



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme
**School Performance Review (SPR)
Report**

**THE MODERN AMERICAN INTERNATIONAL
PRIVATE SCHOOL**

6 - 9 February 2023

Overall Effectiveness

GOOD



إتقان ITQAN





TABLE OF CONTENTS

PURPOSE AND SCOPE	3
THE SCHOOL PERFORMANCE REVIEW PROCESS	4
SCHOOL INFORMATION	<i>Error! Bookmark not defined.</i>
THE SCHOOL PERFORMANCE REVIEW FINDINGS	7
Performance Standard 1: Students' Achievement	8
Performance Standard 2: Students' personal and social development and their innovation skills	16
Performance Standard 3: Teaching and assessment	18
Performance Standard 4: curriculum	19
Performance Standard 5: the protection, care, guidance and support of students	20
Performance Standard 6: Leadership and management	22
ADDITIONAL FOCUS AREAS	23



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-level 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-level 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, students' attainment data, 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	116
	School location	Al Azra, Sharjah
	Establishment date	05/07/2015
	Language of instruction	English
	School curriculum	American
	Accreditation body	COGNIA
	Examination Board	N/A
	National Agenda Benchmark Tests/ International assessment	EMSAT, AP College board PISA, TIMSS, PIRLS, CAT4, MAP, IBT
	Fee range	AED 16400 to 30500
	Staff	Principal
	Chair of Board of Governors	Othman Abdulbari
	Total number of teachers	67
	Total number of teaching assistants	6
	Turnover rate	2%
	Main nationality of teachers	Egyptian
	Teacher: student ratio	1:16
	Total number of Students	1039
	Number of Emirati students	77
	KG: number and gender	Total 131: Girls 56, Boys 75
	Primary: number and gender	Total 358: Girls 158, Boys 200
	Middle: number and gender	Total 288: Girls 133, Boys 155
	High: number and gender	Total 262: Girls 131, Boys 131
	Nationality groups	1. Jordanian 2.
Total number of students with special educational needs	87	

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
WEAK	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers' 154 lessons, 69 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This represents a significant improvement since the previous inspection in 2018 when the school was judged to be weak. Leaders provide a clear vision and strategic direction. This is supported by effective self-evaluation and improvement planning which is shared with stakeholders at all levels. The quality of teaching, curriculum and assessment across the school have all improved to good. This has contributed to important improvements in students' overall achievement, which is now also good. Students' personal development is good, as are health and safety arrangements and the care and support that students receive. The school environment is sufficient to support students' learning. Resources are adequate but the provision for digital learning technologies could be improved.

KEY AREAS OF STRENGTH:

- The impact of school leaders and governors in bringing about improvement.
- The good progress students make in almost all their subjects.
- Students' positive attitudes to their learning.
- The good quality of teaching and the curriculum.
- The protection, care, guidance and support provided for students.
- The involvement and contribution of stakeholders throughout the school.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement, especially in science in the Primary and Middle Phases.
- The attendance and punctuality of a small minority of students.
- The balance of primary-based and specialist teaching to better meet the needs of Primary Phase students.
- Stakeholder understanding of the provision for care, guidance and support.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good.

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



Islamic Education

- Students' achievement in Islamic Education is good across the school. In lessons and in their work, the majority of students make better than expected progress in all phases. This does not match the school's internal data, which shows that students make outstanding progress in Primary Phase, and very good progress in the other phases.
- Internal assessment data shows that attainment is very good in Middle and High and outstanding in Primary. This is not seen in lessons and in students' work, where the majority of students attain above curriculum standards in KG, and in the Primary, Middle and High Phases. There is no external data for this subject.
- In KG, children can talk about the importance of respect for parents in Islam and they can link this to their own lives. In Primary Phase, students can recite the verses from the Holy Qur'an and talk about the reasons for revelation. They understand and appreciate the life of the Prophet (PBUH) and His Seerah, and link what they learn to Islamic etiquette and values. In Middle and High Phases, students understand verses in the Holy Qur'an and make connections with Islamic principles. However, their analytical skills when reading the Noble Hadeeth are less well developed. Students' recitation skills of Surah in the Holy Qur'an following Tajweed rules are underdeveloped across the school. In High Phase, students can talk about Shari'a and Sunnah, correlating Islamic values with good citizenship.
- Overall, the majority of groups of students make better than expected progress. At times, some low-attaining students, and those who have special educational needs, do not make as much progress as they could.

Areas of Strength

- Students' understanding and application of the key principles of Islam and the verses of the Holy Qur'an in Primary Phase.
- High phase students' ability to talk about Sharia and Sunnah and correlate Islamic values with good citizenship.

Areas for Improvement

- Students' Holy Qur'an recitation skills and application of Tajweed rules in all phases.
- Students' ability to analyse the verses in the Holy Qur'an and the Noble Hadeeth in Middle and High Phases.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a first language (AFL) and Arabic as a second language (ASL) is good in all phases. In lessons and in their work, the majority of students make better than expected progress in all phases and in both subjects. This matches with the school's internal data for AFL. It does not, however, match with students' progress in ASL, where the school's data indicates that students make very good progress.• Internal assessment data shows that overall attainment is good in AFL and very good in ASL. The attainment seen in lessons and in students' work shows that the majority of students reach above curriculum standards in both subjects, which matches the school's data in AFL, but not in ASL. There is no external data in either subject.• Across the school, students develop good listening and reading comprehension skills. In AFL, KG children identify and sound out letters correctly, and can write them accurately. They recognise short and long letter sounds. They can speak using basic vocabulary, although not always in full sentences. Across the school, most ASL students make good gains in using grammar rules and vocabulary to talk about themselves and their family. They can make connections between texts and real-life experiences. In Primary and Middle Phases, most students apply grammar rules and use standard Arabic when speaking, however, this is sometimes inconsistent. In High Phase, students show appropriate comprehension skills and can find the main idea in a poem. They answer direct questions skilfully. In both AFL and ASL, students' extended writing and handwriting skills are under-developed throughout the school.• The majority of groups of students make better than expected progress. However, some Higher-attaining students and some students with special educational needs in AFL do not always progress as well as they might.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' listening and understanding skills across the school.• Students reading and comprehension skills in High Phase.	<ul style="list-style-type: none">• Students' extended writing and handwriting skills across the school.• KG children's use of sentences when speaking.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good in Primary, Middle and High Phases. The school's internal data shows that students make outstanding progress across the school. This does not match with that seen in lessons and in students' recent work, where the majority of students make better than expected progress across the school.• The school's internal data indicates that students' attainment is outstanding across the school. This is not seen in lessons and in students' work where only a majority of students attain above curriculum standards. There is no external data in this subject.• Students across all phases demonstrate an understanding of national identity and the importance of values and ethics. They understand the role of good citizenship. In Primary Phase, students talk about the seven Emirates and can make a meaningful link to their own experiences and to the real world around them. In Middle and High Phases, students can identify and label geographical features and landscapes of the UAE. However, their skills in using maps, particularly digital maps, are less well developed. Students can talk about the rulers of the UAE and the role of Muslims and Emirati women in building the nation. However, students sometimes struggle to compare and contrast their knowledge with other contexts and countries.• Overall, the majority of groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of national identity, the significance of values and ethics, and the merits of being a good citizen across the school.• Primary students' knowledge of the Emirates and the links to the outside world.	<ul style="list-style-type: none">• Students' ability to compare and contrast their knowledge of the UAE with other contexts across the school.• Students' map-reading skills and their use of digital maps in Middle and High Phases.



English	<ul style="list-style-type: none">• Students' achievement in English is good overall. In lessons and in their work most students make better than expected progress in all phases. This matches the school's internal assessment data, which also shows students make good progress.• Students' attainment is good overall, and in all phases. External and internal school data matches this pattern. In lessons and in their work, the majority of students reach standards which are above curriculum expectations.• In KG, children make good gains in building their knowledge of phonics. They use these to decode and read a range of words. Students in both Primary and Middle Phases progress well in developing their speaking and listening skills. They use correct grammar and syntax in both their spoken and written work with confidence. Older students produce written accounts for a good range of different purposes, although across the school, students' extended writing skills are less well developed. Students in High Phase show a good understanding of poetry, including the poems of Emily Dickinson. They understand and explore the related concepts of female emancipation, isolation and melancholia. Students' progress well in reading with expression and understand an increasingly sophisticated vocabulary. A few students, particularly in Primary, have difficulty expressing themselves fluently in discussions and collaborative activities. Across the school, students progress more quickly when their learning is linked to real-life examples.• Overall, the majority of groups of students make better than expected progress. Students who are gifted or talented do not always progress as well as they might.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' enthusiasm in speaking, reading and writing in all phases.• Students' confidence in phonics, letter formation and sentence construction in KG.	<ul style="list-style-type: none">• Students' extended writing skills across the school.• Students' ability to speak fluently and with expression, including in discussions, especially in Primary.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good overall. The school's internal data shows that students make good progress in all phases. This matches with that seen in lessons and in students work, where the majority of students make progress which is above curriculum expectations.• The school's internal data shows that attainment is very good in Primary Phase and acceptable in Middle and High Phases. This does not match with that seen in lessons and in students' work, which shows the majority of students in each phase reach levels of attainment which are above expected standards. External MAP data shows that attainment is weak in Primary Phase, and acceptable in Middle and High Phases.• Most students in KG, Primary, Middle and High Phases demonstrate good mathematical knowledge and skills. In KG, children develop good number skills across a range of practical counting activities. In Primary, a majority of students are confident with number bonds and place value systems, although they sometimes do not know the appropriate mathematical language to use. Towards the end of Primary Phase, students use the equivalence of fractions to determine the relative sizes of different numbers accurately. In High Phase, a majority of students can solve equations and can find fractions of three-digit numbers. The majority of students in High Phase can use algebra to solve simultaneous equations and inequalities, although their understanding of trigonometry is less secure.• The majority of groups of students make above expected progress overall.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' algebraic skills in High Phase.• Children's knowledge and use of numbers in KG.	<ul style="list-style-type: none">• Students' understanding of trigonometry in High Phase.• Students' use of appropriate mathematical language in Primary Phase.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall, although is good in KG and in High Phase. The school's internal data shows that students make good progress in all phases. This matches that seen in lessons and students work in KG and in High Phase, but not in Primary and Middle Phases, where most students progress at expected rates.• The school's internal data shows that attainment is good overall, and in all phases. This does not match with that seen in lessons and in students' work, which shows that most students reach expected standards in Primary and Middle Phases, and the majority of students are above curriculum standards in KG and in High Phases. External MAP data indicates that attainment is weak in Primary, Middle and High Phases.• In KG, children acquire skills and knowledge related to weather and seasons and acquire age-appropriate scientific vocabulary. In Primary and Middle Phases, students develop acceptable skills in analysis, interpretation, and investigation in their study of plate tectonics and decomposition. However, their understanding of links to real-life and the environment are less well developed. Some Primary and Middle Phase students have important gaps in their scientific vocabulary. In High Phase, students gain skills in the scientific method, and are able to calculate and interpret results to a good standard. They record notes of good quality and discuss and evaluate how they can improve their experiments.• All groups of students make at least acceptable progress. However, some low- and high-attaining students do not do as well as they could, particularly in Primary and Middle Phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' investigation of science in High Phase.• KG children's knowledge and vocabulary in early science learning.	<ul style="list-style-type: none">• Students' understanding of links to real-life and environment in Primary and Middle Phases.• Primary and Middle Phase students' acquisition of scientific vocabulary.



Other subjects	<ul style="list-style-type: none">• Students' overall achievement in other subjects is good, although is acceptable in Primary Phase. The school's internal data shows that students make good progress in Primary, Middle and High. This does not fully match that seen in lessons and in students' work, where most students make expected progress in Primary, and the majority make above expected progress in Middle and High Phases.• The school's internal data shows that students' attainment in other subjects is good. In Middle and High Phase, this matches that seen in lessons and in students' work. However, in Primary Phase, most students are in line with curriculum standards. There is no external data for other subjects.• In Art, most students show confidence in using a pencil to draw or when creating light and dark through shading. The artwork of some students in the Middle and High Phases is impressive. In ICT, most students understand how to use computer aided design software. Older students show a good understanding of systems architecture in ICT. However, students in Primary Phase do not demonstrate a good knowledge and use of computer software and coding. In Business Education, most students attain above expectations in personal finances, accountancy and domestic budgets. In PE, students reach expected standards at best, especially in Primary Phase, some pupils have weaker skills in gymnastics, basketball and athletics. Students in all phases enjoy and appreciate UAE dancing, art and traditional clothing.• Overall, all groups of students make at least expected progress in other subjects.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' skills in Art across the school.• Students' knowledge of business principles.	<ul style="list-style-type: none">• Students' performance skills in team games across the school.• Primary phase students' knowledge and skills in ICT.



Learning Skills	<ul style="list-style-type: none"> Students' learning skills are good overall, and in all phases. Most students engage fully in learning and show positive attitudes. They interact with each other enthusiastically, enjoy learning and respond well to their teachers. Students collaborate and support each other well in their work. Across the school, they work well as "peer teachers" to lead segments of lessons. Students speak well and answer questions in a lively fashion when engaged in group work. Students take their communication skills by presenting ideas at length in class discussions. This helps develop their critical thinking, understanding and confidence in speaking fluently. However, a few students can be passive. Students can apply what they have learnt to the outside world and make connections between different areas of learning, especially in Arabic. Students can think critically when working on problem-solving, comprehension or scientific investigations. However, their innovation and enterprise skills are under-developed. Students make some use of technology to support their work across most subjects, but they sometimes lack confidence in their use of digital devices. 	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"> Students' positive attitudes towards their work. Students' collaborative learning and communication skills. 	<ul style="list-style-type: none"> Students' innovation and enterprise skills. Students' confidence in the use of digital devices.

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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good



- Students' personal and social development and their innovation skills is good overall. Their understanding of Islamic values and awareness of Emirati culture is also good. Social responsibility and innovation skills are acceptable.
- Students' attitudes and behaviour around school and in lessons are good. They respect each other, their teachers, leaders, and visitors. Incidents of bullying are rare. Strong relationships with teachers help students in their personal development.
- Students demonstrate a positive and responsible approach to learning. In lessons, they appreciate feedback and do their best to respond to it effectively.
- Students have an appropriate understanding of healthy eating and how to maintain active lifestyles, such as through regular exercise. However, this is inconsistent across the school.
- Attendance, at around 96%, is very good. However, some students display poor punctuality, with a few students sometimes late to school by up to 45 minutes. This lateness is not always recorded accurately.

Understanding of Islamic values and awareness of Emirati and world cultures

Good

Good

Good

Good

- Students demonstrate a good understanding of Islamic values and the way in which these influence life in the UAE. They benefit from the school's effective promotion of these values during lessons, assemblies and Holy Qur'an recitations.
- Students have a good knowledge and understanding of the UAE's heritage, culture and history, and also that of their own and other world cultures. They celebrate national occasions and visit museums and cultural events. They show their respect and appreciation for UAE leaders.

Social responsibility and innovation skills

Acceptable

Acceptable

Acceptable

Acceptable

- A minority of students are aware of their responsibilities in volunteering within the school and the local community, and some take part actively. For example, some students volunteer to clean the beach and have organised collections to help those less fortunate.
- Students sometimes demonstrate the values in their community work which they apply to their own lives. Students are usually responsible and occasionally organise activities on their own initiative, but their innovation and enterprise skills are less well developed.
- Students are involved in a number of environmental awareness projects, which helps them deepen their understanding of conservation and sustainability. Many of the displays around school use recycled materials, which students have produced in Art. However, there is room for further development of this aspect of students' lives in school.

Areas of Strength:

- Students' behaviour and attitudes to learning.



- Students' understanding of Islamic values and of Emirati and world cultures.

Areas for Improvement:

- The punctuality of a few students to school.
- Students' innovation and enterprise skills, and their involvement in environmental activities.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of teaching and assessment is good.• Teachers have good subject knowledge and show a secure understanding of how students learn. They know their subjects well, providing well-designed lessons which are often broken into smaller segments. This helps more students to develop their understanding, step-by-step.• Teachers ensure learning is well-structured, using lesson plans which include appropriate learning objectives. These objectives are sometimes not shared clearly at the beginning of lessons, so students are not always clear about the purpose of the lesson.• Teachers use effective questioning to establish students' levels of knowledge and understanding and to consolidate the main points of lessons. They use probing questioning to challenge students and to promote deeper reflection.• Time and resources are used effectively to enhance and consolidate learning. Teachers create positive and enjoyable learning environments.• Teachers use a range of helpful strategies to meet the needs of the different groups of students, although there are sometimes inconsistencies. Across all phases, the promotion of innovation, problem-solving and independent learning is underdeveloped.				
Assessment	Good	Good	Acceptable	Good
<ul style="list-style-type: none">• The school's internal and external assessment processes have recently been improved. They are consistent and are linked to the school's curriculum. The analysis of benchmark data provides useful information about how well students are achieving.• Assessment is used to track students' progress adequately and identifies gaps in their learning. However, the use of assessment to inform teaching and curriculum planning is at an early stage of development, including in the Middle Phase.				



- Teachers are aware of most students' strengths and weaknesses. While many lessons are modified to meet the learning needs of students, this is sometimes inconsistent across the school, especially in the Middle Phase. Oral feedback is helpful and written feedback usually, but not always, provides students with the next steps to improve their work.

Areas of Strength:

- Interactions with students which promote engagement and interest.
- Questioning which helps to consolidate and deepen learning.

Areas for Improvement:

- Use of assessment to plan and teach lessons closely matched to the needs of the students.
- The promotion of innovation and enterprise through appropriate activities.

PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- The overall quality of the curriculum is good. It is broad and balanced and aligned with the California Common Core state standards. It meets the Ministry of Education (MoE) statutory requirements.
- The curriculum ensures that students build their knowledge and skills systematically from year to year, mainly through the use of subject-based textbooks. The curriculum for children in KG meets their needs well. Overall, the curriculum allows for a smooth transition between phases.
- Subject options in High Phase are varied. They allow students to select courses that match their interests and future career plans. Students' learning is enhanced through these and other choices. Extra-curricular activities are too few at present, and leaders are aware of the need to improve this aspect.
- Cross-curricular links are mostly integrated well in lessons. For example, across the curriculum, students develop knowledge, understanding and appreciation of UAE culture, heritage and traditions.



<ul style="list-style-type: none">Senior and middle leaders conduct a regular review of the curriculum to strengthen provision across all subjects. This helps to ensure that the curriculum meets the academic and personal developmental needs of all students.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">The modification of the curriculum generally meets students' learning needs well, although there are some inconsistencies. Students of determination are well supported throughout school.The school is at an early stage in its development of plans to promote innovation and enterprise skills. There are currently enhancements which allow for students to participate in projects to develop these skills.The curriculum is designed to help students gain a deeper understanding of Emirati culture and UAE society in all phases. This is effectively integrated into the curriculum across all subjects especially in Arabic and Islamic education.				
Areas of Strength:				
<ul style="list-style-type: none">The wide range of curricular choices for students in High Phase.The strong links with Emirati culture and UAE society throughout the curriculum.				
Areas for Improvement:				
<ul style="list-style-type: none">The implementation of approaches to develop innovation and enterprise across the school.The number and range of extra-curricular activities.				

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

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



- The overall quality of protection, care, guidance and support of students is good.
- Procedures for safeguarding children are effective, including child protection arrangements. Parents and staff are aware of and understand child protection and safeguarding policies and procedures.
- The school is a safe environment and has effective arrangements to protect students from verbal or physical abuse, including bullying. Bus safety and supervision is good.
- The building is safe and secure, and well-maintained. There are regular fire drills, and evacuation procedures are known by all. The school maintains clear records, and action plans are drawn up to prevent any recurrence.
- The school is developing its promotion of healthy lifestyles, but does not promote this consistently, including in the canteen. School assemblies sometimes encourage the importance of diet and exercise, but programmes to promote healthy lifestyles are not yet systematic.

Care and support

Good

Good

Good

Good

- Staff are respectful and caring with students, and this is usually reciprocated. The school has an effective approach to managing student behaviour. Girls usually manage their own behaviour well.
- Systems for managing attendance and punctuality, including follow-up of unauthorised absences and lateness are not always rigorous enough. The punctuality of a few students to school is a notable area of concern.
- The school has an effective system to identify SEN and gifted or talented students. There are 87 students identified as having SEN in the school. They are provided with additional support to enable them to make progress.
- The school provides comprehensive orientation and report card evenings for parents which are followed up by emails, messages and newsletters. However, the school does not always do enough to inform parents and other stakeholders about the breadth and impact of its work to provide care and support for students.
- Career guidance provided by the school counsellor and High Phase teachers is appropriate. This provision is to be enhanced further by recently appointed specialists. The school has partnerships and links with universities in the UAE and overseas. It supports students in Grade 12 when they apply to enter Higher Education.

Areas of Strength:

- Effective procedures and practices to safeguard students.
- Positive, respectful relationships between all members of the school community.

Areas for Improvement:

- The promotion of healthy choices and lifestyles and the understanding of stakeholders about the care and guidance of students.
- The rigorous focus on good punctuality and attendance.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable

- The overall quality of leadership and management is good.
- The principal and senior leaders are fully committed to improving the school. They set a clear, strategic direction. This is communicated with the whole school community. Relationships are courteous and professional, and staff morale is good. Leaders promote high standards, inclusion and the UAE national priorities. Leaders have been very successful in improving the school since the previous inspection of 2018. They demonstrate a good capacity to improve the school further.
- Leaders at all levels demonstrate a good awareness of how to improve the school. Senior leaders have distributed leadership responsibilities well. For example, middle leaders have been successful in improving teaching and learning in many subjects. Regular meetings of subject teams and teachers, alongside the rigorous monitoring of teaching, have played a significant role in raising standards.
- Leaders review lessons frequently and give constructive feedback to teachers. However, these observations do not always focus enough on the impact of teaching on students' learning. Processes to share best practice are developing very well. The strategic direction provided by senior leaders is having a notably positive impact on the school's performance.
- School improvement planning is thorough and involves a wide range of stakeholders. Plans are firmly rooted in the findings from leaders' self-evaluation, which is realistic, accurate and effective. Leaders have successfully addressed the recommendations from the previous inspection.
- The School Improvement Plan (SIP) is a useful document which identifies a suitable set of priorities. Leaders monitor actions regularly, but monitoring is sometimes insufficiently focused on the impact of these actions, including on students' achievement.
- Many parents are closely involved in school life at various levels and greatly appreciate its contribution to their children's education. They are very supportive of the school and their views are considered carefully when developing improvement priorities. Communications with parents

School Performance Review of The Modern American International Private School 6 – 9 February 2023



are of good quality, and reporting procedures ensure parents are well-informed about their children's learning and development.

- The school benefits from positive links with local community organisations. It organises students' charity work and volunteering, enhancing students' awareness of the needs of the community. The school enjoys good partnerships with the local community and partner schools. International partnerships are underdeveloped.
- Governance includes parents and educationalists. It meets regularly and governors are familiar figures around the school. They periodically monitor leaders' actions and have a good understanding of the school's strengths and weaknesses. Governors hold senior leaders fully to account for outcomes and the school's performance.
- The day-to-day management of the school is well-organised, and it runs smoothly. Staff are sufficient in number although the balance of subject specialist teachers to teachers from a more generalist Primary background, may not always meet the needs of all students.
- Teachers are suitably qualified and receive regular professional development, which is well matched to the school's priorities. Learning areas and facilities are sufficient to support students' learning. The outdoor sports facilities are acceptable. Resources for learning are adequate but there is room for improvement, for example in the provision and use of digital learning technologies.

Areas of Strength:

- The quality of leadership and management at all levels, including governance.
- Strong partnerships with parents and the community.

Areas for Improvement:

- The focus of leaders' monitoring activities on the impact of actions taken.
- The sufficiency of digital technologies to support students' learning.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are nine teachers of Arabic first language in the school, and the ratio of teachers to students is 1:101. There are a further five teachers of Arabic second language, where the teacher to student ratio is approximately 1:12.
- The library provision consists of 773 fiction and non-fiction books (Arabic Medium) and 300 literary and scientific books (Arabic Medium).
- Classes attend the library according to a schedule prepared by the librarian. There are speaking classes where students are provided with topics to discuss in class or to listen to on recorded video. Students participate in the school morning broadcast and take part in internal and external competitions. The allocation of classes for reciting and memorising the Holy Qur'an is at an early stage.



- There is also a monthly multi-topic magazine prepared by students which is uploaded to the school's online resources. There is a mobile library in the KG and Primary Phases and staff are encouraged to allocate part of a lesson for students to access it. Students visit the Sharjah Book Fair and read books and stories during the month of reading in March.
- Students also take part in various competitions, such as a poetry recitation competition, participation in the Arab Reading Challenge competition, an Islamic Education Competition Memorizing the Holy Qur'an and the Noble Hadeeths of the Prophet (PBUH) and chanting. Parents are informed about competitions and successful students and are helped to support their children with reading.

The school's use of external benchmarking data

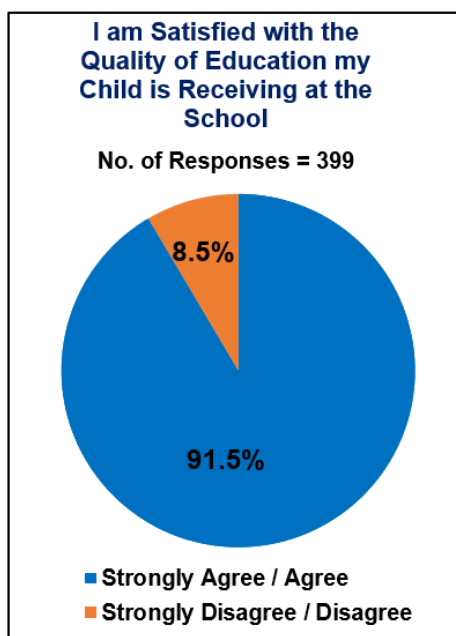
- Only a small minority of students have taken international tests in the past, including IBT and TIMSS, because of school closures during the pandemic and students' home-learning. The tests were not supervised by the school and results obtained were not moderated. The number taking the tests were so small as to make the results statistically unreliable. The school was not able to prepare students fully for the tests.
- In compliance with SPEA expectations, a total of 213 students took the IBT examinations, and 440 took the MAP tests. All students are made aware of the external examinations and the procedures are explained to students and parents. Staff provide regular preparation sessions for students during school hours, and this helps them to get ready for the external tests. A form is sent to parents for signature before the students take the examinations.
- The results of the tests are communicated by email, and through discussions in class with students. Parents are informed by email and at parent-teacher meetings.

Provision for KG

- In KG, there are six class teachers altogether, three for KG 1 and three for KG 2. In addition, there are six support teachers, one in each class. The overall ratio of adults to children is approximately 1:12.
- Learning resources are allocated to each of the six classes. Children access the outdoor learning resources according to a timetable, and at break and lunchtimes. The outdoor environment includes sand, water and an area for PE. Drama is taught once a week, 'show and tell' (speaking skills) sessions and two sessions devoted to reading. In 'show and tell' sessions, parents are invited and encouraged to bring resources from home and anything they have been working on with their child.
- There are several arrangements for induction when children start school, and for their transition to Grade 1. These are communicated clearly to parents. At induction, there are individual meetings with children to assess their needs. The SEN coordinator also meets with them to assess any needs. There is a baseline assessment, and teachers are provided with any information gathered from the initial meeting with parents. The results of the assessment are shared with parents and also with the KG leader. The KG leader may also meet the parents to ask any further questions, or to provide advice and support.
- Children with additional needs have a 'shadow' teacher who is employed and paid for by the parents, and the school inclusion leader trains and co-ordinates them. Children are assessed regularly, and the 'shadow' teacher feeds back any relevant information to parents.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Further improve students' achievement, especially in science in the Primary and Middle Phases, by:
 - matching the choice of teaching strategy and activity to the content being taught.
 - ensuring that all lessons start promptly and are well-planned and organized.
 - enabling students to take an active part in lessons and demonstrate their learning.
 - sharing clear learning objectives at the start of lessons, understood by the students.
 - encouraging students to be more innovative, creative and enterprising.
- Improve the attendance and punctuality of all students by:
 - raising students' and parents' awareness of the importance of good punctuality and regular attendance.
 - regularly acknowledging and rewarding students' good attendance and punctuality.
 - reviewing and improving the school's attendance policy and sharing with stakeholders.
 - following-up issues of poor attendance and punctuality promptly with students and their parents.
- In Primary Phase, strengthen the balance of primary-based and specialist teaching to better meet the needs of Primary Phase students, by:
 - reviewing the balance between primary-based teaching and specialist teaching.



- trialling younger primary students being taught more often by a 'home,' primary-based, classroom teacher.
- Improve stakeholder understanding of the care, guidance and support for students, by:
 - sharing the school's policies for care, support and guidance with stakeholders.
 - providing training for all teachers and staff in all aspects of care, guidance and support.
 - holding meetings with parents to share the school's procedures and practices in care and support.

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 schools.review@spea.shj.ae within three weeks of receiving this report.