



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Talent International and The Infant School
Manama Branch - Capital Governorate
Kingdom of Bahrain**

Date of Review: 14-16 October 2019
SP002-C3-R008

Introduction

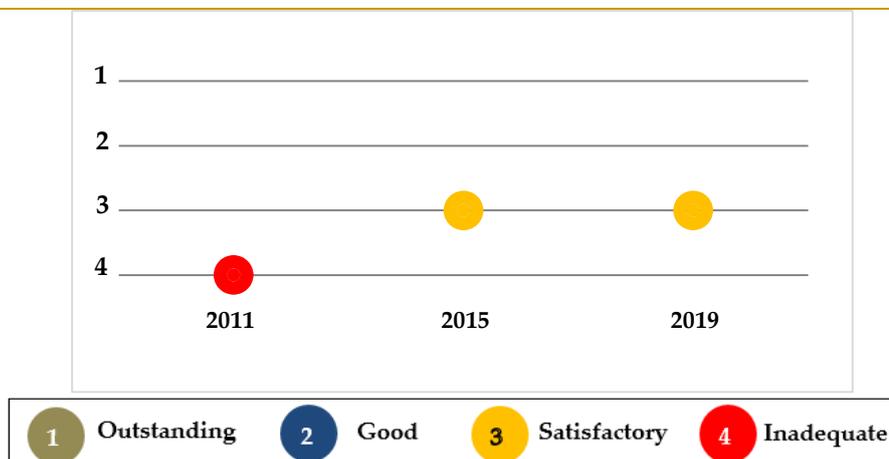
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the school's performance data and other documents. They met with 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 the internal examinations is high in the Primary School but inconsistent in the Middle and High Schools. Students' standards and progress are satisfactory overall, though low achievers' progress is insufficient. Students' learning skills are underdeveloped across the school.
 - Most students are self-disciplined and committed to positive behaviour. The majority of students participate in school activities with adequate confidence. Their competitiveness and innovation skills are limited.
 - The quality of teaching, learning and assessment is satisfactory overall, though it varies in the Primary School due to the inconsistent use of learning time, low expectations, lack of challenge and insufficient use of assessment to inform teaching and support students, particularly the low achievers.
- The school uses the 'Moodle' software in its systems and monitors students' academic and personal progress. It offers an adequate range of extracurricular activities and supports students with poor academic performance or those with personal problems. The impact of academic support programmes is inconsistent, while that of personal support is effective.
 - The school successfully raises the digital competency of teachers and offers professional development programmes, though the impact is not sufficiently monitored. There is a lack of commitment in developing positive relationships with the parent community and it is not consistently vigilant in monitoring the health, safety and hygiene of its facilities and environment.

Main positive features

- Students' self-discipline and their commitment to positive behaviour.
- The integration of technology in the school systems and the efforts made in raising the digital competency of teachers.
- The provision of extracurricular activities.

Recommendations

- Improve the effectiveness of leadership, management and governance by:
 - continuously conducting risk assessment and monitoring health, safety and hygiene of all school facilities and environment
 - developing stronger relationships with parents as key stakeholders
 - monitoring the impact of targeted professional development programmes that meet teachers’ training needs, particularly in the Primary School.
- Improve the effectiveness of teaching and learning strategies, focussing on:
 - ensuring students’ development of knowledge, understanding and skills
 - the productive use of learning time
 - the effective use of assessment results to inform teaching and support students of all abilities, particularly low achievers
 - raising the expectations and challenging students’ abilities.
- Ensure the impact of targeted academic support programmes for students of different abilities.

□ Capacity to improve ‘Satisfactory’

Judgement justifications

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| <ul style="list-style-type: none">• The school’s self-evaluation is regular, involving stakeholders, though this process does not include the appropriateness of buildings and facilities.• The school’s judgement of its performance in the Self-Evaluation Form (SEF) is higher than that reached by the review team by two grades in two aspects and by one grade in other aspects .• The strategic and action plans are linked to the self-evaluation results, with prioritised goals and success criteria. However, measurable performance indicators are not clearly indicated.• Students’ attainment in core subjects has improved in recent years and there is a | <p>system in place to monitor and track their 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, particularly in the Primary School.• The school has initiated improvement of its facilities to ensure the safety and hygiene of its environment. However, the quality control mechanisms are not sufficiently rigorous. |
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Quality of outcomes

□ Academic achievement 'Satisfactory'

Judgement justifications

- In internal examinations, attainment across the school has improved in the past two years. In the 2018-2019 Primary School examinations, pass rates are high ranging between 81% in Grade 5 mathematics and 100% in almost all other grades and subjects. Proficiency rates range between 60% in Grade 4 Arabic and 89% in Grade 3 Arabic.
- In the Middle School, pass rates range between 75% in Grade 7 English and 100% in Grade 6 Arabic and Grade 8 science, though proficiency rates are inconsistent ranging between 17% in Grade 7 English and 100% in Grade 6 Arabic.
- In the High School, pass and proficiency rates are inconsistent. Pass rates range between 50% in Grade 11 biology and 100% in a few subjects. Proficiency rates range between 18% in Grade 11 English and 71% in Grade 9 Arabic.
- In 2019, 38.5% of students opted for the International General Certificate of Secondary Education (IGCSE) examinations and all of them passed with 5 or more IGCSEs. The percentages of students attaining A* to C ranged between 33% in physics and 100% in English Literature. The percentages of students attaining A* to B ranged between 0% in Arabic and physics and 100% in English literature. There has been good improvement in IGCSE results in 2019, with the percentage of students attaining A* to C improving in all subjects.
- In the 2016 Progress in International Reading Literacy Study (PIRLS), the school's score is 505.6, which is at an intermediate level.
- In lessons and written work, students' standards in core subjects are in line with curriculum expectations. Their progress in lessons is adequate overall, though inconsistent in the Primary School. Across the school, low achievers do not make adequate progress as too little attention is paid to their individual needs.
- Students' learning skills are adequately developed in the High School, where the majority of students develop skills of critical thinking, problem solving and independent learning. However, in the Primary and Middle Schools, they do not develop these skills sufficiently due to limited opportunities being provided.
- In Arabic and English, while students' oral skills are secure across the school, their writing skills are not sufficiently developed, particularly in Arabic in the Primary School.
- The majority of students across the school adequately develop essential mathematical skills and scientific understanding. For example, students in Primary School discuss the optimum conditions of plant growth and in High School they use rules to simplify logarithmic expressions.

Areas for improvement

- Progress made by low achievers in lessons across the school.
- Learning skills in the Primary and Middle Schools.
- Development of writing skills, particularly Arabic in the Primary School.

□ Personal development & social responsibility 'Satisfactory'

Judgement justifications

- Most students are self-disciplined and feel comfortable and safe at the school. Attendance rates are high and most students are punctual in going to lessons. They behave well and the majority show a positive attitude towards work ethics by completing their tasks with integrity and are adequately able to deal with learning pressures.
- Students positively embrace local citizenship and Islamic values and display an understanding of the traditions of Bahrain. They take up social responsibilities through participating in National events like 'National Charter Day'. High school students voluntarily become involved in beach cleaning and visit the elderly care centre and an orphanage in the locality.
- Students in the Primary and Middle Schools participate with adequate confidence and enthusiasm in the various school activities like the weekly Science, Technology, Engineering and Mathematics (STEM) activities and Robotics. High School students take leadership roles through the Students' Council. In lessons, although the majority of students demonstrate suitable confidence, they do not sufficiently develop leadership and decision-making skills due to the limited opportunities provided to them.
- Students develop communication skills and social relationships satisfactorily while taking part in activities such as the science expo and 'Future Arab Leaders' programme. However, their skills in presenting views or building on each other's ideas are not sufficiently developed in lessons.
- Across the school, students show suitable awareness of health and environment issues. The majority of students participate in recycling activities and are conscious of their personal appearance and in keeping classrooms and school grounds litter free.
- A few students develop competitiveness adequately through participating in events such as Spelling Bee, mental mathematics and inter-school football and basketball tournaments. Nevertheless, these opportunities are too limited. Students' ability to face challenges and present innovative ideas are also limited across the school.

Areas for improvement

- Students' development of leadership skills, particularly in lessons.
- Students' competitiveness and innovation skills across the school.

Quality of processes

□ Teaching, learning & assessment 'Satisfactory'

Judgement justifications

- Teachers use a suitable range of teaching and learning strategies in most lessons, such as question and answer, group and individual work, brainstorming and whole class discussions which productively engage the majority of students.
 - Lessons are planned appropriately and the majority of them are orderly with a suitable impact on students' learning. In the better lessons, teachers provide instructions, relevant examples and use positive reinforcement to encourage students to participate. However, in the less effective lessons, particularly in the Primary School, the use of learning time is inconsistent as there is more focus on moving to the next activity as opposed to ensuring students' understanding and allowing enough time for their support.
 - Teachers use different assessment methods in the majority of lessons, including peer assessment. However, there is more inclination to use group assessment instead of individual, which affects the accuracy of assessing individual students' progress and does not meet their learning needs, particularly the low achievers. Low achievers are also dominated by the high achievers' responses and suggestions in most of these activities. Most assessment is followed by generic oral feedback which
- does not sufficiently support students in knowing the areas to be developed in their individual performance.
- The opportunities given to students to think critically and analyse and solve problems are limited to some lessons in High School, particularly in English and science. However, in the Primary and Middle Schools, there is a tendency for teachers to provide answers immediately without giving students the opportunity to think for themselves or raise expectations from them to broaden their perceptions.
 - Teachers demonstrate a positive attitude towards the use of technology, such as the Moodle software in lesson delivery, providing learning activities and uploading homework. In the Middle School for example, students use iPads effectively in lessons. However, these practices are yet to spread across the school.
 - Although teachers' lesson plans include differentiated activities, the implementation of differentiation in most lessons is not effective in raising expectations or challenging students' different abilities. This adversely affects the development of creativity and innovation skills across the school.

Areas for improvement

- The use of learning time, particularly in the Primary School.
- The utilisation of assessment for learning to challenge students of different abilities and support low achievers.
- The use of differentiation in lessons and raise expectations across the school.

☐ Empowerment & meeting needs 'Satisfactory'

Judgement justifications

- The school systematically monitors, tracks and analyses students' academic progress and behaviour through its Moodle system. Low achievers are supported through weekly remedial classes. Although high achievers are motivated and appreciated by including their names on the honour roll, there isn't any programme to enrich them academically. Talented students are encouraged to showcase their talents through school events such as the art exhibition. However, the impact of the academic support programmes for students of different abilities is inconsistent.
- Students' personal problems are addressed well, ensuring privacy and confidentiality. This is through regular and individual counselling sessions. The school's case study reports indicate that a student who received personalised counselling has significantly improved her academic and personal skills.
- The school adequately reinforces students' experiences and talents through the provision of extracurricular activities which meet their different needs and interests. This includes the weekly STEM activities, science and art exhibitions, Arabic and English weeks' special activities, field trips and sports. The school also offers mental mathematics, robotics and abacus lessons for its Primary and Middle School students. However, the provision of career guidance is not well-focused in catering for students' future academic aspirations.
- Although the school conducts regular fire drills and yearly maintenance of facilities, its risk assessment and quality control mechanisms are not sufficiently rigorous to ensure consistency of the safety and hygiene of the school environment. Nevertheless, the school has initiated some corrective measures following health and safety observations.

Areas for improvement

- The continuous maintenance of buildings and quality control of various facilities to ensure a hygienic and risk-free environment.

- The impact of the academic support programmes provided for students of different abilities.
- The provision of more focussed career guidance to prepare the students for their next stage of education.

Quality assurance of outcomes and processes

□ Leadership, management and governance ‘Satisfactory’

Judgement justifications

- The school implements a regular self-evaluation which involves key stakeholders. This includes a SWOT analysis, feedback from BQA’s previous review report, and surveys of students, parents and staff. However, the appropriateness of the school buildings and other physical facilities is not included in the evaluation process.
- The school’s three-year strategic plan is linked to the results of the self-evaluation and based on the desired improvements such as the quality of teaching and students’ achievement. The 2019-2020 action plan indicates prioritised goals and success criteria. However, timeframes are generic and measurable key performance indicators are not clearly indicated.
- The senior leadership team motivates staff and encourages them to work towards a common mission, particularly in the integration of technology in school systems. This is done through acknowledging their performance through incentives, recognising the staff of the month and successfully raising teachers’ digital competency.
- The senior leaders and heads of departments conduct regular class observations and provide verbal and written feedback to teachers. Regular staff meetings are held, and teachers are encouraged to share best practices. The school has provided several professional training workshops to teachers, both in-house and externally, on topics such as ‘21st century skills’ and ‘Cambridge International Education’. However, training is mostly general and not based on teachers’ individual needs, hence the impact of these sessions on the performance of teachers is inconsistent, particularly in Primary School.
- The school uses the available resources such as computer and science laboratories and the library adequately. In classes, teachers use a suitable range of resources to facilitate and support the teaching and learning processes.
- The school makes adequate use of local facilities and other schools in expanding students’ experiences and adopting best practices. This includes students participating in interschool competitions, using the lab facilities at Al Noor International School for their practical work in chemistry, and teachers broadening their experience through observing the lessons of their counterparts at St. Christopher’s School. However, there is a lack of commitment in developing communication channels and positive relationships with the parents.
- The Board of Directors meets periodically to discuss the school’s performance, contribute to future plans and provide general guidance to the school’s leadership. However, it does not critically hold the Principal to account.

Areas for improvement

- The continuous monitoring of the appropriateness of school buildings and facilities.
- Establishing a strong relationship between the school and its parent community.
- Effectively identifying and meeting individual teachers' needs, with a systematic follow-up of the impact on students' learning, particularly in the Primary School.

Appendix 1: Characteristics of the school

Name of the school (Arabic)	مدرسة المواهب العالمية والأطفال – فرع المنامة													
Name of the school (English)	Talent International & The Infant School – Manama Branch													
Year of establishment	1971													
Address	Villa 46, Block 1387, Road 5641, Salihiya 356													
City / Town / Governorate	Manama / Capital													
School's telephone	172522346	32334200				Fax			17263362					
School's e-mail	info@talentschools.com													
School's website	www.talentschools.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	130			Girls	120			Total	250				
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	3	2	2	1	1	1	1	1	1	1	1	1	
Number of administrative staff	7													
Number of teaching staff	31													
Curriculum	British													
Main language(s) of instruction	English													
External assessment and examinations	IGCSE (International General Certificate of Secondary) (Optional)													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> • Addition of Grades 11 and 12 in 2018 and 2019 respectively. • Introduction of the use of iPads in lessons in the Middle School in 2019. 													