

# INSPECTION SUMMARY REPORT

Parent Edition | 2022-2023

THE NATIONAL CHARITY SCHOOL FOR GIRLS

MOE



ACCEPTABLE

THE NATIONAL CHARITY SCHOOL FOR GIRLS

MOE

Inspection Dates  
27 - 03 March 2023

Principal  
Acting principal - Mona AL Tali

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

1561  
Students



0  
Emirati Students



29  
Students of Determination



69  
Teachers



0  
Teaching Assistants



0  
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' STRENGTHS AND POINTS TO IMPROVE?

### BEST FEATURES OF THE SCHOOL

- Students' well developed personal and social skills and their awareness of Islamic values and Emirati culture
- The positive impact of the students' council, particularly in Cycle 3
- Students' achievements in mathematics in Cycle 3

### POINTS TO IMPROVE

- Raise teaching expectations to improve the quality of teaching for effective learning
- Accurately assess students and plan lessons to meet individual needs
- Provide opportunities for independent learning, application of learning and research/enquiry
- Develop leadership across the school for improved student outcomes
- Develop career information, advice, and guidance to help students understand learning pathways and further education beyond school

## WELLBEING

THE QUALITY OF WELLBEING PROVISION AND OUTCOME IS AT A MODERATE LEVEL



The school leadership and governors are increasingly aware of the importance of prioritising wellbeing for the entire school community. They have begun work on the strategies and actions needed to ensure positive outcomes for staff and students. Good behaviour and positive attitudes are notable features of the school culture, and students generally feel safe, valued, and engaged. Positive wellbeing is demonstrated by students through their behaviour, attitudes, and interactions with others throughout the school day.

## HEALTH, SAFETY AND SUPPORT

### HEALTH AND SAFETY

Cycle 2

ACCEPTABLE

Cycle 3

ACCEPTABLE

### SUPPORT AND GUIDANCE

Cycle 2

ACCEPTABLE

Cycle 3

ACCEPTABLE



## PROGRESS IN KEY SUBJECTS AND INCLUSION

Progress is acceptable across both cycles in all subjects except in mathematics, where the majority of students are making better than expected progress in Cycle 3. From lesson observations and recent work, students of determination make adequate gains in their academic and personal development.

### ENGLISH

Cycle 2

ACCEPTABLE

Cycle 3

ACCEPTABLE

### MATHS

Cycle 2

ACCEPTABLE

Cycle 3

GOOD

### SCIENCE

Cycle 2

ACCEPTABLE

Cycle 3

ACCEPTABLE

### ARABIC AS FIRST LANGUAGE

Cycle 2

ACCEPTABLE

Cycle 3

ACCEPTABLE

### ARABIC AS SECOND LANGUAGE

Cycle 2

NOT APPLICABLE

Cycle 3

NOT APPLICABLE

### ISLAMIC

Cycle 2

ACCEPTABLE

Cycle 3

ACCEPTABLE

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS ACCEPTABLE

## LEADERSHIP AND TEACHING FOR EFFECTIVE LEARNING

Leaders are committed to UAE National priorities and have an awareness of inclusive education and wellbeing. However, they have not yet delivered them to a good standard. Staff communication is professional, and all leaders have clear roles and responsibilities. There is inconsistency in the effectiveness of subject leaders to model the best practices in teaching, learning, and assessment. Leaders have been successful in improving some aspects of the provision within the school.

Teaching across both cycles is acceptable; being better in mathematics and science. Most teachers use strategies to make learning accessible to their students but not all demonstrate secure understanding of how students learn best. The level of challenge and support that teachers provide does not consistently meet the learning needs of all students. Students learning skills are more developed in Cycle 3 where they work more independently and use the technology to conduct their research or record their answers.

### EFFECTIVENESS OF LEADERSHIP



ACCEPTABLE



### TEACHING FOR EFFECTIVE LEARNING

Cycle 2

ACCEPTABLE

Cycle 3

ACCEPTABLE

### LEARNING SKILLS

Cycle 2

ACCEPTABLE

Cycle 3

GOOD

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