



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**Victoria International School
Sharjah - Almanthiqa Alwastha**

2 – 5 February 2026

Overall Effectiveness

Very 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	415
	School location	Central Region, Maliha
	Establishment date	11 August, 2021
	Language of instruction	English
	School curriculum	Australian
	Accreditation body	N/A
	Examination Board	N/A
	External assessments International and Curriculum Benchmark Assessments	PAT, CAT4, TALA, TIMSS, PIRLS
	Fee range	AED 22,000 – AED 45,000
	Principal	Shaun Melind
	Chair of Board of Governors	Emma Borg
Staff	Total number of teachers	64
	Total number of teaching assistants	14
	Turnover rate	19%
	Teacher: student ratio	1:12
	Total number of students	739
	Total number of students per cycle/phase	KG: 98 Cycle/Phase 1: 475 Cycle/Phase 2: 150 Cycle/Phase 3: 16
	Pre-KG : number and gender	Boys: 13 Girls: 10
	KG: number and gender	Boys: 40 Girls: 35
	Primary: number and gender	Boys: 267 Girls: 208
	Middle: number and gender	Boys: 95 Girls: 55
	High: number and gender	Boys: 8 Girls: 8
Students	Total number of Emirati students	719
	Pre-KG : Emirati number and gender	Boys: 12 Girls: 7
	KG: Emirati number and gender	Boys: 39 Girls: 33
	Primary: Emirati number and gender	Boys: 260 Girls: 207
	Middle: Emirati number and gender	Boys: 90 Girls: 55
	High: Emirati number and gender	Boys: 8 Girls: 8
	Nationality groups	1. Egyptian 2. Jordanian
	Total number of students with special educational needs (SEN)	40

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PROGRESS JOURNEY

Previous Review: (2023-24)	Current Review:
GOOD	VERY GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers' 144 lesson observations, 41 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, representing clear improvement since the previous review in 2024. This progress reflects the strong commitment of leadership and staff at all levels to providing high quality teaching, learning, and personal and social development experiences for all students. Students' achievement is very good overall. Most children and students make very good progress from their starting points, and attainment is strong across the school. However, attainment remains good in Islamic Education and Arabic First Language (AFL) in the Middle Phase and acceptable in English in the Early Learning Centre (ELC) and across the Primary, Middle and Secondary phases. Lower starting points in language, particularly for students joining the school in later phases, continue to impact attainment in English. Children and students' excellent personal development is testament to the extremely positive atmosphere that permeates the whole school. Students understand and apply Islamic values to daily life and show high respect for UAE culture and heritage. Very effective teaching and assessment and a very well-structured curriculum are instrumental in embedding improvements to students' academic and personal success. The needs of SEN students are met extremely well. Provision for gifted and talented (G&T) students, while developing, is not yet consistently strong. Care and support for students' safety and wellbeing are highly effective. Focused and very skilful leadership by the principal and his leadership team has led to these improvements in a short time. Staff, students and parents believe that the best can happen. There is very good capacity for further improvement.

KEY AREAS OF STRENGTH:

- Children and students' very good achievement.
- Students' very positive and responsible attitudes, exemplary behaviour, very respectful relationships and very strong understanding of personal wellbeing.
- Students' outstanding understanding and application of Islamic values and high respect for the culture and heritage of the UAE.
- Very effective teaching and assessment and very good curriculum.
- Excellent provision and support for SEN students.
- The exceptional arrangements for health, safety, care and safeguarding for all children, students and staff.
- The very strong leadership of the principal and his leadership team drive improvement and secures clear vision for the school.



KEY AREAS FOR IMPROVEMENT:

- Raising students' attainment to very good in Islamic education and Arabic First Language (AFL) in the Middle Phase, and in English in Primary, Middle and Secondary phases.
- Using internal assessment data effectively to identify and provide challenge to potential higher attainers and G&T students.
- Strengthening students' self-assessment skills so they can explain their learning, progress and next steps more confidently.
- Increasing opportunities for children and students to develop wider digital learning skills, especially in Middle and Secondary phases.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is very good overall.

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is very good. In lessons and in their work, the large majority of students make better than expected progress in all phases. This matches the school's internal data in Middle and Secondary phases, but not in ELC, where internal data shows outstanding progress. There is no overall progress data for Grade 10 as students are new this year.• The school's internal data indicates very good attainment overall; however, evidence from lessons and students' work shows that the majority of students in Middle Phase, and the large majority in ELC, Primary and Secondary Phases attain above curriculum standards. No external data is available for Islamic Education.• Across all phases, students demonstrate secure knowledge and understanding of the Holy Qur'an and the Noble Hadeeth, explaining meanings accurately at age-appropriate levels. They consistently apply Islamic values, principles and etiquette in worship and daily life and clearly distinguish between correct and incorrect behaviours. They have confident knowledge of Seerah, enabling them to explain clearly how examples from the life of the Prophet Muhammad (PBUH) guide behaviour, identity and social responsibility. However, Middle Phase students' understanding of faith and belief is less developed. Across all phases students are less secure in analysing and evaluating contemporary Islamic issues.• Most groups of students make better than expected progress. The progress of potential higher attainers could be better.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge and understanding of the Holy Qur'an and the Noble Hadeeth.• Students' understanding and application of Islamic values, principles and etiquette.• Students' knowledge of Seerah and its relevance to daily life.	<ul style="list-style-type: none">• Students' deep understanding of issues related to Faith and Belief in Middle Phase.• Across all phases, students' analysis and evaluation of contemporary Islamic issues.



Arabic Language	<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 overall. This matches with the school's internal data in Primary and Middle Phases which shows students' very good progress, but not the ELC where data shows children make outstanding progress. In lessons and in their work, a large majority of students across all phases make better than expected progress.The school's internal data shows that attainment is very good across all phases in AFL. External TALA results indicate very good attainment in Primary and Middle phases. In lessons and in their work, a majority in Middle and a large majority in other phases attain above curriculum standards.In ELC, both AFL and ASL children demonstrate secure foundational literacy skills, accurately pronouncing letters and distinguishing between short and long vowel sounds. Primary and Middle students extract main ideas from texts and accurately comprehend and identify key elements in short stories. However, fluent and expressive reading is not consistently very good in the Middle Phase. Secondary students demonstrate strong comprehension skills, engaging confidently with a wider range of texts and effectively interpreting and responding to content. Students across all phases do not always use standard Arabic confidently when expressing their ideas.Most groups of students make better than expected progress, including SEN students and ASL speakers. Higher-attaining students do not always progress as well as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Secure foundational literacy skills in the ELC.Comprehension skills in Primary and Middle phases.Interpreting and responding to content in a wider range of texts in Secondary.	<ul style="list-style-type: none">Reading fluency and expression in Middle Phase.Students' confidently using standard Arabic when expressing ideas.



Social Studies	<ul style="list-style-type: none">• Students' achievement in Social Studies is very good in both phases. This does not match the school's internal data, which shows outstanding progress for both phases. In lessons and in their work, a large majority make good progress. Social Studies is only taught in Primary and Middle phases.• The school's internal data indicates outstanding attainment which does not match that seen in lessons and students work where a large majority of students attain above curriculum standards. No external data is available for Social Studies.• Across both phases, students explain clearly national heritage, leadership, rights and responsibilities and societal roles, showing strong appreciation of the contribution that UAE leaders make to national development. Middle Phase students demonstrate particularly strong understanding of social change, confidently explaining the transition from traditional life to a modern, innovative society. While students identify economic activities at a basic level, their understanding of the national and global economy and its wider implications is less secure. Although students can read maps and visual information, their analytical use of charts, infographics, and maps is not yet fully developed.• Most groups make good progress including lower attainers and SEN students. Higher attainers and potential G&T do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of the UAE's national identity.• Students' understanding and appreciation of government and leadership in the UAE.• Middle students' knowledge of social change and development in the UAE.	<ul style="list-style-type: none">• Students' analytical skills in interpreting charts, infographics, and maps across both phases.• Understanding links and implications of national and global economies.



English	<ul style="list-style-type: none">• Students' achievement in English is very good overall. It is good in the Middle Phase and very good across the rest of the school. The school's internal assessment data indicates that a large majority of children make good progress in the ELC while a majority make good progress in Primary, Middle and Secondary phases. This matches progress seen in lessons and students' workbooks in the ELC and the Middle Phase. However, a large majority make good progress in Primary and Secondary Phases.• Internal assessment data indicates that a majority of children and students attain above curriculum standards in Primary, Middle and Secondary phases. In external progress (ACER) PAT tests, a majority of students make good progress while in CAT4 results are low in all grades that took the test. Attainment seen in lessons and their work matches this profile with most children attaining the curriculum standards in the ELC and a majority attaining above in Primary, Middle and Secondary Phases.• Children start on the ELC with low levels of English. A focus on developing secure speaking and listening skills results in most being ready starting to read and write simple words when they start in Prep. By the end of Prep, a majority speak confidently, listen and identify single phonemes, digraphs and letter names and read and write simple sentences independently. Very good progress continues in the Primary Phase and by Grade 5 a large majority are confident readers with good comprehension skills. In Middle, students continue to develop secure listening and reading skills but at a slower rate. Developing the language and vocabulary required to explain their learning and to speak and write more than a few sentences with accurate grammar and spelling remains a challenge for a minority of students in both Primary and Middle phases. Grade 10, students have good speaking and reading skills and write for a range of purposes. Girls' understanding of the features of different genres of literature are secure. Using correct grammar when speaking, and spelling and grammar in writing remains insecure for both boys and girls.• Most student groups make good progress, including SEN students. Boys make slower progress than girls in Primary, Middle and Secondary phases because their lower levels of English impact on their speaking, reading and writing progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's progress in listening and learning to read in KG1 and Prep.• Students' reading skills in all phases.• Girls' understanding of the features of different genres of literature.	<ul style="list-style-type: none">• Using the language and vocabulary required to explain their learning.• Using correct grammar when speaking and correct spelling and grammar in writing in the Primary, Middle and Secondary Phases.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is very good overall. In lessons and in their work, a large majority of students across all phases make good progress. This matches internal progress data in all phases except the Middle phase which indicates most students make good progress.• The school's internal assessment data shows good attainment across all phases. This does not match that seen in lessons and students' work where a large majority attain above curriculum standards. External PAT data show progress is outstanding in Primary and very good in the Middle Phase. CAT4 results are low in all grades that took the test.• In ELC, children develop mathematical concepts of heavy and light and when comparing length of objects, use same as, longer and shorter. A minority cannot judge which objects are longer or shorter. Primary students understand the concept and correct notation of tenths. Understanding of how to apply the CUBE (circle, underline, box, evaluate) rule to solve questions is insecure for a minority. Middle phase students develop proficiency in identifying the dimensions of 3-d net shapes, and in calculating surface area and perimeters of regular shapes. Secondary Phase students solve, justify and graph two equations that produce two parallel lines.• Most student groups make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Mathematical concepts of heavy and light in ELC and in Primary identifying and displaying data correctly.• Calculating perimeter and surface area of regular shapes in Middle Phase.• Identifying and graphing the relationship and changes in line algebraic equations in Secondary Phase.	<ul style="list-style-type: none">• Consistent application of the CUBE rule in Primary.• Conceptual understanding of length in ELC.



Science	<ul style="list-style-type: none">• Students' achievement in science is very good. This does not align with the school's progress data which shows outstanding progress in all phases. In lessons and in students work, a large majority make good progress.• Internal assessment data shows students' attainment as good. This does not match that seen in lessons where a large majority attain above curriculum standards. External PAT data shows that students make outstanding progress in Primary and Middle phases.• Children's secure observation and classification skills in ELC result in quick learning about the difference between bendable and non-bendable materials. Primary students go on to develop very good scientific knowledge about different materials and their importance to building construction. Middle students begin to apply scientific theory well. They measure temperature changes and classify them as endothermic and exothermic reaction. Secondary students develop their understanding of how to apply scientific method to investigate how mass affects acceleration. Students' experimental and scientific investigative skills grow increasingly, however, using accurate scientific language to communicate their learning and explain conclusions is less developed.• Most student groups make better than expected progress. However, high attainers do not always receive enough challenge to make faster progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Applying scientific theories in the Secondary Phase.• Understanding scientific factual knowledge in Primary and Middle Phases.• Comparing similarities and differences in the ELC.	<ul style="list-style-type: none">• Using accurate scientific language to communicate their learning.• Explaining conclusions in Middle and Secondary Phases.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is very good overall. The qualitative internal data matches the progress seen in lessons where a large majority make good progress.• A large majority attain above curriculum standards in art, music, integrated ICT and PE. There are no internal and external assessments in other subjects.• Children in ELC enjoy joining in with songs, singing tunefully and copying and adding simple rhythmic accompaniments. Students' 2-d and 3-d artwork in Middle and Secondary is high quality and show very good understanding of how art elements create effect. Athletic skills develop very well in all phases and learning how to improve skills and knowledge of rules, such as how to pass the baton to their teammate in a relay race. In Secondary Business Studies, students analyse the conflicts between sustainability and profit in a small business case study though few students were able to understand why and how sustainability affects profit. In Food Technology in the Secondary Phase, students chose suitable ingredients to make a healthy wrap. While offered as an extra-curricular activity, students' learning in digital technology is less developed.• Most student groups make good progress in other subjects, most consistently in the Middle and Secondary phases.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Athletic skills in PE in Primary, Middle and Secondary phases.• Children's tuneful singing and copying simple rhythmic patterns in music in ELC.• Students' 2-d and 3-d artwork.	<ul style="list-style-type: none">• Understanding how sustainability affects profit in Business Studies.• Students' wider use of digital technology skills.



Learning Skills	<ul style="list-style-type: none">• The overall rating for learning skills is Very Good, Almost all students engage very well with learning. Almost all focus very well in lessons to complete set tasks. Children in the ELC decide on and find their own resources and toys when leading their own learning in lessons, and when enjoying learning in the large internal space.• Students collaborate well, sharing ideas and supporting one another to complete tasks and produce artefacts. For example, students plan and build three-dimensional models in art and discuss personal experiences during wellbeing lessons. However, across phases, some students find it difficult to articulate their learning clearly or explain subject-specific terminology, such as identifying cohesive devices when analysing English writing• Students make regular connections with the real world and other subjects in lessons and when engaged in projects and competitions. Through role-play, children in the ELC make links when leading their own conversations, especially girls. In Islamic education, students show deep consideration of how Islamic values influence everyday life in the UAE.• Students across the school use their tablets to research for ideas for their writing in English and Arabic, and for information in science. They use calculators confidently in mathematics in Middle and Secondary. Critical thinking and problem-solving feature in almost all lessons, including in art when deciding which materials to use. Students show enthusiasm for robotics in extra-curricular activities; however, their broader digital literacy, particularly understanding the impact of AI on society, remains underdeveloped.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' engagement and taking responsibility for their own learning.• Collaboration in group tasks.• Linking learning across subjects and to real life.	<ul style="list-style-type: none">• Students' wider digital technology skills.• Students' ability to communicate and articulate their learning clearly using subject-specific vocabulary.



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

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

Indicators:	KG	Primary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">Students' personal development and innovation are outstanding overall. Extremely positive and responsible attitudes result in very good self-reliance in lessons where they manage routines independently. Through regular wellbeing and classroom activities, students respond very positively to guidance and feedback, reflecting on their actions and making improvements.Students' behaviour in and out of lessons is exemplary and consistently self-disciplined. They respond very well to others and resolve any difficulties themselves. Students' reflections on their behaviour in wellbeing lessons, build high levels of confidence, resilience, and positive habits. They feel very safe and say bullying is extremely rare.Very respectful relationships between students and staff ensure students feel cared for and respected. All students are sensitive to the needs of others, contributing strongly to an inclusive culture and a strong sense of belonging across the school community.Students demonstrate a deep understanding of safe and healthy living. They participate in healthy eating campaigns, PE lessons, sports activities, and a high number of wellbeing initiatives, including the Healthy Lunch Box Challenge and Dubai 30x30.At 97%, attendance is very good. A few students regularly arrive late to school and lessons.				
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">Students across all phases demonstrate an excellent understanding and application of Islamic values, which they apply to their daily life. The result is their consistent respect for and empathy towards all their peers. They engage actively in Islamic celebrations, the Holy Qur'an recitation and regular prayers in the designated prayer rooms for both girls and boys, and contribute to charity initiatives in cooperation with the Emirati Red Crescent.Students fully respect and appreciate the UAE's heritage and culture. They show pride and respect during the National Anthem and actively engage in a range of national occasions such as Flag Day and the UAE's National Day. Student-led projects such as initiating and designing a Heritage Majlis and participating in traditional performances such as Taghrouda reflect their appreciation of and commitment to preserving the UAE's culture and heritage.Students fully appreciate their own culture and demonstrate a deep understanding of other cultures. They confidently compare their own traditions with those of different cultures, particularly during events such as International Day and Australia Day, where students, staff, and parents from diverse nationalities actively share their traditions, food, and dancing.				

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Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• Students are proactive, responsible and active contributors to school life and the wider community. They lead projects and take on leadership roles through the Student Council, wellbeing ambassador programs and on the governing board. Beyond school, they organize charitable initiatives, fundraising campaigns, and national service programs that benefit local and national communities, earning awards such as first place in the Aoun Community Service Award.• Students have a very positive work ethic and demonstrate strong innovation, enterprise, and entrepreneurship. They successfully lead entrepreneurial initiatives such as the Pink Bake Sale and healthy eating campaigns, further developing their planning and project management skills. Their innovation is evident in STEAM Fair projects, inquiry tasks, real-world problem-solving, and their participation in the National Sustainability and Technology Competition.• Students care for their school and seek ways to improve its environment. They actively participate and take leadership roles in sustainability and conservation projects such as recycling programs and school-wide sustainability campaigns. They actively implement solutions identified through STEAM Fair and curriculum-linked projects that address real-world environmental challenges. Students also guide and encourage peers to adopt environmentally responsible practices through awareness sessions.				
Areas of Strength:				
<ul style="list-style-type: none">• Appreciation and understanding of Islamic values and UAE culture and heritage.• Extremely positive and responsible attitudes, excellent behaviour and deep understanding of personal wellbeing.• Contributions to school life and the wider community.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' further opportunities to extend their entrepreneurship initiatives as the school grows to Grades 11 and 12.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is very good overall.

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The quality of teaching and assessment is very good overall. Most teachers demonstrate strong subject knowledge and a clear understanding of how students learn across all phases, enabling accurate explanations and effective sequencing of learning. Teaching reflects appropriate developmental approaches in Early Years and increasing subject depth in Primary and Middle phases. Lesson planning is purposeful, aligned with curriculum requirements, and supported by positive, well-organised learning environments, with time and resources generally used effectively.Teacher/student interactions are positive and purposeful across phases, supporting confident student engagement. Questioning is used effectively to check understanding and promote explanation, with structured talk evident in younger phases. Dialogue supports reflection and links to real-life contexts; however, the extent to which questioning promotes higher-order thinking and sustained student-led dialogue varies across subjects and phases.Teachers' effective teaching strategies meet the needs of different students across all phases, adapting tasks, grouping, and pacing to support engagement and progress. Teachers' expectations are generally high, and support for students with additional needs is evident. However, challenge is not consistently strong across all subjects and phases, and opportunities to extend learning not always systematic.Most teachers provide purposeful opportunities for students to develop critical thinking, problem-solving, innovation, and independent learning skills across all phases. Through purposeful teaching strategies and effective questioning, students are guided to explain reasoning, solve problems, and apply learning to meaningful contexts. Opportunities for innovation and initiative are evident but vary between subjects and phases. Independent learning is developing well, with students able to articulate learning intentions and respond to oral feedback.				
Assessment	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Internal assessment processes are coherent and consistent across phases and linked well to curriculum standards, providing valid and reliable measures of students' attainment and progress. The school uses standards-based rubrics, baseline, formative and summative assessments aligned to the Victoria Curriculum and MoE requirements. Moderation is embedded within phases and across VISS Group campuses. Internal outcomes are validated through effective national and international benchmarking, including PAT, CAT4 and Brightpath, supporting consistency of judgements and progress tracking over time.Analysis of assessment data at class, grade and whole-school levels, provide accurate and detailed information on students' progress over time. Leaders and teachers use comparisons between internal assessments and external benchmark data effectively to identify gaps in				

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attainment and to inform and monitor the impact of teaching, curriculum planning and targeted intervention, including structured literacy support. However, its use to extend learning and provide systematic challenge for higher-attaining and G&T students is not yet consistent across subjects and phases.

- Teachers are very well aware of individual students' strengths and weaknesses through questioning, observation, formative assessment and moderation. They provide personalised support and constructive feedback. While students are regularly involved in assessing their own learning, they do not always fully understand precisely how to improve. Personalised challenge for higher-attaining and G&T students and the impact of feedback on extending learning varies across subjects and phases.

Areas of Strength:

- Teachers' strong subject knowledge and delivery of well-structured, student-centred lessons.
- Teacher/student interactions, which support positive relationships and confident student engagement in lessons.
- Systematic analysis of coherent and consistent internal and external assessment.

Areas for Improvement:

- Using assessment information to inform delivery of systematic challenge for higher-attaining and G&T students.
- Developing feedback that consistently leads to deeper learning and improved outcomes for all groups of students.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is very good overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The overall quality of the curriculum is very good. The curriculum has a clear rationale and follows the statutory requirements of the Victoria and MoE curricula. Detailed comprehensive backward planning ensures very good progression for knowledge and skills. A very well-planned curriculum in ELC promotes play-based child-led and child-initiated learning. A structured literacy program is making a strong contribution to the very good achievement in English.Curricular choices are appropriate and sufficient in Grade 10, preparing students effectively for study in Grades 11 and 12. The planned introduction of a two-year Global Citizenship Diploma aligns well with future university and career pathways. Cross-curricular links are thoughtfully planned and consistently implemented through a thematic approach, ensuring meaningful integration of learning across subjects. However, further consideration is required to strengthen the planned development of students' discrete digital technology skills.Senior leaders undertake rigorous and systematic curriculum reviews following each assessment data drop. These reviews are informed by detailed analysis of students' performance and progress and enable leaders to identify gaps, duplication, or misalignment in curriculum content and sequencing. As a result, timely and appropriate adjustments are made to curriculum plans, ensuring continued relevance, coherence, and responsiveness to students' learning needs. This reflective approach supports sustained curriculum improvement across phases and subjects.				
Curriculum adaptation	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Curriculum modifications meet the needs of most students very effectively. Interventions run alongside lessons to support those with an individual learning or success plan to ensure these students cover the same content and skills as other students but with more support. Additional practical activities are built into themes to make learning more relevant, such as adding more experiments and investigations into science lessons. Modifications for higher attainers and G&T students are less rigorous.A varied range of extra-curricular activities enrich the planned curriculum, such as clubs for robotics, multimedia, Arabic and French. Projects, competitions and preparing for celebrations and events promote innovation very well; For example, creating a smart irrigation system to raise environmental awareness in the National Sustainability competition.				



- Plentiful opportunities enable students to apply their understanding and respect for Emirati culture and UAE society through cross-curricular links, numerous celebrations and the well-planned wellbeing programme.

Areas of Strength:

- Appropriate curricular pathways, including Grade 10 provision and the planned Global Citizenship Diploma, supporting future study and career readiness.
- Consistent cross-curricular planning through a thematic approach that supports meaningful integration of learning across subjects.
- Rigorous curriculum review processes, with leaders using assessment data to refine content, sequencing, and coverage.

Areas for Improvement:

- Ensuring curriculum adaptation consistently stretches higher-attaining and G&T students through clearly planned and progressive challenge.
- Strengthening the planned development of students' discrete digital technology skills to ensure sustained impact on learning.



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

The protection, care, guidance and support of students are outstanding overall.

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 school provides a very caring and safe environment for all students. Supervision of students is very effective with a high ratio of adults to students at break times and home time. All students, staff and parents adhere to safeguarding expectations, including for child protection and internet safety. Leaders and the very proactive school inclusion team regularly monitor students' wellbeing and take immediate action to tackle any issues.The buildings are extremely well maintained, clean and litter free. All areas are shaded to secure students' health and wellbeing. Lifts and ramps ensure access for all to all areas. All records of school maintenance are securely stored. The two nurses and doctor provide strong medical support for students' care. A full BMI and vaccination program is ongoing. The clinic keeps accurate medical records safely and all medicines and hazardous materials are safely secured.The school promotes safe and healthy lifestyles systematically through health education awareness campaigns, through assemblies and home-room time. Food choices are generally healthy, and students are given the chance to play games with friends during every break. The school celebrates children's achievements through assemblies such as students' recent wins in badminton and soccer competition.				
Care and support	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Systems and procedures for promoting positive behaviour are highly effective. Expectations are consistently modelled by staff, clearly displayed across the school, and reinforced through celebration of positive behaviour, including the Gotcha awards. As a result, students demonstrate respectful conduct and positive attitudes to learning.Arrangements to promote and monitor attendance are very effective, resulting in high attendance overall. Parents are contacted promptly when students are absent to establish reasons and provide support. However, punctuality is less secure and requires further improvement.				



- The school is fully inclusive, with clear and rigorous procedures to identify SEN, Identification is systematic and timely, while G&T students are identified through teacher assessment and observation.
- Support for SEN students is very effective and results in very good achievement. Parents value the guidance provided to support learning at home. Provision for G&T students is evident through projects, competitions, and enrichment activities, though challenge is not yet consistently embedded within lessons.
- Students' wellbeing and personal development are closely monitored by the inclusion and wellbeing teams through regular surveys and the Positive Education Enhancement Program (PPEC). Academic guidance for senior students is effective, enabling informed choices for future pathways. Transition arrangements between phases are well planned and supportive.

Areas of Strength:

- Care, welfare and safeguarding of students, including child protection.
- Arrangements to ensure health, safety and security.
- Suitability of premises and facilities for all students including SEN students.

Areas for Improvement:

- Promotion and management of punctuality.
- Procedures for identifying and providing challenge for G&T students in lessons.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good overall.

Indicators:

The effectiveness of leadership

Very Good

Self-evaluation and improvement planning

Very Good

Partnerships with parents and the community

Very Good

Governance

Very Good

Management, staffing, facilities and resources

Very Good

- A very clear strategic direction is established across the school's work. The principal and assistant principals are very effective in driving school improvement to student academic and personal achievement and wellbeing. A strong, collaborative commitment to inclusion is evident, resulting in SEN students developing confidence, self-belief, and positive attitudes to learning.
- The school improvement process is fully aligned to a rigorous analysis of student assessment information. Clear priorities, major goals, and sub-goals guide leaders' actions. Middle leaders increasingly act as mentors and coaches, supporting teachers to improve classroom practice and curriculum delivery. Monitoring the sustained impact on students who have been in the school for two years or more is emerging and not yet fully embedded.
- Since the previous review, leaders at all levels and all staff have worked cohesively to establish consistent and aligned systems for monitoring, evaluation, and improvement. Comprehensive review processes have led to an accurate understanding of the school's performance and informed targeted refinements. As a result, the school demonstrates very good capacity for further improvement.
- Parents are very complimentary about the school's work and are pleased with their children's academic and personal growth. They value the conversations they have with teachers and how quickly suggestions and feedback are acted upon positively. They particularly value the support given to students with additional needs in lessons to help them close any gaps in knowledge or skills.
- The school benefits from a wide range of productive partnerships with local clubs and businesses, which enrich the curriculum and contribute positively to students' learning experiences and personal development.
- Governance is very effective. Governors maintain a clear and informed overview of the school's performance and act as a reflective and challenging body. They support leadership through training opportunities and resourcing, while strengthening accountability through regular visits, meetings, and evidence-based review of progress against strategic priorities. All statutory requirements are met.
- The management of time, staffing, resources and the accommodation ensure students receive the support they need to achieve very well. The day runs very well from day to day, and rigorous review of timetables ensure the slightly shorter final period of the day is not always the same



subject. However, the same review to ensure students who may be late do not miss the same subject everyday has not taken place.

Areas of Strength:

- The very clear and collaborative strategic direction that is very effective in driving improvement.
- The work of a cohesive leadership team informs the very effective improvement and when necessary, pinpoints necessary change.
- The day-to-day organisation and management of the school.

Areas for Improvement:

- Using assessment information to monitor the progress of students who have been in the school for two years or more.
- Ensure students who may be late do not miss the same subject every day.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 11 Arabic language teachers and one teaching assistant giving a staff/student ratio of 1:66. Arabic Second Language students receive additional support within AFL lessons.
- The 1 500 Arabic fiction and 1,000 non-fiction books offer a wide range of reading materials that support students' language development, research skills, and curriculum needs across all grades.
- Levelled reading books provide suitable reading material in classrooms. Student access to digital libraries such as Katabi, Haya, Abjadiyat and Alef platforms enhance engagement, support differentiated learning, and develop reading comprehension and independent reading at school and at home.
- Parents provide support through Quranic sessions, participation in the Nahla Spelling Contest and the Arab Reading Challenge. They support the Book Fair by supplying books and hosting Emirati authors and participated in the opening of the Meliha Library.

The school's use of external benchmarking data

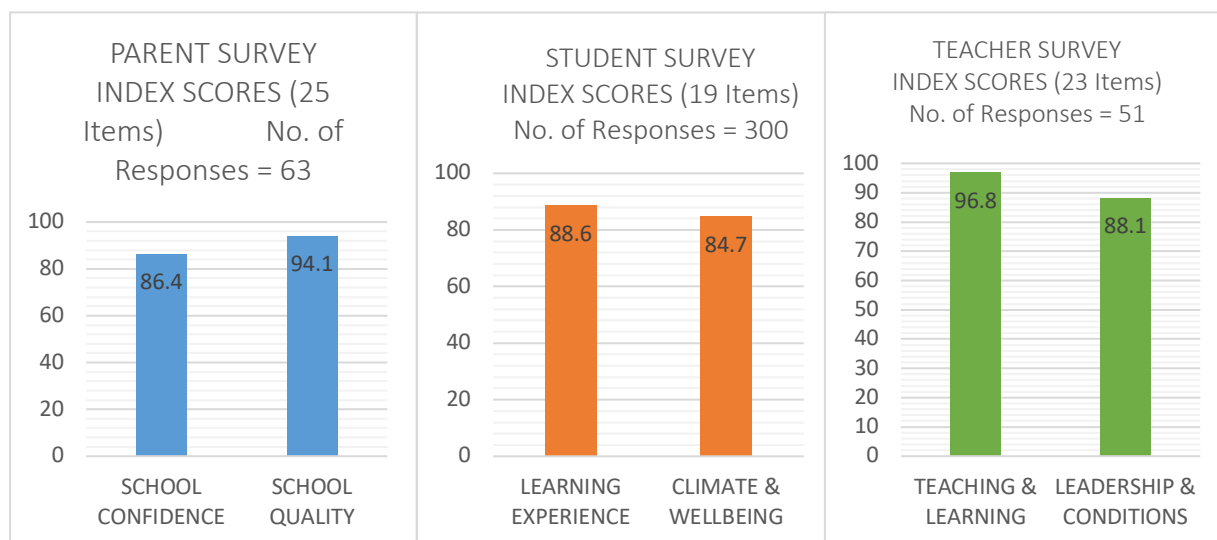
- All eligible students take CAT4 in relevant grades, (ACER) PAT tests in Grades 3 to 9, and Tala in Grades 3, 5, 7 and 9. The school is fully compliant with SPEA requirements.
- Recognising the difficulties students have understanding the technical language in the tests, the school includes subject specific vocabulary and terminology into lessons. These are explained to students at the start and during lessons and modelled by teachers to deepen students understanding. Practice test questions are included in lessons to familiarize students with how questions are presented so they better understand what they are being asked to do.
- Students meet with teachers individually to discuss their test results and agree together the next steps required for them to be more successful in future tests.
- Parents receive results electronically or in face-to-face meetings with parents so that results can be explained fully.

Provision for KG

- There is 1 PreK, 4 KG1 and 4 Prep classes, each with a teacher and at least one teaching assistant giving a 1:4 child/adult ratio.
- The internal environment is large, light and very well organised into learning centres including a carpet area for whole-class teaching. A very wide range of quality resources are accessible to support play-based, child-led and child-initiated activities and children's learning and development needs. There is space for children to learn quietly and move around safely to develop personal, social and emotional development, communication and speaking through role-play, and reading areas, writing, construction and math spaces.
- The large central area used for some physical development activities, mirrors the learning and development areas in the indoor space. Children enjoy time in the outdoors during winter months when it is not too hot in a small, safe play area equipped with suitable equipment.
- Prior to starting, parents and children visit to see the ELC at work and share information about the children's previous experience and personal needs. Parents attend morning coffee shortly after to give and receive feedback and for staff to answer any early questions. Transition to Grade 1 is a 'big occasion' where children are welcomed by established Grade 1 students.
- PreK is in the ELC and the space mirrors KG classrooms. Children quickly get used to the routines and enjoy initiating their own learning in the well-laid out variety of very well-matched comprehensive learning areas that support their needs very well.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise attainment in English by:
 - Providing regular opportunities for children to engage with an adult in role-play in the ELC.
 - Introducing role-play and drama activities in the Primary Phase.
 - Ensuring children and students use correct grammar at all times when talking.
 - Students participating in group discussion in the Middle Phase and debates in the Secondary Phase.
 - Ensuring children and students use correct grammar and spelling in their writing.
- Raise attainment in Islamic Education and Arabic First Language by:
 - Focusing success criteria on reading fluency and expression in Middle Phase.
 - Insisting students use standard Arabic when expressing ideas in lessons.
 - Hold discussions and ask questions that deepen understanding of issues related to Faith and Belief in Middle Phase.
 - Develop activities that extend students' skills in analysing and evaluating contemporary Islamic issues.
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- Strengthen how assessment information is used at a leadership and teacher level by:
 - Strengthening students' self-assessment processes so they can explain what their successful learning looks like.
 - Using internal assessment data to identify and provide challenge to potential higher attainers and G&T children and students.
 - Ensuring teachers use assessment information in a more targeted way to identify teaching strategies best suited to match challenge to students' interests and abilities.
 - Monitoring the progress of students who have been in school for two years or more to evaluate more precisely impact of teaching on progress
 - Build ICT opportunities and the development of digital technology into the curriculum backward planning, particularly for students in Grades 5 to 12.



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.