



Arabian Pearl Gulf School



15 – 17 September 2025



Location
Bilad Alqadeem



School Type
Private



No. of Students
1261



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

Arabian Pearl Gulf (APG) School's overall effectiveness is Satisfactory. Leadership provides clear strategic direction and governance is supportive, contributing to a culture of high expectations as the school transitions towards a full International Baccalaureate (IB) Continuum. Internal examination outcomes are positive over time, though students' progress in lessons varies by subject and ability group. Students' behaviour is good. They contribute confidently to school life as they participate in extracurricular activities; however, students' leadership skills within lessons are less evident.

Most lessons provide adequate engagement in a positive environment; however, uneven pacing, variable challenge and inconsistent assessment support affect further progress. Provision is being updated through 'Toddler' summative assessments and homeroom teaching in the Primary School. Although improvement planning is comprehensive, clearer baselines and measurable targets are required. The impact of professional development and academic support also requires more systematic follow-up to secure consistent classroom practice and further raise students' standards.

Key Positive Features

- **Self-Disciplined Students:** Students behave respectfully and show positive attitudes towards learning. They benefit from a range of extracurricular activities and opportunities that promote personal development and wellbeing.
- **Emerging Strategic Focus:** The school's leadership demonstrates clear strategic direction, prioritising improving students' standards and enhancing the quality of teaching.

Recommendations

- **Raise Students' Academic Achievement:** Further improve academic standards and ensure progress across core subjects by enhancing teaching practices and providing targeted academic support to students of all learning categories.
- **Improve Teaching and Learning Practices:** Use learning time effectively, by shifting focus from procedural tasks to student-centred classrooms, and utilising assessment data to support the development of students' skills and knowledge, particularly in Primary School.

Students' Academic Achievement

Satisfactory

- Students' achievement across core subjects is satisfactory overall. Internal examinations over the past three academic years indicate consistently high attainment. In 2024–2025, most Primary School students were assessed as 'Competent' in core subjects, and the majority of Middle and High School students achieved 80% or above, with no significant gender differences. In Grade 12, 63% of students attempted the full International Baccalaureate Diploma Programme (IBDP), 62% of whom passed, with an average score of 31. Assessment systems are well-structured and reliable. In Middle and High Schools, examinations closely mirror external benchmarks through well-sequenced mock papers and mark schemes, while in Primary School the introduction of summative assessments—utilising platforms such as 'Toddle'—is strengthening consistency and alignment with curriculum expectations.
- Students' learning skills are satisfactory overall, with noticeable strengths in collaboration, communication and critical thinking. Progress in lessons varies by subject and students' learning category. Progress in English is generally good, as students interpret texts effectively and present ideas in structured written forms. In Arabic and mathematics, while the progress of many meets expectations, it is sometimes limited, particularly when tasks require deeper reasoning, problem-solving or analytical skills. In science, students demonstrate secure basic knowledge and practical skills—for example, determining the density of a regular solid with a micrometer in High School physics; however, conceptual understanding and application remain inconsistent across grades, as progress is often affected by teacher-centred practices. High-achieving students generally make adequate progress, though insufficient challenge in some lessons limits their potential. Low-achieving students struggle more, with weak foundational skills and inconsistent support constraining their progress across core subjects.

Students' Personal Development and Wellbeing

Good

- Students enjoy school life and engage well in extracurricular activities, including arts, sports and theatre. In the majority of lessons, they build confidence and leadership through debates and collaborative group work; however, in less effective lessons, limited opportunities for active participation restrict this assumption of leadership roles. Beyond the classroom, students assume leadership roles through clubs and committees, such as 'Student Council' and 'APG Buddies', as well as through active participation in programmes such as 'Model United Nations' (MUN) and the 'United Nations Educational, Scientific and Cultural Organization' (UNESCO). Gifted and talented students are recognised via platforms such as 'APG Boulevard' and successfully showcase their talents in local and international competitions, such as the 'International Art Competition' in Turkey and the 'World Robot Olympiad', where they have achieved multiple gold and silver medals.
- Students consistently demonstrate self-discipline and mutual respect, fostering positive relationships with peers and staff. The school's proactive approach supports positive behaviour, sharing its discipline policies and procedures with parents and implementing targeted counselling programmes such as 'Winners Bee' and 'Maan'. Students show a good appreciation of local and global citizenship, integrating Islamic values in daily conduct and expressing pride in Bahrain's leadership, culture and national identity through participation in events such as the 'National Day' and the 'APG Lens 3' photography competition. Their awareness of social and global issues grows through 'Creativity, Activity, Service' (CAS) trips to Malaysia and community service, including visits to elderly care homes and beach clean-up initiatives in Bahrain.

Teaching, Learning and Assessment

Satisfactory

- In the majority of lessons, teachers use adequate practices to engage students, including group work and questioning for learning, supported by appropriate resources such as interactive smartboards and educational videos. Behaviour management is secure, and the school cultivates a positive environment in which students feel comfortable expressing their views. However, some factors hinder stronger progress, particularly for low-attaining students, including teacher-centred activities and inconsistent pacing, with procedural parts taking too long at the expense of assessment and support. The level of challenge in assessment is inconsistent, often relying on whole-class verbal discussions dominated by some high-attaining students, and feedback is sometimes generic.
- In some lessons, particularly in Primary School, less effective practices result in limited students' progress, as learning time is ineffectively planned with rushed assessments and teacher-centred teaching rather than promoting student independence. Conversely, some better lessons, particularly in Middle School, are student-led, with time and resources well utilised. Strategies such as role play sustain engagement, formative assessment is ongoing, appropriate challenge is maintained through varied questioning and problem-solving tasks, and individualised support helps students move forward in their learning.
- The school uses diagnostic tests to identify students' needs. High-attaining students are offered enrichment opportunities, including participation in competitions such as the 'Physics and Mathematics Olympiads'. Students with Special Educational Needs (SEN) in lower grades receive adequate support through customised sessions aligned with their Individual Education Plans (IEPs) in the Special Education Department (SPED). However, less-able students receive limited in-class support during tasks. Academic support lacks a structured, coordinated approach, as inconsistent attendance at random remedial sessions reduces their impact.

Leadership, Management and Governance

Good

- The school's leadership team is proactive and ambitious, leading the transition towards a full (IB) Continuum school through a clear strategic plan for 2024–2027. Self-evaluation accurately identifies priorities and aligns them with the school's vision towards improvement, including raising students' standards in core subjects, strengthening their personal development and enhancing quality of teaching. However, clearer baselines and measurable targets are needed to track progress against strategic priorities. Professional development is integral to the school's strategy, aiming for fully IB-certified teachers capable of implementing inquiry-based approaches, with workshops such as 'Student-Led Learning' and 'Implementation of STEAM'. While the culture is supportive and growth-oriented, the school recognises the need to ensure the impact of those programmes is consistently translated into improved classroom practices, which requires more regular feedback and follow-up from the leadership team.
- The school demonstrates agility and innovation throughout its transition towards a full (IB) Continuum school, adapting staffing and delivery models by introducing homeroom teaching in lower Primary and appointing assistant teachers to strengthen support. Assessment systems have been modernised through the introduction of summative assessments on 'Toddle', improving consistency and visibility of progress. A comprehensive framework for global citizenship is embedded across IB phases, and a strong focus on students' wellbeing is evident. Partnerships with parents and the wider community are positive. The school gathers feedback through multiple channels, including the 'Parents' Council', and holds regular coffee mornings to discuss changes. External links enrich students' experiences, such as the National Bank of Bahrain for training purposes. The Board of Trustees meets monthly to monitor performance and has established a 'Quality Assurance Board' to strengthen transparency and accountability.

Next Actions

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