



Ahlia School



09 – 11 February 2026



Location
Al Qurraya



School Type
Private



No. of Students
1177



Grade Levels
1 - 12

Overall effectiveness

Good with Outstanding Features

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

The school has clear and effective strategic leadership at all levels, including strong oversight from the Board of Directors, and is supported by robust self-evaluation processes. These features enable well-informed decision-making and sustained improvement. Students participate actively and enthusiastically in a wide range of extracurricular activities, events, and competitions, which enrich their learning experiences and contribute positively to their personal, social, and leadership development. The school provides effective academic support beyond lessons, supported by well-maintained resources and facilities that promote a positive learning environment and extend learning opportunities. To further strengthen its outcomes, the school needs to enhance teaching and learning practices by evaluating the impact of teachers' professional development programmes more closely, ensuring greater positive consistency across classrooms, particularly in terms of challenging students' abilities, providing targeted support to the less able ones, and the effective use of learning time to further improve students' progress.

Key Positive Features

- Self-evaluation and strategic leadership: The school's rigorous self-evaluation processes, guided by a clear strategic direction from the Board of Directors, effectively support informed decision-making and drive continuous improvement.
- Students' participation in school life: Students participate actively and enthusiastically in a wide range of extracurricular activities, events, and competitions. This high level of engagement enriches their learning experiences and supports their personal, social, and leadership development.
- Academic support and learning environment: The school provides effective academic support beyond lessons, underpinned by well-maintained resources and facilities that promote a positive learning environment and broaden learning opportunities.

Recommendations

- Strengthening the quality and consistency of teaching: Further strengthen teaching and learning practices by following up on the impact of teachers' professional development programmes to ensure consistent classroom practices, appropriate challenge for the more able students, targeted support for the less able ones, and effective use of learning time to further enhance students' progress.

Students' Academic Achievement

Good

- Students' performance in internal examinations over the past three years has been consistently high across all grades. In the academic year 2024–2025, a high proportion of students achieved results in the higher performance bands (80–89 and 90–100), reflecting strong attainment across the school. Internal assessments are generally robust and aligned with the competencies of the implemented curriculum. However, in some grades the level of challenge is not consistently appropriate, particularly in mathematics, and marking practices are lenient in some science assessments.
- In the 2023 Trends in International Mathematics and Science Study (TIMSS), the school achieved advanced-level performance in Grade 4 mathematics and science and high-level performance in Grade 8 in both subjects. In High School, International English Language Testing System (IELTS), results from a sample shared by the school indicate scores that exceed expectations, reflecting strong English language proficiency among those students.
- Students across all levels demonstrate well-developed learning skills, including independent learning, critical thinking, experimentation, and effective use of technology to support learning. Progress in most subjects is above expectations; however, in some lessons, progress is only adequate due to inconsistent use of learning time, inconsistent challenge for the more able students, and limited support for the less able ones.
- Language and literacy skills are well-developed across the school. In Arabic, students show clear progress in analysing texts, constructing sentences, and expressing ideas, with older students increasingly developing critical perspectives. In English, students demonstrate well-established skills in reading, speaking, and writing, including identifying central ideas in texts and producing original responses.
- In mathematics, students demonstrate confident understanding across key areas of study, and progress is generally consistent, though it is less in some classes where learning requires more complex reasoning and application. In science, students make steady progress through inquiry-based and practical learning, supported by hands-on investigations that develop their experimental and analytical skills.

Students' Personal Development and Wellbeing

Outstanding

- The school provides a highly supportive and respectful environment in which students' well-being, self-discipline, and positive behaviour are firmly embedded. Relationships between students and staff are characterised by mutual respect, resulting in exemplary conduct and a strong sense of responsibility across the school community. Students also demonstrate a strong sense of national identity through their regular participations in cultural and national events.
- Across the school, attitudes towards learning are highly positive. Students show strong confidence and behaviour is consistently positive, reflecting the effective implementation of the school's behaviour policies. Comprehensive counselling services, effective careers guidance and well-organised university fairs ensure that students are well prepared for future education and career pathways.
- Students benefit from extensive opportunities to develop leadership skills and pursue their talents and interests within and beyond classrooms. Leadership skills are evident through student-led assemblies, students' council roles, structured buddy programmes, and students' confident assumption of leadership roles in lessons, which contribute to a collaborative learning culture. Local and international educational visits further enhance students' personal development, global awareness, and real-world learning experiences.
- Participation in extracurricular activities and competitions is extensive. Students engage enthusiastically in initiatives that promote character development, civic responsibility, creativity, and environmental awareness. They achieve distinguished outcomes in national and regional competitions, including first place in the Kingdom of Bahrain and subsequently second place in the Arab region in the 'Arab Reading Challenge', organised by the Mohammed bin Rashid Al Maktoum Global Initiatives, and recognition in the Sheikha Latifa bint Mohammed bin Rashid Al Maktoum Award for Child Creativity. Students' creativity and innovation are further evident through school publications and (STEAM) initiatives, reinforcing resilience and a strong sense of belonging.

Teaching, Learning and Assessment

Good

- Teachers employ a good range of effective, student-centred teaching strategies and learning resources in most lessons. Approaches such as brainstorming and inquiry-based learning promote engagement and active participation. Digital tools, including Padlet, are purposefully integrated to support learning and enhance lesson delivery.
- Lessons are generally well planned and organised, creating positive and motivating learning environment. Teachers generally provide clear instructions, make meaningful links to students' life experiences, and manage transitions smoothly in many lessons, with students encouraged through positive reinforcement. However, in some lessons, the impact of teaching is affected by the inconsistent use of learning time, especially during independent activities, which limits students' progress.
- Assessment practices are varied and generally effective. Teachers use a range of assessment methods, including questioning and group work, to monitor students' understanding and progress. In the better lessons, assessment tasks promote higher-order thinking skills such as problem-solving, interpretation, justification, and data analysis. However, providing differentiated learning that caters for students' different needs is an area for improvement, as the use of assessment results to consistently challenge the more able students and provide better targeted support for the less able ones varies across lessons.
- The school regularly reviews its assessment policy to ensure its alignment with curriculum standards and students' developmental needs. An effective academic support system is in place, informed by diagnostic, formative, summative, and psychometric assessments. Assessment data are analysed to identify students' needs, including Non-Arabic Speakers (NAS) and those requiring Special Education (SPED) support, who receive targeted provision through specialised programmes. Enrichment opportunities for the higher-achieving students are varied including intellectual debates in Arabic and research-based projects in science.

Leadership, Management and Governance

Outstanding

- The school's leadership team is highly strategic, reflective, and improvement driven, with a clear and shared vision that underpins the school's work. Rigorous self-evaluation processes, including performance reviews and stakeholder feedback are used systematically to identify strengths and priorities for development. These processes inform a well-structured multi-year strategic plan, supported by clear operational plans, success criteria, and regular monitoring. Strategic planning is inclusive, with active involvement of leaders and teachers, ensuring coherence and shared accountability. Curriculum review is ongoing and responsive, with recent developments including the integration of the Gifted, Remedial, Enrichment and Talented (GREAT) lessons model, academic clubs and enhanced language provision.
- The school leaders demonstrate strong awareness of improvement priorities, particularly in strengthening students' basic skills and embedding 21st-century competencies. Professional development is systematic and data driven. Training needs are identified through learning walks, lesson observations, peer review, and teacher self-reflection. Differentiated support, including a 'traffic light' system, micro-teaching, collaborative planning, and targeted internal and external training, has led to measurable improvements in teaching practices. However, the impact of professional development is not yet fully consistent across all classrooms, particularly in ensuring appropriate challenge for the high-achieving students, targeted support for the low-achieving ones, and effective use of learning time.
- Innovation is embedded across the school through the promotion of technology-enhanced learning, research-based projects, and STEAM initiatives. The school also demonstrates a strong commitment to student wellbeing through initiatives such as the 'Healthy School Initiative', which promotes health awareness and positive lifestyle choices. Partnerships with organisations such as Tamkeen and local universities enrich students' learning through internships, research opportunities, and career guidance.
- The Board of Directors provides effective strategic oversight through regular review and clear accountability structures. Communication with parents and stakeholders is highly effective, and parental satisfaction is high, reflecting strong trust and confidence in the school's leadership.

Next Actions

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