leaders:

PS5: Protection, care, guidance and support of students

5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
5.1 Health and safety, including arrangements for child protection / safeguarding Evidence sources: 5.1.1. - Seminars and dialogue with staff, students and parents on Child Protection Policy and Anti-Stigmatization Policy - Campaign against bullying in partnership with the guidance and the student government or SSC - Campaign against stigmatization was launched with students and staff - Seminars in coordination with outside agency on Health and Safety Trainings - There are cyberwellness and cybersecurity shared in the school's online platform 5.1.2. A. Health - Fruits and Veggies Campaign - Daily morning exercises - Annual Vaccination Campaign against common infectious diseases - Vaccination campaign against COVID-19 B. Safety - Fire Drills - Seminars on Road and Traffic Safety - Regular checking or monitoring of facilities - Talks about safety by the community police C. Security - Close monitoring of activities within school premises of the roving staffs and students, and through installed CCTV's in strategic locations 5.1.3. - Monitoring, recording and reporting of health, security and safety concerns 5.1.4. - Monitoring of facilities primarily focuses on the safety and security of the students - Resource room that caters the academic and behavioral aspects of the students who are people of determination 5.1.5 - Updated Health and Safety Bulletin - Inclusions of programs and activities in TLE and MAPEH lessons What the review or analysis of the evidence sources tells us The Philippine Global School ensures that the institution meets the standards on providing the students with healthy and safe environment both physically and virtually. There are different departments involved that works together in the safeguarding of the health, safety, and security of all the people in school. There is and OHS/EHS	5.1.1 Care, welfare and safeguarding 5.1.2 Arrangements to ensure health, safety, security 5.1.3 Quality of maintenance and record keeping 5.1.4 Suitability of premises for all students 5.1.5 Provision for and promotion of safe and healthy lifestyles	The school has Child Protection Policy in place. It has been communicated to all staff and teachers through two formal training courses in August 2021 and in February 2022. All staff sign undertaking to adhere and commit to the policy. For those who join the school later the school make sure to introduce them to the child protection policy once they are appointed. The guidance counsellor takes the responsibility of conducting the policy understanding sessions to teachers. To ensure continuous reminder of the policy, it is communicated to students in lessons through teachers and advisors, in their turn they guide students to where and to whom to go if they need support or if they have any concerns. The policy is communicated to parents through meetings either onsite or online according to the availability. In addition to that, the policy is part of the student's handbook which is found at the school website and distributed to parents as a hard copy in the beginning of the academic year. However, measures to ensure that staff, students and parents are fully aware of the policy are less developed. The school has Anti Bullying Policy which covers all types of bullying. Students' awareness of bullying is evident in the school and according to the Guidance Counsellor there is no serious bullying cases recorded in the school this year, even during the students interview some students talked about their personal experience in the school and how the school deals with bullying incidents in a way that eliminate the causes of bullying and brings the environment of the school safe and secure. School has an action plan with many orientation sessions to raise students' awareness on how to stay safe while using the internet and protect themselves against cyber bullying. The school has conducted the Cyber Wellness and

Department headed by the OHS coordinator. This department consists of Health, Safety, and Security teams. The Health team initiates the promotion of healthy lifestyle by eating fresh and healthy food, as well as doing daily morning exercises which are done together with the teachers either physically or virtually. These routines aim to help to boost their energy and concentration in school, as well as increase immunity to various diseases. They also coordinate with SEHA for the annual vaccination of the students. Moreover, the school supports the Blue Schools Initiative of ADEK by promoting the vaccination of students, teachers, and staff against COVID-19. The Safety team looks after the enrichment of knowledge of the staff, students, and parents on the Child Protection Policy and Anti-Stigmatization Policy encouraged by ADEK. The Security team is basically involved with safeguarding an environment free from any security threat. There is also an active communication with agencies both inside and outside the school that supports the advancement of an efficient OHS/EHS Department. Regular monitoring, recording, and reporting of school facilities and premises status is done by persons in-charge. Overall, the institution understands that certain inevitable situations and hazards may arise in the daily operation and management of the school, but takes all the precautionary measures to provide, uphold and sustain the health, safety, and security of the students, faculty, staff and other stakeholders of the school.

Security program which is found on the school platform, this program is prepared and conducted by students. Also the school has conducted the Anti-Bullying Week under the supervision of the Guidance Counselor. Advisors (supervisors) keep an eye in the school to observe students' behavior. Also, teachers maintain constant observation and raise any concerns to Guidance Counselor. They have records for students' concerns and parents will be informed according to case if needed. At the commencement of the school year, the Guidance Counsellor with the help of Advisors and teachers has an action plan to raise students' awareness of school behavioral management. There is written code of conduct that is explained to students and included in the student's handbook also it's found on the school's website. Students' awareness is evident in the school that was clear in the behavioral attitude of students during the inspection and during the meeting with students. The school maintains a record for behavioral cases and the actions taken. There is follow up for hygiene of all areas and washrooms across the school premises. And the procedures for sanitization and hygiene are monitored continuously. School staff monitor and record the entry of all visitors to the school, and check their ID. Visitors are restricted to the school office areas. Strangers are, therefore, not allowed to come into contact with students. In addition the school has cameras all-around the school to monitor and ensure safety of students all the time. Teachers on duty and students' advisors know their duties, roles, responsibilities, and work collaboratively to ensure a safe environment for all members of school. The school response team use the walkie talkie to promptly act in the case of any incident or accident. The school has risk assessment policy and procedures, all records are in place. The Health and Safety Officer (HSO) has received training at the start of the school year on child protection policy. The HSO is directly

responsible about the staff of the cleaning and maintenance teams and take all the required actions to ensure that they are aware of child protection policy.

Around 65 students use school buses. There is a supervisor in every bus. Students' movement getting on the buses and leaving buses is recorded by bus supervisors. The school started to use buses transportation at the beginning of June. The premises and facilities provide a safe and secure physical environment that can be rearranged to suit the learning needs of all. (The school has only one student of physical disability in Grade 9 and the class was moved to the ground floor) still the science laboratory is located in the first floor which make a challenge for those with disability to use it as there is no elevator in the school.

The school has several policies and procedures in place to ensure safety, like daily activities procedure, fire drill procedures and visitors policy. The day to day policy include all the daily activities followed by the Health and Safety Officer (HSO) to ensure that buildings are safe for all students. The HSO has two main rounds daily one in the morning the other one afternoon after students leave the school. The school has two security guards for the gate, comprehensive inspection of the school premises is done on monthly basis. There is also daily routine inspection for minor maintenance. The HSO meets twice a month with teachers and twice a week with health and safety staff to follow up all maintenance and security issues or concerns and records of meetings are in place. The school has evacuation policy in place. It is communicated to all staff and to students through practice evacuation drills. The Health and Safety Officer (HSO) plans for emergency evacuation and fire drills. This school year, two drills took place (8/03/2022 and 12/04/2022) and the cut off time ranged between 5 and 6 minutes. More drills should take place to decrease the time. (Due to online and distance learning not all students were able to participate in both evacuation drills). There is a training for advisors

and teachers of the school about evacuation procedures. The school maintains comprehensive and secure records, including records of incidents and subsequent actions. All records were available and evident. Either in the clinic or at the guidance counselor office. The clinic is clean hygiene and has waiting area, two examination rooms, one for boys and one for girls, washroom and a separate room for hazardous waste which is located outside the clinic. The medical waste room is kept closed all time with a key kept with the nurse. Students are safe they do not have access to the waste. There is an external contractor (one of the local companies (Cleanco from Tadweer)) for disposal of medical waste that collects the waste on monthly basis. There is up to date log showing the collection dates. There are several bins in the clinic marked clearly for types of waste and every day the nurse collect the wastes and transfer the hazardous one out of the clinic to the medical waste room. There are two nurses in the school. The nurses have a license that expires in February 2023 and July 2023. Also, the clinic has a license that expires in 19th September 2022. The nurses receives all cases coming to clinic. There is a registry log for all clinic visits and another record for incidents, all the recorded data are directly saved into the schools system. In case of serious incidents the nurse will inform the principal directly to take the required action in order to inform the parents. There are 15 students that are identified as high risk condition, the list is shared with the principal and the teachers. Medical reports of those students are kept in their files. The clinic is equipped with oxygen tanks that are full, bench bed and medications as approved by ADEK kept in closed cupboards. All medications are valid. Both nurses have accomplished the Basic Life Support Certificate they know how to deal with diabetes and asthma as well. The Teachers received training on First Aid conducted by Abu Dhabi police. The school clinic has done the measurement for the BMI for all students. The data shows that 45%

of students are identified with obesity. the school has adopted a plan with many activities to help those students lose weight and attain a healthy life style, all that with the help and support from PE teachers, Guidance Counsellors and parents during school activities and (Music, Art, Physical Education and Health) MAPEH classes. The school has provided accessibility to all students to the required areas of learning, such as ramps. There are no elevators in the buildings, hence anyone with a physical disability would not be able to access the upper floors. There are no bathroom facilities for those with a physical disability. The physical environment supports learning in a limited way. Classrooms are equipped with smart boards and science laboratory has only the basic tools and equipment that does not help in supporting teaching and learning giving all students the opportunity to handle and practice scientific experiments. The KG section is safe with limited resources that challenge making the learning environment productive and interesting for all children. The school promotes a safe and healthy lifestyle through an awareness program about health and safety topics. The (Music, Art, Physical Education and Health) MAPEH classes are part of the weekly schedule, in those lessons, students discuss different health topics and healthy life style on weekly basis. Teachers and social workers across the school conduct orientation sessions to students to have a healthy food and a healthy lifestyle.

PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
5.2 Care and support Evidence sources: 5.2.1. - Class orientation on school rules and regulations both for face to face and online classes - Positive feedbacks on services rendered by school staff from students 5.2.2. - Daily attendance monitoring and reporting - Monthly attendance monitoring 5.2.3. - Observation report 5.2.4. - Conferences with teachers and parents - Coordination with outside agencies for students' development - IEP meeting, implementation and monitoring 5.2.5 - Career Guidance Program - Class visitation and monitoring - Counseling services (individual and peer) - Personal development and well-being seminars What the review or analysis of the evidence sources tells us The Philippine Global School supports the programs and services offered and delivered by the Guidance Office and People of Determination Department. The Guidance office focuses and develops a dynamic and person-centered programs that cater the needs of students in the holistic development of the students. Guidelines for a progressive relationships among students, staff, parents and other stakeholders are established. Timely evaluation and feedbacks from parents and students are utilized to improve the student-staff relationship. The Guidance office monitors the students' class attendance and make necessary arrangements to ensure that students cope with the daily lessons and activities. The People of Determination Department addresses the needs of the students with academic difficulties specific to their circumstances. There are 10 students who are people of determination. Conferences and coordination with parents and mainstream teachers were conducted to effectively implement the IEP designed for each student enrolled in the program. The	**5.2.1** Staff and student relationships and behaviour management **5.2.2** Promotion and management of attendance and punctuality **5.2.3** Identification of students with special needs, gifted, talented **5.2.4** Support for students with SEN and the gifted and talented **5.2.5** Guidance and support for all students	The relationships between all students and staff are very positive and purposeful. That was clear and evident during the walk tour, in the break time and in lessons. Students feel happy and secured and don't fear to ask or express their concerns or ideas. There is mutual respect and trust between them. Teachers and staff know their students well, especially the Guidance Counselors of boys and girls. They provide students with support for their personal and social development. In the students meeting, students mentioned that the teachers and the Guidance Counselors are trust worthy and they feel confident in talking to them about any concerns they may have. The school has a management system for students' misbehavior with defined procedures. Parents, teachers, and students are aware of the procedures and consequences of misbehavior situations. A record for all taken actions is available and the Guidance Counselors communicates with teachers and parents to ensure that the violations committed by the students are not repeated. The school promotes attendance through programs making parents and students aware of the benefits of regularity and punctuality to school. Advisors of each class maintain attendance lists. The school keeps accurate records of attendance and punctuality and they have been successful in promoting student attendance to a very good level. The attendance percentage during this term was 98% across all the school. The school relies on a digital system to keep records of attendance of students. Teachers take attendance before the first lesson and directly inform parents to check the reason of absence then report that to the Advisor. For those students who arrive late the school will contact parents directly and in

Guidance office invites and coordinates with different schools and resource speakers to assist the students in developing their knowledge and skills which are helpful in determining and choosing the careers that are fitted to their personalities, skills, talents, and core values. The invited schools and resource speakers equip and prepare them with test taking guidelines, glimpse of senior high school and college life, career paths and options. A routine classroom visit is conducted to facilitate to create rapport with students and teachers. The counseling services encourage the students to share their personal, social, and academic challenges. The service also helps the students to come up with optimistic outlook in life. Additionally, other personal development seminars are also offered.

case of repetitive lateness for three times that will be considered and more serious actions will take place according to the school's attendance policy. However, during the inspection, very few students were observed arriving late to school.

The school has SEN coordinator she has diploma in special educational needs, and RBT certificate. Also a certificate in inclusive education for students of disability from ADEK. The identification of SEN student's process starts with teachers completing a form to indicate concerns based on classroom observation. Their concerns are transferred to SENCO who will evaluate the case and accordingly will contact the parents for notice and taking the required actions. Later and after the approval of parents they should provide the school with an external medical report. The second stage is with SENCO conducted observations in classes and concerned students are monitored for a specific period. Parents are kept informed through meeting with them. Final internal assessment is completed in the school. There are 15 students who are being identified and assessed as SOD and they receive the support needed from teachers and from the SENCO as well. Gifted students are identified by teachers as a first step, according to teachers' observations in different fields like art, music, sports, and academic achievements in addition to talents in speaking and writing. The school has identified around 140 students as gifted and talented. Still the school does not have an authorized tool to identify the G&T students in the school. They mainly depend on the teachers and SENCO observations.

There are Individual Learning Plan (ILP) for every student of determination (SOD) in place. Continuous internal assessment take place through the year. And the SENCO analyze the assessment to measure the improvement in their progress. There are 2 students who have shadow teachers provided by the parents. The exit strategy is based on agreement with parents. However, there are no

records for phasing out students during the last year. SENCO is new and has joined the school in November 2022. The SENCO meets with parents once every term to review the ILP and share progress. There are meetings with parents and communication that take place as needed. Continuous feedback to parents about her observations in classes, progress, behavior and any recommendations take place. Most parents are cooperative except the parent of student in Grade 8 with ADHD his behavior is an issue in the class and because parents are not fully involved the student's progress is slightly improving. The school provide the support to those who are identified as gifted and talented through the internal and external extracurricular activities. They participated in many events out the school and achieved many rewards. KEN KEN the international competition in math is one of the activities. Also students in Grade 8 build an application called BE Better which is designed for management of wastes. Also they participated in BIZWORLD UAE organization and waiting for the results next week. All the support to those G&T is through extracurricular activities outside the school, however the support in the lesson was almost limited and not evident in most classes we observed during the inspection. The wellbeing and personal development of most students is monitored by the schools senior leadership team. The Guidance Counselors provide all the support for their students although it is inconsistent across all phases in the school. There is a future orientation program for juniors of the high school they receive support about universities and careers with the supervision of the sister school in Dubai.

Next steps for leaders:

1. Ensure all support staff are fully aware about promoting healthy lifestyles by conducting termly update sessions.
2. Provide an inclusive physical environment that meets the needs of all by adopting a new lesson schedule and rooms arrangements that ensures all lessons are given in the ground floor if needed.
3. Provide opportunities for the gifted and talented students to make greater progress in their learning inside the classroom in addition to the support provided in extra-curricular activities.

PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
The School Owner and the Managing Directress continuously empowered school leaders through its mission-vision. Educational Leadership is strengthened by appointments in different key areas and is distributed with clear lines of accountability. The school is fully compliant with all regulatory and statutory regulations in compliance with ADEK re-opening policies. The Board of Trustees discussed the recommendations in their regular meetings particularly the ADEK Guidelines and Policies to reduce the risk of Covid 19 transmission , learning modalities , teaching & learning progress, improvement of facilities, resources and staffing. Most of the plan are gradually implemented. Few are still in progress. The BOT met at least twice a school year to discuss the school journey as per the school development plan, moreover It was followed by zoom meetings due to the pandemic situation. The Principal as the school leader provides a clear view on the target goals of the school based from the last full inspection and the current pandemic situation. Most of the surveys from parents and students were used for the choice of learning modalities. Leading the teaching force are the senior leadership team composed of the Vice Principal for Academic Affairs Elementary, Head of Academic Affairs of KG-HS, Head of Student Affairs & Activities with the middle leaders - Subject Area Coordinators , Grade level leaders. All of them are working hard towards the realization of the school goals through their walk in observations and class observations. Evaluation Meetings are conducted to further improve the school performance through its data analysis. Guided by the SDP they were able to provide a clear view of the school performance. Instructional support strengthens the academic program such as LMS Genyo, My On, I Ready, Monthly	6.1.1 Vision and Direction 6.1.2 Educational Leadership 6.1.3 Relationships and Communication 6.1.4 Capacity to Innovate and Improve 6.1.5 Impact on and accountability for school performance	The school has appointed a new senior leadership team who actively support the principal in her efforts to improve the school. The principal has reviewed the school in line with the previous inspection report and prioritized the areas that needed to be addressed, for improvement to be evident. There is a clear vision for the school moving forwards and senior leaders are committed to the UAE's national priorities. The school is inclusive and supports students of determination and those students who are gifted and talented. The senior team has appointed new staff including middle leaders, to replace the ones who left during the spring term of 2022. Senior leaders are supporting new staff to improve their teaching skills and middle leaders to build their capacity to lead their departments. Most leaders understand key features of effective teaching although professional development to improve teachers' skills has yet to have a full impact on the overall quality of teaching. All staff work well together, and there is a sense of togetherness in the school. Morale is high in the school. Staff appreciate the importance of improving the school and getting students back to learning after the period of distance learning. Improvements in the effectiveness of teaching are beginning to be seen and students' attainment and progress are no longer weak in any subject areas. The capacity of the school to improve is acceptable as the new initiatives and strategies are implemented improvements to teaching in the school can be seen, but have not yet raised students' achievement to good in all subjects and phases. Leaders ensure that the school is robustly compliant with all regulatory requirements.

activities, TMG Activities and Science A-Z . On-going professional development are conducted to further improve the teaching skills. Monthly reports were shared to the top management for monitoring purposes. The PTC,SSC and Employees Club support the school in all its academic and non academic programs through its different projects . As we move on , we are still facing challenges along our journey towards the realization of our vision and direction for quality education and values formation.

PS6: Leadership and management

6.2 Self evaluation & improvement

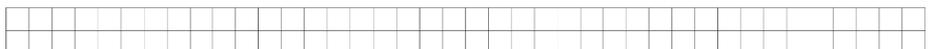| Internal Evaluations	Elements	External Evaluations
On self evaluation and and school development plan, most of the school leaders are highly motivated to further improve teaching and learning through the prowess in leading our department. The School SEF process has all the information into a constantly evolving document from different sources. From the class observation and monitoring the leaders came up to some recommendations to improve the impact of teaching to learning. Departmental meetings are conducted once a week by the Subject Area Coordinators Each Department has their files to support and guide us in our school journey. Evaluation meetings are scheduled per department which almost all the teachers with the senior leadership team attends. Observations, surveys, feed backs, data analysis greatly help us more to monitor the school progress both in academics and non academics. School weaknesses / gaps were identified across all subjects based from last school year particularly in Arabic Language and Islamic Studies. The SLT focuses more on the primary level across all subjects too. Inspite of the pandemic situation, the academic and non academic clubs are conducted once a week in full F2F and full distance learning modalities . In here , learning is made more fun. Improvement in teaching an learning are done through learning walks, sharing of best practices and viewing of good to outstanding lessons . Differentiated activities are intensified with emphasis on SEN/POD , gifted and talented students. CPDs are conducted for teachers and school leaders especially the newly hired. Morning assemblies are further improved through introducing the arabic word for the day, news updates, fruits and veggies program, exercises for healthy body. As part of our school journey , assessment data are extensively analyzed such as IBT for	6.2.1 Processes for self evaluation 6.2.2 Monitoring and evaluation of teaching and learning 6.2.3 Processes and impact of improvement planning 6.2.4 Improvement over time	The school's own self-evaluation and linked development plan show that the senior leaders have a clear understanding of what the school must improve to move forwards. The school has invested in additional support staff to help review, analyze, and present internal student achievement data in a form teachers can more easily understand and begin to use. On-going in-class assessments and examination results are used by the school leaders as a performance measure. The school's self-evaluation is in line with the UAE School Inspection Framework and most judgments are supported by appropriate evidence. Departmental leads are fully involved in the process of self-evaluation. Subject leads are still being supported in building their skills reviewing the effectiveness of teaching and are involved in lesson drop-ins and longer observations. The focus of the lesson observations by all school leaders is on the performance of the teachers rather than on students' learning. Senior staff discuss key points of the lesson after an observation, so the teachers understand the strengths of their practice and the aspects to develop further. Teachers are encouraged to watch others teach to see and share best practices. Records of lesson observations indicate there is a great emphasis on what the teachers were doing rather than what students were learning. In joint observations, middle leaders became better at switching their focus to the progress students were making. The school development plan is detailed and focuses on the development points identified in the previous inspection report. The school has made progress on most of the development points identified in the report.

English, Math,Science,Arabic Language and Reasoning Skills, I Ready , GRACE PASS and RASH . From the previous years to present, considerable progress has been made towards addressing all the recommendations from the previous inspection reports and the current situation, distance learning policy and in- school policy are implemented for quality education amidst the pandemic situation.

Next steps for leaders:

1. Ensure leaders at all levels are fully aware of and understand the School Inspection Framework and how it can be used in the process of self-evaluation.

2. Improve the skills of leaders at all levels in reviewing the effectiveness of teaching by focusing on the attainment and progress of the students in lessons.

3. Improve the skills of middle leaders in individual departments in data analysis in how they make sure teachers are using the student progress information in lesson planning.

PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
The school has an active involvement from the parents and the community such as different committees were created by the parents and teachers - Execom as the lead, committee on programs, community, education, sports, research and publication. With this, the school is highly successful in partnering with the parents. The school website and FB closed group offers parents an up to date information on school events and their childrens learning. The DL Coordinator was designated to accept inquiries from parents through phone calls and emails. The school SMS provides parents on the updated advisories . PTC Newsletters are published for the school updates.Their success stories are their community out reach programs in the Philippines and Embassy , PTC Memoir as their yearbook, Parenting Talks via zoom, construction of the students waiting shed, Meet and Greet via zoom , family day ,thanksgiving mass , donation of Filipiniana books and their appreciation day. PTC Newsletter was created for the school updates. Communication between the school, parents and community is highly maintained through advisories , SMS, school website. closed FB page , phone calls and meetings. For health and safety concerns during pandemic the community police conduct talks to the students to strengthen our campaigns on bullying , home safety, covid 19 awareness and first aid . Amidst pandemic the parents and community partnership remains strong .	6.3.1 Parental involvement 6.3.2 Communication 6.3.3 Reporting to parents 6.3.4 Community partnerships	The liaison and links between the parents, the school, and the local community. Most students live within walking distance of the school and the parents describe the school as being a focal point for the local Filipino community. Parents are encouraged to help their children with extended project tasks and to read to them. Parents are willing partners as they see the importance of education in giving their children the best chances to succeed. The Parents' Group plays an active role in giving the parents a voice in the school and to share information from the school. Parents have been influential in changing the end-of-the-day arrangements for collecting students from school and have made suggestions about staggering the end of the school day which the school is considering. Parents have provided training activities to improve teachers' skills in using learning technology and in their presentation skills. Parents are very appreciative of the work of the school and how they are kept informed about their children's academic and social development through term reports. Parents feel they have access to the teachers and senior team if they have issues or concerns and these are dealt with effectively and promptly by the school. Parents are very aware of policies and procedures to keep their children safe including safeguarding, cyber safety, and antibullying. The school's child protection policy is available to parents on the school's website. Parents feel the school supports students with specific learning differences effectively and offers the academic and social care that helps their children learn. Links with the local community and business have yet to be fully re-established. Parents say the school provides help and support to students applying to universities in the UAE or back home in the Philippines.

Parents are also helped to navigate the application process which can be daunting. The school continues to celebrate UAE and Philippines national and international festival days. The school has links with other Philippine schools in Abu Dhabi and Dubai but does not have any international links with schools back home. The school is beginning to re-introduce extracurricular activities and links with local businesses and organizations as COVID-19 guidelines are now more relaxed.

Next steps with parents and partners:

1. Establish links with schools in other countries particularly in the Philippines now the pandemic is easing
2. Re-establish extra-curricular activities and the useful links between local businesses and cultural groups to enrich the curriculum for students to enjoy.
3. Increase links with universities in the UAE and overseas so students have the widest choice for their next steps in education as possible.
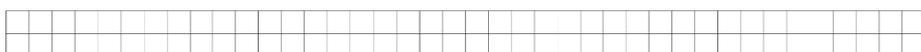
PS6: Leadership and management

6.4 Governance

Internal Evaluations	Elements	External Evaluations
The Governance / Board of Trustees includes a wide representation from almost all the stakeholders. It was re-organized this year due to some members who changed their residency and retired. Inspite of it, the school board remains committed and functional. The BOT are well informed about school's performance. Every year , they meet 2-3 times but more often during the pandemic situation. Health and safety is their primary concern to the top management. The school development plan was presented and considering the parents feedbacks through surveys greatly help the Board to prioritize the school needs. The involvement of the stakeholders point of views in terms of the school safety protocols was prioritized. The Principal was invited in some of their previous meetings to report on the school performance academically on its learning modalities. With this they are better able to support and monitor the school improvement journey as well as ensuring that resources are effectively focus towards school priorities. The Board assures the school owner / representative of their full support for the improvement of the school thus they are more effective in holding school leaders accountable for the school's performance especially at this time of pandemic.	6.4.1 Involvement of stakeholders 6.4.2 Ensuring accountability 6.4.3 Influence on the school	The governing board is well established and acts as a conduit between the owner's group and the school. The trustees on the board come from professional backgrounds and include representatives from the parents. The vice-chair of the board is a parent. The board reviews the work of the school through several subcommittees but does not have anyone with a background in school management or evaluation to provide expertise in this area. The governors receive student progress data but do not review the information in detail to consider any variations in the achievement of different groups of students such as boys and girls. There is a recognition within the board that they still require time to build their skills in reviewing the school against the School Inspection Framework. The governing body does not complete any self-evaluation of their own roles or contribute to the whole school's self-evaluation documentation. The governing board does hold the senior leaders to account for school improvement with the principal having specific annual performance indicators to achieve. The governing board ensures all statutory requirements are fully met.

Next steps for governors:

1. Increase the governors' understanding by improving their knowledge of the UAE inspection framework and the process of self-evaluation so they can hold the school leaders to account.
2. Monitor the quality of school's performance including the academic achievement of boys and girls through a better understanding of student attainment and progress data.
3. Widen the expertise on the managing board to include members with a background in education and school review.

PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
The school management has the initiative to further improve the school in terms of health and safety in this time of pandemic, immediately respond to improve staffing , invest further on the school facilities and resources. These are the priorities of the top management to be at par with the other schools in the emirates. To achieve , The school principal submitted a monthly report on the school performance and needs to the school management. Surveys and feedbacks are the contributory factors to identify the school needs at present. During the pandemic situation the school has a greater challenge in teaching and learning as well as health and safety concerns. With Face to Face or Full Distance Learning , the senior and middle leadership teams were more focused on the implementation of school policies and guidelines in teaching and learning considering the health and safety of every at home and in school. School systems and procedures are embedded and are more effective this year. Recruitment processes are extensive and effective. Trainings / CPDs are effectively lined to school needs through the evaluation system. Daily monitoring is being conducted by the senior leadership team , meetings are conducted for updating purposes. Termly class observations are held , teachers and school leaders are recognized every month as phenominal leader, unsung educational hero, creative educator, champion teacher and educational motivator. Improvement of the facilities is still in progress while the school resources are gradually taken into consideration for a higher lever of learning to take place amidst the pandemic.	6.5.1 Management 6.5.2 Staffing 6.5.3 Facilities 6.5.4 Resources	The day-to-day organization of the school is effective with students learning in their classrooms or in specialist rooms such as two computer suites, a science laboratory, a tropical biome, and a functioning hydroponics system in which students grow herbs and vegetables. The students' timetable provides a broad and balanced curriculum over the school week. All health and safety regulations are followed, and the school site is secure. With the removal of most COVID-19 restrictions, the school is beginning to reintroduce extra-curricular activities. The school buildings are old, and some areas are showing their age but the classrooms and the premises generally, are clean and hygienic. During the late winter and early spring terms, the school lost 22% of its teaching staff to another school paying much higher salaries. All vacancies have been filled. All classrooms are adequately resourced with the necessary equipment to deliver presentations using modern learning technology or online resources. The school does lack a lift which does limit the access to all parts of the building should a student have mobility issues. However, careful re-rooming of classes and activities enables all students to access all the facilities when necessary. The school library is small, and students can now visit it during breaks and lunchtime. However, there are still no timetabled weekly Arabic and English library lessons. The classrooms require a refreshing coat of paint but displays of students' work go some way to making them more welcoming learning spaces. There are no bilingual displays or keywords walls in the classrooms or around the school. Teachers use a wide range of resources but there is often not enough, so students must share in large groups, especially manipulatives in mathematics and

practical equipment in science.

Next steps for managers:

1. Increase the availability of resources for practical activities in science and mathematics lessons.
2. Provide bilingual learning materials on display boards to help students develop their vocabulary in English and Arabic.
3. Upgrade the air conditioning units in the classrooms so they are quieter making it easier for the students to hear what the teachers are saying.

Next steps with ADEK:

The school has been asked to prepare and submit an action plan to ADEK within two months of receiving this inspection report. The action plan should address:

recommendations from the ADEK inspection team;

areas identified by school leaders as requiring improvement;

other external reports that evaluate the outcomes of the school;

priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

If you have a question or wish to comment on any aspect of this report, please contact irtiqaa@adek.gov.ae