

INSPECTION REPORT

2022-2023



NATIONAL CHARITY SCHOOL PRIMARY

MOE CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Abu Hail
	Opening year of School	2021
	Website	www.charityschools.com
	Telephone	97143897600
	Principal	REEM H. KH. HUSEIN
	Principal - Date appointed	6/14/2021
	Language of Instruction	Arabic
	Inspection Dates	02 to 06 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	6 to 10
	Grades or year groups	Grade 1 to Grade 4
	Number of students on roll	785
	Number of Emirati students	0
	Number of students of determination	17
	Largest nationality group of students	Arab

TEACHERS

	Number of teachers	38
	Largest nationality group of teachers	Syrian
	Number of teaching assistants	0
	Teacher-student ratio	1:21
	Number of guidance counsellors	1
	Teacher turnover	8%

CURRICULUM

	Educational Permit/ License	MoE
	Main Curriculum	MoE
	External Tests and Examinations	MoE
	Accreditation	MoE

School Journey for NATIONAL CHARITY SCHOOL PRIMARY

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak

2022-2023

Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

STUDENTS OUTCOMES

- Students' achievement in Islamic Education and Arabic is stronger than in other subjects. There is a wide gap between the students' weak performance in the National Agenda (NA) benchmark tests, the high achievement reported in the internal assessments and, the Ministry of Education (MoE) final tests. Achievement in English, mathematics and science is acceptable overall.
- Students personal and social development is strong. Students are supportive of each other and respectful of their teachers. Their understanding of Islamic values is very good, as is their knowledge of Emirati, and other world cultures. Students enjoy being involved with the community and voluntary work, and in taking on leadership responsibilities in their classes.

PROVISION FOR LEARNERS

- Teaching is acceptable across the school, with strengths in Islamic Education and Arabic. Most teachers have secure subject knowledge and design some activities that engage learners. Their lesson plans do not make effective use of assessment information to meet the needs of the different groups of students, particularly in English, mathematics and science. Teachers' assessments of student progress and learning lacks rigour.
- The school follows the MoE curriculum. It is designed to ensure smooth transition and understanding between the phases. Effective progression is evident in most subjects with adequate scope and sequence of activities. Strategies for curriculum modification and enrichment are developing. The use of data to identify necessary lesson modifications is underdeveloped. Links with Emirati culture and UAE society is a strong feature of the curriculum.
- The school ensures that all staff, parents and students are aware of its procedures on child protection. Systems are in place to ensure students' safety, including daily checks of the premises. The supervision of students and transport arrangements are efficient. Although detailed Individual Education Plans (IEPs) are produced to enhance students' learning, they are not always implemented in lessons. Students' wellbeing is embraced by the school.

LEADERSHIP AND MANAGEMENT

- Senior leaders display a strong direction and vision for school improvement. The development of the middle leadership is ongoing. The school's self-evaluation and improvement planning are limited by the use of assessment information that is not always accurate. The monitoring of teaching and learning is regular but is not focused sufficiently on student outcomes. The governing body is supportive of the school but is not fully representative of all stakeholders.

The Best Features of The School:

- Students' progress and attainment in Islamic Education and Arabic
- Students' personal and social development, and their understanding of Islamic values and community involvement
- The school's care and support provided for students





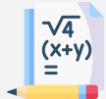

Key Recommendations:

- Raise the attainment and progress to be at least good in all subjects.
- Improve the effectiveness of teaching and the use of assessment, by ensuring that:
 - assessments are in line with the curriculum standards
 - assessment information is used to plan lessons that meet individual needs
 - the level of challenge and expectations of what students can achieve are raised
 - students are provided with more opportunities to develop critical thinking and problem-solving skills
 - professional training is provided to meet teachers' development needs.
- Ensure that the processes of self-evaluation and improvement planning is rigorous and based on accurate assessment information.
- Improve the effectiveness of middle leaders so they can fully support the drive for continued improvement.

Overall School Performance

Acceptable

1. Students' Achievement

		Cycle 1
 Islamic Education	Attainment	Good
	Progress	Good
 Arabic as a First Language	Attainment	Good
	Progress	Good
 Arabic as an Additional Language	Attainment	Not applicable
	Progress	Not applicable
 English	Attainment	Acceptable
	Progress	Acceptable
 Mathematics	Attainment	Acceptable
	Progress	Acceptable
 Science	Attainment	Acceptable
	Progress	Acceptable

		Cycle 1
Learning skills		Acceptable

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

	Cycle 1
Personal development	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good
Social responsibility and innovation skills	Good

3. Teaching and assessment

	Cycle 1
Teaching for effective learning	Acceptable
Assessment	Weak

4. Curriculum

	Cycle 1
Curriculum design and implementation	Acceptable
Curriculum adaptation	Acceptable

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

	Cycle 1
Health and safety, including arrangements for child protection/ safeguarding	Good
Care and support	Good

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

The school meets the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
Progress in international assessment	Not applicable	Not applicable

- There is no progression data available from international or benchmark assessments for this inspection.

	Whole school
Leadership: data analysis and curricular adaptation	is below expectations

- The curriculum-linked assessment data and international data sets are small in number. The school's internal assessments are unreliable, and the information gained from external data is limited. Leaders understanding of how data can be used to modify the curriculum is limited. The process has little impact on students' outcomes.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is below expectations	Not applicable

- Reading levels in English, for a large majority, are below their age-level. The focus on reading skills, and other learning skills, are not key features of the learning.

Overall, the school's progression to achieve the UAE National Agenda targets is below expectations.

For Development:

- Implement a targeted reading literacy programme that addresses reading for understanding in English and in Arabic, and introduce a standardised reading test to accurately measure students' progress
- Provide opportunities for students to develop their critical thinking, inquiry and problem-solving skills in all subjects.
- Develop a shared understanding of how to use reliable assessment data to support students' learning and curriculum modifications.

Wellbeing

The quality of wellbeing provision and outcomes is at a moderate level:

- The school's ethos ensures that the personal development of students is underpinned by effective safeguarding and wellbeing policies and practices. Wellbeing issues are brought to the attention of the governors and they collectively find solutions to benefit the school community. The school collects some data in relation to the needs of students and staff resulting in wellbeing interventions. However, the range of data currently collected is not sufficient to ensure a consistent, whole-school approach to the promotion of wellbeing.
- Staff across the school know their students well and work together to identify wellbeing issues and engage with parents to address them. Through a variety of events the school recognises the contributions of staff and addresses some of their needs. However, procedures for discovering the wellbeing needs of staff are limited. Parent and student councils are a regular feature of the school which helps develop a co-operative approach to problem sharing and solving.
- The school holds curriculum-integrated activities and external events to raise students' engagement and enhance their wellbeing skills. The school does its best to maximise the use of the premises and gradually extends the available educational resources to enrich the students' learning and wellbeing experiences. Students understand the importance of safety and maintaining healthy lifestyles. Relationships between students and staff are positive and valued by students. Students express a sense of belonging and enjoyment of their learning which is evident in their behaviour and attitudes.

UAE social studies and Moral Education

- The MoE curriculum is being followed for UAE social studies using the Salama series. Moral education is integrated with other subjects, including social studies and enriched further with extended learning activities and integrated projects. Lessons are well-planned and taught to ensure secure conceptual understanding. Lessons often include activities to develop connections to personal experiences.
- A range of assessments including integrated projects, activities and worksheets are used to determine students' knowledge, skills and understanding. Progress of students is reported orally to parents periodically.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Cycle 1
Attainment	Good
Progress	Good

- In lessons and work samples, a majority of students demonstrate levels of understanding that are above MoE curriculum standards. A majority of students are improving their knowledge and understanding of the biographies of the Prophet Mohammed (PBUH).
- Most students in the upper grades demonstrate a secure knowledge and understanding of Islamic concepts for instance, ablution, the performance of prayers, and the Pillars of Islam. In the lower grades they have a strong understanding of the Seerah and Hadeeth.
- Students in all grades are improving their knowledge and understanding of Islamic values and etiquette. However, students' skills of recitation and memorisation of the Holy Qur'an are underdeveloped. Their ability to link the Hadeeth and verses from the Holy Qur'an are insecure.

For Development:

- Ensure that students link the knowledge they gain from studying the Holy Qur'an, Hadeeth, and Seerah.
- Provide students with opportunities to develop their skills in recitation and memorisations of the Holy Qur'an.

Arabic as a First Language

	Cycle 1
Attainment	Good
Progress	Good

- A majority of students demonstrate attainment and progress above MoE curriculum standards. In all grades, most students have a good understanding of the rules of grammar and are able to apply them orally and in writing simple sentences, using a writing structure.
- In the upper grades, students read confidently with few errors. Their comprehension skills are strong, and they are able to extract relevant information from stories. In the lower grades, students use of classical Arabic to express themselves, often with a wide range of vocabulary.
- Students' listening and reading skills are more well-developed than extended writing skills. Independent and creative writing skills are inconsistent and insecure.

For Development:

- Develop students' extended writing skills in all grades by increasing the opportunities to write independently and creatively.

English

Cycle 1

Attainment

Acceptable

Progress

Acceptable

- Students' confidence in speaking grows as they move through the school, but it remains variable overall. In Grade 1, most students simply repeat what their teacher says. By Grade 4, the majority talk with more confidence about their views and their feelings.
- The school's sustained focus on developing students' reading skills is leading to improvements. Students in the lower grades are developing an understanding of letters and sounds. By Grade 4, the emphasis placed on reading, for comprehension, is enabling most students to extract meaning from texts accurately.
- Writing skills are the least well-developed of the language skills. In most lessons, students have limited challenge and only produce short sentences. There are too few opportunities in lessons for students to share their views or create imaginative narratives.

For Development:

- Provide regular opportunities for students to develop their extended and creative writing skills.

Mathematics

Cycle 1

Attainment

Acceptable

Progress

Acceptable

- Internal assessments show students' levels of attainment to be above curriculum standards. However, data from external examinations, lesson observations and work samples do not reflect this. Internal data are not fully secure as assessments are not moderated.
- Problem-solving skills are developed in some lessons. Critical and independent learning skills are not well-developed or applied consistently because, tasks do not enable students to solve more complex problems or apply their knowledge.
- Leaders and teachers have assessed students' needs and are developing strategies to accelerate their progress. These are too recent to have impact on students' progress.

For Development:

- Provide more opportunities for students to develop and use critical thinking and independent learning skills and apply them successfully when solving mathematical problems.
- Monitor students' progress accurately and use the information to plan lessons that meet their individual needs.

Science

Cycle 1

Attainment

Acceptable

Progress

Acceptable

- Students' performance is in line with curriculum expectations in all grades. Students in Grade 1 investigate the characteristics of different types of animals, while Grade 4 students learn about the digestive system in humans.
- Students' knowledge of scientific concepts, and the scientific method is developing. Students' recall of knowledge is stronger than their understanding and application of knowledge, or their practical skills. Students' skills in planning and conducting experiments independently are underdeveloped.
- The curriculum is enriched by key vocabulary being explained in Arabic and in English. Critical thinking and problem-solving skills are under-developed in all grades. Students in Grade 4 are now beginning to use tablets to support additional research in science.

For Development:

- Provide opportunities for students to develop their skills in practical science, critical thinking and problem-solving.
- Ensure that students have a secure knowledge, understanding and skills to undertake scientific research and evaluation.

Learning Skills

Cycle 1

Learning skills

Acceptable

- Almost all students demonstrate positive attitudes and are keen to learn. In most lessons, students are over reliant on their teachers and only occasionally, take responsibility for their own learning. Most students can talk about what they are learning but are unable to improve their work independently.
- Across most subjects, teachers emphasise connections between subjects and links with the UAE culture. In Islamic Education students are routinely encouraged to think about how to apply Islamic values in their daily lives, enabling them to make meaningful connections in their learning.
- Opportunities for students to learn independently, think critically and extend their thinking through problem-solving are limited because lessons are too often overly directed by the teacher. The minimal use of learning technology in lessons, is restricting the development of students' research skills.

For Development:

- Plan and integrate regular opportunities for critical thinking, enquiry and research skills in all lessons.

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

	Cycle 1
Personal development	Good
<ul style="list-style-type: none"> Students across all phases have positive and responsible attitudes, and their behaviour is generally very good. Students enjoy friendly and respectful relationships with each other and with staff. There is a strong rapport between staff, students, and teachers characterised by mutual respect. Students work well together and are supportive of their peers in class, on the playground, and during break time. Students feel safe at school and understand the importance of living healthy and safe lifestyles. Almost all students arrive at school on time and attend school regularly. The most recent attendance figure is 91 %, showing attendance to be weak. 	
	Cycle 1
Understanding of Islamic values and awareness of Emirati and world cultures	Very good
<ul style="list-style-type: none"> Students demonstrate an excellent understanding of Islamic values and how these impact on modern UAE society. They understand and appreciate the values of cooperation, hospitality, respect for women and elders, and tolerance within the UAE. Students respect and appreciate the Islamic values that influence contemporary life in the UAE. They are very knowledgeable about the different aspects of Emirati heritage, culture, and history of the UAE. Students are very proud of their own cultures. They speak confidently about their traditions and lifestyles. By Grade 4 students demonstrate a clear awareness, appreciation and respect for other cultures. 	
	Cycle 1
Social responsibility and innovation skills	Good
<ul style="list-style-type: none"> Students demonstrate very positive work ethics. Most have been actively involved in a range of school wide initiatives for looking after one another, both in terms of academic, and emotional support, and providing resources to those who may not have sufficient. Students demonstrate a strong sense of civic responsibility. They volunteer with local organisations, to support food collections and to share their understanding of issues on the importance of recycling. The recent clothes recycling campaign was effective in reminding the wider community about the importance of energy efficiency. Students' understanding of global environmental issues and wider sustainability issues are less well-developed. A few students participated in a project about sustainable cities of the future which is helping to raise awareness of environmental issues. 	
<p>For Development:</p> <ul style="list-style-type: none"> Improve students' attendance. Increase the opportunities for students to identify, lead projects and campaigns, to widen their participation in volunteering activities. 	

3. Teaching and assessment

Cycle 1

Teaching for effective learning

Acceptable

- Most teachers have a secure understanding of their subject. They plan lessons that students find engaging and can relate to their lives. There is an inconsistent understanding of how students learn best and how to utilise assessment information effectively for lesson planning.
- The quality of teaching is variable across the school. It is stronger in Islamic Education, Arabic and social studies. In these subjects, teachers make better use of questioning and dialogue to help students extend their learning and engage them in discussions about how to improve.
- Less successful lessons are often too tightly controlled by the teacher, limiting student participation. Most learning activities are not sufficiently well-planned to meet the needs of different groups of students, particularly the most able students.

Cycle 1

Assessment

Weak

- Internal assessment procedures are linked to the school's curriculum standards and gather information on students' attainment and progress. The information from these assessments is not accurate enough to provide a reliable picture of how well students are progressing.
- Assessments are mostly restricted to measuring students' knowledge and have limited use as measures of progress. The school is beginning to make national and international comparisons of students' performance.
- Teachers' knowledge of the strengths and weaknesses of groups or individual students is limited by the inaccuracy of the assessment data. Therefore, teachers are unable to modify lessons effectively to support the diversity of learning needs in their classrooms. The use of assessment data to influence curriculum adaptation and teaching for learning are developing features.

For Development:

- Ensure that all assessments provide accurate measures of students' performance and that teachers make full use of the information to match work in lessons to students' learning needs.
- Rigorously analyse and use assessment data.
- Provide more information about the attainment and progress of individuals and groups of students.

4. Curriculum

Cycle 1	
Curriculum design and implementation	Acceptable

- The school adopts the MoE curriculum which has a clear rationale and appropriate progression. Although it focuses more on the acquisition of knowledge, it has some elements that aim to develop students' skills. The curriculum provides additional subjects that are based on students' interests and aspirations.
- The curriculum is designed to ensure that there is smooth transition and progression between phases. Effective sequences are evident in most subjects with the scope and sequence of activities.
- There is a consistent approach to the cross-curricular linking of subjects in all grades, for instance, in information technology and design technology. Cross-curricular links are particularly strong in Islamic Education and Arabic.

Cycle 1	
Curriculum adaptation	Acceptable

- Recently introduced strategies for curriculum modification and adaptation are adequate. The use of assessment data to identify necessary modifications is underdeveloped. As a result, the learning needs of students, especially higher attaining students, are not always met.
- Links with Emirati culture and UAE society are particularly strong in social studies, Arabic and Islamic Education. In other subjects, for instance, science, mathematics, English, and social studies, cross-curricular links enhance students' learning experiences.
- The school supports charitable activities such as, helping the poor, raising funds for the Red Crescent and the House of Goodness. In addition, it has links with the 'Friends of the Environment' all of which strengthen relationships with the wider community. Opportunities for enterprise and innovation are developing.

For Development:

- Strengthen curriculum design to build on students' prior learning and skills, and develop their independent learning, critical thinking and application of learning.
- Adapt the curriculum to challenge all groups of students and particularly the higher-attaining students.

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

Cycle 1

Health and safety, including arrangements for child protection / safeguarding

Good

- The school ensures that all staff, parents and students are aware of the procedures for child protection. Systems are in place to support students' safety, including daily checks of the premises. Supervision of students around the school is effective and transport arrangements are managed efficiently.
- The premises and equipment are well-maintained. There are regular fire drills and very clear emergency evacuation procedures. Medical staff monitor closely students' wellbeing. The medical centre is well equipped and staff maintain detailed and accurate records.
- The school premises are accessible for most students. The cover of the physical education area provides effective protection from the sun. Drinking water and hand-sanitiser stations are available. The school places an appropriate emphasis on the promotion of healthy living. The classroom learning environments, however, are not always conducive to active learning.

Cycle 1

Care and support

Good

- Good relationships exist between staff and students and, among students, contributing to the positive school learning environment. This leads to effective student engagement in the school life and, supports the settling in of new starters to the school and students of determination.
- The school has appropriate processes to identify students requiring additional support in learning, but not for those who have gifts and talents.
- The school provides an appropriate level of support for students' wellbeing and personal development. School leaders and staff work closely with parents and other stakeholders to address any concerns or issues as they arise.

For Development:

- Enhance the school's procedures for identifying, assessing and supporting students' educational and personal needs.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- School leaders promote an inclusive ethos and admit students with a wide range of learning difficulties. The governor for inclusive education along with the inclusion champion oversee the delivery of the school's inclusive education improvement plan.
- The school has set up clear processes for the assessment and identification of students of determination. These include contribution from external agencies. The resulting IEPs are not always translated into practice in lessons and when students receive additional support outside the classroom.
- The inclusion support team have strong and constructive partnership with parents. A variety of channels of communication are used to collaborate on improving inclusion provision and outcomes.
- There are no Learning Support Assistants (LSAs) available to support students' learning in lessons. Across grades and subjects, teachers' planning and support for students of determination is inconsistent.
- Students of determination make better progress when supported by the specialist support team in lessons outside the classroom.

For Development:

- Ensure there is greater consistency in the planning and teaching of students of determination both inside and outside of the classroom.

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

- School leaders have communicated a vision of education which embraces the UAE’s national priorities. Relationships are mostly positive between leaders and staff. Senior, and most middle leaders, have an adequate knowledge of the best educational practices. They demonstrate sufficient capacity for school improvement. However, the vision for school improvement lacks a clear focus
- The school’s self-evaluation procedures are appropriate and includes the collection of the views of most stakeholders. However, data are not always accurate and do not provide a secure base for improvement planning. School plans are not clear enough. Leaders monitoring of the effectiveness of teaching, does not focus enough on the impact on students’ learning.
- The school successfully engages parents in their children learning. Through a variety of channels of communication, parents are linked directly with staff. Although reports on students’ academic progress are regular, they do not contain enough information on how the student can improve. The parent’s council is not yet fully effective in representing the views of all parents.
- governors have limited knowledge of the school’s performance. They meet quarterly to discuss the performance of the ten schools within the group. They focus more on the strategic direction than in determining the accuracy of the school’s self-evaluation and the effectiveness and viability of its improvement planning. They do review the staffing, resources and financial needs and they exert some influence on the overall performance of the school.
- The day-to-day management of the school is effective. Staff are deployed appropriately and know the daily routines. A majority of the teachers are suitably qualified and benefit from occasional, relevant professional training. However, this is not always matched to teachers’ individual needs and the school’s priorities. Facilities for learning are of an adequate quality including technology in the classrooms. Additional resources are not always available for all teachers and students to ensure effective learning.

For Development:

- Ensure all middle leaders are provided with training and develop a secure knowledge of the curriculum, teaching, learning and assessment.
- Ensure that the school improvement plan is based on accurate data, specifies clear priorities, and timescales.
- Widen the membership of the governing body to be fully representative of the school’s stakeholders.

What happens next?

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

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae