



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

# **Directorate of Private Schools & Kindergartens Reviews Review Report**

**Naseem International School  
Riffa – Southern Governorate  
Kingdom of Bahrain**

**Date of Review: 14-16 November 2022**  
SP015-C3-R022

## Introduction

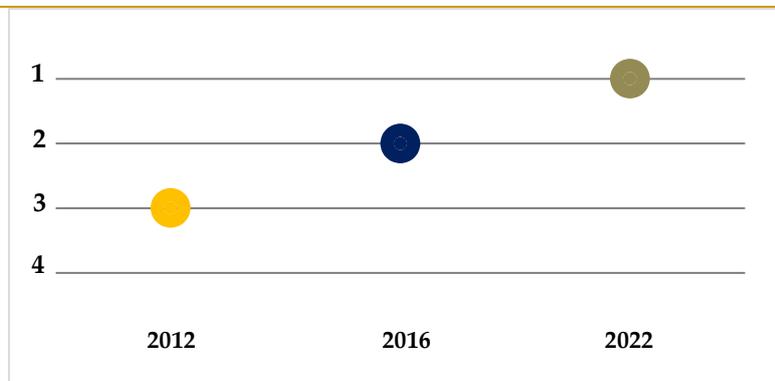
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They met with the staff, students and parents. This report summarises their findings and recommendations.

### Summary of review judgements

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Academic achievement	1	1	1	1
	Personal development and social responsibility	1	1	1	1
Quality of processes	Teaching, learning and assessment	1	1	1	1
	Empowerment and meeting special needs	1	1	1	1
Quality assurance of outcomes and processes	Leadership, management and governance	1	1	1	1
Capacity to improve		1			
The school's overall effectiveness		1			

The chart demonstrates the school's overall effectiveness throughout the last three reviews.



## School Report

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### □ School's overall effectiveness 'Outstanding.'

#### Judgement justifications

- Students' attainment in internal and external examinations and academic achievement in lessons and written work are outstanding overall, while their standards in Arabic in Middle School are good.
- Students across the school are self-driven to excellence; they demonstrate high self-confidence, assume responsibilities, and take on leadership roles.
- The International Baccalaureate (IB) approaches to teaching and learning align with the outstanding practices at all stages, and the effective integration of technology enhances students' critical thinking and conceptual understanding.
- The school offers a diversity of enrichment activities and competitions, together with academic and personal support that enable students of all ages to develop excellent personal and social skills.
- The school leaders are committed to collaborative leadership principles, with strong ethics and values that promote teamwork throughout the school community. However, more could be done to establish professional learning communities, in order to exchange best practices and provide mutual support.
- The school ensures a high-quality learning environment and makes a substantial investment in its infrastructure. The strong leadership of the Board of Directors and the Advisory Board is fundamental to the success of the school.

#### Main positive features:

- The school's commitment to collaborative leadership principles and the strong ethics and values that underpin the spirit of teamwork that pervades the whole school community.
- The Board of Directors' and Advisory Board's strong direction and support to the school which has resulted in substantial investment in its infrastructure and the provision of a high-quality learning environment.
- Outstanding academic achievement coupled with students' high self-confidence and their outstanding ability to assume responsibility and to take on leadership roles.
- The highly effective use of a variety of teaching strategies aligned to IB approaches to teaching and learning and the effective integration of technology that enhance students' critical thinking and conceptual understanding in most subjects.

- The diversity of enrichment activities and competitions, together with academic and personal support that enables students of all ages to develop excellent personal and social skills.

### **Recommendations:**

- Further develop students' standards in Arabic in Middle School.
- Contribute to the establishment of a local learning community by sharing the school's good practices.

### **□ Capacity to improve 'Outstanding'**

#### **Judgement justifications**

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|---|--|
| <ul style="list-style-type: none"> <li>• The school has improved its Middle School performance since the last review in both academic achievement and teaching, learning and assessment aspects. It maintains its outstanding performance in all other aspects.</li> <li>• The school's judgement of its performance in the Self-Evaluation Form (SEF) matches the judgement that the review team reached in all aspects.</li> <li>• Students' attainment in core subjects is consistently very high in the past three years, and there is a system in place to track their academic performance and personal skills.</li> <li>• The school motivates staff towards professional development, monitors their</li> </ul> | <p>performance through regular lesson observations and offers an excellent coaching programme. The impact of these procedures on teachers' performance is outstanding overall, however, it is inconsistent in Middle School Arabic.</p> <ul style="list-style-type: none"> <li>• The school is exceptionally well resourced with facilities and equipment and has benefited from a dynamic building programme over the recent years. Leaders are committed to enhancing positive practices at the school to raise students' academic and personal skills.</li> </ul> |
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## Quality of outcomes

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### □ Academic achievement 'Outstanding'

#### Judgement justifications

- Students' pass rates are consistently high in internal examinations reaching 100% in core subjects across the school over the past three years. In the 2021-2022 examinations, proficiency rates are high in all subjects and grades, and are aligned with the pass rates. In Elementary School, the percentages range between 79% in Grade 5 Arabic and 100% in Grades 4 and 5 English and science. In Middle School, the range is between 82% in Grade 7 mathematics and 100% in Grade 6 mathematics and science and in Grades 7 and 8 English. In High School, the range is between 73% in Grade 11 environmental systems and 100% in Grade 9 Arabic, Grade 11 economics and visual arts, and in a majority of subjects at Grade 12.
- In the 2022 external examinations, the percentages of students securing 5 or above in the International Baccalaureate Diploma Programme (IBDP) is high in most subjects ranging between 50% in information technology in a global society (ITGS) HL and 100% in Arabic Language and Literature HL, Arabic Abinitio, SL, Arabic B HL, English B HL, physics HL, physics SL and mathematics analysis and approaches SL. However, the percentages are low in few subjects such as visual arts, biology SL and economics SL. In the International Baccalaureate Career-Related Programme (IBCP), 97% who registered achieved successfully with an average grade of 5.74. In the 2022 International English Language Testing System (IELTS), 91% of students attain an overall score of 6 or above, and 79% attain 6.5 or above, which is above the expected level.
- Students demonstrate outstanding standards and progress in lessons and written work across the school; however, their standards in Middle School Arabic are good.
- Students' learning skills are strongly developed across the school, well aligned to the IB learner profile as reflected in the strong approaches to inquiring based teaching and learning. The vast majority of students successfully develop skills of independent learning, critical thinking and self-management.
- In English, students' listening, speaking and reading skills are well above age expectations, while their writing skills are good. Students in the Elementary School accurately determine consonant blend for words and demonstrate excellent comprehension skills. Students in the Middle and High Schools show a thorough understanding of grammar rules and excellent skills in writing literary analysis essays.
- In Arabic, students in Elementary School use action verbs correctly in sentences and in High School analyse the given text and fluently express their views on topics such as healthy and unhealthy food. However, their speaking and writing skills are less well developed in Middle School.

- In mathematics, students perform arithmetic operations accurately in Elementary School, and work with confidence on equations for normal to a curve in High School. However, their problem-solving skills in Middle School are inconsistent.

- In science, students develop deep conceptual understanding of various topics through investigative learning and scientific inquiry such as the types of forces in the Elementary School, effectiveness of the acid rate on seeds in the Middle School and phospholipid bilayer in cell membranes in High School.

## Areas for improvement

- Students' standards in Arabic in Middle School.

## □ Personal development & social responsibility 'Outstanding'

### Judgement justifications

- Students show exemplary behaviour and are self-driven to excellence. They take responsibility for their learning and embrace their peers' different views and backgrounds. This is fostered through several programmes, particularly post Covid-19 programmes like 'Friendship Week' in Elementary School and the 'Anti Bullying Campaign' in Middle and High Schools.
- Students demonstrate a clear understanding of Bahraini culture, Islamic values and international mindedness, modelling the IB learner profile attributes. They research and discuss issues like 'Feminism' and 'Bahrain's Parliament Elections', participate in activities like 'Proudly Bahrain' and charity contributions during the holy month of Ramadhan.
- Students show high levels of self-confidence, strong communication skills and a well-developed ability to engage in

- discussions and debate while working collaboratively in lessons and in activities such as the musical CAMELOT, 'Leadership Training' and Model United Nations (MUN).
- Students assume leading roles in school life, such as 'Caboose' in Elementary School and 'Student Council', whereby representatives articulate students' voice and their needs such as having a 'Senior Students' Lounge' and Middle School 'Game Night'.
  - Students' health and environmental awareness is well-developed through their participation in a range of programmes and activities, such as 'Go Green', 'Gene Day' and recycling newspapers and plastic bags.
  - Students' exceptional creativity and innovation is evident in their artistic representations of human forms and emotions, and original story books created in the 'Home-Grown Author'

project which are displayed in the school's Art Gallery. They show an outstanding sense of competitiveness, participating in a range of local and international competitions, such as 'MedCup' football tournament in Italy, and Injaz in the Arab

region. Individual and groups of students have also won prizes and scholarships such as the 'Haseb' project on safe cycling and the 'Annual Space Camp' in Alabama USA.

### **Areas for improvement**

- None.

## Quality of processes

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### □ Teaching, learning & assessment 'Outstanding'

#### Judgement justifications

- Highly effective learning is promoted in most lessons using a wide range of teaching and learning strategies focussing on inquiry-based learning such as guided discovery and scientific experimentation. Significantly in the Primary Year Programme (PYP), both activity rotation strategy and learning by play are well utilised to engage most students and develop their skills. However, in some Arabic lessons, particularly in the Middle School, students make adequate progress due to inconsistently effective teaching strategies.
- Educational and technological resources are exceptionally utilised including smartboards, Chrome Books, digital library and experimentation materials and equipment which enrich students' learning experiences and promote ownership of their own learning, particularly through integrating technology in daily lessons.
- Lessons are well planned, organised and informed by prior content or assessment. Teachers maintain a purposeful pace, provide clear instructions to ensure productivity, and optimise learning time. In almost all lessons, teachers provide constructive verbal reinforcement to students and effectively encourage group interaction through points awarded approach. This motivates the vast majority of students and ensures their active involvement in given tasks across the school.
- A range of effective assessment tools, written or digital such as 'Padlet' are used to rigorously measure students' academic standards including peer and self-assessment, as well as systematic observation during scientific experiments. Assessment results are used effectively to inform lesson planning, set targeted objectives and modify teaching. Across the school, comprehensive and immediate feedback is provided to students highlighting strengths and areas for improvement in lessons and most written work, particularly in Elementary School. However, in a limited number of lessons, assessment results are not used effectively to support the low achieving students. In the vast majority of lessons, students are encouraged to think critically and express their views such as types of forces in the Elementary School and identifying target audience for advertisements in Middle School. Significant opportunities are provided for students across all levels to develop their higher order thinking skills, such as critical discussions of various topics such as comparing artificial intelligence to regular IT systems in High School.
- Almost all lessons are differentiated by content, process, or outcome to cater to students' educational needs and learning styles. Teachers' high expectations of students provide an outstanding challenge for students of all abilities.

## Areas for improvement

- Further use of assessment results to support the low achieving students in a limited number of lessons.

## □ Empowerment & meeting needs 'Outstanding'

### Judgement justifications

- The school has highly effective procedures to identify students' learning needs such as diagnostic tests, continuous assessments, and teachers' observations. This is followed by excellent academic support systems that include regular remedial classes and after-school sessions for low-achieving students, special classes for non-native Arabic speakers, and enrichment sessions for high achieving students. The school uses 'PowerSchool' effectively for tracking both students' academic and personal development, enabling parents to monitor their children's progress at any time.
- The school deals with students' personal problems with high levels of care and sensitivity by implementing 'Child Protection Procedures'. Positive behaviour and personal skills are encouraged and developed through various programmes such as the weekly Student Personal Development (SPD) lessons in the Elementary School and Social Emotional Learning (SEL) workshops in the Middle and High Schools. Students' wellbeing is considered through the 'Students Welfare Team' and financial support is provided through fee waivers and discounts for some students based on their needs.
- The school has highly effective orientation and transition programmes which help students to settle at school and prepare them for the next stage of their education. This includes career education programmes and local university visits.
- The school broadens students' experiences and interests by providing an excellent range of extracurricular activities, including diverse 'Service-learning' programmes, clubs such as 'Chess' and 'Holy Quran Reading', and celebrations such as 'International Peace Day', which enhances their understanding of global matters. Gifted students participate in national and international competitions such as 'Bahrain Athletes League' (BAS), 'Artificial Intelligence Hackathon' and 'Trade Quest'.
- The school provides a very safe and healthy learning environment through rigorous risk assessment, regular fire drills and inspections of school facilities. The school nurses monitor and effectively support students with any medical issues.

## Areas for improvement

- None.

## Quality assurance of outcomes and processes

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### □ Leadership, management and governance ‘Outstanding’

#### Judgement justifications

- The school undertakes a rigorous self-evaluation process. Regular students, staff and parents surveys are used to build on strengths and identify areas of provision in need for improvement, especially those related to students’ academic achievement and personal development. The school offers a world class curriculum which is implemented very effectively throughout the school.
- The school's judgement of its performance in the Self-Evaluation Form (SEF) matches the judgement that the review team reached in all aspects.
- Leaders ensure that the school’s mission and vision statements are highly visible. The vision combined with the school’s ambitious goals are translated into continuous actions and improvements and are reflected in the strategic plan. The school is in the process of updating its strategic plan yet needs to ensure the improvement priorities are cascaded down to detailed departmental action plans.
- The school is committed to collaborative leadership principles and has embedded strong ethics and values to enhance an outstanding spirit of harmony and teamwork throughout the whole school community. This is complemented by events organised by the social committee such as ‘Barbecue Night’ and ‘Well-Being’ workshops for staff during Covid-19 outbreak.
- There is a clear organisational structure, and roles and responsibilities align with individual expertise. Middle Managers motivate their staff towards professional development and follow up closely on the process. This includes individual lesson observations, walk-throughs and peer observations. Staff at all levels are encouraged to engage in self-reflection and goal setting. The school has an excellent coaching programme in place based on their needs.
- The school is exceptionally well resourced with facilities and equipment and has benefited from a dynamic building programme over the recent years. It provides students with a very high-quality learning environment, which includes an art gallery and a cultural theatre.
- Leaders ensure that students’ learning experiences are enhanced by participation in a wide range of local and community experiences such as Creativity, Activity, Service (CAS) Parents are highly satisfied with the channels of communication with the school and are quick to praise school leaders and managers for the speed with which they respond to suggestions and concerns.
- The Board of Directors and the Advisory Board are very well informed about the strategic environment and emerging trends; they know the school well and provide it with strong direction and support.

## **Areas for improvement**

- Further ensure that the improvement priorities are cascaded down to detailed departmental action plans.

## Appendix 1: Characteristics of the school

Name of the school (Arabic)	مدرسة النسيم الدولية														
Name of the school (English)	Naseem International School														
Year of establishment	1982														
Address	Building 30, Road 18, Muharraq Avenue														
City/ Town / Governorate	West Riffa, Southern Governorate														
School's telephone	17782000					-					Fax	17687166			
School's e-mail	naseem@batelco.com.bh														
School's website	www.nisbah.com														
Age range of students	6 – 18 years														
Grades (e.g. 1 to 12)	<b>Primary</b>				<b>Middle</b>				<b>High</b>						
	1-5				6-8				9-12						
Number of Students	<b>Boys</b>	511				<b>Girls</b>	360				<b>Total</b>	871			
Students' social/ economical background	Students come from middle and high income families														
Classes per grade in Primary and Intermediate Stages	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>		
	<b>Classes</b>	4	4	4	4	4	3	4	3	4	4	3	3		
Number of administrative staff	16														
Number of teaching staff	78														
Curriculum	International Baccalaureate (IB): Primary Years Programme (PYP) - Middle Years Programme (MYP) - Diploma Programme (DP) - Career-Related Programme (CP)														
Main language(s) of instruction	English / Arabic														
External assessment and examinations	A choice of IB DP, IB CP, IB Courses and BTEC courses														
Accreditation (if applicable)	CIS, MSA, IB, BTEC, NEASC														
Major recent changes in the school	<ul style="list-style-type: none"> <li>Renovating the school gymnasium, reception area and Middle and High School library</li> </ul>														