



Alia National School



7 – 9 April 2025



Location
Sitra



School Type
Private



No. of Students
441



Grade Levels
1-12

Overall effectiveness

Satisfactory with Good Features

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

Alia National School is considered a 'Satisfactory' school with 'Good' features. The inclusive environment supports students with special educational needs (SEN) and promotes positive behaviour, enhancing students' wellbeing. By engaging parents and building community partnerships, students' experiences are enriched, and their talents are showcased. The Board of Directors identifies improvement priorities and provides strategic direction. Together with the leadership team, they have implemented several change initiatives; however, the impact on students' standards and progress remains within expectations. A more comprehensive self-evaluation process with clear monitoring mechanisms is required. Teaching and learning practices are generally appropriate; however, the impact of tailored professional development programmes needs to be monitored to ensure efficient use of learning time and use of differentiation to address the diverse learning needs of students.

Key Positive Features

- **Fostering an inclusive environment and positive attitudes:** The inclusive nature of school environment that prioritises effective support to SEN students and cultivates positive behaviour and harmonious relationships among students, enhancing their sense of belonging and overall wellbeing.
- **Engaging parents and local partnerships:** Effective communication with parents and collaboration with the local community to enrich students' experiences and showcase their talents.
- **Impact of the Board of Directors:** The Board of Directors' sound awareness of improvement priorities and their positive role in providing strategic direction for the school.

Recommendations

- **Enhancing students' standards and progress:** Raise students' academic standards and progress in lessons and written work across the school.
- **Informed planning and effective monitoring:** Implement a more comprehensive self-evaluation and use its results to inform planning with focus on monitoring mechanisms through clear performance indicators.
- **Improving outcomes of teaching practices:** Monitor the impact of tailored professional development programmes on teachers' performance in lessons to ensure efficient use of learning time, and utilisation of assessment data to implement differentiation, addressing students diverse learning needs.

Students' Academic Achievement

Satisfactory

- In the academic year 2023–2024, students perform well in internal examinations across core subjects, maintaining high performance over the past three years. Internal school examinations and assessments are generally aligned with curriculum expectations; however, there is a need for further consistency in the rigour of setting and marking assessments across core subjects.
- The majority of students demonstrate adequate progress in lessons and written work, with high- achieving students performing better in some lessons. SEN students are well supported in lessons to ensure their progress; however, lower-ability students show less progress due to inconsistent standards and less effective teaching methods. Moreover, acquisition of learning skills is inconsistent including independent learning and critical thinking due to variation in teaching practices.
- In science, students make adequate progress in lessons. Their understanding of fundamental physics concepts is above expected level in Middle School, while their grasp of scientific concepts in Primary School is at the expected level. Likewise, their understanding of human anatomy and physiology is in line with expectations in High School.
- In class teaching, students make inconsistent progress in lessons in both literacy and numeracy such as identifying parts of speech and applying them in their writing and understanding basic arithmetic concepts.
- In English and Arabic, students across the school make adequate progress in their reading and writing. In Primary School, students adequately use new vocabulary in their writing. Likewise in Middle and High Schools, students appropriately analyse texts and infer meaning from context.
- In mathematics, students' progress across the school varies. While they show good development in applying basic geometric concepts in Primary School, they find it more challenging in High School. Meanwhile, in Middle School, they show adequate progress in statistical concepts like data visualisation.

Students' Personal Development and Wellbeing

Good

- The school maintains a strong commitment to inclusive education, ensuring students have equal opportunities. This commitment is evident in their purposeful inclusion policy, where special arrangements like curriculum modifications and provision of specialised resources ensure students, particularly SEN ones, receive the needed care.
- The school fosters students' growth through diverse extracurricular activities. Initiatives like the student-led 'Alia National School Newsletter' and the debate club enhance collaboration and creativity. Experiential learning and connections to the Bahraini community are emphasised through local field trips to places like the 'Bahrain Military Museum', kayaking in 'Bahrain Bay' and weekend trips to Bahrain's islands.
- In lessons, students collaborate and take lead of their own learning through group discussions; however, further opportunities for students to assume leadership roles are yet to be provided.
- Dedicated personal support addresses students' different needs, ensuring a well-rounded foundation for students' success in school life. This entails the provision of effective induction and transition programmes that prepare students of different needs for future accomplishments. Initiatives dedicated to support SEN students, like 'Alia National School Entrepreneurship Programme' with the 'Bahrain Trust Foundation' offer hands-on work experience in various sectors like, 'Hilton Hotel' and 'Jahez'.
- The school cultivates a positive environment characterized by strong student-teacher relationships, promoting a sense of belonging and overall well-being. Students demonstrate an understanding of their rights and responsibilities, contributing to a culture of harmonious relationships and minimal behavioural issues. Their dedication to community service is exemplified in initiatives like the 'Maeen Platform', that engages students in voluntary activities such as beach cleanups and donations to different organisations.

Teaching, Learning and Assessment

Satisfactory

- In most lessons, appropriate resources such as signal cards, interactive whiteboards and educational videos are used to enhance lesson delivery and student engagement. Classroom management techniques, including clapping, positive verbal reinforcement, and behaviour management approaches such as 'freeze' game positively impact students' behaviour.
- In the good lessons, teachers employ effective teaching and learning strategies to engage students, such as 'Think-Pair-Share', collaborative learning and scientific experimentation, and time is efficiently used to challenge and support students. However, in some lessons, the impact of teaching and learning strategies is less consistent as teacher-centred approaches detract from students' acquisition of knowledge and learning skills. Lesson productivity is also adversely impacted due to long introductions and focusing on initial easier activities, leaving less time for written ones, which are done at a faster pace without ensuring the achievement of learning objectives.
- Teachers use adequate assessment methods including both verbal and written formats, conducted individually and in groups, to meet curriculum expectations; however, implementation of differentiation to ensure students are continuously challenged and supported is inconsistently used as focus is on direct questioning over critical thinking. Likewise, provision of constructive feedback in lessons and written work varies, ultimately impacting students' progress, particularly the low-achieving ones.
- The school offers tailored academic support to SEN students, starting with individualised education plans (IEPs) that are set in close partnership with parents, and continuously monitored through daily logs, ongoing feedback and close monitoring by shadow teachers. Mainstream students' academic performance is gauged through formal testing and general observation; however, assessment results are not systematically utilised to identify achievement gaps and provide support to meet the needs of all categories of students.

Leadership, Management and Governance

Satisfactory

- The school evaluates its situation through regular leadership meetings that discuss outcomes, like student results and survey findings. Improvement priorities such as the support for SEN students are adequately identified; however, the inconsistent scope and irregular updating of self-evaluation affects the identification of other key improvement areas, particularly regarding differentiation and students' standards and progress. The findings of self-evaluation are inconsistently embedded in school plans with clear performance indicators to monitor impact on the quality of teaching practices, and students' academic achievement.
- The school adequately identifies teachers' training needs through scheduled and drop-in classroom observations, followed by feedback and professional development sessions on topics like 'Inquiry-based Learning' and 'Multiple Intelligences', the impact of which is seen on the performance of some teachers. However, more significant matters to the school context, such as addressing students' diverse learning needs in an inclusive environment and better utilization of learning time are yet to be targeted and monitored.
- The school fosters a positive and collaborative work environment, with its leadership, including recent members, promoting a culture of resilience rooted in inclusivity. Recent initiatives include changes to the assessment policy in lower Primary, the introduction of artificial intelligence for assessments, and creation of a Director of Inclusion. As these changes are newly implemented, their impact on the school's overall performance remains within expected levels.
- The school effectively communicates with stakeholders through 'Parents Teachers Meetings', newsletters and the 'Digital Campus' platform. It actively engages with the community, such as collaborating with 'Social Welfare Care Centre' to organize charity events. The Board of Directors meets regularly, demonstrating a sound understanding of school improvement priorities and playing an active role in driving change and providing strategic direction.

Next Actions

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