



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Quality Education School – Maqabah Branch
Maqabah – Northern Governorate
Kingdom of Bahrain**

**Date of Review: 17-19 February 2020
SP013-C3-R018**

Introduction

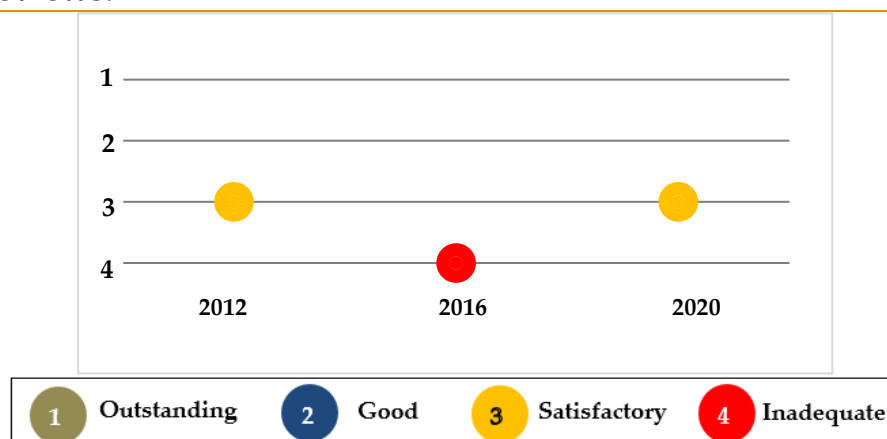
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work 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

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

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



School Report

□ School's overall effectiveness 'Satisfactory'

Judgement justifications

- Students' attainment in internal and external examinations is satisfactory overall. Students' standards and progress in lessons and written work are adequate, though low achievers' progress is insufficient. Learning skills are underdeveloped across the school.
- The majority of students are self-disciplined and behave well. They participate in school activities with adequate confidence, though to a lesser extent in lessons. They embrace local citizenship and feel safe at school. However, competitiveness and innovation skills are limited.
- The quality of teaching, learning and assessment is satisfactory overall, though lessons are affected by the inconsistent use of learning time and insufficient use of assessment to inform teaching and support students, particularly low achievers, and insufficient challenge to the more able.
- The school monitors students' academic and personal progress. It offers an adequate range of extracurricular activities and supports students with weak academic performance and those with personal problems. However, the impact of these support programmes is inconsistent, particularly in the Middle School.
- The school provides regular training sessions for the teachers. These positively affect students' progress in the better lessons, particularly in the High School, but the impact is inconsistent in the majority of lessons. The senior leaders are determined and committed in promoting positive relationships with school staff and parents which has successfully developed a sense of collaboration amongst the school community. The availability of essential resources and facilities and an adequate safe learning environment are ensured.

Main positive features

- Students' embracement of local citizenship and feeling safe at school.
- The provision of extracurricular activities that enhance students' experiences and talents.
- The ethos of collaboration amongst the school community, driven by a determined and encouraging school leadership team.

Recommendations

- Improve the effectiveness of leadership, management and governance by:
 - monitoring the impact of the targeted professional development programmes on students' progress in lessons
 - creating a culture of innovative teaching methods to develop students' learning skills and disseminating the best practices across the school.
- Improve the effectiveness of teaching and learning strategies focussing on:
 - productive use of learning time
 - effective use of assessment results to inform teaching and support students, particularly low achievers
 - setting high expectations in lessons and challenging students of all abilities.
- Ensure the impact of targeted academic and personal support programmes for students' varying needs.

Capacity to improve 'Satisfactory'

Judgement justifications

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| <ul style="list-style-type: none">• The school's self-evaluation is regular and involves stakeholders. The school's judgement of its performance in the Self-Evaluation Form (SEF) matches the judgements reached by the review team in all aspects.• The strategic and action plans are linked to the self-evaluation results, with prioritised goals, success criteria and measurable performance indicators. However, monitoring the impact of these plans is not rigorous.• Students' attainment in core subjects has improved in recent years and there is a system in place to monitor and track their | <p>academic performance and personal progress.</p> <ul style="list-style-type: none">• The school provides professional development programmes and monitors teachers' performance through regular lesson observations. The impact of these procedures is satisfactory overall in students' outcomes.• The school has improved its facilities, such as smart boards in classrooms and a parent portal. However innovative teaching methods are used only by a few teachers and these practices are not spread across the school. |
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Quality of outcomes

□ Academic achievement 'Satisfactory'

Judgement justifications

- Students' pass rates are consistently high in internal examinations in core subjects across the school over the past three years. In the 2018-2019 internal examinations, pass rates were 100% in the vast majority of subjects and grades. However, there are a few inconsistencies in the quality of tests and rigour of marking in some of the grades.
- Proficiency rates are high in the majority of grades in the Primary School but inconsistent in the Middle and High Schools. In the Primary School, the range is between 100% in Grade 1 Arabic, English and science and 49% in Grade 4 English. In the Middle School, they are between 66% in Grade 6 Arabic and 30% in Grade 8 mathematics, while in the High School they are between 100% in Grade 11 Arabic, chemistry and biology and Grade 12 Arabic, physics and ICT and 0% in Grade 10 economics.
- In 2019, 48% of students attempted the International General Certificate of Secondary Education (IGCSE) and all of them passed in five or more subjects, with 58% of them achieving A* to C in four or more subjects. The percentages of students attaining B or above is below world averages in most subjects, except in English as a second language and French and Arabic as foreign languages.
- In lessons and written work, students' standards and progress are secure overall, though inconsistent in the Primary School. However, low achievers do not progress well due to the limited support provided to them in lessons.
- In a few lessons, students develop independent learning and experimental skills adequately through flipped learning and practical activities. However, students' development of learning skills is insufficient across the school due to limited opportunities being provided.
- Students' speaking and reading skills are secure across the school in Arabic and English. However, their extended writing skills are not sufficiently developed.
- The majority of students across the school develop adequate scientific knowledge and understanding. For example, students in the Middle School develop understanding of chemical formulae of compounds and in High School they are able to perform titration and calculate neutralisation.
- Students' basic mathematical skills are secure across the school. However, their algebraic skills are not well developed in the Middle and High Schools. While students in the Primary School can confidently read time and convert hours into minutes, students in Middle and High Schools face difficulties in solving equations for missing angles and applying vector algebra.

Areas for improvement

- Progress made by low achievers in lessons.
- Writing skills in both English and Arabic and algebraic skills in the Middle and High Schools.
- Students' learning skills across the school.

□ Personal development & social responsibility 'Satisfactory'

Judgement justifications

- The majority of students are self-disciplined, well behaved and aware of the school's different policies and procedures. They have appropriate understanding of work ethics and take responsibility for their own learning. However, some of them consistently arrive late to school and miss morning assemblies. Most students feel safe and comfortable at school and they attend school regularly.
- Students express their understanding of Bahraini traditions and have created heritage corners at school. They take up social responsibilities adequately by participating in National events and activities such as the Bahrain Cultural Festival, Bahrain First, National Charter Day, Think Pink and United Nations observances.
- The majority of students participate with confidence in school activities during daily recess and educational weeks such as the Techno week. Thursday activities include various areas of interest such as mental maths, storytelling, debate, roleplay, science and art. Students assume leadership roles through Students' Council and by participating in regular competitions. However, their leadership and decision-making skills are inconsistently developed due to the erratic opportunities provided to them.
- Students develop communication skills and social relationships satisfactorily through various activities such as recycling and beach cleanup. However, these skills are not sufficiently developed in lessons.
- Across the school, students show suitable awareness of health and environment issues. The majority are conscious of their personal appearance and keep classrooms and school grounds adequately clean. They participate in awareness programmes such as 'Say No to Single Use Plastic' and 'Med-Athlon' in collaboration with a local hospital.
- A few students develop competitiveness adequately through activities such as presenting their science project to students in another school and participating in inter-school tournaments. However, opportunities for competitiveness are too limited across the school. Students' ability to face challenges, solve problems and present innovative ideas is limited.

Areas for improvement

- Students' development of self-confidence, decision making and leadership skills, particularly in lessons.
- Students' competitiveness and innovation skills across the school.
- Students' punctuality to school.

Quality of processes

□ Teaching, learning & assessment 'Satisfactory'

Judgement justifications

- Teachers use an adequate range of teaching and learning strategies in lessons, such as think-pair-share, group work, discussions and brainstorming. Resources such as educational videos, pictures and laboratory equipment are used effectively in the better lessons. These enable the majority of students to engage in their learning.
 - Lessons are planned appropriately and the majority of them are orderly with a suitable impact on students' knowledge and understanding. However, in the less effective lessons, particularly in Primary School, the use of learning time is inconsistent, with erratic pace which does not support students' progress and achievement of lesson objectives.
 - The majority of teachers use different types of assessment in lessons including verbal, written, individual and in groups. However, most assessment is followed by generic oral feedback which does not sufficiently guide or support students in developing their individual performance.
 - There are inconsistencies in the correction and marking of students' written work, including the end of term examinations
- which have inaccurate and inflated results in some grades, particularly in English and Arabic.
- The opportunities given to students to think critically and analyse problems are limited to a few lessons in High School, particularly in English and economics. In the Primary and Middle Schools, there are insufficient opportunities to raise expectations or challenge students through activities that develop reasoning, problem solving and interpretation. This adversely affects the development of learning, creativity and innovation skills across the school.
 - Teachers utilise technology appropriately in lessons, such as smart boards. In a very few lessons, digital assessment tools such as Plickers and Kahoot are used effectively, which attract students' interest and involvement in lessons. However, these practices are yet to spread across the school. Although differentiated worksheets and activities are used in a few lessons, planning for differentiation and its implementation in most lessons are not effective in catering to the learning needs of students of different abilities, particularly low achievers.

Areas for improvement

- Productive use of learning time, particularly in the Primary School.
- Effective use of assessment to inform teaching and provide support to students on how to improve, particularly low achievers.
- Challenge students of different abilities and raise their expectations in lessons.

□ Empowerment & meeting needs 'Satisfactory'

Judgement justifications

- The school systematically analyses and tracks students' academic progress. High achievers are encouraged to participate in activities such as speech competitions and debates. Talented students are encouraged to showcase their talents through events such as Science Quest and traditional dance at the 'Schools and Childcare Expo'. Although low achievers and students with learning difficulties are supported through weekly coaching sessions, the impact of these sessions on students' progress is inconsistent across the school.
- Students' personal problems are addressed adequately through regular and individual counselling sessions. The case study reports indicate a few incidents of misbehaviour which the school has dealt with appropriately, ensuring privacy and confidentiality. However, the effectiveness of personal development programmes is inconsistent in the Middle School.
- The school adequately reinforces students' talents and experiences through the provision of extracurricular activities which meet their different needs and interests. This includes weekly activities such as recycling plastic, field trips and sports. Life skills lessons are provided for lower Primary students.
- Students are prepared for their next stage of education adequately. They receive yearly orientation programmes about the specifications of their next course at various grade levels. Guest speakers are invited from universities to help students decide on career choices.
- The school appropriately ensures the provision of a safe and healthy environment through regular risk assessments, maintenance of buildings and facilities, evacuation drills and medical care for students when needed. Workshops such as 'Health and Hygiene' and 'Fire and Safety' are conducted to raise students' health and safety awareness.
- The school provides adequate support to students with physical disabilities through integrating them into lessons and school activities and providing assistance when required considering their specific needs.

Areas for improvement

- The impact of academic support programmes, particularly for the low achievers and those who have learning difficulties.
- The provision of more focussed personal development programmes, particularly in the Middle School.

Quality assurance of outcomes and processes

□ Leadership, management and governance ‘Satisfactory’

Judgement justifications

- The school implements regular self-evaluation which involves key stakeholders. This includes analysis of examination results, previous BQA review reports and surveys of students, parents and staff.
- The school’s four-year strategic plan is linked to the results of the self-evaluation and based on the identified improvements such as the quality of teaching and students’ achievement. The 2019-2020 action plan indicates prioritised goals, success criteria and measurable key performance indicators. However, the impact of these plans is not rigorously monitored and is inconsistent in classroom practices, particularly in Primary School.
- The leadership motivates staff and promotes an ethos of collaboration amongst the school community, encouraging them to work towards development. This impacts positively on their willingness to improve. A system is in place for teachers’ training needs analysis and to develop their skills. Regular staff meetings are held and a range of professional development opportunities are provided to teachers and middle leaders accordingly. This includes developing students’ 21st century skills and effective class management. However, the impact of this training on the performance of teachers is inconsistent, particularly in the Primary School.
- The senior and middle leaders conduct systematic class observations and provide verbal and written feedback to teachers, with a focus on students’ progress in lessons. Peer observation and micro-teaching are encouraged to share best practices. A few teachers use innovative teaching methods effectively, such as flip learning and digital technology. However, this is not common practice across the school and the school is yet to develop the culture of disseminating its best practices.
- The leadership and management ensure the availability of essential resources and facilities at school, such as computer and science laboratories, library and the parent portal. In lessons, teachers use a suitable range of resources to facilitate the teaching and learning processes. The school recognises the need for a multipurpose hall for indoor activities and more shaded areas for outdoor activities.
- The school has developed good relationships with parents, involving them in planning and organising school events such as ‘Open Day’ and the school’s annual fair. Adequate links with the local and wider community are established. This includes knowledge sharing sessions with other schools in

Bahrain and abroad, student exchange programme with a school in the United States, participation in Almethaq celebration conducted by the Ministry of Education and fund raising for local charity. These activities have a positive

impact on developing students' personal skills.

- The Board of Directors meets periodically to discuss the school's performance and provides general guidance to the school's leadership. It holds the senior leaders accountable for the school's performance.

Areas for improvement

- Monitoring the impact of school plans and professional development programmes to ensure their effective implementation in lessons, particularly in the Primary School.
- Creating a culture of innovative teaching methods and disseminating the best practices across the school.

Appendix 1: Characteristics of the school

Name of the school (Arabic)	مدرسة التعليم النوعي – فرع مقابة													
Name of the school (English)	Quality Education School - Maqabah Branch													
Year of establishment	2003													
Address	Building 63, Road 83, Block 0505													
City / Town / Governorate	Maqabah / Northern													
School's telephone	17692917	-				Fax	17691956							
School's e-mail	admin@qesbh.com													
School's website	www.qualityeducationschool.com													
Age range of students	6-18 Years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				6-8				9-12					
Number of Students	Boys	254			Girls	165			Total	419				
Students' social/ economical background	Most students come from average income families													
Classes per grade in Primary and Intermediate Stages	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	2	1	2	2	2	2	2	2	2	1	1	
Number of administrative staff	9													
Number of teaching staff	43													
Curriculum	British													
Main language(s) of instruction	English													
External assessment and examinations	Optional IGCSE (International General Certificate of Secondary Education) Optional AS & A Levels (Advanced Subsidiary and Advanced Levels)													

Accreditation (if applicable)	Cambridge
Major recent changes in the school	<ul style="list-style-type: none"> • Appointments and addition of resources in 2019: <ul style="list-style-type: none"> – Introduction of department heads – Appointment of an IT person. – Appointment of a human resources specialist. – Introduction of Parent Portal. – Addition of shaded area near the canteen.