



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme
**School Performance Review (SPR)
Report**

**Victoria International School
Sharjah**

13 - 16 February 2023

Overall Effectiveness

VERY GOOD





TABLE OF CONTENTS

PURPOSE AND SCOPE	3
THE SCHOOL PERFORMANCE REVIEW PROCESS	4
SCHOOL INFORMATION	6
THE SCHOOL PERFORMANCE REVIEW FINDINGS	7
Performance Standard 1: Students' Achievement	8
Performance Standard 2: Students' personal and social development and their innovation skills	17
Performance Standard 3: Teaching and assessment	18
Performance Standard 4: curriculum	19
Performance Standard 5: the protection, care, guidance and support of students	20
Performance Standard 6: Leadership and management	21
ADDITIONAL FOCUS AREAS	23



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-level 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-level 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, students' attainment data, 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	157
	School location	Al Taawun, Sharjah
	Establishment date	2007
	Language of instruction	English
	School curriculum	Victorian Curriculum, IB, Global Citizen Diploma
	Accreditation body	IB, Cognia Accreditation
	Examination Board	IB
	National Agenda Benchmark Tests/ International assessment	PISA, CAT4, ACER, PAT
	Fee range	AED 28,350 to AED 74,900
	Principal	Karey Goodall
Staff 	Chair of Board of Governors	His Excellency Waleed Al Sayegh
	Total number of teachers	105
	Total number of teaching assistants	15
	Turnover rate	10%
	Main nationality of teachers	Australian
	Teacher: student ratio	1:11
Students 	Total number of students	1257
	Number of Emirati students	282
	KG: number and gender	Total 208: Boys 121, Girls 87
	Primary: number and gender	Total 542: Boys 291, Girls 251
	Middle: number and gender	Total 246: Boys 140, Girls 106
	High: number and gender	Total 261: Boys 155, Girls 106
	Nationality groups	1. Jordanian 2. Emirati
	Total number of students with special educational needs	28

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
GOOD	VERY GOOD

School Performance Review of Victoria International School Sharjah

13 - 16 February 2023



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 195 lesson observations, 30 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is very good. This is an improvement from the 2018 inspection of good. The implementation of the school development plan has resulted in improvements in achievement in most phases within Islamic Education, and in Arabic first and second language. Very good progress has occurred in mathematics and English, and good progress in science. The improvements achieved, particularly in the Primary and High Phase, are the result of very good teaching, well planned lessons, good coaching and mentoring, activities designed to meet the needs of most ability groups and students taking ownership and responsibility for their own learning. Students' personal and social development and the arrangements for their protection, care, guidance, and support are given a high priority by the executive principal, senior leaders, the welfare team and very focussed staff. 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' very good achievement in most subjects across the school.
- Students' very positive attitudes, behaviour and relationships, and their appreciation and respect for the UAE culture and traditions.
- Students' participation in community activities and their positive effect on the school and the wider community.
- The quality of teaching across the school, particularly teachers' knowledge of their subjects and how students learn.
- The wide range of curricular options provided for older students and the range of extra-curricular activities provided for students across the school.
- The school's rigorous procedures for safeguarding students and the very positive relationships developed between students and staff.
- The leadership of the executive principal and the heads of schools in driving school improvement.
- The school's partnership with parents and their involvement in the life of the school and their children's learning.
- The school's extensive premises, facilities and resources.

KEY AREAS FOR IMPROVEMENT:

- Students' progress in science and attainment in Middle and High.
- Punctuality and attendance.
- Teachers' planning and use of strategies to engage all students and meet the needs of higher attaining students, particularly in Middle.
- Middle leaders' monitoring of teaching and learning in Middle and High.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Very Good.

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

School Performance Review of Victoria International School Sharjah

13 - 16 February 2023



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is very good overall. In lessons and in their work, the large majority of students make more than the expected progress. This does not match with the school's internal data which indicates that students make outstanding progress in Middle and very good progress in Primary and High.• Internal assessment data indicates attainment is outstanding in Middle and very good in Primary and High. This is broadly matched to what is seen in lessons and in students' books.• In Primary, the large majority of students demonstrate secure skills in extracting different situations and conditions of belief in the Noble Hadeeth. Students make very good progress in inferring the benefits of being a believer in patience and gratitude in each aspect in their lives. In Middle, the large majority of students develop in-depth knowledge and insight into Islamic values and principles. For example, the dangers of extravagance in society. They are able to explain how adherence to the principles of Islam can prevent the causes of extravagance. However, students' understanding of why certain foods are prohibited is less well developed. In High, the large majority of students develop secure knowledge about Islamic faith and identity. For example, they can discuss the importance of the family and the manifestations of Islam's interest in the family. Students' recitation skills following accurate Tajweed rules are less well developed across the school.• Overall, most groups of students make better than expected progress. High attaining students do not progress as well as they could, particularly in Middle and High.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Primary students' understanding of the benefits of being a believer and the benefits of patience and gratitude.• High students' understanding of the manifestations of Islam's interest in the importance of the family.	<ul style="list-style-type: none">• Middle students' understanding of why certain foods are prohibited in Islam in Middle.• Students' recitation skills following accurate Tajweed rules across the school.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a First Language (AFL) and Arabic as a Second Language (ASL) is very good. In lessons and in their work, students make very good progress.• Internal assessment data indicates very good attainment in Primary and outstanding attainment in Middle and High in AFL, and very good attainment in Primary and outstanding attainment in Middle in ASL. This broadly matches with what is seen in lessons and in students' work except in Middle, where attainment is very good in both AFL and ASL.• The large majority of students make more than the expected progress overall. In Primary both AFL and ASL students make very good gains when developing their listening, speaking and reading skills. For example, when learning how to read and extract key information from texts and in verbally communicating their thoughts to others. Students' generally progress well in learning new grammar and applying correct spelling and grammar within their writing, although this is less well developed for ASL students. In Middle and High, AFL and ASL students make further quick gains in developing speaking and reading comprehension skills, including in their ability to analyse literary texts. In High, students' progress well with learning to identify the elements of story and with providing clear and lengthy explanations. Here, the large majority of students make good gains in learning to speak with good pronunciation. Across the school, both AFL and ASL students are less secure in their extended writing skills.• Overall, most groups of students make better than expected progress. High attaining students do not always progress as well as they could across all areas.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' listening, speaking and reading across the school.• Students' understanding of new grammar and their ability with analysing texts across the school.	<ul style="list-style-type: none">• Students' extended writing skills across the school.• Students' spelling and punctuation skills in ASL across the school.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is very good overall. In lessons and in their work, the large majority of students make more than the expected progress. This does not match with the school's internal data which indicates all students make outstanding progress.• Internal assessment data for Primary and Middle indicates attainment as outstanding. This is not seen in lessons and in students' books where, overall, the large majority of students attain above curriculum standards.• In Primary, the large majority of students develop secure skills in national identity and citizenship. For example, they can distinguish between natural and human landmarks in the UAE, and they understand the role of people in preserving landmarks as a part of their heritage. Students can determine the relative and astronomical position of countries, but they are less secure in these skills overall. However, they can distinguish the colours in the UAE map that reflect the country's natural landmarks. In Middle, the large majority of students develop in-depth knowledge and understanding of geography, government and the national economy. For example, they can describe the natural characteristics of the UAE and the importance of its strategic location and the effects these have on the nation's economy. However, their knowledge of the importance of sustainability is marginally less strong.• Overall, most groups of students make better than expected progress. High attaining students do not progress as well as they could, particularly in Middle.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Primary students' understanding of the role of people in preserving landmarks as a part of their citizenship.• Middle students' understanding of the natural characteristics of the UAE and the importance of its strategic location.	<ul style="list-style-type: none">• Primary students' understanding of the importance of the relative and astronomical position of countries.• Middle students' deeper understanding of the importance of sustainability.



English	<ul style="list-style-type: none">• Students' achievement in English is very good overall. In lessons and in their work, students make very good progress in all phases. This does not fully match with school data which indicates very good progress in Middle and outstanding progress in and KG, Primary and High.• Internal assessment data show attainment as good in KG, Middle and Primary and very good in High. Attainment is outstanding for the students in Grade 12 who take the IB examination, but this does not match with what is seen in lessons and students' work. External assessment indicates attainment is very good in KG and Primary and outstanding in Middle and High. This does not match what is seen in lessons, except in KG and Primary. In lessons and in students' work, attainment was seen to be good in all phases except in High where it was very good.• In KG and lower Primary, a large majority of students make quick gains in developing their phonic knowledge and communication skills. In Primary, they make very good gains in broadening their vocabulary by reading a wide range of books. In Middle and High, students' progress well in studying a range of appropriate texts linked to the IB and GC curricula. Students across the school progress well in speaking with expression during role play and class discussions. In High, students make very good progress delivering articulate, oral presentations. In all phases, students make good gains with developing their creative writing skills, although accurate sentence structure and the use of correct punctuation in writing can be variable. Students in High progress well in extracting and analysing ideas from literary works to write comparative essays. Overall, students' handwriting skills are less well developed than other skills.• Most groups of students make better than expected progress. However, in a few lessons, higher attaining students do not always make the progress they are capable of.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' speaking and listening skills, particularly in the High Phase.• Children's progress in phonics in KG and Lower Primary.	<ul style="list-style-type: none">• Students' varying sentence structure and punctuation in writing across the school.• Students' handwriting skills in all phases.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is very good overall. The school's internal data shows that students make outstanding progress in KG and Primary and very good progress in Middle. This does not fully match with the progress seen in lessons and in students' work, where a large majority of the students make very good progress across all phases.• Internal assessment data indicates outstanding attainment in Kindergarten and Primary and very good attainment in Middle and High. This does not fully match with that seen in lessons and in students' work, where a large majority of students' attainment is above curriculum standards. The external IB examination data indicates very good attainment in High.• In lessons, a large majority of students make very good progress. In KG, children develop secure number and measurement knowledge. For example, they can draw long and short lines and measure them accurately using a range of manipulatives like lego blocks and popsicle sticks. In Primary, students develop well their number manipulation and relationship understanding. For example, they can perform a range of mathematical operation strategies to solve problems and can create fractions using different manipulatives to exhibit their recognition of numerator, denominator, and vinculum. In Middle, students develop skills to solve algebraic equations by expanding brackets and forming expressions. However, students' application of mathematical learning to solve problems in unfamiliar contexts is less well developed. In High, students gain confidence in applying mathematical thinking to resolve complicated calculations involving independent and critical thinking. For example, when calculating surface areas of cuboids, evaluating the logarithmic functions, and accurately converting exponential and logarithmic forms.• Overall, the majority of the groups of students make similar very good progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• KG children's ability to measure lengths using informal units.• High students' skills to evaluate logarithmic functions.	<ul style="list-style-type: none">• Students' skills to independently apply mathematical learning to unfamiliar contexts in Middle.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall. It is very good in KG and Primary. Students make very good progress in science in KG and Primary and good progress in Middle and High.• Students' attainment is good overall. The school's internal assessment data indicates students reach outstanding levels of attainment in KG, very good levels in Primary and Middle and good levels in High. Students' attainment in IB and internal GC examinations in science is outstanding in High. In lessons and in their work, the large majority of students attain levels which are above curriculum standards in KG and Primary and a majority do so in Middle and High.• In lessons, the majority of students make better than expected progress overall. In KG, children respond enthusiastically to practical science activities and develop a sound understanding of important concepts such as a hypothesis, a fair test and presenting and discussing simple data sets. Their investigation into what foods ants eat, and why, was an absorbing exercise for them. In Primary, students develop their experimental design skills and their grasp of the scientific method. In a STEM class on electrical circuits, all were able to construct a working model of a wind turbine. Progress in Middle and High is not as consistent as students are rarely given opportunities to research and design their own experiments to extend their exploratory and scientific thinking skills. In Middle, most students develop a secure knowledge and understanding of the human body and its various organs. In High, Physics students use their practical skills very effectively to investigate the effects of light on a prism and are able to accurately calculate angles of refraction and incidence.• There are no significant differences in progress between different groupings of students.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• KG children's understanding of conducting a fair test.• Students' general understanding of science facts and theory in all phases.	<ul style="list-style-type: none">• Students' independent exploratory and science thinking skills in Middle and High.



Other subjects	<ul style="list-style-type: none">• In the wide range of other subjects taught at the school, students make very good progress overall in all phases except Middle. Progress is very good overall in Information Technology, Physical Education, Music and Art. Internal assessment shows very good progress in Physical Education, Art and Music, particularly in KG and Primary. This broadly matches with the progress seen in lessons.• Students' observed attainment in Information Technology, Physical Education and Art is very good overall, and matches with school data. Students' attainment in the Grade 12 external examinations is outstanding, particularly in Art.• Indoor and outdoor Physical Education activities enable students to develop their fitness, motor skills and games skills very well with specific teaching. In Art, students make very good progress gaining a range of artistic skills across KG, Primary and High. For example, when they analyse and discuss principles and elements of symbolism in High and organic shapes in Primary.• In the Middle and Higher Phases, in Information Technology and STEAM, students examine ethical behaviours in regard to artific intelligence, hacking, drone warfare and robotics. They engage well in designing processes to meet the UN Sustainable Goal of zero hunger, whilst considering the concept of food security. In High, Business Studies students develop good knowledge. For example, they can analyse and discuss case studies for real companies that apply to specific economic models.• Most groups of students make better than expected progress in other subjects from their starting points.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of ethical considerations in other subjects.• Students' progress and skill development in Physical Education, Art and Music classes.	<ul style="list-style-type: none">• Students' achievement across the range of other subjects in Middle so that it matches that found in other phases.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are very good overall. Most students fully engage in all class activities and show a positive attitude. They interact with each other and their teachers in a very productive manner and take increasing responsibility for their own learning.• Very good examples are seen of students collaborating and supporting each other with their work in KG, Primary and High. In science, students collaborate productively to complete experiments in High. In English, in Primary, students review the success criteria and photograph this to use for self-review both at home and at school. In KG, children develop role play materials using recycling materials to build an airport departure lounge. Overall, collaboration skills are less evident in lessons in the Middle.• Across the school, students can independently relate what they are doing to the world around them, particularly in High. This supports their understanding of the world well.• Generally, across the school, students' innovation, critical thinking, and creative skills are relatively less well developed. Although students make very good use of learning technology to support their work.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' enjoyment of learning and increased responsibility for their own learning.• Students' learning related to understanding of the real world.	<ul style="list-style-type: none">• Students' interaction and collaboration in Middle.• Students' independent creativity and critical thinking skills across the school.



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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">Students' personal and social development and their innovation skills is good overall. Students demonstrate very positive and responsible attitudes. They are proactive and show independence of mind in their studies, particularly in the KG and PrimaryStudents are well behaved and self-disciplined. They are courteous to adults and their peers. Incidents of bullying are very rare. Respectful and considerate relationships between students and teachers enable students to develop sensitivity towards each other.Students demonstrate secure understanding of healthy lifestyles and maintain fitness levels through a range of physical activities in PE, break times and extra-curricular sports.Students' overall attendance is very weak at 86%.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students demonstrate respect and appreciation for the UAE traditions and heritage. They have a deep understanding of Islamic values and contemporary life in the UAE.They are very knowledgeable and respectful of the traditions and heritage of Emirati culture.Students are very respectful of their own and other world cultures. They participate in a range of events to deepen their understanding of other cultures. They celebrate International Mother Tongue Day with students representing nearly 60 different nationalities.				
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Students are active in volunteering within the school and the local community, particularly in Primary and High. They initiate contributions to the Big Heart's Foundation, the Sheikh Sultan Award and donations to the recent earthquake-hit families in Turkey and Syria.Students show a positive work ethic in taking the lead in organising events. These include designing coding, e-sports and tech-challenges, particularly in the High Phase. They initiate entrepreneurial events through the Business Entrepreneur Club. Innovation skills, particularly of				

School Performance Review of Victoria International School Sharjah

13 - 16 February 2023



the older students, enable them to participate in events such as the National and International Level competitions for STEM, Engineering, Coding and Business Entrepreneurship.

- Students demonstrate a very good understanding of the benefits of sustainability and the UN sustainability goals. Students participate in activities to promote sustainability and environmental conservation in the school. Students initiate their own activities such as organising sports for students with special needs.

Areas of Strength:

- Respectful and considerate relationships.
- Students' appreciation and understanding of Islamic values and Emirati culture and heritage.

Areas for Improvement:

- Attendance and punctuality in all phases.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Very Good	Very Good	Good	Very Good
<ul style="list-style-type: none">• The overall quality of teaching and assessment is very good. It is good in Middle and very good in all other phases. Teachers effectively use their subject knowledge and their understanding of how students learn to ensure purposeful learning. Lessons are very well planned to include a range of activities that allow students to work productively in pairs, groups or individually.• The learning environment, especially in the KG and Primary, is stimulating. Resources, including working walls, adult support and technology are skilfully utilised to support and scaffold learning.• Positive interactions encourage students to play an active role in their learning. In the best lessons, questioning and dialogue promotes students' critical thinking skills. However, this is not a consistent feature in lessons across the school.• Overall, teachers use a highly effective range of strategies to meet the individual needs of students. However, higher attainers are not always sufficiently challenged, particularly in Middle.				
Assessment	Very Good	Very Good	Good	Very Good
<ul style="list-style-type: none">• Robust and consistent internal assessment procedures give the school a clear picture of students' progress. The assessment links securely with the school curriculum. The school uses				

School Performance Review of Victoria International School Sharjah

13 - 16 February 2023



appropriate external and international benchmarks. However, the range of external assessment is not yet wide-ranging.

- Teachers and leaders have rigorous systems for analysing assessment data and using the information to check students' progress. Assessment information is available to teachers to inform their lesson planning. However, the information is not always used well enough to inform the planning of activities, particularly to challenge higher attaining students.
- In all phases, teachers regularly involve students in assessing their own learning and planning their next steps through student conferencing. Across the school, teachers regularly mark students' work, have a clear understanding of strengths and weaknesses, and provide individuals with clear next steps to help them improve.

Areas of Strength:

- Teachers' interactions with students.
- The learning environment, particularly in KG and Primary.

Areas for Improvement:

- Teachers' challenge for higher-attainers, particularly in Middle.
- The range of external and international benchmarking.

PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good

- The overall quality of the curriculum is very good. Students are very well prepared for each stage of their school life and life beyond school. The curriculum has a very clear rationale, is broad, balanced and complies with statutory requirements of the Australian Victorian curriculum and is effectively planned. It is very well planned to ensure students develop a balance of skills, knowledge and understanding and to help them build progressively on previous learning.
- An outstanding range of curricular options is provided for older students, to meet their interests and aspirations. Close consultations with parents and students are held to help in decisions regarding subject choices for older students, ensuring students are fully prepared for their chosen careers and future education pathways.
- Cross-curricular links are well planned and clear in lessons. Regular and rigorous curriculum reviews are conducted, ensuring full provision to meet the needs of most students.

School Performance Review of Victoria International School Sharjah

13 - 16 February 2023



Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">Curriculum modifications are generally well organised to meet the needs of most groups of students. However, the modifications do not ensure sufficient challenge for the high attaining students, especially in Middle school classes.The school provides a very wide range of extra-curricular activities and competitions to match the needs and interests of the students. However, curriculum planning does not consistently ensure that students engage in activities that promote enterprise, innovation, and critical thinking within lessons across the school.Very good learning experiences are provided to enable students to develop a comprehensive understanding of the UAE's values, culture, and society.				
Areas of Strength:				
<ul style="list-style-type: none">The range of curricular options for older students.Cross-curricular links.				
Areas for Improvement:				
<ul style="list-style-type: none">The consistent provision of opportunities within curriculum planning to promote students' innovation and critical thinking skills across the school.				

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">The protection care, guidance and support of students is outstanding overall. Health and safety, including arrangements for child protection and safeguarding are outstanding. Care and support are very good. The school puts a very high profile on the health and wellbeing of its students'. The school maintains a highly effective database of incidents, student interactions and wellbeing related data to monitor and support students.All staff are aware of safeguarding procedures including child protection and understand the procedures to follow should they suspect abuse. Training for staff is detailed and comprehensive.				



The school ensures the safety of students through regular school safety checks and highly effective supervision.

- The extensive premises are very well maintained. Record keeping is thorough and up to date. The premises provide a flexible and positive learning environment. Ramps and elevators ensure inclusive access. Healthy living is promoted through sessions on healthy eating and numerous cross-curricular themes.

Care and support

Very Good

Very Good

Very Good

Very Good

- Relationships between staff and students contribute very successfully to promoting a positive learning environment. Systems for behaviour management at the school are highly effective.
- The school has a wide range of procedures in place to achieve better attendance and punctuality, but these are yet to result in students attending school at acceptable levels.
- Procedures for the identification of students with special educational needs are very well-managed and effective. Teachers are effectively trained on the possible identification of students who may have a learning need. Teachers plan for support strategies in lessons for students with special educational needs, but this is sometimes inconsistent across phases and subjects.
- The identification of gifted and talented students is effective and there is a wide range of extra-curricular clubs and activities provided for them. However, these students are not always provided with sufficient challenge and extended activities in lessons.
- Guidance on careers and the next stage of their education, particularly for older students, is comprehensive and personalized. External events and one-to-one mentoring ensure the ambitions and goals of students are met.

Areas of Strength:

- The school's highly effective focus on promoting the health and wellbeing of all its students.
- The school's spacious and welcoming premises.

Areas for Improvement:

- Procedures for monitoring and promoting high levels of attendance and punctuality.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

The effectiveness of leadership

Very Good

Self-evaluation and improvement planning

Very Good

School Performance Review of Victoria International School Sharjah

13 - 16 February 2023



Partnerships with parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Very Good
<ul style="list-style-type: none">• The overall quality of leadership, management and governance is very good. The Executive Principal and senior leaders are fully committed to improving the school. They set a clear, strategic direction based upon improvement. It promotes high standards, inclusion, and national priorities.• Leaders at all levels demonstrate a very good awareness of how to improve the school. The Heads of School are highly respected. Senior leaders have been successful in improving the school since the inspection of 2018. Senior leaders' capacity to improve the school further is very good. Middle leadership is being developed but is less effective overall. Relationships are courteous, amicable, and professional. Morale is positive.• The school identifies its main key strengths and areas for development through its SEF. There is a demonstrable realism in its estimation of its performance and what its priorities are next. Improvement planning documents are in place and set challenging but realistic targets that are shared with sections and departments. Leaders monitor action plans regularly, but this is not yet focussed sufficiently on the impact these have on students' achievement. The processes for school improvement planning are thorough and involve senior leaders, middle leaders, teachers, students, and their parents.• Many parents are closely involved in school life via the PPA and the local School Board. Their views are considered carefully when developing school improvement priorities. Communications with parents are very good and recently revised reporting procedures ensure parents are well-informed of students' learning and pastoral development.• The school benefits from positive links with local community organisations, other schools, training intuitions and universities abroad.• Governance includes foundation strategic oversight and a local board consisting of staff, students, parents, and senior leaders. They monitor the school's actions and have a good understanding of the school effectiveness. Governors, as yet do not hold senior leaders fully to account for students' outcomes and the school's performance.• The day-to-day management of the school is very well organised. Teachers are suitably qualified and receive regular professional development which is matched well to the school's priorities. Indoor and outdoor facilities are excellent and resources for learning are very good and meet the needs of all students across the school.	
Areas of Strength:	
<ul style="list-style-type: none">• Partnership with stakeholders at all levels.• Day-to-day organisation of the school.	
Areas for Improvement:	

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- Middle leadership accountability for improving provision.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The Arabic team (excluding Islamic and SS) has 12 members teaching Arabic FL and SL to Grade 1 to Grade 12.
- VISS recognises the importance of Arabic and exceeds the MoE requirements by providing Arabic language experiences to Pre-KG, KG and Prep students.
- The school has two libraries, Primary and High. There are different resources for the Arabic language, including fiction, non-fiction and story books. They have different levels of Arabic books, for example, phonics books, intermediate level and expert reader level. Students visit the library on a regular basis with the teachers or during break-time.
- In the classrooms, teachers have MoE Arabic textbooks and other resources such as magazines and stories to encourage students' independent reading and guided reading. Arabic teachers have created a bank of stories that students use as part of their weekly homework. In addition, students have access to Arabic electronic reading resources including using 'I Read Arabic,' 'Nahla and Nahil, ALEF' and 'Arabee.'
- Arabic students, including gifted and talented, participate in different external Arabic extra-curricular activities including plays, short story and poetry writing and reading competitions. The Arabic department also organises internal competitions and assemblies where students display their public speaking skills and creative initiatives.
- VISS parents are partners in the learning of Arabic language and support their children through home learning. They are very keen to attend events and parent-teacher interviews. The school organised forums around the learning of Arabic and encouraged parents to give their feedback and suggestions.

The school's use of external benchmarking data

- The school makes use of a variety of external testing including PAT, CAT4, TIMSS, PBTS, PIRLS. PAT assessments are conducted annually in core areas of English, mathematics, science involving Grade 2 to Grade 10 and are held in May and June each year. CAT4 assessment are carried out in November.
- The school is considering options in an approach to strengthen benchmarking through formal measures such as Essential Assessment, MAP and Australian national testing standards through NAPLAN.
- The school has developed and documented Benchmark Assessment Conditions and has senior staff present during assessments to ensure integrity in the conditions and validity in the data.
- Students are exposed to international benchmarking tests in a continuous process during classroom learning experiences such as developing problem solving strategies. However, students are not given any of the questions or topics for prior study.



- In the High School, students take the PISA tests and engaged in the preparation support offered by SPEA through the Cerebry platform.
- The National Agenda is developed by ensuring high quality teachers provide aspirational learning experiences on a consistent basis to support attainment outcomes ensuring attainment in Arabic, increased ability of the Emirati students and supporting both TIMSS and PISA.
- Results are shared with the students through communication with the classroom teacher.

Provision for KG

- The KG structure at VISS is unique but based on the Australian model. In the Early Learning Centre is Pre-KG (3yo) and KG (4yo).
- There are 4 KG classes and 3 Pre-KG classes in the ELC. The teacher: student ratio in ELC is aimed at being a maximum of 1:10. Each class in ELC has a teaching assistant.
- The provision for KG is based on the Victorian Early Years Development Framework VISS adopts a holistic approach and focus on children's physical, social, emotional well-being and cognitive aspects of learning. Learning provides a balance of child led, child initiated, and educator supported learning.
- All Pre-KG and KG parents are invited to an orientation week at the beginning of the academic year to ensure a smooth start to school for families.
- Transition to the next grade level is supported by teachers.
- VISS has a strong partnership with the Sharjah Education Council which involves a mentoring program for nursery educators from across Sharjah. A recent intake involved 20 educators participating in 6 full days at VISS.

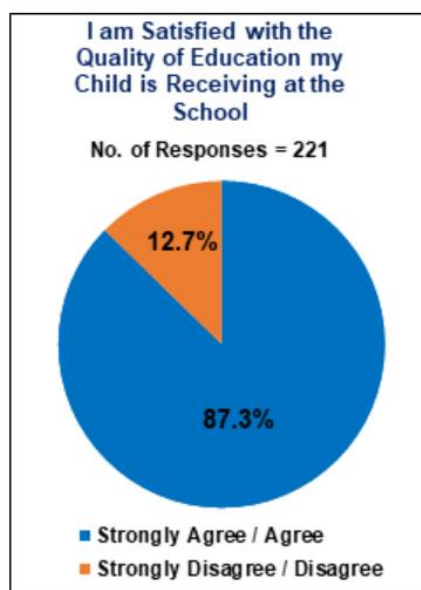
For very good and outstanding schools only.

The review team were able to agree that the following strong/best practices were seen.

1. Outstanding KG Provision based upon the Australian Victoria standards and global best practice.
2. Excellent Arabic language provision across all phases.
3. Mentoring programme for all students to support their well-being, personal development and ensure a safe environment.
4. STEM programme in the Primary School integrating units of inquiry across the core subjects with technology.
5. Student Leadership opportunities at all levels of the school including representation on the Local School Board.
6. Community engagement encompassing staff, students,' parents and partners in building capacity and opportunities.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Further Improve achievement across the school in all subjects and in all phases by:
 - improving the consistency of the development of innovation, critical thinking, and problem-solving skills in Primary, Middle and High Phases.
 - introducing into the Primary, Middle and High phases, further support for Gifted and Talented students.
 - improving achievement in Science in Middle and High Phases.
- Continue to improve teaching and learning to meet the needs of all groups of students by:
 - Identifying the key areas of improvement in respect of learning for all groups of students and use them as the foundation of strategies to improve teaching practices.
 - Focussing professional development of teachers on establishing differentiated classroom practices that always meets the needs of every student, including high attainers.
 - Expand the use of data to develop deeper analysis of results to enhance teaching and ensure students' progress and attainment within each subject.



- Develop an observation focus upon learning and judgements on attainment and progress across all phases.
- Improve the consistency of accountability, particularly in respect of students' achievement in all phases, particularly Middle by:
 - Setting challenging and measurable improvement goals for all students, teachers, middle leaders and their supervisors.
 - Develop school and subject specific systems of data review and analysis linked with specific actions and monitoring processes to ensure impact within classrooms.
 - Review middle leadership responsibilities and accountabilities in all areas of provision in need of focussed school improvement targets within classrooms.
 - Develop specific strategies to improve attendance and punctuality further.

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 schools.review@spea.shj.ae within three weeks of receiving this report.