



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Victoria International School Sharjah -
Almanthiqa Alwastha

29 January - 1 February 2024

**Overall
Effectiveness:
GOOD**





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

School	Information	Value
	School ID	415
	School location	Maliha, Sharjah
	Establishment date	2021
	Language of instruction	English
	School curriculum	Australian
	Accreditation body	-
	Examination Board	N/A
	National Agenda Benchmark Tests/ International assessment	SPEA exemption from external benchmarking applies.
	Fee range	22,500 - 41,000 AED
		Principal
Chair of Board of Governors		Emma Borg
Total number of teachers		52
Total number of teaching assistants		13
Turnover rate		24%
Main nationality of teachers		Australian
	Teacher: student ratio	1:13
	Total number of students	652
	Total number of students per cycle	KG: 200 Primary: 404 Middle: 48
	Number of Emirati students	634
	Number of Emirati students per cycle	KG: 192 Primary: 399 Middle: 43
	KG: number and gender	Boys 107 Girls 93
	Primary: number and gender	Boys 249 Girls 155
	Middle: number and gender	Boys 33 Girls 15
	High: number and gender	N/A
	Nationality groups	1. Emirati 2. Australian
Total number of students with special educational needs	11	



PROGRESS JOURNEY

Previous Review:	Current Review:
N/A	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 4 reviewers' 81 lesson observations, 15 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 school's first review. The school has continued to grow in numbers and flourish since opening in August 2021 because of good leadership in establishing a good standard of education and care across the school good attainment has been achieved in mathematics science, Islamic education, Arabic language and social studies. Good progress is evident in all phases, with the majority of students making better than expected progress in relation to their individual starting points. This is a result of teachers' secure subject knowledge, well planned lessons and activities designed to meet the needs of most ability groups. Students' personal and social development and the arrangements for their protection, care, guidance, and support are given a high priority from all staff, led by the students' welfare-leading teacher. This creates a positive, friendly, and safe environment for learning. Parents are engaged, welcomed and are positive supporters of the school.

KEY AREAS OF STRENGTH:

- Students' good achievement across subjects in KG, Primary and Middle.
- Students' very positive attitudes, behaviour and relationships, community involvement and their appreciation and respect for UAE culture and traditions.
- The high priority placed on students' well-being and the very positive relationships developed between students and staff.
- The leadership and management of the principal in achieving the school's good overall effectiveness within a relatively short period of time since first opening the school.
- The school's partnership with parents and their involvement in the life of the school and their children's learning.
- Staffing, facilities, and resources across the school are very good. The school benefits from high quality facilities to support children's learning.

KEY AREAS FOR IMPROVEMENT:

- Students' attainment in English in all phases.
- The school's internal and external assessment procedures.
- The school's self-evaluation and improvement planning.
- The school's governance and accountability.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Arabic (as a First Language)	Attainment	Good	Good	Good	N/A
	Progress	Good	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	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Good	Good	Good	N/A
Mathematics	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Science	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Learning Skills		Good	Good	Good	N/A



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall, as evident in lessons and in their recent work. The majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards as reflected in their internal assessment.• The majority of students can recite short verses of the Holy Qur'an and apply some Tajweed rules in their recitations. The majority of students show Holy Qur'an recitation skills in short verses. In Phase 3 it is slightly better. In Phase 3 where most students can recall and recite relatively longer verses of Holy Qur'an. The majority of students show appropriate knowledge of Islamic values and principles such as respect, honesty, and empathy. They also have knowledge of Islamic law and etiquette during the month of Ramadan. They illustrate appropriate knowledge of the Prophet Muhammad (PBUH) and could recall the Noble Hadeeth and their significance to Muslim life such as in giving for charity and forgiving people for the sake of Allah.• In lessons, the majority of students make above expected progress in relation to appropriate learning objectives and above the expected curriculum standards, and slightly better progress was observed in boys in Phase 3. In Grade 2, the majority of students were able to explain the eating etiquettes and link it to Islamic manners and provide examples from Sunnah. In Grade 8, the majority of students were able to explain the meaning of appreciation of Allah's blessings and to how to be thankful.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding the value of being a believer and reflecting beliefs in real life.	<ul style="list-style-type: none">• Students' refinement in the accuracy of Qur'an recitation skills across all Phases..



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a First Language (AFL) is good. Almost all are native speakers of Arabic. In Phases 2 and 3 the majority of students attain levels that are above curriculum standards as evident in lessons and in their recent work.• The majority of students demonstrate levels of listening, speaking, reading writing, skills above the curriculum standards. In Grade 1, the majority of students are able to read the letter "z" at the beginning, middle and end of the word and they can distinguish the letter in the words and sentences. Students do not consistently refine their reading skills or apply standard Arabic in their classroom discussions and writing in early Phase2. The majority of students can read with pronunciation rules. Students' reading fluency is slightly better in Phase 3.• The majority of students demonstrate a level of applying grammatical rules, for example, students in Grade 2 can distinguish between nominal and verb phrases and they can use them in sentences appropriately. Grade 8 students know the elements of the story and they can analyse and author short stories independently. Students in Phase 3 demonstrate a good level of writing skills as evident in students' work. In lessons, the majority of students make the expected progress in relation to appropriate learning objectives above the expected curriculum standards, and slightly better progress observed in Phase 3 boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students good progress, as almost all students are Arabic speakers.	<ul style="list-style-type: none">• Students' reading and standard Arabic speaking skills across the school.• Students' development of handwriting skills in early Phase 2.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. The school's internal assessment data shows that students' attainment is good overall. This fully matches with that seen in lessons and in students' work where a majority of students in all phases attain levels of knowledge, skills and understanding above curriculum standards. There is no external assessment data for this subject.• The majority of students knowledge of national identity, citizenship, government, values and ethics and the national economy is good. Students show deep understanding of constitutions and community. In Phase 2, most students can differentiate between types of deserts, describe them and can indicate them on the map. They are less skilled in the analysis of maps for specific geographical information. In Grade 5 students recognise the colours which reflect the UAE natural landmarks.• Overall, the majority of students make better than expected progress with no significant variation between groups.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' pride in their national identity and cultural values.	<ul style="list-style-type: none">• Students' deeper understanding of map reading in Phase 2.



English	<ul style="list-style-type: none">• Students' achievement in English is good overall. In lessons and in their work, students make good progress in Phases 1, 2 and 3. The school's internal assessment data does not fully match this. It indicates that progress in Phase 1 is good but in Phase 2 it is acceptable and in Phase 3 it is weak.• Internal assessment data shows attainment as acceptable in Phases 1, 2 and 3, which matches the standards seen in lessons and students' work.• In Phase 1, children make good progress in developing their speaking and listening skills. They build confident knowledge of letters, sounds, and characters. Children can write sentences using capitals, full stops and correct spacing. They read a range of stories that help them to extend their vocabulary and skills of analysis. In Phase 2, students extend their knowledge of grammar, and increase their accuracy and creative writing skills. For example, Grade 3 students have fun with building sentences by including different adjectives in their writing. In Phase 3, students increase their skills and understanding of analysis, critical thinking and inference when they engage in fictional scenarios. These include, taking on the role of detective in various scenarios of criminal investigations. Students are less fluent and accurate in their speaking and writing skills.• Almost all groups of children and students make better than expected progress. Higher attaining students are not always fully and consistently challenged in lessons to extend their learning effectively enough.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's developing skills in analysing the sequence of stories and the emotions of the characters, particularly in Phase 1.• Students' progress in speaking and listening skills in Phase 2.	<ul style="list-style-type: none">• Students extended and creative writing skills in Phases 1 and 2.• Students speaking skills and accuracy in independent writing in Phase 3.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good overall. The school's internal data shows that students make good progress in relation to their starting points. This fully matches the progress seen in lessons and in students' work, where a majority of the students make good progress across all phases.• Internal assessment data indicates good attainment across all phases. This fully matches with that seen in lessons and in students' work, where a majority of students' attainment is above curriculum standards. External CAT 4 examination data indicates weak to acceptable attainment in Grades 3, 5 & 7.• In lessons, a majority of students make good progress. In Phase 1, children develop secure number and measurement knowledge. For example, they can use the terms heavy, light, heavier and lighter than. They can compare and sort the weight of objects, write the numbers from 1-10 and tell the days of the week in order. In Primary, students develop the relationship of multiplication and division. They can multiply by 2s and 10s quickly and apply multiplication facts to solve division problems. Students can recall the properties of 2D shapes and draw 2D perimeters using a ruler. and can create budget income and expenditures using the charts. Students' application of mathematical terminology is less well developed in Primary.• In Phase 3, students understand the difference between theoretical and observed probability. For example, they can evaluate the probability of an event occurring from a range of different spinners and dice games. They compare the theoretical and observed probability by conducting repeated trials on simulation.• Overall, all groups of students make similar rates of progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Phase 1 children's ability to measure lengths using informal units.• High students' skills to simulate trials on probability.	<ul style="list-style-type: none">• Students' application of mathematical terminologies in Primary.• Students' ability to apply mathematical terminology in Primary.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall. The school's internal data shows that students make good progress across phases in relation to their starting points. This fully matches the progress seen in lessons and in students' work.• Internal assessment data indicates good attainment in all phases. This fully matches with that seen in lessons and in students' work, where a majority of students in all phases attain above curriculum standards.• In lessons, a majority of students make better than expected progress overall. In Phase 1, children develop secure knowledge in physical science and performing simple experiments. Children can identify, sort and name heavy and light objects. They can show and tell how things float and sink, create a pasta skeleton, and discuss how symbols are used to communicate information. In Phase 2, students can create a floating paperclip model, describe the different forces acting on a paperclip and label the force arrow diagram. In Phase 3, most students develop a secure knowledge to apply the properties of chemical change. For example, students can appropriately use scientific equipment, technology and materials to collect data, test and record using scientific terms. They apply their understanding of chemical properties to solve "crimes" and identify a mystery substance. Students' application of scientific learning to solve problems in unfamiliar contexts is less well developed.• Overall, the majority of the groups of students in all phases make similar good progress, including students with SEN.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ownership of their own learning and their effective use of technology for finding things out for themselves.• Students' purposeful and productive collaboration and communications.	<ul style="list-style-type: none">• Students extended scientific inquiry skills.• Students' application of scientific learning to solve problems.



Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects reviewed is good overall. Progress in lessons is good in PE and acceptable in art. The school has plan to improve the range of other subjects offered, including music and drama, in the coming months. In lessons and their work, students' attainment is good overall. Internal data is available for PE and shows that the majority of students make better than expected progress and achieve above curriculum standards. PE is a strength of the school and students benefit from dedicated and enthusiastic teaching. Children in KG develop skills through a variety of activities including balancing on bicycles and jumping in hoops and many outdoor activities. Older students enjoy participating in friendly sporting competitions, and show good coordination, agility and physical prowess in activities such as football and boot camp style training sessions. Students are aware of the effects that physical activity has on their body, they measure their own heart rate and relate the numbers of beats per minute to the amount of exertion they perform. In art, students use a range of materials to make 3D art works, such as lily pads floating on a pond. Students do not develop their creativity or use a wide variety of resources or media. Overall, the majority of the groups of students make better than expected progress in PE and art. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' physical skills. 	<ul style="list-style-type: none"> Students' creativity and the range of different materials available in art.
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. Most students across KG, Primary and Middle school have good independent learning skills and take increasing responsibility for their own learning. Children in KG make independent choices when provided with a range of tasks and stay focused on their work. Older students sometimes rely too heavily on the teacher's input. Students work well in pairs and collaborate, communicating ideas with teachers and peers. In group discussions, all students contribute equally and are eager to join in and participate. Students apply their learning to their understanding of the world and transfer learning and skills with support from the teacher. For example, KG2 children apply their learning about personal safety during PE activities involving Students' innovative skills are less well developed. 	
	Areas of Strength	Areas for Improvement



	<ul style="list-style-type: none">• Students' positive attitude to learning.• Students are eager to join and participate in learning.	<ul style="list-style-type: none">• Students independent, critical learning and innovation skills across all subjects and 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 very good overall.

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">• The large majority of students have positive and responsible attitudes toward the school, staff, and each other. The large majority of students are self-disciplined, especially Phase 3, as observed in the classes and learning walk.• The positive interactions between teachers and students enhance their learning and achievements. Students typically demonstrate secure understanding of a healthy lifestyle and safety.• Students in Grade 5 appreciate safety, driving and transportation rules in their school and UAE. They write appreciation cards to be distributed by the end of the school day to the bus drivers.• At 94%, the school attendance is 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">• The large majority of students have a secure appreciation and understanding about how Islamic values influence contemporary society in UAE as observed in lessons and displays boards around the school. Students have a solid knowledge of their culture and national identity. Across classes students showed understanding about camels in their farms, and about traditional clothes.• The large majority of students participate in the school organised cultural day. Each class chooses one country and represents their food, clothes, location and climate. In addition, all teachers introduce their home countries to students to deepen their understanding and appreciation of other world cultures.				
Social responsibility and innovation skills	Very Good	Very Good	Very Good	N/A



- Almost all students participate in a wide variety of projects. These include Sanabel volunteer, the student's crescent, Sanad propjets, national volunteering, international voluntary work to support turkey and Syria during the earthquake.
- Students participate in a range of innovative activities such as the innovative engineer, Al-Hilal Alahmar UAE, Jameiat Alsharjah. They were successful in winning a prize from the ministry of climate change and environment.

Areas of Strength:

- The secure understanding of Islamic values and respecting the heritage and culture of UAE.

Areas for Improvement:

- Students' arrival on time to school and further their school attendance.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	N/A

- The overall quality of teaching and assessment is good across all Phases. Teachers have good knowledge of their subjects and have a well-developed knowledge and understanding of how students learn. They apply a good range of strategies to support and underpin good learning across the school.
- Teachers prepare interesting and engaging tasks through which students learn with interest and enjoyment. Lessons are well planned to include a range of activities that allow students to work productively and engage in a variety of individual and group activities. The learning environment is well resourced and stimulating across the school. Resources are well scaffolded to support learning and there is good access to electronic resources. Additional learning support staff are well deployed to support individuals and group learning in Phase 1. Positive interactions encourage children in Phase 1 to learn successfully through play. and provide a broad experience of activities. In the best lessons, questioning and dialogue promotes students' critical thinking skills. Questioning to encourage students' deeper thinking remains a developing aspect of the school's work.
- Overall, teachers use an effective range of strategies to meet the individual needs of students. Higher attainers are not yet consistently challenged to reach their potential.

Assessment	Good	Acceptable	Acceptable	N/A
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- Internal assessment procedures provide a range of information relating to students individual and group attainment and progress. The assessments are broadly linked to the school curriculum.
- The school is exempt from reporting international benchmark measures. The range of assessment is not yet fully implemented because the current systems are being trialled and evaluated. The school has not yet established an overarching, comprehensive whole-school system to gain a full overview of students' individual and group assessments.
- Teachers and leaders in subjects have a range of systems in place to assess and analyse students' attainment and progress. Assessment information is available to teachers to inform their lesson planning and the next stage of students' learning. The information is not always



used well enough to inform the planning for higher attaining students to engage them in more consistent and challenging learning activities.

- Teachers know the students well and are aware of their abilities. Marking is regular to monitor students' attainment and progress, although the quality of formative marking remains inconsistent across the phases. Self and peer assessment is not yet a regular feature in lessons.

Areas of Strength:

- Teacher - student interactions and relationships that support learning.
- Teachers' planning and knowledge of how students learn.

Areas for Improvement:

- Use of assessment to target and challenge higher attaining students to extend their learning.
- Increased opportunities for innovation in lessons.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	N/A

- The overall quality of the curriculum is good. Learning is well planned and promotes life-long learning. There is a clear rationale, which is broad, balanced and complies with statutory requirements of the Australian Victorian curriculum. It is well structured to provide students with a balance of skills, knowledge and understanding and to help students to increase their knowledge on previous learning. A wide range of curricular options is provided for students to build on their interests, future aims and aspirations. The school provides regular consultations with parents and students. Their views are taken into account when making decisions about subject choices for older students, to support individual student's curriculum options and chosen careers pathways.
- Cross-curricular links are well planned, and these are enhanced further by the work students engage in during National Celebration days. Regular and curriculum reviews are conducted to ensure the curriculum is regularly updated and modified to meet the needs of most groups of students.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	N/A
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- Curriculum modification is carried out regularly, at the end of teaching units and end of year. This meets the needs of individuals and groups of students. Lesson planning is not yet sufficiently modified to provide effective challenges to enable higher attaining students to achieve their full potential.
- The curriculum does not currently provide consistent opportunities for students to engage in activities that promote enterprise, innovation, and critical thinking within lessons across the school. Leaders plan to introduce extra-curricular activities by adjusting the school day to address this issue.
- Opportunities for students to develop a full understanding of UAE's culture traditions and values are very strong.

Areas of Strength:



- Cross curricular links that underpin learning.
- The promotion and celebration of Islamic values and UAE culture and heritage.

Areas for Improvement:

- Adaptation of the curriculum to meet the needs of all students.



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

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">The protection, care, guidance and support of students is very good overall. All staff, students and parents know the safeguarding procedures where issues of child protection arise. Students feel safe and are confident to report any concerns to the nominated members of staff for child protection. There are effective and rigorous arrangements to protect all students from abuse, bullying and the potential dangers of the internet and social media. Policies are in place and reviewed regularly by different school groups such as the safeguarding team and the well-being team. All staff receive frequent training about updates or changes.The school conducts thorough and frequent safety checks. It keeps daily logs relating to the maintenance, upkeep or repair to make the school safe, clean and secure. Supervision of students from the time they are dropped off by private transport or buses to when they leave school is highly effective. The school meets all legal and regulatory requirements, including frequent emergency evacuation drills with extra concern for students with Special educational needs and disabilities (SEND).Records of incidents affecting students' health, safety or well-being and subsequent actions are secure and accessible.The learning environment, its facilities and premises are very conducive to the learning needs of all students.The promotion of healthy living is very effective and is shown in almost all aspects of school life. This includes students' food packs from home, and programmes run by the clinic on healthy food options and weight management. Integrating healthy lifestyles in lessons, promotion of sports and exercise are part of the very effective provision for healthy living.				
Care and support	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">Relationships between students and staff are very good, consequently, behaviour is very good. The school approach and application of system and procedure in promoting good attendance and punctuality is good.				



- Special needs students (SEN) are identified accurately and promptly and have Individualised Education Programmes (IEPs) in place. These processes are not as strong for those students who are gifted and talented. The support for students with SEN is effective in enabling these students to make consistent personal and academic progress. Support is less effective for the gifted and talented as identification is not sufficiently comprehensive or prompt.
- The personal support systems for all students are very effective. This is a consequence of the efficient monitoring processes of the academic and personal development of all students. Every student has access to quality individual advice, counselling, and guidance services.

Areas of Strength:

- Rigorous procedures for the safeguarding of students.
- Staff-student relationships and effective management of students' behaviour.

Areas for Improvement:

- Identification and support for gifted and talented students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- The overall quality of leaderships is good. Senior leaders, led effectively by the principal, have a clear and ambitious vision for the school. They promote the values and traditions of UAE and National priorities and are successful in promoting students' positive involvement in the community. The principal displays professional confidence, commitment and the capacity to lead and continually improve this new school.

Self-evaluation and improvement planning

Acceptable

- The school makes good use of a range of sources to evaluate what it does well and to inform school improvement. Self-evaluation results in lengthy documentation, but the school's own judgement is slightly over-generous and does not fully include the views of wider stakeholders. Lesson observations and performance management is embedded within the school and undertaken at regular cycles. Extensive improvement planning is undertaken at the whole school level. There are too many points for improvement taken from across the documents and a lack of clarity about school key priorities.

Partnerships with parents and the community

Good

- Parents have very positive views of the school. They appreciate the support teachers provide to their children. They welcome the many communications that provide a good insight about the life in school, and they are fully aware of the children's learning. Productive local partnerships support the school and there is clear benefit from the close relationship between the VIS group other school branches.

Governance

Acceptable



<ul style="list-style-type: none">The school board is newly formed and has met to discuss logistical matters relating to the school. There is a representation from the school group and parents. There is currently no representation from the wider community, although plans are in place to address this. The school board are willing to take responsibility for making decisions at strategic level and welcome the opportunity to receive training.	
Management, staffing, facilities and resources	Very Good
<ul style="list-style-type: none">The day-to-day management of the school is well organised by a range of staff, who ensure high standards in the up-keep and maintenance of the facilities. The school premises provide an inviting, high quality learning environment that aids teaching and learning. High quality resources across the curriculum contribute effectively to students' progress. The very well qualified staff benefit from effective professional development training.	
Areas of Strength:	
<ul style="list-style-type: none">Leadership plays a key role in guiding the school's growth and development, promoting relationships and communication that strengthen the school community.	
Areas for Improvement:	
<ul style="list-style-type: none">Provision of training to strengthen the school's governance and widening membership to representation from the wider community.Inclusion of all stakeholders in self-evaluation and alignment of self-improvement plans so they are coherent and manageable.	



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- Students develop secure knowledge on physical science and performing simple experiments.
- The school has 7 Arabic teachers providing lessons in AFL from Grade 1 to Grade 8. Almost all students are native speakers of Arabic and have a good starting point.
- The school has one library with around 250 books including a range of non-fiction books on science and language. Fiction and non-fiction books are available to suit the different stages of learners' ability across the school.
- A range of books is also available in each class including textbooks, reference and fiction books. Students have access to additional Arabic reading resource using computers. These help to monitor students' development in reading skills.
- Students engage in a wide range of activities in the community and UAE, such as participating in story and poetry writing and reading competitions. Additional learning in Arabic is encouraged with computer activities at home.

The school's use of external benchmarking data

- SPEA exemption from external benchmarking applies. CAT4 results are not used as they are not comparable due to the acquisition of students on entry language acquisition. Students have started taking Tala language assessments for native speakers of Arabic this academic year.
- There are no students in the school taking international tests and examinations due to the SPEA exemption from external benchmarking.

Provision for KG

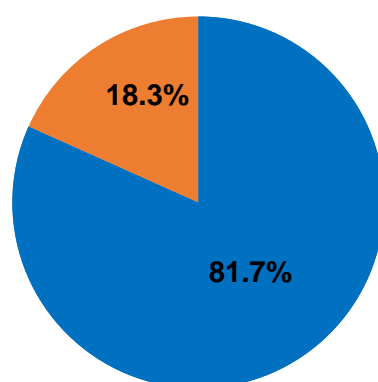
- The KG structure is based on the Australian Model. The KG department provides provision for children from Pre-KG (3y), KG1 to KG2. There is a total of 11 classes in KG, 14 teachers and 11 assistants. The teacher to child ratio is 1:15
- The KG department follow the Victorian Early years Development Framework. The indoor learning environment is designed to support the leaning and development of children of this age. Pre-KG and KG1 have direct access to their own classroom toilet to promote independence and support personal development.
- Classes are centred around a large interior space where resources are set up to cover all areas of learning. The timetabling ensures there is an appropriate balance between child led and teacher directed learning. The large outdoor area promotes physical skills.
- All new KG parents are invited to an orientation day and are to stay with their children to help them settle in when they start. Information is gathered about each new child and shared with the teachers to ensure a smooth start to school for families.
- Transitions to the next phase is supported by teachers.
- The KG provision provides a good start for children and is a strong feature of the school. Teachers provide developmentally appropriate learning. Children are given ample opportunity to lead their own learning and are supported by well qualified teachers.



VIEWS OF PARENTS

**Satisfied with the Quality of
Education my Child is
Receiving at the School**

No. of Responses = 104



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree



STRATEGIC RECOMMENDATIONS & NEXT STEPS

Improve students' achievement by:

- raising attainment in English in all phases
- providing more challenge for higher attainers and support for lower attainers in lessons
- providing training for teachers on effective strategies which consolidate students' learning skills and differentiation in the class.
- focusing teachers' performance management on students' outcomes.
- providing opportunities for students to develop their problem-solving, innovation and enterprise skills.

Improve assessment practice by:

- introducing coherent internal and external assessment methods across subjects and phases to assess and support all students learning.
- developing a comprehensive assessment policy and provide teacher training that outlines expectations and effective practice.
- using assessment data effectively to drive self-evaluation that focuses on the impact the provision has on students' outcomes.

Strengthen governance and accountability by:

- broadening the range of external board members and provide training on educational governance responsibilities and expectations.
- including the Governing body in the process of self-evaluation and strategic planning.



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.