



New Generation Private School



23 – 25 February 2026



Location
Juffair



School Type
Private



No. of Students
473



Grade Levels
1 - 10

Overall effectiveness

Satisfactory

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

New Generation Private School's overall effectiveness is Satisfactory. Leadership team demonstrates a clear understanding of current priorities and provides purposeful direction through a structured strategic plan aligned with accurate self-evaluation. Internal examinations outcomes indicate positive attainment across most grades, strengthened through the introduction of external benchmarking including the International General Certificate of Secondary Education (IGCSE) examinations from Grade 8 onwards and the rigorous follow-up of students' progress through International Benchmark Tests (IBT) and the Arabic Benchmark Test (ABT). Students are well behaved and demonstrate self-discipline and mutual respect. They participate adequately in school life and assume leadership roles; however, opportunities to develop leadership skills within lessons are inconsistently provided. Teaching approaches are generally adequate, however, teacher-directed practices, direct assessments with brief feedback, inconsistent challenge and general support to low achievers affect students achieving higher progress. Professional development programmes for teachers are extensive, though their impact on classroom practices remains inconsistent and requires more rigorous evaluation and follow-up.

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Key Positive Features

- Well-behaved self-disciplined students: Students demonstrate respectful behaviour and positive attitudes towards learning. They engage adequately in school life and participate in a range of activities that suitably support their personal growth.
- Strategic direction for improvement: The school's clear strategic direction, with a growing focus on strengthening students' attainment data, self-evaluation processes, and securing more consistent outcomes for students.

Recommendations

- Improve teaching and learning: Enhance teaching practices and ensure continuous progress, using student-centred strategies, supported by a systematic use of assessment data to address students' different needs.
- Monitoring teachers' performance: Rigorous monitoring of teachers' performance in lessons to ensure positive impact of offered professional development programmes.

Students' Academic Achievement

Satisfactory

- Internal examinations outcomes over the past three years indicate positive attainment across most grades. The school has begun to strengthen the validity of its internal outcomes through the use of external benchmarking, introducing the International General Certificate of Secondary Education (IGCSE) examinations from Grade 8 onwards and rigorously following up on students' progress across the school through International Benchmark Tests (IBT) and Arabic Benchmark Tests (ABT). Students' performance in TIMSS 2023 is high, as they exceed national averages in mathematics and science. The school's internal assessment systems are well structured; upper grades examinations closely mirror external benchmarks of Cambridge and IGCSE, with sequenced mock papers and mark schemes, however, in some examination papers, the accuracy of marking and grades distribution require tighter moderation to ensure greater rigour.
- Students demonstrate adequate knowledge and learning skills in core subjects. In mathematics, the majority of students show secure calculation skills and can apply procedures accurately, demonstrating suitable problem-solving and reasoning. In Arabic and English, students show adequate speaking and reading for comprehension skills; in the more effective lessons, they interpret literary texts and apply grammatical rules effectively. In science, students show proper understanding of key concepts and benefit from practical activities that support their investigative skills.
- Majority of students progress within curriculum expectations in lessons, including the high achievers, although some demonstrate greater capabilities. However, progress is often constrained by teacher-centred practices, and tasks provide inconsistent real challenge for the different ability groups, which affects the development of deeper thinking and the application of higher skills. The progress of low-achieving students is often lower, due to inconsistent targeted in-class support to address their learning needs and weaker basic skills.

Students' Personal Development and Wellbeing

Satisfactory

- Students have a positive experience of school life and participate adequately in a range of extracurricular activities, including varied After-School Clubs, Sports Day, the Science Fair and Literacy Week. They assume leadership roles and exhibit confidence, such as undertaking monitoring duties, leading morning assemblies and participating in the 'Students' Council'. Students' views are valued and have contributed to improvements, including the enhancement of sports resources and the further development of the Canteen Menu. Gifted and talented students participate in external competitions and achieve high rankings, including success in the 'National Spelling Bee', 'VEX Robotics', 'Sumo Robotics', 'Silver Sail Art' and 'Qur'an' competitions. However, in lessons, opportunities to further develop students' self-confidence and leadership skills are inconsistently provided, as teacher-centred practices and the dominance of high-achieving students in classroom participation affect their wider engagement.
- Students are well behaved and consistently demonstrate self-discipline and mutual respect, fostering positive relationships with peers and staff, reinforced through clear induction and support systems, including orientation programmes and peer buddy arrangements that help students settle confidently into school life. Sense of responsibility and teamwork are promoted through consistent behaviour management tools, such as 'Good Job Jar' and 'RAG Behaviour Chart'. Students show pride in Bahrain's heritage and Islamic values through their active participation in the 'National Day Carnival' and traditional poetry recitation. They also demonstrate social responsibility through charitable and community initiatives, including donations to flood relief efforts in Pakistan, participation in the Budaiya Beach clean-up and engagement in United Nations activities. In addition, awareness lectures on issues such as bullying, alongside counselling sessions and guidance on future career pathways through external partners such as Tamkeen, contribute to sustaining a positive school ethos.

Teaching, Learning and Assessment

Satisfactory

- In the majority of lessons across the school, teaching approaches are adequately effective in engaging students, with an appropriate range of strategies such as discussion, questioning and collaborative tasks. Resources, including presentations, interactive boards and worksheets, are suitably used to support learning. However, at times, teaching becomes overly teacher-directed, with lengthy explanations, affecting opportunities for independent thinking and deeper challenge. Assessment is generally within curriculum expectations and results reflect appropriate progress. However, it relies mainly on closed questioning, which reduces real challenge to students' abilities. Feedback and support provided is brief, affecting students higher progress, particularly the low-achieving ones.
- In the more effective lessons, students take an active role in their learning, and lesson time is used productively. Approaches such as higher-order questioning, structured group work and practical activities enhance their engagement. Ongoing assessment and appropriate levels of challenge in these lessons support clearer progress.
- The school uses internal diagnostic tests alongside external benchmark assessments, such as the (IBT) and (ABT) tests, to accurately identify students' learning gaps and track their progress. Assessment data, together with termly results, are analysed meticulously to monitor performance across core subjects and inform targeted interventions, including 'Saturday Classes' and 'Thursday After-School' sessions. The school's analysis indicates that these interventions contribute to positive value-added progress over time. High-attaining students participate in competitions such as the South East Asian Mathematical Olympiad (SEAMO) and the World Mathematics Invitational (WMI). Non-native Arabic students receive additional support through small-group sessions with adapted tasks, and their progress in language skills is tracked through the (ABT) and internal assessments.

Leadership, Management and Governance

Satisfactory

- The school's leadership team demonstrates a clear understanding of current priorities and provides purposeful direction to guide improvements, through a structured strategic plan aligned with an accurate self-evaluation, identified through different evidence sources, including analysing achievement data and stakeholders' feedback. Leaders have introduced initiatives such as the 'Zero Variation Protocol' to strengthen consistency in assessment practices, while curriculum reviews across grades, such as enhancements to scientific experimentation and the integration of IGCSE-style questions contribute positively to curriculum cohesion. Recent upgrades to science laboratories and the introduction of interactive screens further demonstrate commitment to improving the learning environment.
- Staff professional development is supported through many programmes, including training on 'Differentiation' and 'Assessment For Learning'. Teachers engage in peer-learning opportunities and participate in post-observation discussions. However, the impact on teaching practices remains inconsistent across the stages. This highlights the need for more rigorous lesson observations evaluations, identification of training needs and post-training follow-up. The leadership fosters a positive professional culture by recognising good practices through initiatives like 'Teacher of the Month', appreciation messages and opportunities for staff to showcase effective teaching.
- Engagement with stakeholders remains a positive feature of the school's work. Parents benefit from clear and timely communication through channels such as 'ClassDojo'. Strategic partnerships with external institutions -like the with Philippine Normal University (PNU) Manila for staff development and students' participation in international competitions such as 'SEMO' and 'VEX Robotics' - enrich their learning experiences and enhance the school's profile. Governance Body plays a constructive role by providing targeted investment, monitoring strategic progress, and contributing positively to the school's overall direction and resilience.

Next Actions

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