



**Britus International
School Bahrain**



21 – 23 April 2025



Location
Salmabad



School Type
Private



No. of Students
1928



Grade Levels
1-12

Overall effectiveness

Satisfactory

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

The school, guided by resilient leadership and consistent support from the Board of Directors, provides an environment that fosters positive change initiatives and student talent development. A key strength of the school is the meaningful participation of students in a variety of extracurricular activities and competitions, enhancing their interests, skills, and teamwork abilities. To further strengthen its educational provision, the school needs to focus on improving Arabic language skills through setting higher learning expectations and effective teaching strategies. Additionally, to enhance differentiated teaching practices in Middle and High Schools and strengthen behaviour and discipline systems to sustain student progress and foster a culture of self-discipline. To ensure the effective implementation of its plans and maintaining continuous progress, the school requires stable and consistent leadership, along with ongoing support from parents.

Key Positive Features

- **Strategic and Resilient School Leadership:** The school leadership team demonstrates resilience and provides strategic direction in addressing challenges and leading positive change initiatives.
- **Active Student Participation in Extracurricular Activities:** Students engage meaningfully in a variety of extracurricular activities and competitions, supporting the development of their talents and interests.

Recommendations

- **Develop Arabic Language Skills across the School:** Improve students' Arabic language skills by raising learning expectations, ensuring the consistent use of effective teaching and learning strategies and support programmes.
- **Enhance the Impact of Teaching Practices:** Ensure that lessons are delivered using differentiated instructional strategies that address students' diverse learning needs, and monitor the impact of these practices on student progress across all subjects, particularly in Middle and High Schools.
- **Improve Student Behaviour and Discipline:** Strengthen personal support systems and school-wide behaviour monitoring to ensure consistent expectations are maintained and to foster a culture of self-discipline among students.

Students' Academic Achievement

Satisfactory

- Students achieve high pass rates in the 2023–2024 internal examinations, with overall better performance in English and science. The majority of students scored within the higher bands (80–90 and 90–100) across most grades. However, performance is weaker in a few areas, notably mathematics in Grades 9 and 11, and Arabic in Grades 7 and 8. Examinations in English and science are robust and fairly assessed, while inconsistencies in correction accuracy are noticed in mathematics and Arabic, reflecting satisfactory overall standards.
- In the 2024 external examinations, all Grade 10 International General Certificate of Secondary Education (IGCSE) students attempted seven subjects; however, only 27% achieved A*–C grades in at least five subjects. Very few students in Grade 12 attempted the full International Baccalaureate Diploma Programme (IBDP), and across both IGCSE and IBDP courses, the proportion of students achieving higher grades, 'B' and above in (IGCSE) and 5 and above in (IBDP) remains low in a majority of subjects.
- Across the school, students demonstrate adequate learning skills, particularly in science experimental lessons and English lessons where they are prompted to develop reasoning and brief write-ups. The majority of students progress in lessons in line with expectations, with better progress in English and science. For example, they are able to analyse the difference between defining and non-defining clauses in Syntax and understand concepts such as thermal energy. However, the progress of the low achieving students, particularly in the Middle and High Schools, remains below expectations, affected by insufficient academic support, the generic nature of feedback, and low baseline standards. Arabic language skills remain underdeveloped across all school stages.

Students' Personal Development and Wellbeing

Satisfactory

- Students have a positive experience of school life and adequately participate in extracurricular activities such as arts, sports, and drama productions like 'Shakespeare's Othello'. Students assume leadership roles outside the classroom through participation in morning assemblies, clubs, and committees such as the Students' Council, 'EarlyAct', and 'Interact' Clubs. Gifted and talented students are recognised through internal events like 'Young Writers' in the school magazine and showcase their abilities in external competitions, including the 'World Robot Olympiad' and the 'World Scholar's Cup', winning medals
- In better lessons, students develop self-confidence and leadership skills through collaborative group and peer work. However, limited opportunities in less effective lessons hinder their development in these areas. Independent learning skills and students' ability to take responsibility for their own learning remains inconsistent across the school.
- Students demonstrate an appropriate sense of local citizenship through engagement in national events such as National Day celebrations. Participation in charitable activities and international events like Literacy and Peace Days promotes global citizenship. In addition, the school adopts effective restorative practices to manage incidents of misbehaviour. Initiatives such as the 'Early Bird' certification for perfect attendance and the 'Maan' programme, which features lectures on topics like 'bullying' and good behaviour alongside counselling sessions, have contributed to improved student conduct over time. Further enhancement of the school's personal support systems and behaviour monitoring would help ensure more consistent expectations and foster a stronger culture of self-discipline.

Teaching, Learning and Assessment

Satisfactory

- In the majority of lessons, students are adequately engaged in learning, particularly in the Elementary School. Lessons are appropriately planned in alignment with curriculum expectations, and teachers employ a range of strategies, such as role play and discussions, to motivate and involve students. In the Middle and High Schools, some teachers tend to focus primarily on more able students, and their ability to differentiate instruction to meet the full range of learning needs remains inconsistent. In less effective lessons, particularly in Arabic, teachers' low expectations of students learning and repetition of activities and tasks hinder their progress and development of language skills.
- Assessments and activities are generally aligned with curriculum competencies. In better lessons, notably in science and English, tasks are sufficiently challenging and promote deeper learning and understanding. However, in less effective lessons, these tasks often cater predominantly to higher-achieving students, while others remain largely passive. Overall, feedback provided to students is frequently generic and does not consistently enable them to identify their strengths or specific areas for improvement.
- The school utilises Measures of Academic Progress (MAP) testing for grades 3 to 10, alongside internal diagnostic assessments across all grade levels, to identify learning gaps. Although assessment outcomes are used to inform academic support initiatives, such as support classes for low-achieving students, there remain inconsistencies in the effective use of assessment data to address the diverse academic needs of students within lessons and intervention programmes.

Leadership, Management and Governance

Satisfactory

- The school evaluates its performance with reference to various external accreditation bodies and analyses internal data to inform its planning. Realistic outcomes of self-evaluation contribute to solid plans focused on improvement priorities. Notable strides have been made in improving teaching practices, student attainment, and behaviour, but greater consistency is needed in enforcing the ambitious plans to sustain and accelerate progress.
- Teachers' training needs are identified through classroom observations, followed by feedback and professional development sessions on topics such as 'Differentiated Strategies' and 'Engaging Learning in Classrooms'. While positive impact is seen on some teachers' performance, a more consistent impact is needed across lessons to fully meet identified needs, particularly in setting higher expectations and addressing individual students' needs.
- The leadership team, including newly appointed members, demonstrates resilience and provides strategic direction in addressing challenges in provision and leading positive change. Positive initiatives include revisions to assessment policy and adoption of restorative discipline approaches. To ensure the effective implementation of its action plan and maintain continuous progress, the school requires stable leadership and ongoing support and involvement from parents.
- The school communicates adequately with stakeholders through 'Britus Buzz' and engages the Parent Teacher Association (PTA) to organise events like 'Family Fun Day'. Community engagement is strengthened through partnerships with organisations such as 'Bahrain Insurance Company' for plastic collection drive and 'Rotary Seef Club' in supporting school clubs. The Board of Directors are committed to the school's development, providing clear strategic direction through transparent evaluation and ensuring decisions are made with students' best interests in mind.

Next Actions

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