



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Private School Inspection Report

Crescent International Private School

Academic Year 2016 – 2017

iqraa

Crescent International Private School

Inspection Date	October 10, 2016	to	October 13, 2016
Date of previous inspection	September 29, 2014	to	October 2, 2014

General Information		Students		
School ID	073	Total number of students	367	
Opening year of school	1991	%of students per curriculum (if applicable)	Main Curriculum	100%
Principal	Charmaine Raghuraman		Other Curriculum	---
School telephone	+971 (0)2 557 2271	Number of students in other phases	KG	93
School Address	Khalifa City A, Behind Police Station, Abu Dhabi		Primary:	241
Official email (ADEC)	crescentint.pvt@adec.ac.ae		Middle:	33
School website	crescentschoolabudhabi.com		High:	N/A
Fee ranges (per annum)	Low (AED 11,700 to 16,100)	Age range	3 to 11 years	
Licensed Curriculum		Grades or Year Groups	KG to Grade 6	
		Gender	Mixed	
		% of Emirati Students	60%	
		Largest nationality groups (%)	1. Egyptian 10%	
			2. Jordanian 5%	
			3. Syrian 5%	
Licensed Curriculum		Number of teachers	28	
		Number of teaching assistants (TAs)	2	
		Teacher-student ratio	KG/ FS	1:23
			Other phases	1:32
		Teacher turnover	12%	
Main Curriculum	English National Curriculum			
Other Curriculum (if applicable)	-----			
External Exams/ Standardised tests	Cambridge Primary checkpoints in Grade 6			
Accreditation	-----			

Introduction

Inspection activities	
Number of inspectors deployed	3
Number of inspection days	4
Number of lessons observed	74
Number of joint lesson observations	6
Number of parents' questionnaires	47; return rate: 12.9%
Details of other inspection activities	Inspectors held discussions with the owner, principal, senior managers, teachers and other members of staff, children/students and parents. They reviewed a wide range of school documentation and students'/ children's coursework. They observed assemblies, school activities, arrivals, departures and intervals.

School	
School Aims	'To develop successful, well-balanced and responsible global citizens through our values.'
School vision and mission	'Our vision is to create a healthy community school.'
Admission Policy	The school has an open admission policy. All students who apply for entry to the KG are admitted. Students who apply for entry to Grades 1 to 6 sit a test in the core subjects to ascertain their entry levels.
Leadership structure (ownership, governance and management)	The school has a Board of Governors, chaired by the owner, with seven members including the principal and vice principal. Leadership comprises the principal, vice principal, child protection officer, academic coordinator (Years 3 to 6), academic coordinator (KG1 to Year 2), and the Arabic subjects' coordinator.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	0	1
Specific Learning Disability	0	2
Emotional and Behaviour Disorders (ED/ BD)	0	3
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	7
Physical and health related disabilities	1	2
Visually impaired	0	24
Hearing impaired	0	1
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	6
Subject-specific aptitude (e.g. in science, mathematics, languages)	3
Social maturity and leadership	2
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	10
Psychomotor ability (e.g. dance or sport)	0

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND C	Weak
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						

Summary Evaluation: The school's overall performance						
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The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is weak. Senior leaders have made some progress in raising standards in Arabic and Islamic education compared to the previous inspection. Attainment and progress in mathematics and science remain weak and they are very weak in English. Students' personal development and provision for the protection, care, guidance and support of students show improvement. Most students show positive attitudes to learning and behave well. Students are well looked after in a safe and secure environment. Teaching overall is weak with too much teacher talk and limited opportunities for students to participate in more independent learning. Assessment information is not used effectively to plan lessons, monitor the progress of individual students or to monitor the effectiveness of whole school improvement. In subjects where English is the language of instruction, most students have very weak language skills and do not access the curriculum effectively. The use of resources in the classroom to support learning is weak. Leaders ensure the school operates smoothly and have established positive relationships with parents.

Progress made since last inspection and capacity to improve

The principal and senior leaders have used the recommendations of the last inspection to help improve standards across the school. Progress since the previous inspection is now evident in Arabic and Islamic education. Leaders have a better understanding of the school's strengths and areas for development though significant improvement is still needed to raise standards in all core subjects. Teachers now provide better guidance for children's personal and social development and promote more effectively their understanding of Islamic values, UAE culture and heritage. Teaching remains weak overall, though, with a need for focused training to raise standards. Leaders have demonstrated the capacity to improve standards in Arabic, Islamic education, the personal development, care guidance and support of students. They now need to step up the pace of improvement in all other areas. Overall, the school's capacity to improve decisively needs to be enhanced.

Development and promotion of innovation skills

An annual 'Innovation Week' provides opportunities for students to participate in innovation projects. This is linked to the 'Young Scientist' project. Projects include work on recycling, reducing waste and designing rockets. This initiative and the promotion of students' innovation skills is not yet fully embedded across the school, however. The development of student-centred learning and the promotion

of problem solving and critical thinking in lessons is weak. Opportunities for promoting innovation skills through extra-curricular activities are also limited due to the lack of these activities at the school. Overall, much more needs to be done to develop and promote innovation skills effectively.

The inspection identified the following as key areas of strength:

- improving standards in Arabic and Islamic education
- students' personal and social development, including their understanding of Islamic values, culture and heritage of the UAE
- the safe, caring environment provided by the school and positive relationships with parents
- the day-to-day management of the school by senior leaders and staff.

The inspection identified the following as key areas for improvement:

- the need to improve students' English language skills to enable them to access the curriculum across all subjects
- using assessment effectively to monitor whole school performance
- planning appropriate work for students' different learning needs including those who have special educational needs
- providing learning resources to promote practical ways of supporting students' achievement in all subjects, particularly in the kindergarten (KG)
- improving the quality of teaching to develop students' critical thinking and innovation skills.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Weak	Acceptable	Acceptable	
	Progress	Weak	Acceptable	Acceptable	
Arabic (as a First Language)	Attainment	Weak	Acceptable	Acceptable	
	Progress	Weak	Acceptable	Acceptable	
Arabic (as a Second Language)	Attainment	N/A	Acceptable	Acceptable	
	Progress	N/A	Acceptable	Acceptable	
Social Studies	Attainment	N/A	Weak	Weak	
	Progress	N/A	Weak	Weak	
English	Attainment	Very Weak	Very Weak	Very Weak	
	Progress	Very Weak	Very Weak	Very Weak	
Mathematics	Attainment	Weak	Weak	Weak	
	Progress	Weak	Weak	Weak	
Science	Attainment	Weak	Weak	Weak	
	Progress	Weak	Weak	Weak	
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	
	Progress	N/A	N/A	N/A	
Other subjects (Art, Music, PE)	Attainment	Weak	Weak	Weak	
	Progress	Weak	Weak	Weak	
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Weak	Weak	Weak	



The overall quality of students' achievement is weak. Attainment in the KG is below age-related expectations in all subjects. In the primary and middle phases, attainment is acceptable in Islamic education and Arabic. It is well below expectations in English and below expected standards in social studies, mathematics and science. The very small proportion of the school's roll in middle school achieve well below minimum expectations in the Cambridge International Examinations Primary Checkpoint for Grade 6. Girls perform better than boys.

Most KG children, including those with special educational needs (SEN), make weak progress in core subjects. In the primary and middle phases, progress in Islamic education and Arabic is acceptable. It is weak in social studies, mathematics and science, and very weak in English. This is partly because teachers do not yet use assessment information effectively enough to plan work that is appropriate for students at different stages of learning. Students are also hampered by very weak language skills in English which lead to lower achievement in the core subjects taught in English.

In Islamic education, progress becomes acceptable and students can recite verses from the Holy Qur'an confidently. They know about the life of the prophet, understand 'Hadeeth' and learn to pray. In morning assemblies, students demonstrate their confidence further when they recite verses from the Holy Qur'an to the school.

Progress is weak in social studies partly because teaching does not provide enough opportunities for students to understand the relevance of their learning to their lives. Skills in using problem solving and critical thinking to explore key ideas in social studies are insufficiently developed. For example, when the students in Grade 6 were learning about the different resources of the UAE, they were not required to think sufficiently about the relevance of what they were learning.

In Arabic as a first language (AFL) as well as in Arabic as a second language (ASL), the progress of most students in the primary and middle phases is acceptable. It is weak in the KG. By the end of Grade 6, students reach average age-related expectations where most of the AFL students can read expressively and write text of more than one paragraph using acceptable language.

Achievement is very weak in English. Almost all students are second language speakers of English. Students lack the basic vocabulary they need to access the curriculum in core subjects such as English, mathematics and science. Insufficient emphasis is placed on practising these language skills in different subjects. Students demonstrate stronger skills in reading for meaning than they do in writing and



speaking, which are very weak. Students do better in lessons where the teaching is stronger and their skills in learning independently are developed.

Achievement in mathematics is weak throughout because lessons are too teacher dominated. Students are given the same level worksheets and communication of concepts in English is proving to be difficult. These approaches do not support the lower attaining students sufficiently or challenge higher attaining ones well enough. In a Grade 4 lesson, for example, students were learning the place values of only four digit numbers and most of them found this far too easy.

Achievement in science is weak throughout the school. This is because teaching is too often based on a whole class approach with few opportunities for students to work independently to research and use problem solving. Students make better progress in a few lessons where students have more hands-on activities. For example in Grade 2, when learning about batteries, they researched information in groups and discussed their findings. Students enjoyed the opportunity to work more independently and showed that they had the skills to do so.

Students develop a broad range of skills in other subjects including, for example, physical education (PE) and geography, where progress is acceptable. It is weak in art and very weak in French. Students' learning skills are weak overall. This is because opportunities to use independent problem solving and critical thinking are too few in most subjects. Students work collaboratively when they are given the opportunity and increasingly take more responsibility for their own learning. These opportunities are too few and far between.

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

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
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Personal development	Acceptable	Acceptable	Acceptable	
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	
Social responsibility and innovation skills	Weak	Weak	Weak	

Students' personal and social development is acceptable. Students have mostly positive attitudes and are attentive, keen to learn and respond well to adults. The school promotes a positive ethos for students and staff. Relationships and behaviour are mostly positive within the school community and this leads to a safe and friendly environment in all phases. Most students show respect for one another in lessons and in the playground and this is demonstrated further by positive attitudes and behaviour in assemblies and in the large majority of lessons. Occasionally, in few lessons where boys particularly are not fully challenged, they behave less well.

Students' awareness of safe and healthy living is acceptable overall. They bring healthy food to school and understand the difference between healthy and unhealthy food. Almost all students join in readily with morning exercises in assembly. Boys and girls participate fully in PE lessons and are keen to participate in the sporting activities such as football. Attendance at 92% and punctuality are acceptable.

Children have a broadly acceptable understanding of Islamic values, awareness of Emirati and UAE cultures and appreciation of the importance of Islamic values in UAE society. In morning assembly, children recite verses from the Holy Qur'an, sing the national anthem and salute the flag. Students participate in special occasions such as national day and flag day.

Students have few opportunities for innovation and critical thinking due to the lack of practical tasks in lessons. In science, though, teachers are beginning to introduce a greater variety of tasks to support more problem solving and independent work. Although students take part in a few environmental activities such as recycling and celebrating Earth Day, they have only a limited awareness of their social responsibilities around the school and very little involvement in the community, including as volunteers.

Performance Standard 3: Teaching and Assessment

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

The overall quality of teaching and assessment is weak. Arabic-medium teachers' skills are improving and as a result achievement in Arabic and Islamic education has been raised. In a few lessons, teachers use a wide range of questions to promote students' critical thinking. This leads to more effective learning. For example, in Grade 6 class, students worked independently to prepare and deliver their final presentations using information communications technology (ICT). This approach needs to be shared widely across the school as an example of how students respond when learning is stimulating.

Lessons are often hindered by students' very weak English language skills. For example in English, mathematics and science, insufficient attention is given to applying English language to improve specialist subject vocabulary. Few teachers are first language English speakers. Teachers' plans do not include strategies to support lower attaining students and those who are higher attaining are insufficiently challenged. As a result, the majority of students do not make the expected progress. Students in Grade 6 are not prepared well enough for the Cambridge Primary checkpoints examinations, and their performance is well below age-related expectations.

The range and use of resources to support teaching and learning is weak in all phases particularly in the KG, where the development of language in both Arabic and English should underpin their future access to the full curriculum. Too many lessons are teacher led rather than student centred. They lack motivating and engaging activities. A few students become disengaged and behave less well when lessons do not challenge them well enough. Overall, the way the school uses assessment to gauge progress and shape students' learning is weak. Marking is regular but with limited feedback on how to improve. Teachers do not routinely check how well students understand their learning in lessons. Neither do they use assessment information sufficiently to plan or adjust their teaching to address the needs of different ability groups.

Performance Standard 4: Curriculum

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

The implementation of the English National Curriculum is weak. The schools' curriculum review led to the adoption of the Cambridge Curriculum. This was an important step which has helped the school to develop programmes with more effective frameworks for learning. . Extracurricular activities are few and opportunities they might bring to enhance students' learning and broaden their skills are being missed as a result.

The curriculum is broad and balanced. However, it does not meet the required lessons needed by those students learning Arabic as a second language. In all other subjects, the school's timetable complies with the minimum number of teaching hours and curriculum requirements for subjects. Opportunities are provided for students to understand the heritage and culture of the UAE. For example, through assemblies, and National Day celebrations.

Few opportunities are provided for students to develop the skills needed for the next phase of their education. The KG does not provide children with a sufficient grounding in language development and the way teachers adapt the curriculum to children's needs is generally weak at this phase. The school identifies students who might need modifications to the curriculum to meet their specific learning needs but has not yet clarified how the curriculum should be adapted or applied for these students. Neither do teachers plan specific learning experiences that are targeted to meet these specific needs or to support learning.

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

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

The protection, care, guidance and support for children overall is acceptable. The school's procedures ensure a safe and secure environment for students and staff. Staff and parents are made aware of the safeguarding procedures and teachers receive relevant training. The school follows robust child protection guidance including the use of the internet. Staff are security checked and there are security guards who monitor visitors to and from the school site. The school applies appropriate procedures for managing safety on buses. Adult monitors take children to the buses and keep registers of names. Staff maintain safety around the building and fire evacuation procedures are in place. Where there is inappropriate behaviour, routines are followed and parents are consulted.

The school promotes healthy lifestyles and students are encouraged to make healthy food choices in school and in their packed lunches. As a result, students have healthy attitudes to their own wellbeing and are keen to look after themselves. The nurse also provides helpful inputs and information on how to maintain good health.

The school's approaches to promoting a positive ethos and culture, supported by all staff, are helping to ensure positive relationships between students and staff, and with parents. This helps promote students' personal sense of wellbeing, confidence and self-esteem. The clinic is adequately equipped and students who are unwell receive prompt and appropriate care. The clinic has appropriate arrangements for the safe storage and dispensing of medicines.

Procedures for promoting attendance are generally adequate. Students who have particular needs, including those who have special educational needs (SEN) or those who are gifted and talented (G&T) are identified by the school. As yet, this does not lead to effective support or challenge through teachers' planning, an adapted curriculum, or through targeted learning experiences.

Performance Standard 6: Leadership and management

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

The overall quality of leadership and management of the school is weak. Leaders share the schools' vision with staff and parents. Self-evaluation is improving and helps to shape the school development plan. This has had a positive impact on students' learning in Islamic education and Arabic, for example, where standards have improved. It has not yet had a sufficiently decisive impact of key areas in need of improvement. Leaders involve staff and parents in the school's self-evaluation and improvement planning processes. Development targets are monitored through observation and learning walks by leaders and feedback provided to help teachers. The use of assessment information to monitor school improvement and student progress is not effective enough.

Teacher professional development activities and the approaches to monitor the quality of teaching have not yet had sufficient impact on improving of teaching and learning. This remains a key weakness that is holding the school back. Teachers need more training that focuses on the quality of learning, especially for those students who tend to be passive or who become disengaged when learning experiences seem to them to lack relevance.

Relationships with parents are positive and they appreciate the regular feedback they receive about their child's progress. The school responds constructively to parents' views. Mothers are welcomed to contribute to their children's learning. Parents regularly provide support during national celebration days.

Governors meet regularly and the principal is seen as accountable for leading school improvement. Parents and teachers are invited to attend governors' meetings to offer their views of the school. As yet, the school has not had sufficient funding to provide the quality of teaching resources it needs to improve the quality of learning decisively. The school's senior leaders are supported well by staff to ensure the smooth running of the school, for example during intervals and assemblies. The building is well maintained. The school runs efficiently on a daily basis and is organised

in a way that maximises the use of the available indoor and outdoor spaces. Several areas of the school have attractive displays of students' work.

What the school should do to improve further:

1. Take decisive steps to improve overall attainment through better English language skills by:
 - i. implementing a whole school framework for teaching English language
 - ii. clarifying the progression steps based on key vocabulary, subject-specific terms and skills, and monitoring implementation in all classes
 - iii. providing a broader range of practical resources for active learning in all subjects
 - iv. providing reading resources matched to students' reading age and creating opportunities for students to read to adults.
2. Use assessment effectively to inform teachers' planning, adapt the curriculum to target learning, and to monitor students' progress by:
 - i. ensuring that prior attainment data is analysed and made available to all teachers and used by them to plan learning for all ability groups and targeted individuals
 - ii. providing training on how data can be used effectively to increase attainment and progress
 - iii. agreeing a whole school strategy to help teachers organise ability groups
 - iv. planning appropriate work to meet the learning needs of all students
 - v. ensuring teachers' marking and assessment is consistent and matched to curriculum expectations
 - vi. identifying and targeting learning experiences for students who have special educational needs or who require greater challenge.
3. Improve the quality of teaching by:
 - i. improving teachers' planning to include the full range of learning skills to be applied in each lesson
 - ii. blending opportunities for independent and collaborative group learning alongside teachers' inputs in all lessons
 - iii. ensuring that Arabic- and English-medium teachers plan together
 - iv. ensuring all teachers participate fully in monitored self-evaluation of their impact on students' learning.