



**Al Mahd School -  
Riffa Branch**



11 – 13 May 2026



Location  
East Riffa



School Type  
Private



No. of Students  
370



Grade Levels  
1 - 6

Overall effectiveness  
**Satisfactory**

Students' Academic  
Achievement

Students' Personal  
Development and  
wellbeing

Teaching, Learning  
and Assessment

Leadership,  
Management and  
Governance

## Review Summary

Al Mahd School, East Riffa, provides a “Satisfactory” education overall. Students demonstrate proper behaviour and self-discipline, and make adequate progress within curriculum expectations in most lessons. The school maintains suitable partnerships with stakeholders to support students’ personal development and enrich their learning experiences.

However, teaching and learning practices are affected by teacher-centred approaches, with inconsistency in effective use of learning time and utilisation of assessment results to challenge students and provide support, particularly for low achievers, which affects their progress. Additionally, academic support programmes require further development to enhance students’ basic skills and ensure higher progress within lessons.

## Key Positive Features

- Promoting Students' Behaviour: Students demonstrate appropriate behaviour and self-discipline, reflecting a supportive and nurturing school environment.
- Engaging Stakeholders: The school maintains suitable communication with its stakeholders, contributing to enriched learning experiences for students.

## Recommendations

- Performance Follow up: Ensure a positive impact of targeted professional development programmes on teachers' performance in lessons, through continuous guidance, follow-up and support.
- Improve Teaching Practices: Improve teaching and learning through implementing more engaging student-centred strategies, ensuring optimal use of learning time, and utilising assessment results to challenge students and provide targeted support for low-achieving learners.
- Effective Academic Support: Further develop the implemented academic support programmes to strengthen students' basic skills and ensure stronger progress in lessons.

## Students' Academic Achievement

### Satisfactory

- Students have consistently achieved high pass rates in internal examinations across all core subjects over the past three academic years, alongside positive performance in the Cambridge Checkpoint. Internal assessments are aligned with curriculum expectations. However, the level of challenge remains inconsistent, and marking is somewhat lenient in extended writing questions in English and Arabic.
- In the majority of lessons, students demonstrate adequate progress in acquiring skills and knowledge. In Mathematics and Science, they show appropriate competence in problem solving while comparing fractions, and critical thinking in differentiating between sources of light, as well as in English through reading and writing tasks using research-based mind maps. However, students' progress is inconsistent in Arabic, particularly in applying grammatical rules in writing. The progress of high-achieving students in lessons and written work is satisfactory, due to limited opportunities for real challenge, while low-achieving students make less evident progress due to their weaker basic skills and inconsistent targeted support provided.

## Students' Personal Development and Wellbeing

### Satisfactory

- Students consistently exhibit positive behaviour and an adequate sense of responsibility, reflected in their punctuality, adherence to school rules, and respectful interactions with teachers and peers. This is supported by school initiatives such as the “Early Bird” programme and the “Crown of Discipline,” which promote punctuality, values and positive conduct. Students also participate appropriately in an inclusive school environment, particularly during events such as Sports Day and House activities.
- In classrooms, students generally demonstrate a suitable level of confidence when engaging in discussions and interacting with their peers during activities; however, confidence levels vary across lessons. High-achieving students often take on leadership roles, such as “Student Teacher.” Nevertheless, there is a need to provide broader opportunities for wider range of students to assume leadership roles effectively in and out of lessons, to further develop their confidence and leadership skills.
- The school adequately integrates students into school life through a number of extracurricular activities, including “AlMahd Got Talent” and fundraising initiatives with charitable organisations. Along with appropriate leadership roles outside the classroom, such as student School Leaders and the scout team, who contribute to leading the morning assembly. However, further opportunities are required to better nurture and develop students’ individual interests and talents.
- Students demonstrate a clear appreciation of Bahraini culture and heritage and uphold Islamic values through their active engagement in national events, including National Day celebrations, Ramadan celebration, and Holy Qur’an competitions. They have also achieved notable success in external competitions, securing first places in the “Homeland of Glory 2” and “Qur’an and Sunnah” competitions.

## Teaching, Learning and Assessment

### Satisfactory

- In the majority of lessons, adequate teaching and learning strategies are applied, including Question for Learning, Think-Pair-Share and Flipped Learning, with appropriate use of learning resources to enhance lesson delivery and students' engagement, such as interactive smart board and mini boards. Classroom management methods are evident to motivate students such as verbal praise, clapping and the use of stickers. However, their impact is inconsistent, as teacher-centered approaches at times affects students' acquisition of knowledge and development of learning skills. Lesson productivity also varies due to inconsistent use of learning time and clarity in instructions, which affects students' achievement.
- Teachers employ adequate assessment methods, both individual and groups-based, that meets the curriculum expectations. However, these tend to focus more on simple and direct competencies rather than promoting critical thinking or challenging students' abilities. Similarly, the provision of constructive feedback in both lessons and written work varies, which affects students' progress, particularly for the low-achieving students.
- The school provides a range of adequate scheduled academic support programmes across core subjects, including "Concept Reinforcement Class" for all students and "Step Up" for low-achieving students, as well as targeted support programmes for students with learning difficulties through "Educare," "Iqraa' wa Irtaq," and "I Love Arabic" for non-native Arabic speakers. However, further improvement is required to ensure positive impact of these programmes in improving students' basic skills and ensuring their higher progress in lessons.

## Leadership, Management and Governance

### Satisfactory

- The school employs appropriate self-evaluation approaches, including the analysis of academic attainment data, SWOT analysis and lesson observations. These processes help identify key improvement priorities, reflecting leadership's suitable awareness of the school's context. However, there is a need to improve the effective use of these findings in developing school plans, particularly in improving the quality of teaching and learning practices.
- School leadership fosters positive relationships among staff, students, and parents by adopting an open-door policy and empowering staff through leadership roles in school programmes. It also manages challenges appropriately by enabling a smooth and immediate transition to online learning during exceptional circumstances, ensuring continuity of proper education.
- The school identifies teachers' training needs through classroom observations and feedback, and provides adequate professional development opportunities, such as the "45 Minutes Journey" and "Reading Comprehension Strategies and Tools." However, the translation of the professional development initiatives into consistent and impactful classroom practices is variable, particularly in teaching and learning processes.
- The school communicates adequately with its stakeholders to support students' social and personal development by organising visits to organisations such as the "Friendship Society for the Blind" and delivering workshops on bullying and positive behaviour by "Criminal Investigation Department. It also facilitates student participation in programmes such as INJAZ camp. The Board of Directors provides appropriate support by establishing school policies and monitoring the school's performance.

#### Next Actions

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