



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Victoria International School Sharjah – Branch 4 Tilal Primary

2 – 5 February 2026

Overall Effectiveness

GOOD



إتقان ITQAN



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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

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






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

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



SCHOOL INFORMATION

School	School ID		438	
	School location		Al Siyouth, Sharjah	
	Establishment date		24 August 2023	
	Language of instruction		English	
	School curriculum		Australian/IB	
	Accreditation body		The International Baccalaureate and Victorian Curriculum Authority	
	Examination Board		N/A	
	External assessments International and Curriculum Benchmark Assessments		PAT, CAT4, Diglossia	
	Fee range		AED 28,350 – AED 59,900	
	Staff	Principal		Graeme Naftel
		Chair of Board of Governors		Graeme Naftel (Acting)
Total number of teachers		33		
Total number of teaching assistants		13		
Turnover rate		19%		
Teacher: student ratio		1:12		
Total number of students		377		
Total number of students per cycle/phase		Phase 1/FS: 132 Phase 2: 185 Phase 3: 60 Phase 4: N/A		
Pre-KG: number and gender		Boys: 18 Girls: 24		
Early Years: number and gender		Boys: 36 Girls: 39		
Primary: number and gender		Boys: 89 Girls: 96		
Middle: number and gender		Boys: 33 Girls: 27		
High: number and gender		Boys: N/A Girls: N/A		
Number of Emirati students		264		
Pre-KG: Emirati number and gender		Boys: 15 Girls: 18		
Early Years: Emirati number and gender		Boys: 27 Girls: 29		
Primary: Emirati number and gender		Boys: 61 Girls: 77		
Middle: Emirati number and gender		Boys: 19 Girls: 18		
High: Emirati number and gender		N/A		
Nationality groups		1. Emirati 2. Jordanian 3. Egyptian		
Total number of students with special educational needs (SEN)		18		
Students				



PROGRESS JOURNEY

Previous Review:	Current Review:
N/A	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of four reviewers' 123 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 good. This is the school's first performance review visit. As part of the Victoria International Schools group, the school has expanded rapidly in its third year, growing from 95 students in 2023 to 377 students, including nursery, which is not included in this review. This rapid growth provides important context for the school's current stage of development. Students' achievement is good overall, with very good outcomes in the Early Years and good outcomes in the Primary and Middle phases. Progress is strongest in the Early Years, where learning experiences are purposeful, inquiry-based, and well matched to children's needs. Progress in English and mathematics is very good in the Early Years, and progress in science is very good in both the Early Years and Primary Phase. Across the school, most students make better than expected progress, although attainment in Ministry of Education (MoE) subjects is broadly in line with curriculum expectations due to combined language groups and limited specialist staffing. Learning skills are good overall and very good in the Early Years. Students' personal and social development is very good. They demonstrate positive attitudes, respectful behaviour, and strong relationships, contributing to a calm, inclusive, and supportive school culture. Safeguarding, care, and support arrangements are very good, and students feel safe, valued, and well cared for. Teaching is good overall and very good in the Early Years. Assessment systems are established and support identification of students needing additional help, though the use of assessment to consistently challenge higher-attaining students is still developing. The curriculum is good overall, with strong coherence in the Early Years and improving progression across phases. Leadership capacity for improvement is good. Leaders demonstrate strong commitment, effective teamwork, and a clear understanding of priorities. Self-review processes are collaborative and continue to mature, and governance is developing positively, positioning the school well for sustained improvement.

KEY AREAS OF STRENGTH:

- Children achieve strongly in the Early Years, where inquiry-based, purposeful learning is well matched to how young children learn.
- Students demonstrate positive personal and social development, reflected in calm behaviour, respectful relationships, and a secure understanding of Islamic values and Emirati culture.
- Safeguarding arrangements are robust, wellbeing is prioritised, and students feel safe, valued, and well supported across the school.
- Partnerships with parents and the wider community are highly effective, underpinned by clear communication, active engagement, and shared responsibility for students' learning and wellbeing.



- Day-to-day management is effective and well organised, and high-quality, purpose-built facilities provide an inclusive and engaging learning environment.

KEY AREAS FOR IMPROVEMENT:

- Raise students' achievement across the school, with a clear focus on Arabic-medium subjects in the Middle Phase, by improving depth of understanding, application, and consistency of progress in Islamic Education, Arabic First and Second Language, and Social Studies.
- Improve the impact of teaching and assessment by using internal and external data more effectively to inform planning, set higher expectations, and ensure feedback leads to sustained improvement, particularly for higher-attaining students.
- Enhance curriculum coherence and progression by refining curriculum mapping across MoE, IB PYP, and Victorian/Australian frameworks, ensuring clearer vertical alignment and stronger subject-specific depth, especially in the Middle Phase.
- Build leadership and management capacity by strengthening self-review, increasing middle leaders' time and role in monitoring and coaching, and clarifying governance structures so improvement actions are implemented consistently and evaluated for impact.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is good.

Indicators:		KG	Primary	Middle	High
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 a Second 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	Very Good	Good	Good	N/A
Mathematics	Attainment	Good	Good	Good	N/A
	Progress	Very Good	Good	Good	N/A
Science	Attainment	Good	Good	Good	N/A
	Progress	Very Good	Very Good	Good	N/A
Other subjects (Art, Music, PE)	Attainment	Good	Good	Acceptable	N/A
	Progress	Good	Good	Good	N/A
Learning Skills		Very Good	Good	Good	N/A



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall. The school's internal data shows that students make very good progress in the primary and middle phases. This does not match what is seen in lessons and students' work, where the majority of students make better than expected progress in relation to the curriculum standards.• The school's internal data shows that attainment is very good in Primary and Middle phases. This does not match that seen in lessons and in students' work, where most students' attainment is in line with curriculum standards.• In the Primary Phase, most students demonstrate secure knowledge of Islamic values, principles, the Noble Hadeeth, and the Holy Qur'an. Students can explain the Noble Hadeeth concepts and relate them to appreciating Allah (SWT) blessings and expected behaviour. However, many are less confident in applying this learning independently to personal experiences, which limits depth of understanding. In the Middle Phase, students show a sound understanding of the role of Islamic law in guiding conduct and can identify what is permitted and forbidden in Islam. However, understanding is often restricted to taught examples, and key subject-specific vocabulary is not consistently secure, which limits students' ability to explain concepts with confidence and precision. Across both phases, the Holy Qur'an recitation demonstrates developing accuracy with increasing adherence to Tajweed rules, although fluency and consistency are not yet strong enough to support higher levels of achievement.• The majority of groups of students make above expected progress overall. High-attainers do not make the progress they are capable of.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' secure understanding of the Noble Hadeeth concepts and appreciation of Allah (SWT) blessings in the Primary Phase.• Students in the Middle Phase understand the importance of applying Islamic law to guide behaviour.	<ul style="list-style-type: none">• Students' understanding and confident use of key Islamic concepts and subject specific vocabulary, particularly related to Islamic law, in the Middle Phase.• Students' ability to apply their learning to personal experiences and real-life situations across both phases.



Arabic Language	<ul style="list-style-type: none">• Students' achievement in Arabic First Language (AFL) and Arabic as a Second Language (ASL) is good overall. The school's internal data indicates very good progress in AFL and good progress in ASL in the Primary and Middle phases. Evidence from lessons and students' work confirms that progress in ASL broadly matches the school's data, while progress in AFL is less strong than indicated, as only the majority of students make better than expected progress in relation to curriculum standards.• Internal data shows very good attainment in AFL and good attainment in ASL across the Primary and Middle phases. This is not reflected consistently in lessons and students' work, where attainment in both AFL and ASL is generally acceptable. External TALA results indicate acceptable attainment in AFL across both phases, while IBT outcomes show outstanding results in ASL. These external outcomes are not yet reflected consistently in students' written and oral performance seen in lessons.• In AFL, Primary Phase students discuss story elements confidently, read prescribed texts clearly, and distinguish between literal and figurative expressions. In the Middle Phase, students communicate their learning with confidence and read for comprehension. However, linguistic accuracy and the structure of extended writing are not consistently secure, which limits attainment. In ASL, students with two years of learning read and write short paragraphs and understand familiar expressions, while those with three or more years read longer texts, produce more accurate written work, and demonstrate secure listening skills, particularly when engaging with descriptive texts. Across both AFL and ASL, students' speaking is not consistently fluent or expressive.• Overall, the majority of groups of students make better than expected progress in AFL and ASL. Nonetheless, high attainers are not consistently challenged to extend progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' secure listening skills and understanding of descriptive texts in ASL.• Students' reading comprehension in AFL.	<ul style="list-style-type: none">• Students' reading and speaking fluency and expressiveness in both AFL and ASL.• The structure, accuracy, and independence of extended writing in the Middle Phase.



Social Studies	<ul style="list-style-type: none">• Students' achievement in Social Studies is good overall. The school's internal data indicates outstanding progress in the Primary Phase and very good progress in the Middle Phase. This is not reflected consistently in lessons and students' work, where the majority of students in both phases make better than expected progress in relation to curriculum standards, rather than the higher levels indicated by the data.• The school's internal data shows very good attainment in both the Primary and Middle phases. This does not match what is seen in lessons and students' work, where attainment is generally acceptable in both phases. External ABT results indicate attainment in Primary is good, and in the Middle Phase is acceptable.• In both the Primary and Middle phases, the majority of students demonstrate good geographical knowledge and skills and a developing understanding of the UAE economy. In the Primary Phase, students understand the UAE's role within the GCC, shared Gulf identity, and regional relationships, and they interpret population data charts confidently. However, their understanding and use of key geographical terminology are not consistently secure. In the Middle Phase, students read maps accurately and show awareness of the importance of trade to the UAE economy and the role of H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace) in supporting national development. However, students are not yet confident when discussing UAE economic concepts in depth, which limits the quality of explanation.• The majority of groups of students make better than expected progress overall. High-attaining students do not make the progress they are capable of.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students interpret data charts confidently in the Primary Phase.• Students read maps accurately and show awareness of the role of H.H. Sheikh Zayed bin Sultan Al Nahyan (may his soul rest in peace) in the Middle Phase.	<ul style="list-style-type: none">• Students' understanding and use of key geographical terminology in the Primary Phase.• Students' understanding of UAE economic concepts in the Middle Phase.



English	<ul style="list-style-type: none">• Students' achievement in English is good overall. The school's internal data show that students make very good progress in all phases. This does not fully align with what is observed in lessons and in students' work, where the large majority of students in Early Years and the majority in Primary and Middle phases make better than expected progress in relation to the curriculum standards.• The school's internal data shows that attainment is very good in Early Years and Primary Phase and outstanding in Middle Phase. This does not align with what is observed in lessons and students' work, where the majority of students in all phases reach levels of attainment above the curriculum standards. The external Progress Achievement Test (PAT) results indicate very good attainment in Primary and Middle Phases. No external data in Early Years.• In the Early Years, a large majority of children are keen listeners, blend sounds accurately, use a growing range of vocabulary, and develop fluency quickly. In the Primary Phase, most students write with increasing confidence and respond fluently to questions. However, reading comprehension is less secure for some students, and a few are not yet able to write accurate, well-structured paragraphs. In the Middle Phase, students demonstrate high-level reading skills and infer meaning from complex texts. However, a minority are not yet able to interpret and integrate information from a range of sources into extended writing.• A majority of groups of students make better than expected progress. Higher-attaining students, including gifted and talented (G&T), do not always make the progress that they are capable of.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's developing fluency and vocabulary in the Early Years and Primary Phase.• Students' strong reading comprehension and extended writing skills in the Middle Phase.	<ul style="list-style-type: none">• Students' reading comprehension and paragraph-level writing accuracy in the Primary Phase.• Students' ability to integrate information from various sources into extended writing in the Middle Phase.



Mathematics	<ul style="list-style-type: none">• Students' achievement in Mathematics is good overall. The school's internal data indicates very good progress across all phases. This does not fully align with what is observed in lessons and students' work, where a large majority of students in the Early Years and a majority in the Primary and Middle phases make better than expected progress in relation to curriculum standards.• The school's internal data shows that attainment is very good in Early Years, Primary, and Middle Phases. This does not fully match that seen in lessons and in students' work, which shows the majority of students reach levels of attainment above curriculum standards. External Progress Achievement Test (PAT) results show that attainment is very good in Primary and Outstanding in Middle Phase. No external data in Early Years.• Across all phases, the majority of students demonstrate good mathematical knowledge and skills. In the Early Years, children benefit from play-based learning and develop secure early numeracy, including matching quantities to numbers and continuing simple patterns. In the Primary Phase, most students work confidently with data handling, fractions, and basic measurement. However, younger students' mental mathematics skills and use of correct mathematical terminology are inconsistent. In the Middle Phase, most students solve linear equations and basic algebraic problems accurately. Across all phases, students' application of mathematical skills to challenging, real-world problems is less secure, limiting depth of understanding.• A majority of groups of students make above expected progress, but higher attainers do not always make the progress they are capable of. Middle Phase, girls make less progress than boys.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's secure numeracy skills in Early Years.• Middle Phase students' skills in solving linear equations.	<ul style="list-style-type: none">• Younger Primary students' mental mathematics and use of correct mathematical terminology.• All students' application of mathematical skills to solve challenging real-world problems.



Science	<ul style="list-style-type: none">• Students' achievement in Science is very good overall. Achievement is very good in the Early Years and Primary Phase and good in the Middle Phase. The school's internal data indicates very good progress across all phases. This does not fully align with evidence from lessons and students' work, where a large majority of students in the Early Years and Primary Phase, and a majority in the Middle Phase, make better than expected progress in relation to curriculum standards.• The school's internal data shows very good attainment in all phases. This is not fully reflected in lessons and students' work, where the majority of students attain above curriculum standards, but not consistently at the higher levels indicated by the data. External Progress Achievement Test (PAT) data indicate very good attainment in the Primary and Middle Phases. There is no external attainment data available for the Early Years.• Across all phases, a large majority of students demonstrate very good scientific knowledge and investigative skills. In the Early Years, children show curiosity and follow instructions to carry out simple experiments. In the Primary Phase, students solve scientific problems, design simple models, and explain adaptations, such as how camels survive in desert environments, using inquiry skills to consider environmental impact. In the Middle Phase, students use digital tools, including AI, to interpret investigation results, for example identifying why certain foreign coins are not magnetic. Across phases, students handle equipment confidently, make predictions, record results using tables and labelled diagrams, and draw simple conclusions. Scientific thinking is developing well overall. However, a few students do not consistently use appropriate scientific terminology, which limits the quality of age-appropriate scientific reports in the Middle Phase.• Overall, the large majority of groups of students make above-expected progress in Science. However, higher-attaining students and new joiners for whom English is an additional language are not consistently challenged and therefore do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's curiosity and observation skills in the Early Years.• Students' ability to make predictions, carry out experiments, record results, and draw simple conclusions in upper phases.	<ul style="list-style-type: none">• Students' use of scientific terminology.• Students' writing of age-appropriate scientific reports, especially in the Middle Phase.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good in all phases. In lessons and recent work, a majority of students make above expected rates of progress in the limited range of other subjects offered.• The school's internal assessment data show that attainment in physical education (PE) is very good in the Primary and Middle Phases. There is no internal assessment data for PE in the Early Years and no internal data for other subjects in any phase. Evidence from lessons and recent work shows that attainment is generally good in the Early Years and Primary Phases and acceptable in the Middle Phase. No external assessment data are available for other subjects.• Across all phases, the majority of students demonstrate secure knowledge, skills, and understanding in other subjects, with some variation by phase. In physical education, Early Years children develop basic movement and coordination, Primary students improve control and accuracy, and Middle Phase students show greater spatial awareness and application in games. In technology, students use digital tools appropriately across phases, although independent problem-solving and innovation are more secure in the Middle Phase and among higher attainers. In art, Early Years and Primary students demonstrate secure foundational skills, while more able Middle Phase students apply techniques with greater confidence and creativity. In music, drama, and humanities, students make good progress across phases, with stronger collaboration and research skills evident in the Middle Phase, while opportunities to deepen independent and creative application remain developing.• Overall, most groups of students make better than expected progress. However, higher-attaining students do not make the progress that they are capable of.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' improving fitness, coordination, and age-appropriate understanding of healthy lifestyles in PE.• Students' strong collaboration and research skills in Units of Inquiry.• Students' secure foundational skills in art, particularly in the Early Years and Primary Phase.	<ul style="list-style-type: none">• Students' creative use of a wider range of media and techniques in art.• Students' use of digital technology for problem-solving and innovation, especially in Digital Citizenship.



Learning Skills

- Students enjoy learning and generally focus well. They routinely use success criteria and simple self-evaluation tools to identify strengths and areas for improvement and set personal goals alongside academic targets for English, mathematics, and Ministry of Education (MoE) subjects. However, in some lessons, students do not consistently reflect on peer and teacher feedback or take targeted actions to improve their work.
- Students demonstrate positive relationships and collaborate effectively in pairs and small groups across phases, including in the Early Years, where they share ideas and support one another. Students are also able to work independently when tasks require it. Opportunities for whole-class presentations are less evident, particularly in the Middle Phase, where language barriers sometimes limit students' confidence and lead them to switch between English and Arabic when explaining ideas.
- Students make links to real-life contexts in several subjects, such as applying scientific concepts to natural phenomena or connecting English texts to geographical themes. However, some cross-curricular links remain teacher-directed, and students do not consistently transfer learning independently across subjects or apply knowledge confidently to unfamiliar situations.
- Students use digital tools confidently to support learning, including checking vocabulary and completing quizzes, and most can solve structured problems when guided. However, students' ability to initiate inquiry, conduct independent research, generate their own questions, and apply learning creatively in new or real-life contexts is variable across subjects and stronger in science. Limited levels of challenge in some tasks restrict deeper analysis, enterprise, and innovation, particularly in the Middle Phase.

Areas of Strengths

- Students' enjoy learning, focus well, and use success criteria and self-evaluation tools to identify strengths and areas for improvement.
- Students collaborate effectively and maintain positive relationships across phases.

Areas for Improvement

- Students' consistent use of peer and teacher feedback to take targeted actions to improve their work.
- Students' capacity to initiate inquiry, carry out independent research, and apply learning independently in new or real-life situations.



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

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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none">Students have positive, responsible attitudes and are increasingly self-reliant. They respond well to constructive feedback and manage their learning with confidence, particularly in science, where they take roles in group work and use digital devices independently to check vocabulary and clarify ideas. As a result, students show secure personal organisation and confidence in learning across all phases, supporting a very good level of personal and social development.Students are consistently self-disciplined and intrinsically motivated to behave well. Behaviour is calm and respectful, and bullying is very rare, as confirmed through student interviews. Students contribute to a harmonious school culture, move promptly between lessons, and demonstrate high levels of punctuality, ensuring learning time is used effectively.Students are considerate and respectful towards others, including staff and peers. They support classmates thoughtfully, including students of determination, enabling inclusive participation in lessons and social activities. Students follow rules and procedures responsibly in lessons and around the school, contributing to a safe and orderly environment.Students participate actively in physical education, assemblies, and wider school life. Engagement in sport and assemblies promotes collaboration, leadership, and mutual respect. Students demonstrate a good understanding of safe and healthy living and generally make healthy choices. Health awareness is reinforced through regular initiatives and the PASS survey. Attendance is good at 94%, and students are usually punctual, supporting continuity of learning.				
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 secure appreciation of how Islamic values shape contemporary life in the UAE. These values are systematically reinforced through the Noble Hadeeth teachings, the Holy Qur'an recitation, assemblies, and interschool competitions that promote moral conduct and spiritual growth.Students are very knowledgeable and respectful of the heritage and culture of the UAE. They demonstrate strong the Holy Qur'an recitation skills and express their understanding creatively through activities that highlight the life and teachings of the Prophet Muhammad (PBUH).Students have a clear understanding of their own culture and show growing awareness of other world cultures. Cultural appreciation is strengthened through Emirati heritage and global citizenship initiatives embedded in lessons, projects, and celebrations such as Eid Al Etihad (53rd National Day), Flag Day, and the Year of Community. Student-led cultural diversity projects further promote respect for multiculturalism. The integration				



of the Intercultural Understanding Continuum from the Australian curriculum into units of inquiry has deepened students' understanding of global cultures.

Social responsibility and innovation skills

Good

Good

Good

N/A

- Students understand their responsibilities and participate willingly in charitable and community initiatives. They show respect and consideration for others, including peers with additional needs, and volunteer regularly. Students' views are valued and inform aspects of school improvement. As a result, a positive and respectful ethos is evident across the school.
- Students enjoy learning but do not consistently take the initiative to lead activities or develop their own ideas independently. While students demonstrate creative potential, many rely on teacher direction to initiate or sustain projects. Opportunities for student leadership, particularly in innovation and enterprise, are not yet sufficiently planned or consistent across phases, which limits the development of independence and leadership skills.
- Students are developing an understanding of environmental sustainability. With teacher guidance, they contribute to caring for the school environment, and whole-school sustainability initiatives are emerging. A small number of these initiatives are led by student leaders; however, wider student participation and ownership are not yet secure, limiting the impact of sustainability work across the school.

Areas of Strength:

- Students' positive attitudes and relationships that support their learning.
- Students' understanding of Islamic values and strong appreciation of Emirati culture.

Areas for Improvement:

- Students' initiating and leading projects, particularly in innovation and enterprise, so they can contribute more actively to the school community.
- Students' deeper involvement in international links, including participation in global environmental and sustainability projects.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

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

- Teaching for effective learning and assessment is good overall. Teaching is very good in the Early Years, where teachers demonstrate a strong understanding of how young children learn and use play-based approaches effectively to support rapid progress. In the Primary and Middle phases, teaching is more variable. Teachers' subject knowledge is secure, and most lessons are planned in line with curriculum standards and include clear success criteria. However, planning does not always respond sufficiently to the needs of English language learners in MoE subjects, which limits progress for some groups.
- Learning environments are positive and well organised, and resources are used effectively, particularly in the Early Years. In the Primary and Middle phases, tasks are sometimes fragmented and teachers intervene frequently, which restricts opportunities for students to think deeply, reflect, and apply learning independently.
- Teacher–student relationships are respectful and supportive. Most teachers use questioning to check understanding, but the level of challenge varies. In stronger lessons, particularly in Early Years and Primary science, dialogue builds effectively on prior learning and supports clear next steps. Differentiation is planned, and lower-attaining students and students of determination receive appropriate support, especially in the lower grades where teaching assistants are used well. Nonetheless, opportunities to extend higher-attaining and gifted students through open-ended or inquiry-based tasks are inconsistent, and students rarely present their work for peer evaluation.
- Most teachers promote collaboration and structured independence. Digital devices are used regularly, particularly for reinforcement activities, but are less frequently used to support research, inquiry, or real-world problem-solving. As a result, students' innovation and critical thinking skills are developing but are not yet consistently embedded across subjects and phases.

Assessment	Good	Good	Good	N/A

- Assessment procedures are aligned closely with the requirements of the IB PYP, the Victorian/Australian curriculum, and MoE expectations. In the Primary and Middle Phases, internal assessment outcomes tend to over-inflate students' performance when compared with evidence from lessons and students' workbooks, reducing the reliability of attainment judgements. In contrast, assessment in the Early Years is accurate and well matched to children's learning in literacy and numeracy, using emerging, expected, and exceeding performance levels. Assessment information is moderated within the Victoria group of schools. Students' achievement is benchmarked against a limited range of external assessments in English, mathematics, science, and Arabic, although the usefulness of higher-grade data is constrained by small cohort sizes.
- Assessment outcomes are analysed to identify students requiring additional support, and a detailed Raising Student Attainment Report is produced. Nonetheless, the school does not yet analyse the progress of home-grown students compared with new joiners, limiting its ability to evaluate value-added. Individual learning targets are set and monitored effectively for students on the inclusion register and those with SEN, with specific and measurable goals agreed with parents. Target-setting in science and Arabic-medium subjects is inconsistent, and targets for higher-attaining and gifted students do not consistently provide sufficient challenge to accelerate progress.
- Teachers know their students well and respond sensitively to individual needs in lessons. Support and extension activities are provided, but these do not consistently extend learning beyond curriculum expectations. Student self-evaluation is routinely used. However, opportunities for peer evaluation through



whole-class presentation are limited. Teachers mark work regularly, but the quality of feedback varies and rarely requires students to respond or improve their work, limiting the impact of assessment on learning.

Areas of Strength:

- Early Years teachers promote strong progress through effective use of play-based learning strategies that are well matched to how young children learn.
- The school collects and analyses internal and external assessment data to identify students who require additional learning support, with effective use evident for students with SEN.

Areas for Improvement:

- Increasing the use of open-ended, challenging, inquiry-based activities to extend the learning of higher-attaining and G&T students.
- Strengthening the consistent setting, review, and impact of individual learning targets across all subjects and phases so assessment information leads more directly to improved progress.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Good	Good	N/A
<ul style="list-style-type: none">The curriculum design is good overall, with a clear rationale and generally balanced provision. The inquiry focus of the IB PYP and the Victorian/Australian frameworks aligns well, supporting strong engagement, innovation, and challenge in the Early Years. In the Primary and Middle phases, coherence is less consistent, particularly in the Middle Phase, where inquiry does not always translate into sufficient depth or progression. While the school plans to address Early Years compliance with MoE requirements next year, this remains a current consideration. Low student numbers have led to combined AFL and ASL classes in some MoE subjects, which limits subject-specific progression and constrains targeted challenge, indicating a need for additional specialist staffing.The curriculum provides continuity and progression for most students. Transitions between phases are improving, particularly from Early Years to Preparatory. Inquiry-based units support connections across subject. However, cross-curricular coherence is stronger in the Early Years and Primary Phase than in the Middle Phase. Vertical alignment and sustained challenge for higher-attaining students are not yet consistent, especially in the upper years, which limits acceleration.Curricular choices, enrichment, and review processes broadly support students' interests and needs. Although subject choices are limited due to the absence of upper grades, extra-curricular provision broadens opportunities, particularly in art and digital technology. Regular curriculum reviews take place. However, assessment information is not yet used rigorously enough to refine curriculum design and ensure consistent challenge for all groups, particularly higher-attaining and gifted students.				
Curriculum adaptation	Good	Good	Good	N/A
<ul style="list-style-type: none">The school is generally successful in modifying the curriculum to meet the needs of most groups of students. Teachers adapt lessons appropriately for students who are new to English, lower-attaining students, and students with additional learning needs, including students of determination, through targeted support and intervention. However, curriculum modification for higher-attaining and gifted students is developing and not yet consistent. In Arabic-medium subjects, adaptation is more limited, particularly for students with SEN, which restricts access to learning for some groups.The curriculum provides a functional range of enhancement, enterprise, and innovation opportunities. Most students participate in enrichment activities such as reading competitions, quizzes, and project-based learning, and older students contribute to community and social initiatives. Within lessons, however, opportunities for innovation, creativity, and enterprise vary across subjects and phases and are strongest in the Early Years and Primary Phase. In the Middle Phase, learning activities do not consistently provide sufficient scope for independent problem-solving or enterprise.Curriculum content is relevant and coherent in promoting understanding of Emirati culture and UAE society. MoE subjects and whole-school events ensure students develop secure knowledge of UAE identity, values, and heritage. Activities such as National Flag Day and Commemoration Day strengthen students' respect for the UAE, and these cultural links are evident across most lessons and extracurricular activities.				



Areas of Strength:

- The inquiry-based curriculum engages most students, particularly in the Early Years.
- The curriculum effectively promotes students' understanding of UAE values, culture, and society.

Areas for Improvement:

- Strengthening curriculum coherence and challenge, particularly for higher-attaining and gifted students.
- Improving curriculum breadth and subject-specific progression in the Middle Phase, especially in MoE subjects.



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	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none"> The school has rigorous procedures for safeguarding, protection, health, and safety, which are very good across all phases. Safeguarding arrangements are robust and clearly understood by staff, students, and parents. Staff receive regular training and updates, and students report that they have trusted adults they can approach when needed. Homeroom teachers play an important role in building secure relationships, ensuring students feel safe, supported, and confident to seek help. The school provides a safe, clean, and welcoming learning environment. Health and safety procedures are thorough, and risk assessments are carried out regularly. Two qualified school nurses provide effective medical care, maintain accurate health records, and store medicines securely. Their work contributes positively to promoting students' physical and emotional well-being High-quality, purpose-built facilities support an engaging and inclusive learning environment. Indoor and outdoor spaces are well maintained and fit for purpose. Early Years accommodation is particularly strong, offering a stimulating environment where children thrive. Healthy lifestyles are promoted effectively through the PE curriculum, health talks, and a strong focus on students' physical, social, and emotional development. BMI checks are conducted regularly, with appropriate follow-up support provided where needed. Healthy eating remains a priority, and packed lunches are monitored consistently. 				
Care and support	Very Good	Very Good	Very Good	N/A
<ul style="list-style-type: none"> Staff have positive and respectful relationships with students and know them well. They create a warm and supportive environment in which students feel safe and valued. Behaviour is calm and orderly across the school. Bullying and other incidents are rare, carefully recorded, and followed up appropriately. Students are encouraged to understand and take responsibility for their actions towards themselves, others, and the environment. Systems to promote attendance and punctuality are effective. Attendance stands at 94%, close to the school's 95% target. Records are detailed, and leaders work closely with parents to address persistent absence or lateness. Students move promptly between lessons, and procedures for monitoring attendance are applied consistently. Identification of students with SEN is thorough. The school uses a range of evidence, including longitudinal assessment data, CAT4 results, teacher referrals, and parent input. Approximately 10% of students receive additional support, including around 5% identified as SEN. A developing register for G&T students is in place across academic subjects, PE, and other areas of talent. Support for students with additional needs is increasingly effective. Students of determination benefit from detailed learning action plans, in-class support, and targeted intervention sessions. Support for lower-attaining students is stronger in the lower Primary Phase and more variable in upper grades. In Arabic-medium subjects, limited adaptation of materials restricts access for some learners. Provision for higher-attaining and gifted students is not yet sufficiently developed in lessons or enrichment activities. 				



- Guidance and support promote students' personal, social, and emotional development. The homeroom system operates effectively across all phases and is overseen by a dedicated vice-principal. The house system, PE curriculum, and healthy-lifestyle initiatives support students' wellbeing, and a shared counsellor provides additional emotional support. Formal careers education is not yet in place due to the school's stage of development, which leaders recognise as a priority for future planning.

Areas of Strength:

- The warm, welcoming, and inclusive school ethos where children feel safe, supported, and emotionally secure.
- The effective promotion of students' physical, social, and emotional well-being.

Areas for Improvement:

- Strengthening support and curriculum adaptation for low-attaining students in Arabic-medium subjects to ensure more consistent access to learning.
- Further improving attendance so that it consistently meets or exceeds the school's 95% target.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Very Good
Governance	Good
• Management, staffing, facilities and resources	Very Good

- Leadership and management are good overall. Leaders promote a clear vision for affordable, high-quality education and an inclusive ethos that is reflected in admissions, planning, and support programmes. Joint lesson observations indicate that leaders have a secure understanding of curriculum expectations and effective pedagogy, contributing to a positive learning culture. Professional relationships are strong, responsibilities are delegated appropriately, and middle leaders are developing their capacity through targeted professional development. Stakeholder surveys reflect high morale and confidence in the school's direction.
- Self-evaluation draws on lesson observations, work scrutiny, benchmarking data, and stakeholder feedback. While this process is collaborative and evidence-informed, it does not yet prioritise improvement actions sharply enough. Monitoring activities are regular but inconsistent in evaluating the impact of teaching on different groups, particularly higher-attaining and EAL students. Variability in teaching quality persists in MoE subjects, including Arabic, where leaders currently have limited capacity to monitor and follow up coaching consistently. Assessment information is collected systematically. However, internal moderation and analysis of trends are not yet sufficiently rigorous across all phases to inform planning consistently. Improvement is evident in the Early Years and science, but inconsistency remains in differentiation, higher-order thinking, and assessment use.
- Partnerships with parents and the community are very effective. Parents describe the school as welcoming and responsive and are actively involved through representation, events, and learning initiatives. Communication systems are strong, and reporting combines goal-setting, written reports, and continuous evidence of learning. The school engages well with the wider community through cultural and charitable activities, and parents value the expansion of competitive sports and cultural partnerships.
- Governance includes representation from parents, students, staff, and VIS leadership, supporting inclusive decision-making and accountability. The VIS Director of Schools provides regular oversight through visits, joint observations, and review of the School Improvement Plan. Governors appropriately recognise the need for an independent chair and clearer role delineation to strengthen strategic accountability.
- Day-to-day management is smooth and well organised. Staffing levels support collaborative planning and protected non-contact time, although specialist staffing for MoE subjects remains a priority. Professional development is needs-based and includes PYP training, leadership development, safeguarding, and coaching. The premises are purpose-built and well resourced, with flexible learning spaces and specialist facilities that support effective teaching and learning.



Areas of Strength:

- Highly effective parent and community partnerships.
- Strong day-to-day management and high-quality, well-resourced facilities conducive to effective learning.

Areas for Improvement:

- Strengthening self-review so improvement priorities are sharper and middle leaders have sufficient capacity to monitor teaching and follow up coaching consistently.
- Appointing an independent chairperson to strengthen governance role clarity and strategic accountability.
- Securing specialist staffing to improve provision in MoE subjects and support future curriculum expansion.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 7 teachers delivering Arabic-related subjects (4 Arabic, 2 Islamic Education, and 1 Social Studies), led by the Head of MoE subjects who provides coaching, monitoring, and professional support.
- Current staff-to-student ratio is (1:54) and some combined classes place pressure on capacity, although recruitment is underway to strengthen provision.
- The school library includes approximately 1,000 Arabic books (around 850 fiction and 150 non-fiction), with plans in place to further expand the range of reading materials.
- Reading development is supported through digital platforms such as Kutubee, Haya, and Seesaw, with students' reading mileage tracked systematically to monitor progress.
- Students benefit from a range of enrichment activities, including reading competitions, quizzes, and assemblies that celebrate achievement and actively involve parents.

The school's use of external benchmarking data

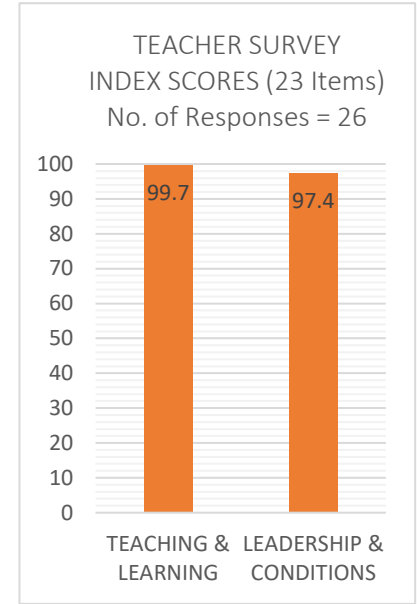
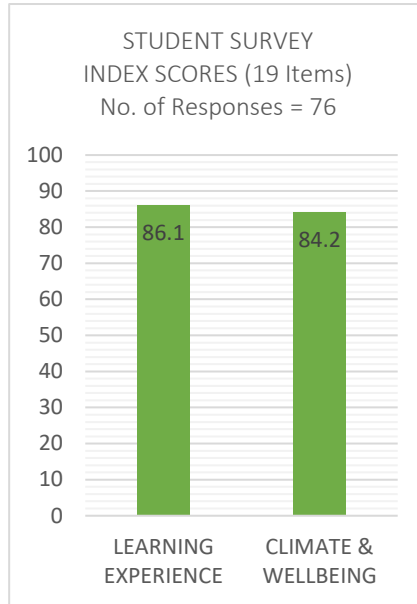
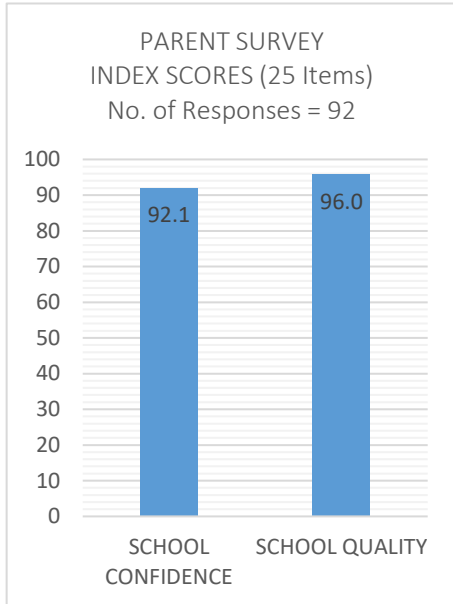
- Almost all students from Grade 2 onwards (99%) participate in PAT assessments, ensuring a broad and consistent benchmarking profile across the school.
- All ASL students in Grades 3 to 8 complete IBT assessments, and AFL students in Grades 3, 5, and 7 sit the Tala assessment, in line with SPEA requirements.
- Students are prepared for benchmarking assessments through the use of practice items and online mock assessments to support familiarity with test formats and expectations.
- Benchmarking outcomes are shared with parents through the school's learning management system and discussed further during three-way conferences.
- Teachers use assessment data to identify strengths, target areas for development, and agree individual learning goals with students.

Provision for KG

- Early Years provision is well resourced and appropriately staffed, with a teacher-child ratio of 18:1 and strong overall support staffing (approximately 9:1).
- Indoor learning environments are spacious, well equipped, and organised to support a range of play-based and exploratory learning experiences.
- Outdoor areas are shaded, directly accessible from classrooms, and designed to promote exploration and physical development.
- Induction and transition arrangements are well established and include interviews, stay-and-play sessions, trial classes, and tailored support for children with additional needs.
- Transitions into the Preparatory stage have been strengthened and are being monitored to evaluate their impact on children's readiness for the next phase.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise students' achievement to consistently very good across all subjects and phases by:
 - Using internal and external assessment data more rigorously to identify and address gaps in learning, particularly in the Middle Phase.
 - Extending opportunities and challenge for higher attainers, including gifted and talented students, across subjects and phases.
- Enhance curriculum coherence and teaching quality by:
 - Refining curriculum mapping across MoE, IB PYP, and Victorian/Australian frameworks to ensure clearer vertical progression and alignment.
 - Embedding more opportunities for innovation, critical thinking, and problem-solving, particularly in the Middle Phase.
 - Ensuring learning experiences provide sufficient challenge and depth for all learners, with greater consistency across subjects and phases.
- Develop leadership and governance to drive sustained improvement by:
 - Appointing an independent chair and clarifying board roles and responsibilities to strengthen governance.
 - Ensuring more rigorous analysis of assessment data to inform self-review, with next steps clearly linked to systematic monitoring and improvement planning.
 - Providing adequate time and support for middle leaders to monitor, coach, and improve teaching quality.
 - Appointing specialist staff to ensure all learners have access to subject experts and full curriculum coverage.



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.