



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)

Victoria International Sharjah School
Proprietorship LLC: Kalba
18th to 21st November 2024



إتقان ITQAN

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 Students' 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
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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	433
	School location	Kalba – Sharjah
	Establishment date	01/08/2022
	Language of instruction	English
	School Curriculum	Victorian Curriculum F-10
	Accreditation body	Ministry of Education, Australian State
	Examination Board	N/A
	External Assessments International and Curriculum Benchmark Assessments	Cognitive Assessment Test (CAT4), Progressive Achievement Test (PAT)
	Fee Range	AED 23,000 to AED 43,000
Staff	Principal	Siobhan Jennifer Murphy
	Chair of board of governors	Gregor Cameron
	Total number of teachers	47
	Total number of teaching assistants	14
	Turnover rate	9.97%
Students	Teacher: student ratio	1: 14
	Total number of students	652
	Total number of students per cycle/phase	KG: 107 Elementary: 478 Secondary: 67 Senior 4: N/A
	Pre-KG: number and gender	Boys: 10 Girls: 11
	KG: number and gender	Boys: 48 Girls: 38
	Elementary: number and gender	Boys: 240 Girls: 238
	Secondary: number and gender	Boys: 37 Girls: 30
	Senior: number and gender	Boys: N/A Girls: N/A
	Total number of Emirati students	626
	Pre-KG: Emirati number and gender	Boys: 10 Girls: 8 Boys: 56 Girls: 45

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	KG: Emirati number and gender		
	Elementary: Emirati number and gender	Boys: 228	Girls: 232
	Secondary: Emirati number and gender	Boys: 55	Girls: 10
	Senior: Emirati number and gender	Boys: N/A	Girls: N/A
	Nationality groups (largest first)	1. Emirati	
		2. Egyptian	
	Total number of students with special educational needs	14	



PROGRESS JOURNEY

Previous Review:	Current Review:
N/A	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 101 lesson observations, 26 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 a new school in Kalba in its third year and has not been reviewed before. It is part of the VISS education network in Sharjah. The school currently runs from Pre-Kindergarten (KG) to Grade 8, and it has doubled in size since it opened in August 2022. The school is already showing strengths in students' progress in Islamic Education which is very good. Students' attainment and progress in most other subjects is good. Learning skills are good. Students' personal and social development is very good and attendance in Elementary and Secondary is very good. Teachers deliver good lessons, and planning is based on assessment data and the Victorian Curriculum of Australia. Protection, care, guidance and support for students has been well embedded and is very good overall. The principal, senior leaders and governors have made considerable progress so far in addressing strategic development plans and have the capacity to continue to build a successful school.

KEY AREAS OF STRENGTH:

- Students' personal and social development.
- The protection, care, guidance and support of students.
- Students' progress in Islamic Education in Elementary and Secondary.
- The delivery, progress checks and the impact of the English language programme (MultiLit) on students' skills in using English language.
- The vision and direction and the capacity of senior leaders and governors to innovate and drive forward school development.

KEY AREAS FOR IMPROVEMENT:

- The capacity of middle leaders to support their departments on best practices in teaching to raise students' achievement.
- The quality of science teaching, especially in Secondary, using the facilities available for scientific inquiry and experimentation in purpose-built laboratories.
- The quality of teaching to improve the development of students' skills.

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MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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

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Islamic Education

- Students' achievement in Islamic Education is very good overall across the school. In lessons and students' work, a large majority of students make better than expected progress over time and this matches the school's assessment data which shows very good progress overall.
- Internal assessment data indicates that a large majority of students attain above curriculum expectations. In lessons a majority of students attain above the curriculum expectations. There is no external assessment data available for Islamic Education.
- In Elementary, children know about the five pillars of Islam and faith, can recite short verses from the Holy Qur'an and understand their meaning. In Secondary, students can memorise and recite verses from the Holy Qur'an without being able to apply Tajweed rules in their recitations. Students cannot refer to the Noble Hadeeth for evidence to support their ideas. In Grade 5, students understand the importance of worship and its impact on their lives. Students in Elementary know the Surah Al Feel story and can explain its meaning. Students can recall and recite longer verses from the Holy Qur'an in Secondary.
- The groups of students make similar rates of progress.

Areas of Strength

- Students' knowledge of the moral values and etiquette across phases.
- Students' deep understanding of the importance of worship and its impact on their lives across all phases.

Areas for Improvement

- Students' ability to apply Tajweed rules in Holy Qur'an recitation in Secondary.
- Students' ability to provide evidence from the Noble Hadeeth to support their views in Secondary.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic language is good overall. In lessons and students' work, the majority of students make better than expected progress over time. This does not match with the school's assessment data which shows very good progress overall.Internal assessment data indicates that the large majority of students attain above curriculum standards. This is not evident in lessons or students' work where the majority of students attain above curriculum standards. There is no external examinations data.In Elementary, the majority of students know the alphabet, can distinguish the letter in words with accurate pronunciation, and create their own sentences. In Secondary, the majority of students can use their semantic skills to understand and define meanings above curriculum standards. Students' reading fluency, use of standard Arabic and extended writing are less well developed.The groups of students make similar rates of progress. In Secondary, girls' linguistics skills develop at a slightly faster rate than boys' in the same phase.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' semantic skills in finding meanings from the context in Secondary.	<ul style="list-style-type: none">Students' reading fluency and standard Arabic speaking across all phases.Students' extended writing skills across the school.



Social Studies

- Students' achievement in social studies is good overall across all phases. In lessons and students' work the majority of students make better than expected progress over time. This does not match the school's assessment data which shows very good progress overall.
- Internal assessment data indicates that a large majority of students attain above curriculum expectations. This is not evident in lessons or students' work, where the majority of students attain above curriculum expectations. There is no external assessment.
- The majority of students in Elementary make better than expected progress. In Grade 2 students can name the seven Emirates with their leaders. They know that H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) is the founder of the UAE. In Secondary, students show knowledge of demographic distribution and understand how migration affects societies. In Elementary, students can speak about UAE landmarks especially Jebel Hafeet in Al Ain. They show a sense of belonging and loyalty to their country and society and their values and ethics through understanding the factors that have contributed to the formation of their national identity. Students do not as effectively recognise the physical and human geographical feature of the earth.
- The majority of groups of students make better than expected progress.

Areas of Strength

- Children's and students' knowledge of the seven Emirates and H.H. Sheikh Zayed bin Sultan AL Nahyan (RIP) as the founder across all phases.
- Students' knowledge of UAE geographical landmarks in Elementary.

Areas for Improvement

- Students' ability to recognise the geographical, physical and human features of the earth across all phases.



English

- Students' achievement in English is good overall. In lessons and in their work, students make good progress over time throughout the school. The school's internal data shows that achievement is good in all phases. This aligns with what is seen in lessons and in students' work, the majority of students make better than expected progress in all phases. There is no external data.
- Internal assessment data indicates that a large majority of students in Elementary and Secondary attain levels that are above curriculum standards. This does not align with work seen in lessons and students' work, where the majority attain above curriculum standards.
- In KG, the majority of children recognise letters and can sound out letters and say words. In Elementary, a minority comprehend simple stories, and a majority can describe characters, plot and actions in stories read to them or that they read for themselves. Their handwriting is less well developed. Secondary, students can write a letter and a narrative. Extended reading and writing are less well developed in Secondary.
- All groups of students make similar rates of progress against their starting points. Higher attaining students and gifted and talented (G&T) students do not always make the progress of which they are capable.

Areas of Strength

- Children's ability to recognise and sound out letters and words in KG.

Areas for Improvement

- Students' handwriting in Elementary
- Students' ability to extend their reading and writing skills, particularly high attainers and G&T students in Secondary.



Mathematics

- Students' achievement in mathematics is good overall. The school's internal data shows that students make very good progress. This does not match the progress over time seen in lessons and in students' work where the majority of children and students make better than expected progress in KG, Elementary and Secondary.
- The school's internal assessment data shows good attainment in KG, Elementary and Secondary. This judgment matches the attainment observed in lessons and in students' work, where the majority attain above curriculum standards. There is no external examination data for mathematics.
- The majority of children and students in all phases make good progress. In KG, children are beginning to understand the concept of quantity; they can sort and compare the number of objects in two groups and accurately explain which group has more or less. In Grade 1, students are developing problem-solving skills using a number line to represent the addition of two numbers by counting on confidently from the first number. By Grade 4, students can identify and represent fractions of a collection; they can explore the relationship between whole numbers and fractional parts; they know how to identify and represent halves, quarters, thirds, fifths, and tenths of shapes confidently. Students' mental mathematical skills in number operations are less well developed. In Grade 8, students can apply their understanding of the terminology of algebra to write expressions from word descriptions and apply it to solve real-world problems related to numerical stories. Mathematical reasoning skills are less well developed in Elementary and Secondary.
- Overall, the majority of students in all groups make similar rates of progress.

Areas of Strength

- Children's ability to explore and use of positional language in KG.
- Students' skills in employing algebraic thinking to recognise relationships in numbers and figures in Secondary.

Areas for Improvement

- Students' skills in mental mathematics to solve simple number operations in Elementary.
- Students' reasoning and evaluation skills in solving more complex mathematical problems in Elementary and Secondary.



Science

- Students' achievement in science is good overall. Internal data indicates that progress is good in all phases. The majority of children in KG and Elementary and a large majority in Secondary make better than expected progress over time in lessons and in their work.
- Assessment data indicates that the majority of students attain levels which are above curriculum standards. In KG and Secondary this is also seen in lessons and students' work. In lessons in Elementary most students attain at the expected curriculum standard. There is no external data available.
- In KG, children are learning to use their senses to improve their observation skills and can describe with increasing confidence how substances feel, look, sound and smell. In Elementary, in Grade 5, students can describe how objects appear to be changed when viewed through water and can describe this process as refraction. In Elementary, in Grade 6, students can explain how objects move using Newton's laws. In Secondary, Grade 8, students can describe the difference between series and parallel circuits and construct them. They can appreciate what moments are and can solve problems using a formula. Across all phases, scientific skills such as measurement, observation, recording, and analysis are underdeveloped. Students rarely undertake investigative work in science and, as a consequence, their ability to hypothesise, manipulate variables and draw conclusions is limited.
- All groups of students make better than expected progress.

Areas of Strength

- Students' knowledge of basic scientific concepts in KG and Elementary.
- Students' ability to apply their knowledge and understanding to explain scientific ideas and to solve problems in Secondary.

Areas for Improvement

- Students' scientific skills across the school.
- Students' ability to undertake and develop their scientific investigative skills across all phases.



Other subjects

- Students' achievement in other subjects is good overall. There is no internal assessment data available for art, physical education (PE) and inquiry, that is, humanities. A majority of children in KG and students in Elementary and Secondary make progress above curriculum standards.
- There is no external data for other subjects, work seen during lessons and in students' books indicates that a majority of children in KG and students in Elementary attain above curriculum expectations and most students in Secondary attain in line with curriculum expectations.
- In KG1, children make better than expected progress as they complete routines in the Perceptual Motor Programme (PMP) lessons. They confidently develop skills in a range of activities such as balance, hand- eye co-ordination, spatial awareness and body control as well as turn taking and working in teams. The majority of Grade 3 students are able to competently demonstrate the concept of passing a baton to team members whilst standing still and in Grade 5 students can pass the baton whilst completing different skills such as stepping through ladders and over hurdles, although some were slow to follow instructions correctly. In inquiry lessons, Elementary students spent time considering what a family is and were able to compare and contrast their family with other families and those from previous times. They also compare the celebrations of different countries and improve their language skills by debating whether celebrations are worthwhile. In Secondary, art lessons, students creatively use symbols to demonstrate what the UAE means to them.
- There is no significant difference in the rates of progress made by different groups of students. Students with special educational needs (SEN) make good progress from their starting points.

Areas of Strength

- Children's development in gross motor skills, balance and coordination through the PMP programme in KG.
- Students' ability to improve their language skills through debate in Elementary.

Areas for Improvement

- Students' ability to follow instructions correctly in PE lessons.
- Students' attainment in other subjects in Secondary.



Learning Skills	<ul style="list-style-type: none">Students enjoy learning and demonstrate positive attitudes toward their work. Secondary students are willing to take responsibility for their work. In KG and Elementary, learners are more reliant on their teachers. In mathematics, students are active learners and are interested in learning new concepts.Students interact and collaborate well in the majority of lessons. They clearly communicate their understanding of basic concepts.Students make clear connections between subjects in Arabic, Islamic Education and social studies in the majority of lessons throughout school. Students in Elementary can make clear connections between the understanding of measurements and real life, for example, purchasing groceries.Students engage in basic research following teachers' instructions. There is inconsistent use of information technology (IT) to support learning. Problem-solving and critical thinking are developing features of learning. For example, in science students use Newton's laws to solve problems of moving objects.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' keenness and so that they are always ready to learn across all phases.Students' collaborative skills when given the opportunity to work in groups across all phases.	<ul style="list-style-type: none">Students' research skills including the use of IT across all phases.Students' ability to analyse and to think critically across the school.



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

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

Indicators:	KG	Elementary	Secondary	Senior
Personal development	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">Relationships between students are courteous and cordial. School rules are adhered to, and students enjoy a safe and supportive learning environment. Students' behaviour is very good all around the school. On arrival to school, in lessons and during break students are warmly welcomed by teachers. Bullying is rare and students are supported well if incidents occur.Students and staff relate well to each other. Students are considerate and polite and an atmosphere of calm, mutual respect pervades the school. In lessons, students listen attentively to others and consider their opinions.There is no school canteen. Students' food is checked by teachers as they eat in home rooms. Students display a good awareness of safe and healthy lifestyles. They enjoy physical activity during break and many join clubs, such as football and handball, where team skills, sportsmanship and fitness are encouraged.Attendance in KG is 92% and it is 96% in the rest of the school, which is very good.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">Students demonstrate very good understanding of Islamic values and the impact of these on their daily lives in UAE. In Elementary, students share their daily routine of praying in mosque with their parents. Students across the school provide food to charities during Ramadan and collaborate with the Emirates Red Crescent to donate to those in need.Students greatly appreciate UAE traditions, cultures and heritage. They celebrate and involve themselves in a range of cultural activities, for example Flag Day, National Day, and Martyrs' Day. Artwork displayed in the front office and around the school show the heritage of the UAE.				

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- Students have a very good knowledge and appreciation of their own and some other cultures. This is evident through school activities on Cultural Day to celebrate different cultures and traditions. Students' knowledge of wider global cultures is less well developed.

Social responsibility and innovation skills

Good

Good

Good

N/A

- Students contribute to the school's community by taking part in a variety of activities and through wider environmental community initiatives, such as when students in Grade 1 took part in a beach clean-up. They decorate the school with posters and presentations which celebrate traditions, culture and life in the UAE.
- Students have a very positive work ethic and arrive in lessons ready to study. They are pre-disposed to learn and have a drive to succeed and improve. Their skills of entrepreneurship, innovation and enterprise are less well developed.
- Students take part in many of the activities the school offers, although they rarely initiate such activities. Charity events during Ramadan and market stalls raise money which benefits local charities such as the Red Crescent. Environmental and sustainability awareness is an area needing development.

Areas of Strength:

- Students' understanding of Islamic values and how these influence Emirati culture in all phases.
- The very positive relationships and excellent behaviour throughout the school.

Areas for Improvement:

- Children's attendance in KG.
- Students' ability to initiate and manage projects in all phases.
- Students' awareness of wider world cultures across the school.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Elementary	Secondary	Senior
Teaching for effective learning	Good	Good	Good	N/A

- The overall quality of teaching for effective learning is good throughout the school. Most teachers consistently apply their knowledge of subjects and understand how students learn. Most plan interesting lessons and provide paired and group work to engage students in their learning. Lesson planning and teaching presentations are linked to ensure consistency in lesson delivery. Lesson plans usually take account of the differing needs of students, although tasks assigned in the lesson may not fully reflect this. The variety of teaching approaches used in lessons is not sufficiently broad to support the highest standards of achievement.
- Teachers set clear learning objectives and success criteria for students to achieve. They use a range of resources and activities to support students' learning. A minority of teachers' interactions with students, including questioning, leads to students' thoughtful responses and engages them in discussions. This approach needs further development amongst teachers.
- The use of effective strategies to ensure the individual needs of students are met is inconsistent across subjects and phases. Strategies to differentiate learning for students with different abilities is a developing feature across the school. A minority of teachers plan differentiated tasks for differing levels of students' abilities to support and challenge all groups of students to achieve their full potential.
- Teachers do not consistently promote critical thinking, problem-solving and independent learning skills across the school. The use of learning technologies to support learning varies in lessons across all phases.

Assessment	Good	Good	Good	N/A
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- Assessment is clearly linked to the curriculum, and it provides clear measures of attainment and rates of progress. The school's management system allows data to be monitored rigorously and comparisons between groups of students' progress made. Assessments include Mubakkir, TALA, English Language Programme (MultiLit) and Bright path. Internal arrangements provide robust measures of achievement. CAT4 and PAT is also administered

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for students and the use and application of these tools is developing. The school is exempted from any benchmarking or external comparisons.

- Progress data is tracked against skills in subjects. Analysis takes place and highlights areas which students may need to work on. The use of this data to influence teaching and curriculum planning is an emerging feature. Teachers gather formative data on an ongoing basis, and this is used to meet the individual learning needs of most groups of students. More able students do not consistently receive sufficient challenge.
- Most teachers know their students well. This knowledge is used to support less able students on intervention plans. The information is not used as well to offer challenge to more able students. There is little evidence of students assessing their own work. Students' workbooks in lessons contain marks with very few next step comments from teachers to guide students towards better or deeper learning.

Areas of Strength:

- Teachers' knowledge of their subjects and how students learn across phases.
- Teachers' lesson planning and the learning environment across the school.

Areas for Improvement:

- Teaching strategies, including questioning, to develop students' critical thinking, problem-solving, innovation and independent learning skills in all phases.
- Teachers' use of assessment information to influence their teaching and meet the learning needs of all groups of students, particularly the most able.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Elementary	Secondary	Senior
Curriculum design and implementation	Good	Good	Good	N/A
<ul style="list-style-type: none">The quality of curriculum design and its implementation and adaptation is good overall. It aligns with the UAE national vision. The school complies with the Australian Victorian Early Years Learning and Development Framework (VEYLDF) for Early Years to Grade 2. In all other grades it teaches the Victorian curriculum. The school's curriculum offers a continuum of learning based on knowledge and skills. The requirements for MoE for Arabic, Islamic Education and social studies are met. The curriculum prepares students well for the next stage in their learning and meets the needs of most students.The school offers a range of subjects. The integrated curriculum ensures science, history, geography, economics and digital technology are incorporated in the curriculum through two integrated units of study each term. There is systematic, effective linking of subjects in Islamic Education, Arabic and in social studies. There is scope for adding a much broader range of subjects so that students benefit from wider learning experiences and option choices in later years. Cross-curricular links are planned together in key subjects, although they are not seen across all lessons. The provision for English as an additional language (EAL) is a key feature of the school. It offers an English Language programme that successfully attends to the English language needs of children and students across phases. The extra-curricular after-school programme offers further opportunities to meet students' interests and aspirations.School leaders conduct regular curriculum reviews, including after each unit of inquiry, to maintain effective progression and scope and sequence. The reviews also identify gaps in learning to be addressed across the subsequent units of work. Curriculum provision supports the academic and personal development needs of students. A full review of the curriculum content is undertaken annually.				
Curriculum adaptation	Good	Good	Good	N/A

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- The school successfully modifies the curriculum to meet the needs of most groups of students, including those who speak EAL and students with SEN. The intervention programmes support students' learning and developmental needs. These programmes emphasise both academic achievement and social development. Curriculum adaptations do not sufficiently target the needs of the G&T students.
- The curriculum offers a few opportunities for innovation and creativity in lessons. Across all subjects these are not well developed. Units of inquiry add breadth to the curriculum and encourage students' curiosity and exploration. The range of extra-curricular activities such as science, technology, engineering and mathematics (STEM), crafts, sports and chess clubs reflect the interests of students. Not all students choose to access these activities.
- Learning experiences to develop students' understanding of Emirati culture are integrated in some lessons. Assemblies, including student-led assemblies, and celebrations such as National Day and Flag Day, ensure that students understand UAE heritage and societal values.

Areas of Strength:

- The integrated curriculum and the units of inquiry in all phases.
- The English Language programme (MultiLit) of intervention and support for the development of English language skills across all phases.

Areas for Improvement:

- The breadth of curriculum choices for students in Elementary and Secondary.
- The opportunities in the curriculum to develop students' enterprise, innovation and creativity skills across the school.
- Curriculum adaptation that takes into account the needs of G&T students in 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	Secondary	Senior
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	N/A

- The school has student health and wellbeing as a priority goal with rigorous procedures for care, welfare, and safeguarding all in place. All school policies are reviewed by the senior leadership team and shared with all stakeholders through the school's website to ensure that the whole school community has an effective and comprehensive understanding of the value that is placed on maintaining a secure and safe environment. The school has been very effective in fostering a bullying-free environment. Students are protected from all forms of abuse by promoting awareness during assemblies, running anti-bullying campaigns, offering lectures to students to highlight aspects of discrimination and unfair treatment, and involving students in activities such as 'Odd Socks Day'. The school inclusion policy follows UAE legislation and is informed by the Australian legislation and framework to provide a high-profile environment that effectively meets the diverse social, emotional, and academic needs for all students with SEN.
- The school maintains an up-to-date, comprehensive, and secure record of attendance and punctuality through effective collaboration with parents. A highly advanced technological safeguarding system has been established to report and track incidents to ensure the accurate and efficient management. Students are involved in the process of preventing incidents through the reflection room where they work with staff to repair relationships and resolve issues to prevent future problems. The school promotes inclusive practice effectively; for example, there are ramps, lifts, suitable accessible toilets, and two sensory rooms to accommodate the needs of students with SEN.
- The school's promotion of safe and healthy lifestyles is effective. Students engage in extra-curricular physical activities such as after school clubs for all grades to accommodate and develop students' interests and hobbies. The promotion of healthy lifestyle does not involve

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all aspects of school life. Sun hats are worn for all outdoor activities to protect students from the sun.

Care and support

Good

Good

Good

N/A

- Teachers express strong understanding of their students' individual needs. Mutual respect is evident across the school. The school follows a behaviour policy to inform the school's community of the procedures regarding behaviour. Individual education plans (IEP) include action plans for behaviour when needed.
- The school's approach to promoting attendance and punctuality is very effective because immediate notifications are sent to parents. Incidents of misconduct are meticulously recorded, updated and analysed by supervisors to ensure adherence to the behaviour policy by all staff, parents and students.
- The school has a rigorous process to identify students in three areas: inclusion, students with SEN and G&T students. This process does not consistently identify G&T students who join the school at times other than the start of the academic year.
- Students with SEN receive effective support in lessons. The highly specialised head of the SEN department supports teachers with the use of comprehensive IEP, behavioural intervention plans and differentiated and modified instructional strategies to attend to the needs of students with SEN.
- The school's wellbeing team effectively monitors the social, emotional, and physical development of all students. Information about students is used to provide personal and academic guidance. For example, students with sensory impairments can access a supervised sensory room to self-regulate and ensure emotional and academic progress. Teachers provide English and Arabic intervention support lessons for Elementary and Secondary students to accelerate their progress.

Areas of Strength:

- The school's layout that meets the learning and personal needs of all students.
- The school's effective support for students with SEN so that they make strong personal and academic progress across the school.

Areas for Improvement:

- The school's further promotion of healthy living in all aspects of school life.
- The effective support for G&T students so that they make the best academic progress of which they are capable in all phases.

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PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- Leadership and management are good. Senior leaders have set a strategic, holistic vision to create a community school committed to Emirati priorities and students' wellbeing. The school promotes global citizenship and inclusion in all aspects of school life.
- The recently completed senior leadership team has a very secure understanding of best practice and how to raise students' achievement. Members of the team are initially building literacy skills in English through intense programmes and intervention lessons so that all students can access the Victorian curriculum. All home room and teachers of English are trained in how to deliver this programme. A systematic process of observing teaching and learning and delivering professional development to teachers is helping to build their skills. The principal and senior leaders have created a positive drive and ethos for the school's development and there is a strong capacity for further improvement. The role of middle leaders to strategically promote the highest quality of teaching and learning is less well established.

Self-evaluation and improvement planning

Good

- The process of self-evaluation is comprehensive involving teachers and other stakeholders. Data is analysed to support realistic judgements and to accurately identify the key priorities for school improvement planning. Appropriate and realistic targets have been set, although there are success criteria, the measurement of the impact is not clearly identified. An effective system is in place to monitor the quality of teaching and learning through a process of observations, feedback and review. Mentoring and coaching is offered where needed to improve teachers' performance. The school has improved significantly since it opened and leaders are very aware of what still needs to be accomplished.

Partnerships with parents and the community

Good

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- Parents report that they are part of the school's community, and the large majority give positive feedback about their partnership with the school. Their views are considered when actions are being taken, especially on safety matters. Communication through the school's online system works well and keeps parents updated with any information related to school matters. Parents feel leaders and teachers respond quickly to their concerns. Reporting is termly followed by a parents' and teachers' meeting where the academic, attendance and social and emotional behaviour of students are discussed.
- Parents make large contributions to celebrations such as National Day and Fathers' Day. They celebrate Hag Al Laila with the school. The school takes part in sports events against other schools and enjoys links with the local television company. Links with the community are developing although there are no international links.

Governance

Good

- Governance of the school is undertaken by the Victoria International School Group Governance and Advisory Committees who oversee academic, financial and strategic planning. They regularly monitor school activities and consistently maintain a focus on the quality of teaching and learning. Senior leaders are held accountable for the school's overall performance and the academic and personal performance of students. Governors actively support the development of the new school and have plans to shape it further. The school is in the process of forming an internal school advisory board, which is still in the early stages of development.

Management, staffing, facilities and resources

Good

- The day-to-day management of the school starts with meeting the students as they arrive at the door which sets a sense of community. The school is very well managed. Students and teachers know the routines, and this impacts positively on students' wellbeing. Staff are suitably qualified to meet the vision and mission of the school and continual professional development is matched to the needs of a new school. More qualified staff are needed to effectively develop the SEN department further to meet needs as the school expands. The inclusive premises are of high quality and meet most learning needs, including a well-stocked library. The facilities for teaching science are not fully developed which limits students' development of their investigative skills. Plentiful resources, including learning technologies, are of good quality and benefit the delivery of the curriculum, especially for early years play-based learning.

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Areas of Strength:

- The significant progress which senior leaders and governors have made to secure students' academic achievement and wellbeing since the school's opening,
- The day-to-day management and routines in the school.
- The premises and learning environment, especially in KG.

Areas for Improvement:

- Middle leaders' secure knowledge of best practice in teaching and learning in order to develop teaching skills in their subject areas.
- The establishment of wider national and international links for the benefit of students.
- Qualified staff to further develop the support provided by the SEN department.
- The facilities for science inquiry and experimentation in purpose-built laboratories.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The Arabic department consists of 6 teachers who teach 646 students from KG to Grade 8 with a teacher to student ratio of 1:108.
- The school's Arabic library is well resourced with different types of Arabic language books, audio books and platforms to enhance students' reading skills. There are 891 books, 528 fiction books, 265 non-fiction books and 98 visual books. Students visit the library when needed and the school schedules weekly library visits.
- Reading is supported through extra remedial Arabic reading classes every day before morning assembly, internal class activities such as the little public speaker and participation in an international competition, 'Faseeh Al Dhad' where students have won prizes. Students join the Sharjah reading challenge and use the Kutubee reading platform every day, which has reinforcement plans to encourage students to actively participate.
- Parents are encouraged to support their children through the reading platform every Thursday which involves them in their children's reading activities. Parents provide the school library with Arabic books to enhance their children's reading skills.

The school's use of external benchmarking data

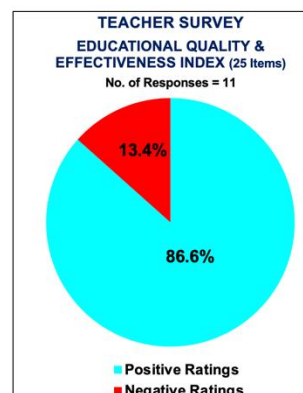
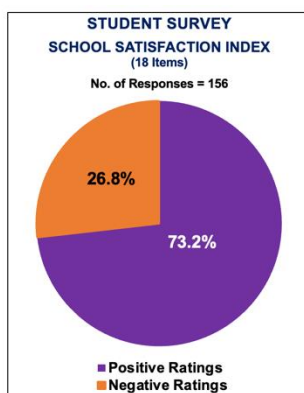
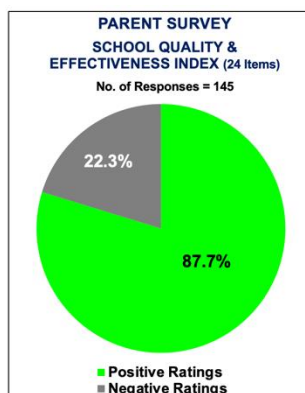
- N/A



Provision for KG

- There are 107 children in KG, with 21 in Pre-KG and 86 In KG1. There are 6 teachers for Pre-KG and KG1, giving a home room teacher to child ratio of 1:18. There are 7 teaching assistants across classes. KG2 is a part of Elementary.
- The indoor learning environment is specifically designed to meet the needs of young children. The large, bright classrooms are well resourced for a range of activities, allowing play-based exploration using, books, the sensory room and creative corners. The large, safe indoor space provides a wide range of activities such as slides, balls, and stepping stones to develop gross motor skills, including balance and hand and eye coordination.
- The outdoor space has a soft play area with several climbing frames and other outdoor equipment, a large, grassed area and a sandpit. These are also designed to meet the learning needs, imaginative play and skills' development of young children.
- The school holds a meeting for new parents prior to their child joining the school. There are also family meetings to provide a strong foundational partnership with teachers. Parents are informed about the school's expectations, including full attendance and their part in their child's academic, social and wellbeing development. Children are invited to play days before joining the school so that they can become familiar with their new surroundings. During the children's early days in school, their teachers spend considerable time establishing their learning and social and emotional needs. When KG2 children move to Grade 1, visits are arranged to the primary building so that they can become familiar with their new environment and teachers.
- The small Pre-KG class is well resourced, and activities engage children and develop their foundational learning skills.

VIEWS OF STAKEHOLDERS



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STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the capacity of middle leaders by:
 - shadowing senior leaders as they undertake lesson observations and give feedback.
 - providing coaching to middle leaders on best practice to raise students' attainment in lessons.
 - providing training on leadership skills with practice on managing different scenarios and giving feedback to teachers.
 - training on how to evaluate the impact of improved teaching skills on students' achievement.
- Improve the quality of science teaching by:
 - providing purpose-built laboratories.
 - providing facilities and equipment which enable students to take part in experiments to promote strong scientific inquiry.
- Improve the quality of teaching strategies by:
 - ensuring that all teachers know the individual needs of every student.
 - using approaches which provide challenge to students at all levels.
 - modifying the curriculum to meet the learning and developmental needs of the most able and G&T students.
 - posing questions which target and develop the individual understanding level of each student.
 - providing both oral and written formative feedback to 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.

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