



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

THE NATIONAL CHARITY SCHOOL FOR GIRLS

MOE

ACCEPTABLE

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MOE

Inspection Dates
12 - 16 February 2024

Principal
Weam Omar Abdelfatah Jaber

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

1471
Students

0
Emirati Students

23
Students of Determination

72
Teachers

0
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

- Students' knowledge and understanding of Islamic values, Emirati and world cultures particularly in Cycle 3
- Their responsible attitudes, respectful relationships which contribute to the highly positive ethos in the school
- Students' improved achievements in mathematics in Cycle 2 and sustained good performance in Cycle 3

POINTS TO IMPROVE

- Strengthen safeguarding measures, improve end of the day procedures, and manage visitor entry more effectively
- Enhance teaching quality to ensure all students' needs are met by setting higher expectations and introducing increased challenge
- Refine improvement plans to place a stronger emphasis on priorities and measurable outcomes, followed by comprehensive follow-up procedures
- Develop the capacity of the middle leaders to lead teaching and learning in their own departments
- Ensure governance prioritises the professional development of all school staff and provides the necessary resources to improve the quality of teaching and learning

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS ACCEPTABLE



The school is initiating its well-being policy, recognising its importance but not yet fully integrating it into daily routines. Parental and student engagement is growing, with surveys occasionally informing decisions. Students have access to trained support staff when needed. While staff satisfaction is high, a thorough well-being training program is still needed. Plans for structured well-being initiatives, including student-led ones, are in the planning stage, but consistent daily support for well-being is not yet established.

STUDENTS' ACHIEVEMENTS

In both cycles, students attain well in mathematics, reflecting their comprehensive knowledge, understanding, and skills in the subject. Conversely, their attainment in Arabic, Islamic studies, science, and English consistently meets an acceptable standard across both cycles. While the majority of students demonstrate above-expected progress in mathematics, most of them make only expected progress in Arabic, Islamic education, English, and science.

ENGLISH	MATHS	SCIENCE
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
CYCLE 2: ACCEPTABLE	CYCLE 2: GOOD	CYCLE 2: ACCEPTABLE
CYCLE 3: ACCEPTABLE	CYCLE 3: GOOD	CYCLE 3: ACCEPTABLE

ARABIC AS FIRST LANGUAGE	ARABIC AS SECOND LANGUAGE	ISLAMIC
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
CYCLE 2: ACCEPTABLE	CYCLE 2: NOT APPLICABLE	CYCLE 2: ACCEPTABLE
CYCLE 3: ACCEPTABLE	CYCLE 3: NOT APPLICABLE	CYCLE 3: ACCEPTABLE

LEARNING SKILLS
CYCLE 2: ACCEPTABLE
CYCLE 3: GOOD

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT



Students exhibit responsible attitudes and respectful relationships which contribute to the strong and positive ethos in the school. They possess a strong understanding of the impact of Islamic values on UAE society. Cycle 3 students demonstrate a clear understanding, awareness, and appreciation of their own and other world cultures. They willingly take on responsible roles, engage in volunteer work, and demonstrate innovation in business projects. Additionally, students have a mature understanding of environmental and sustainability issues.

PERSONAL DEVELOPMENT	UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES	SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS
CYCLE 2: VERY GOOD	CYCLE 2: GOOD	CYCLE 2: GOOD
CYCLE 3: VERY GOOD	CYCLE 3: VERY GOOD	CYCLE 3: GOOD

PROVISION FOR LEARNERS

Teachers possess strong subject knowledge but employ traditional teacher-centred teaching methods, with heavy expectations on the textbook. The challenge of impeding is more on acquiring knowledge rather than developing skills. Low teacher expectations and minimal focus of teaching progress. Despite internal and external student assessors, ineffective utilisation of assessment data and inconsistent teacher feedback in student's written work fail to facilitate students' improvement.

The school follows the Ministry of Education (MoE) curriculum, meeting national standards with regular reviews for continuous improvement. Older students have Curricular choices, while cross-curricular links are evident mostly in mathematics and science. Recognition of diverse student needs varies, with more focus on special educational needs. The curriculum offers some activities and community events, promoting engagement and fostering improvement and innovation. UAE links are evident across lessons.

The school employs effective safeguarding policies. Students are well-supervised on buses, and the clinic provides good medical care. Risk assessment lacks detail despite overall site safety. Behaviour management policies are comprehensive, but attendance procedures are not well reinforced. Support for students of determination is adequate. Counselling and career guidance pathways are available from grade eight to graduation.

TEACHING	ASSESSMENT	CURRICULUM DESIGN
CYCLE 2: ACCEPTABLE	CYCLE 2: ACCEPTABLE	CYCLE 2: ACCEPTABLE
CYCLE 3: ACCEPTABLE	CYCLE 3: ACCEPTABLE	CYCLE 3: ACCEPTABLE

CURRICULUM ADAPTATION	HEALTH & SAFETY	CARE & SUPPORT
CYCLE 2: ACCEPTABLE	CYCLE 2: ACCEPTABLE	CYCLE 2: ACCEPTABLE
CYCLE 3: ACCEPTABLE	CYCLE 3: ACCEPTABLE	CYCLE 3: ACCEPTABLE

INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS ACCEPTABLE

School leaders welcome students with various learning abilities and introduce individual academic passports to support them. Parents appreciate the caring ethos and see progress in both academics and personal development, facilitated by open communication with the school. Teaching strategies lack effective alignment with the diverse needs of all students, including those with gifts and talents, high achievers or requiring additional support, hindering their ability to reach their full potential.



LEADERSHIP AND MANAGEMENT

Leaders prioritise UAE priorities and are inclusive of students with diverse learning abilities. Parental satisfaction is generally high, but there is a need for more consistent and detailed reporting. The governance board is actively engaged, yet overall school performance has remained largely unchanged, though recently appointed expertise may lead to improvements. Staffing levels are sufficient, but professional development opportunities are generic. Sharing facilities and inadequate resources pose barriers, limiting the learning experience. Efforts to address areas for improvement is work in progress.

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

