



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)



إتقان ITQAN

MODERN AMERICAN INTERNATIONAL SCHOOL

18 to 21 November 2024

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

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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.

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SCHOOL INFORMATION

School	School ID	116
	School location	Al Azra- Sharjah
	Establishment date	05/07/2015
	Language of instruction	English; Arabic for National Subjects
	School Curriculum	Common Core States Standards (CCSS)
	Accreditation body	COGNIA
	Examination Board	Emirates Standardized Test (EmSAT) Advanced Placement (AP), College Board
	External Assessments International and Curriculum Benchmark Assessments	Cognitive Abilities Test (CAT4) Programme for International Student Assessment (PISA) Trends in International Mathematics and Science Study (TIMSS) Progress in International Reading Literacy Study (PIRLS) International Benchmark Tests (IBT) Measures of Academic Progress (MAP) EmSAT TALA and Mubakkir assessments
Staff	Fee Range	AED 16,400 to AED 30,500
	Principal	ASEEL KHALIL
	Chair of board of governors	OTHMAN ABDULBARI
	Total number of teachers	67
	Total number of teaching assistants	6
	Turnover rate	18%
Students	Teacher: student ratio	1: 15
	Total number of students	1,000
	Total number of students per cycle/phase	KG: 111 Elementary: 307 Middle: 318 High: 264
	Pre-KG: number and gender	Boys: 0 Girls: 0

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	KG: number and gender	Boys: 63	Girls: 48
	Elementary: number and gender	Boys: 172	Girls: 135
	Middle: number and gender	Boys: 180	Girls: 138
	High: number and gender	Boys: 136	Girls: 128
	Total number of Emirati students	36	
	Pre-KG: Emirati number and gender	Boys: 0	Girls: 0
	KG: Emirati number and gender	Boys: 2	Girls: 2
	Elementary: Emirati number and gender	Boys: 6	Girls: 5
	Middle: Emirati number and gender	Boys: 6	Girls: 5
	High: Emirati number and gender	Boys: 5	Girls: 5
	Nationality groups (largest first)	1. Syrian	
		2. Jordanian	
	Total number of students with special educational needs	57	

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PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
GOOD	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 138 lesson observations, 34 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 the same as the previous review in 2023. Senior leadership's actions in response to recommendations from the previous review have improved teaching, learning and the curriculum. Students' academic progress is consistently good across Elementary, Middle and High. An embedded ethos of kindness, care, support and guidance ensures that students' personal and social development is good. The school's premises are safe and fit for purpose, although areas for practical learning and outdoor activities are limited. The recent addition of information technology (IT) provision supports learning. Resources for practical mathematics, science and science, technology, engineering and mathematics (STEM) projects need improving.

KEY AREAS OF STRENGTH:

- Students' progress in lessons across the curriculum.
- The quality of provision in the core subjects.
- Students' awareness, appreciation and general knowledge of Islamic values and UAE culture.
- Students' keenness to learn and their enjoyment of school.
- The quality of discussion in lessons and the extended collaborative learning in High.
- Students' appreciation of the school community and its impact on their academic, personal and social development in High.
- Students' and parents' very good rapport with the principal and her staff.

KEY AREAS FOR IMPROVEMENT:

- Students' English language skills development in KG and lower Elementary.
- The use of pedagogy to raise students' attainment in all phases.
- The use of attainment data to match teaching provision to students' learning needs.
- The effectiveness of home room teaching.
- Health, safety, and cleanliness on the school buses.

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MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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

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Islamic Education

- Students' achievement in Islamic Education is good overall. In lessons and in their work over time, the majority of students make better than expected progress across all phases.
- Internal data indicates outstanding attainment across all phases. This does not match with that seen in lessons and in students' work where attainment is good overall. The majority of students demonstrate knowledge, skills and understanding above curriculum expectations. There is no external data for Islamic Education.
- In KG, children remember and understand the prescribed Holy Qur'an verses, such as Surat Al-Kawthar. They can explain the meaning of some verses and talk about the Al-Kawthar River. They know whether the Surah is Meccan or Medinan. In Elementary, Grade 1 students have general knowledge of the meaning of Surat Al-Feel. They can explain the meaning of some verses and can retell the story of Ashab El Feel. In Grade 8, students discuss the meaning of Al-Istisqa (rain prayer) when it is performed, and the purpose behind its legislation. High school students explore the laws and regulations found in the Holy Qur'an and Sunnah. They understand that these are the main sources of legislation in Islam. Their understanding of the meaning, values and beliefs of several Noble Hadeeths and Surahs and the purpose behind them is insufficient across all phases. Students' understanding of the links between the life of the Prophet Muhammad (PBUH) and moral behaviour and daily practice, by learning from the biography of Prophet Muhammad (PBUH) is also underdeveloped across all phases.
- Overall, the majority of groups make better than the expected progress. Higher achieving gifted and talented (G&T) students do not always receive sufficient levels of challenge to enable them to reach their full potential.

Areas of Strength

Areas for Improvement



	<ul style="list-style-type: none"> Students' achievement in Islamic Education across all phases. Students' ability to recognise the differences between the legislative sources in Islam in High. 	<ul style="list-style-type: none"> Students' understanding of the meaning, values and beliefs of several Noble Hadeeths and Surahs, and the purpose behind them across all phases. Students' understanding of the links between the life of the Prophet Muhammad (PBUH) and moral behaviour and daily practice across all 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 overall. In lessons and students' work over time, the majority of students make better than expected progress. This does not match with the school's assessment data which shows outstanding progress overall. Internal assessment data indicates that almost all students attain above curriculum expectations. This is not evident in lessons or students' work, where the majority of students attain above curriculum standards. External TALA examination data across all phases indicates acceptable levels of attainment. Overall, students use standard Arabic well in AFL across all phases. In KG, children know the alphabet and can distinguish the letters in words and pronounce letters appropriately. Grade 2 students discuss the main elements of a story and use new words in purposeful sentences. Students in Grade 4 can use their semantic skills to understand and define meanings very proficiently. Students' reading fluency is less well developed in AFL across the school. Middle school students can read and understand expressions and sentences related to school facilities. In Grade 6, students can interpret the verses and infer the implied and figurative meanings within a poem. In Grade 7 ASL students can define the predicate in the nominal sentence and create purposeful sentences. Students in Grade 11 can analyse texts and know the elements of a biography and its writing style. In ASL, students' handwriting is poor and their skills to write extensively require development in both AFL and ASL across the school. Overall, the majority of groups make better than the expected progress with few differences between different groups. 	
	Areas of Strength	Areas for Improvement

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	<ul style="list-style-type: none"> Students' overall achievement in ASL and their use of standard Arabic in AFL across all phases. Students' ability to segment and blend words and sounds to read unfamiliar words in ASL particularly in Elementary. Students' listening skills and understanding of expressions especially in AFL in Middle. 	<ul style="list-style-type: none"> Students' deeper analysis of ideas and events in text in AFL across the school. Students' ability to speak and pronounce new sounds and words regularly in ASL, particularly in Elementary. Students' handwriting and extended writing in ASL, particularly in High and all students extended writing in AFL across the school.
Social Studies	<ul style="list-style-type: none"> Students' achievement in social studies is good overall. In lessons and in their work over time, the majority of students make better than expected progress across all phases. Internal data indicates outstanding progress across all phases. This does not match with that seen in lessons and in students' work. In lessons and their work, the majority of students demonstrate knowledge, skills and understanding above curriculum expectations. There is no external data for social studies. In Grade 1, students demonstrate knowledge of the defining elements of UAE national symbols and identity. In Grade 7, students explore the traits of positive citizens, their contribution to society, and the significance of volunteering. In Grade 8, students show understanding of the Earth's features and how they are connected to human activities. They demonstrate an awareness of the mutual relationships between human societies and the surrounding physical environment, their understanding of sustainability and the environment needs further development. The majority of students in High have a good understanding of the interdependence between human societies and the physical environment. Students' can accurately locate and identify the climate regions of the Arab world on the map. They can distinguish between natural and human characteristics in relation to the climate and vegetation regions of the Arab world but not beyond. Overall, the majority of groups make better than expected progress. 	
	Areas of Strength	Areas for Improvement

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	<ul style="list-style-type: none"> Students' ability to discuss the symbols of UAE national identity in Elementary. Students' ability to locate and identify the climate regions of the Arab world on the map in High. 	<ul style="list-style-type: none"> Students' understanding of ways to protect and sustain the environment, particularly in Middle. Students' knowledge of other countries beyond the Arab world in High.
English	<ul style="list-style-type: none"> Students' achievement in English is good overall. Internal assessment data indicates that almost all children in KG make very good progress. This does not match with what is seen in lessons and their work over time, most children in KG. make expected progress. Most students in Elementary and Middle make expected progress and the majority of students in High make better than expected progress. In lessons and in their work, most children in KG attain in line with curriculum standards. The majority of students in Elementary, Middle and High attain above curriculum standards. External MAP test data for the last two years show low attainment, particularly in Elementary and Middle. In KG children demonstrate some understanding of phonics and the alphabet and use this knowledge to read and write sight words. Elementary students participate enthusiastically in grammar lessons to apply their learning correctly in their writing. They are keen to discuss their ideas and their fluency in reading is insufficient. Middle students can analyse a short text and show their developing understanding of the differences, similarities and key features. They can recognise and describe specific text types, identify the author's purpose and identify evidence for their arguments and reasoning. Their comprehension and high-level text analysis skills in Middle is insufficient. Students in High speak English with fluency and confidence and can analyse different writing styles. They can adapt their writing to the different styles. Students' application of their understanding of text types in their extended writing is less well developed in Elementary, Middle and High. Overall, girls make better progress than boys in English, across Middle and High. Most other groups make similar rates of progress. Some high achieving students do not consistently make the progress of which they are capable. Lower achieving students are not always well supported. 	
	Areas of Strength	Areas for Improvement

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	<ul style="list-style-type: none"> Students' progress in grammar skills in Elementary and text analysis in High. Students' speaking skills in High. 	<ul style="list-style-type: none"> Children's and students' phonics and reading skills in KG, Elementary and Middle. Students' extended writing skills in Elementary, Middle and High.
Mathematics	<ul style="list-style-type: none"> Students' achievement in mathematics is good overall. The school's analysis of internal assessment data indicates that students' progress over time is outstanding. This is not seen in lessons or students' written work, where the majority of make better than expected progress across the school. The school's internal assessment data shows that students' attainment in Elementary is outstanding. This is not seen in lessons or students' work, where the majority of students attain above curriculum standards. Internal assessment data for Middle and High shows good attainment. This aligns with what is seen in lessons and students' work. Attainment data for KG were not provided during this review. MAP assessment data for the year 2023-24, shows that students' attainment is below national and international standards across the school. In KG, children can identify numbers and count objects beyond 10. A minority of children do not form numerals correctly. In Elementary, students' can perform various mathematical operations and demonstrate a thorough understanding of numbers and their relations. A minority find it challenging to solve problems using mental mathematics. In Middle, students can multiply and divide fractions and understand and graph linear functions. In High, students understand derivatives. A minority of students cannot apply their reasoning skills to solve more complex word problems in Middle and High. The majority of students across different groups make better than expected progress. Higher achievers are not sufficiently challenged. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none">• Children's identification of numbers and counting beyond 10 in KG.• Students' strong capabilities in mathematical operations, their understanding of fractions in Elementary, and graphing functions, and derivatives in Middle and High.	<ul style="list-style-type: none">• Children's formation of numbers in KG.• Students' ability to apply reasoning skills to solve complex word problems in Elementary, Middle and High.
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Science	<ul style="list-style-type: none">Students' achievement in science is good overall. Progress over time, as reflected in internal assessments, indicates that students in Elementary, Middle and High make outstanding progress. This does not match with what is seen in lessons and students' work where the majority make better than expected progress in KG, Middle and High. Progress data for KG was not provided during this review.Internal assessments indicate very good attainment in Elementary and outstanding attainment in Middle and High. This does not align with what is seen in lessons and students' work where most Elementary students attain levels of knowledge, skills, and understanding in line with curriculum standards. The majority of students in KG, Middle and High attain levels of knowledge, skills and understanding above curriculum standards. Students in High excel in chemistry and biology, with slightly lower performance levels in physics. External MAP assessments reveal weak attainment across all phases. Attainment data for KG was not provided during this review.In KG, children develop observation skills by exploring animal adaptations. In Grade 1, they learn how plants and animals adapt for survival. In Grade 5, they study states and properties of matter and phase changes. Students in Middle show a deepening understanding of key scientific concepts. They can distinguish metals from non-metals, identify magnetic properties, measure irregular volumes, and describe muscle and cell functions. Students' use of scientific terminology and reasoning skills is evident across all phases, with stronger abilities evidenced in Middle. In the most effective lessons, Middle students demonstrate effective investigative skills, although these are less evident in the lower phases. Practical skills in Middle are still developing due to insufficient laboratory access, with students relying on in-class hands-on activities. Students in High expand their knowledge through experiments on photosynthesis, yeast fermentation, and rotational dynamics, applying the scientific method. Across all grades, students effectively connect science concepts to their environment and society.There is no significant variation in the rates of progress of different groups.	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' effective application of science concepts to the environment and society across all phases. Students' use of scientific terminology and reasoning skills across all phases, and practical and laboratory skills using the scientific method in High. 	<ul style="list-style-type: none"> Children's and students' consistent development of age-appropriate investigative skills in KG, Elementary and Middle. Students' practical and laboratory skills in Middle.
Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is good overall. There is no internal data to record progress. In lessons and students' work over time, the majority of students in Middle and High make better than expected progress in French, information and communication technology (ICT) and economics. In environmental science, a large majority of students make better than expected progress. In physical education (PE), French and art most students make expected progress. In KG and Elementary, most students make expected progress in PE, art and French. There is no external data for other subjects. In High, in lessons and their work, students' attainment is good overall, and very good in environmental science. In KG and Elementary, most students attain in line with curriculum expectations in PE, art and French in lessons and in their work. Environmental science is a strength of the school and students in High benefit from dedicated and inspirational teaching. PE is taught as part of a continuous cycle of skills, and all students are eager to participate. Students' motor skills, attitudes and competencies are not consistently and rigorously taught in daily lessons, especially for boys. In Elementary, students learn basic IT skills. In Middle and High, students analyse computational terms and begin to use information analytically to solve problems. In KG, children see how paint is mixed together to create secondary colours. There are insufficient opportunities for students to be creative. Overall, there are no significant differences in the rates of progress made by different groups of students. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none"> Students' learning and engagement in environmental science across all phases. Children's ability to mix secondary colours in KG. 	<ul style="list-style-type: none"> Students' motor skills in PE across all phases, especially boys. Students' ability to use expressive art to explore creativity across all phases.
Learning Skills	<ul style="list-style-type: none"> Students' learning skills are good overall. Students enjoy learning and have positive attitudes towards their work and activities. Learning skills are stronger in the higher phases where students are more independent, think critically and responsible for their own learning. All students interact with each other and their teachers in a positive way. They collaborate effectively with others and support one another. Students are adept at communicating their learning, especially in Middle and High. In KG, children are introduced to and actively participate in a variety of activities. Many of these are directed by teachers rather than by the children themselves. Opportunities for children to apply their own ideas or make independent discoveries are limited, especially within literacy. In science, students in Middle and High interact and collaborate productively to discuss real-life situations. For example, students discuss yeast fermentation in bread making in local bakeries. In mathematics, students think critically to discuss how they could teach addition to a younger child. In Arabic, students debate Islamic moral perspectives. In social studies, students are beginning to use digital technology to explore and research geographical concepts. Technology is not used consistently across all phases and subjects to support students' enquiry and innovation skills. Across all phases, students naturally transfer and apply knowledge between different areas of learning when given the opportunity. This is particularly evident in KG where learning is integrated across subjects. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' engagement and interaction in lessons across all phases. Students' critical thinking in Middle and High. 	<ul style="list-style-type: none"> Children's ability to take responsibility for their own learning, especially in literacy in KG. Students' innovation and enquiry skills across all phases. Students' use of learning technologies across all phases.

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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 and social development is good overall. Innovation skills are acceptable. Students demonstrate positive and responsible attitudes, showing increasing self-reliance in most daily tasks and developing independence in their studies. They seek and respond well to critical feedback.Students demonstrate self-discipline and engage positively with one another. The school's harmonious and supportive learning environment encourages and enables students to collaborate effectively and resolve conflicts before they escalate. Bullying is rare and when it happens it is dealt with effectively. Relationships among students and with staff are respectful and considerate, with students showing empathy and actively supporting each other. This sensitivity to others' needs contributes to the strong sense of belonging and cohesion in the school's community.Students' understanding of safe and healthy living is reinforced by Food Day and diabetes and breast cancer awareness raising events. Students usually make food choices that align with healthy habits and most students engage in physical activities.Attendance is good at 94%. Students frequently arrive late to school at the start of the school day.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

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- Students have a strong understanding of Islamic values and their influence on life in the UAE. They recognise the fundamental importance of the spirit of tolerance, respect for others, and support for diversity. They contribute to charitable initiatives that reflect these values.
- Students are knowledgeable about and respectful of UAE heritage and culture. They enjoy Flag Day, Martyrs' Day, and National Day celebrations, and admire the remarkable progress and transformation of the UAE.
- Students exhibit a strong sense of pride, cultural awareness, and a solid understanding of their own culture. International Culture Day and morning assemblies allow them gradually to broadening their knowledge of global cultures. The school's curriculum provides some exposure to French customs and traditions, traditional African art, and an appreciation of cultural diversity worldwide.

Social responsibility and innovation skills

Acceptable

Acceptable

Acceptable

Acceptable

- Students gradually develop their awareness of their responsibilities in volunteering and social contributions, within the school and the local community. Some students participate in beach clean-ups, visit homes for the elderly, and organise collections to support those in need. Leadership roles are primarily held by student council members in High, who focus on organising events and representing the student body. The positive impact of their contribution is small currently.
- Students generally enjoy their work, but they lack initiative. A relatively small number participate in innovation exhibitions, showcasing projects such as a solar car, a reaction game, and coding competitions. A few have received recognition for creativity and innovation. In most lessons, innovation skills are not yet integrated. Some students engage in entrepreneurship activities, selling items during the school's Business Day and marketing products on Marketing Day.
- Students' care for the school and their environmental awareness and their understanding of conservation and sustainability are developing, for example through the use of recycled materials in art. but more comprehensive initiatives are needed.

Areas of Strength:

- Students' positive attitudes, behaviour, relationships and self-discipline across the school.
- Students' deep understanding of the impact of Islamic values on UAE society, Emirati culture and heritage across all phases.

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Areas for Improvement:

- Students' punctuality at the start of the school day in all phases.
- Students' innovation skills and pro-active initiative in learning across the school.
- Students' active contribution to sustainability and conservation that positively impacts on the local environment in 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

- The overall quality of teaching and assessment is good across all phases. Most teachers consistently apply their subject knowledge, with the best teachers demonstrating a strong understanding of how students learn. Lessons are purposefully planned, with learning objectives clearly stated at the start of lessons. Teachers make the most of available resources and employ varied strategies, using group and paired work to engage students.
- Teachers create learning environments in which students interact positively. Teachers' questioning in KG and Elementary provides inconsistent opportunities to extend learning. The quality of the recently introduced home room teaching in Elementary is variable. Teachers' more effective questioning in Middle and High encourages students to engage in extended discussions and deepen their learning.
- Although teachers employ a variety of strategies, they do not consistently address the needs of different groups of students. Challenge and support are not well matched to students' individual learning needs. High achievers require more challenge to help them reach their full potential, while lower achievers require more targeted intervention. The support provided to students with special educational needs (SEN) varies in consistency across subjects and phases.

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- Opportunities for developing students' critical thinking and independent learning are strongest in mathematics and science. Innovation skills are not effectively promoted across the school in lessons.

Assessment	Acceptable	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of assessment is good. The internal assessment processes are based on the requirements of the Common Core State Standards (CCSS) curriculum. There are assessments at the beginning of the year and the end of each term. These provide data to evaluate students' progress and influence teachers' future planning. Moderation of examinations, analysis of trends and patterns, and the planning of curriculum adaptations are in the early stages of development. Assessment in KG is limited to observation-based formative assessment of children's learning and developmental stages. Assessment across other phases is mainly summative.• Assessment results for MAP growth are analysed in detail for internal use at various levels. Results indicate that students' progress and attainment is weak when compared with international expectations. The school uses much assessment data. CAT4 data is used to identify starting points for each student and track their progress. Data is not used well for analysis of the performance of different groups and the planning of curriculum modification.• Most teachers know their students well and some are aware of the best ways to support them. They set out the expected outcomes in lessons and these are reviewed in plenary assessments. Teachers' marking and verbal feedback do not always include constructive guidance on students' next steps and future goals.				
Areas of Strength:				
<ul style="list-style-type: none">• Teachers' lesson planning, including learning objectives that are shared with students in all phases.• Teachers' interactions with students to ensure that they are engaged learners across the school.• The clear and coherent internal assessment processes aligned with curriculum standards across the school.				
Areas for Improvement:				

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- The promotion of innovation skills in all lessons and the consistent promotion of critical thinking and independent learning across all subjects.
- Teachers' use of assessment data to ensure that all groups have an appropriate level of challenge in all phases.
- Teachers' use of assessment for learning to guide teaching, particularly in KG and the home room in Elementary ensuring that feedback in students' workbooks includes advice on next steps and future goals in all phases.

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">• The school's curriculum is based on the CCSS and the UAE national subjects. It is compliant with UAE statutory requirements. It is age-appropriate, broad, balanced, and ensures progression and continuity for all learners. It meets the needs of most students for the next phase of their education. The curriculum offers choices from Grade 9.• Cross-curricular links are embedded in teachers' planning in Middle and High and implemented through the KG integrated curriculum. The new home room model in lower Elementary effectively supports cross-curricular learning.• Systematic and regular curriculum reviews take place and give rise to improvements in curriculum provision.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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- The school modifies the curriculum effectively to meet the needs of most students. Data-driven modifications for students with SEN and G&T students are integrated into planning. Further adaptations are included in students' individual education plans (IEP) and advanced learning plans (ALP). These guide the planning of differentiated activities in lessons.
- There are few extra-curricular opportunities for enterprise, innovation, creativity and social contribution. In subject areas such as science and business in High, there are some examples of enterprise, innovation and creativity. Students take part in a variety of internal and external competitions such as coding and Business Day.
- The curriculum supports students' knowledge and understanding of Islamic and Emirati culture and UAE society. These are integrated into all aspects of the wider school curriculum, in lessons, school assemblies and extra-curricular activities. Lesson planning across the school includes learning activities that are imaginatively aligned with life and culture in the UAE.

Areas of Strength:

- The curriculum planning that takes account of the learning needs of students with SEN across the school.
- The well integrated meaningful curriculum links that broaden students' understanding and appreciation of Emirati culture and UAE society in all phases.

Areas for Improvement:

- The modification of the curriculum to meet the specific needs of all students, including G&T students in all phases.
- The measurement and monitoring of the positive impact on students' achievement of new curriculum initiatives arising out of curriculum reviews across the school.
- The development of students' skills in enterprise and innovation through curriculum modification in all phases.

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

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



Indicators:	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">The school has well-established safeguarding and child protection procedures and policies. Students are aware of their rights and whom to approach if concerns arise. Training in child protection procedures takes place regularly although it does not routinely include non-teaching staff. The school buses do not consistently meet expected health, safety and hygiene standards. Students' safety at the end-of-day pick-up is sometimes compromised by traffic congestion.The health and safety teams create a thorough risk assessment for the building, trips, and events. Security staff monitor the building and maintain a visitor log. Teaching staff constantly and effectively supervise students throughout the day. The buildings and equipment are fully accessible. Maintenance and cleaning teams ensure that the learning environment is safe and well-maintained in all phases and take pre-emptive action where necessary. Administrative processes are effective. Staff maintain detailed records of accidents and incidents, follow up on reports and are up to date with contracts. Medical files and medications are securely stored in locked cabinets in the clinic. All staff are trained in first aid.The school systematically supports students with guidance from teachers and nurses on healthy eating, hygiene, and dental care. Despite limited space, students can take part in outdoor activities in the shaded outdoor areas. Fresh drinking water is available throughout the school.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">Teachers and staff maintain respectful and positive relationships with students. Clear expectations for students' conduct and behaviour are well understood and support the harmonious learning environment created. The systems in place for managing behaviour are successful.				

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- The school has established rigorous procedures for recording and following up on attendance. and punctuality. The promotion of regular attendance is proving effective, but punctuality continues to be an area for improvement.
- The school has a comprehensive process for identifying students with SEN. Currently, 57 students are identified. The social worker helps parents with referrals for external assessments and prepares IEP and progress reports. Teachers observe students using checklists to identify their special qualities, strengths and talents. Parents are centrally involved as partners in their children's education.
- The school provides appropriate support for most students with SEN and for some who are G&T. Students with SEN may receive individual support and group therapy with their peers. In the classroom, students with SEN are supported with specialised booklets for each subject and the curriculum is adapted for them. Support for students with SEN includes push-in or pull-out sessions as well as assistance from shadow teachers. There is equipment available to support their specific needs. Support for G&T students is more limited, focusing largely on participation in competitions both inside and outside school.
- The guidance counsellor supports students in Grades 9 to 12 with career planning and university applications through workshops, university fairs, and talks. They help students register for examinations and assist with military service and scholarship opportunities. The counsellor keeps parents informed through recorded meetings and communicates with students through social media.

Areas of Strength:

- The effective behaviour management procedures across the school.
- The positive relationships and well-maintained learning environment in all phases.
- The helpful guidance for the next stage of students' education across all phases.

Areas for Improvement:

- The training of all stakeholders, particularly non-teaching staff in child protection policy and procedures.
- The hygiene, health and safety on the school buses.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

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Indicators:	
The effectiveness of leadership	Good
<ul style="list-style-type: none">Leadership and management are good overall. The principal and her senior team show strong commitment to this caring learning community and to the wellbeing of all its members. Their unrelenting focus on students' personal and social development creates the foundation for a strong learning culture. They strive to ensure that the school continually improves and that the school's priorities are fully aligned with UAE requirements. All senior leaders are committed to inclusion and the further development of high-quality provision for students with SEN.Senior staff members plan and lead improvement activities for teachers with varying levels of rigour, competence, and success. Lines of management accountability for such initiatives are not always sufficiently clear. Senior staff and teachers do not make best use of students' performance data to track learning and measure the full impact of teaching. There is insufficient capacity for improvement in KG, and variable capacity for continuing improvement in Elementary, Middle and High.	
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none">The school's self-evaluation process involves parents and students as well as teachers and senior leaders. It is well developed and draws upon a wide range of evidence, including the regular monitoring of the quality of teaching. The Effective Lesson Observation Tool (ELEOT) framework enables teachers to reflect on and measure students' learning. Strengths and key priorities are identified, and improvement plans put in place. Consequently, the school has made significant improvements since the last review. There is a common approach to lesson planning, and a platform to allow students to practise MAP tests. Measurement of the impact of improvement initiatives on students' academic, social and personal learning is insufficiently rigorous.	
Partnerships with parents and the community	Good
<ul style="list-style-type: none">Parents appreciate the principal's 'open door' availability and her compassionate, effective, and problem-solving responses to their concerns. Parents are involved in the school through	

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the parent and teacher association, regular coffee mornings, and parent and teacher and student conferences. They receive daily communications about their children's progress through online platforms, the school's portal, emails, texts and KG notes.

- The school benefits from links with the local community including volunteering for beach clearing and work with the Red Crescent providing Iftar during Ramadan. The school has some international links predominantly through its collaboration in support of students' higher education applications.

Governance

Good

- The board chair and vice-chair are experienced international educators with deep understanding of modern pedagogy and best practice in school governance and management. They welcome input from all stakeholders and respond constructively to concerns and suggestions. They are well informed about the school's strengths and areas for improvement and have a positive influence on the overall performance of the school. Board members regularly review their own effectiveness using a formal self-evaluation process.

Management, staffing, facilities and resources

Good

- The daily operation and management of the school is efficient and effective. Effective use of time and space and the thoughtful deployment of teaching staff optimise learning for all students. Most teaching staff have the appropriate subject knowledge. Some are less knowledgeable about how children and students learn. All staff have regular access to professional development to further improve their skills in teaching and its impact on learning. The school's premises and facilities provide suitable areas for most areas of learning. The recent provision of interactive whiteboards is having a positive impact on learning. The school's attempts to ensure that students arrive punctually at the start of the school day are having limited success. Outdoor sports facilities and science laboratories are limited in size and number. There are not enough resources for hands-on practical activities in science, mathematics and STEM.

Areas of Strength:

- The impact of the principal and her senior team on students' personal and social development.

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- The school's partnership with parents.

Areas for Improvement:

- The capacity of senior and middle leaders to improve pedagogy, particularly in KG, to use performance tracking data, and to raise students' academic attainment across the school.
- The implementation of procedures to ensure that students always arrive punctually at school.
- The development of learning resources in science, mathematics and STEM subjects.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The Arabic team has 23 qualified teachers for 1,000 students from KG to Grade 12, with a ratio of teachers to students of approximately 1: 43.
- The school's library is well-resourced with Arabic language books to enhance students' reading skills. The total number of Arabic books is 1,443, consisting of 1,030 fiction and 413 non-fiction.
- There are weekly library visits for each class. Along with the reading tasks assigned to students, parents are also involved in their children's reading activities.
- Students take part in activities and competitions such as poetry competitions and reading challenge. They win prizes in interschool Arabic reading competitions.

The school's use of external benchmarking data

- The proportion of students taking the external examinations is high. The school makes use of a variety of external testing including: CAT4, MAP, PISA, PIRLS and TIMSS over an annual rotating cycle.
- Assessment policies and all external examination lists are explained to parents at the beginning of the academic year. All MAP and CAT4 results are shared regularly with parents and students.
- Additional training sessions and support booklets are provided with assigned tasks for practice. Attainment results vary across the grades and phases. Gaps in learning are not yet clearly identified or referred to in the school's improvement targets.
- Students receive their test results from their teachers.
- Test results are communicated to parents by email and discussed at parent and teacher meetings.

Provision for KG

- The school provides 2 KG1 and 3 KG2 classes. Each class has 1 classroom teacher and 1 assistant for a maximum of 23 children in KG1 and 25 in KG2. The teacher to child ratio is 1:22. All teachers have experience of working in a KG setting and are suitably qualified.

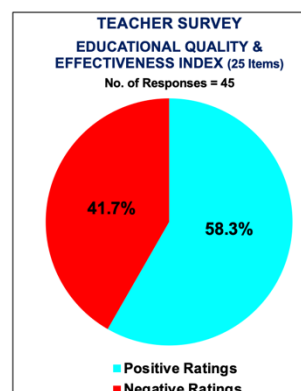
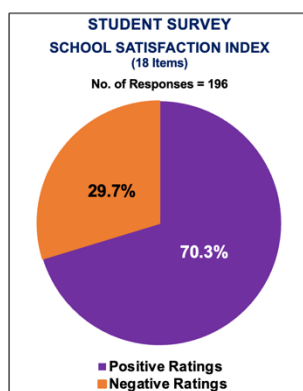
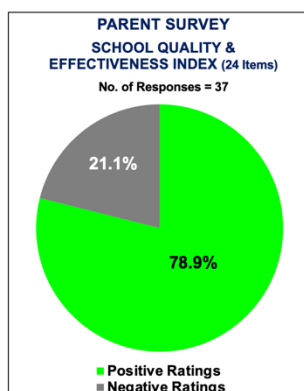
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- The indoor learning environment is fully equipped with smartboards and resources to complement teaching and learning. Display boards in the corridors are updated on a weekly basis with the topic of the week and children have working walls in classrooms to assist their learning. There is an indoor multi-purpose area in the outside space which is used for assemblies, events, activities, and learning.
- The outdoor provision includes a well-equipped play area for outdoor exercise for the development of gross motor skills.
- The school engages parents and their children in an orientation programme during the first 2 weeks of the school's academic year.

VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve provision for the development of English language skills in KG and lower Elementary, by:
 - introducing all KG and Elementary staff to high quality phonics and reading schemes.
 - providing ongoing training to enable all staff to deliver the schemes effectively.
 - enhancing the assessment and tracking of students' progress in English for KG and lower elementary teachers.
 - enriching the staff team with native English speakers.
- Improve pedagogy and raise students' attainment in all phases by:
 - reviewing the responsibilities and accountabilities of subject leadership, across the school and within subject areas, to ensure that:
 - there are clear lines of accountability for all school improvement targets.
 - leaders' and middle leaders' tasks are clearly defined.
 - leaders and middle leaders have the skills needed to perform those tasks well.
 - leaders and middle leaders are provided with appropriate and ongoing training.
 - making more effective use of attainment data to monitor and analyse the progress of individual students and groups of students by implementing rigorous processes, review meetings and progress trackers.
 - refining lesson plans so that teaching is better matched to the learning needs of all students.
 - focussing on students' learning skills to ensure that they are consistently well promoted.
 - ensuring home room teaching is fully effective.
- Improve the protection, care and support for students by:
 - ensuring good health, safety and hygiene is commonplace on school transport.
 - making sure that all stakeholders, including non-teaching staff, receive regular training in child protection policy and procedures.



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.