



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Private Schools & Kindergartens Reviews Monitoring Visit Report

**Al Sharqyia School
Um Al Hassam – Capital Governorate
Kingdom of Bahrain**

Date of first monitoring visit: 27 January 2020

Date of last review: 9-11 April 2018

SP054-C3-Ma018

Introduction

The monitoring visit of the school took place over one day, by a monitoring team from the Directorate of Private Schools & Kindergartens Reviews (DPS) of the Education and Training Quality Authority (BQA), to verify the improvements that it enacted according to the recommendations of the last review. During the monitoring visit improvement in students' performance is evaluated during the class observations, the learning walk, scrutiny of their written work, and monitoring of general progress.

The Previous Judgement

- The school was judged 'Inadequate' in the review visit in April 2018.

Summary of the first monitoring results

The recommendations	The description
Recommendation 1	Partial improvement
Recommendation 2	Partial improvement
Recommendation 3	Partial improvement
Recommendation 4	Partial improvement
The monitoring visit overall judgement	In progress
<ul style="list-style-type: none">• The school needs a second monitoring visit after six months.	

* The recommendations are included within the report.

The overall outcomes of the visit

Continue carrying out the procedures and efforts to:

- improve the effectiveness of leadership, management and governance by:
 - implementing a rigorous self-evaluation, monitoring performance through clear performance indicators, with a focus on improvement priorities including students' academic achievement
 - ensuring the impact of professional development programmes on classroom practices.

- raise students' academic achievement across the school.
- improve the effectiveness of teaching and learning, focussing on:
 - productive use of learning time and effective utilisation of facilities and educational resources, to improve students' standards and progress
 - use of assessment results to rigorously measure students' progress according to curriculum expectations
 - encouraging students to develop their self-confidence and assume leadership roles inside lessons.
- improve support programmes to meet the needs of the different categories of students, particularly those with learning difficulties and special educational needs, inside and outside lessons.

The Progress in the recommendations

Recommendation 1:

- Improve the effectiveness of leadership, management and governance by:
 - implementing a rigorous self-evaluation, monitoring performance through clear performance indicators, with a focus on improvement priorities including students' academic achievement
 - ensuring the impact of professional development programmes on classroom practices.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The school has initiated the self-evaluation process through conducting surveys with stakeholders. • A strategic plan (2019-2023) has been developed based on the BQA report. An annual action plan is in place with specific activities, timeframes and performance indicators. • Students' assessment results are analysed, and the curriculum has been reviewed, with updates and enhancement carried out for the syllabus. • The school has conducted a training needs analysis. A development plan has been created and a member of staff has been appointed with responsibility for staff development. • The teachers' lesson observation rubric has been updated to include feedback to teachers. Lesson observation results are analysed to provide the required support to teachers, alongside with the creation of a performance coaching programme. • Teachers are provided with training workshops on topics such as classroom 	<ul style="list-style-type: none"> • The school has identified the majority of school improvement priorities, such as curriculum review. However, the impact of this on the school plans is inconsistent, and the plans give less attention to improvement of the subjects where students' performance is weaker. • The school leadership's awareness of the positive areas and those in need of improvement varies, this being evident in the classroom observation judgements and feedback provided. • The impact of the professional development programmes is inconsistent, evidenced in partial improvement in students' achievement and the teaching and learning processes.

management and lesson planning, in addition to attending workshops conducted by the Ministry of Education.	
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Recommendation 2:

- Raise students' academic achievement across the school.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The school has conducted diagnostic tests in the core subjects and provides support to students accordingly. • Teachers provide support to low achievers through remedial activities in and out of lessons. • Competitions are organised that aim to raise students' standards in the core subjects, including English, Arabic and mathematics. The library is utilised to improve students' reading and story-writing skills. 	<ul style="list-style-type: none"> • Students pass rates in the 2018-2019 internal examinations were mostly high. Proficiency rates are inconsistent however, ranging between 87% and 38% in Primary School, 72% and 13% in Middle School and 74% and 27% in High School. • A few students sit the International General Certificate of Secondary Education (IGCSE) in Grade 10. The percentage of students scoring B and above is low. Very few students attempt the Advanced Subsidiary level (AS), with none of them scoring B and above. • Students acquisition of the basic skills is erratic. They demonstrate an appropriate understanding of scientific and arithmetic concepts. However, their reading and writing skills in Arabic and English are underdeveloped. • High achievers make better progress in lessons, whereas the progress of low achieving students is less due to insufficient support being provided to them in lessons.

Recommendation 3:

- Improve the effectiveness of teaching and learning, focussing on:
 - productive use of learning time and effective utilisation of facilities and educational resources, to improve students’ standards and progress
 - use of assessment results to rigorously measure students’ progress according to curriculum expectations
 - encouraging students to develop their self-confidence and assume leadership roles inside lessons.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none">• Classrooms are equipped with smartboards to encourage technology utilisation.• Laptops and tablets are used in lessons to enable students to engage in lessons by searching for relevant information.• Lesson planning caters for students of different abilities and activities are used to support low achieving students.• Teachers use a variety of assessment methods to measure students’ learning.• Students are encouraged to participate actively in lessons through awarding points.	<ul style="list-style-type: none">• In the better lessons, teachers use effective teaching and learning strategies which engage students. Technology is applied through the use of the application Plickers in a few better lessons. However, in the rest of the lessons the smartboard is merely used as a projector, neglecting to use its interactivity feature to engage students.• Behaviour management is adequate in most lessons. However, managing learning time is inconsistent due to lengthy teacher-talk at the expense of achieving lesson objectives in some lessons, particularly in English and Arabic.• Teachers use verbal and written assessment methods. However, there is little challenge or support extended to students in the majority of the observed lessons. Feedback is mostly generic, which does not guide individual students on how to improve their performance.• Students active engagement and participation in lessons varies. While high achievers show a better ability to take

	active roles and demonstrate enthusiasm in activities, low achievers are mostly passive due to their underdeveloped skills. In a few lessons, excessive teacher-talk hinders the opportunities for students' interaction.
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Recommendation 4:

- Improve support programmes to meet the needs of the different categories of students, particularly those with learning difficulties and special educational needs, inside and outside lessons.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The school has classified students into three different categories, based on their performance in diagnostic tests and the internal examinations in core subjects. • Remedial lessons are provided to students on Saturdays. • Students' progress in the remedial sessions is monitored through updated records of their performance in the tests. • The school organises various competitions to develop students' skills and meet their interests, including in English, Arabic and mathematics. Gifted and talented students are encouraged to participate in these competitions. 	<ul style="list-style-type: none"> • The effectiveness of the support programmes shows inconsistently in students' academic standards and progress, particularly in the Middle School and in Arabic and English lessons. The more able students are not sufficiently challenged or supported in the majority of lessons.

Appendix 1: Basic Information about the School

The school name (Arabic)	مدرسة الشرقية												
The school name (English)	Al Sharqyia School												
Year of establishment	2010												
Address	Building 621, Road 3625, Block 336												
Town / Village / Governorate	Um Al Hassam / Capital												
School's Contacts	17369009					Fax			17369119				
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-6				7-10				11-12				
Number of students	Boys	295			Girls	234			Total	529			
Students' social background	Most students are from middle income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	4	3	3	4	3	3	3	3	3	3	3	3
Major recent changes in the school	<ul style="list-style-type: none"> Renovation of the school playground through the addition of a basketball court and football pitch. 												

Appendix 2

Table 1: Judgement on how well the school has met the recommendations.

Judgement	Judgement Description
Sufficient Improvement	The school is making significant progress in addressing the recommendation. It has taken measures which have achieved great improvement linked to the recommendation, which clearly resulted in improved performance and positively impacted the outcomes.
Partial Improvement	The school is making inconsistent progress in addressing the recommendation. It has taken positive actions, which led to varying improvements in performance and partially affected the outcomes.
Insufficient Improvement	The school does not achieve sufficient improvement in the recommendation. It was not successful in taking actions leading to appropriate improvement. There is a notable weakness that needs to be effectively and urgently addressed.

Table 2: The overall judgement of the school progress in the monitoring visit*

The Overall Judgement of Progress	Judgement Description
Sufficient Progress	The school has taken effective measures to bring about sufficient improvement in all of the recommendations.
In Progress	The school has taken several measures to bring about at least partial improvement in all of the recommendations. There are no recommendations with insufficient improvement.
Insufficient Progress	The school has not brought about sufficient improvement in a single recommendation or more.

* In case of insufficient measures linked to the recommendations related to the licensing/organisational body, and with the school taking the appropriate measures on its part, the overall progress judgement will not be affected except with issues related to health and safety.