



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

NATIONAL CHARITY SCHOOL PRIMARY

MOE

ACCEPTABLE

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MOE

Inspection Dates
02 - 06 October 2023

Principal
Reem H. Kh. Husein

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

717 Students

0 Emirati Students

19 Students of Determination

38 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' good outcomes in Arabic as a first language and Islamic education
- Students' personal development, their appreciation of UAE and wider world cultures, and their social responsibility
- The improvement the school has shown in collecting and analysing test results and the improved engagement of parents in the school
- The quality of care and support for students

POINTS TO IMPROVE

- Ensure that planning for improvement is based on the priorities identified in the school's own self-evaluation
- Evaluate the impact of improvement planning on the quality of teaching and students' achievements
- Identify and share best teaching practices to improve attainment and progress in all subjects
- Improve the use of test results to then plan to meet the learning needs of all groups of learners
- Foster students' independence in learning and their use of learning technologies in the classroom

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS ACCEPTABLE



The leadership has a vision for well-being within their policies, although they may not reference it frequently. There are occasional assessments of what's working well and areas needing improvement, but these assessments don't always lead to concrete changes in their plans. The school community, including parents and students, collaboratively participates in shaping well-being initiatives. Curriculum plans intermittently factor in students' well-being. Students are gradually developing an understanding of what contributes to their own self-esteem and well-being.

STUDENTS' ACHIEVEMENTS

Most students make progress in line with curriculum expectations and attain well in most subjects. Their improving skills, knowledge and understanding are evident in their work in observed lessons and over time in their written work. They do better in Arabic as a first language and Islamic education than in the other subjects. Students' use of technology in lessons is limited, and they tend to depend too much on the teacher in learning.

ENGLISH

	ATTAINMENT	PROGRESS
CYCLE 1	ACCEPTABLE	ACCEPTABLE

MATHS

	ATTAINMENT	PROGRESS
CYCLE 1	ACCEPTABLE	ACCEPTABLE

SCIENCE

	ATTAINMENT	PROGRESS
CYCLE 1	ACCEPTABLE	ACCEPTABLE

ARABIC AS FIRST LANGUAGE

	ATTAINMENT	PROGRESS
CYCLE 1	GOOD	GOOD

ARABIC AS SECOND LANGUAGE

	ATTAINMENT	PROGRESS
CYCLE 1	NOT APPLICABLE	NOT APPLICABLE

ISLAMIC

	ATTAINMENT	PROGRESS
CYCLE 1	GOOD	GOOD

LEARNING SKILLS

CYCLE 1	ACCEPTABLE
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STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT



Students typically find learning enjoyable and hold a favourable view of their school. While their behaviour in the classroom may not consistently meet ideal standards, they exhibit a strong understanding of Islamic values, UAE culture, and global cultures. However, they may have limited knowledge about their own cultural heritage. These students are socially engaged, showing concern for their school environment, and actively participating in various activities that benefit both the school and the local community.

PERSONAL DEVELOPMENT

CYCLE 1	VERY GOOD
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UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES

CYCLE 1	VERY GOOD
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SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS

CYCLE 1	VERY GOOD
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PROVISION FOR LEARNERS

The quality of teaching remains at an acceptable level. Students are not consistently provided with sufficient opportunities for independent learning or exploration without direct teacher intervention, though there is a gradual shift towards reducing teacher-centered lessons. While the school collects and reviews test results, their effective integration into lesson planning is lacking.

The curriculum adheres to the Ministry of Education (MoE) standards and is regularly reviewed. It embraces Emirati culture and society and fosters some interconnections between subjects. However, curriculum adjustments to cater to diverse student needs are only satisfactory. Efforts are underway to expand curriculum opportunities for enterprise, innovation, and creativity.

The school prioritises the promotion of student health and safety, maintains its premises effectively, and diligently records incidents. Transportation operations run smoothly during the day's start and end. Attendance and behavior management align with expectations. Overall, student support is commendable, although it remains only adequate for students of determination.



TEACHING

CYCLE 1	ACCEPTABLE
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ASSESSMENT

CYCLE 1	ACCEPTABLE
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CURRICULUM DESIGN

CYCLE 1	ACCEPTABLE
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CURRICULUM ADAPTATION

CYCLE 1	ACCEPTABLE
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HEALTH & SAFETY

CYCLE 1	GOOD
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CARE & SUPPORT

CYCLE 1	GOOD
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INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS ACCEPTABLE

The principal and governance promote a vision of inclusion. The school's structure is generally effective in addressing the diverse needs of students, including students of determination. Teachers usually possess a good understanding of their students' requirements, with assistance from external experts in identifying and planning for those needs. Not all teachers refer to students' individual education plans when planning and teaching. Parents of students with determination express high levels of satisfaction with the school.



LEADERSHIP AND MANAGEMENT

The principal provides valuable support to the newly appointed middle leaders, enhancing their induction. The school's planning covers a broad range of aspects but sometimes lacks a sharp focus on the most critical matters. School leaders maintain effective collaboration with parents, who regard the school as a second home. Governors oversee the performance of school leaders, although it might benefit from more structured organization. The school possesses adequate resources required for teaching and learning.

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



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