



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

CRESCENT ENGLISH SCHOOL

INDIAN

ACCEPTABLE

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INDIAN

Inspection Dates
02 - 06 October 2023

Principal
Mr. Sharafudeen Thanikatt

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

1555 Students

0 Emirati Students

110 Students of Determination

88 Teachers

6 Teaching Assistants

1 Guidance counsellors

OVERALL SCHOOL PERFORMANCE

ACCEPTABLE

OUTSTANDING	Quality of performance substantially exceeds the expectation of the UAE
VERY GOOD	Quality of performance exceeds the expectation of the UAE
GOOD	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
ACCEPTABLE	Quality of performance meets the minimum level of quality required in the UAE
WEAK	Quality of performance is below the expectation of the UAE
VERY WEAK	Quality of performance is significantly below the expectation of the UAE

WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

SCHOOLS HIGHLIGHTS

- The good provision and learning in the Kindergarten (KG)
- Students' positive and responsible attitudes and behaviour and their appreciation of Emirati culture
- Parents' commitment to, and support of the school
- The good support systems for promoting student well-being

POINTS TO IMPROVE

- Improve teaching and learning in Arabic as an additional language
- Ensure that lessons consistently provide appropriately challenging learning activities for all students
- Provide more opportunities in lessons for activities that develop students thinking skills and creativity
- Across all subjects, improve teachers use of assessment data to plan more effective lessons

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **GOOD**

This school places a strong emphasis on the promotion of well-being. Teachers and leaders set a good example and clear policies are in place. A dedicated counsellor helps students and adults with well-being concerns. Well-being information is regularly collected through surveys and teacher feedback, which is used to improve its promotion. Students can easily report their well-being concerns, using tools like worry boxes and through the student council.

STUDENTS' ACHIEVEMENTS

The achievements of children in Kindergarten (KG) are strong across the curriculum. In the primary and middle phases, attainment and progress are good in Islamic education and English and strong in primary mathematics. Their achievements in other areas are not as strong. Lesson observation and analysis of students work over time confirms assessment data. In the KG and primary phases especially, students possess good learning skills.

ENGLISH		MATHS		SCIENCE	
ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS
KG	GOOD	GOOD	GOOD	KG	GOOD
PRIMARY	GOOD	GOOD	GOOD	PRIMARY	ACCEPTABLE
MIDDLE	GOOD	ACCEPTABLE	ACCEPTABLE	MIDDLE	ACCEPTABLE
SECONDARY	GOOD	ACCEPTABLE	ACCEPTABLE	SECONDARY	ACCEPTABLE

ARABIC AS FIRST LANGUAGE		ARABIC AS SECOND LANGUAGE		ISLAMIC	
ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS
KG	NOT APPLICABLE	KG	NOT APPLICABLE	KG	NOT APPLICABLE
PRIMARY	NOT APPLICABLE	PRIMARY	WEAK	PRIMARY	GOOD
MIDDLE	NOT APPLICABLE	MIDDLE	WEAK	MIDDLE	GOOD
SECONDARY	NOT APPLICABLE	SECONDARY	WEAK	SECONDARY	GOOD

LEARNING SKILLS	
KG	GOOD
PRIMARY	GOOD
MIDDLE	ACCEPTABLE
SECONDARY	ACCEPTABLE



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Across the school, students are responsible and self-disciplined; they should courtesy and respect to others, and are self-reliant. Students' attendance is excellent and they have a strong understanding of their own, Emirati and other cultures. They are environmentally conscious and participate in various community activities. Students' social responsibility and innovation skills are good in the first three phases and very good in secondary.

PERSONAL DEVELOPMENT	UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES	SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS	
KG	VERY GOOD	KG	GOOD
PRIMARY	VERY GOOD	PRIMARY	GOOD
MIDDLE	VERY GOOD	MIDDLE	GOOD
SECONDARY	VERY GOOD	SECONDARY	VERY GOOD

PROVISION FOR LEARNERS

The quality of teaching varies across phases. Kindergarten (KG) sees primarily good teaching, while primary, middle, and secondary phases are considered acceptable. In the primary phase, there's a need for more consistent teacher questioning and critical thinking provision. In upper phases, teaching can be overly teacher-led, with inconsistency in teachers' subject knowledge and understanding of child learning.

KG excels in assessment management and using it for planning, but improvements are needed in the other three phases. The curriculum aligns with expected standards but implements inconsistent support for the development of higher-order thinking skills. Extracurricular activities cater to student interests, with a focus on UAE culture understanding. Students of determination benefit from an adapted curriculum.

Child protection and healthy living promotion are well-executed. Staff are first-aid certified, and security measures, both in school and on buses, are strong. Overall, the school operates efficiently.

TEACHING	ASSESSMENT	CURRICULUM DESIGN	
KG	GOOD	KG	GOOD
PRIMARY	ACCEPTABLE	PRIMARY	GOOD
MIDDLE	ACCEPTABLE	MIDDLE	ACCEPTABLE
SECONDARY	ACCEPTABLE	SECONDARY	ACCEPTABLE

CURRICULUM ADAPTATION	HEALTH & SAFETY	CARE & SUPPORT	
KG	KG	KG	GOOD
PRIMARY	PRIMARY	PRIMARY	GOOD
MIDDLE	MIDDLE	MIDDLE	GOOD
SECONDARY	SECONDARY	SECONDARY	GOOD

INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **ACCEPTABLE**

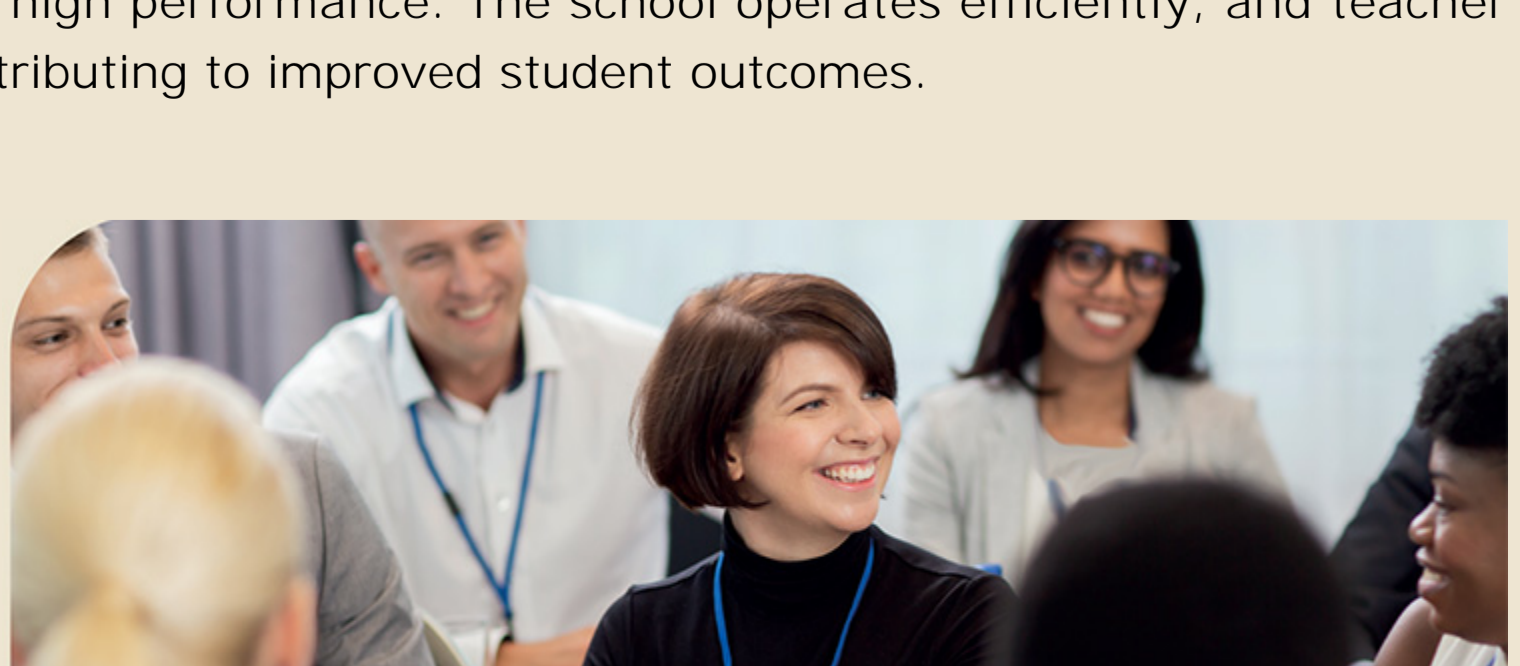
School leaders maintain a strong commitment to inclusion, demonstrating ongoing support for students of determination, including investments in bespoke resources. They employ assessments for the identification of these students, enabling early intervention and adherence to KHDA expectations. The school actively engages parents through personalised communication and involvement in their child's support. Modifications to the curriculum and after-school clubs are instrumental in promoting independence and personal development. Some students are also engaged in programme planning to foster success and independence.



LEADERSHIP AND MANAGEMENT

The school's governors and leaders establish a clear direction, emphasising the raising of academic standards. Middle leaders are increasingly effective in supporting school improvements. There are strong partnerships between leaders and parents as well as the local community, although connections with the wider community could benefit from reinforcement. The governing body ensures leadership consistency and high performance. The school operates efficiently, and teacher professional development is on an upward trajectory, contributing to improved student outcomes.

THE EFFECTIVENESS OF LEADERSHIP	ACCEPTABLE
SCHOOL SELF-EVALUATION AND IMPROVEMENT PLANNING	ACCEPTABLE
PARENTS AND THE COMMUNITY	GOOD
GOVERNANCE	ACCEPTABLE
MANAGEMENT, STAFFING, FACILITIES AND RESOURCES	GOOD



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