



Riffa Views International School



13 – 15 October 2025



Location
Al Mazrowiah



School Type
Private



No. of Students
219



Grade Levels
1 - 12

Overall effectiveness

Outstanding

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

Riffa Views International School provides an outstanding educational experience, underpinned by a visionary Board of Directors and leadership team, that has driven strategic restructuring and the integration of innovative educational technologies—significantly strengthening instructional leadership, improving coordination, and building stakeholder trust. Teaching practices are effective in most lessons, with student-centred approaches, purposeful use of digital resources, and focus on higher-order thinking skills. Academic support is well-tailored, particularly for students with learning difficulties. Positive behaviour is actively encouraged through restorative discipline and personalised support. A rich extracurricular programme, aligned with the International Baccalaureate (IB) learner profile, fosters holistic education that nurtures personal growth, global awareness, and key learner attributes. To maintain high standards across all subjects and grade levels, the school needs to further disseminate best practices from high-impact lessons, ensuring consistency in teaching quality and enhancing students' motivation, progress, and independence—particularly in some lessons where levels of engagement and impact can be improved.

Key Positive Features

- Leading with vision and innovation: The school's strategic restructuring and adoption of innovative educational technologies to strengthen instructional leadership, enhance coordination, and foster stakeholder trust.
- Effective teaching practices: Student-centred strategies, impactful use of digital resources, and promotion of higher-order thinking skills in most lessons, which promote students' progress, along with well-tailored academic support programmes to meet their diverse learning needs.
- Restorative discipline approach and personal support: The school's promotion of positive behaviour through restorative discipline approaches and provision of systematic personal support.
- Extracurricular activities: Provision of a diverse range of extracurricular activities that align with the IB learner profile, ensuring students experience a well-rounded education that fosters personal growth, global awareness, and the development of key learner attributes.

Recommendations

- Consistency in practice to impact outcome: Ensure the dissemination of best teaching and learning practices from the effective lessons to maintain consistent quality teaching across all subjects and grades to enhance students' progress, motivation, and independence.
- Expanding innovation through community engagement: Continue the school's commitment to strengthening community partnerships to enhance future-ready learning through access to advanced technologies and innovations.

Students' Academic Achievement

Outstanding

- Students' attainment over the past three academic years 2022–2025 has remained consistently high with nearly all students achieving at or above expected levels. In the 2024–2025 academic year, internal examination results show that the majority of students exceeded curriculum expectations across core subjects. Internal assessments are rigorous and accurately reflect students' abilities. In 2025, 68% of the cohort participated in the IB Diploma Programme, with the few students who attempted the full Diploma successfully completing it, and many others undertaking individual IB courses achieving scores of 5 or higher in their subjects. The cohort's Scholastic Aptitude Test (SAT) performance is overall above world averages, reflecting their college readiness.
- Students' progress in lessons and written work is particularly strong in the Primary and Middle Schools, where they demonstrate deep conceptual understanding and sustained improvement across all subjects. Results from the external Arabic Benchmark Test (ABT) for Grades 3, 6, and 9 show evident improvement overtime, especially in Grade 9, where all students met or exceeded the expected standards.
- Across all phases, students exhibit exemplary learning skills, including inquiry and critical thinking. Most students are highly engaged in lessons and make notable progress. However, in a few High School subjects, progress is to a lesser extent due to variations in teaching approaches and students' motivation.
- Language skills are exceptionally well-developed, particularly in English. Students communicate confidently in both Arabic and English, demonstrating strong comprehension, fluency and analytical skills. In mathematics and science, inquiry-based learning and real-world investigations effectively enhance conceptual understanding and problem-solving skills, leading to consistently strong outcomes.

Students' Personal Development and Wellbeing

Outstanding

- The school prioritises student well-being, leadership, and holistic growth through initiatives that promote emotional support and positive behaviour. The addition of a qualified psychologist, a dedicated Head of Pastoral, and the Student Support Team (SST) has enhanced individualised mental health and behavioural guidance. This expanded counselling team, along with the newly devised restorative discipline approach, ensures the provision of a supportive environment.
- Workshops on goal setting and stress management further contribute to the noticeable improvements in students' confidence, conduct, and emotional resilience. In lessons, students demonstrate leadership skills by actively shaping their learning experiences, confidently engaging in discussions, and contributing meaningfully to group work. However, a few students show lower levels of motivation and a more passive approach to self-directed learning.
- The school distinguishes itself through the 'Innovation Hub' and collaboration with the MIT International Science and Technology Initiatives (MISTI), a flagship programme that fosters creativity, problem-solving, and future-ready skills through hands-on learning in fields such as artificial intelligence, robotics, and fintech. Students have showcased their learning in various fields, earning international recognition with the 'Best Innovator Robotics Award 2024'. The Extended Learning Time (ELT) programme further enhances personal development by offering a diverse range of extracurricular activities aligned with the IB learner profile, including the 'Leadership and Action Club', 'Poetry Garden' and 'Autonomous Agricultural System', where students exhibit high levels of confidence, initiative, and collaboration.
- The school enriches learning through diverse field trips that combine educational, voluntary, and recreational experiences, ranging from camping and desert clean-ups to international trips to Spain, Singapore, and Umrah. These opportunities cultivate independence, cultural awareness, and social responsibility.

Teaching, Learning and Assessment

Outstanding

- Teaching across the school is characterised by a wide range of effective, student-centred strategies that promote active engagement and learning. Approaches such as inquiry-based learning, games, real-life applications, and cross-curricular links are used to make learning purposeful and relevant. Lessons are well-structured, with clear objectives and scaffolding that support students in most lessons. Classrooms are calm, respectful, and well-managed, with strong teacher-student rapport and clear routines that foster collaboration and independence. A variety of intentional and well-chosen resources, including digital tools, manipulatives, and hands-on materials, are used to enhance instruction. While the overall quality of teaching is strong, some lessons are less effective in fully engaging students or promoting clear progress, highlighting the need for greater consistency in the implementation of strategies across the school.
- Assessment practices are generally robust and well-aligned with learning objectives. Teachers use a range of continuous and differentiated assessment methods, including peer review, and rubrics, to monitor progress and inform instruction. Feedback is timely, constructive, and often individualised, helping students make meaningful improvements. Students benefit from targeted support and challenge, with most lessons encouraging the development of critical thinking and problem-solving skills. High achieving students are challenged through enrichment activities, while less able ones receive focused support that enables notable progress.
- The academic support system is structured and data-driven, identifying students through tools like CAT4 test and internal assessments. Targeted interventions include ELT sessions, differentiated tasks, and push-in/pull-out models, with strong collaboration between teachers and support staff. Support for students with learning difficulties is highly effective, ensuring tailored strategies and measurable progress. Regular reviews and parent updates ensure transparency, while high achievers benefit from enrichment and recognition. However, data can further be used to improve the academic support provided, particularly for the low achieving students.

Leadership, Management and Governance

Outstanding

- The foundation of the school's success lays upon the constant ambition of the philanthropic Governors to promote innovative best educational practices. This vision, shared by all school leaders, provides the basis for a robust approach in the transition from American to IB curriculum. Governors advocate for the school premises, projects and resources to be accessible to Bahraini schools, and exchanges with innovative leaders taking place. Academic Leaders are highly effective in this field and foster local and international partnerships through a number of projects and initiatives, specially through the Innovation Hub.
- Following a rigorous (SWOT) analysis, the school developed an ambitious strategic plan, restructured its management, and clarified accountability measures, while ensuring all leaders are clear on their responsibilities and the impact on students' outcomes is a work in progress. A range of new policies, optimised scheduling, and strategic staff deployment ensure effective daily operations in line with school's objectives, facilitating seamless transition to lessons, and the numerous extracurricular activities.
- Retaining and recruiting high-quality staff, along with professional development opportunities, remain key priorities for the school. Targeted training sessions, regular observations, and constructive feedback have positively impacted most teachers' performance, though some inconsistencies persist in the less effective lessons, particularly in relation to employing attractive strategies to keep students well-engaged and autonomous in their learning.
- The school is proactive in seeking parents' views to guide its development, valuing inclusivity and wellbeing, alongside academic achievements. Parents are highly supportive and appreciate the school's prompt actions upon concerns. Transparent communication channels, supported by platforms like 'Toddle', foster collaboration, trust, and shared ownership of the school's goals while effectively meeting the needs of parents, staff, and students.

Next Actions

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