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DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Crescent International Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



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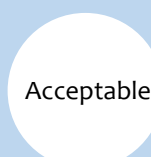


School Information

General Information	Inspection date:	from	24 Jumada Al-Akhirah, 1439 h	to	27 Jumada Al-Akhirah, 1439 h
		from	12-Mar-18	to	15-Mar-18
	School name			Crescent International Private School	
	School ID			73	
	School address			Khalifa City A, Behind Police station, Abu Dhabi	
	School telephone			+971(0)2 557 2271	
	School official email			crescentint.pvt@adec.ac.ae	
	School website			Crescentschoolabudhabi.com	
	School curriculum			British	
	School phases			KG – Grade 6	
	Fee range and category			AED 11,700-16,100 Low	
	Number of lessons observed			80	
	Number of joint lessons observed			5	
Staff Information	Total number of teachers			22	
	Turnover rate			40%	
	Number of teaching assistants			4	
	Teacher- student ratio			1 : 12	
Student Information	Total number of students			253	
	% of Emirati Students			71 %	
	% of Largest nationality groups			1. Egypt 11 %	
				2. Jordan 4%	
				3. Syria 3%	
	% of SEN students			10%	
	% of students per phase			KG: 14%	Middle: 12%
				Primary: 74%	High: n/a
Gender			Boys and girls		



The Performance of the School

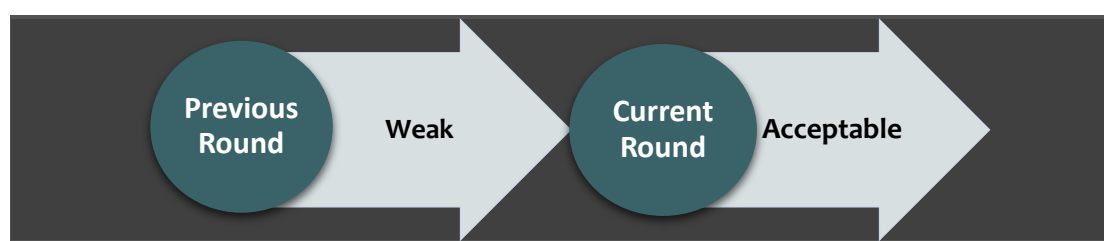
Performance Standard 1 Students' Achievement 	Performance Standard 2 Students' personal and social development, and their innovation skills 
Performance Standard 3 Teaching and Assessment 	Performance Standard 4 Curriculum 
Performance Standard 5 The protection, care, guidance and support of students 	Performance Standard 6 Leadership and management 



E valuation of the school's overall performance

- The overall performance of the school is acceptable. The senior leadership remains stable, but the number of students has declined since the previous inspection. The recent expansion of the governing body has brought about positive changes. These includes the recruitment of native language English teachers. As a result, staff turnover has been high.
- Students' achievement overall is acceptable in all subjects. Their attainment in English is weak overall but acceptable in Kindergarten (KG). Most groups of students make at least acceptable progress in all subjects and phases except in English in the middle phase where progress is weak. Learning skills are acceptable overall.
- Students' personal and social development is acceptable. They are respectful and considerate of each other, enjoy positive relationships with teachers and are keen to learn. They have clear understanding and appreciation of Islamic values, UAE culture and heritage. Their involvement in the community, innovation and independent learning skills are less well developed.
- Teaching and assessment overall are acceptable. Teachers have secure subject knowledge, plan interesting activities and make appropriate use of resources. However, their planning is not always sufficiently modified to meet the needs of the different groups of students in lessons. Internal assessment procedures are acceptable overall. However, assessment data is not used enough in monitoring students' progress.
- The curriculum is acceptable overall. It is appropriately structured to provide continuity and progression in most subjects. Teachers do not yet adapt the curriculum sufficiently well to provide support to all groups of students and provide opportunities for enterprise and innovation.
- The school's provision for the protection, care, guidance and support of students is acceptable. Students feel safe in a secure environment. Students with special educational needs (SEN) and those who are gifted and talented (G&T) are appropriately identified, but the support they receive in lessons is inconsistent.
- School leaders are committed to UAE priorities and school improvement. Communication with parents and their involvement are acceptable, however links with wider community is less well developed. School leaders and governors ensure that the school is safe and operates smoothly. Premises are adequate, but resources are insufficient to support learning.

Progress made since last inspection and capacity to improve



- Since the previous inspection, the principal and senior leaders have made improvement to most of the identified areas for improvement. The school has made acceptable progress overall.
- Students' achievement and their learning skills have improved in most subjects and phases. Overall, achievement is now acceptable in social studies, English, mathematics, science and other subjects. In English, attainment has improved in KG where it is now acceptable. However, it remains weak in primary and middle phases.
- The school has introduced more reliable assessment procedures to gauge students' achievement, but this is still at early stage of development. The school now use external assessment to benchmark the performance of Grade 6 students. However, data is not used sufficiently well to improve their outcomes.
- Quality of teaching English language has improved with the native English staff joining the school. As a result, students' English language skills are improving but remain inconsistent.
- Overall, teaching now is more consistent in planning interesting activities to motivate students. Most teachers plan differentiated tasks to meet the needs of most groups of the students, including students with SEN, although the effectiveness of this planning is inconsistent.
- The provision of learning resources in KG has improved and is now acceptable. Children now has access to more reading resources and manipulatives to support their learning. The school does not have yet a dedicated librarian or sufficient technology resources to promote students' research and independent learning skills.
- The school leaders have succeeded in improving students' achievement in most subjects to at least acceptable standards. This indicates that their capacity to improve the school further is acceptable.



Key areas of strength and areas for improvement

Key areas of strength

1. Improvement in students' achievement in mathematics, science and social studies.
2. Students' positive attitudes and their relationship with each other and their teachers.
3. Students' understanding and respect for Islamic values and pride in the UAE.
4. Care, safety and well-being of students.
5. Impact of the new initiatives introduced by the school leadership.

Key areas for improvement

1. Further improvement of students' achievement in all subjects, particularly in English by:
 - i. raising teachers' expectations of what students can achieve
 - ii. marking students' work and giving helpful written comments on how to improve
 - iii. planning activities that meet the needs of individual students, monitoring their progress and modifying planning to accelerate that progress
 - iv. ensuring that teachers make effective use of learning resources including technology and time to promote students' achievement.
2. Improve students' learning skills of critical thinking, research, innovation and independent learning by:
 - i. planning additional activities in lessons which develop students' higher order skills, including problem-solving, investigation and critical thinking
 - ii. using learning technologies to promote research and independent learning
 - iii. providing more opportunities in the curriculum for students to develop their innovation and enterprise skills.
 - iv. encouraging students to assume more responsibility for their learning and work independently.
3. Strengthen consistency of teaching and use of assessment information to inform lesson planning by:
 - i. sharing best practices in English medium subjects with Arabic medium subjects
 - ii. providing professional development for teachers with subject specific focus on students' learning
 - iii. analysing assessment data to modify lesson planning and monitor students' progress.
 - iv. monitoring and evaluating the impact of teaching on students' learning and providing constructive individual feedback to teachers
4. Modification, review and adaptation of the curriculum to meet the needs of students with different abilities by:



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- i. having a special education needs coordinator (SENCO) to support rigorous planning to meet the needs of students with SEN
- ii. providing more opportunities in lessons to challenge the higher achieving students and those who are G&T
- iii. ensuring a regular and frequent review of the progress of the different groups of students and modifying the curriculum to accelerate their progress.



Provision for Reading

- The quality of the school's library is acceptable. The small selection of books in the library meets the basic reading needs of the students. However, it does not provide a sufficiently stimulating learning environment as a result of the prolonged absence of a dedicated librarian. The library lacks computers and reference books for research.
- Most students read for comprehension. The school has a designated teacher who provides personalised reading practice to support and promote students' interest in reading.
- The school's annual plan for reading has a budget allocated to support the language development of the students through shared, guided and independent reading programmes.
- Reading resources provided by the Cambridge curriculum, give students an opportunity to read at differentiated language levels and guide them effectively to the next level. This is done through a robust assessment system of recording reading and providing precise analysis of reading behaviours.
- Arabic reading initiatives include reading in the library with the teachers, guided reading and reading competitions within and outside the school.
- Teachers and other staff are trained to improve their pedagogical knowledge and understanding of teaching reading.
- Reading is integrated across subjects particularly in mathematics and science for English reading and in Islamic education and social studies for Arabic reading.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Weak	
	Progress	Acceptable	Acceptable	Acceptable	
Arabic (as additional Language)	Attainment	N/A	Acceptable	N/A	
	Progress	N/A	Acceptable	N/A	
Social Studies	Attainment	N/A	Acceptable	Acceptable	
	Progress	N/A	Acceptable	Acceptable	
English	Attainment	Acceptable	Weak	Weak	
	Progress	Acceptable	Acceptable	Weak	
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Good	
Science	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Learning Skills		Acceptable	Acceptable	Acceptable	



Overall achievement

- The overall achievement of students is acceptable in all subjects. In the primary and middle phases their attainment in English is weak. Students' attainment in Arabic as a first language is weak in the middle phase but they make acceptable progress.
- The Cambridge check point examination for Grade 6 indicates that students' attainment is weak in English, mathematics and science.
- Recent school internal assessments data indicates attainment is above curriculum expectations in Arabic medium subjects and weak in English, mathematics and science.
- In lessons and recent students' work, most students are attaining in line with curriculum standards in almost all subjects and phases. Most groups of students are making acceptable progress from their starting point, including students with SEN. The progress of groups of students with different abilities in lessons is inconsistent. Students' learning skills are acceptable overall.

Subjects

- Students' achievement in **Islamic education** is acceptable. Most students can recite prescribed 'Surah' appropriately and respectfully. They demonstrate acceptable understanding of basic Islamic concepts and values in line with curriculum standards and make the expected progress. They make appropriate links to their daily lives.
- Students' achievement in **Arabic as a first language** is acceptable overall. In KG and primary, most students attain levels in line with the curriculum standard and make the expected progress. In middle phase, students' attainment is weak but progress and learning skills are acceptable. Most students generally develop acceptable listening, speaking, reading and comprehension skills but their skills in writing is less well developed particularly in Grade 6. Students make acceptable links to real life situations.
- Students' achievement in **Arabic as a second language** is acceptable. Most students attain acceptable standards in listening speaking, reading and writing and they make the expected progress.
- Students' achievement in **social studies** is acceptable. Most students demonstrate acceptable understanding of prescribed concepts in social studies in line with curriculum standards and make acceptable progress. By Grade 6, most students show acceptable knowledge of the geography of UAE and make relevant links to real life situations.
- Students' achievement in **English** is acceptable overall. Most students' standards in reading, speaking and writing are below curriculum expectations, but they



make acceptable progress from a low starting point. In KG children attain levels broadly aligned with the curriculum expectations and make acceptable progress. In primary, students continue to make acceptable progress from their starting points. In Grade 6 the majority of students are attaining below curriculum standards and their progress is weak as a result of consistent weak progress in the previous years.

- Students' achievement in **mathematics** is acceptable overall. Most students attain in line with curriculum standards. They acquire appropriate numeracy skills and a secure understanding of mathematical concepts. By Grade 6, they can apply their skills and understanding in practical problem-solving activities, and make good progress.
- Students' achievement in **science** is acceptable overall. Most students' attainment is in line with curriculum standards and they make acceptable progress. In the best lessons, they collaborate and carry out an appropriate range of practical activities that enable them to develop their investigative and problem-solving skills. They apply their learning appropriately to everyday life situations.
- In **other subjects**, students' achievement is broadly acceptable. It is acceptable in **French, geography and computer science** and good in physical education (**PE**). In **art**, students are not motivated to produce quality work. **Music** is integrated appropriately in the KG curriculum, but it is not part of the primary and middle phase timetables.

Learning skills

- Most students have acceptable learning skills. Their engagement, collaboration, interaction and communication are acceptable, particularly in KG and primary. They make appropriate links to real life situations, especially in Arabic subjects and science. Their skills in problem solving are developing in mathematics and science. Students' skills in critical thinking, innovation, research and use of technology are less well developed.

Areas of Relative Strength:

- Application of learning to real life situations, especially in Arabic subjects and science.
- Students' achievement in PE and in mathematics in the middle phase.

Areas for Improvement:

- Students' achievement in all subjects, particularly their attainment in English and art, and their writing skills in Arabic, especially in Grade 6.



- Students' attainment in internal and external assessments, particularly in English, mathematics and science.
- Progress of students with different abilities in lessons.
- Students' skills in critical thinking, research, innovation and use of technology.

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

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

- Students' personal and social development is acceptable overall and their innovation skills are weak. Most students demonstrate responsible attitude and are developing self-reliance. They are respectful and their behaviour is acceptable.
- Relationships are positive, which is creating a safe and friendly environment. Students enjoy school and their attendance at 92% is acceptable overall. However, it is weak in KG. Almost all students are punctual to school.
- Students' awareness of safe and healthy living is acceptable. Most bring nutritious food to school and understand which foods are unhealthy.
- Students have a clear understanding of Islamic values and appreciation of UAE culture and heritage. Their understanding and awareness of their own and other cultures is good. They celebrate national day and other events in the UAE and take pride in the school's multi-cultural composition. In school they celebrate 'International Day' and share the food, history and culture of different countries.
- Students are involved in charity projects with the Red Crescent, but their community involvement and volunteering is irregular overall. Students take care of their immediate surroundings and are aware of the important environmental and sustainability issues that affect their life in the UAE.



- The school offers extra-curricular activities including innovation club. However, students' innovation skills are still developing. Their skills in research, critical thinking, use of technology and independent learning that underpin innovation are underdeveloped.

Areas of Relative Strength:

- Students' positive attitudes and behaviour, and their respectful relationships.
- Students' appreciation and understanding of Islamic values, their pride in the culture and heritage of the UAE, and their awareness of other world cultures.

Areas for Improvement:

- Student's involvement in the community and volunteering.
- Students' innovation skills.
- Attendance, specially in KG.



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	
Assessment	Acceptable	Acceptable	Acceptable	
- The overall quality of teaching and assessment is acceptable. - Almost all teachers have secure subject knowledge. They set clear lesson objectives and share them with students. - Teachers plan interesting activities and make appropriate use of resources to enliven lessons. They provide work that broadly meets students' needs. However, it does not always meet the needs of students with different abilities, especially in providing sufficient challenge for higher attaining students. - Teachers interact well with students and successfully encourage them to collaborate, discuss their work and develop their subject vocabulary. They do not as yet plan sufficient opportunities for students to develop their critical thinking, enquiry and innovation skills. - Internal assessment procedures are consistent and regular. Recently, the school introduced more robust procedures to measure students' achievement, but these are still at early stage of development. The school has started to benchmark students' achievement against international standards. However, data is not used sufficiently well to raise expectations for students' outcomes. - Teachers use questioning appropriately to assess students' understanding in lessons. They use assessment information adequately to inform teaching and curriculum planning, but it is not used effectively to monitor and support students' progress. - Teachers have a reasonable knowledge of their students' strengths and weaknesses. They mark work regularly but do not always provide sufficient written feedback to help students improve.				
Areas of Relative Strength:				
- Teachers' knowledge of the subjects they teach. - Teachers' interaction with the students.				
Areas for Improvement:				
Teaching to develop students' critical thinking and innovation skills.				



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- Planning for students with different abilities especially the higher attaining students.
- Using assessment data to monitor students' progress and to provide written feedback on how to improve their work.
- Using external assessment to raise expectations for students' outcomes.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	
Curriculum adaptation	Acceptable	Acceptable	Acceptable	
- Overall, the curriculum provision is acceptable. It is reasonably broad and balanced. It mainly follows the requirements of Cambridge International Curriculum standards. Music is not taught in the school. - Curriculum planning provides adequate provision for continuity and progression in most subjects. Planning incorporates the provision of practical activities and builds on students' skills, knowledge and understanding. - Extra-curricular activities provide students with opportunities to develop their interests and aspirations. They include sports, environment, innovation and heritage clubs. However, these are at early stage of development and do not promote their innovation and enterprise skills sufficiently. - Some cross-curricular links are planned between subjects such as Arabic and Islamic, and between mathematics, science and English. These help students to make meaningful connections between subjects. - The curriculum is reviewed and modified periodically to meet the needs and interests of most students, including students with SEN and those who are G&T. However, their needs are not consistently met in lessons. - Appropriate learning experiences are integrated to develop clear understanding of UAE's culture and society. As a result, students show pride in their national identity. - The school provides standalone lessons for moral education. The themes for these lessons are successfully integrated within other subjects and linked to the Islamic values such as tolerance, charity and respect. Overall, moral values are promoted appropriately and embedded in most aspects of school life. Areas of Relative Strength: - Links with Emirati culture and UAE society. Areas for Improvement: - Offer Music for students . - Adaptation of the curriculum to meet the needs of all groups of students in lessons. - Opportunities for enterprise and innovation.				



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

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

- The overall quality of protection, care, guidance and support is acceptable. The school has adequate procedures to ensure child protection and these are shared with the parents and staff.
- The school provides a safe and secure environment for students. Supervision of students is appropriate.
- Buildings are well maintained with regular checks on equipment. The clinic is adequately equipped with adequate arrangements for the safe storage and dispensing of medicines.
- The school promotes healthy lifestyles and students are encouraged to make nutritious food choices in school and in their packed lunches. This is not appropriately applied by a minority of students
- Staff-student relationships are courteous. Behaviour management is appropriate. When incident of inappropriate behaviour occurs, it is followed up swiftly and parents are consulted.
- School's approach is adequate in promoting attendance and punctuality. Promoting attendance in KG is less successful.
- School has appropriate systems to monitor the well-being of all students. There are adequate procedures to identify students with SEN and those who are G&T. Support is adequate. However, their individual needs are not always sufficiently targeted in lessons.

Areas of Relative Strength:

- The school health and safety procedures and staff care of students' well-being.
- Staff- student relationships.

Areas for Improvement:

- promoting healthy life style for all students.
- Promoting attendance especially in KG.



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- Meeting the needs of students with SEN and those who are G&T particularly in lessons.



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
- The overall quality of leadership and management of the school is acceptable. Leaders share the schools' vision with parents and staff. They show commitment to UAE priorities and demonstrate sound knowledge of the curriculum. Staff morale is positive. - Self-evaluation and improvement planning are acceptable. The school makes appropriate use of the inspection framework standards to gauge its performance. Improvement targets in the school development plan (SDP) are linked to school self-evaluation (SEF) improvement priorities. - Monitoring teaching and learning is regular but it is not sufficiently focused on the impact of teaching on students' outcomes. - Relationships with parents are acceptable. Parents appreciate the effective communication and regular feedback they receive about their child's progress. The school responds constructively to parents' views and encourages their involvement in the school life. Links with other schools and wider community are established but still at early stage of development. - The governors hold the principal to account for schools' performance. Additional resources have been made available to successfully improve the quality of teaching and learning. However the school still short of a librarian and SENCO. There is still deficiency in learning resources such as in the library and technology. - Most aspects of the day-to-day management of the school run smoothly. The premises are adequate. The newly appointed, qualified teaching staff, together with a programme of professional development, are beginning to have a positive impact on the overall quality of teaching and learning. - The school promotes students' performance in TIMSS (Trends in Mathematics and Science Studies) adequately. Staff encourage students' full participation in the 'question a day' initiative. They ensure students practice daily and are appropriately prepared for the test.	



Areas of Relative Strength:

- Appropriate use of inspection framework standards in SEF, and the SDP links to SEF priorities.
- Effective communications with parents.
- Day to day management of the school.

Areas for Improvement:

- Monitoring teaching and learning to focus on students' achievement.
- Relationship with the wider community, including other schools.
- Human and learning resources, including for the library and learning technologies.