



**Al Wisam School**



8 – 10 April 2025



Location  
Abu Saiba



School Type  
Private



No. of Students  
1153



Grade Levels  
2-13

Overall effectiveness

**Satisfactory with Good Features**

Students' Academic  
Achievement

Students' Personal  
Development and  
wellbeing

Teaching, Learning  
and Assessment

Leadership,  
Management and  
Governance

## Review Summary

The school's overall performance is 'Satisfactory' with good aspects. Leadership demonstrates an ambitious vision, and a clear commitment to prioritising schoolwork improvement, fostering a positive environment that encourages development.

Students show positive behaviour and engage well in the extracurricular activities provided for them, while they exhibit adequate academic standards and growth, inconsistencies in support programmes and teaching and learning strategies particularly in the use of learning time, and challenging students' abilities have impacted some lessons' effectiveness.

## Key Positive Features

- **Leadership Awareness and Governance Support:** The leadership's clear awareness of the school's priorities, and the Board of Directors' positive and proactive role in guiding the school toward continuous improvement.
- **Students' Participation in School Life:** A wide range of extracurricular activities that effectively promote students' confidence and contribute to their confidence and positive behaviour.

## Recommendations

- **Enhance Teaching Practices and Time Management:** Adopt more effective teaching strategies and optimise the use of learning time, particularly in Middle and High Schools to further raise students' academic standards.
- **Promote Deeper Curriculum Integration and Assessment Practices:** Implement effective assessment methods that challenge students with deeper focus on developing students' skills and abilities.
- **Effective Academic Support:** Further develop the academic support programmes to tailor to the needs of different categories of students.

## Students' Academic Achievement

### Satisfactory

- Over the past three academic years, students have consistently achieved high pass rates across the school in internal school examinations which are generally adequately aligned with curriculum expectations and are marked accurately. However, challenging students' abilities in examinations and learning activities needs further improvement, particularly in mathematics and science.
- Students have achieved high pass rates in the mandatory external examinations in International General Certificate of Secondary Education (IGCSE), Pass rates are high reaching 100%. Similarly, they demonstrate high proficiency rates in most subjects, with satisfactory rates in biology, mathematics, and business studies respectively. Students make satisfactory progress overall with better progress in Primary School, while students' progress is inconsistent in lessons and their written work, particularly in Middle and High Schools. However, low achieving students' progress is less than expected due to insufficient support in the less effective lessons.
- The majority of students demonstrate secure mathematical skills and problem-solving abilities, for example, fractions and multiplication of two numbers. In science, most students develop a suitable understanding of scientific concepts and experimental skills, as dissolving salt in solutions in the Primary School and redox reaction in the High School. In Arabic, most students have a solid grasp of the language with adequate reading comprehension; however, their English writing skills is an area for improvement, particularly in Middle and High Schools.
- Students' learning skills are generally satisfactory, with the majority of students learning independently when suitable opportunities are provided. However, activities that promote critical thinking skills are fewer, leading to less well-developed skills in this area.

## Students' Personal Development and Wellbeing

### Good

- The school enhances students' experiences and talents through a wide range of effective extracurricular activities. They display good self-confidence by participating in school clubs, events such as 'Technology Club', and Model United Nation (MUN), and by taking on leadership roles. Their leadership skills are evident in effectively leading students' committees like the 'Green Team'. Additionally, they take part in internal and external competitions and achieve prizes such as in the 'Mental Math World Cup 2024'.
- Students demonstrate their good confidence across most lessons and take on leadership roles such as 'Junior Teacher', and 'Group Leader'. However, in some lessons, their confidence and ability to work independently are less prominent, influenced by limited opportunities provided and lower standards.
- Students take initiative in school life effectively through projects and programmes like Science, Technology, Engineering, Arts, and Mathematics (STEAM) Fair', 'Al Wisam TED Talk' and the 'Entrepreneurship Market'. They also engage in community service initiatives such as the 'Food Preservation' and 'The Lung Cancer Early Detection Using Artificial Intelligence' Projects.
- Most students demonstrate positive behaviour and adherence to school rules, reflected in their punctuality, harmonious interactions, and responsibility for their learning, supported by the school's various programmes such as 'The Early Attendance Wheel', and 'With my Values and Skills, I Rise'.
- Students embody values of citizenship and Islamic principles through their enthusiasm in reciting the National Anthem and participating in events like National Day Celebrations, 'Al Wisam Qarqoon'. The school also highlights global awareness by engaging students in activities such as 'Earth Hour' to promote electricity conservation and environmental protection.

## Teaching, Learning and Assessment

### Satisfactory

- Teachers use a variety of strategies such as flipped learning and group work, which positively impact students' engagement, particularly in the Primary School. Educational resources, including digital presentations and school-developed workbooks, are used effectively to support learning. However, some lessons, especially in the Middle and High Schools, are less effective due to a teacher-centred approach and inconsistent time management. In some cases, tasks are rushed; in others, too much time is spent on initial basic objectives, leaving insufficient time for the rest. These issues limit student participation and affect their academic progress.
- In lessons, assessments are aligned with curriculum standards and are generally effective. However, some assessments lack sufficient academic rigor to adequately challenge all learners. In better lessons, teachers offer informative feedback that helps students understand their strengths and areas for improvement. However, support for low-achieving students remains inconsistent, particularly in Middle and High Schools.
- The school implements a structured system for assessing and tracking academic progress. Students are categorised based on diagnostic tests at the beginning of the year. High attaining students receive enrichment opportunities such as advanced reading and creative projects. Special Educational Needs (SEN) students receive adequate personalised support sessions, with dedicated staff monitoring their development. For low attaining students, although the school develops individual progress tracking, the effectiveness of the support programme provided is inconsistent due to the insufficient focus on targeted support and meeting the needs of different students' groups.

## Leadership, Management and Governance

### Good

- The self-evaluation process engages the entire school community in a collaborative effort to effectively evaluate the school's performance, forming a basis for strategic planning. These processes contribute to the development of the school plans. The leadership team is aware of improvement priorities and aspirational vision and commitment to drive positive change.
- The curriculum undergoes a rigorous and continuous review process, incorporating annual vertical and horizontal alignment. This informs ongoing development and training programmes, ultimately resulting in an overall adequate teaching practices and enriched learning experiences for students. However, there is a need for further fostering of students' abilities and deeper curriculum implementation to enhance these outcomes.
- School leadership determines teachers' training needs through regular observations and by offering feedback along with various professional development opportunities, such as the 'Google Educators' sessions by school leaders, 'Effective lessons' by Al Rawdha Primary Girls School and the Flipped Learning Programme and AI training by Nadeen School Bahrain. These have a positive effect on Primary classroom practices.
- Staff collaborate to share best practices and are supported by the 'Welfare Committee', which offers initiatives like wellness sessions and credit hours for recognition. School leadership is proactive in addressing challenges and implementing innovative practices, such as the 'ECO Wisam Sustain Programme'.
- The school is committed to fostering positive relationships with parents through various communication channels, such as the Digital Campus, to share information about their children's progress. It also collaborates effectively with the local community, including organizations like Tamkeen and Nasser Centre for Science and Technology. Board members are well-informed about the school's performance, and they support school leadership to meet current goals and work towards future expansion plans.

#### Next Actions

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