



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) Report

Manthena American School L.L.C

22 - 29 February 2024

**Overall
Effectiveness:
ACCEPTABLE**





TABLE OF CONTENTS

PURPOSE AND SCOPE	3
THE SCHOOL PERFORMANCE REVIEW PROCESS	4
SCHOOL INFORMATION	6
THE SCHOOL PERFORMANCE REVIEW FINDINGS	7
Performance Standard 1: Students' Achievement	8
Performance Standard 2: Students' personal and social development and their innovation skills	17
Performance Standard 3: Teaching and assessment	19
Performance Standard 4: curriculum	20
Performance Standard 5: the protection, care, guidance and support of students	22
Performance Standard 6: Leadership and management	24
ADDITIONAL FOCUS AREAS	27



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	416
	School location	Muwaileh, Sharjah
	Establishment date	2021
	Language of instruction	English
	School curriculum	US
	Accreditation body	Cognia
	Examination Board	NWEA and Diglosia
	National Agenda Benchmark Tests/ International assessment	NWEA, MAP, TALA, Mubakkir, IBT, PIRLS, TIMSS
	Fee range	32,400 - 49,000 AED
	Principal	Paul Grimaud
Staff	Chair of Board of Governors	Isra Nogod
	Total number of teachers	52
	Total number of teaching assistants	7
	Turnover rate	12%
	Main nationality of teachers	Egyptian
	Teacher: student ratio	1:10
	Total number of students	537
	Total number of students per phase	KG: 135 Elementary: 256 Middle: 121 High: 25
	Number of Emirati students	33
	Number of Emirati students per phase	KG: 6 Elementary: 18 Middle: 9 High: 0
	Students	KG: number and gender
	Elementary: number and gender	Boys: 135 Girls: 121
	Middle: number and gender	Boys: 58 Girls: 63
	High: number and gender	Boys: 7 Girls: 18
	Nationality groups	1. Egyptian 2. Pakistani
	Total number of students with special educational needs	20



PROGRESS JOURNEY

Previous Review:	Current Review:
N/A	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 4 reviewers' 111 lesson observations, 54 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the first school performance review for this school. Students' achievement is acceptable overall, and it is good in Islamic education, social studies, and other subjects. Students' progress overall is acceptable, and it is good in all subjects in KG and good overall in Islamic education, social studies, and other subjects. Students' learning skills are overall acceptable and good in KG. Students' personal and social development and their innovation skills are good across all phases, with acceptable enterprise and entrepreneurship skills. Teaching and assessment overall are acceptable with stronger teaching in KG. The school's curriculum is acceptable overall and good in KG, meeting all statutory requirements. The protection, care, guidance, and support of students are very good across all phases. The leadership and management of the school is acceptable overall. Leaders have established good partnerships with parents and the community along with good management, staffing, facilities, and resources.

KEY AREAS OF STRENGTH:

- Students' achievement in KG in all subjects, and in Islamic education, social studies, English and other subjects in High.
- Students' personal and social development across the school.
- The school's very effective provision for protection, care, guidance, and support of students.
- The school's positive partnership with parents and the community in establishing a supportive learning environment for the education of their children.

KEY AREAS FOR IMPROVEMENT:

- Students' attainment and progress in most subjects across Elementary, Middle and High Phases.
- The quality of teaching and use of assessment to raise the quality of learning across all subjects.
- Students' performance in external benchmark assessments.
- Students' further development of critical thinking, problem-solving and innovation skills.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall. It is acceptable in the Middle Phase. In lessons and their work, students' progress is good overall. It is acceptable in the Middle Phase. This does not match with internal assessment progress data which shows outstanding progress in the Elementary and High Phases and very good progress in the Middle Phase.• There are no externally benchmarked assessments in Islamic education. Internal assessment data indicates outstanding attainment in the Elementary Phase, acceptable in the Middle Phase and weak in the High Phase. This does not match with students' work seen in lessons, where the majority of students attain above curriculum expectations in the Elementary and High Phases. Whilst most students in the Middle Phase attain levels in line with curriculum expectations.• In the Elementary Phase, the majority of students show their understanding of the relationship between the Prophet Muhammad (PBUH) and his daughter Fatima. In the Middle and High Phases, most students understand how much Islam prohibits the threatening of others. Students are able to explain the concept of tolerance and identify the importance of accepting others in Islam as a result of their understanding of Islamic rules drawn from the Holy Qur'an and the Noble Hadeeth, although some students' understanding is restricted by their knowledge of vocabulary across all phases. Their recitation skills do not always follow Tajweed rules.• The majority of students make better than expected progress, including both boys and girls.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding and application of tolerance in the Middle and High Phase.• Students' understanding of Islamic rules drawn from the Holy Qur'an and the Noble Hadeeth in the Middle and High Phase.	<ul style="list-style-type: none">• Students' understanding of the meaning of text in the Holy Qur'an and the Noble Hadeeth due to their limited knowledge of the vocabulary across all phases.• Age-appropriate students' application of Tajweed rules.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as a First Language (AFL) and Arabic as a Second Language (ASL) is acceptable overall. It is good in both AFL and ASL in KG and in AFL in the Middle Phase. In lessons and in their work, students make acceptable progress overall and good progress in both AFL and ASL in KG and AFL in Middle. This does not match the school's internal assessment data which indicates very good progress in the Elementary and High Phases. It matches the progress shown in the Middle Phase.Internal AFL assessment data indicates very good attainment in the Elementary and Middle Phases and good attainment in the High Phase. This does not match the acceptable attainment levels seen in AFL lessons and in students' work in the Elementary, Middle and High Phases. The attainment of children in the KG is good. There are no results from externally benchmarked assessments except for the Mubakkir examination where the results ranged from acceptable to good. Attainment in lessons and students' work seen in ASL, is acceptable in all phases.Children in KG can read the letters and words. They are also eager to match pictures with the relevant words. Students in the Elementary Phase know the alphabet and use verbs to explain what is happening in the pictures. Students can identify some features and elements of sea life. In both AFL and ASL, students use adverbs when naming items of traditional clothing. They also use electronic devices to research topics and meanings. In the Middle Phase, students write short sentences with relative accuracy about the jungle, its environment, trees, deforestation, and its effect on human life. Students in the Elementary, Middle and High Phases produce extended writing that is less well developed. They also demonstrate less consistency in the quality of their writing. Most students in the Elementary, Middle and High Phases show only limited understanding in listening exercises delivered in standard Arabic. Most students in the High Phase demonstrate a level of reading skills in line with curriculum standards.Most groups of students including boys and girls make the expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students show interest in developing their language skills in KG.Students' use of technology to support the development of their language skills across all phases.	<ul style="list-style-type: none">The quality of students' writing skills and extended writing in Elementary, Middle and High Phases.Students' listening skills in Elementary, Middle and High Phases.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. It is good in Elementary, Middle and High Phases. Progress as observed in lessons and students' work is good in all three phases. This does not match with the school's assessment data and analysis which indicate outstanding progress in the Elementary and Middle Phases and very good progress in the High Phase.• There are no externally benchmarked assessments in social studies. Internal assessment data indicates outstanding attainment across all three phases. This does not match with what was seen in lessons and in students' work, where most students in the Elementary and Middle Phases attain in line with curriculum standards and, in the High Phase, the majority of students attain above expected standards.• In the Elementary Phase, students demonstrate their understanding of the meaning of the colours of the UAE flag. They can also name the 7 emirates and the capital city of the UAE. In the Middle Phase, students understand the specifications of the green economy and its impact on everyday life. Students' knowledge about alternative energy sources is insufficient. Students can sing the UAE national anthem correctly, and use appropriate values and ethics as prescribed by the laws of the country. They also understand about the indigenous peoples of North America, their lifestyle, their development, and the role they played in the development of their countries.• Most groups of students make expected progress, including both boys and girls.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding and their respect for UAE culture and traditions in the Elementary Phase.• Students' understanding of indigenous cultures of North America in the Middle Phase.	<ul style="list-style-type: none">• Students' knowledge about alternative energy sources in the Middle Phase.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. It is good in KG and the High Phase. In lessons and in their work, a majority of children in KG and a majority of students in the High Phase make better than expected progress, while students in Elementary and Middle Phases make acceptable progress. This does not match fully with the school's internal data which shows that the majority of students work above curriculum standards in the Elementary Phase.• External assessment data shows that attainment, particularly in Elementary, Middle and High Phases is below national and international expectations. In lessons and in students' work is acceptable except in Phase 4 where it is good.• Children in KG develop their listening skills and vocabulary steadily so that they can engage productively in group or pair work. By the end of the phase, the majority of children are sufficiently confident to share their learning with their teacher. In the Elementary Phase, the majority of younger students make good progress in developing their skills. This rate of progress slows in the upper grades. Reading skills, including higher level ones such as inference, synthesis and prediction are less fully developed. In the Middle Phase, there are marked variations across the grades in the levels of skills demonstrated. Higher attainers demonstrate well above average speaking and listening skills. Across the school, handwriting, presentation, and extended writing skills are underdeveloped. In the High Phase, the large majority of students are fluent and accurate speakers. They analyse and explain new concepts confidently and in considerable depth.• While there is no significant difference in the rates of progress across the school from KG to Grade 6, girls make better progress than boys in Grades 7 and 9.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's early language skills in KG.• Students' speaking, listening and reading skills, especially higher attaining students and girls in Grades 7 and 9.	<ul style="list-style-type: none">• Students' handwriting, presentation skills and extended writing across the school.• Students' skills of inference and synthesising in reading in the Elementary and Middle Phases.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics is acceptable overall. It is good in KG. In lessons and in their work, most students make expected progress in the Elementary, Middle and High Phases, while a majority of children in KG make better than expected progress. This does not match with the school's internal data which shows all students make very good progress in the Elementary and High Phases and good progress in the Middle Phase.Internal assessment data indicates that a large majority of students in the Elementary Phase attain levels above curriculum expectations, while in the Middle and High Phases, most students attain in line with expected standards. This is not reflected in lessons or in students' work where most students in all phases attain in line with curriculum standards. External MAP data for the Elementary, Middle and High Phases indicates attainment is weak. This does not align with what was observed in lessons where attainment is acceptable across all phases.Children in KG are learning to calculate length, height and width using standard and non-standard measures in their exploration of measure. They can measure their table, copy book and items of clothing using everyday items such as paper clips and straws. A few children's concept of measurement is underdeveloped. In their study of number and quantity, students in the Elementary Phase can add and subtract and multiply two-digit numbers accurately. A few students have difficulty understanding the concept of place value when calculating. In the Middle Phase, students can use the coordinate plane as a means for graphing points, lines, and other objects accurately. Not all students understand its application where it functions as a map that follows directions from one point to another. In the High Phase, students explore the concept of the elimination method for solving linear systems. They can solve complex problems using the correct algebraic formula. A few students do not understand the real-life application of the theory.Overall, most groups of students make at least the expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' computational capacity in the Elementary Phase.Students' capacity to solve complex algebraic formulae in the High Phase.	<ul style="list-style-type: none">Students' understanding of place value in the Elementary Phase.Students' application of theory to real-life problems in the High Phase.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. It is good in KG. In lessons and in their work, most students make expected progress in the Elementary, Middle and High Phases, while a majority of children in KG make better than expected progress. This does not match with the school's internal data which shows that students in the Elementary Phase make very good progress while students in Middle and High Phases make acceptable progress.• Internal assessment data indicates that a large majority of students in the Elementary Phase attain levels above curriculum standards, while in the Middle and High Phases, a majority of students attain above the expected standards. This is not reflected in lessons or in students' work where most students in all phases attain in line with curriculum standards. External MAP data for the Elementary, Middle and High Phases indicate attainment is weak. This does not align with what was observed in lessons where attainment is acceptable across all phases.• In their understanding of physical life, earth and space children in KG examine force and motion at a basic level. They experiment with objects which demonstrate that surface texture affects the speed an object travels when the ramp angle remains constant. In the Elementary Phase, students explore the effects of the actions of humans and their evolution which impact negatively on the earth's resources. A few students make connections with real-life situations where they can affect change for the good. In the Middle Phase students explore the carbon cycle and its importance in the world. A few students do not understand that the volume of carbon is constant. In the High Phase, students learn about chemical reactions. They complete basic experiments to show the reactions although not all students can talk about the processes and methods involved.• Overall, most groups of students make at least expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's understanding of force at a basic level in KG.• Students' application of their knowledge to the exploration of the processes of evolution in the Elementary Phase.	<ul style="list-style-type: none">• Students' ability to relate all aspects of science to their daily lives in the Elementary Phase.• Students' consistent use of investigative and scientific methods across all phases.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall across all phases. The subjects sampled in the review include art, information, and communication technology (ICT), music and physical education (PE). The progress of students seen in lessons is good overall across all phases. There is no internal or external data available to analyse and compare.• Attainment is acceptable overall and good in KG as seen in lessons and children's' work.• In KG, the majority of children in PE, develop their kicking, throwing and catching skills. They use a range of resources such as beanbags, foam balls, hula hoops and cones confidently to develop their underarm and overarm throwing skills. In the Elementary Phase, Grade 1 students develop their painting skills in art and create colourful abstract paintings that they design themselves using the colour wheel. Grade 4 students in music participate in creating melodic beats with basic notation and knowledge of symbols, supporting students' understanding of rhythmic melodic patterns to create and perform basic musical compositions with creative expression. Across the school, few students use research skills to enhance their learning. In PE, Grade 4 students develop their basketball techniques through marking their opponent and practising the skills of dribbling and marking their opponents to build their teamwork skills. In Grade 6, ICT students develop skills in programming an electronic application. They can design background, create screens, labels and buttons using specialist software. In the High Phase, students develop their skills in control technology, using programmable buggies to perform actions and commands as part of their innovation lessons. Across the school, few students use their critical thinking skills to solve problems.• All groups of students including boys and girls make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' development of creative skills in art, music, and PE across all phases.• Students' skills and engagement in ICT and control technology, especially in the Middle and High Phases.	<ul style="list-style-type: none">• Students' development of their independent research skills to extend their knowledge and interest in the creative subjects in all phases.• Students' critical thinking skills to enhance their ability to solve problems across all phases.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are acceptable overall. They are good in KG. Across the school almost all students are keen to learn and have positive attitudes towards learning. Students in the Middle and High Phases take responsibility for their own learning and know their strengths and weaknesses. Most students know what they have learned and how to improve their work.• Most students can work productively in groups. In KG, children collaborate well when engaged in play and practical activities. In all phases they communicate well, listen to their peers and exchange points of view during discussions and share their learning with each other in lessons.• The majority of students make connections in their learning to the real world. They sometimes make links between subjects and their everyday experiences. The application to real-life situations, problems, and events is a developing feature of most students' learning, though a few do not make these connections in science and mathematics.• There are insufficient opportunities for students to engage in enterprise and entrepreneurial activities, with critical thinking, research and enquiry skills promoted inconsistently across the school. The use of learning technologies typically takes place in lessons.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' enjoyment and engagement of learning in all phases.• Students' collaboration and communication skills across all phases.	<ul style="list-style-type: none">• Students' engagement in enterprise and entrepreneurial activities across the school.• Students' greater use of their critical thinking, research, and enquiry skills across the school.



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	Primary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none"> Students' personal development is good overall across all phases. Students show well developed, mature and responsible attitudes. The majority of students are self-reliant and respond to critical feedback that supports them in making further progress, particularly in the High Phase. Students demonstrate self-discipline, which is evident in lessons, assemblies and around the school. They are courteous to staff and one another and follow the rules and procedures both inside and outside the classroom. Bullying incidents are rare and when reported are promptly addressed through effective procedures. Student and staff relationships are mutually respectful across the school. Students contribute effectively to discussions and show understanding that other people have different opinions and are generally respectful of others' point of view. Children and students work well in groups and independently in lessons and are generally supportive to each other during whole class and group learning. Students show good knowledge and understanding of safe and healthy lifestyles and the majority make well informed healthy choices. Students participate enthusiastically in activities such as playing basketball, especially during break times which supports their general health and well-being. Students' attendance at 95% is good and they regularly arrive at school on time. 				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> Students show a clear appreciation and understanding of Islamic values of the UAE. Students participate fully in a variety of Islamic events, such as Prophet Muhammad's (PBUH) birthday. Students show respect for honouring Hajj and show understanding of Eid Al Fitr. Students have a clear understanding and appreciation of UAE heritage, culture, and values. Students participate in a variety of national and cultural events such as National Day and Flag Day. Students show interest in their work relating to UAE leaders and their achievements across the country. Students recite verses from the Holy Qur'an and share these during celebration days and assemblies. They have a clear understanding of other world cultures. 				



Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none">• Students make a positive contribution to their community by participating willingly in school activities and through some involvement in wider community initiatives. They demonstrate care within the community for example by volunteering to clean communal areas. They prepare presentations and displays both in school and within the community to promote Emirati culture and traditions.• Students demonstrate a positive work ethic, although their innovation, enterprise, and entrepreneurship skills are less well developed. Students in Grades 6 to 9 engage in some innovative computer aided design and computer control technology. For example, students in Grade 9, use pre-programmed instructions to achieve robotic movement and control. Only a few students can develop their own coding instructions for their own innovative designs.• Students enjoy their work and enjoy being involved in all learning and additional activities. Students make valid and helpful contributions to projects such as volunteering to help maintain the clean environment in the local park. Students gain awareness of their social responsibilities and support charitable events. They are respectful and considerate to others in the community. They regularly engage in fundraising events and contribute to local charities.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' good relationships.• Students' understanding of Islamic values, Emirati, and world cultures.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' involvement in their community.• Students' enterprise, entrepreneurship, and innovation skills.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

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

- The quality of teaching for effective learning and assessment are acceptable overall. They are good in KG. Most teachers have secure subject knowledge and the majority understand how students learn. They use a variety of approaches, including group work, to ensure students engage in most lessons. Lesson planning is detailed. Teachers make good use of time and practical resources in KG. In a minority of lessons in Elementary and Middle, teachers do not prepare students well enough to tackle their tasks confidently on their electronic devices, impeding students' progress and increasing the time taken to complete activities.
- In KG, teachers use a variety of question types to encourage children to think about their responses. Teachers' interactions with students are productive in most lessons although such interactions do not always result in sustained dialogue and discussion or help students to correct any misunderstandings. In the best lessons, teachers take full account of students' responses to extend their learning.
- Teachers' planning for differentiation to meet the needs of all groups is a developing feature of the school's work. Teaching assistants and other adults are used effectively in the majority of lessons to support students' learning.
- Teachers do not consistently promote critical thinking, problem-solving and independent learning skills across the school.

Assessment	Good	Acceptable	Acceptable	Acceptable
------------	------	------------	------------	------------

- Internal assessment processes are well organised and mainly coherent and consistent. The school uses NWEA MAP and other external benchmark tests such as TIMSS, IBT and TALA for Arabic to compare students' attainment with national and international standards. Results for these last three tests are not yet available.
- Teachers analyse assessment information in depth and use it effectively to diagnose the needs of students with English as an additional language (EAL) and of students with special educational needs (SEN) to identify gaps in their knowledge and skills and to monitor their progress more effectively. Teachers in KG make purposeful use of assessment information, partly derived from close observations of children's development in lessons, to determine the next steps in learning for groups and individual children. In the older phases, teachers provide students with a choice of different levelled tasks to attempt although not all students have sufficient knowledge of their own skills to make the appropriate selection to match their needs.
- Teachers provide good feedback for students with SEN, and this is a feature of the school's work. The quality of teachers' oral and verbal feedback to students varies across subjects and phases. Students' use of rubrics to help them structure tasks and understand how well they are learning are emerging features of provision.

**School Performance Review of Manthena American School L.L.C
26 - 29 February 2024**



Areas of Strength:

- Teachers' adaptation of teaching to meet children's learning needs in KG.
- Teachers' analysis of assessment data to monitor children's and students' progress.

Areas for Improvement:

- Teachers' further use of external assessment and benchmark data to influence teaching approaches and the curriculum.
- The quality of teachers' verbal and written feedback to students so that they can understand their next steps.

**PERFORMANCE STANDARD 4:
CURRICULUM**

The quality of the curriculum is acceptable overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> • The overall quality of the curriculum is acceptable. It is good in KG. The curriculum meets all statutory requirements. It is reasonably broad and balanced in developing students' knowledge, understanding and skills. Curriculum planning ensures adequate continuity and progression. The curriculum develops children's early learning skills effectively in KG and supports students' personal development well. • The school has introduced elements of the separate sciences in Grade 9 to prepare students for Advanced Placement (AP) coursework. Cross-curricular links in KG enable children to make good connections in their learning. In core subjects, such as English links to other subjects are clear. Teachers do not plan for cross-curricular links routinely across the school. • The school has reviewed its curriculum recently and adjustments have been made in the light of the findings. These adjustments have not yet led to improvements in students' academic outcomes across all learning areas and subjects. The school acknowledges that further development is required to enhance students' enterprise, innovation and creativity. 				
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable



- The curriculum is adapted well to meet the needs of children in KG and adequately for students in the other phases. Programmes and arrangements to support English as an additional language (EAL) student who join the school with little or no English are effective in reducing barriers to learning.
- The curriculum engages the interest of the majority of students. Planned opportunities for innovation exist for older students in lessons and clubs. The development of students' enterprise and creativity is not fully integrated across the curriculum. Students' experiences are enhanced by an appropriate range of extra-curricular clubs, such as football, dance, gymnastics, and an eco-club and through the successful participation of older students in regional competitions such as reading and innovation.
- Students' appreciation and understanding of the UAE's culture and society is a strong feature in their personal development and is promoted well in Arabic language lessons and in social studies. In other subjects, across the curriculum, opportunities identified by teachers in lesson planning are not fully exploited to make the exploration of these aspects meaningful.

Areas of Strength:

- The curriculum in KG and support for students' personal development. The arrangements to support EAL students who join the school with little or no prior knowledge of English.

Areas for Improvement:

- The development of students' enterprise and innovation skills.
- The consistent development of cross-curriculum links so that students can apply their learning in other subjects.
- Teachers' inclusion of relevant cultural content in their lessons so that students' understanding of the UAE heritage and culture is developed to a higher level.



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

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

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

- Staff, students and their families are fully aware of the rigorous procedures for the protection, safeguarding, supervision and safety, including cyber-security, of all students. All aspects of students' welfare and protection are communicated effectively through awareness workshops, weekly projects, assemblies, digital platforms and displays in the school. All aspects of child protection and welfare are monitored by the school's very active inclusion and well-being committees.
- School leaders have implemented very effective policies and procedures to ensure that buildings and equipment are well maintained, clean and hygienic. Senior leaders are very aware of their roles and responsibilities in promoting students' health and safety, including safety on the school's transport and during all internal and external activities. Comprehensive records of school maintenance, including routines for evacuation, fire drills and other incidents are securely stored. The school's nurse, doctor and relevant senior leaders actively provide medical care and health awareness for all. All protocols regarding medicines and their administration are followed meticulously. The new school premises, equipment and facilities are of a very high-quality and provide a very good environment that is conducive to students' learning and personal development. The building is bright and spacious, although the classrooms are modest in size.
- The promotion of healthy lifestyles is evident throughout the school in displays, in students' work, and in the daily food choices that students make. The school promotes and celebrates students' participation and achievements in sporting activities to support their physical fitness and well-being.

Care and support	Very Good	Very Good	Very Good	Very Good
-------------------------	------------------	------------------	------------------	------------------

- Staff and students enjoy very positive and mutually respectful relationships. Teachers manage students' behaviour successfully by consistently following the school's clear procedures.
- Strategies for promoting students' good attendance levels and their punctuality are effective. However, attendance remains only good at 95%.
- The school has rigorous systems for identifying and supporting students with SEN students and those who are gifted and talented (G&T).
- Students with SEN have individual education plans (IEP) that are followed as part of the effective in-class support during Arabic, English and mathematics lessons. Students with



SEN also receive out of lesson one-to-one support. Effective systems are in place to assess and review their progress and next steps in consultation with parents. The G&T students are only supported on a monthly basis by experienced staff who focus on these students' identified interests, aptitudes and aspirations. They have no specific support in lessons.

- Guidance and support are effectively organised throughout the school. New students receive tailored support to help them make a positive start when they join the school and personalised guidance is provided for older students to enable them to make well informed choices about future employment or university.

Areas of Strength:

- The school's child protection and safeguarding procedures.
- The school's inclusion programme that supports SEN students well.
- The school's premises and facilities.

Areas for Improvement:

- School processes to further improve students' attendance and punctuality to a very good or better level.
- The provision of support for students who are G&T in lessons.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership

Acceptable

- The quality of leadership overall is acceptable. The principal is well supported by governors, senior and middle leaders. The school provides a supportive, inclusive and mutually respectful learning community. Students have settled into the well-resourced new building. Leaders clearly demonstrate the capacity to focus on students' academic and personal achievement to improve the school further. Leaders have established links with Al Qasimia University and the Al Ferdous Centre to support teaching and learning and to raise students' academic performance further.
- The principal and senior leaders demonstrate secure knowledge of best practice in teaching, learning and assessment. As a new school, the data to support students to improve their achievement over time is limited. The school's use of assessment data to plan learning and challenge for students of different abilities, including those with EAL needs, is increasing in its effectiveness. Leaders demonstrate full commitment to the UAE vision and national priorities.

Self-evaluation and improvement planning

Acceptable

- The school's self-evaluation combines a range of sources that support the evaluation process to identify strengths and improvement priorities. Leaders have based the school's self-evaluation and improvement plans through thorough analysis and application of the UAE School Inspection Framework. The school's self-evaluation is detailed, with a strong emphasis on leadership responsibility and effective classroom practice. The school's own judgment is slightly over-generous in terms of students' sustained progress as a result of the limited external data. Performance management including lesson observations are established although middle leaders do not yet concentrate rigorously enough on monitoring students' attainment and progress in lessons. The principal has established well focused staff development to raise the quality of teaching and learning as well as the upskilling of both senior and middle leaders to secure effective monitoring and support systems for teachers and students. There are well-established learning support and EAL departments that effectively support the work of teachers across all subjects.



Partnerships with parents and the community	Good
<ul style="list-style-type: none">Parents are active stakeholders in the school and both parents and students are represented on the governing board. Parents as a result participate fully in parent and teacher and school activities and organised events. Parents praise the school for regular information about their child's performance and information about upcoming topics of learning. Regular termly report cards and updates on students' progress allow parents to be well informed about their child's progress. Communication and information systems between the school and parents are regular and informative. Parents have good access to both teachers and leaders to discuss their child's performance. Parents state that there is a well-established school community of parents who participate and support the school's activities. Communications and information for parents. Parents state that there is a well-established school community of parents who participate and support the school's activities and events. Communication and information for parents about the school and progress of their children is a strong feature.Students and their families regularly contribute to charitable events. Parents participate fully in National and International community events such as National Day, Flag Day and Earth Day. Partnerships, including with a local university, are being developed to support student's learning and development. Students regularly participate in international events, such as world book day, world read aloud day and feed the world.	
Governance	Acceptable
<ul style="list-style-type: none">The school board is well established and includes parental representation. There are regular meetings of the governing body, including both parent and student representation. Parents gain a clear overview of the schools' support for students, financial commitments and considerations of improving the quality of learning and overall provision. Governors regularly monitor the academic performance of the school through meetings with the principal, information in self-evaluation documentation and students' performance data. Governors gain the views of parents through parental representation on the board, parents' surveys and discussions with groups of parents.	
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">The day-to-day management of the school is effective. Buildings are of high quality and well maintained. Senior leaders and maintenance staff ensure a very safe and secure learning environment. The school's premises consist of modern buildings. Staff have modified classrooms to provide learning environments to assist learning appropriately and to best effect. Learning resources across the curriculum contribute effectively to students' progress. Well qualified staff benefit from regular professional development and lesson observation to further develop their range of skills to secure effective learning in lessons.	



Areas of Strength:

- The school's professional development and support programme that strengthens teaching skills.
- Leaders' promotion of a positive and supportive learning culture through the provision of high-quality facilities and resources.

Areas for Improvement:

- Leaders' sharing of good practice in teaching and learning to raise the quality of students' outcomes.
- Leaders' monitoring of the quality of teaching and its impact on students' learning, attainment and support in lessons.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 13 teachers for Arabic subjects, providing a whole school ratio 1:30. There are no support staff in the Arabic department.
- Library provision includes 80 Arabic Fiction and 70 non-fiction books. Reading provision in classrooms includes the two internet platforms of Kutubee and Bravo for Arabic Language.
- Extra-curricular activities including competitions, quizzes, engagement with parents includes writing competitions, a reading challenge competition, projects and assemblies.
- Contact with parents is through emails, letters and WhatsApp groups and regular parents' meetings.

The school's use of external benchmarking data

- The proportions of students taking the NWEA MAP examinations are in the Elementary Phase: $83/97 = 86\%$; in the Middle Phase: $81/123 = 66\%$; and in the High Phase: $21/25 = 84\%$. There are no figures available for the IBT, Mubakkir, TALA, PIRLS or TIMSS entries.
- Awareness and processes to prepare students for these examinations and tests consist of sharing the goals of the assessments with students and parents, the benchmarks with students, screening tests and MAP practices and student-led conferences and parental conferences.
- International test results are shared with students and meetings are conducted to set individual student goals, next steps, and action plans. Students' achievements are also celebrated.
- The international test results are communicated to parents on the schools IT platform, in meetings specifically arranged to discuss individual students' progress, the sharing of students' profiles, scores and next steps.

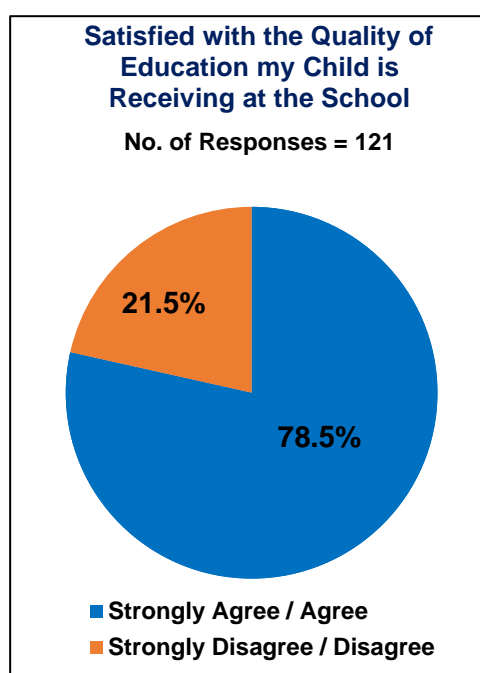
Provision for KG

- In the KG there are 10 teaching and support staff for 135 children, a teacher to child ratio of approximately 1:13.
- The indoor environment and learning resources include: a sand area, an indoor play area, learning stations inside and outside of classrooms. For KG the curriculum includes reading, writing, construction, roleplay, art, and an iPad station; and for Pre-KG, the curriculum includes the development of fine motor skills, role play, art, construction, investigation, reading and writing.
- The outdoor environment and learning resources include: an outdoor play area and an outdoor water and sound wall for Pre-KG.
- Arrangements for induction when children start school, and for their transition to Grade 1 are: an orientation programme, introduction to Grade 1 teachers, explanation of Grade 1 expectations, the child's portfolio shared with next grade level teachers, assessment reports and KG data on progress.



- Communication with parents is through an orientation week for the learners, communication with parents through emails and WhatsApp groups for parents and teachers.

VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise the quality of teaching and learning to improve attainment and progress across all subjects in Elementary, Middle and High Phases by:
 - providing teachers with effective strategies to support students with different learning backgrounds and abilities.
- Teachers' use of assessment data to plan learning activities to fully challenge students of different abilities by:
 - providing further training for teachers to analyse and identify the learning needs of students, including EAL students more accurately.
 - ensuring teachers' make full use of student performance data to plan learning tasks that set out the next steps of students learning more accurately.
 - securing regular monitoring of students' attainment and progress in lessons.



- Students more effective preparation and development of knowledge and skills, including practice tests, before taking benchmark tests by:
 - identifying the knowledge and skills needed for students to successfully participate in benchmark tests.
 - targeting the gaps in students' ability to ensure that they are effectively taught to master these more successfully.
 - assessing and monitoring students' progress.

- Students' development of critical thinking, problem solving and innovation skills by:
 - analysing the different types of critical thinking, problem solving, and innovation skills students need to develop and engage in.
 - analysing the curriculum subjects where students can apply and strengthen their skills so becoming more proficient at critical thinking and problem solving.
 - considering the most appropriate subjects as a central part of students' development and application of their skills for example, science, maths, PE, and IT as starting points.



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.