



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Bangladesh School - Bahrain
Gafool – Capital Governorate
Kingdom of Bahrain**

**Date of Review: 27-29 March 2017
SP021-C2-R036**

Introduction

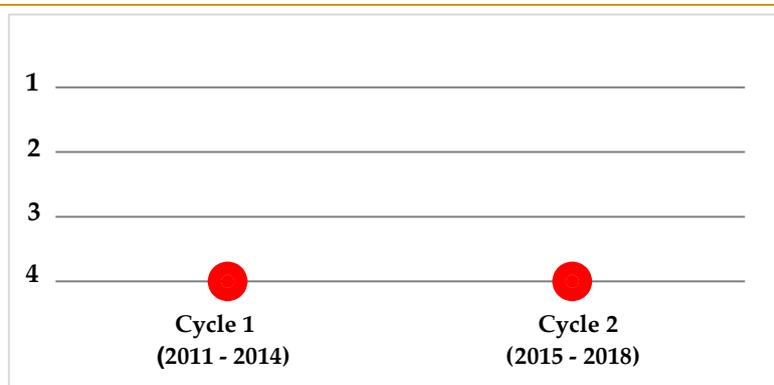
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They met with staff members, 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	Students' academic achievement	4	4	4	4
	Students' personal development	4	4	4	4
Quality of processes	Teaching and learning	4	4	4	4
	Students' support and guidance	4	4	4	4
Quality assurance of outcomes and processes	Leadership, management and governance	4	4	4	4
Capacity to improve		4			
The school's overall effectiveness		4			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



1 Outstanding	2 Good	3 Satisfactory	4 Inadequate
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School Report

Percentile words used in relation to different judgements

Grade	Relative words used	Interpretation
Outstanding	All / Almost all	Indicates completeness and comprehensiveness/about to reach completeness and comprehensiveness.
	The vast majority	Indicates an amount that exceeds most.
Good	Most	Indicates an amount that exceeds majority.
Satisfactory	Majority / Adequate / Suitable / Variable	Indicates more than average.
Inadequate	Minority / Few	Indicates less than average.
	Limited	Indicates less than minority.
	Very limited	Indicates scarcity/rarity.
	None	Indicates unavailability/nothing.

School's overall effectiveness 'Inadequate'

Judgement justifications

- Despite the senior leadership's awareness of the current challenges through the self-evaluation, which involves staff, students and parents, and the realistic strategic and action plans, the impact of professional development programmes is not sufficiently evident on raising students' academic achievement in internal examinations or in lessons. Nor are the follow-up mechanisms rigorous enough to improve the teaching practices.
- Students show commitment to Islamic values and behave well generally.
- Students' academic achievement is inadequate as proficiency rates of 2015-2016 are mostly low and teaching limits students' progress in most lessons and in their written work in core subjects. This is due to the inadequate range of strategies used and the teaching approach that consumes students' learning time, limits the opportunities to effectively assess individual progress and that are overwhelmingly teacher-centred.
- Despite the large population of students in the school, there is no systematic approach to diagnose and cater for their different learning needs.
- The over-populated school environment represents a hygiene hazard, as aggravated by the inadequate buildings

and the unsafe traffic movement in conjunction with the monitoring of students' movement during dismissal.

- The current situation of renewing the school license constrains it from making

significant improvements and the process needs to be accelerated.

Main positive features

- Students' behaviour and commitment to Islamic values.

Recommendations

- Accelerate the process of renewing the school license.
- Ensure the provision of a healthy and safe environment for students and staff, with attention to the over populated classrooms and inadequate buildings.
- Utilise the self-evaluation outcomes in addressing the challenges faced, particularly:
 - raising students' academic achievement in all examinations and lessons
 - improving the effectiveness of professional development programmes and the follow-up mechanisms.
- Improve the quality of teaching and learning by:
 - implementing a range of effective teaching strategies to meet the needs of all students
 - using lesson time efficiently to facilitate effective and productive learning
 - using assessment results for planning and ensuring students' individual progress.
- Implement a systematic approach to identify all categories of students and meet their academic needs effectively.

□ Capacity to improve 'Inadequate'

Judgement justifications

- School self-evaluation is comprehensive and planning focuses on addressing the continuous challenges. However, the turnover of teachers and the current licensing situation negatively affect the school and have prevented it from improving the overall performance

between the 2012 review and the current one.

- Students achieve mostly high results in the 2016 Dakha Board examinations, particularly for Grades 10 and 12. However, internal pass results are

inconsistent and most proficiency rates are low.

- Teaching is mostly unsuccessful in enabling all categories of students to achieve adequate progress, due to the continuous turnover of teachers that limits the impact of professional development programmes.

- The school faces several challenges, mainly the recruitment of qualified teachers due to legal and licensing issues, the inappropriate school campus that is over populated, and the financial status that constrains the school leadership and the Managing Directors from improving the current situation.

Quality of outcomes

□ Students' academic achievement 'Inadequate'

Judgement justifications

- Students achieved high pass rates in the 2015-2016 internal examinations in Primary School, ranging between 75% in English Grade 3 to 100% in science and Bangla in Grade 4. However, pass rates were lower in Grade 5, particularly in Bangla and mathematics. In Middle School, rates were high in Bangla between 75% to 92% and English at 97% in Grade 6. They were low in mathematics, being between 28% and 66%, and in Grades 7 and 8 sciences, English in Grade 8 was 30%.
- In High School, rates varied from 0% in Grade 12 mathematics, physics and chemistry, to 100% in biology in Grades 12 and 10 and in higher mathematics for Grade 10 as well. Commerce stream pass rates were mostly average, between 67% in Grade 11 accounting and 77% in Grade 11 business and finance.
- Proficiency rates in internal examinations of the academic year 2015-2016 were inconsistent. In the Primary School, they range in mathematics from 13% in Grade 5 to 94% in Grade 1. In the Middle School, the proficiency rates ranged from 8% in Grade 8 mathematics to 69% in Grade 6 English. High school rates were mostly low and between 0% in all core subjects of Grade 12 to 85% in Grade 10 biology.
- Students' pass rates are high and mostly stable over the period 2014 to 2016, though from Grades 2 to 4 there is a decline in the pass rate percentages in core subjects of the same cohort.
- In the Dakha Board results of 2016, students' results are mostly high in Grades 10 and 12, but slightly inconsistent in Grade 5 mathematics and Grades 8 and 12 in Bangla.
- In the 2016 Cambridge International General Certificate of Secondary Education IGCSE, with a very small number of students taking these examinations, pass rates were low in biology, chemistry and physics with very low proficiency of students achieving A* to B in all subjects across the school.
- In High School, the majority of students achieve age related standards in both lessons and their written work in the science and commerce streams. The few more able students make adequate progress, but students' progress is limited in core subjects' lessons and in their written work as a significant proportion of students of different abilities do not develop understanding and skills, mainly due to low expectations and insufficient support provided to them within lessons, particularly in mathematics and class teaching.
- Students' listening, speaking, and reading skills in English are adequate, with most having sufficient vocabulary and comprehension. However, the majority have difficulty in reaching the expected level in their extended writing, in Arabic, and their reading and writing skills are not up to the expected levels for their ages.

- In mathematics and science, students rely on memory recall and skills such as problem solving, but in science, practical skills are not developed.
- Only in the better lessons can students define the process of formulating chemical equations and acquire a basic understanding of concepts such as trigonometry.
- The more able students make adequate progress in lessons. However, progress made by low achieving students and those with special educational needs (SEN) is inadequate due to the insufficient support and attention provided by teachers.

Areas for improvement

- Standards and progress made by students of different abilities in lessons, particularly in class teaching and mathematics.
- Proficiency rate across the school in internal examinations.
- Students' attainment in IGCSE.

□ Students' personal development 'Inadequate'

Judgement justifications

- In annual days, the vast majority of students are involved in activities such as Mela Fair and Sports Day, but only a minority of students participate in school life such as the drawing competition of a 'Dream Car'. Students, mainly from High School, show adequate self-confidence and assume leadership roles in the Students' Council and take part in gardening. However, in most lessons and due to the teaching methods, opportunities to assume leadership roles are rare. This negatively impacts the self-confidence and initiative of the majority of students, particularly in Primary School.
- Students behave appropriately in school. Behavioural misconduct is low as a result of mutual respect and students' commitment to school rules and regulations. This shows in their sense of psychological security, with the exception of a very few cases of harsh treatment by some teachers.
- Students reflect their understanding of Islamic values through their respect to each other. They demonstrate an appropriate understanding of the heritage and culture of Bahrain through learning Arabic, participation in National Day celebrations, and field visits to local sites such as Al Areen wildlife and Bahrain International Circuit.
- Most students are committed to attending the school on time, except for few cases of tardiness.
- There are very few examples of students developing independent learning skills, such as the use of the dictionary in some lessons and participation by a minority of

students' in 'Mathematics Safari'. However, development of such skills is not evident in lesson delivery or the type of homework or assignments given to students.

- Only a minority of students are provided with the opportunity to work together

and develop their communication skills through the few meetings of the students' committee in school. Others are mostly too shy to develop such skills and are not given the opportunities in the majority of lessons, due to the teaching strategies and over-populated classrooms.

Areas for improvement

- Students' self-confidence and assumption of leadership roles.
- Students' independent learning skills.
- Communication and working effectively together.

Quality of processes

□ Teaching and learning 'Inadequate'

Judgement justifications

- In the majority of core subjects, teachers use basic teaching and learning strategies that are mostly teacher-centred and mainly ineffective, such as question and answer with a focus on lecturing. This negatively impacts the development of students' understanding and skills and limits their progress, particularly in Primary School. However, in the few better lessons in commerce and science streams in High School, teachers use suitable teaching methods such as discussion and questions for learning which shows positively in students' development and understanding.
 - Teachers' use of educational resources is basic due to limited resources, and their focus is mostly on the use of the whiteboard, small posters and flashcards. This does not positively increase students' engagement and participation in most lessons.
 - Class management is appropriate in terms of behaviour management. However, only a few teachers use regular daily lesson plans, resulting in poor management of learning time and affecting productivity in the majority of lessons. Because of this many lessons tend not to finish on time and do not ensure that students' individual learning has taken place. Some activities are not commensurate with age related expectations due to being either too easy or not challenging students of all abilities.
- In the few better lessons, teaching encourages and motivates students towards active learning by providing some opportunities to discuss and present their work. However, this is not taking place in most lessons.
 - In most lessons, particularly in mathematics, English and all class teaching lessons, assessment is not used regularly to inform teaching, judge students' progress, and diagnose and meet their different needs. Teachers use ineffective assessment methods, where they either assess students orally or conduct whole class assessment with no differentiation in delivery or written assessment to measure students' individual learning and to provide the appropriate feedback and support needed.
 - Whole-class teaching dominates in most lessons across the school. Consequently, the more able students are not sufficiently challenged and the less able are not adequately supported. Written activities and homework also lack differentiation and rigour.
 - In a few better lessons in commerce and science, students are provided with limited opportunities to justify and reflect on their responses. However, across the school the delivery of lessons does not aim at developing higher order thinking skills.

Areas for improvement

- Effective use of teaching and learning strategies and educational resources that engage students and promote their understanding.
- Assessment for learning and differentiation in lessons to inform teaching and to provide support for all students.
- Productive use of time which leads to effective learning.

□ Students' support and guidance 'Inadequate'

Judgement justifications

- Adequate academic support is provided to students sitting for Board examinations, which has an impact mostly on the high results in Dhaka Board examinations. However, with overpopulation of students the school lacks a systematic approach to effectively diagnose their individual learning needs and therefore provide the appropriate support or enrichment programmes. Low achievers sometimes receive help from individual teachers, but high achievers are not sufficiently challenged in the majority of lessons. Talented students take part in some competitions that focus mostly on sports.
- The school provides financial support to students in need and supports students appropriately whenever they face personal problems. The school also monitors students' behaviour and works on raising their awareness about smoking and personal hygiene.
- Students are provided with some opportunities to participate in yearly activities such as sports day and celebrating Independence Day. Members of the Students' Council have a role in organising students in assembly and break time. However, the school does not provide a range of extracurricular activities that match students' different interests and enrich their learning experiences.
- Students and staff participate in evacuation drill, and the school nurse has a role in following up and dealing with any medical cases. However, due to the campus being over populated, the toilets and classrooms are not sufficiently hygienic. Additionally, the organisation of students' movement at dismissal times is not secure enough and represents a potential threat to students' safety.
- Students are not provided with an induction programme to help them settle into the school. Transition programmes that prepare students for the next stage of their education are insufficient. Students in High School are provided with sufficient information and advice regarding the streams and on moving into further education through an orientation programme.
- The teacher assigned by the school to support students with special educational needs and disabilities (SEND) is unqualified, as a result they do

not get sufficient support due to lack of accurate diagnoses and individual learning plans.

- There are few opportunities provided to develop life skills and those available are mostly provided for High School

students such as creating a simple website using HTML and participating in an AIESEC programme to develop leadership skills.

Areas for improvement

- Identification of and support for the different learning needs of students.
- Extracurricular activities that match students' interests and enrich their learning experiences.
- The provision of a healthy and safe environment for staff and students.
- Support provided to students with disabilities and special educational needs, through accurate diagnoses, individual plans and effective programmes inside and outside class.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Inadequate'

Judgement justifications

- The school self-evaluation includes all aspects of the school's performance and involves staff, students and parents. This results in identifying the school's strengths and the majority of the immediate areas for development. The school's senior leadership is aware of most of the current challenges and constraints, particularly in recruitment and quality of teaching and learning. However, it does not focus on improving internal examinations, to properly assess students' performance.
- The strategic and action plans are realistic with prioritised goals, success criteria, and the means of evaluating progress. This is based on analysis of external examination results, regular curriculum review and priorities identified by students, parents and teaching staff. However, the rigorousness of the follow up mechanisms of lesson observations is insufficient in improving classroom practices, and planning does not cater for effectively developing students' personalities in lessons.
- The school's documented constitution specifies in detail the roles and responsibilities of the school's Principal and the different committees in the governing body. The senior leadership motivates staff and encourages them to work towards a common mission. Regular staff meetings are held and teachers are encouraged to attend departmental and whole-school training sessions to share the best practices.
- An adequate range of professional development programmes is offered to all teachers such as 'Extending Children's Special Abilities', 'Effective Strategies', and on 'Cambridge International Examinations'. However, as a significant proportion of teachers are new to the school, the school's leadership is in the process of inducting them into the school by providing relevant training in selected small groups. Due to teachers' turnover, the school is currently facing difficulties in appointing teachers with appropriate qualifications matching the subjects and grade levels they teach, which limits the effectiveness of most workshops offered on the progress students of all abilities make in lessons.
- The school has the essential resources and facilities such as computer and science laboratories, library and textbooks. Although the available budget is utilised in sustaining the school, it does not ensure an adequate learning environment due to the school being overcrowded with some safety hazards within the campus and during dismissal of students.
- The school has developed adequate links with the local community by participating in national events, annual

fairs and cultural 'melas' involving the Bangladesh community. Students also get opportunities to interact with their counterparts from a few local schools in Bahrain. These links have a positive impact on their behaviour, conduct and aspirations.

- The Board of Directors has responsibility for renewal of the school license, which needs to be accelerated in order to start

improving the school situation. The management committee is well aware of the ongoing work of the school through regular meetings. It is committed to its advisory role and the provision of strategic direction for the school leadership. It holds the school's senior leadership accountable, particularly for students' attainment in the Dhaka Board examinations.

Areas for improvement

- The impact of strategic planning on improvement in students' progress in lessons, their personal development and safety issues.
- The effectiveness of professional development programmes, with an impact on the performance of teachers in lessons.
- The effective utilisation of learning resources and facilities to broaden students' experiences in learning.

Appendix: Characteristics of the school

Name of the school (Arabic)	المدرسة البنغلاديشية - البحرين													
Name of the school (English)	Bangladesh School - Bahrain													
Year of establishment	1995													
Address	Villa 68, Road 5630, Block 356, Kanoo Garden													
Town / Village / Governorate	Gafool / Manama													
School's Contacts	17257745				Fax				17275782					
School's e-mail	Principal@bangladeshschool.org													
School's website	http://bangladeshschool.org/													
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		476		Girls		415		Total		891			
Students' social background	Asian expatriate students from low income backgrounds													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	4	4	3	3	4	4	3	2	3	1	1	
Number of administrative staff	9													
Number of teaching staff	71													
Curriculum	<ul style="list-style-type: none"> National Curriculum of Bangladesh Grades 1 to 12. Cambridge International Curriculum Grades 6 to 10. Ministry of Education for Arabic, Islamic studies, citizenship, and Bahrain geography, history for Bahraini and Arab students. 													
Main language(s) of instruction	English, Arabic													
Principal's tenure in the school	4 years													
External assessment and examinations	Bangladesh National Examinations, Primary School Certificate (PSC) for Grade 5, Junior School Certificate (JSC)													

	for Grade 8, Secondary School Certificate (SSC) for Grade 10, Higher Secondary Certificate (HSC) for Grade 12, Cambridge International General Certificate of Secondary Education (IGCSE) Examinations for Grade 10
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • An Assistant Principal appointed in 2016. • Higher Secondary Grades 11 and 12 added. • Expansion of the school premises by adding one additional building.