



Al Rawabi Private School



12 – 14 January 2026



Location
Jeblat Hebshi



School Type
Private



No. of Students
2260



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

Students' personal development is a strength, as most students display confidence, positive behaviour and actively participate in school life, supported by a wide range of enriching opportunities. Their academic achievement is generally appropriate, with good outcomes for students in the International Baccalaureate (IB) and International General Certificate of Secondary Education (IGCSE) programmes. However, the quality of teaching and learning is inconsistent, particularly in applying more engaging strategies, ensuring better time management, and using assessment outcomes more effectively to meet all students' needs. Leadership team ensures a clear vision, effective planning and supportive learning environment, though the impact of teachers' professional development programmes on classroom practices is inconsistent across the school's stages. The school needs to further strengthen the academic support programmes and targeted interventions provided—especially in Arabic and mathematics—and ensure more consistent use of assessment results to improve learning in general.

Key Positive Features

- Leadership and governance: Leaders provide clear direction and strong governance. Their systematic planning, ongoing monitoring, and encouragement of staff initiatives are effectively driving improvements in aspects of schoolwork.
- Assessment performance strength: Students achieve well in 2024–2025 internal and external examinations, supported by strong assessment quality and rigorous marking.
- Students' personal growth: Students show positive engagement, confidence, and respectful attitudes, supported by the school's focus on wellbeing, extracurricular participation, and social-emotional growth.

Recommendations

- Professional development impact: Strengthen the impact of professional development programmes by closely monitoring classrooms practices, to ensure consistent educational improvements across all stages.
- Teaching and learning quality: Improve the quality of teaching and learning by applying more engaging strategies, ensuring better time management, and using assessment outcomes to better challenge students and support the low achieving.
- Academic support enhancement: Refine academic support programmes and targeted interventions provided to better meet students' academic needs, particularly in Arabic and mathematics.

Students' Academic Achievement

Satisfactory

- In the 2024–2025 academic year, students achieve generally positive results in the core subjects, with many attaining within higher bands in internal examinations. In addition, students who sit for (IGCSE) and (IB) also achieve well in most of these examinations. Students' pass rates over the past three academic years show that these high outcomes have remained stable.
- The school provides internal examinations that are aligned with curriculum standards and offer clear levels of challenge in terms of question volume, variety, and the development of higher-order thinking skills. However, in Arabic, the level of challenge is lower, especially in grammar, and the accuracy of marking written work is inconsistent.
- Students' progress and learning skills are positive in some lessons, more evidently in Middle School and in High School for students in the (IB) and (IGCSE) programmes. For example, students can write a prediction paragraph in English, and in High School, they show skills in presenting arguments, critical thinking, and interpreting graphs in science.
- Meanwhile, in the majority of lessons, students make adequate progress in developing their skills and knowledge. This includes analysing stories and expressing opinions in English; performing calculations and solving problems related to area and percentages in mathematics; using grammar and writing in Arabic; and providing explanations, constructing models, and demonstrating independence in science. However, in some lessons, students' progress is affected by satisfactory teaching practices, while in others it is influenced by variations in students' basic skills, particularly in Arabic and mathematics.
- High achieving students make positive progress in most lessons and develop high order thinking skills. However, the low achieving students make less progress due to their weaker basic skills, particularly in Arabic.

Students' Personal Development and Wellbeing

Good

- The school actively nurtures students' diverse talents through a comprehensive range of extracurricular activities and their participation in international competitions that foster a strong spirit of global competitiveness. Students' notable achievements include reaching the international stage of the 'Terra Tech Future Science Challenge' for innovation in crop farming, securing first place at the 'Qatar Taekwondo International Championship', and achieving success in the 'Mental Math World Cup'. The school continues to build on these achievements by preparing students for the 'Rangotsav International Student Art Competition' in India and the 'Quality Assurance International Environmental Children's Drawing' Contest in Tokyo, ensuring students' talents are recognised and celebrated internationally.
- Most students exhibit a positive degree of independence and self-confidence, often exceeding age-related expectations. In the effective lessons, students' engagement is evident as they participate actively in discussions, practical tasks, and respond thoughtfully to teachers' questions. In those lessons, students are allowed to take initiatives, develop strong communication and collaboration skills. However, in the less effective lessons, where teaching is mainly teacher-led, opportunities for independence, leadership, and active engagement are noticeably reduced, hindering students' ability to fully demonstrate their independent learning skills.
- Most students consistently demonstrate positive behaviour and responsibility towards their school community. They generally show mutual respect for their peers. Students' social responsibility and citizenship values are strengthened through activities such as the voluntary work with the 'Al Manar Elderly Care Centre', participation in walkathons supporting the 'Bahrain Cancer Society', and collaboration with the 'Hope Institute for Special Education'. Initiatives such as the 'Tree of Virtues', alongside events like the 'National Day Carnival' and 'Our Bahrain is Beautiful' competition further promote students' national identity, cultural pride, and leadership skills.

Teaching, Learning and Assessment

Satisfactory

- Lessons promote a respectful and positive classroom atmosphere, and the majority of teachers employ a suitable range of teaching strategies, including individual tasks, problem-solving and brainstorming, and they make appropriate use of technological tools such as interactive boards and Google Docs to support learning. Lessons are generally organised in a logical sequence that begins with engaging starter activities and links prior knowledge to new concepts. However, time management remains an area for improvement in the majority of lessons, with extended introductions reducing the focus on key objectives, and the allocation of time for learning tasks is inconsistent, which affects the quality of support and feedback provided for students. In a few less effective lessons, teaching remains overly teacher-centred, hindering students' engagement and progress.
- Teachers use verbal and written assessments aligned with curriculum competencies, and formative assessment strategies are more evident in the more effective lessons to gauge students' understanding. However, feedback is often general, with a noticeable attention given to high-achieving students, alongside inconsistent provision of differentiated tasks to cater for different abilities, both in challenging higher achievers and supporting low-achieving students.
- Academic support begins with diagnostic assessments that appropriately identify students' starting points and inform targeted planning. Students opting for (IB) and (IGCSE) external examinations benefit from effective support and well-structured preparation for the demands of their programmes. High-achieving students make good use of these opportunities to deepen their understanding and skills. However, the level of support, follow-up, and targeted intervention requires improvement for other learning categories, particularly low-achieving students, both in lessons and the support programmes implemented.

Leadership, Management and Governance

Good

- The school's leadership demonstrates a clear strategic vision supported by well-structured planning processes that engage stakeholders effectively in setting and reviewing improvement priorities. Self-evaluation is systematic and rigorous, drawing on a broad range of tools—including (SWOT) analysis, the School Dashboard, and previous review recommendations—resulting in an accurate identification of strengths and areas for development. These processes successfully inform both strategic and operational plans, which include precise performance indicators and focused development plans for core skills.
- Curriculum review is continuous and supported by a learning environment equipped with interactive boards, digital platforms such as 'Maktabati' to enhance reading skills, and various technological devices that facilitate learning.
- Positive relationships and strong teamwork are evident among staff. Professional development programmes are structured, responsive and varied, offering workshops such as 'Social Emotional Skills', 'High Impact Strategies' and 'Differentiation Techniques'. New teachers benefit from guided support and exchange visits through the 'Mentors Mind' programme, while the annual 'Al Rawabi Teachers Forum' strengthens the culture of continuous improvement. Those training programmes have an adequate impact in the majority of lessons observed.
- Innovation is actively encouraged, reflected in initiatives such as a student developing a 'Python-based App' to support non-Arabic speakers and talented writers publishing original stories, such as 'Majd and Jack and Roy'. Flexibility is further demonstrated through the adoption of virtual laboratories.
- Communication with parents is effective and facilitated through PowerSchool, complemented by opportunities for engagement in events such as 'United Nations Day'. Community partnerships are purposeful and include collaboration with the 'Traffic Directorate' in providing awareness sessions such as 'Cyber Extortion'. Board members remain well-informed and supportive of the school's future direction, including planned investments in special education and the development of a new campus.

Next Actions

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