



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Victoria English Private School

9 – 12 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	191
School location	Al Azra, Sharjah
Establishment date	1996
Language of instruction	English
School curriculum	UK (National Curriculum for England)
Accreditation body	Pearson
Examination Board	Pearson Edexcel
External assessments International and Curriculum Benchmark Assessments	IGCSE, AS/A level, TALA, PISA, PIRLS, TIMSS, CAT4, PT
Fee range	AED 23,000 – AED 43,000
Staff	
Principal	Ms. Carla Pozza
Chair of Board of Governors	Mr. Amin Abdelhamid
Total number of teachers	43
Total number of teaching assistants	3
Turnover rate	30%
Students	
Teacher: student ratio	1:6
Total number of students	270
Total number of students per cycle/phase	Phase 1 (FS): 10 Phase 2: 104 Phase 3: 115 Phase 4: 41
Pre-KG: number and gender	Boys: N/A Girls: N/A
KG (FS): number and gender	Boys: 4 Girls: 6
Phase 2: number and gender	Boys: 58 Girls: 46
Phase 3: number and gender	Boys:72 Girls: 43
Phase 4: number and gender	Boys: 22 Girls: 19
Total number of Emirati students	23
Pre-KG: Emirati number and gender	Boys: 0 Girls: 0
KG (FS): Emirati number and gender	Boys: 0 Girls: 0
Phase 2: Emirati number and gender	Boys: 5 Girls: 7
Phase 3: Emirati number and gender	Boys: 5 Girls: 4
Phase 4: Emirati number and gender	Boys: 1 Girls: 1
Nationality groups	1. Egyptian 2. Pakistani
Total number of students with special educational needs (SEN)	6



PROGRESS JOURNEY

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



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 4 reviewers' 133 lesson observations, of which 57 were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good, although the effectiveness of provision in younger year groups is notably weaker than that for older year groups. Following a period of turbulence, the school has maintained its previous rating and has made improvements in students' attitudes and behaviour, assessment and in the health and safety of students, including child protection. Overall, the school has sustained the levels of achievement seen at the previous review. However, in Phase 1, achievement, learning skills, teaching and assessment have all declined. Achievement remains acceptable in each of the Arabic medium subjects. Students' achievement in science has declined in Phase 1 but has improved in Phase 4. Relationships across the school remain strong. Students' personal development is good. They demonstrate a strong understanding and appreciation of Islamic values and UAE culture, particularly in Phases 3 and 4. Senior leaders and governors have worked diligently to maintain and improve the quality of teaching, given the substantial number of new teachers in the school. However, information from assessments is not yet used consistently to inform teachers' planning and to meet the needs of all learners. Marking and feedback are inconsistent. The curriculum provides an extremely broad range of pathways and choices for older students, addressing their interests and aspirations. Further work is needed to ensure the curriculum is adapted to meet the needs of students in all phases. Health and safety arrangements, including safeguarding, are very good. The care and well-being of students is good overall although the support and challenge for students with additional learning needs or those who are gifted or talented (G&T), requires further development. Leaders have worked hard to respond to the recommendations from the previous review, considering the challenging circumstances around the school. Leaders have demonstrated capacity to improve the school, although important challenges remain.

KEY AREAS OF STRENGTH:

- Students' improved achievements in science in Phase 4.
- Students' very good levels of attendance.
- Improvements in assessment and in the health, safety, and child protection of students.
- The breadth of additional curricular choices, providing an extensive range of options for older students.



- Leaders' commitment to the UAE vision and culture throughout the school.

KEY AREAS FOR IMPROVEMENT:

- Raising achievement in all subjects and phases, particularly in Phase 1.
- Urgently raising achievement in each of the Arabic-medium subjects so that they are consistently good in all phases.
- Strengthening the impact of the support provided for students with additional learning needs or those who are gifted or talented.
- Improving the quality and impact of teaching and assessment, particularly in Phases 1 and 2.
- Strengthening the impact of leadership, particularly in Phase 1.
- Implementing the ethos and practice of the Early Years Foundation Stage (EYFS) effectively.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is good.					
Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as an additional Language)	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
Arabic (as a Second Language)	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
Social Studies	Attainment	N/A	Acceptable	Good	N/A
	Progress	N/A	Acceptable	Good	N/A
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Science	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Good	Good



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. The school's internal data shows that students make outstanding progress in Phase 1, very good progress in Phases 2 and 3, and good in Phase 4. This does not align with that seen in lessons and in students' work, where most students in all phases make progress in line with curriculum expectations.• The school's internal data shows that attainment is outstanding in Phase 1, very good in Phases 2 and 3 and good in Phase 4. This does not match with that seen in lessons and in students' work, which shows that most students attain levels that are in line with curriculum standards in all phases. There is no external data for Islamic Education.• Most children in Phase 1 memorise a range of short Surahs. However, their understanding of the Prophet Muhammad (PBUH) Seerah at an age-appropriate level is less secure. In Phase 2, students show knowledge and understanding of Islamic values and principles, however students' interpretation of the Noble Hadeeth is less developed. In Phase 3, students demonstrate understanding of Islamic worship related to Umrah. However, further depth is needed in their understanding of obligatory (Fard) and voluntary (Sunnah) acts in Islam. In Phase 4, students demonstrate an understanding of Fiqh and Islamic rulings related to family life and marriage as a means of chastity (Al-Isti'faf). Students are developing secure recitation skills of verses from the Holy Qur'an. Consistent application of correct Tajweed rules remains less well developed.• All groups make at least expected progress overall, but high-attaining students make better progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of Islamic values and etiquettes in Phase 2.• Students' understanding of Islamic worship in Phase 3.	<ul style="list-style-type: none">• Students' ability to interpret the Noble Hadeeth in Phase 2• Students' deeper understanding of Fiqh, and Islamic rulings in Phase 4.• Students' understanding of the Prophet Muhammad (PBUH) Seerah in Phase 1.



Arabic Language

- Students' achievement in Arabic first language (AFL) and Arabic second language (ASL) is acceptable overall. The school's internal data for AFL shows that students make outstanding progress in Phase 1, very good in Phases 2 and 4 and good in Phase 3. In ASL, assessment data shows that students make good progress in Phases 2, 3 and 4. This does not match with that seen in lessons and in students' work in both AFL and ASL, where the majority of students in Phases 3 and 4 make progress which is above curriculum expectations, and most make progress in line with expectations in Phases 1 and 2.
- The school's internal data for AFL shows that attainment is outstanding in Phase 1, very good in Phase 2 and good in Phases 3 and 4. In ASL, data shows attainment is outstanding in Phases 2 and 3, and very good in Phase 4. This does not match with that seen in lessons and in students' work. In both AFL and ASL, most students attain levels that are in line with curriculum standards in Phases 1 and 2, but the majority attain above curriculum standards in Phases 3 and 4. External TALA data shows that attainment is very good in Phases 2 and 3. In ABT, 85% of students in Phase 3 were above standard. Attainment in IGCSE in ASL Phase 4 was outstanding.
- Most children in Phase 1, both Arabic and non-Arabic speakers, show secure phonic skills, recognising the shapes and sounds of Arabic letters. However, speaking skills require further development to support more confident oral expression. In Phase 2 in AFL, students listen attentively and read prescribed texts. Reading comprehension and fluency are not yet consistently secure. In Phases 3 and 4, the majority of students understand Arabic language structures and develop good analytical skills to identify main ideas and supporting details. However, extended, and creative writing is less developed. In ASL, most students in Phase 2 pronounce familiar words, and a few use new vocabulary correctly in meaningful sentences. In Phase 3 and 4, the majority of students read short sentences with familiar words. They identify the meanings of unfamiliar words and use them in sentences but, overall, their writing skills are less well developed.
- Overall, most groups of students in both ASL and AFL make expected progress.

Areas of Strength

- Students' analytical skills when engaging with texts in Phases 3 and 4 in AFL.
- Students' ability to read sentences confidently in Phase 4 ASL.

Areas for Improvement

- Children's confident speaking skills in Phase 1 in ASL and AFL.
- Phase 2 students' reading comprehension and fluency in AFL.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. The school's internal data shows that students make very good progress in Phases 2 and 3. This does not match with that seen in lessons and in students' work, where the majority of students in Phase 3 make progress above curriculum expectations, and most students in Phase 2 make progress in line with curriculum expectations.• The school's internal data shows that attainment is very good in Phases 2 and 3. This does not match with that seen in lessons and in students' work, where the majority of students reach levels of attainment which are above curriculum standards in Phase 3, and most students in Phase 2 reach levels of attainment which are in line with curriculum standards. There are no external assessments for social studies.• Most students in Phase 2 demonstrate an understanding of patterns of continuity and change over time within the UAE context. They describe some aspects of how ancestors in the UAE lived. However, deeper analysis and the interpretation of maps are more limited. Students need further support to develop their understanding and accurate use of geographical terms and concepts. In Phase 3, the majority of students show an understanding of population issues in the Arab world, including unemployment, and can discuss their causes and consequences. However, their ability to propose appropriate or creative solutions is less secure.• Most groups of students make expected progress overall. Low-attaining students make less progress in Phase 2.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge of the lifestyles of ancestors in UAE.• Students' understanding of population issues in the Arab world, particularly in Phase 3.	<ul style="list-style-type: none">• Students' skills to read, interpret and use maps accurately, especially in Phase 2. Students' ability to propose solutions to contemporary issues in Arab societies, in Phase 3.



English	<ul style="list-style-type: none">• Students' achievement in English is Very good overall. The school's internal data shows progress is outstanding in Phases 1 and 4, very good in Phase 2 and weak in Phase 3. In lessons and in their work, the majority of students in all phases make progress which is above curriculum expectations.• The schools' internal data indicates very good attainment in Phases 1 and 3, and good attainment in Phases 2 and 4. This does not fully match with what is seen in lessons and students work, where the majority of students attain above curriculum standards in all phases. In Phase 4, IGCSE results show outstanding attainment, with most students above curriculum standards. However, A levels results in language and literature are weak. There are no external assessments for other phases.• In Phase 1, the majority of children show secure phonemic awareness and early literacy skills. They read and write short sentences, using correctly formed letters. They retell stories and express feelings using age-appropriate vocabulary. By the end of Phase 2, the majority of students draft non-chronological reports and debate confidently, supporting views with evidence from authentic sources. By the end of Phase 3, the majority of students read critically, identifying emotive and figurative language, dialogue, and structural techniques. In Phase 4, students explain how language wields power and suggest communication strategies for promoting access to justice and customer satisfaction. Reading for pleasure and independent creative writing are emerging in Phases 2 and 3 but are underdeveloped in Phase 4.• The majority of groups, including students with additional needs, make better than expected progress overall. Challenge for high-attaining students is not yet fully developed.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Phase 1 children's secure phonemic awareness and early literacy skills.• Phase 3 students' ability to read critically and identify emotive and figurative language.	<ul style="list-style-type: none">• Students' independent and creative writing for variety of purposes and audiences in all phases• Students' reading for pleasure across all phases.



Mathematics

- Students' achievement in mathematics is good overall but is acceptable in Phase 1. The school's internal data indicates that students in all phases make good progress. This does not fully match what is seen in lessons and in students recent work. The majority of students make progress which is above curriculum expectations in Phases 2, 3 and 4, and most children in Phase 1 make progress which is in line with curriculum expectations.
- The school's internal assessment data shows very good attainment in Phases 1, 2 and 3, and weak attainment in Phase 4. This does not match that seen in lessons and students' work, where the majority of students attain above curriculum standards in Phases 2, 3 and 4, and most children attain levels that are in line with curriculum standards in Phase 1. TIMSS shows attainment is good in Phase 2 and acceptable in Phase 3. In IGCSE attainment in Phase 3 is very good but weak at A Level in Phase 4.
- In Phase 1, most children develop and use mathematical language of comparison. A minority cannot judge which objects are longer or shorter. A majority of Phase 2 students solve mathematical problems involving fractions although high-attaining students were not challenged sufficiently. The majority of Phase 3 students understand the concept of perimeter and calculate the perimeters of various shapes. Phase 4 students extract information from probability questions, draw a 2-way table and calculate the probabilities of chosen events. They also draw force diagrams and apply Newtons second law though a minority were unsure of how to solve problems using their force diagrams.
- Overall, the majority of groups of students make better than expected progress.

Areas of Strength

- Phase 3 students' understanding of the concept of perimeter and accurate calculation of the perimeters of various shapes.
- Phase 4 students' interpretation of probability questions, 2-way tables and their calculation of the probabilities of chosen events.

Areas for Improvement

- Phase 1 children's ability to compare different lengths and use appropriate mathematical language to describe how they compare.
- Students' application of force diagrams to solve problems involving resultant forces in Phase 4.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall but is acceptable in Phase 1. Internal data shows that students' progress is outstanding in Phase 1, very good in Phases 2 and 3 and good in Phase 4. In lessons and in their work, the majority of students in Phases 2 and 3, and 4 make progress which is above curriculum expectations. Children's progress in Phase 1 is in line with curriculum expectations.• The school's internal data shows that attainment is outstanding in Phase 1, very good in Phase 2, good in Phase 3, and acceptable in Phase 4. This does not match with the attainment seen in lessons and in students' work, where the majority of students' reach levels of attainment which are above curriculum standards in phases 2, 3 and 4. In Phase 1, most children attain in line with curriculum standards. Attainment in external TIMSS assessments is good in Phases 2 and 3. In Phase 4 the attainment of students entered for AS and AL sciences is weak. There is no external assessment data for Phase 1.• Overall, the majority of students make better than expected progress in science. Most children in Phase 1 recognise that movement can be sped up by the application of a force. The majority of students in Phase 2 develop scientific investigation skills, such as sorting and classifying animals by the habitat they live in. The report writing skills of a minority of students in Phase 3 are underdeveloped. The majority of Phase 4 students demonstrate an understanding of how society uses scientific knowledge to make decisions about the use of stem cells. Students can follow instructions to carry out a core practical, but their ability to independently devise hypotheses to test is less secure.• Overall, the majority of groups of students make better than expected progress, although in Phase 2, high-attaining students make less progress due to a lack of challenge.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students in all phases correct use of scientific terminology, relative to the topic they are studying.• Students in Phases 3 and 4 following instructions to successfully complete practical experiments.	<ul style="list-style-type: none">• Students' skills in scientific report writing in Phase 3.• Students' ability to suggest hypotheses and test them independently in Phases 3 and 4.



Other subjects

- Students' achievement in other subjects is good overall, across all phases. The other subjects reviewed included art, ICT, music, physical education (PE), history, psychology, business studies, French and geography. In lessons, students in these subjects make progress which is above curriculum expectations overall. The school's internal data also indicates that students' make good progress in other subjects in each phase.
- The school's internal data shows attainment is good overall, across all phases, although it varies across different subjects. There is no external data for all other subjects In Phases 1 and 2. In Phase 3, external data shows good attainment, while in Phase 4, it shows acceptable attainment. In lessons and in their work, the majority of students across all phases make better than expected progress in other subjects.
- In business studies, students can apply concepts of retained profits and bank loans to suggest financially sound decisions for a company's expansion. In geography, they classify coasts based on the types of rocks, waves and sediment that feature in them. In Phase 3, in psychology, students can define insomnia, explain the causes and suggest remedies. In history, students understand complex causations in interpreting world events. In Phase 2, in French, a majority of students can convert infinitive verbs into present tense. In Phase 1, in music, children demonstrate a clear understanding of beat and tempo and can coordinate their body movements in response to change in tempo. Across subjects and particularly in PE, students show deep engagement and team spirit when working together. They can use ICT effectively in learning. However, students' creative expression, across subjects and specifically in art, is not as well developed. They do not always apply learning to real world issues.
- The majority of groups of students, including SEN, make better than expected progress in other subjects.

Areas of Strengths

- Students' interest and enjoyment in developing agility, team spirit, and sport specific skills in PE.
- Phase 3 history students' understanding of complex causations in interpreting world events.

Areas for Improvement

- Students' creative expression using a range of media in Art.
- Students' ability in Phase 4 to apply their conceptual learning to real-world cases in business studies and economics.



Learning Skills	<ul style="list-style-type: none"> Students' learning skills are good in Phases 3 and 4 and are acceptable in Phases 1 and 2. The overall learning skills rating is good, Most students, in all phases, have positive attitudes to learning. In Phase 1, there are few opportunities for children to take responsibility for their learning through child-initiated activities. This is also variable in Phase 2 but more consistently evident in Phases 3 and 4. Students, in all phases, have a genuine interest in learning and usually sustain their concentration in lessons. Students rarely reflect on their work and so are unsure of how to improve, especially in Phases 1 and 2. Children in Phase 1 cooperate with each other in their learning. For example, they showed excitement as the air from the balloon propelled a model car along. In other phases, students collaborate and discuss their learning, culminating in their ability to engage in meaningful dialogue about the ethics of stem cell research in Phase 4. Students confidently relate their learning to real world contexts, and to the UAE. For example, in Phase 4 maths, students applied their knowledge by using Venn diagrams and calculating the probability of various scenarios in the UAE transportation system. The use of technology to support independent research and inquiry skills in Phases 1 and 2 is under-developed. Critical thinking is becoming a more prominent feature of lessons, particularly in Phases 3 and 4, although it is less evident in the younger phases. Students in Year 1 demonstrated creativity in applying their knowledge to create appropriate habitats, such as desert or grassland. However, creativity, innovation and enterprise skills are still emerging in all phases in the school. 	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"> Students' enjoyment of lessons and taking increasing responsibility for their own learning, especially in Phases 3 and 4. Students' connections between areas of learning and real-life applications. 	<ul style="list-style-type: none"> Children's learning skills and their learning from child-initiated activities in Phase 1. Students reflecting on and improving their own work in Phase 2. Opportunities for critical thinking and problem solving in lessons across all phases.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> Students' personal and social development and their innovation skills is good overall across all phases. Students show positive attitudes and are well behaved, demonstrating self-regulation and responsibility inside and outside the classroom. In lessons, they are attentive and stay on task and seek clarifications without inhibitions. They take corrections cheerfully. However, the follow-up on feedback provided is not always consistent. They are respectful and follow classroom routines and behaviour norms diligently. Students enjoy warm, positive relationships with teachers and their peers. They take an active part in anti-bullying campaigns and kindness week. They feel safe at school and bullying is rare. When given an opportunity, students engage in discussions and articulate their ideas with clarity and confidence. They work well together and are supportive of each other although they may not always initiate collaborative tasks or independent projects. Students are aware of need to exercise healthy choices in food and adopt healthy lifestyles. They strive to make judicious choices in food and media consumption. Students participate enthusiastically in school events such as intraschool football tournaments. Students' attendance at 97% is very good, and they are punctual at the start of school and lessons. 				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> Students across all phases demonstrate a clear and consistent understanding of Islamic values, evident in their respectful behaviour and positive interactions with peers and teachers during daily school life. They actively promote these values through participation in religious events. Students across all phases demonstrate their appreciation and understanding of UAE heritage and culture through participation in national celebrations such as National Day and Flag Day. This appreciation is further demonstrated in displays around the school showcasing various aspects of the UAE. Students can talk eloquently about aspects of UAE culture, such as the correct rituals in serving coffee. 				



- Across all phases, students show awareness of their own culture and respect for others, demonstrated through participation in events such as International Day. While this reflects positive attitudes, students' understanding of other cultures requires further breadth and depth, both in school and through engagement with the local community.

Social responsibility and innovation skills

Acceptable

Acceptable

Acceptable

Acceptable

- Students understand their responsibilities as individuals and as part of student council and take pride in building a caring and cohesive community. They organize and lead school events such as weekly assemblies and cultural celebrations such as Flag Day, Martyrs Day, and the UAE National Day. Students are thoughtful and considerate and understand the value of kindness and sharing, especially in a diverse community. They draw inspiration from UAEs welcoming and open acceptance of people from other nations, understanding and respecting differences.
- Students are dependable and demonstrate good work ethics by producing quality work on time. For example, students across grades worked on creating Islamic motifs in their time, to contribute to school wide preparation for Ramadan. Students demonstrate creativity in their project work. However, their innovation and enterprise skills are underdeveloped.
- They are aware of environmental and sustainability issues, which they advocate through poster making or school wide competitions. However, this understanding is not deep enough to inspire action beyond the school. While their civic sense leads them to be mindful of keeping premises clean or saving water and electricity at school, opportunities for engagement with community and global issues are less frequent.

Areas of Strength:

- Positive relationships and good behaviour that creates a conducive learning environment at school.
- High attendance and punctuality to school and to lessons.

Areas for Improvement:

- Students' deeper understanding of other world cultures.
- Students' participation in sustainability drives, community volunteering and entrepreneurship initiatives.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Acceptable	Good	Good	Good
<ul style="list-style-type: none">Teaching for effective learning is good overall and is acceptable in Phase 1. It is strongest in Phase 4. Teachers have generally secure subject knowledge particularly in Phases 2, 3 and 4. The consistent use of age-appropriate and child-centred pedagogies to maximise learning is underdeveloped, particularly in Phase 1, and to some extent in Phase 2.Lesson planning is typically well-structured and includes a range of strategies, including the use of technology. The majority of teachers share lesson objectives and success criteria clearly. In stronger lessons, teachers make effective use of resources to stimulate thinking and promote active participation. In mathematics and science, effective practices include the use of space and real objects to support hands-on learning, deepen conceptual understanding, and apply problem-solving in real-life contexts. Teachers in Phases 1 and 2 prepare attractive learning environments that support engagement. While time is used well in better lessons, some lessons are rushed and end without sufficient practice or assessment. A small minority remain teacher-dominated, limiting opportunities for discussion. In Phase 1, planning does not always take enough account of the best ways to support learning in the youngest years.Teachers employ a range of strategies, including technology-assisted instruction, and provide opportunities for individual and group work. However, approaches to develop collaboration skills are limited. Higher-order questioning is evident mainly in stronger English, mathematics, and science lessons, supporting the development of critical thinking and reasoning skills, particularly in Phases 3 and 4.Teachers are generally supportive and provide appropriate accommodations for students with additional learning needs, although challenge for high-attaining students is inconsistent. Opportunities to apply learning are used, but the systematic development of real-world problem solving, independent learning skills and innovation remains underdeveloped.				
Assessment	Acceptable	Good	Good	Good
<ul style="list-style-type: none">Internal assessment procedures are consistent across all phases of the school and aligned to curriculum objectives but are less effective in Phase 1. Assessments provide comprehensive information about students' academic and personal development. Progress is tracked against baseline assessments, ensuring accurate information to inform curriculum and lesson planning. The tracking of children's development and progress is less secure in Phase 1.				

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- External assessments are benchmarked against other schools nationally and internationally, meeting UAE requirements. Outcomes are analysed, giving leaders clear indicators about individuals, groups, and cohorts of students, and where there are gaps in learning.
- Teachers use assessment information to plan lessons to meet the needs of all students. However, not all teachers, across all phases, implement these plans effectively, particularly in Phase 1. This results in tasks not being precisely matched to the needs of students. Assessment data, including external data, is used to make adaptations to the curriculum to meet the requirements of external examinations. There are examples of constructive marking and feedback in school. However, this is not consistent, and students are rarely expected to complete corrections. Students use self and peer assessment. For example, in Phase 4, students assessed their friends' presentations about the ethics of stem cell therapy. The regular information teachers receive from assessments, together with the small class sizes, helps teachers to know their students well.

Areas of Strength:

- Teachers secure subject knowledge, use of open-ended questions for developing thinking skills and hands-on activities that build and deepen conceptual understanding.
- Internal assessment procedures across Phases 2, 3 and 4.

Areas for Improvement:

- Systematic and consistent use of strategies to develop critical thinking, innovation and enterprise, and challenge for all groups of students.
- The use of assessment information to inform lesson planning, especially in Phase 1, and the accurate tracking of children's progress in this phase.
- Marking and feedback to provide students with accurate information about how to improve their work, ensuring they make the necessary corrections.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Acceptable	Good	Good	Good
<ul style="list-style-type: none">• The design and implementation of the curriculum are good overall across all phases except Phase 1, where there is a lack of balance between child-initiated and adult-led learning. Both the National curriculum for England (NCfE) and the MoE curriculum have clear rationales. They are broad and balanced, preparing students well for external examinations. Statutory requirements are met and most students are generally well prepared for the next stage of their learning.• Older students have an extensive range of curricular options available at both IGCSE and International AL, providing them with a broad choice to meet their aspirations and interests. Students, and their parents, receive good advice, helping them to make wise choices about future careers. Cross-curricular links, including those to the UAE and to real life, are evident in most lesson plans. However, the implementation in lessons does not always allow for transfer of skills.• The curriculum is reviewed termly, and adaptations are made considering the most recent assessment information. These reviews reflect the requirements of upcoming external assessments, currently PIRLS and the IGCSE and IAL examinations in Phases 2, 3 and 4, respectively.				
Curriculum adaptation	Acceptable	Good	Good	Good
<ul style="list-style-type: none">• The curriculum provides adaptation in the form of additional interventions. However, in lessons, the needs of all groups of students are not met consistently. Extension tasks are not routinely provided, so high-attaining students are sometimes waiting for others to complete their work.• Teachers' questioning promotes critical thinking and reasoning skills, although more so in Phase 4. Students in Phases 2, 3 and 4 have opportunities to problem solve, but this is not typically seen in Phase 1. Innovation and creativity are a feature of learning in science and in ICT, particularly in Phases 3 and 4, but less so in Phases 1 and 2. Students' independent inquiry skills and their use of technology are not strong features of lessons across the school but are better in the upper year groups of Phase 3 and in Phase 4.				



- Students have many opportunities to learn about the culture and heritage of the UAE, its society and its values.

Areas of Strength:

- The curricular choices for older students which are broad, supporting their interests and aspirations.
- The learning experiences provided to support students' understanding of Emirati culture and UAE heritage.

Areas for Improvement:

- The extent to which the curriculum is successfully adapted to meet the needs of all groups of students.
- The opportunities in lessons, across all phases, for students to transfer learning between subjects and develop the skills of innovation, enterprise, and entrepreneurship.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The school provides a caring and safe environment for all students. Supervision includes a strong and effective prefect system and a high ratio of adults to students. The school regularly shares school policies with stakeholders through monthly newsletters, parent teacher meetings, and assemblies. Safeguarding procedures are effective and regularly updated.The building is 28 years old and is well maintained. All areas are clean and hygienic. Science and ICT labs complement the library and other specialist areas. There is adequate shade. There are a lift and ramps, although no specialised washroom to aid students with mobility issues. Records of school maintenance are securely stored. A team of one nurse and one part time doctor provide medical support. A full BMI and vaccination program is ongoing, and 7% of the students are obese. The clinic keeps accurate medical records, and all medicines and hazardous materials are safely secured.The school promotes safe and healthy lifestyles systematically through health education awareness campaigns such as healthy food guidance. The majority of students make good healthy choices in their lunchboxes. PE is part of the curriculum. This is complemented with an extracurricular program after school that includes football and Zumba.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">Teacher and student relationships are positive. Systems and procedures for managing students' behaviour are highly effective.				



- Arrangements to promote and manage attendance and punctuality are highly effective through a strict school absence policy and celebration of 100% student attendance in assemblies.
- The school is inclusive and has effective procedures for identifying students with special educational needs and appropriate systems for highlighting those who are gifted and talented. The school regularly trains teachers in its inclusion policy and processes.
- There is appropriate support for students with special educational needs (SEN) which enables the majority of students to make good academic and personal progress. There is limited challenge for gifted and talented students.
- The pastoral staff monitor students' well-being and personal development appropriately through home room time, a dedicated team of pastoral staff and the student council. The school provides effective counselling and career guidance for senior students through university fairs and regular meetings with the academic counsellor.

Areas of Strength:

- Highly effective procedures to safeguard students.
- The promotion and management of good attendance and punctuality.

Areas for Improvement:

- Identification and support for gifted and talented students
- Specialised washroom facilities for students with mobility issues.



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	Good
Governance	Good
Management, staffing, facilities, and resources	Acceptable

- Leadership and management are good overall. There is a clear strategic direction shared by all leaders, following a period of significant turbulence. Leaders are committed to the UAE National priorities and to inclusion. Relationships throughout the school are professional and cordial. Turnover rates have increased, due to external factors, but are now stabilising.
- Senior leaders have a comprehensive understanding of NCfE and of the best practices in teaching, learning and assessment, applying the UAE Inspection Framework accurately. However, middle leaders are not as skilled as many are new to their role.
- All leaders, including governors, are clear about the importance of reflective self-evaluation, and on involving all stakeholders. Self-evaluation is systematic and uses internal and external data. Leaders understand the school's strengths and weaknesses, and the key priorities of the previous review have been or are being addressed. There is a school-wide approach to lesson planning although this is inconsistent due to the many new staff. Data is analysed well, but leaders recognise that improvements can be made in how well this analysis ensures all lessons meet the needs of different groups of students.
- Parents are happy with the school and the opportunities it offers their children. Parents consider that they are partners in their child's education. They are pleased with the improvements in the communication they have with the school. If they have a concern, it is responded to within 24 hours. Reporting is regular and parents receive explicit information about their child's progress, both academically and in terms of their personal development.
- There are few contacts with other schools locally, nationally, and internationally, other than local sporting fixtures. Students make some social contributions, such as designing and painting murals in the school.
- The day-to-day management of the school is smooth and effective. This has a positive impact on student well-being and independence. Staffing, following a period of turbulence, is sufficient, although the recent high turnover has presented some challenges. Staff benefit from access to research-based professional development, but middle leaders require further training, as well as sufficient time to perform their leadership role. The premises are old, but a new building is currently under construction. Practical resources to support students in

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lessons, and the implementation of the Early Years Foundation Stage (EYFS) framework are areas for development.

Areas of Strength:

- Leaders communicate the mission and vision of the school, and the links to the UAE, effectively.
- Senior leaders' understanding of the best practices in teaching, learning, and assessment.

Areas for Improvement:

- The expertise of middle leaders to confidently and accurately apply the UAE inspection framework to their monitoring and evaluation of provision.
- The implementation of the Early Years framework and appropriate resourcing.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 6 Arabic language teachers, with an approximate teacher to student ratio of around 1:45 across the school. Teachers receive training on effective strategies for reading and writing, the use of active learning approaches, differentiation, and formative assessment, in line with current best practice.
- The library contains approximately 200 books in the Arabic language, of which 125 are non-fiction and 75 are fiction. These resources are used in class teaching and to support independent reading. Books are regularly updated to support literacy levels and the requirements of the curriculum.
- In lessons, students have access to approved Arabic language books. Digital platforms are used, such as Kutube, to enhance vocabulary acquisition and comprehension skills. These platforms can also be accessed from home, to encourage independent learning.
- The school organises a range of extra-curricular activities related to the Arabic language such as Arabic calligraphy competitions to develop handwriting, songs to enhance fluency and pronunciation, storytelling and other read aloud activities to support speaking and listening skills. There are workshops in cooperation with the Sharjah police related to safety, delivered in Arabic. The implementation of a bilingual morning assembly to reinforce Arabic within daily life. Parents are encouraged to support Arabic language, including with educational videos and songs. Links are shared with parents, to support them in helping their children at home and giving parents advice on helping their children in Arabic.

The school's use of external benchmarking data

- External assessments administered by the school include TIMSS, PISA, PIRLS, CAT4, and TALA. All students in Years 5 and 9 are entered for TIMSS, selected students in Year 10 entered for PISA and all students in Year 5 for PIRLS. CAT4 is administered to all students in Years 4, 6, 8 and 10, similarly for TALA. Students have not been entered for GL since 2022, but the assessment is due to be resumed in 2027 for all students in Years 3-10.
- Students are prepared through the use of past papers, sample questions and homework tasks. Where necessary, intervention programmes are provided for students who need additional support. Students and parents are informed about assessments and when they will take place. Outcomes are communicated in a variety of ways.
- 100% of 42 students in Year 5 and 39 students in Year 9 took the TIMSS assessment in 2023. Results are pending. 33 students in Year 6 took the PIRLS assessment in 2021 and scored 546 overall, higher than the UAE average of 483. A total of 345 students, which is 98% of students in Years 4 to 12 at that time, took TALA, all students in Year 4, 6, 8 and 10 take CAT4, with most falling into the average bands. All students are entered for IGCSE. Results at AS/A level are more variable, but the school has achieved some notable outcomes.
- Leaders promote the importance of external assessments to students and their parents. Teachers are currently receiving training for the upcoming PIRLS assessments, as are



students. Examination style questions and past papers provide students with support in preparing for external examinations.

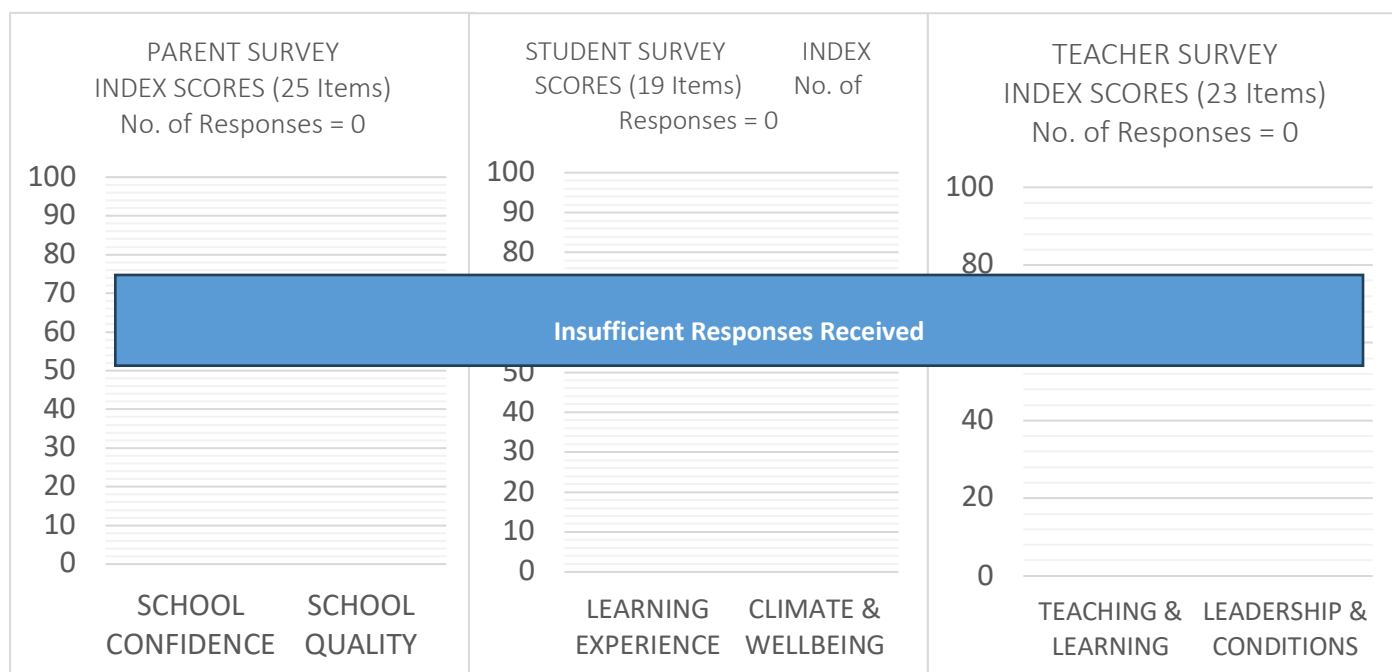
- Students receive their results at school, where they can obtain advice and ask any questions. Students are given feedback as to how they can improve. Parents are informed during meetings with teachers, and scores are explained and support offered, if required.

Provision for KG

- There are 2 teachers and 2 additional adults in Phase 1, comprising FS1 and FS2. The staff to child ratio is 1:5. In addition, children benefit from having access to a nurse, doctor, and counsellor.
- There is a classroom, with an additional, shaded space for activities such as water play. Children have indoor and outdoor play areas. Similarly, children have access to indoor and outdoor areas for PE, ensuring that they are physically active during the hot summer months. Children have music twice per week in the music room and visit the art room weekly.
- Before children join school, prospective parents are invited to visit with or without their child. Children are assessed on joining the school and new parents are invited to an orientation meeting to discuss the curriculum. Parents join Google classroom which enables them to contact the school at any time.
- Before transferring into Year 1, children spend time in their new classrooms and meet their new teacher. Children begin to share recreation times with older students. Parents receive information about the expectations of Year 1 and receive an end of year report detailing academic and personal development.



VIEWS OF STAKEHOLDERS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raising standards of achievement in all subjects and phases, but especially in Phase 1, by:
 - Using assessment information effectively to plan activities to meet the needs of all groups of students, particularly those with additional needs or who may be gifted or talented.
 - Developing strategies to promote child-initiated, active learning particularly in phase 1 and in lower phase 2 classes.
 - Making more effective use of lesson time, especially in phases 1 and 2.
 - Strengthening the identification of gifted and talented students and the support provided for students with additional needs.
- Raising standards of teaching and assessment by:
 - Raising teachers' expectations of what students can do.
 - Adapting lessons to meet the needs of the students.
 - Consistently applying age-appropriate marking and feedback strategies.
 - Ensuring there is a focus on developing core skills in all subjects.
 - Developing a more accurate system of tracking children's progress in phase 1.
- Strengthen leadership and management by:
 - Developing the expertise of middle leaders, especially their understanding of what high quality teaching and learning looks like.
 - Ensuring that middle leaders understand and apply the terminology and methodology of the inspection framework, especially when evaluating the impact of teaching.
 - Supporting teachers in phase 1 in improving their pedagogical understanding.
 - Developing leadership capacity in phase 1 to ensure that the eyfs framework is delivered effectively.
 - Providing cpd for arabic subject teachers in the teaching of language skills.



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.