



Sacred Heart School



27 – 29 October 2025



Location
Isa Town



School Type
Private



No. of Students
1100



Grade Levels
1 - 12

Overall effectiveness

Good

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

Sacred Heart School provides 'Good' education overall, driven by a positive and structured learning environment where students demonstrate good academic progress in lessons, and in the majority of High School external examinations. Their disciplined behaviour and active participation in the extracurricular activities reflect the school's commitment to their holistic development. The school maintains strong partnerships with the local community and promotes a culture of continuous improvement. To further enhance its current achievements, the leadership team needs to focus on improving Arabic language proficiency across all grade levels and further develop teaching practices, particularly in Middle School, through increasing students' engagement, maximising learning time, and providing more academic challenge to students of all abilities. Additionally, the school needs to develop targeted academic support programmes based on performance data to better assist low-achieving students.

Key Positive Features

- Academic performance: Students make good progress in lessons and achieve positive results in the majority of subjects in High School external examinations.
- Discipline and extracurricular activities: Students are well-disciplined and are provided with a wide range of activities that effectively meet their interests and talents.
- Leadership and community engagement: The leadership team fosters a collaborative work environment and maintains strong links with the local community.

Recommendations

- Arabic standards: Develop students' Arabic language skills across the school.
- Improve teaching practices: Implement more effective teaching methods through enhancing students' engagement, better utilisation of learning time and challenge to students of all abilities, particularly in Middle School.
- Targeted academic support: Provide more data driven and targeted academic support programmes, particularly for the low achieving students.

Students' Academic Achievement

Good

- Over the past three academic years, students' attainment remains consistently positive across all grades in internal examinations. In the 2024-2025 academic year, students continue to achieve high results in all core subjects, with the majority exceeding expectations. Internal examinations are well-structured, challenging and generally aligned with curriculum competencies, except in Arabic.
- In 2025, students achieved high attainment in the majority of external examinations. Their performance in the International General Certificate of Secondary Education (IGCSE) was high across subjects except in accounting. At Advanced Subsidiary (AS) Level, students consistently performed well, though results in physics were adequate. At Advanced Level (A Level), students outcomes varied, reflecting inconsistency in attainment across subjects.
- Progress in most subjects is above expectations in both Primary and High Schools, though it meets expectations in Middle School and below expectation in Arabic across the school. Students demonstrate positive learning skills, including independence, critical thinking, and experimentation. While high achievers progress well, low achieving students show less progress.
- In languages, students develop good English skills, making steady progress in Middle School and exceeding expectations in High School with clear expression, solid comprehension, and well-structured writing. However, Arabic standards and progress are less developed across the school.
- In mathematics, students show confidence and accuracy in number operations in Primary School and apply concepts like probability and calculus in High School. However, their geometry skills vary in Middle School.
- In science, most students acquire scientific concepts and knowledge, such as properties and changes in matter and energy in Primary School and explaining chemical reactions in High School.

Students' Personal Development and Wellbeing

Good

- Most students participate confidently and enthusiastically in lessons, especially in High School, taking ownership of their learning. They show strong skills in expressing opinions, justifying answers, and communicating effectively, particularly during group work and role-play. Many also take on leadership roles like 'Student-Teacher' and support peers with lower academic performance. However, levels of self-confidence and independence vary, and leadership opportunities are less evident in few lessons where teaching is less effective.
- Students actively participate in a wide range of extracurricular activities that boost their talents, interests, and reflect the school's commitment towards their personal growth. Students develop strong leadership and collaboration skills through their active participation in activities of the 'Eco', 'Science', and 'English' clubs, and taking main roles in committees like the 'Students' Council'. Their involvement in Model United Nations (SHMUN), interschool competitions like 'Math Wizard' and 'Lantern Making', and international trips to Nepal and India, helps promote good global awareness and teamwork.
- Gifted and talented students are consistently recognised through both school-based initiatives and external platforms such as 'Spectra' Art competition and Asian Youth Games, while the school magazine provides a creative outlet for reflection and expression, contributing positively to the overall learning environment.
- Students consistently demonstrate positive behaviour and a sense of responsibility. They are punctual, respectful, and contribute to a harmonious and inclusive school environment. Awareness and appreciation for Bahraini culture are evident through participation in national events such as the 'National Day' and 'Bahraini Women's Day' and visits to cultural sites. Their involvement in environmental initiatives, including beach clean-ups, donation of clothing and food to the least fortunate reflects a growing sense of social responsibility.

Teaching, Learning and Assessment

Good

- Teachers apply a range of effective teaching and learning strategies in the majority of lessons, particularly in Primary and High Schools. These include scientific experimentation, role play, and collaborative learning, supported by resources such as educational videos, smart boards, and platforms like 'Kahoot', which help engage most students and foster a positive learning environment. Lessons are generally well-structured and guided with clear instructions. However, in Middle School and Arabic lessons, teaching practices are lecture based, with an inconsistent use of learning time due to lengthy procedures or abrupt transition, all of which hinders students' engagement.
- In lessons, teachers' use a variety of effective assessment methods that are aligned with the curriculum, including verbal and written activities. Some effective practices are evident that challenge students' abilities, particularly their higher order thinking skills, such as literary analysis in English and problem-solving in science. However, there are variations in using assessment results to provide timely and individual feedback, challenge and support to effectively address students' diverse academic needs, particularly in Middle School.
- Diagnostic tests and International Benchmark Tests (IBT) are employed to identify students' educational needs. These tools inform enrichment opportunities for high-achieving students, such as their participation in academic competitions like the 'World Scholar's Cup' and guide the organisation of remedial sessions for low achieving-students'. However, Arabic-speaking students are not receiving adequate support during lessons and remedial classes, which hinders their academic progress. Moreover, while these initiatives are commendable, the academic support programmes provided are not fully data-driven or consistently aligned with the actual learning needs of the low-achieving students.

Leadership, Management and Governance

Good

- The school leadership demonstrates good awareness of the school's priorities and challenges, providing clear direction for improvement. The self-evaluation process uses data from the previous BQA report, surveys, examinations results, and lessons observations. The school's strategic plan aligns well with its self-evaluation, linking its vision and mission to priorities in academic and holistic development. However, few goals lack baseline data and measurable indicators, particularly in innovation, Arabic proficiency, and progress of low-achieving students.
- The leadership team promotes a supportive and collaborative work culture that fosters motivation and appreciation. Staff are well-guided through induction, mentoring, and reflective self-evaluation. Lesson observations, peer reviews, and department meetings are encouraged. Training on various topics such as Questions Formulating Techniques (QFT) and digital tools like 'MS Teams' and 'Canva' are offered regularly. However, the impact of training on classroom practices, especially in Middle School and Arabic, remains inconsistent.
- School leaders promote innovation through the integration of digital tools and initiatives such as 'SHS Sparkles', and a 'Day in a Teacher's Shoe' that develop students' creativity and leadership. Enhanced resources, including some smartboards, support teaching and learning practices in a safe and well-maintained school's environment.
- Efficient communication and strong stakeholder engagement are maintained. Multiple communication channels, including the 'SHS App', 'WhatsApp', and parent meetings, ensure parents remain well-informed and updated on their children's progress. Positive partnerships with corporates and the local community enrich learning through internships, and social projects such as those with the National Bank of Bahrain (NBB) to enhance learning by combining academic study with practical experience. The Board of Directors provides clear strategic guidance and supports the school's ongoing initiatives.

Next Actions

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