



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

Directorate of Private Schools & Kindergartens Reviews Review Report

**Al Rawabi Private School
Jiblat Hebshi – Northern Governorate
Kingdom of Bahrain**

**Date of Review: 4-6 May 2015
SP007-C2-R003**

Introduction

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

Summary of review judgements

Outstanding 1

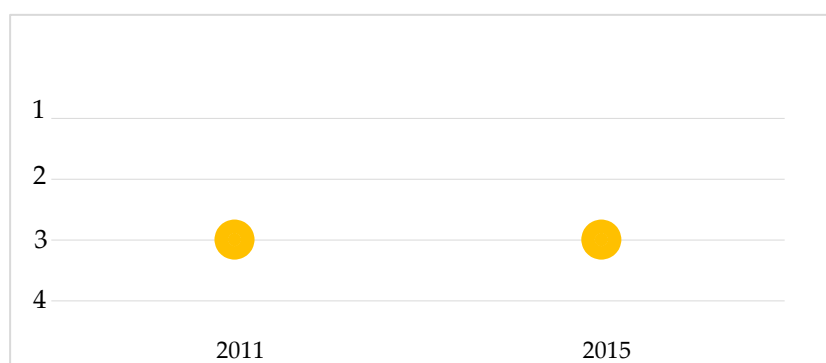
Good 2

Satisfactory 3

Inadequate 4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	3	3	3
	Students' personal development	3	3	3	3
Quality of processes	Teaching and learning	3	3	3	3
	Students' support and guidance	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 review cycles.



1 Outstanding 2 Good 3 Satisfactory 4 Inadequate

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 'Satisfactory'

Judgement justifications

- All review aspects are judged to be satisfactory.
- Students' standards and progress are at the satisfactory level, whether in lessons or in their written work.
- Despite the high pass rates in the internal examinations, competency rates fluctuate.
- Students participate eagerly in the various school activities, but their participation in lessons varies and is dependent on the teaching strategies. They do not show the same extent of enthusiasm in the majority of lessons.
- Despite students' personal development being judged as satisfactory, students generally behave well, feel safe and secure in the school and show strong commitment to the values of Islam and Bahraini heritage.
- While teachers use effective strategies in some lessons to engage students in their learning, the majority of lessons are teacher dominant. Resources are generally used adequately and on-going assessment is carried out in most lessons. Using these assessment results to meet students' different learning needs is still inconsistent.

- Students are sensitively supported when they face personal problems, which helps them to overcome challenges successfully and enables them to settle well in the school.
- The school provides various enrichment and remedial programmes to the different groups of students, resulting in satisfactory academic progress.
- The leadership has developed a new strategic plan based on the results of comprehensive self-evaluation.
- The school has developed a new performance management and monitoring system, with professional development programmes rigorously implemented. However, there is a wide variation in the impact of these newly introduced measures on actual classroom practices.
- The Board of Directors provides a sense of direction to the school, holding it accountable for performance while supporting the school in its ambitious strategic planning and use of resources. This contributes to positive relationships in the school community which encourage and motivate the staff towards change and development.

Main positive features

- Students are sensitively supported when they face personal problems, helping them to successfully overcome challenges.
- Relationships among the school community are positive, which provides motivation and encouragement towards positive change.
- The newly developed strategic plan is based on the results of comprehensive self-evaluation.

Recommendations

- Rigorously monitor the school's plans and use of resources, ensuring their effective impact on improving practices in classrooms and raising students' academic achievement.
- Follow up the impact of professional development programmes on improving teaching and learning, with focus on:
 - developing students' basic skills in core subjects
 - using assessment for learning
 - differentiation to meet students' different learning needs
 - students' effective participation in lessons
 - developing students' independent learning skills.
- Make use of the tracking of students' academic and personal data to systematically plan for targeted remedial and enrichment programmes that meet students' different learning needs both in and out of lessons.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The school has a three-year strategic plan that is based on clear improvement priorities identified from comprehensive self-evaluation. This is positively reflected in improving certain aspects of the school's work such as proficiency rates, students' attendance and behaviour.
- Performance is rigorously monitored by the school's leaders. Action plans are set to address weaknesses, such as targeted professional development programmes with follow up to check their effect on actual practices. However, the impact of these is still inconsistent across the school, an issue the school is still pursuing.
- The new leadership has delegated new responsibilities to the staff through establishing middle leadership, holding them accountable for students' and teachers' performance and monitoring performance. This is all accomplished through maintaining an encouraging and motivating school community that directs staff toward positive change.
- The school faces a few challenges that it must overcome to improve its performance. External benchmarking has been introduced, but students' uptake of these is still weak in the higher grades. Another challenge is the limited resources compared to the school's population, such as the school canteen and sports hall.

Quality of outcomes

□ Students' academic achievement 'Satisfactory'

Judgement justifications

- Students achieve high pass rates in all core subjects in the school's internal exams. In the first semester in 2014-2015, pass rates ranged between 81% and 100%.
 - In the majority of lessons, students' standards and progress are age appropriate across the school.
 - Tracking students' results over the past three years from 2012 to 2014 indicates that most students are making appropriate progress in internal examinations. The proportion of students exceeding 80% varies between subjects and grades.
 - In the IGCSE examinations in 2014, only two students scored A and A* in Arabic while students' scores generally ranged between B in mathematics and D in biology and physics.
 - Proficiency rates are largely consistent with pass rates in Grades 1 to 4. However, proficiency rates dropped in middle school, particularly in English in Grade 7. Additionally, proficiency rates are very low in mathematics in Grades 11 and 12 and in biology and chemistry in Grade 11.
 - High pass rates reflect students' standards in good lessons, particularly in mathematics in the primary stage and Arabic in Grades 1 to 3.
 - The majority of students acquire basic skills appropriately in core subjects.
- Students' written work demonstrates satisfactory standards and progress, as the work presented to students tends to be mostly unified to all students.
 - In both Arabic and English, students' speaking and reading skills are better developed than their comprehension and writing skills.
 - In science, the majority of students acquire age-appropriate basic skills and concepts. For example, the majority of students in Grade 6 are able to explain Newton's Law. However, students' investigative and practical skills are not sufficiently well developed across the school, since the focus is on facts and concepts acquisition rather than developing these skills.
 - In mathematics, students' overall understanding of basic mathematical concepts is suitably well developed, for example their understanding of numbers and arithmetic operations. In middle school, students are able to find the area and volume of simple shapes. Only a few students have developed mathematical problem solving skills independently.
 - High achieving students progress appropriately in accordance with their different abilities in most lessons and in the different activities provided for them. Low achievers' progress is inconsistent as support provided to them is erratic.

Areas for improvement

- Students' comprehension and writing skills in both English and Arabic.
- Students' practical, investigative and problem solving skills in science and mathematics.
- Progress of low achievers and further progress of high achievers.

□ Students' personal development 'Satisfactory'

Judgement justifications

- Students' ability to learn independently is suitably developed through extra-curricular activities such as the Science Fair Projects and participating in the research competition in Gulf Petrochemical Industries Company (GPIC). A few opportunities are provided in lessons, for example researching the meaning of words in dictionaries in science, but independent learning is not consistently well developed in lessons due to lack of opportunities.
- The majority of students participate enthusiastically in the various activities such as UN Day and Sports Day and show adequate interactions during break times. Their participation in and contribution to activities in lessons is not to the same extent, depending largely on the quality of teaching. In many cases, students lack the initiative to put forward ideas, express opinions and ask questions.
- Most students interact with each other in a friendly school community, feeling safe and secure as they are sensitively supported and vigilant supervision is provided by the staff.
- Students show strong understanding of Islamic values and Bahraini culture and are committed to the values of citizenship, evident in their participation in National events such as the Bahrain First festival, taking part in charity work for the elderly and orphans, and visiting historical sites such as the Bahrain National Museum and Bait Al-Koran.
- Most students behave well and respect their peers and teachers, interacting in a harmonious atmosphere during most lessons, activities, and assembly and break times.
- Students attend school regularly and punctually, with daily attendance averages ranging between 90% and 94%. Late arrivals are promptly followed up and appropriate actions taken.
- Most students are punctual to lessons, though a few students are late to morning assembly. The school is taking action to encourage them to be punctual, such as awarding them in assembly.
- Students work and communicate together effectively around the school, also interacting in the various committees and activities such as the Students' Council and Discipline Committee. In the latter, they take responsibility in guiding and educating others about keeping to the school's rules and regulations. Students also take part in the Pythagorean Spiral Project in mathematics. Opportunities in lessons are inconsistent due to teachers' domination of the majority of lessons, which does not provide sufficient time

for students to work and communicate | together.

Areas for improvement

- Students' ability to learn independently and collaboratively.
- Students' confident participation and active leadership roles, particularly in lessons.

Quality of processes

□ Teaching and learning 'Satisfactory'

Judgement justifications

- Teachers generally manage the students well. This leads to most classrooms having a positive atmosphere for learning.
 - Some teachers use a variety of teaching and learning strategies which help to enliven learning and secure the engagement and interest of the students. In better lessons, teachers use group and paired work, role play, games and challenges, all of which contribute to effective learning. On the other hand, in the majority of lessons the dominant strategy used is teacher exposition. This sometimes extends to almost the whole lesson, slowing learning as the students' interest wanes.
 - Resources are appropriately used to facilitate learning. In the more effective lessons, for example, teachers generally make use of interactive white boards to encourage students' engagement and cater for different learning styles.
 - Teachers adequately encourage students to participate in lessons. In some good lessons, students are motivated and there are good examples of teachers providing opportunities for students to collaborate, thereby providing good motivation to learn.
- Students' higher order thinking skills are sufficiently developed, particularly in good lessons, for example drawing conclusions and giving justifications in science.
 - In most lessons, verbal on-going questions take place to check students' achievement of the objectives.
 - Assessment results are not always used to guide teachers in setting work that matches students' learning needs. In the best lessons, teachers question students well and use these oral assessments to adjust the content of the lesson. This is not the case in the majority of lessons as answers are gathered collectively and feedback is not provided.
 - Students' work is invariably marked, but teachers rarely provide guidance to help students to improve their work in order to reach the next step in their learning. Comments are, in the main, restricted to encouragement.
 - Although differentiation is referred to in most teachers' plans, this is not implemented well in most lessons. In almost all lessons' work is pitched at one level. This leads to a lack of challenge in work set for high achieving students and work that is too hard for low achievers.

Areas for improvement

- Differentiation in lessons that leads to support for low achievers and sufficient challenge to higher ability students.
- Effective teaching and learning strategies that engage students in their own learning.
- Assessment, including on-going assessment, marking and assessment of prior learning, and using its results to meet students' different learning needs.

□ Students' support and guidance 'Satisfactory'

Judgement justifications

- Students are sensitively supported when they face personal problems, through various guidance programmes such as 'I Can Change'. Effective measures are also taken by the support team which have led to a significant decline in personal incidents and problems. The support team has created case studies and successfully managed to solve problems such as selective mutism.
- The needs of different categories of students' academic needs are tracked and met through various means. For example, high achieving students are honoured by certificates and by publishing their photos in the Roll of Honour and the schools' weekly newsletter. Remedial lessons are provided for low achievers, as are learning programmes and sessions for those with learning difficulties.
- Gifted and talented students are supported effectively by developing their talents through a number of programmes and events, such as participating in the talent exhibition in school and the role of the choir in the Ministry of Education's orchestra. Other activities include participating in international competitions such as drawing in Slovenia and Japan, and playing the piano in the Bahrain Embassy's ceremony in France.
- Support is provided for students with disabilities such as assigning a seat for them during the morning assembly and allocating appropriate classrooms for them.
- Students' experiences are met by various internal and external activities and events such as Sports Day, Marathon Walk, and plays like 'No to Violence, Yes to Tolerance', as well as trips to the Supreme Council for Women and the '1001 Inventions' exhibition.
- New students are inducted to the school through Orientation Week, being welcomed with entertainment programmes including cartoon characters and balloons and then introduced to the school facilities and rules.
- Students are prepared for the next stage of their education in different ways, such as organising visits to the next grade level. Workshops are also conducted to familiarise students with the 'IGCSE' and the 'IBDP', in addition to welcoming some universities such as Polytechnic University to guide students in Grade 12 in their future choices.
- The school undertakes risk assessment regularly, maintains its buildings, and trains staff and students on evacuation. It

provides clinic services and health projects such as 'Health Week', 'Healthy Breakfast' and 'Global Week of Diabetes. First aid boxes and security cameras are provided in all school facilities.

- Students' life skills are promoted in lessons, for example through displaying

and reading data in mathematics, as well as providing workshops on safety in using social media networks.

- Due to the large number of students, the canteen and the exits at the time of dismissal tend to be over-crowded.

Areas for improvement

- Systematically following up the impact of programmes targeting low achievers and students with learning difficulties.
- Students' transition programme and preparation for their next stage of education.
- Further development of students' life skills.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Satisfactory'

Judgement justifications

- The new leadership is ambitious and has reasonable expectations, particularly on raising students' achievements. The energetic and supportive administrative team, including the newly appointed heads of departments, school improvement team and exam moderation committee, respond enthusiastically to the new developments such as the change in examination policy and adopting the SISRA OBSERVE system to identify the training needs of teachers. Impact of these newly introduced measures is yet to be consistent on school performance.
- Self-evaluation of all aspects of the school's performance is rigorous and regular, involving staff, students and parents. This results in identifying school-wide strengths and areas for development.
- The comprehensive three-year strategic planning, with realistic and prioritised goals, includes detailed success criteria, specific performance indicators and the means of evaluating progress.
- Staff are provided with clear job descriptions. New teachers are inducted effectively into the school and a wide range of professional development programmes are offered to all, either locally or abroad. However, the impact of these programmes on teachers' actual practices is still inconsistent.
- The performance management system of teachers focuses on identifying whole school needs such as 'Assessment for Learning' and 'Differentiation'. Appraisal procedures are rigorous and include effective features such as peer observation. In addition, teachers' individual developments are identified.
- The school has developed good links with the local community and wider society by participating in national and international events and charitable programmes. These links have a positive impact on developing students' ability to work collaboratively outside classrooms.
- The Board of Directors is committed to its advisory role and the provision of strategic direction for the school leadership. They are well aware of the ongoing work of the school and the Board successfully holds the school's senior leadership to account through regular meetings.
- The school offers a conducive learning environment and an adequate range of resources and facilities such as ICT, science laboratories and interactive whiteboards in classrooms.

Areas for improvement

- The impact of strategic planning for improvement and development, particularly in relation to students' academic achievement and personal development.
- The effectiveness of professional development programmes, with strong impact on the performance of teachers in lessons leading to high quality student outcomes.
- The effective utilisation of learning resources and facilities to broaden students' experiences in lessons.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة الروابي الخاصة													
Name of the school (English)	Al Rawabi Private School													
Year of establishment	2003													
Address	Building 689, Road 3514, Block 435													
Town /Village / Governorate	Jebalet Habshi – Northern Governorate													
School's Contacts	17595252				Fax				17592033					
School's e-mail	info@alrawabischool.com													
School's website	www.alrawabi-ischool.com													
Age range of students	6-18 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				7-8				9-12					
Number of students	Boys		606		Girls		504		Total		1110			
Students' social background	Middle to upper class socio-economic background													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	8	8	6	5	5	4	3	2	2	2	2	1	
Number of administrative staff	33													
Number of teaching staff	77													
Curriculum	Ministry of Education for Arabic, Social Studies & Citizenship British National Curriculum for Grades 1-8 International General Certificate of Secondary Education (IGCSE) for Grades 9 & 10 International Baccalaureate Diploma Programme (IBDP) for Grade 11 Advanced Level (A level) for Grade 12													
Main language(s) of instruction	Arabic and English													
Principal's tenure in the school	1 year													
External assessment and examinations	<ul style="list-style-type: none"> International General Certificate of Secondary Education (IGCSE). The General Certificate of Education Advanced Level (A Level). 													

Accreditation (if applicable)	-
Major changes in the school	<ul style="list-style-type: none"> • IB approval in September 2014. • Establishing an internal Quality Assurance Office and seeking external quality assurance consultants. • Becoming an approved Cambridge International Examination Centre. • Establishing a School Improvement Team (SIT) and an Examination Moderation Committee.