



Multinational School - Bahrain



17 – 19 November 2025



Location
Adliya



School Type
Private



No. of Students
416



Year Levels
2 - 13

Overall effectiveness

Good with Outstanding Features

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

Multinational School provides a fully inclusive learning environment where students of all abilities are welcomed, respected, and actively engaged in all aspects of school life. Leaders offer clear, forward-looking direction and promote innovation that enhances learning and reflects the diversity of the school community. Students are confident and motivated, taking part in a wide range of extracurricular activities that develop their talents and personal skills. They make good progress over time and achieve highly in external examinations. Progress is strengthened by effective systems that identify students' needs, guide targeted support, and monitor both academic and personal development. To build further on current strengths, the school should continue to develop students' Arabic language skills across the school and strengthen follow-up procedures to ensure that teachers' professional development leads to consistent challenge and support for all students in lessons.

Key Positive Features

- Inclusive school culture: The fully inclusive nature of the school ensures that students with a wide range of abilities and needs feel welcomed, are well supported, and fully able to participate in all aspects of school life.
- Visionary leadership and innovation: School leaders provide clear strategic direction, remain actively involved in school improvement, and demonstrate a strong commitment to innovation that enhances student development and effectively supports students from diverse cultural backgrounds.
- Holistic student development: Students show high levels of self-confidence and take active roles in a broad range of extracurricular activities that effectively develop their talents and personal skills.
- Identification and monitoring systems: Robust systems are in place to identify students' potential, guide the provision of appropriate support, and monitor their academic progress and personal development.

Recommendations

- Arabic standards: Develop students' Arabic language skills across the school.
- Teaching practices and follow-up procedures: Strengthen follow-up procedures to evaluate the impact of teachers' professional development in lessons, ensuring consistent challenge and effective support for all students.

Students' Academic Achievement

Good

- Students' attainment is good overall in both internal and external examinations. Over the past three academic years, all students achieved a 100% pass rate in internal assessments in core subjects, with most scoring within the 80–90 and 90–100 bands. In the 2025 Cambridge Checkpoint tests, students performed above expectations in English as a First Language in Primary and Lower Secondary, and in science in Lower Secondary, with a high proportion achieving scores of 31 or above, including students with additional learning needs. In the 2025 International General Certificate of Secondary Education (IGCSE), all students achieved a 100% pass rate, and a high proportion attained grade B (6) or above in most subjects. Attainment was lower in Enterprise and science (Single Award), where only a few students were entered. At Advanced Subsidiary (AS) and Advanced (A) Level, most students achieved grade B or higher, with slightly weaker outcomes in accounting. All four students entered for BTEC achieved a Pass, with two attaining Merit grades.
- Students make good progress across schools, strengthened by targeted interventions and structured learning support. They demonstrate independence, confidence, and strong problem-solving skills. In the most effective lessons, students develop well-formed analytical and research abilities, as seen in Global Perspectives, where they confidently examine issues such as sustainable futures. However, progress—particularly in Lower Secondary—is inconsistent due to variable levels of challenge and targeted support. In English, students show good reading, comprehension, and speaking skills, with stronger writing in the upper year levels. In mathematics, progress is evident in secure early pattern-recognition and shape-comparison skills, and increasingly sophisticated algebraic and geometric understanding in later phases. In science, progress is good overall, supported by practical work and the development of key scientific inquiry skills, including investigating recent developments in antibiotic resistance. In Arabic, progress varies across the school due to gaps in grammatical understanding and inconsistent expectations.

Students' Personal Development and Wellbeing

Outstanding

- Anchored in the school's 'THRIVES' values, the inclusive and aspirational culture fosters confidence, leadership, and global awareness in all students. They demonstrate exemplary behaviour and highly positive attitudes towards learning—working confidently, engaging enthusiastically in activities, and showing strong motivation and self-discipline. Older students willingly support younger peers in lessons and beyond, modelling maturity and responsibility.
- The school's fully inclusive ethos ensures that students of all abilities participate successfully in all aspects of school life. Learning Enrichment (LE) students play an active role in Science Week, Multinational Day, and Down Syndrome Awareness Day, reflecting a welcoming and supportive environment. Leadership and student voice are significant strengths; roles such as House Captains, Student Ambassadors, and Student Representative Council (SRC) members foster responsibility and influence decision making. 'THRIVES' values are evident across classrooms, while the student-designed uniform and Wafi the Wildcat mascot strengthen identity and belonging. Student-produced yearbooks further enhance creativity, communication, and project management skills.
- Holistic development is supported through a wide range of extracurricular opportunities, including Robotics, Debating and STEAM activities. Students achieve success in British Schools in the Middle East (BSME) art competitions, the BRIT Model United Nations (BRITMUN), the Bebras Computing Challenge, and Senior Sports League (SSL) events. Commerce Week, English Week, science fairs, and cultural showcases celebrate talent and diversity.
- Students demonstrate strong citizenship through partnerships with local charities and environmental initiatives, including the UN-Habitat Micro Forest, Eco-Leader programmes, and recycling projects. Personal, Social, Health and Economic Education (PSHE), counselling, careers guidance, and local and international trips prepare students exceptionally well for future pathways.

Teaching, Learning and Assessment

Good

- Teaching, learning and assessment are good overall across the school, with purposeful questioning in the most effective lessons, extending students' learning. In most lessons, teachers employ student-centred strategies, such as brainstorming, supported by digital resources and tools including virtual laboratories, Wordwall and Kahoot, to create engaging and interactive learning environments. Lessons are generally well planned and linked to real-life contexts, strengthened by positive behaviour-management strategies such as ClassDojo reward points. However, in some lessons, particularly in Lower Secondary, teaching remains largely teacher-led, limiting opportunities for active participation and independent learning.
- Assessment practices are mostly effective and aligned with curriculum competencies, with timely feedback that promotes higher-order thinking, such as constructing clear argumentative paragraphs using the Point–Evidence–Explanation–Link (PEEL) structure and appropriate linking words in English. Despite these strengths, some lessons do not provide sufficient challenge for the more-able students or adequate support for lower-achieving ones.
- The school provides effective academic support through a well-structured monitoring system, varied assessment methods, and targeted interventions. The Cognitive Abilities Test (CAT4) is administered to new students to assess cognitive ability, while academic standards are further identified through baseline assessments such as the Centre for Evaluation and Monitoring (CEM) / Cambridge Insight tests and regular internal examinations. Students benefit from intervention sessions, booster classes, and reinforcement groups, all reviewed regularly to ensure relevance. The school is fully inclusive and recognises a wide range of learner needs (High, Medium, Lower, Learning Enrichment, and English as an Additional Language – EAL). Learning Enrichment provision includes Individual Education Plans (IEPs), trained Learning Enrichment Assistants (LEAs), and personalised targets. However, the impact of these support sessions varies and does not always ensure consistent progress for all students.

Leadership, Management and Governance

Good

- A highly visible leadership team provides clear direction and maintains a strong focus on school improvement, and the self-evaluation process is systematic and involves all stakeholders, informing strategic and annual plans. Departmental action plans align with whole-school priorities, although some operational targets—particularly in Arabic—require greater precision. Ongoing curriculum review, including vertical and horizontal alignment, strengthens coherence and has expanded subject options in Upper Secondary.
- A culture of innovation and professional growth is evident. Staff collaborate effectively, share best practices, and benefit from well-being initiatives that support morale. Leaders encourage creativity through initiatives such as the Micro Forest, the UN-Habitat-aligned green projects, and the Healthy Canteen programme, strengthening the school's commitment to sustainability. A structured induction programme, mentoring, and access to digital curriculum resources ensure consistent expectations. Professional development is informed by regular lesson observations and supported through Times Educational Supplement (TES) and National College courses, Microsoft training, and specialist inclusive programmes. Continued monitoring is needed to ensure consistent impact in Lower Secondary lessons and to enhance students' Arabic proficiency.
- Collective accountability and a strong inclusive ethos underpin the school's work, with positive relationships between staff, students, and parents contributing to a cohesive and supportive community. The Board of Directors provides effective oversight and strategic guidance, working closely with leaders to address facility limitations and plan future expansion. Strong partnerships with parents are maintained through open communication and regular reporting. Community links with organisations such as the 'Tree of Life Charity Society' and the 'Royal Humanitarian Foundation' enrich students' experiences.

Next Actions

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