



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN
Programme

School Performance Review REPORT | (SPR)

Victoria International School Sharjah,
Khorfakkan - Branch 3
11th to 14th 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 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.

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THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

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

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

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



School Information		
School	School ID	432
	School location	Khorfakkan, Sharjah
	Establishment date	01/08/2022
	Language of instruction	English
	School Curriculum	Victorian curriculum of Australian
	Accreditation body	Australian Victorian Early Years Learning and Development Framework (VEYLDF) Victorian Curriculum and Assessment Authority (VCAA)
	Examination Board	VCAA
	External Assessments International and Curriculum Benchmark Assessments	There are no national or international benchmark assessments
	Fee Range	AED 22,000 to AED 40,000
	Principal	James Stearns
Staff	Chair of board of governors	Gregor Cameron
	Total number of teachers	57
	Total number of teaching assistants	14
	Turnover rate	26%
	Teacher: student ratio	1:13
Students	Total number of students	735
	Total number of students per cycle/phase	Cycle/Phase 1: 113 Cycle/Phase 2: 539 Cycle/Phase 3: 83 Cycle/Phase 4: N/A
	Pre-KG: number and gender	Boys: 10 Girls: 14
	KG: number and gender	Boys: 42 Girls: 47
	Elementary: number and gender	Boys: 292 Girls: 247
	Secondary: number and gender	Boys: 49 Girls: 34
	Senior: number and gender	Boys: N/A Girls: N/A
	Total number of Emirati students	699

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	Pre-KG: Emirati number and gender KG: Emirati number and gender	Boys: 8 Boys: 42	Girls: 14 Girls: 47
	Elementary: Emirati number and gender	Boys: 279	Girls: 235
	Secondary: Emirati number and gender	Boys: 43	Girls: 29
	Senior: Emirati number and gender	Boys: N/A	Girls: N/A
	Nationality groups (largest first)	1. Emirati	
		2. Egyptian (8)	
	Total number of students with special educational needs	18	



PROGRESS JOURNEY

Previous Review:	Current Review:
N/A	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers, 111 lesson observations, 22 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. The school has not had a previous school review visit. Students' achievements are good overall. Attainment is lower in Islamic Education, Arabic and social studies than in English, mathematics, science and other subjects across all phases. Students' attitudes to learning are very positive. The school's care and support for students and students' personal and social development are very good. Teaching, assessment and curriculum are of good quality overall although there is more to do to ensure that higher attainers and gifted and talented students (G&T) excel in learning. The school's program of intervention and support for English language development is effective and impacting positively on language improvement. External assessments to benchmark students' attainment against international expectations are yet to be implemented. The school has very good procedures in place for the safeguarding and protection of all students. The school's learning environments and facilities are very well maintained and support students' learning well. The school has a strong and effective senior leadership team but an underdeveloped middle leadership team. Both the governing body and parents support the school through strong communication and collaboration. All stakeholders are focused on the key priorities. The school's improvement planning is in place and improvements in all subjects across all phases are developing. The school's leadership has the capacity to further improve.

KEY AREAS OF STRENGTH:

- Students' personal and social development, and their understanding of Islamic values and awareness of Emirati cultures in all phases.
- The effective intervention and language support to improve the English language proficiency (MultiLit) of students across the school.

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- The protection, care, guidance and support of students in all phases.
- The inquiry-based approach to learning that develops students' creativity.

KEY AREAS FOR IMPROVEMENT:

- The levels of attainment in Elementary and Secondary in Islamic Education, Arabic and social studies
- The further support for students who are improving their Arabic and English language proficiency so that they can transfer their skills to all other subjects.
- Students' understanding and application of scientific experiments in an appropriate scientific environment.
- The promotion of skills through innovative and enterprising learning experiences.
- Teachers' effective use of assessment data to meet the learning needs of all groups of students, especially higher attainers and G&T.
- The introduction of external assessments to benchmark students' attainment in Arabic, English, mathematics and science against international expectations.
- The capacity of middle leadership at all levels to contribute to a successful whole school approach to improvement.



PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

Indicators:		KG	Elementary	Secondary	Senior
Islamic Education	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Good	Good	N/A
Arabic (as a First Language)	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Good	Good	N/A
Arabic (as an additional Language)	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Good	Good	N/A
Social Studies	Attainment	N/A	Acceptable	Acceptable	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	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

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Islamic Education

- Students' achievement in Islamic Education overall is good. The school's internal assessment data indicates very good progress in Elementary and Secondary. This does not match with the amount of progress students make in lessons and in their work over time where the majority of students make good progress.
- The school's analysis of internal attainment data at the end of the academic year in 2023 indicates acceptable levels of attainment and in 2024 indicates very good attainment. In lessons and in students' work, most students demonstrate knowledge and skills in line with curriculum expectations indicating their attainment is acceptable. There are no external assessments in Islamic education.
- In Elementary lessons, the majority of students can recite prescribed verses from the Holy Qur'an, apply Islamic etiquettes of Qur'anic recitation, memorise the Noble Hadeeth, recognise the positive characteristics of Muslims and understand the meaning and importance of good behaviour in Islam. Only a minority are able to apply their learning effectively in real-life situations. In Secondary, most students can explain the Noble Hadeeth and provide real-life examples to illustrate their understanding. Only a minority were able to apply Tajweed rules at grade-appropriate levels.
- The majority of all groups of students make similar rates of progress, which is better than expected. Students with special educational needs (SEN) make expected progress.

Areas of Strength

- Students' skills in recitation of the Holy Qur'an and memorisation of the Noble Hadeeth in Elementary and Secondary.
- Students' knowledge and application of the required Islamic etiquettes in Elementary and Secondary.

Areas for Improvement

- Students' skills in applying their knowledge of Islam to real-life situations in Elementary.
- Students' skills in applying Tajweed rules in Elementary and Secondary.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic overall is good. The school's internal progress data for Arabic as a first language (AFL) is based on lesson observations and a review of students' work in books and indicates higher rates of progress in both Elementary and Secondary. The amount of progress students make in lessons and in their work over time from starting points is good for the majority. There are a small number of students who learn Arabic as an additional language (ASL), and they make good progress from their starting points.The school's internal assessment data at the end of the academic year in 2023 indicates that most students in AFL attained at an acceptable level and in 2024, students' attainment is very good. In lessons and in students' work, most students demonstrate knowledge and skill in line with curriculum expectations indicating their attainment is acceptable. There are no external assessments in AFL. In ASL, students achieve at expected levels for the time they have been studying the Arabic language.In all lessons, students in AFL can speak confidently using standard Arabic. In Elementary, students can use new vocabulary in meaningful sentences and are able to write in standard Arabic to express their feelings. In Secondary students can read to analyse a story, identify the characters and recount the plot. Students use standard Arabic effectively to write short paragraphs. Students' knowledge and use of correct grammar in writing are inconsistent. Extended writing tasks for different purposes reveal some variations in quality and depth in Secondary. In ASL, students extend their skills of listening and speaking by attending additional daily Arabic literacy sessions.Different groups of students make similar rates of progress which is better than expected. Students with SEN students make expected progress. Boys make more progress than girls.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' abilities to speak confidently in standard Arabic in Elementary and Secondary.Students' ability to write in standard Arabic.	<ul style="list-style-type: none">Students' skills in extended writing and writing for different purposes, especially in Secondary.Students' knowledge and application of grammar rules in writing in Elementary and Secondary.



Social Studies

- Students' achievement in social studies overall is good. The school's internal assessment data in Elementary and Secondary indicates very good progress. This does not match with the amount of progress students make in lessons and in their work over time, where the majority of students make good progress.
- The school's analysis of internal assessment data at the end of the academic year in 2023 indicates that students' attainment is acceptable and in 2024 is very good. In lessons and in students' work, most students demonstrate knowledge and skill in line with curriculum expectations indicating their attainment is acceptable. There are no external assessments in social studies.
- In Elementary lessons, students can explain the life and work of the late H. H. Sheikh Zayed bin Sultan Al Nahyan (RIP) and name significant national events in the UAE. Only a few students can articulate the influences of Emirati culture and traditions on contemporary society in the UAE. In Secondary, most students are able to name key leaders and significant figures who have contributed to the UAE's growth and success and describe their achievements. Only a small number of students could describe the relationships between the UAE and other nations.
- The majority of different groups of students make similar progress which is better than expected. Students with SEN make expected progress.

Areas of Strength

- Students' knowledge of the life of the late H. H. Sheikh Zayed bin Sultan Al Nahyan (RIP) and his roles in building the union in Elementary and Secondary.
- Students' knowledge of significant national events in the UAE in Elementary.

Areas for Improvement

- Students' deep understanding of the impact of Emirati culture and traditions on modern society in the UAE in Elementary.
- Students' understanding of the relationships between UAE and other nations in Secondary.



English	<ul style="list-style-type: none">Students' achievement in English is good overall. The school's internal data in KG, Elementary and Secondary indicates very good progress. This does not match with the amount of progress students make in lessons and in their work over time from starting points which for the majority is good progress.The schools' internal data indicates students' attainment is good in all phases. Similarly, in lessons and their work, the majority of children and students demonstrate knowledge and skills above curriculum standards in KG, Elementary and Secondary. There are no external assessments.In Kindergarten (KG), children can sound out letters and blend them to make simple words. In Elementary, students can explain that verbs are action words, identify them in sentences and use them in their own writing. In Elementary, the majority of students are confident speakers and readers. In Secondary students work together to organise information and use visual design principles to plan, draft and improve their written work. Writing skills are not always accurate, especially in letter formation in Elementary and in Secondary, grammar and punctuation are often incorrect. Provision for English as an additional language (EAL) is successful in ensuring students improve their proficiency in English language and literacy.Overall, most groups of students make similar amounts of progress which is better than expected from their starting points.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' speaking and reading skills in Elementary and Secondary.Students' abilities to organise information and use design principles to improve their written work in Secondary.	<ul style="list-style-type: none">Students' writing skills and accurate letter formation in Elementary and Secondary.Students' writing skills and use of accurate punctuation and grammar in Secondary.



Mathematics	<ul style="list-style-type: none">Students' achievement in mathematics overall is good. The school's internal assessment data in KG indicates good progress and very good progress in the Elementary and Secondary. This does not match with the amount of progress students make in lessons and in their work over time, where the majority of students make good progress in all phases.The school's internal assessment data indicates good attainment in KG and very good attainment in Elementary and Secondary. The majority of children and students demonstrate knowledge and skills above curriculum standards in lessons and in their work in KG, Elementary and Secondary. There are no external assessments.In KG, children can predict what comes next in a sequence and create their own repeating patterns. In Elementary, students can accurately read, write, and draw time and compare fractions and decimals. In Secondary, students can perform percentage calculations with accuracy. A few students find it challenging to apply these skills in complex, real-world contexts. All children's and students' mathematical reasoning and ability to justify their answers is limited.Overall, most groups of students make similar amounts of progress which is better than expected and there are minimal differences.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' skills in telling the time, and their understanding of fractions and decimals in Elementary.Students' skills in accurate calculations including percentages in Secondary.	<ul style="list-style-type: none">Students' skills in applying their mathematical knowledge and skills to real life in Elementary and Secondary.Students' mathematical reasoning skills in all phases.



Science

- Students' achievement in science overall is good. The school's internal assessment data indicates outstanding progress in KG, Elementary and Secondary. This does not match with the amount of progress students make in lessons and in their work overtime, where the majority of students make good progress in all phases.
- Internal assessment data indicates that the majority of students in all phases attain above curriculum standards. Similarly, in lessons and their work, the majority of children and students demonstrate knowledge and skills above curriculum standards in KG, Elementary and Secondary. There are no external assessments.
- Students' knowledge and understanding of physical, life, earth and space sciences is well developed. In KG, children know the concept and symbol of recycling and can identify recyclable objects in their surroundings and how to reuse them. In Elementary, students explore star constellations and their effects on our planet. They apply their knowledge and draw different constellations in 3D models. In Secondary, students know about geology and can identify rock formations and the different types of rocks. Students' knowledge of scientific methods and ability to conduct laboratory experiments following the scientific principles of investigation and reporting their results is underdeveloped in Elementary and Secondary. The lack of laboratory facilities limits opportunities for conducting scientific experiments and investigations.
- Most groups of students make similar amounts of progress which is better than expected.

Areas of Strength

- Students' knowledge and understanding of physical, life, Earth and space sciences across all phases.
- Students' knowledge of geology and rock formation in Secondary.

Areas for Improvement

- Students' ability to conduct laboratory experiments following the scientific method in Elementary and Secondary.
- Students' skills in documenting their findings from investigations and writing laboratory reports in Secondary.



Other subjects	<ul style="list-style-type: none">Students' achievement in other subjects overall is good. In lessons and in their most recent work and over time, the majority of children in KG, and students in Elementary and Secondary make better than expected progress. This does not match the school's internal data which indicates students make very good progress in all subjects across the phases.Internal assessment data indicates that the majority of students in all other subjects attain very good levels. In lessons and in students' work the majority of students demonstrate knowledge and skills above curriculum standards in art, music and PE. There are no external assessments in other subjects.In music, children in KG and students in Elementary explore high and low sounds and develop their understanding of pitch by singing and exploring notes and tone. In Art in Secondary, students create sculptures in the human form and can balance proportions. In PE most students develop adequate hand-eye coordination and the skills of jumping, hopping, skipping and running but they do not excel in a range of different sports.Most groups of students make similar amounts of progress which is better than expected. Higher attainers do not always make the progress they are capable of.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Children's and students' understanding of musical high and low sounds and pitch.Students' understanding of proportions in sculpture, in art in Secondary.	<ul style="list-style-type: none">Students' skills and abilities in a range of sports.Students' creative and musical skills, especially the higher attainers.



Learning Skills	<ul style="list-style-type: none">Students' learning skills are good overall. Across the school, students have positive attitudes to learning. Children in KG can engage actively for short periods in their learning process without their teacher's direction. Students respond well to their teacher's instructions. A minority are too dependent on their teacher and do not take enough responsibility for their learning.Children and students throughout the school can interact and collaborate actively in groups and communicate their learning effectively. Children and students understand the connections between the different areas of learning and how literacy underpins their learning in other subjects for example, in science as students discuss their learning of the formations of rocks and lands.Children and students across the school frequently research and access learning technology to support their independent enquiry and learning projects in lessons. This is more evident in the UAE social studies and Islamic education lessons. Students' critical thinking, problem-solving, innovation, and enterprise skills are underdeveloped in their learning and work in all phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' interactions, collaboration and communication skills across all phases.Students' application of learning to the world and making connections between areas of learning across all phases.	<ul style="list-style-type: none">Students' ability to take responsibility for their own learning across all phases.Students' skills in innovation, enterprise and critical thinking across all phases.



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

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

Indicators:	KG	Elementary	Secondary	Senior
Personal development	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">Students' personal and social development and their innovation skills are very good overall. They demonstrate positive attitudes, self-reliance and effectively engage with others. Their exemplary behaviour has a positive impact fostering a harmonious atmosphere throughout the whole school. Instances of bullying are rare. Students readily take on responsibilities in leadership roles in classes and within the school communityStudents demonstrate a keen awareness of the needs and differences of their peers. They readily offer assistance and support when needed. This culture of empathy and cooperation develops positive relationships among students and staff. Students' interactions at school show mutual respect and care creating an environment conducive to collaboration and learning.Students demonstrate a sound understanding of safe and healthy living. A few students make inappropriate choices about their health and food choices. Students participate in activities that promote a safe and healthy lifestyle. During break time they participate in, and show commitment, to physical activities.Students' attendance at 95% is good. Most are punctual to lessons. A few students arrive late to school.				
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 have a strong understanding and appreciation of how Islamic values shape modern UAE society. Students implement Saw'ed Al-Iman (the arms of faith) and My Prayer is My Life initiatives, giving the call to congregational daily prayer. Students celebrate many Islamic events such as Haq Al Laila, the Prophet's birthday and Haj. They participate in the recitation of				

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the Holy Qur'an and the yearly school competition. Students recite the Holy Qur'an at assemblies. They donate contributions to Iftar meals for fasting people in their community.

- Students demonstrate deep knowledge and respect for the heritage and culture that form the foundation of modern life in the UAE. They actively participate in various cultural activities reflecting their appreciation and understanding of these influences. Students celebrate UAE Flag Day at the Federal Supreme Court at Khorfakkan, participate in UAE National Day celebrations and sing the National anthem in assemblies. They celebrate the anniversaries of H.H. Dr. Sheikh Sultan Al Qasimi and commemorate the late H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP).
- Students across all phases have a strong knowledge of their own culture and actively participate in celebrating it on special occasions displaying pride in their heritage. They can discuss key traditions, customs, and values within their culture showing an appreciation for its unique characteristics. Students participate in cultural activities in lessons where they discuss different world cultural aspects. Their understanding is more focused on their own culture, with limited integration and perspective of other cultures. Their knowledge in these areas lacks depth regarding the many varied global traditions.

**Social responsibility
and innovation skills**

Good

Good

Good

N/A

- Students across all phases are aware of their responsibilities as members of the school community and some undertake leadership roles such as House Captains. They occasionally engage in school-organised events to encourage social responsibility. They participate in some charity and volunteering initiatives such as the school charity drive during Ramadan in cooperation with the Red Crescent. They visit a nursing home where they read poetry to old people. They occasionally volunteer to clean the beach in Khorfakkan.
- During National Day celebrations a few students participate in enterprise activities setting up booths to sell items. While there are a few science, technology, engineering and mathematics (STEM) activities and robotics opportunities, students' involvement and initiation of innovation, enterprise, and entrepreneurship projects across all phases are in the early stages. Few students join the various after-school clubs.
- Across all Phases, students care for their school and take part in activities to improve its environment. They participate in assemblies about sustainability and clean energy. Students in all phases do projects on recycling, sustainability and climate change. They take care of their school and keep it clean. They have a basic understanding of environmental concerns. They occasionally participate in events and activities to promote sustainability such as COP 28.

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Areas of Strength:

- Students' attitudes, behaviour and relationships which foster a harmonious atmosphere throughout the entire school.
- Students' understanding and appreciation of Islamic values and Emirati culture.

Areas for Improvement:

- Students' understanding of the importance of social responsibility and their active participation in activities that make social contributions to their school and community in all phases.
- Students' involvement and initiation in innovative and enterprising learning experiences in all phases.

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 quality of teaching and assessment is good overall. The majority of teachers know how students learn. They have good subject knowledge which they convey confidently to their students. They plan lessons well though they do not always follow what they prepare. Learning environments and resources especially in the Elementary and Secondary are used successfully to support learning.
- Positive teachers' and students' interactions ensure that the majority of students are engaged during lessons. Activities generally meet the needs of the majority, but not all groups of students. In a minority of lessons questioning and dialogue involve students in critical thinking and problem-solving. Closed questioning limits students' responses to giving brief answers. Opportunities for critical thinking and meaningful discussion are missed.
- Teachers use a range of strategies which effectively meet the individual needs of the majority of students including students with SEN. Activities are set at differing levels to match ability groups. These are flexible and sometimes allow students to decide on their starting point.

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Teaching assistants, guided by teachers, offer satisfactory support for children. Gifted and talented (G&T), and higher attaining students do not have sufficient specific targets and greater levels of challenge to achieve the highest levels.

- Teaching to develop students' skills in innovation occurs in a few lessons and some units in science and STEM activities such as the projects creating constellations in Elementary. Students are able to research effectively on their tablets. The promotion and opportunities for critical thinking and problem-solving skills are not consistent throughout the school.

Assessment	Good	Good	Good	N/A
<ul style="list-style-type: none">• Internal assessment processes capture information on students' progress and attainment against the school's curriculum standards and expectations in KG, Elementary and Secondary. They offer broad insights into both academic progress and personal and social development. There are no external or benchmarking assessments.• Internal assessment data is analysed to provide detailed information about individual student's progress and groups of students. Results are shared with teachers who access assessment information as part of their lesson planning for students of different abilities and how to re-focus their teaching. The accuracy of this information is variable.• Teachers have adequate knowledge of the strengths and weaknesses of individual students. English teachers demonstrate more detailed knowledge of their students' strengths and weaknesses and provide sufficient feedback about how to improve. Students are sometimes involved in assessing their own learning.				
Areas of Strength:				
<ul style="list-style-type: none">• Positive teachers' and students' interactions ensure that the majority of students are engaged during lessons.• Teachers' use of a broader range of strategies in English and their targeted support to meet students' needs.				
Areas for Improvement:				
<ul style="list-style-type: none">• Teachers' time management skills to implement all the planned activities in lessons and their questioning skills to promote critical thinking in all phases.• The accuracy of internal assessments and the quality of teachers' feedback to students on how to improve their work and make better progress.• The introduction of external assessments to benchmark students' attainment against international expectations.				

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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

- The quality of the curriculum is good overall. The school complies with the Australian Victorian Early Years Learning and Development Framework (VEYLDF) for foundation level to Grade 2 and the Victorian curriculum of Australia in other grades. The Victorian curriculum offers a continuum of learning and structural design based on knowledge and inquiry-based learning. The curriculum is enhanced with the requirements for the Ministry of Education (MoE) for Arabic, Islamic education and social studies. Each curriculum prepares students well for the next stage in their learning and meets the needs of most students.
- The school offers some breadth and range in the curriculum including the main subjects. The curriculum currently finishes at Grade 8 year level. Cross-curricular links are planned together in English, mathematics and science to ensure students have a fundamental understanding of all areas of learning. Cross-curricular links are not routinely seen in all subjects. Provision for EAL is a very successful key feature of the school. This English Language programme (MultiLit) offers a reliable, staged, literacy program in Elementary and Secondary. It is based on students' language learning needs as shown through diagnostic test results with subsequent appropriate curriculum adaptations. The range of other subjects offered by the school includes art, music and PE. Plans to introduce Global Citizenship as an option in Grade 9 demonstrate the school's commitment to broadening students' perspectives and preparing them for diverse educational pathways.
- The school undertakes reviews of the curriculum after each unit of inquiry and identifies gaps in learning to be included for the next unit, to meet academic and personal needs. A full review of the curriculum content is undertaken on an annual basis.

Curriculum adaptation	Good	Good	Good	N/A
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- The school modifies the curriculum to meet the needs of the majority of groups of students. The curriculum is not sufficiently adapted to fully meet the needs of G&T and higher attaining students. It places an emphasis on capabilities such as inquiry and creativity. Learning is planned with some challenges and there are intervention programmes to suit students with SEN.
- The curriculum offers opportunities for innovation and creativity in lessons such as STEM and sustainability by creating musical instruments out of plastics in Grade 1. Inquiry lessons foster curiosity and investigation skills. There are a range of extra-curricular activities such as the recitation of the Holy Qur'an, robotics, inter-school sports, and a chess club. There are insufficient adaptations and modifications to promote enterprise and innovation in subjects across all phases.
- The curriculum is effectively adapted to provide learning experiences that develop an understanding of Emirati culture and the UAE's history, heritage and society. These are integrated into most lessons. Assemblies and celebrations such as National Day and Haq-al-Laila ensure that students understand UAE heritage and societal values.

Areas of Strength:

- The provision for teaching EAL in Elementary and Secondary.
- The integration of Emirati culture and UAE heritage across the curriculum in all phases.

Areas for Improvement:

- The curriculum adaptations to ensure that there are appropriate learning experiences and opportunities for G&T and higher attainers so that their needs are met.
- The adaptations and modifications of the curriculum in all phases to promote enterprising and innovative learning experiences and the development of these skills.



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
<ul style="list-style-type: none">The protection, care, guidance and support of students are very good overall. The school ensures a high level of protection, care and support for students, reflecting a commitment to safeguarding policies and practices. A safe and secure environment is maintained through well-established protocols, and vigilant campus monitoring by seven full-time security guards and an extensive CCTV network. There is an appropriate child protection policy shared with all stakeholders. Health and safety measures are proactive, aiming to prevent risks and promote student welfare.The school provides a safe and secure environment. There are rigorous risk assessments, regular fire drills, and well-maintained facilities. There is ramp access and an operational lift supporting accessibility for all staff and students including those with mobility restrictions and physical disabilities. Comprehensive records of incidents and follow-up actions are securely maintained. There are no science laboratories for science lessons. This limits the essential investigation and experiments as a core part of learning experiences in science.The school effectively promotes healthy living overall incorporating wellbeing initiatives into various aspects of school life. Student health is regularly monitored by nurses and doctors, with particular attention to reducing obesity. While some health records are stored electronically others are maintained manually, which can slow down access to specific data. Although facilities support sports education and programmes emphasise fitness and nutrition, some outdoor sports facilities remain unfinished due to ongoing construction, which limits the full development of these activities.				
Care and support	Good	Good	Good	N/A

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- Relationships within the school are positive reflecting mutual respect and support between staff and students. Students value the dedication of staff in guiding and supporting their learning. This fosters an environment where teachers can better understand and respond to students' individual needs and areas for growth. Students' behaviour is consistently positive, aligning with the school's established guidelines and procedures. This contributes to a respectful and conducive learning environment.
- Most students attend regularly and are punctual. The processes to manage attendance reinforce good habits and the encouragement of consistent attendance and timely arrival at the start of the school day.
- The school has established robust and comprehensive processes for identifying students with SEN. This facilitates accurate assessments that enable early intervention and support. The identification systems for higher attainers and students who are G&T require greater refinement.
- There is appropriate support for students with SEN but the learning needs for higher attainers and G&T are not sufficiently well supported in lessons although they have some opportunities in clubs and other learning experiences.
- The school actively supports student personal development through initiatives that foster aspirations and readiness for future learning. The school also engages students with external speakers, organises visits to Khorfakkan University, and builds partnerships with local organisations providing students with an early understanding of career paths and community roles.

Areas of Strength:

- The quality of care, support, and safeguarding for students, and the clear child protection protocols communicated to all stakeholders.
- Positive and purposeful relationships between staff and students and the monitoring of the wellbeing and personal development of all students.

Areas for Improvement:

- The consolidation of health records to a centralised electronic system for easier access such as records on student health.
- The implementation of comprehensive systems to effectively identify and appropriately challenge higher attainers and G&T so that they can excel in learning.

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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 overall. The senior leadership team led by a focused principal, sets a clear strategic direction for the school. Leadership roles, responsibilities and expectations are not sufficiently well developed for all middle leaders. There is a clear vision and direction for the school set by senior leaders and shared by all stakeholders to promote school improvement. Leaders are committed to improving students' academic achievements in learning and personal development. Senior leaders are committed to the UAE national and Emirate priorities and inclusion. Professional relationships throughout the school are positive.
- Most leaders demonstrate a secure understanding of the Australian Victorian Curriculum and know best practices in teaching, learning and assessment. Leaders' understanding of the UAE School Inspection Framework and its application needs development to enhance teaching delivery. They know the importance of understanding data to raise standards for students in the school.

Self-evaluation and improvement planning

Good

- Leaders at all levels understand and encourage the importance of a whole school approach of reflective self-evaluation that involves all stakeholders. The school's self-review is systematic and uses internal data. The school does not use external assessment data and therefore has only a partial understanding of its strengths and weaknesses. Leaders analyse internal assessment data and diagnostic test data as the basis for their school improvement planning and decision making as well as their monitoring of students' English language proficiency.

Partnerships with parents and the community

Good

- The views of parents are considered, and through planned exchanges contribute effectively to shaping school improvement priorities. This approach ensures parents', children's and staffs' views are collated and included in actions and interventions for school improvement.

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Communication between the school and parents is strong. Reporting is comprehensive and based on students' academic progress and their personal development.

- The school is not yet sufficiently involved in many local, national and international partnerships and leaders are proactively developing more connections. The school is developing a mutually beneficial network with other local schools and schools across the UAE.

Governance

Good

- Governance is representative of all stakeholders including the Student Council, parents' representatives and members of the Victoria International School Sharjah (VISS). The governing body has a positive and constructive influence on the school's leadership team and ensures that staffing and resources are compliant with requirements and that the whole school is accountable. The board provides some monitoring by members of the school improvement actions. Each governor has a contributory role in the school to positively impact students' personal development, learning and overall performance.

Management, staffing, facilities and resources

Good

- The day-to-day management of the school is well-organised and effective. The school's procedures and routines are efficient and support students' wellbeing and learning. Turnover rates were just under one third of the staff for the current academic year. There is appropriate staffing and teacher professional development. Some specialist facilities, such as science laboratories are under construction. The open plan learning environments, such as the indoor PE learning area, mean children and students in classes next to each other experience excessive noise. The external PE area is inadequate for students' learning. These should be rectified with the completion of new buildings and learning areas. Planned construction will significantly improve premises, facilities and resources. Resources support both the Australian Victorian and the Ministry of Education curriculum.

Areas of Strength:

- The effective senior leadership team in its vision and future direction of the school.
- The positive involvement and engagement of parents and their positive impact on the life of the school, on decision-making and the school's improvement.

Areas for Improvement:

- The capacity of the middle leadership team to contribute effectively to the overall performance of the school in their leadership roles.

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- Facilities and resources essential for learning, such as science laboratories and adequate and appropriate PE and sports facilities.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The Arabic language department consists of 6 teachers, responsible for a total of 735 students. The ratio is 1:123 students. All teachers collaborate with dedicated support teachers to assist students with SEN. This support includes creating essential plans, assessing the level of intervention required, and preparing worksheets and exams accordingly.
- The school has introduced a program for 11 non-native Arabic speakers only in all phases, featuring 30-minute morning lessons and Arabic stories to improve reading and comprehension. The initiative also uses the Kutubee platform to assign books, enhancing language skills through interactive learning.
- The school library has 150 Arabic books, including 120 fiction books and 30 non-fiction books. The school actively participates in external competitions and hosts internal competitions focused on reading. For the external Arabic Reading Challenge, they also conduct a spelling bee, poetry and public speaking competitions. This is irrelevant here should move to provision of Arabic.
- Parents are encouraged to support their children's Arabic learning and literacy by supporting their reading in bedtime stories. The school conducts different meetings with parents to raise their awareness about the importance of reading stories to their children in KG.

The school's use of external benchmarking data

The school does not conduct national and international benchmarking tests. It does not use international benchmarking data.

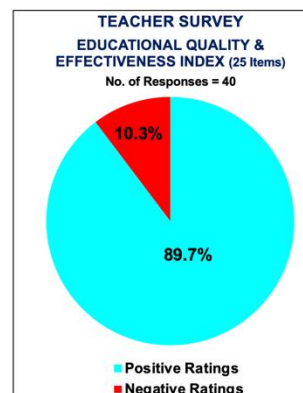
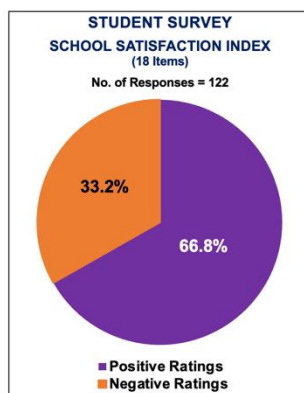
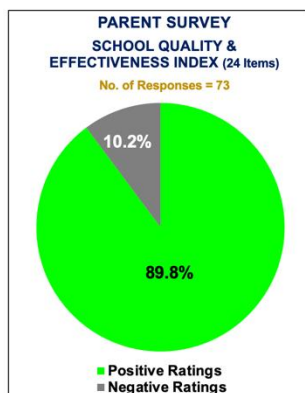
Provision for KG

- There are 11 teachers in pre-KG and KG1 and 14 teaching assistants across the early years' program. Children are also supported by bus monitors, such as at break time. There are 113 children with 1 class in pre-KG and 5 classes in KG1. The teacher to child ratio is 1:10.
- The indoor environment supports learning very effectively. The classrooms are large, bright and colourful examples of children's work and learning aids. These are displayed in every room.



- The resources are plentiful and meet all the learning needs. There is a KG library with English storybooks labelled according to level. A sensory room supports children who need some quiet time or emotional support. A large central activity pod for sports and break activities is very well equipped for developing gross motor and social skills. On the surrounding edges of the pod are activities for learning with guides on how to play.
- The outside space is currently restricted as there are building works behind the school. Currently, there are large and small shaded play areas with appropriate outdoor play equipment. There is also a grassed area for use in cooler weather.
- Children attend the school for a stay and play session before they join KG. Parents are encouraged to leave their children so they can have the experience of being apart from them and begin to gain independence skills.
- When children enter Grade 1, all the academic, social and emotional information is passed on to their next teachers. The children visit their new class and meet their teachers. Parents are kept informed of the transition and any concerns are addressed.

VIEWS OF STAKEHOLDERS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievements by:
 - raising levels of attainment in Elementary and Secondary in Islamic education, ensuring all students can recite the Holy Qur'an with accuracy following Tajweed rules.
 - strengthening literacy skills in Arabic, especially in writing and accurate use of punctuation and grammar.
 - deepening students' knowledge and understanding in social studies

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- supporting further students' English language proficiency and the transfer of skills to other subjects.
- ensuring students gain knowledge and apply scientific methods and conduct experiments in an appropriate scientific environment.
- promoting the development of skills in innovative and enterprising learning experiences.
- Improve teaching and assessment by:
 - reducing the inconsistencies in teaching across all the phases to meet the learning needs of all groups of students including challenges for higher attainers and G&T learners.
 - introducing external assessment benchmarking to enable comparison with national and international standards for accurate assessment of student achievement.
 - using assessment data effectively to inform lesson planning and delivery, including differentiated activities and curriculum adaptation to effectively meet the learning needs of all 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.