



**Palms School**



5 – 7 May 2025



Location  
Jary AlShaikh



School Type  
Private



No. of Students  
195



Grade Levels  
1-6

Overall effectiveness

**Good**

Students' Academic  
Achievement

Students' Personal  
Development and  
wellbeing

Teaching, Learning  
and Assessment

Leadership,  
Management and  
Governance

## Review Summary

The school's leadership is aware of its improvement priorities, and its strategic direction is well-supported by the Board of Directors, all of which has led to an improvement in its overall performance. A prominent strength of the school is the effective implementation of student-centred teaching approaches and the integration of digital resources in learning, which fosters active engagement among most learners. The school also effectively promotes students' well-being and the development of positive behaviour and self-confidence. Areas for further development include enhancing students' attainment and skills, particularly in mathematics, and optimising learning support provision to better address the diversity of students' learning needs. The school needs to further monitor the consistent impact of teachers' professional development programmes on classroom practices.

## Key Positive Features

- Strategic leadership and governance: The leadership team demonstrates positive awareness of the school's improvement priorities, with the Board of Director's clear contribution to the school's strategic direction and future growth.
- Student-centred teaching strategies: Effective student-centred strategies are implemented, and digital resources are well used to actively engage most students in learning.
- Prioritising students' well-being and development: The dedicated school programmes effectively prioritise and promote students' well-being, while fostering positive behaviour and self-confidence.

## Recommendations

- Enhance students' achievement: Further develop students' standards and skills, particularly in mathematics, and optimise learning support provision to better address their diverse learning needs.
- Strengthen teaching effectiveness: Ensure a more consistent impact of teachers' professional development programmes on their performance in lessons through effective time management, challenging assessment, and targeted support for low achieving students.

## Students' Academic Achievement

### Good

- Internal examinations' results over the past three years indicate consistently high attainment across all subjects and year groups. The 2023–2024 results demonstrate high pass rates in all subjects, with the majority of students achieving scores within the higher bands (80–100%). However, there has been a noted decline in Arabic attainment in grades 5 and 6. While both boys and girls achieve high results, girls generally outperform boys in most subjects.
- Internal examinations in general are conducted fairly featuring challenging questions and accurate marking, particularly in both English and Arabic. The quality of challenge and marking in science and mathematics examinations exhibits variations, with some being less consistent than others.
- Most students demonstrate good independent learning and technological skills. Their language skills in both English and Arabic are generally good, particularly in listening and reading, where they show competency in analysing texts and understanding stories settings, as well as grasping the meaning of new vocabulary. While most students make evident progress during lessons across most subjects and year groups, such as investigating the properties of materials like magnets, their progress in written work is inconsistent, particularly for lower-achieving students whose difficulties affect their overall progress. This is also noticeable in mathematics, where few students in higher Years face challenges with concepts like performing arithmetic operations with decimal numbers.

## Students' Personal Development and Wellbeing

### Good

- Students benefit from a diverse range of extracurricular activities, including morning yoga sessions and the Robotics Club, which supports their personal development. The 'Palms Got Talent' platform provides an opportunity to showcase individual abilities, while the 'Tech Thinkers' initiative aims to sharpen students' creativity. This vibrant environment has contributed to notable achievements, including first place in the Hadith Competition at Al Eman Private School and finalist positions in both Al Munthar and Arab Reading Challenge, highlighting the students' talents.
- Leadership skills are fostered through various opportunities, such as their participation in activities through the 'Student Council' and boys' and girls' scouts. While many students demonstrate self-confidence in lessons, the development of their leadership skills is sometimes impacted by the consistency of available opportunities in lessons.
- The school initiates the academic year by welcoming students and parents, ensuring their settling-in and understanding of school expectations, all of which supports the students' self-discipline and demonstration of good behaviour, while fostering positive relationships and a strong sense of belonging. This is also further promoted by school's programmes such as the 'Behaviour Ambassador'.
- The school plays a key role in assessing and addressing the emotional needs of students, notably through its focus on emotional well-being via the 'We Care' programme. This commitment is reflected in students' active engagement in community service initiatives, such as beach clean-ups and the 'Sanabel Orphans' project. Students demonstrate a strong awareness of Bahraini culture while embracing the values of local and global citizenship. Their pride is evident as they actively participate in the 'National Day' carnival, along with celebrating local events such as 'Gergaon'.

## Teaching, Learning and Assessment

### Good

- Teachers implement student-centred strategies, such as group work, discussions, and 'Little-Teacher' to motivate learners. They create a welcoming and supportive classroom environment and effectively integrate technology, using digital tools like the 'Class Point' and 'ClassDojo' applications to encourage students' active participation. Lessons are generally well-planned and often linked to real-life contexts, such as discussing sound waves and its relevance to using speakers in a masjid during a science lesson. Teachers manage students' behaviour and time effectively in the majority of lessons. However, in the less effective lessons, time allocated for individual tasks varies, which results in few students being unable to complete their work. Additionally, very few lessons remain overly teacher-centred, which affects students' engagement and development of skills, particularly in mathematics.
- Assessments in most lessons are aligned with curriculum competencies and support the development of critical thinking and comprehension. While most assessment methods are effective, some lessons lack sufficient rigour to challenge students and promote higher-order thinking skills. In the better lessons, teachers provide constructive feedback, helping students recognise their strengths and areas for development. However, written feedback in students' work is inconsistent.
- A systematic approach is implemented to categorise students and diagnostic tests are utilised to identify learning needs. Lower-achieving students or those with additional learning needs (ALN) receive extra support sessions, and their progress is effectively tracked, which contributes to improvement in their standards, particularly in Arabic and English.

## Leadership, Management and Governance

### Good

- The school's leadership team demonstrates good awareness of priorities and takes a balanced approach to self-evaluation, acknowledging its strengths, such as technology integration and community support, while identifying areas for development, including premises limitations. The school's three-year strategic plan focuses on enhancing students' outcomes, improving educational processes, and strengthening governance, thereby improving its overall performance.
- Staff development is prioritised through a comprehensive professional development plan, which offers a range of workshops such as 'Delivering an Effective Lesson', and 'Designing Effective Educational Resources'. Regular lesson observations are conducted and teachers receive effective coaching and feedback. However, the school needs to further ensure robust alignment of these programmes with classroom practices while focusing on effective time management and implementation of challenging assessment methods. A positive and collaborative staff culture is fostered through the 'We Care' project, which organises celebratory events and end-of-year gatherings.
- Innovation is promoted through initiatives like the VEX Robotics team and Science, Technology, Engineering, Arts, and Mathematics (STEAM) projects, with investment in advanced tools and AI training. The school introduced a customised management system (HUBmis) for students' administration, communication, and performance tracking, and demonstrates resilience through investments in digital resources and plans for a new campus to meet students demands and future expansion requirements.
- The school fosters strong links with the wider community, including collaborations with 'Challenger Team' to organise educational trips. Effective communication with parents is maintained through SMS messaging, and emails ensuring their active involvement in the school's activities. The Parent-Teacher Association (PTA) meets regularly to address concerns and organises events such as the 'National Day' carnival. In addition, the school's Board provides strategic direction and support, guided by a vision focused on technology implementation, teachers' development and school expansion.

#### Next Actions

**The school must submit an Action Plan to implement the review recommendations four weeks after receiving the draft report.**