



Tylos Private School



6 – 8 October 2025



Location
Busaiteen



School Type
Private



No. of Students
227



Grade Levels
1 - 8

Overall effectiveness

Good

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

Tylos Private School, driven by effective leadership and a collaborative culture provides 'Good' education overall. Students consistently demonstrate self-discipline and positive behaviour, supported by a wide range of extracurricular programmes that enrich their personal development and nurture their talents. Academic support initiatives, particularly in mathematics and English, contribute to notable student progress across the school.

The school maintains strong partnerships with the local community and promotes a culture of continuous improvement. To sustain and enhance its current achievements, the leadership team focuses on refining teaching practices in Primary School, strengthening Arabic language proficiency, and ensuring professional development remains targeted and impactful.

Key Positive Features

- Students' achievement: Effective academic support programmes that promote students' positive progress over time, particularly in mathematics and English language across the school.
- Students' Self-Discipline and Positive Behaviour: Students display strong self-discipline and a commitment to positive behaviour across the school.
- Extracurricular Activities Enriching Students' Development: The school offers a wide range of extracurricular programmes that effectively enrich students' experiences, foster their interests and nurture their talents.
- Positive Leadership and Collaboration: The leadership team demonstrates effective school management that fosters a positive work environment and maintains strong communication with the local community.

Recommendations

- Strengthen Teaching Practices: Improve the quality of teaching and learning in the Primary School, through effective time management and using assessment results to challenge students of different abilities and support low achieving ones.
- Enhance Arabic language proficiency: Further develop students' Arabic language skills across the school.
- Ensure the effectiveness of professional development: Ensure that professional development programmes are aligned with teachers' individual needs, and systematically monitor their impact on classroom practices, particularly in Primary School.

Students' Academic Achievement

Good

- Over the past three academic years, students' attainment remains consistently high across all grades in internal examinations. In the 2024-2025 academic year, students continue to achieve strong results in all core subjects, with the majority exceeding expectations. Internal examinations are well structured, challenging and generally align with curriculum competencies. Externally, the 2023 Trends in International Mathematics and Science Study (TIMSS) results indicate that students' performance is above both Bahrain and international averages in mathematics and science in Grades 4 and 8.
- Students across the school have well-developed learning skills, including independent learning, critical thinking and experimentation. They effectively use technology to support and extend their learning. Progress in the majority of subjects is above expectations, though it is less consistent in Arabic across the school.
- In English, students develop good listening, speaking and reading skills. They make steady progress in reading comprehension and show growing confidence in expressing opinions, providing justification and analysing texts.
- In Arabic, students' reading and speaking skills are satisfactory, while their writing is inconsistent across the school.
- In mathematics, students demonstrate confidence and accuracy when working with numbers and operations in Primary School and apply understanding of geometry effectively in Middle School.
- In science, most students successfully apply their knowledge and skills well to investigate, classify and draw conclusions, particularly in Middle School, though progress in Primary School lessons vary due to inconsistent effectiveness of teaching and learning strategies.

Students' Personal Development and Wellbeing

Good

- The school offers a range of extracurricular activities that support students' personal development and enrich their school experience. Students are encouraged to explore their interests and develop new skills through diverse options like Arts, Robotics, Public Speaking, Drama and Tajweed clubs. These activities promote creativity, teamwork and responsibility, resulting in notable achievements, including awards in Robotics competitions, and winning first place in the Gulf Children's Art Exhibition.
- Students take on effective leadership roles, such as group leader and little teacher, which develop their confidence and communication skills. They also work independently and collaboratively through projects, presentations and discussions, which enhance their critical thinking and teamwork abilities. Programmes like 'English Waves' and events such as the Science, Technology, Engineering, and Mathematics (STEAM) Fair further promote language development and creativity. While students' roles are effectively embedded in better lessons, consistent leadership opportunities would further strengthen their personal development, particularly in Primary School.
- A restorative discipline approach and positive reinforcement programmes such as the 'Gold Card' and 'Best Student' awards, create a respectful and supportive learning environment. These promote self-discipline and positive attitudes, resulting in harmonious relationships and limited behavioural problems.
- Students demonstrate a strong sense of citizenship and cultural pride, actively participating in national and religious events, such as the National Day, Prophet's Birthday and Al-Haya Beya. Through heritage activities and environmental initiatives, such as tree planting and beach cleaning, they show appreciation for Bahraini culture and community responsibility.

Teaching, Learning and Assessment

Satisfactory

- Teachers create a respectful and safe learning environment in lessons. They employ proper teaching and learning strategies including questioning, discussions and group activities. Resources like worksheets, smart boards and tablets are used adequately to engage majority of students in the learning process. In the better lessons, particularly in mathematics and English, more engaging strategies such as 'Think, Pair Share' and 'Role Play' are implemented. Although the transition between activities is generally smooth, learning time is inconsistently managed, as starters and easier objectives are allocated more time at the expense of more challenging ones, which are done at a faster pace due to focus on procedures. This adversely affects lessons' productivity as well as the quality of support and feedback provided for students, particularly in Primary School.
- In lessons, teacher's use of a variety of assessment methods that are aligned with the curriculum, including verbal questioning and group activities. While some effective practices are evident -particularly in English and mathematics- there is inconsistent differentiation, and assessments often favour high achievers. The use of constructive feedback is also inconsistent, which reduces its impact on guiding students and ensuring further progress, particularly for those who need additional support.
- The school makes effective use of diagnostic assessments to launch well-structured academic support programmes, such as 'I Can Do It' and 'Step Up' reinforcement sessions. The effectiveness of these initiatives is reflected in the Assessment data of Scholastic Skills through Educational Testing (ASSET). Nonetheless, the support provided to students with learning difficulties during 'Kafoo' programme lacks consistency, which adversely affects their progress in lessons.

Leadership, Management and Governance

Good

- The school leaders provide clear direction and a sense of purpose that drives continuous improvement in school. A clear self-evaluation process that includes classroom observations and analysis of students' outcomes effectively informs school planning. However, some objectives in the school improvement plan require clear performance indicators for more effective monitoring of performance.
- The leadership team promotes a supportive and collaborative work environment, motivating staff through the 'Inspiring Teacher' programme and regular staff welfare activities. Senior leaders and middle managers carry out lesson observations and provide constructive feedback to teachers. Training workshops such as the Cambridge curriculum, Interactive AI, and differentiation in teaching have contributed positively to improving lesson quality, though their impact remains inconsistent in Primary School.
- The school leadership actively promotes innovation and professional growth through the integration of digital tools and targeted staff development. Initiatives such as introducing tablets in Grades 3–8 and providing AI and Microsoft training have enhanced teaching practices, particularly in Middle School, earning the school recognition as a Microsoft Showcase School. Student-led projects, such as 'Kaleeji Smart Investor Project' reflect the school's commitment to creativity and excellence.
- The school maintains effective communication and strong stakeholder engagement. Partnerships with INJAZ and Bahrain Bourse enrich students' learning, while parents are kept informed and involved through Microsoft Teams, the 'Ask for Help' WhatsApp service and the Parents Teachers Association (PTA). The Board of Directors plays an active role in strategic direction and school development.

Next Actions

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