



Modern Knowledge Schools



3 – 5 November 2025



Location
Al-Ghuraifa



School Type
Private



No. of Students
2179



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

Modern Knowledge Schools provide a good teaching and learning experience, supported by strategic leadership that demonstrate clear awareness of improvement priorities and resilience in addressing challenges through structured planning and rigorous self-evaluation. Students' attainment is generally high in internal and external examinations, and their progress is evident in the majority of lessons, driven by student-centred teaching practices and effective use of digital tools. The school promotes positive behaviour through restorative practices and provides systematic, multi-tiered personal support. Academic support programmes are data-driven and impactful in the Elementary School, a practice that is to be cascaded across the school to further support the lower-achieving students. To sustain and enhance outcomes, further consistency with the implementation of differentiated teaching strategies that challenge, and support students based on their abilities is required, with continued focus on raising their achievement in core subjects, especially Arabic writing skills.

Key Positive Features

- Leadership awareness and strategic planning to navigate challenges: The school's leadership strong awareness of improvement priorities and their resilience in navigating challenges through structured planning based on rigorous self-evaluation.
- Promotion of positive behaviour and personal support: The school's promotion of positive behaviour through restorative discipline approaches and provision of systematic, multi-tiered personal support.
- Effective teaching practices impacting students' progress: Student-centred strategies and impactful use of digital resources in the majority of lessons, which engage students and promote their progress.

Recommendations

- Enhancing teaching consistency and differentiation: Follow up on teachers' performance to ensure the implementation of consistently effective teaching practices across the school that focus on the use of differentiation to challenge and support students based on their abilities.
- Raising students' achievement: Continue enhancing students' standards across core subject with particular focus on Arabic language skills, especially writing.
- Expanding academic support for student progress: Broaden the scope of targeted academic support programmes to ensure the progress of all students, particularly the low achieving ones.

Students' Academic Achievement

Good

- Students' attainment from the academic years 2022 to 2025 has remained high, with nearly all students performing at or above expected levels. In 2024–2025, internal assessments reflect high attainment across most subjects. The school provides well-structured and validated assessments that aligns with curriculum competencies; however, there is a general need to further challenge students' abilities across core subjects.
- In the academic year 2024–2025, 20% of the students' cohort attempted the International Baccalaureate (IB) examinations, with almost all successfully completing the Diploma Programme. The majority of subjects show high levels of achievement, although performance is less consistent in subjects taken by fewer students, such as Math Analysis and Approaches HL, Biology SL, and Virtual Arts. Tracking IB results from the academic years 2024 to 2025 shows stable performance overall, with a noticeable improvement in mathematics. Few students sitting for Advanced Placement (AP) examinations in the academic year 2024–2025 achieved high results in most subjects.
- Students across the school demonstrate well-developed learning skills, including independent learning and critical thinking. They effectively use digital tools to enhance their learning experiences. Most students are engaged in lessons and make notable progress in the majority of lessons, particularly in English and mathematics; however, in some lessons, their progress is affected by inconsistent teaching practices, particularly the low-achieving ones.
- Most students exhibit strong reading, speaking, and writing skills in English exemplified in their reading comprehension and ability to produce structured written pieces. In mathematics, they demonstrate conceptual understanding and confidently solve word problems. In science, sound understanding of scientific concepts and terminology is noted; however, students' progress in some lessons is affected by inconsistent support. In Arabic, students make the expected progress across the school in foundational skills, but progress in acquiring writing skills is less evidently noted.

Students' Personal Development and Wellbeing

Good

- The school enhances students' experiences and talents through a wide range of effective extracurricular activities, including clubs, events, and programmes like the 'Student Council', daily activity blocks in Elementary School and 'Injaz' programme. This vibrant environment has led to notable achievements, including three gold and two silver medals at the 'Charity Swim Gala' at St. Christopher's School, qualification for the Round of 16 in the Khalid bin Hamad High School Basketball Championship, and success in creative competitions like the mural design challenge, where winning entries were turned into permanent displays, celebrating students' artistic talents.
- Students exhibit good self-confidence in the majority of lessons and assume leadership roles within their groups; however, in some lessons, confidence and the ability to work independently are less evident, influenced by the inconsistent opportunities provided to students to take the lead in their own learning.
- The school effectively implements a Multi-Tiered Student's Support (MTSS) approach to support students' personal development and well-being. The Positive Behaviour Intervention and Support (PBIS) approach has notably impacted students' behaviour across the school with 'Distinguished Dragon' awards recognising model students. The school's focus on emotional well-being is noted through programmes like 'Mindful Monday' for Elementary School, individualised classroom management plans and promotion of positive values through events like 'Mission Awareness Week' and 'Kindness week'. Care for students is extended beyond school life where alumni are tracked, and their success is showcased around the school.
- Students' global awareness is reflected in their active participation in 'Global Village' and 'Model United Nations' (MUN) activities, while their commitment to social responsibility and community service is developed in events like 'Tree-planting' campaign, 'Think Pink' fundraising project and 'Giving Week'.

Teaching, Learning and Assessment

Good

- In the majority of lessons teachers implement conducive, student-centred strategies, such as learning through play, brainstorming and inquiry-based learning following the Gradual Release of Responsibility (GRR) model of (I do- We do- You do) to facilitate learning and stimulate students' engagement. This is reinforced by the use of impactful educational resources, particularly digital ones like educational videos and various online platforms. In better lessons, meaningful real-life connections are made to various topics like the Bahraini culture, daily life application of knowledge and links to Measure of Academic Progress (MAP) assessment style questions. Lessons are set with clear expectations, and purposeful pacing allows for maximisation of learning time. However, in some less effective lessons, teacher-centred approaches, alongside inconsistency in pacing and clarity of instructions detract from the overall lesson productivity.
- Teachers use a variety of effective assessment methods in the majority of lessons that align with curriculum expectations. These are differentiated and pose a good level of challenge to most students including analysis, critical thinking, experimentation and investigation. Individual support from teachers and peers as well as constructive feedback are consistently provided to students. However, in the less effective lessons, students' progress is adversely impacted by the generic nature of feedback and inconsistent implementation of differentiation to challenge the more able students by stretching out their abilities beyond basic assessment, and support to the low achieving ones who struggle to grasp concepts and work independently on tasks.
- The school provides data-driven academic support derived from internal assessments and benchmarks like MAP. In Elementary School, support is well-integrated into daily practices like 'What I Need' (WIN) sessions, dedicated writing blocks, and mathematics workshops during which individualised support is provided alongside using platforms like 'iReady' and 'Waggle'. Progress is monitored through periodic MAP testing, which shows that the majority of students meet or exceed growth targets. Broadening the scope of academic support programmes across the school stages is needed to further ensure the progress of all students, particularly the low-achieving ones.

Leadership, Management and Governance

Good

- The school's leadership demonstrates strong awareness of its priorities and challenges through a rigorous, data-driven self-evaluation process and structured improvement planning. Leaders maintain a culture of reflection and accountability through scheduled meetings and a balanced (SWOT) review that accurately identifies strengths—such as teacher collaboration and positive relationships—alongside challenges like resource limitations and attainment gaps. The strategic plan aligns closely with the school's mission and priorities, supported by clear Key Performance Indicators (KPIs); however, some targets require baseline data and more measurable indicators to effectively track progress. Department plans are coherent and show strong integration of curriculum, assessment, and data analysis.
- Resilience and innovation in navigating challenges and adapting swiftly are evident through schedule restructuring, the introduction of new support roles, and the integration of digital tools. The curriculum review cycle is systematic, with targeted initiatives such as intervention and writing blocks in Elementary School and re-introduction of AP examinations.
- Professional development is systematic and responsive to staff needs, offering weekly training sessions focused on assessment, differentiation, and technology integration. These programmes have had a positive impact on the majority of lessons, although some inconsistencies remain in less effective ones. The impact of professional development is monitored through lesson observations and performance data. A supportive culture promotes trust and collaboration among staff, reinforced by open communication channels and recognition of initiatives that celebrate staff contributions.
- The school maintains strong communication with stakeholders and actively fosters parental involvement through initiatives such as student reading activities and the 'Art Exhibition'. These efforts, along with meaningful community partnerships, enrich students' learning experiences. The Board of Trustees provides clear strategic direction and oversight, contributing to the school's continuous improvement and alignment with its long-term goals.

Next Actions

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