

# Progress Review Visit Report

## Crescent English School

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Knowledge and Human Development Authority

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## Basic information

Crescent English School was inspected during the 2012-2013 academic year as part of the full inspection cycle across all schools in Dubai. The inspection covered key aspects of the work of the school at all stages. It evaluated students' achievements, the effectiveness of the school, the environment for learning and the school's processes for self-evaluation and capacity for improvement. During this inspection, the overall performance of the school was judged to be unsatisfactory and school inspectors identified a number of recommendations which the school was required to address.

Dubai Schools Inspection Bureau (DSIB) has conducted one Guidance Visit and three Follow-Through Inspections in Crescent English School since the full inspection. This Progress Review Visit (PRV) evaluated the progress of the school in meeting the recommendations.

## Progress

The school had not met all of the recommendations to an acceptable level. Crescent English School will continue to be inspected by DSIB at regular intervals in accordance with the Progress Review Visit cycle.

## Overview

The school had a new principal, secondary head and a counsellor. The former principal of the school was now vice-principal. An action plan had been written covering key aspects for improvement. Leaders and teachers had made some attempt to improve the school. In most lessons there was less teacher talk and textbook-driven teaching and some active learning. However, in too many lessons, the purpose of the activities was unclear to students. Lesson plans often contained outcomes that were not met. There had been continuing professional development but this had not been followed up by observations of lessons to measure the effect of this training on teaching and learning. The school was now compliant in Arabic in Grade 9. A child protection policy was in place and teachers were aware of it. The recommendations on assessment and curriculum had been met to an acceptable level but there was a need to improve further in both these areas. The use of assessment information was not seen. Teachers often did not differentiate their strategies to meet the needs of all students. Further work was needed to improve teaching and learning particularly in kindergarten and primary phases, meeting the needs of students with special educational needs, leadership, governance and self-evaluation.

## Inspection recommendations

- Improve teaching and learning, particularly in the Kindergarten and the primary phase;

The school had not met the requirements of this recommendation to an acceptable level.

There were continuing weaknesses especially in the kindergarten and primary phases. Teachers were not clear regarding learning objectives and the expected outcomes from students. This was a particular weakness in both group and individual work. In Kindergarten, children enjoyed many hands-on activities and developed their motor skills. However, kindergarten teachers rarely explained the purpose of the learning to children. Teaching assistants were not regularly used effectively to support children's learning. Teachers throughout the school did not check often enough on students' prior understanding before starting a new topic. Because of this, differentiated learning was not apparent in many lessons. Lesson plans were used across the school but frequently the intended learning was not achieved. Students were put in groups but were not given the opportunity to collaborate. They did not develop a broad range of learning skills. Better lessons were student-centred rather than teacher-centred and had links to the real world.

- Improve assessment by using the outcomes of assessment of students' work more effectively to improve their learning experiences in lessons across all subjects;

The school had met the requirements of this recommendation to an acceptable level.

The school had improved the analysis of assessment data. The recording of students' data was organised efficiently and data was used to identify trends, patterns of attainment and individual students' progress. Findings and analysis were shared with staff. However it was not consistently evident in lessons that teachers had accurately identified students' strengths and weaknesses. Across all phases and most subjects, too many teachers were not able to use the assessment data consistently to provide differentiated learning in lessons. The quality of oral feedback in lessons was improving but not all students understood their next steps in learning. There was some informative written feedback on students' work in a few subjects. Students' evaluations of their own and others' work was not evident in lessons. International benchmarking test results were not well understood by school leaders and teachers. These test results were not strategically included in the action plan. Internal tests results were not moderated to ensure rigour and validity of results.

- Improve the curriculum and its delivery by raising staff expectations and engaging students more actively in their learning;

The school had met the requirements of this recommendation to an acceptable level.

Curriculum quality and its delivery across the phases was mostly acceptable but weaker in some phases than others. Attempts had been made to implement the Early Years Foundation Stage framework in Kindergarten but this had not been wholly effective. Active learning as part of the curriculum was a priority across the school but not all teachers fully understood how to provide it. Too often, activities in lessons had no clear purpose and students did not understand what was expected. In effective lessons, the differentiated curriculum provided for better learning and attainment. Here, the curriculum provided students with some challenge. However meeting the needs of the most capable students was underdeveloped in many lessons.

- Ensure that the school is compliant in the teaching of Arabic in Grade 9;

The school had met the requirements of this recommendation to an acceptable level.

The school had provided the appropriate time in lessons for Arabic in Grade 9 according to the Ministry of Education guidelines. The school had made improvements in increasing the use of Arabic throughout the school week such as at school assemblies, Arabic Day, Arabic word of the day and in Arabic competitions.

- Identify more accurately students who have a special educational need, ensure teachers modify lessons appropriately to meet these needs, and track and monitor effectively the progress of students;

The school had not met the requirements of this recommendation to an acceptable level.

The school had attempted to improve the identification and support of students with special educational needs (SEN). There was a new counsellor, a few additional resources and some training in using the KHDA categories for the identification of students with SEN. This had supported the school's understanding and development of these students. However, initial identification and diagnosis was weak. Categorisation of the need of each student was not sufficiently accurate. Although each student had an Individual Education Plan (IEP) and parents were also given their children's IEPs, the IEPs did not have specific details. Teachers had been given some training by the counsellor in the use of IEPs, but effective use in lessons was rare. Most often, students were given little specialist support to meet their needs, which prevented them from making adequate progress. Tracking and monitoring of students' progress was developing but was not rigorous or effective enough.

- Create and implement a suitable child protection policy, including the relevant training of all staff;

The school had met the requirements of this recommendation to an acceptable level.

Child protection arrangements were in place and had been made clear to staff. The training of all staff in child protection took place from time to time. The school had ensured that staff understood the processes and procedures for child protection.

- Improve leadership capacity and governance and ensure that self-evaluation is rigorous and accurate.

The school had not met the requirements of this recommendation to an acceptable level.

New leaders with a new action plan had targeted key aspects for improvement. The Board of Governors had increased its membership and provided further resources. The self-evaluation document provided some evidence for the school's judgements of its strengths and weaknesses. It contained aspirational statements but was not always convincing. The action plan did not show better learning, attainment and progress for all students as the key measurement of success. Actions taken by leaders had not resulted in significant improvements. The capacity of too many leaders was weak. Evaluations of teaching by school leaders had not resulted in sufficient improvements in teaching and learning, particularly in Kindergarten. The Board of Governors had not held the school sufficiently accountable for improvements in teaching and learning, in improved provision for students with special educational needs or in school leadership and school self-evaluation. Data such as international benchmarking test results were not used in the self-evaluation process.

## What happens next?

The school has not met all of the recommendations to an acceptable level. Crescent English School will continue to be inspected by DSIB at regular intervals in accordance with the Progress Review Visits' Inspection schedule

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

## How to contact us

If you have a concern or wish to comment on any aspect of this report you should contact: [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae).

More information about Dubai Schools Inspection Bureau can be found at [www.khda.gov.ae](http://www.khda.gov.ae).

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