



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

MANTHENA AMERICAN SCHOOL LLC
10 to 13 February 2025

Overall
Effectiveness
Rating:
GOOD

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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements



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

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

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

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



SCHOOL INFORMATION

School	School ID	416
	School location	Muwaileh, Sharjah
	Establishment date	2021
	Language of instruction	English
	School Curriculum	American
	Accreditation body	Cognia
	Examination Board	Northwest Evaluation Association (NWEA) College Board
	External Assessments International and Curriculum Benchmark Assessments	Trends in International Mathematics and Science Study (TIMSS) Test of Arabic Language Arts (TALA) International Benchmark Test (IBT) Measures of Academic Progress (MAP) Cognitive Abilities Test (CAT4)
Staff	Fee Range	AED 16,500 to AED 26,950
	Principal	Paul Grimaud
	Chair of board of governors	Debasish Chakraborty
	Total number of teachers	61
	Total number of teaching assistants	12
	Turnover rate	5%
Students	Teacher: student ratio	1:14
	Total number of students	846
	Total number of students per phase	KG : 198 Elementary: 352 Middle : 178 High 118
	Pre-KG: number and gender	Boys: 16 Girls: 13
	KG: number and gender	Boys: 88 Girls: 81
	Elementary: number and gender	Boys: 213 Girls: 139
	Middle: number and gender	Boys: 91 Girls: 87
	High: number and gender	Boys: 76 Girls: 42
Total number of Emirati		28

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	students		
	Pre-KG: Emirati number and gender	Boys: 1	Girls: 1
	KG: Emirati number and gender	Boys: 4	Girls: 1
	Elementary: Emirati number and gender	Boys: 5	Girls: 4
	Middle: Emirati number and gender	Boys: 4	Girls: 5
	High: Emirati number and gender	Boys: 2	Girls: 1
	Nationality groups (largest first)	1. Pakistani	
		2. Sudanese	
	Total number of students with special educational needs	40	



PROGRESS JOURNEY

Previous Review: 2023-24	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers, 118 lesson observations, 41 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 is an improvement since the previous review visit. In KG, all subjects are good because attainment in English, mathematics and science have improved. In Elementary, in Arabic as a First Language (AFL) and Arabic as a Second Language (ASL) and mathematics students' attainment and progress have remained unchanged as have students' attainment in English and science. All other subjects are now good. In Middle, most subject areas are now good with students' attainment in ASL, English and science and students' attainment and progress in mathematics still acceptable. In High, all subjects are now good with the exception of students' attainment and progress in AFL and ASL. As a result of teachers' professional development, the rise in students' achievement and the implementation of a robust assessment system, teaching and assessment are now good. Modifications to the curriculum have raised standards to good. Health and safety in the school is very good, although the care and support for students who are gifted and talented (G&T) and for students who are speakers of English as an additional language (EAL) require strengthening. The strong delegated leadership team, parental partnerships and governance are good. The very good facilities and resources meet students' learning needs effectively.

KEY AREAS OF STRENGTH:

- Students' knowledge, skills and understanding in extended and creative writing in English.
- The improved quality of teaching and learning in most subjects across all phases.
- Students' application of their innovation skills in lessons and in their project-based learning.
- The effective policies and procedures that ensure that all students are kept protected in a safe and inclusive environment.
- The strong professional competence and the understanding of best practice shown by the principal and senior leaders, resulting in effective school improvement.



KEY AREAS FOR IMPROVEMENT:

- Strategies that support all students studying in English as an additional language.
- Students' attainment and progress in mathematics and science in Elementary and Middle and their attainment in AFL and ASL in Elementary, Middle and High.
- Strategies that support G&T students in both lessons and in extracurricular activities.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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

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Islamic Education

- Students' achievement in Islamic education is good overall. The school's internal data shows that students make very good progress across all phases. This does not match with what is seen in lessons and students' work where the majority of students across all phases make better than expected progress over time.
- The school's internal data shows that attainment is very good across all phases. This does not match with what is seen in lessons and in students' work, which shows that the majority of students across all phases attain above curriculum expectations. There is no external data for Islamic education.
- The majority of students make better than expected progress across the school. In Elementary, they recognise and appreciate the value of mercy and sympathy in the Noble Hadeeth. A few cannot interpret some of its words. In Middle, they appreciate the value of the prohibition of frightening people, tolerance and forgiveness and recognise the benefit of their effects in strengthening good relationships among communities. A few cannot give examples of applying these values in real-life contexts. In High, the majority of students recognise the value of respecting wives and treating them well; they are aware of how respecting women results in healthy relationships among families and society. A few cannot recite verses of the Holy Qur'an using the correct Tajweed rules.
- The majority of groups of students make better than expected rates of progress with few differences between groups.

Areas of Strength

- Students' appreciation of the value of tolerance, forgiveness, mercy and sympathy in the Noble Hadeeth in Elementary and Middle.
- Students' appreciation for the value of respecting women and its positive impact on families and societies in High.

Areas for Improvement

- Students' ability to interpret the Noble Hadeeth correctly in Elementary.
- Students' skills in the recitation of the Holy Qur'an using Tajweed rules in High.



Arabic	<ul style="list-style-type: none"> Students' achievement in AFL and ASL is acceptable overall. The school's internal data shows that students in both ASL and AFL make good progress across all phases. This does not match with what is seen in lessons and in students' work where most students in AFL make expected progress over time in Elementary and High and it matches with the majority of students making better than expected progress over time in KG and Middle. In ASL, most students in Elementary and High make expected progress over time whereas the majority of students in Middle make better than expected progress over time. The school's internal data shows that attainment is good in AFL and ASL across all phases. TALA results for AFL indicate acceptable attainment in Elementary, Middle and High. IBT examination results for ASL show acceptable attainment in Elementary, Middle and High. In lessons and students' work, most students across all phases in ASL and in Elementary and High in AFL attain in line with curriculum standards whereas the majority of students in KG and Middle in AFL attain above curriculum standards. In AFL, the majority of children in KG recognise the letter "D" because they read and pronounce it correctly. Most Elementary students speak and read adequately, a few making pronunciation mistakes. They can write simple sentences sometimes with punctuation and grammatical mistakes. In Middle, the majority of students can read and analyse poems, extracting the main idea in each line. In High, they can write sentences and paragraphs although their extended writing skills are less developed. In ASL, most students in Elementary make expected progress in listening, speaking and reading about their clothes. A few make some pronunciation mistakes. In Middle, the majority of students can read and speak about travelling. They can interpret and analyse texts and answer related comprehension questions. Their writing skills are less well developed. In High, most students can read and speak about H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP). A few make pronunciation errors and often they do not speak using standard Arabic. Overall, the different groups of students make similar rates of progress. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' ability to extract the main idea from a given text in AFL in Middle. Students' speaking skill in ASL in Middle. 	<ul style="list-style-type: none"> Students' ability to speak standard Arabic in AFL and ASL in Elementary. Students' extended writing skills in AFL in High.



Social Studies

- Students' achievement in social studies is good overall. The school's internal data shows that students make good progress across all phases. This matches with what is seen in lessons and in students' work where the majority of students make better than expected progress over time across all phases.
- The school's internal data shows that attainment is good across all phases. This matches with what is seen in lessons and in students' work which shows that the majority of students attain above curriculum expectations across all phases. There is no external data for social studies.
- The majority of students make better than expected progress overall. In Elementary, students recognise clean sources of energy and appreciate the green economy and its benefits to society. They are aware of its success in the UAE and Japan. a few cannot apply their knowledge by giving examples from real-life contexts. In Middle, students are aware of the importance of tolerance and its relation to diversity. They reason how to respect others regardless of their own beliefs. A few find it difficult to analyse and compare different cultures and identify similarities and differences. In High, they recognise and appreciate woman's role in UAE society. They highlight H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) and Sheikha Fatima bint Mubarak's roles in supporting women to take leading roles in the UAE side by side with men across all jobs.
- Overall, the majority of groups of students make better than expected progress with few differences between different groups.

Areas of Strength

- Students' recognition of clean green economy and its benefits and features on societies in Elementary.
- Students' appreciation of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) and Sheikha Fatima bint Mubarak's roles in supporting women in taking leading roles in UAE society in High.

Areas for Improvement

- Students' ability to apply their knowledge by giving examples from real-life contexts in Elementary.
- Students' skills in analysing and comparing cultures and identifying similarities and differences in Middle.



English

- Students' achievement in English is good overall. The majority of students in all phases make better than expected progress overtime.
- The school's internal data for attainment is outstanding in KG and good in all other phases. The attainment seen in lessons and in books is in line with curriculum standards for most students in Elementary and Middle and above curriculum standards for the majority of children in KG and students in High. External data shows that students' results in MAP is weak in Elementary, Middle and High. There is no external data for KG.
- In KG, children learn to recognise and sound out letters, blending them correctly to read and write simple words. They express their ideas in short sentences in narrative and informational texts. Children contribute to group discussions which extends their English-speaking skills and vocabulary. In Elementary, students develop their listening and speaking skills, giving them confidence when presenting their ideas to their peers. They can articulate their opinions, sharing thoughtful reasons and giving examples. They continue to improve and enrich their writing skills using good strategies to organise their ideas. In Middle, students participate in group discussions, confidently articulating their viewpoints. They can compare their ideas between different texts and consider the author's point of view and its effect on the main idea. Students' skills in reading more challenging texts and the development of their speaking and presentation skills in Elementary and Middle is less well developed. In High, students participate in structured debates. They are reflective, confident learners who critically engage with literature, discussion, and the media. They effectively use their English to articulate opinions, as seen when analysing texts such as King Midas and the Golden Touch. Students' advanced writing skills and text analysis across all phases are less well developed.
- Overall, the majority of groups of students make similar rates of progress from their starting points with few differences between different groups.

Areas of Strength

- Children's and students' development and use of multiple strategies that results in writing in a variety of formats in Elementary.
- Students' good progress in reading and analysing increasingly challenging texts in High.

Areas for Improvement

- Students' advanced writing skills and text analysis across all phases.
- Students' skills in reading more challenging texts and their development of speaking and presentation skills in Elementary and Middle.



Mathematics

- Students' achievement in mathematics is acceptable overall. It is good in KG and High. This reflects progress over time seen in lessons and in students' work. It does not align with the overall good internal data and weak results from external benchmarking tests.
- The school's internal assessment data indicates very good attainment in High and good attainment across all other phases. External MAP data shows weak attainment in Elementary, Middle and High. TIMSS scores in Grades 4 and 8 are below average. There is no external data for KG. The attainment seen in lessons and in students' work is in line with curriculum standards for most students in Elementary and Middle and above curriculum standards for the majority of students in KG and High.
- In KG, children learn how to add and subtract numbers and where in real life these skills can be applied. Students in Elementary learn about basic operations on fractions, including how to compare two fractions. In Middle, students can apply their knowledge of finding the perimeter and area of a circle to solving tasks that model real-life situations. In High, students apply their skills of operating with polynomials to carry out operations with functions. Students across all phases are confident using formulae.
- Overall, most groups of students make similar rates of progress. Girls outperform boys and form the strongest group across all phases.

Areas of Strength

- Children's application of learning to real life in KG.
- Students' skills in applying formulae across all phases.

Areas for Improvement

- Students' attainment and progress in Elementary and Middle.
- Students' attainment in external benchmarking, in particular in Elementary and Middle.



Science

- Students' achievement in science is good overall. The school's internal data indicates that the majority of students make good progress in their scientific understanding and skills. This is consistent with evidence from lesson observations and students' work, where the majority make better than expected progress in all phases over time.
- The school's internal assessment data indicates good attainment across all phases. There is no external assessment data for KG. The attainment seen in lessons and in students' work is above curriculum standards for the majority of children in KG and students in High and in line with curriculum standards for most students in the other 2 phases. . Students' results for MAP are weak. TIMSS (2023) results for science show that students in Grade 4 performed at intermediate and those in Grade 8 performed below international expectations.
- In KG, children actively engage in hands-on experiments and group discussions, developing scientific vocabulary and curiosity as they build on each other's ideas about locomotion. In Elementary, students improve their scientific reasoning and communication skills, gaining confidence in explaining observations and presenting findings to their peers. Students make progress by experimenting with forces and motion, using toy cars and ramps to explore concepts such as friction and gravity. In Middle, students participate in scientific discussions, confidently defending hypotheses and analysing experimental data. These discussions are student-led and lack the development of higher-order thinking. In High, students demonstrate reflective and analytical thinking, critically engaging with scientific literature, theories, and data interpretation. They effectively apply scientific oracy skills, articulating well-supported arguments in science, technology, engineering and mathematics (STEM) research in physics and enquiry-based projects. Across all phases links to real world application of science are insufficient.
- Overall, the majority of students make similar rates of progress in science with few differences between different groups.



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' application of scientific concepts effectively through hands-on experiments across all phases. Students' active engagement in enquiry-based learning, demonstrating strong analytical and problem-solving skills in High. 	<ul style="list-style-type: none"> Students' development of higher-order thinking skills through scientific reasoning and analysis in Middle. Students' ability to relate aspects of science to the real world across all phases.
Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is good overall. In lessons and in their work, the majority of students make better than expected progress over time. Internal assessment data indicates that attainment in physical education (PE) and art is outstanding. In information technology (IT), it is very good and good in French and business. There is no external assessment data for these subjects. This does not match with what is seen in lessons and in their work, where the majority of students attain above curriculum expectations. In KG2, children make good progress in PE as they learn to move their body through different basic movements to improve their balance and coordination. In Grade 1, students are beginning to develop skills in throwing and catching a ball in PE although often they lack accuracy. In Grade 4, students make progress successfully as they create complex rhythms through clapping and using instruments, recognising musical terms and singing in the tonic sol fah scale. In Grade 4, students' coding skills are developing well in IT as they create animations and moving robots. The majority of students in a Grade 9 and 10 combined elective class, successfully show a growing understanding of human resources (HR) processes for developing skills in training employees. Most students studying French in Grade 10 can use prepositions of place in sentences, although their writing, pronunciation and spelling skills are less well developed. The majority of groups of students make good progress from their starting points, including those with special educational needs (SEN). 	



	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' ability in music to create and perform complex rhythms in Grade 2. Students' ability to create animations and robots in Grade 4 in IT. 	<ul style="list-style-type: none"> Students' skills in throwing and catching a ball accurately in PE in Grade 1. Students' accuracy when speaking, reading, and writing in French in Grade 10.
Learning Skills	<ul style="list-style-type: none"> Students' learning skills are good overall. Students enjoy learning and take increasing responsibility for their learning, especially in the upper 2 phases. When given the opportunity, students can interact and collaborate well in a range of learning situations. Their skills in presenting their own work to the rest of the class are developing. Children in KG are encouraged to discuss with partners the possible outcome of an experiment they are about to observe. During English lessons in Elementary, students work together on a writing activity, sharing opinions on a topic to improve the details in their writing. While learning about addition and subtraction of functions, students in High collaborate on finding the most efficient way to combine two polynomial functions. Students across all phases make connections between the different subjects that they learn. Students' application of what they learn to real-life situations, problems and events is a strong feature in English and needs further development in mathematics and science. Students are innovative and creative. They are able to find things out for themselves in a range of ways, including using books and technology across phases. Critical thinking and problem-solving skills remain developing features across subjects and phases. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' engagement in their learning across all phases. Students' innovation and research skills across phases. 	<ul style="list-style-type: none"> Students' skills in the presentation of their own work to their peers across all phases. Students' critical thinking and problem-solving skills across all phases.



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

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

Indicators:	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">Students' personal development is good overall across all phases. Students have positive and responsible attitudes and show respect towards their teachers and peers. In Phase 4, the majority of students are keen to use their teachers' feedback to improve their learning and work. Children in KG are highly motivated to learn and enjoy their lessons. The majority of students follow school rules and expectations, with minimal behavioural problems.Students and staff share mutually respectful relationships throughout the school. Students actively participate in discussions, take on leadership roles, respect differing opinions and demonstrate inclusivity. They collaborate effectively in groups and independently, supporting peers during whole-class and group activities.Students are actively encouraged to adopt and maintain a healthy lifestyle through a variety of initiatives, including assemblies and lessons. Extra-curricular activities such as sports clubs, Zumba and morning drill in assemblies further promote students' healthy lifestyles both in and out of school.Students' attendance at 94.7% is good. They are mostly on time for lessons.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">Students across all phases appreciate and respect the values of the UAE and have a secure understanding of how the country has progressed while maintaining its traditions. Students are helped to expand their understanding through cross-curricular links and project-based learning in art and Islamic education.Students actively participate in themed assemblies, National Day celebrations, and other significant UAE events. They show respect and appreciation for Islamic values, demonstrating an understanding of how these principles shape positive character traits in daily life.				



Additionally, assemblies conducted in Arabic enhance their linguistic and cultural connections to the UAE.

- Students welcome the opportunity to share experiences. They appreciate listening to other students' talking about their cultures and engage in thought-provoking discussions in moral education and social studies lessons.

Social responsibility and innovation skills

Good

Good

Good

Good

- Students are well aware of their roles in the school and local community. The Students' Council makes significant contributions to the school. It organises many projects such as the Kiswa recycling project and other charity work. Students across all phases support a sustainability project selling and recycling clothes.
- Students have a positive work ethic and a good understanding of enterprise. They are beginning to display leadership skills in all aspects of school life. There is a strong culture of innovation in the school that has led to the establishment of several new clubs, including a student-initiated and student-led Innovation Club, fostering creativity, problem-solving, and hands-on STEM learning, although many projects do not relate to real-world contexts. Students' innovation projects have won several awards in local and global competitions.
- Students demonstrate a developing awareness of environmental matters and recognise the importance of sustainability. They actively participate in eco-friendly initiatives, advocate for environmental conservation, and deepen their understanding of sustainability practices through engagement with eco-explorer diaries. Their awareness and engagement in global and local initiatives is insufficient.

Areas of Strength:

- Students' positive and respectful attitudes and effective collaboration across all phases.
- Students' active participation in innovation initiatives throughout the school.

Areas for Improvement:

- Students' application of their entrepreneurship skills to real-world contexts across all phases.
- Students' awareness of and engagement in global environmental initiatives across all phases.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

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

- Teachers have good subject knowledge and know how most students learn. Teachers consistently apply their knowledge to engage students and plan interesting lessons using resources effectively. There is not always enough time allotted for students to finish their work and share their learning. In the best lessons, teachers introduce a variety of activities to challenge students and provide them with opportunities to make connections to their personal experiences and their lives in the UAE. Teachers use multiple strategies, including software applications and other digital resources to motivate students, although the school is aware that using visual aids to more effectively support the learning of EAL students requires development. Practical learning experiences in conjunction with student-led projects are effective in promoting students' learning skills and progress.
- Relationships between teachers and students are positive. Teachers encourage students' peer relationships, resulting in collaboration in lessons and useful peer-assessment. Students' dialogue is meaningful and sometimes leads to in-depth discussions of topics although this level of interaction is inconsistent across subjects and phases. When probing questions are posed by teachers, students contribute in constructive ways, leading to their better understanding and dialogue in lessons.
- Teachers employ approaches to meet the diverse needs of all students, setting learning goals and success criteria at least in line with curriculum standards. Teaching is not sufficiently personalised for individual students, especially EAL students across all subjects and grades.
- Teaching to develop students' critical thinking and problem-solving skills is still developing. Innovation and independent research are a regular feature of lessons across all phases.

Assessment	Good	Good	Good	Good
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- The school has a well-defined internal assessment system, incorporating both formative and summative assessment to measure students' progress. Internal assessment data provides comprehensive information on students' attainment and is aligned with curriculum standards for consistency and reliability.

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- External and internal assessment data is analysed to track students' progress across different phases. MAP data is reviewed at the end of each term, providing insights that inform curriculum modification and targeted intervention. A large majority of teachers analyse and interpret assessment data, ensuring lesson plans contain integrated differentiated tasks. In KG, assessment focuses on observation and structured play-based evaluations, while in the higher grades, teachers use assessment data to inform and support students' personalised learning plans. These plans are not sufficiently comprehensive or accurate to provide the full support that all students need. Teachers use information from assessments to identify high and low attaining students and to implement progressively challenging activities, although this is not always successful.
- Professional development workshops enhance teachers' assessment practice, ensuring consistency in grading and feedback on students' work. Students are actively involved in self-assessment, setting personal targets and engaging in reflective practices.

Areas of Strength:

- Teachers' feedback to students' that improves their work throughout the school.
- Students' positive relationships and engagement in self-assessment and peer review to support their next steps in learning throughout the school.

Areas for Improvement:

- Teachers' more effective planning of lessons with time for students to complete work, reflect and explain or present their learning across all phases.
- Teachers' use of assessment data to securely design appropriate tasks to meet the specific needs of EAL learners and sufficiently challenging learning activities for all students, including high and low attainers across all subjects and grades.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">Curriculum design and implementation is good across all phases. The US curriculum, which follows American Education Reaches Out (AERO) standards, is broad and balanced and has a clear rationale with a focus on application of learning across all subjects. It meets statutory requirements and is fully compliant with MoE requirements. The scope and sequence of lesson planning ensures that learning builds on students' previous knowledge and skills. The curriculum is well structured to ensure students learn progressively and are well prepared for each new phase.The range of subjects offered by the curriculum allows students to make comprehensive and broad choices where they can study areas of interest both in and out of the classroom. Cross-curricular links are meaningful and planned through a careful selection of themes and projects, based on students' interests and talents. Older students are supported well in their decisions about courses, career choices, and their future educational pathways.Termly reviews result in the updating of the curriculum to enable the measurements of its impact on students' achievement. These reviews usefully consider students' performance data and the requirements of external benchmarking tests. Teachers' input has resulted in a more innovative curriculum that is well-planned and ensures that the needs and interests of most students, including those with SEN are catered for well.				
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">The curriculum contains effective adaptation to attend to students' needs. Subjects and lessons are planned to include work with sufficient challenge to meet the needs of most students, including those with SEN. Modification through the provision of different learning activities is part of each lesson although EAL learners are not sufficiently supported across all phases.The curriculum promotes student's innovation well and offers adequate activities to promote enterprise, and creativity. These activities are not uniformly available across all subjects and grades. Cross-curricular links are meaningful and planned through a careful selection of				



themes and projects, based on students' interest and talents. Older students can choose from range of electives and advanced placement (AP) courses.

- Most aspects of the curriculum enable students to develop a clear understanding and deep appreciation of the UAE's values, culture and society. This is particularly apparent in moral education and social studies where students develop their understanding of UAE history and traditions.

Areas of Strength:

- Teachers' good understanding of the AERO curriculum standards and how to deliver these through interesting and engaging lessons across the school.
- The wide range of curricular choices for older students that develops their talents, interests and aspirations.

Areas for Improvement:

- The review of the curriculum to focus on subjects and grades where there are lower outcomes in students' progress across all phases.
- The additional modification of the curriculum to inform in lessons to better meet the needs of all students, especially those who are EAL and students with SEN across all phases.



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	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The protection, care, guidance and support of students are very good overall. Child protection and safeguarding arrangements are rigorous and defined clearly in a written policy which is well-communicated to and understood by students, staff and parents. Safeguarding training is regular for the new and returning staff and results in the effective protection of students. The school is very effective in protecting students and undertakes a careful risk analysis and assessment when planning for students to engage in any activity which takes place outside of the school.The school provides a very safe and secure environment for staff and students. Comprehensive records of incidents affecting students' health and safety are maintained along with information about any actions taken. The school's premises are well suited to the educational needs of all students, including those with SEN and children in KG. It is clean and well maintained.The school promotes a healthy lifestyle to all students, and PE is encouraged. The school's nurses monitor students' height and weight and will support students and families if they require guidance on weight or health management. Appropriate measures are taken to provide protection from the sun, including shading and ready access to fresh drinking water.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">The relationships between students and staff are very positive and based on mutual respect with everyone working hard to maintain a caring and inclusive school. Classroom and school rules usefully remind students of the expected behaviour which they typically uphold. Assemblies regularly incorporate students' contributions about the significance of respect and kindness towards each other. Consequently, students learn to manage their own behaviour effectively, and bullying is very rare.				



- The school keeps accurate records of attendance and punctuality. Parents are notified promptly of any concerns about individual students. There are measures in place to recognise and reward students with outstanding attendance.
- The school is inclusive and provides a welcoming and nurturing environment for students with SEN. While procedures for identifying SEN students are well established, similar arrangements to identify students who are G&T are not yet fully established.
- The school has specialist staff to provide support although not all of them are familiar with the procedures for maintaining and updating the documentation for supporting students with SEN. Modifications are made to accommodate the range of students with SEN yet such modifications are insufficiently personalised. Support provided to students who G&T remains a developing feature of the school.
- The school has reliable systems for monitoring the wellbeing and personal development of all students. Older students receive good career and academic support in making choices about future careers and further study.

Areas of Strength:

- The procedures to ensure students' health, safety and security throughout the school.
- Staff and students' relationships and positive behaviour management throughout the school.

Areas for Improvement:

- The currency of the documentation for monitoring the progress and the effectiveness of support for students with SEN and G&T students throughout the school.
- The personalised support for students with SEN and those who are G&T so that they make the progress of which they are capable in lessons in all phases.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- The strategic direction for the school is known by all. The vision and mission to empower lifelong learners in a global world with respect, tolerance, inclusion and excellence for all, was decided on jointly by all stakeholders in the community. There is an expectation for leaders to practise honest self-reflection. Senior leaders demonstrate a secure understanding of the curriculum and best practice in teaching and set a positive learning culture which enables the school to improve. Leadership is delegated and all are held accountable for raising students' achievement. Leaders have demonstrated their capacity to improve, using the previous report as a starting point.
- The revised assessment system aligned with the curriculum triangulates internal and external data and contributes to improvement planning. There is a commitment to inclusion that includes a trained team of learning support teachers. Support for EAL learners is inconsistent in lessons. Arrangements for compliance are well managed; all policies are in place and meet statutory requirements.

Self-evaluation and improvement planning

Good

- Internal and external data, together with a realistic reflection on the position of all aspects of the school are embedded in the self-evaluation process. The system produces an overview of the strengths and weaknesses of the school which, together with most priorities from the previous report create specific goals for the school's improvement plan. The detailed action plans are reviewed and updated on a regular basis. As a result, the school has made significant progress in a short time. Students are prepared more effectively for benchmarking assessment tests as shown by some progress in MAP, although overall targets have not yet been achieved. Outcomes for students and skills of teachers are tracked internally and criteria for improvement are monitored for success. Internal and external data on students' performance is tracked and used to inform curriculum and lesson planning.

Partnerships with parents and the community

Good



- Parents, especially those of younger students, are actively involved in their children's learning. They welcome all the information, which is easy to access through software applications, and which keeps them updated on lessons, homework and school events. Their views are collected through regular surveys and are influential in improving the school, such as the addition of more extra-curricular activities. Parents are kept updated on results of both internal and international benchmarking test results through regular reports and parents' and teachers' meetings. They are aware of how they can help learning at home through applications such as IXEL and reading platforms.
- Parents are involved celebration days in the school, accompany sport teams to tournaments and help good causes. Links with the local community and local and international partnerships are few.

Governance

Good

- The recently re-formed governing body consists of representation from parents, a staff member and the Students' Council. Members bring a range of professional skills to support the school as it develops. They are starting to gain knowledge of the school; their views are being considered in the school's action planning and they have had considerable influence on the introduction of extra-curricular activities and the expansion of social media platforms to keep parents informed about the school. They are aware of the school's academic achievement. They do not yet hold leaders accountable for improvement actions or students' outcomes.

Management, staffing, facilities and resources

Very Good

- Procedures are very effective in ensuring that the school runs smoothly. Teachers are employed appropriately to meet the school's needs and they are supported by a continuous programme of professional development, which is tailored to improve the standards of both individual and whole school performance. The high-quality learning environment, including several science and IT laboratories, play-based facilities in KG, relevant resources and technology all promote good teaching and learning that result in students' achievement

Areas of Strength:

- The processes that lead to a realistic self-evaluation of the school's performance.
- The systems for tracking and evaluating students' and teachers' performance.

Areas for Improvement:

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- The higher MAP outcomes for all students.
- The governance that holds leaders accountable for the school's overall performance.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 13 teachers in the school, teaching and supporting Arabic subjects. The ratio is 1:65 students. The library has 173 fiction books and 69 non-fiction books.
- Reading skills are developed through lessons, using strategies including vocabulary building, reading fluency, comprehension, writing integration and the little reader. Further enhancement of reading skills is through the classroom library, electronic library, and online applications including Kahoot and quizzes. This support extends to Islamic education and social studies.
- Reading in Arabic is supported in school through activities and initiatives. The most important is the Kutubee platform, an electronic library that includes hundreds of books at different levels. This helps to develop students' reading skills and reading comprehension. Internal and external competitions include book cover competition of their favourite book, bookmark competition of their favourite genres and a contest for making reading posters.
- Parents support and contribute to the development of reading skills by reading aloud to classes at school and parents are kept informed about their child's reading progress. The young journalist initiative plays a helpful role in promoting reading and literacy.

The school's use of external benchmarking data

- All students take the MAP growth assessment across the school. TALA and IBT in Arabic are taken in Grades 3 to 10. Students in Grades 4, 5, 7 and 9 are assessed for their cognitive ability through CAT 4. Students selected by SPEA took the TIMSS assessment in 2023. The school is preparing for PISA in 2025. PIRLS has not been taken yet as the school only opened in 2021. SPEA requirements are met.
- Students are very aware of the different assessments and are prepared in line with the requirements. The focus on MAP is a key feature. Outcomes are analysed and lessons are planned to incorporate targets for improvement. Students practise questions and develop skills based on their growth point.
- Students discuss their results with teachers after each MAP session, identifying strengths and select learning targets to improve. They know their improvement goals and are supported to reach them with additional practice on the IXEL platform in school and at home.
- Parents are informed about the importance of the UAE agenda and motivate their children to succeed. Results are discussed with them in parents' and teachers' meetings. There is a MAP family summary and special meetings with parents and support for students who show little or no growth.

Provision for KG

- There are 198 children, 9 homeroom teachers and 1 teacher of Islamic education, giving a teacher to child ratio of 1: 20. There are 9 assistants for classes and 12 learning support



assistants for children with SEN.

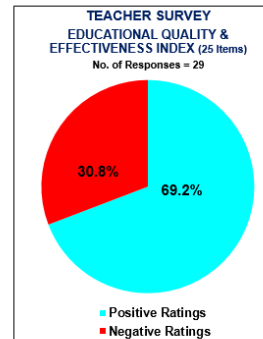
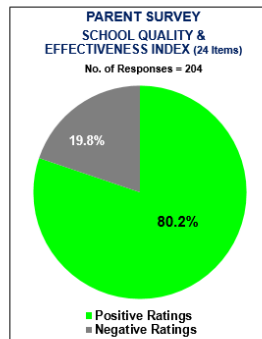
- The kindergarten is well resourced with colourful, real and appropriate learning materials which meet the learning needs of young children. Each classroom is set out with corners for play-based learning. These include reading, investigation, mathematics, and creativity corners in the classrooms and hallways, where children can select activities based on their curiosity. Displays of children's work support the safe and inviting learning environment. Intervention corners are used for learning support. There are bright eating areas, an indoor sandpit and large indoor play hall with a variety of equipment to support fine and gross motor skills development.
- Two outdoor spaces hold a range of play equipment set on safety matting, such as slides, swings and see-saws which help to develop gross motor skills.
- There is an orientation day for parents for children joining the school, where aspects of school life, rules and regulations are explained. Parents also meet teachers and the nurse as their children's social, emotional and health needs are established. Children spend time in school meeting their teachers and their class. Contact with parents is very closely maintained throughout the early years. Time is spent in KG2 closing children's learning gaps ready for Grade 1. When children move to Grade 1, they meet their new teacher and they visit their new classroom.



VIEWS OF STAKEHOLDERS

SUMMARY OF SCHOOL QUALITY & EFFECTIVENESS

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STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve strategies for supporting students studying EAL by:
 - appointing a specialist in EAL to support teaching and learning.
 - placing a focus on vocabulary acquisition, especially on common classroom instructional words for all subjects.
 - using visuals to aid comprehension.
 - using a clear and appropriate pace when delivering teaching.
 - building instructions with modelled examples.
 - providing scaffolding through speaking and writing frames.
- Improve students' attainment and progress in subjects by:
 - ensuring good teaching quality in the required knowledge and skills in the given subject.
 - ensuring that basic concepts are securely understood by students.
 - avoiding teachers' talking for long periods of time and allowing students to share their learning in groups and to the class.
 - encouraging students to understand and apply their learning instead of trying to learn by repetition.
 - providing a wide range of practical activities which practise and reinforce learning.

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- Improve the support for G&T students by:
 - establishing a role of responsibility for G&T students.
 - identifying students through screening of scores and teachers' observations.
 - creating a register of all G&T students, with advanced learning plans (ALP) with goals which are reviewed and updated on a regular basis.
 - providing professional development for teachers so that they are confident to meet the needs of advanced learners.
 - ensuring that all teachers include activities in lessons that challenge appropriately.
 - providing extra-curricular activities to meet the interests and aspirations of G&T students.

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.