



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

AI ZEHOUR PRIVATE SCHOOL LLC

18 to 21 November 2024

Overall
Effectiveness
GOOD

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PURPOSE AND SCOPE

Sharjah Private Education Authority (SPEA) is grateful to Sharjah private schools and their stakeholders including students and their parents, teachers and staff, school leaders and governors for sharing their views of the school and engaging with our review teams during this School Performance Review (SPR). This report shares the findings of this four-day review. It identifies strengths and areas for improvement along with strategic recommendations intended to help the school bring about its own improvement.

Purpose

The main purpose of this SPR is to assist schools in their continuous improvement journey through an external validation of their progress, quality and capacity to improve in the context of Sharjah Private Education Authority's (SPEA) vision to achieve *'Excellence in Education'* by 2024. SPEA has been a pioneer in supporting the private education sector in Sharjah, driven by its mission of *'Enabling the learner's community to grow and achieve aspiring outcomes through supportive and effective services'*. This new and innovative approach to school review is an important part of our strategy for achieving this vision because it supports continuous school improvement.

Scope

This review is guided by Performance Standards 1 to 6 and seventeen related Performance Indicators taken from the 2015-16 UAE School Inspection Framework. These Performance Standards relate to Student's achievement, Students' personal and social development, and their innovation skills, Teaching and assessment, Curriculum, The protection, care, guidance and support of students, and Leadership and management.

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-point scale in the UAE School Inspection Framework. These judgements will help schools understand the impact of their provision on students' academic and personal outcomes.

Where applicable, the SPR also gathered information about the provision for Arabic language, the school's use of international benchmarking data, and the provision for KG.



THE SCHOOL PERFORMANCE REVIEW PROCESS

The SPR uses the six Performance Standards (PS) and seventeen Performance Indicators (PI) from the UAE School Inspection Framework issued in 2015, as follows:

Performance Standard 1: Students' achievement, comprising:

- PI 1.1 Attainment
- PI 1.2 Progress
- PI 1.3 Learning skills

Performance Standard 2: Students' personal and social development, and their innovation skills, comprising:

- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

Performance Standard 5: The protection, care, guidance and support of students, comprising:

- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

Performance Standard 6. Leadership and management, comprising:

- PI 6.1 The effectiveness of leadership
- PI 6.2 Self-evaluation and improvement planning
- PI 6.3 Partnerships with parents and the community
- PI 6.4 Governance
- PI 6.5 Management, staffing, facilities and resources

Judgements



The judgements stated in this report use the following six-point scale.

Outstanding	The quality of performance substantially exceeds the expectations of the UAE
Very good	The quality of performance exceeds the expectations of the UAE
Good	The quality of performance meets the expectations of the UAE
Acceptable	The quality of performance meets the minimum level required in the UAE
Weak	The quality of performance is below the expectation of the UAE
Very weak	The quality of performance is significantly below the expectation of the UAE

To gather the required information to inform these judgements, our team of reviewers carried out a wide range of activities during the four-day visit, including:

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, middle leaders, subject coordinators, teachers, parents, and students;
- reviewing teachers' lesson plans, samples of students' coursework and related information;
- attending school activities such as assemblies, arrivals, departures, and break times; and
- analysing the outcomes of the surveys returned by parents.



SCHOOL INFORMATION

School	School ID	113
	School location	Muwaileh, Sharjah
	Establishment date	29/07/1995
	Language of instruction	English
	School Curriculum	American
	Accreditation body	Cognia and NEASC
	Examination Board	College Board PSAT, SAT, AP
	External Assessments International and Curriculum Benchmark Assessments	Advanced Placement (AP) Measures of Academic Progress (MAP) Cognitive Abilities Test (CAT4) Emirates Standardized Test (EmSAT) Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Progress in International Reading Literacy Study (PIRLS)
Staff	Fee Range	AED 11,287 to AED 27,672
	Principal	Asma Abu Shaikha
	Chair of board of governors	Layne Barry Hunt
	Total number of teachers	178
	Total number of teaching assistants	20
	Turnover rate	8.4%
Students	Teacher: student ratio	1: 16
	Total number of students	2,813
	Total number of students per cycle/phase	KG: 250 Elementary: 714 Middle: 604 High: 1245
	Pre-KG: number and gender	Boys: 12 Girls: 8
	KG: number and gender	Boys: 132 Girls: 118
	Elementary: number and gender	Boys: 392 Girls: 322
	Middle: number and	Boys: 320 Girls: 284

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	gender	
	High: number and gender	Boys: 646 Girls: 599
	Total number of Emirati students	958
	Pre-KG: Emirati number and gender	Boys: 3 Girls: 1
	KG: Emirati number and gender	Boys: 26 Girls: 35
	Elementary: Emirati number and gender	Boys: 119 Girls:93
	Middle: Emirati number and gender	Boys: 131 Girls:98
	High: Emirati number and gender	Boys: 263 Girls:123
	Nationality groups (largest first)	1. Egyptian
		2. Syrian
	Total number of students with special educational needs	54



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 183 lesson observations, 79 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

Overall, the school's performance is good which is the same rating as in the previous visit. Progress in English in the Middle phase has improved to be good. Students' achievement is generally good across all phases except for Middle where it is mostly acceptable. There is need for improvement in the use of assessment data to tailor lessons to students' individual needs and to provide more opportunities for independent learning and critical thinking. The school's leadership effectively supports improvement through regular curriculum reviews. Students' personal and social development and health and safety measures are strong, and the school's environment is positive and conducive to learning particularly in the girls' section.

KEY AREAS OF STRENGTH:

- The strong progress students make in most subjects throughout the school.
- Students' personal development.
- Students' appreciation of Islamic values and awareness of Emirati culture.
- The robust partnerships with parents and the wider community.

KEY AREAS FOR IMPROVEMENT:

- The use of valid and reliable internal and external assessment data to plan and deliver challenging lessons that raise the achievement of all groups of learners including those students who have special educational needs (SEN) and those who are gifted and talented (G&T).
- The consistent delivery of high-quality teaching aligned with best practice to help all students, especially those in the Middle, achieve their full potential and develop independence in learning.
- Leaders' evaluation of the quality of teaching and learning through focusing on its measurable impact on students' progress during lessons and over time.

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MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

Indicators:		KG	Elementary	Middle	High
Islamic Education	Attainment	Good	Good	Acceptable	Good
	Progress	Good	Good	Acceptable	Good
Arabic (as a First Language)	Attainment	Good	Good	Acceptable	Good
	Progress	Good	Good	Acceptable	Good
Arabic (as an additional Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Good	Good	Acceptable	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Science	Attainment	Good	Good	Acceptable	Good
	Progress	Good	Good	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Acceptable	Good
	Progress	Good	Good	Acceptable	Good
Learning Skills		Good	Good	Acceptable	Good

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Islamic Education

- Students' achievement in Islamic Education is good overall. Internal data indicates good progress over time in Elementary and High, and acceptable progress in Middle. In lessons and in students' written work, the majority of students make better than expected progress over time.
- There are no external examinations for Islamic Education. In lessons and recent work, students' attainment is good in the Elementary and High. It is acceptable in the Middle. The majority of students demonstrate knowledge, skills and understanding in line with the Ministry of Education (MoE) curriculum expectations.
- Children in KG are attentive to stories about the Prophets. In Elementary, students understand the concept of cooperation and can differentiate between the pillars of Islam and the pillars of faith. In lessons and in their most recent work there are improvements in students' Holy Qur'an understanding and memorisation skills, especially in Elementary and KG. In Middle, students demonstrate understanding of concepts, such as, gaining the acceptance and mercy from Allah (SWT) by loving our parents. Students are not yet able to support their answers with evidence from verses from Holy Qur'an, Nobel Hadeeth. Students in High explain the features of Islamic rules. The links between key areas of Islam are not sufficiently developed in lessons.
- Overall, all groups of students make better than expected progress. Students of high ability and those with a gifts and talents (G&T) are not consistently challenged to enable them to reach their full potential.

Areas of Strength

- Students' understanding of the meaning of Islamic concepts across all phases.
- Students' understanding and memorisation skills for Nobel Hadeeth and Holy Qur'anic verses in KG and Elementary.

Areas for Improvement

- Students' ability to support their answers with evidence from verses from Holy Qur'an, Nobel Hadeeth across all phases.
- Students' ability to link key areas of Islam across all phases.



Arabic

- Students' achievement is good overall. In Arabic as a first language (AFL), the majority of students make better than expected progress over time, although most students in Middle make the progress expected of them. In Arabic as a second language (ASL) students' achievement is acceptable throughout the school as most students make the progress expected of them.
- Overall, most ASL students attain in line with expected curriculum expectations in lessons and their work and AFL students make better than expected progress except in Middle where most students attain in line with curriculum expectations. The school's internal data shows outcomes generally above these levels. TALA results from last year are acceptable. The results of Mubakkir external examinations for lower grades reflect standards seen in lessons and students' work. There are no external examinations for ASL.
- Children in KG recognise letters and can make words with the new letters and writing standards are recently emerging. In Elementary and High, AFL students read for comprehension and analyse texts of different levels. Extended writing skills are insufficiently well developed across AFL and ASL especially in Middle. In High, students speaking skills are yet to be developed. Students listen well and demonstrate understanding of the required tasks particularly in the Elementary and High. ASL students are less skilled in using accurate grammar and punctuation, although their reading abilities are improving. In ASL, Elementary students understand common phrases and can create short sentences. The comprehension abilities of High students vary. Structured writing is improving in all phases. The use of free dialogue is improving in better lessons in AFL. Speaking fluently using standard Arabic is still underdeveloped in both AFL and ASL.
- Overall, most groups of students make better than expected progress in AFL and expected progress in ASL.

Areas of Strength

- Students' listening and understanding skills.
- Students' reading and reading comprehension overall.

Areas for Improvement

- Students' speaking and extended writing skills in AFL and ASL.
- Students' use of correct grammar and punctuation in ASL.



Social Studies

- Students' achievement in social studies is good overall. In lessons and students' written work, they show good progress over time.
- There are no external examinations for social studies. The internal assessment data for Elementary, Middle and High matches the standards seen in lessons and students' work.
- Elementary students make good gains in learning such as knowing the location of the UAE on the world map. They are yet to develop a deep understanding of the natural features of the UAE's landscape and diverse culture. Middle students make good gains in developing their understanding of how to become a responsible citizen. In High, students make accelerated gains in understanding the regional relationships between the UAE and the Arab world throughout the last 50 years. Their understanding of world events and their impact on the UAE is underdeveloped. Across the school, students demonstrate secure knowledge of history and economics of the UAE. Students in Middle have only recently demonstrated understanding related to globalisation and the role of the UAE in sustainable development through initiatives.
- Overall, the majority of groups of students make better than expected progress. High attaining students do not always make the progress they are capable of.

Areas of Strength

- Students' understanding of the geography, history and economics of the UAE across all phases.
- Students' understanding the regional relationships between the UAE and the Arab world.

Areas for Improvement

- Students' knowledge of the world events and their impact on the UAE in High.
- Students' understanding and initiatives related to globalisation and the role of the UAE in Middle.



English

- Students' achievement in English is good overall. It is acceptable in Middle. Internal assessment data indicates that students make good progress over time across all phases. This matches that seen in lessons and students' work where the progress of the majority of students is above expected curriculum standards in all phases.
- The school's internal assessment data shows that students' attainment in KG, Elementary and High are very good and good in Middle. This does not match with what is seen in lessons and students work which shows that the majority of students in KG, Elementary and High attain above curriculum standards. In Middle, the majority of students attain expected curriculum standards. MAP data shows attainment as good in Elementary and weak in Middle and High. External AP data indicates weak attainment. There is no external data for KG.
- The majority of students across all phases make better than expected progress over time. Children in KG listen to a story, identify the main characters and events, and make predictions about what might happen next. In Elementary, students create their own sentences using sight words and form letters and words correctly using appropriate spacing. In Middle, students create their own short narrative text using description and sensory detail. They do not routinely check their work for accuracy. Students in High frequently engage in debates and discussions and a majority can present their work relatively clearly and articulately. Across Elementary, Middle and High, few students' workbooks contain examples of writing for different audiences and purposes or extended and creative writing. A majority of students continue to make basic errors in their writing because they do not have a secure understanding of English writing conventions and techniques.
- Overall, the majority of students make above expected progress. Lower attaining students, high attainers and G&T students do not always make expected progress. Girls in Middle and High make stronger progress than boys.

Areas of Strength

- Children's pre-reading skills in KG.
- Students' speaking and listening skills across all phases.

Areas for Improvement

- Students' knowledge, understanding and application of basic English writing conventions and techniques across all phases.
- Students' skills in extended and creative writing, including higher attainers and G&T students.



Mathematics

- Students' achievement in mathematics is good overall. In lessons and in students' work, the majority of students make better than expected progress over time in KG and High. Most students make expected progress in Elementary and Middle.
- The school's internal data shows that attainment is very good overall. This does not match that seen in lessons and in students' work, which shows that in KG and High, the majority of students attain above curriculum standards and most student attain in line with curriculum standards in Elementary and Middle. External MAP data shows that students' attainment is weak in Elementary and Middle and very good in High. There are no external examinations in KG.
- The majority of students make good progress. In KG, children understand the relationship between numbers and quantities. In Elementary, students measure area by counting unit squares and can develop a graph from a coordinate grid. In Middle, students investigate chance processes and evaluate probability models. They still require guidance from their teacher to use predicting and interpreting skills to determine the probability of a given event. In High, students use formulae to solve quadratic equations in one variable and can confidently use spatial reasoning skills to justify triangle congruency. The use of mental mathematics to solve simple and complex equations is developing across the school.
- Emirati students make less progress than non-Emirati students. High-attaining students do not have sufficient access to challenging tasks to accelerate their rates of progress.

Areas of Strength

- Children's numeracy skills in KG.
- Students' use of spatial reasoning skills to justify triangle congruency in High.

Areas for Improvement

- Students' skills in predicting and interpreting to determine the probability of a given event in Middle.
- Students' use of mental mathematics to solve simple and complex equations across all phases.



Science

- Students' achievement in science is good overall. In lessons and in their work over time, the majority of students in KG, Elementary and High make better than expected progress. In Middle, most students make expected progress. This does not match with the school's internal data, which indicates that the large majority of students make better than expected progress over time.
- MAP External data shows that the majority of students in Elementary and Middle attain standards below curriculum standards. In High, the majority of students attain levels above curriculum expectations. There are no external examinations for KG children. In lessons and in their most recent work, the majority of students across the school attain above curriculum standards, except in Middle where most students attain the expected curriculum standards.
- In KG, children understand simple push and pull forces and their effects on the speed of objects. In Elementary, most students understand different methods of seed dispersal. In Middle, most students understand the structure of base pairs in a DNA helix. A minority of students were unsure of the link between biodiversity and a complex ecosystem. In High, students successfully draw Lewis models of molecules. A minority of students were unsure of the sequence of reactions when studying the Calvin Cycle in photosynthesis.
- The majority of groups of students make better than expected progress in KG, Elementary and High. In Middle, the majority of students make expected progress. High-attaining students do not have sufficient access to challenging tasks to accelerate their rate of progress.

Areas of Strength

- Students' understanding and ability to draw Lewis models of molecules in High.
- Students' understanding of the structure of the DNA double helix structure in Middle.

Areas for Improvement

- Students' understanding of the importance of biodiversity in ecosystems in Middle.
- Students' understanding of the Calvin cycle in photosynthesis in High.



Other subjects

- Students' achievement in other subjects is good overall. In lessons and work over time, the majority of students make good progress in KG, Elementary and High. It is acceptable in Middle.
- Internal assessment data indicates that most students in Elementary, and the majority in Middle and High, attain above curriculum standards. A few students take AP external assessments.
- In physical education (PE), students make good progress in football and basketball. They apply various types of kicks and passes and show spatial awareness when positioning a ball on the field. Middle students apply appropriate dribbling and throwing techniques. In information and communication technology (ICT), Elementary students create programs using events and conditionals, making sprites move and change directions. Presentation of advanced work in computing is underdeveloped in Middle and High. In art, KG children do basic free drawing and colour mixing. Middle students experiment with primary, secondary and tertiary colours. Students in High develop higher order skills in observation, shading and proportion in still-life artwork. In French, students name colours in masculine and feminine forms, read time and describe vocations of interest although they lack fluency in speaking and reading. In business, High students explain the purposes of operational, financial and investing activities.
- Overall, the majority of groups of students in Elementary and High make better than expected progress and most in KG and Middle make expected progress. Higher-attaining students are not sufficiently challenged. As a result, they do not make the progress that they are capable of.

Areas of Strength

- Students' proficiency in executing a variety of physical activities in PE and the development of their artistic skills in art in Middle and High.
- Students' computational skills and technological literacy in Elementary.

Areas for Improvement

- Students' linguistic skills in French in Elementary, Middle and High.
- Students' presentation of advanced work in computer science in Middle and High.



Learning Skills

- Children and students in KG, Elementary and High enjoy learning and in the best lessons take increasing responsibility of their own learning particularly in the girls' section. While students generally understand their strengths and areas for improvement, a minority struggle to independently improve their work, particularly in Middle.
- Students' interaction and collaboration contribute to positive learning environments. Students in Elementary and High interact well in class discussions and work productively in a range of learning situations. In English, senior students engage in debates, confidently presenting and supporting their arguments. Students in Middle often depend on their teachers' guidance to complete their work.
- In Elementary and High students connect their learning to real-world contexts, using personal examples to explain ideas. In KG, children explore floating and sinking objects. In Middle and High, students analyse DNA coding, linking their learning to global and local projects in the UAE.
- Students in High use digital tools in mathematics to graph functions and in English they research and gather information. Students' critical thinking and problem-solving and independent learning are limited throughout the school.

Areas of Strength

- Students' ability to interact and collaborate well in a range of learning situations in Elementary and High.
- Students' application of learning to real-life situations particularly in KG, Elementary and High

Areas for Improvement

- Students' ability to take greater responsibility and ownership of their own learning in Middle.
- Students' proficiency in critical thinking, problem-solving and effective use of learning technologies for research across all phases.



PERFORMANCE STANDARD 2: STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

Students' personal and social development and their innovation skills are good overall.

Indicators:	KG	Elementary	Middle	High
Personal development	Good	Good	Acceptable	Acceptable
- Students' personal and social development and innovation skills are good overall, although they rarely initiate innovation projects themselves. Children and students have positive attitudes towards their learning. They are self-reliant and react well to critical feedback. - Positive behaviour in lessons, morning assembly and throughout the day ensures a calm atmosphere. Bullying is rare and reported promptly. In Middle and High, the poor behaviour of a few students disturbs classes, although for a majority of students positive attitudes and behaviours are developing. Teachers', students' and peers' relationships in all phases are positive. Most students are cooperative and respectful towards each other. Students appreciate differences, embrace diversity and support each other well. - Students are aware of healthy lifestyles and know the types of food to eat in school. This is reinforced during morning assemblies. Students link this to their learning in lessons. For example, students in Elementary science know about diets and the best food options to avoid obesity. Most students bring their own snacks from home. - Attendance is good at 94%. Most students arrive on time to lessons at the start of school day. Students are aware of the link between attendance and achievement.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good



- Students demonstrate a clear appreciation and understanding of Islamic values and how they influence life in the UAE. In Middle, students attend a Holy Qur'an competition and visit the Islamic Museum in Sharjah. They provide food to charities during Ramadan, visit homes for the elderly and collaborate with Emirates Red Crescent Society in Sharjah to distribute food to orphans.
- Students are knowledgeable and very respectful of the heritage and culture of the UAE. They participate in numerous cultural activities including National Day, Martyrs' Day and Flag Day. They participated in the workshop organised by the MoE on UAE culture. They celebrate the anniversaries of His Highness Sheikh Sultan Al Qasimi.
- Students are knowledgeable and respectful of their own and other cultures. They participate in a range of events which deepens their understanding of other cultures such as in fashion exhibitions and international cuisines during the Global Day events.

**Social responsibility
and innovation skills**

Good

Good

Good

Good

- Students participate enthusiastically in community cleaning and debating competitions. They also participate in 'my green environment, my future' by planting trees inside the school and making compost with waste food. Students attended a seminar on Electricity with Sharjah Electricity Water and Gas Authority (SEWA) to reduce electricity use and to save the planet.
- Students show strong work ethics. They participate in projects that promote innovation across all phases and benefit from a wider range of activities. They take part in the National Genome Programme to build a sustainable genomic ecosystem for UAE citizens and other health awareness campaigns. In addition, they take part in regular health awareness campaigns. The development of students' entrepreneurial skills and their ability to initiate projects is a developing feature of the school.
- Students actively preserve the environment and undertake tree planting in the school's garden. The school organises recycling workshops and encourages students to be actively involved in similar initiatives.

Areas of Strength:

- Students' appreciation of Islamic values and their awareness of Emirati culture and heritage.
- Students' involvement in the community, volunteering and their social awareness.

Areas for Improvement:

- The behaviour of a few students in Middle and High.

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- Students' ability to initiate and develop entrepreneurial skills and innovation projects.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Acceptable	Good

- The quality of teaching and assessment is good overall. Teaching is less effective in Middle. Most teachers apply their subject knowledge well and the majority understand how students learn best. Stronger teaching is evident in the girls' section.
- Lesson planning is detailed. In KG teachers use a range of strategies and approaches to engage children in learning through play. In the best lessons in Elementary and High, teachers maximise learning by providing stimulating and challenging activities and manage time effectively. Most teachers create positive learning environments with established classroom routines.
- Teachers' and students' interactions are good across all phases. In the best lessons, teachers use questioning to promote thinking and assess learning, although this is not consistent across the school. They encourage dialogue through collaborative and paired learning activities where students share ideas and solve problems.
- Teachers use a range of strategies to meet the needs of most students. The needs of low and high attaining students are not consistently met. Critical thinking, independent learning and innovation skills are yet to be developed across the school.

Assessment	Good	Good	Acceptable	Good
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- Internal assessment data processes are coherent, consistent and provide a suitable measure of students' progress and attainment. The management system enables school leaders to cross reference internal and external data and be confident that most data pertaining to

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students' progress is accurate. The school uses a range of external examinations including MAP, TIMSS, PISA and PIRLS to benchmark students' academic outcomes. Results are rigorously analysed to give a clear picture of students' attainment and progress.

- School leaders provide data to inform curriculum developments and adaptation. Most teachers, particularly in Middle do not yet use assessment data consistently to personalise learning to provide appropriate levels of challenge and support to meet the needs of the most and least able students.
- Most teachers provide annotated written and verbal feedback on students' work. They do not consistently inform students of their next steps to improve their learning. In a majority of lessons across all phases, teachers promote peer- and self-evaluation and sometimes provide students with an assessment model to evaluate their work. The school's progress tracking systems provide teachers with valuable information over time which enables the majority of teachers to know their students' capabilities.

Areas of Strength:

- Teachers' use of a range of strategies and approaches to engage students.
- The use of external benchmarking examination results to confirm the credibility of the internal assessment processes.

Areas for Improvement:

- Teachers' use of data to inform their lesson planning to ensure that learning activities are tailored to the needs of individual and all groups of students.
- Teachers' use of questioning to promote students' critical thinking in all subjects.

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:

KG

Elementary

Middle

High



Curriculum design and implementation	Good	Good	Good	Good
- Curriculum design and implementation are good overall. It is broad, balanced, and aligned with the California State Common Core Standards, the Next Generation Science Standards, and the MoE requirements. The curriculum focuses on developing students' knowledge and understanding. Learning is planned sequentially to ensure steady progression. - Students have an ample range of curriculum choices. These choices help to develop students' key skills in literacy, numeracy, technology and their creative skills through art, French and ICT. Older students can select from electives such as drama, psychology and sociology to further nurture their interests and aspirations. The school's curriculum planning template includes a section for cross-curricular planning. Links are well-developed in areas such as KG and science. They are not consistent across all subjects and phases. - The curriculum undergoes regular termly reviews to evaluate subject coverage and its impact on students' learning and alignment with Emirati and national priorities. These reviews led to the addition of organic chemistry in Grade 8 to prepare students for Grade 9 chemistry.				
Curriculum adaptation	Good	Good	Good	Good
- Curriculum modifications are planned to meet the needs of most groups of students. The implementation of these modifications lacks depth for some groups, limiting opportunities to extend their learning. - Curriculum modification through educational visits, competitions and student led activities such as, the school magazine and mindscapes, have a positive impact on students' personal development, knowledge and skills. They provide a few opportunities to build innovation and entrepreneurial skills. The school regularly reaches out to the community and provides donations to a variety of organisations. These practices are not regularly incorporated into lessons. - Students' knowledge of UAE traditions, culture and values is highly developed with coherent learning experiences embedded in all aspects of the curriculum.				
Areas of Strength:				
The range of subjects offered by the school is High.				

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- The curriculum provision to develop students' knowledge, understanding and appreciation of the heritage of the UAE.

Areas for Improvement:

- The consistent and effective modification of the curriculum to respond better to the needs of all groups of learners across all phases.
- The enrichment opportunities in lessons and extra-curricular activities to embed students' skills in enterprise and innovation.

PERFORMANCE STANDARD 5: THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS

The protection, care, guidance and support of students are good overall.

Indicators:	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good

- The protection, care, guidance and support of students are good overall. Safeguarding policies and procedures include welfare, health, safety and child protection. They also include cyber safety for all students. Policies are accessible to parents, and all school staff receive regular safeguarding training. Students' welfare and safety is actively promoted by the school's active wellbeing team. Regular checks by the health and safety committee ensure students' supervision is effectively supported by extensive closed -circuit television (CCTV) coverage and clearly marked evacuation routes. School buses are regularly checked and monitored for the safe transportation of students.
- The school maintains accurate and secure records for maintenance and for clinical practices. The clinic is staffed by a full-time doctor and outsources medical waste disposal. Records, including medical files, and medicines are securely locked in cabinets. Accidents

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and incidents are recorded in detail, including subsequent actions. The health and safety team monitors records to identify any potential trends and patterns. There are few shaded external areas to ensure students are shaded from the sun.

- The school promotes safe and healthy lifestyles through health education, regular hygiene checks, and obesity initiatives led by the clinic. PE lessons, sports clubs and healthy food options in the canteen encourage students' health and wellbeing. The school's lunch box policy encourages healthy eating habits. A few students consume unhealthy snacks that they bring from home.

Care and support

Good

Good

Good

Good

- Staff have positive relationship with students. Students' overall good behaviour is supported by effective management systems and initiatives such as 'student of the month' awards. This is less effective in Middle and High where students' attitudes towards learning and the behaviour of a few students slows their progress.
- The school encourages good attendance and punctuality. There is a clear policy shared with parents together with daily attendance records, proactive absence follow-up and regular reports. Positive reinforcement activities, including recognition and awards promote good attendance.
- Appropriate systems and processes to identify students with SEN and those who are G&T are in place. Identification for SEN is supported through comprehensive assessments. G&T students are identified through CAT4 results, teachers' feedback and parental input.
- The inclusion lead uses individual education plans (IEP) and provides weekly withdrawal sessions in KG and Grade 1 for identified tier 3 students. Students with SEN are not consistently well supported during lessons across the school. G&T students engage in extra-curricular activities, projects, competitions and regional initiatives. They do not have access to enough challenging activities in lessons to maximise their learning.
- Teachers, support staff, nurses, and the school's guidance counsellor support and monitor students' personal development, including their mental health and wellbeing effectively. The guidance counsellor arranges events and external fairs to support older students in choosing subject options, university readiness and career pathways.

Areas of Strength:

- The positive relationships between students and staff.
- The effective procedures for the care, welfare and safeguarding of students and the promotion of students' wellbeing.

Areas for Improvement:

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- The systems and strategies for developing positive attitudes towards learning and behaviour management for a minority of students in Middle and High.
- The targeted support for students with SEN and challenge for G&T students in lessons.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- The school's leadership, led by the principal, strives to raise standards and align school actions with national priorities, including inclusion, wellbeing, and sustainability. Improvements in staff retention have created stability and enhanced communications. Relationships and communication are professional and effective. The school delegates leadership effectively to individuals and teams and holds them accountable for ensuring good quality outcomes. Morale throughout the school is positive.
- Leaders demonstrate a solid understanding of the US curriculum. There are still inconsistencies in the application of best practices in teaching and assessment, particularly in Middle. Leaders demonstrate a secure capacity to continue school improvements, although the absence of key performance indicators to ensure accountability limits the potential for sustainable improvement.

Self-evaluation and improvement planning

Good

- Systematic self-evaluation, using both internal and external data, is embedded in the school's improvement planning and in its practices at most levels. The school's self-evaluation process identifies strengths and areas for growth using data to guide planning. While the quality of teaching is monitored, a sharper focus on students' progress is required to further raise achievement. The school has shown sustained improvements over time in most key areas. The improvement plan does not fully deal with variations in students' achievement between the phases, gender and different abilities.

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Partnerships with parents and the community	Good
- Parents engage in workshops, events and the Parents' Council. They share their views with the school and support students with SEN. Each grade has their own parents' representative. Parents are kept informed of their children's academic and social progress through social media, and termly reports provide details on any areas that require improvement. - Local and national partnerships enrich learning. International links are less well established. Collaboration with local schools and universities enhance students' experiences overall. This is less well developed in Elementary and Middle.	
Governance	Good
The corporate board of governors includes diverse perspectives and expertise. A new local governing body organised early this year is a step in the right direction due to their knowledge of the school. Members of the local board regularly seek and consider the views of all stakeholders to gain detailed knowledge of the school's community. Governors support the drive to improve students' behaviour, inclusion, wellbeing and to review the curriculum. They are involved in the self-evaluation process and are beginning to focus on using data effectively and set specific targets that can be reviewed regularly to further raise students' achievement across all subjects.	
Management, staffing, facilities and resources	Good
The principal and her leadership team effectively manage the school's daily operations, which contribute towards the positive learning environment. Effective procedures and routines are in place, and students and staff are aware of them. Staff retention has improved, although there is insufficient focus on staff expertise and skills in delivering the USA curriculum. The introduction of a Professional Development Week is improving the consistency of the quality of teaching when it is tailored to the needs of individual teachers. The school's premises are well maintained. There are few shaded areas to secure students' wellbeing. A range of resources relevant to the curriculum requirements promotes effective teaching and learning.	
Areas of Strength:	



- Leaderships' commitment to raising the standards of students' achievement.
- The partnerships with parents and the wider community.

Areas for Improvement:

- The effective use of data to set targets and identify priorities in the school's improvement plan to ensure full accountability and to focus lesson observations on students' progress.
- The provision of high quality, bespoke professional development for teachers to ensure the effective delivery of the US curriculum.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 30 Arabic language teachers and 2,490 Arab students, with a teacher-to-student ratio of 1:83.
- There is one library with a collection of 10,000 books, including 2,600 Arabic titles. There are 1,700 fiction and 900 non-fiction books. The librarian tracks borrowed books and provides access to digital books through the e-library platform.
- Students' reading skills are further supported and enhanced through digital platforms such as Alef, Kutubee, and an online messaging channel and through extra-curricular activities and competitions focusing on Arabic poetry and literature.
- Parents are regularly updated on their children's language development through weekly plans from the Arabic teachers which detail required reading tasks. Parents can access assignments from the reading platforms which ensures their involvement in both school and home-based learning. Additionally, parents participate in reading workshops and engage in reading practise at school.

The school's use of external benchmarking data

- All students in Grades 3 to 9 are entered for the external MAP and CAT4 assessments. Students are also entered for the IBT examination in Arabic. Approximately 66% of students in High are entered for AP assessments. The required sample of Grade 4 and Grade 8 students was entered for the most recent TIMSS assessments.
- Awareness sessions with parents and students emphasise the importance of external assessments and their role in academic progress. These initiatives have positively influenced engagement and attendance during examination periods, fostering a shared understanding across the school community.

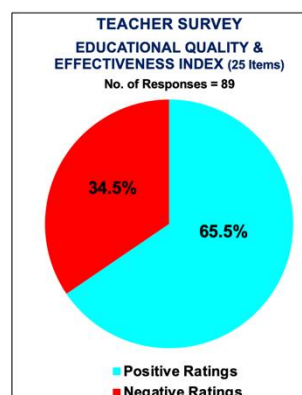
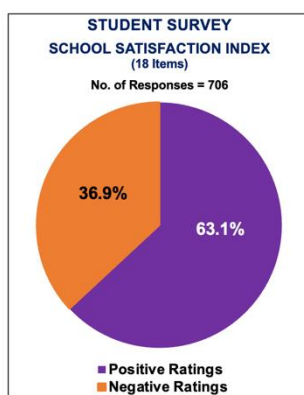
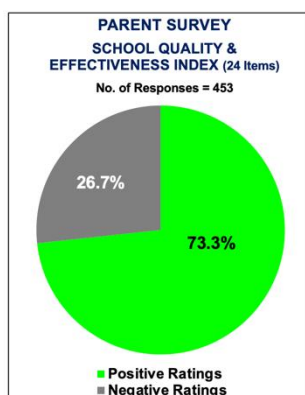


- Teachers help students prepare for these examinations by providing workshops, past papers and benchmarking test questions for students to practise.
- Parents receive timely updates on assessment outcomes through the school's portal where they can access and review individual reports. Performance discussions during progress meetings ensure collaboration between the school and families to attend to areas for improvement. Parents can also discuss test outcomes at parents' meeting.

Provision for KG

- The school has 242 students in KG, including 6 with SEN and 65 Emiratis organised into 11 classes split between KG1 and KG2. The student to teacher ratio is 1:22 with dedicated support for SEN students arranged by parents.
- The indoor facilities feature spacious classrooms, a variety of learning resources, and designated activity stations in corridors. An auditorium is available for weekly assemblies and PE lessons.
- Outdoors, there is a large playground with grassy and sandy areas for recreational activities and outdoor learning. All classes are timetabled and supervised by teachers or classroom assistants in the outdoor area.
- Induction for new children includes an interview and a 3-week screening assessment, focusing on cognitive skills. For transitions from KG2 to Grade 1, teachers assess students and develop individual action plans for any learning gaps.
- Communication with parents is through a bi-weekly checklist, monthly reports through the school's learning application (app), and daily updates through the use of Class Dojo.

VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in all subjects particularly in Middle by:
 - strengthening students' mathematical skills with a focus on improving mental mathematics and numeracy.
 - expanding and consistently using diverse learning resources to engage learners, especially boys, and to match activities to the needs of all groups of students.
 - promoting the consistent sharing of effective teaching practices and curriculum adaptation strategies across all subjects.
- Improve the quality of teaching across all subjects and phases by:
 - using achievement data effectively to plan and deliver challenging lessons that meet the needs of all groups of students so that they can reach their full potential.
 - ensuring that students take ownership of their learning.
 - embedding ample opportunities for students to become critical thinkers, problem solvers and confident enquirers through high-quality teachers' questions and other strategies.
- Increase the impact of leadership on students' achievement by:
 - training leaders to consistently become the best practitioners in teaching, learning, assessment, and the curriculum.
 - linking self-evaluation and improvement planning to the quality of teaching and learning judged by the impact on students' progress in lessons and over time.
 - hiring and retaining the best practitioners with experience of delivering the US curriculum.

In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build the strategic recommendations into its improvement planning process.

In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

SPEA's next school review will validate the progress report and include a review of further progress made by the school in implementing the recommendations from this SPR report.

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on quality.assurance@spea.shj.ae within three weeks of receiving this report.

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