



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

# Directorate of Private Schools & Kindergartens Reviews Review Report

**Al Sharqyia School**  
**Manama – Capital Governorate**  
**Kingdom of Bahrain**

**Date of Review: 16-18 January 2023**  
SP054-C3-R026

## 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 eight 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

Outstanding 1

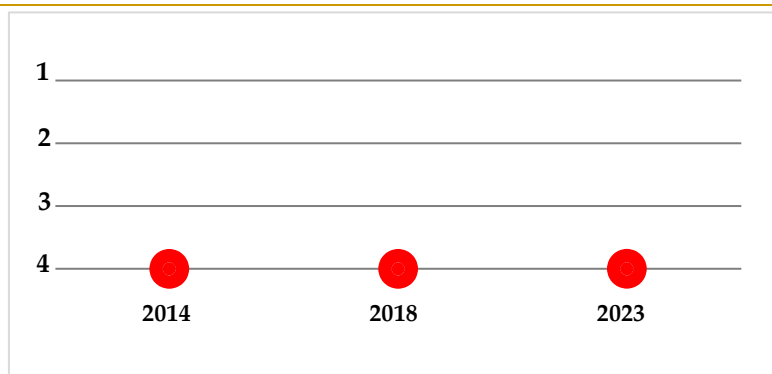
Good 2

Satisfactory 3

Inadequate 4

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

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



1 Outstanding 2 Good 3 Satisfactory 4 Inadequate

## School Report

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### □ School's overall effectiveness 'Inadequate'

#### Judgement justifications

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Students' high pass and proficiency rates in internal examinations are neither reflected in their actual standards in lessons nor their written work in Middle and High Schools, particularly in mathematics and Arabic.</li><li>• Students across the school behave appropriately, and the majority of them demonstrate adequate self-confidence, particularly in activities outside lessons.</li><li>• The quality of teaching, learning, and assessment is satisfactory in Primary School, while inadequate in Middle and High Schools. This is mainly due to weak time management, ineffective use of strategies in High School; and the inefficient use of assessment to support</li></ul> | <p>students in both Middle and High Schools.</p> <ul style="list-style-type: none"><li>• Appropriate academic and personal support is provided outside lessons to enable students to develop their skills.</li><li>• The school's leaders enhance positive ethos among school staff and have taken initiatives towards school improvement, which positively impacted students' personal development.</li><li>• The school conducts regular self-evaluation; however, the findings vary in accuracy and are not adequately reflected in the school's action plans. Teachers' individual training needs are neither sufficiently met nor rigorously monitored in Middle and High Schools, particularly in mathematics and Arabic.</li></ul> |
|---|---|

#### Main positive features

- Students' positive behaviour and self-discipline.
- The positive ethos among school staff and the initiatives taken by the school leaders towards improvement.

#### Recommendations

- Raise students' academic achievement in Middle and High schools, particularly in mathematics and Arabic by raising learning expectations to meet curriculum competencies.
- Develop the effectiveness of leadership, management, and governance by:

- implementing an accurate self-evaluation and ensuring regular updates on the school's action plans aligning with the emerging priorities to improve the school's performance
- rigorously monitoring the impact of the professional development programmes on teachers' performance in Middle and High Schools, particularly in mathematics and Arabic.
- Improve the effectiveness of teaching, learning, and assessment by:
  - using teaching strategies and learning time effectively to develop students' academic progress and self-confidence in High School
  - using assessment methods and their results to support students of different abilities in Middle and High Schools.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Since to the last review, the school has improved in 'Personal development and social responsibility' and 'Empowerment and meeting special needs' aspects, however, students' standards in core subjects are weak in Middle and High Schools, particularly in mathematics and Arabic. They have not improved due to low expectations in lessons and students' written work being below curriculum competencies.</li> <li>• The school's judgments in the Self-Evaluation Form (SEF) are higher than that reached by the review team by two points in 'Academic achievement' and 'Leadership, management, and</li> </ul> | <p>governance' aspects and by one point in all the other aspects.</p> <ul style="list-style-type: none"> <li>• The school's action plans are not regularly updated based on the identified priorities to improve the school's performance.</li> <li>• Although the school has recently invested in technological resources such as smartboards, the impact of the use of its resources and facilities is minimal on students' academic achievement in Middle and High Schools.</li> <li>• The school is currently facing challenges related to recruiting and retaining qualified and experienced teachers.</li> </ul> |
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## Quality of outcomes

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### □ Academic achievement 'Inadequate'

#### Judgement justifications

- Students' attainment in internal examinations indicates consistently high pass rates in core subjects across the school over the last three years. However, these high results do not match the standards observed in lessons and in students' work in Middle and High Schools, which are significantly lower, particularly in Arabic and mathematics mainly due to learning expectations set below curriculum competencies.
- In the 2021-2022 examinations, pass rates are 100% in all core subjects across the school. Proficiency rates are high in Primary School ranging between 70% in Grade 5 English and mathematics to 100% in Grades 1 and 2 mathematics and Grade 4 English. In both Middle and High Schools, rates are inconsistent ranging between 46% in Grade 9 mathematics and chemistry to 86% in Arabic in the same grade. In High School, it ranges between 37% in Grade 10 mathematics and 98% in Arabic in the same grade.
- The 2022 external examination results data is not representative as only few students attempted the International General Certificate of Secondary Education (IGCSE), Advanced Subsidiary level (AS) and Advanced Levels (A Levels).
- In Arabic, the majority of students' standards are inadequate in Middle and High Schools. Skills are weak in analysing poems in Middle School and understanding figurative language in High School; however, students' skills in speaking, reading and using grammar are adequate in Primary School.
- In English, students' listening, speaking, and reading comprehension skills align with grade-level competencies. However, their extended and creative writing skills are insufficiently developed, particularly in High School.
- In mathematics, most students have limited ability to apply reasoning and problem-solving, mainly due to teaching below curriculum expectations. For example, the majority of students have difficulty finding areas of similar triangles in Middle School and calculating inverse functions in High School.
- In science, students across the school show age-appropriate standards, practical skills and progress in lessons and written work. For example, majority of students develop adequate understanding of parts of plants in the Primary School, conditions for chemical equilibrium in Middle School, and determine Young's Modulus of Elasticity in High School.
- Students show adequate progress in remedial classes. However, in lessons and written work, high achieving students progress adequately while the less able students make limited progress, particularly in High School mathematics and Arabic, due to ineffective use of assessment methods to support them.

- Learning skills are below expectations for most students in High School, such as working independently, problem-solving and critical thinking, though

better in the satisfactory lessons in Primary and Middle Schools, such as analysing information and writing resumes.

### Areas for improvement

- Students' standards in Middle and High Schools mathematics and Arabic.
- Students' progress in lessons and written work, particularly in High School.
- Students' acquisition of learning skills in High School.

### □ Personal development & social responsibility 'Satisfactory'

#### Judgement justifications

- The majority of students are well-behaved, feel safe and secure, and are respectful to their peers and teachers, which is reflected in their regular attendance to school. They show appropriate understanding of work ethics and take responsibility for their learning, particularly in Primary and Middle Schools.
- Students show respect and pride in Bahrain's culture and heritage by creating traditional corners and celebrating 'Bahrain National Day'. They embrace Islamic values, participate actively in reciting Quran and show respect and tolerance for diverse cultures and backgrounds. They show appropriate awareness of global issues through sharing daily news and participating in awareness sessions such as 'International E-Waste Day' and 'World Ozone Day'.
- The majority of students participate with adequate confidence in school life, particularly in activities outside lessons such as the regular morning assemblies,

'Students' Council' and 'Scout' activities. They assume leadership roles like organising arrival and dismissal procedures. However, students' participation in High School's lessons is inconsistent, particularly due to ineffective teaching strategies that limit opportunities to develop their self-confidence.

- Students' communication skills and social relationships are adequately developed while participating in extracurricular activities such as Thursday activities and 'Sports Days'. In the majority of lessons, they interact with each other when working in groups.
- Across the school, students show a suitable awareness of health and environmental issues through their participation in awareness programmes such as 'Healthy Food Day', and 'Breast Cancer Day'. The majority are conscious of their appearance and take adequate care of school facilities.

- Few students adequately develop competitiveness through participating in inter-school football and basketball tournaments and 'Digital Painting' events. However, these skills are less evident in

lessons as opportunities are limited. Students' ability to face challenges, solve problems, and present innovative ideas are also limited across the school.

### **Areas for improvement**

- Further development students' self-confidence and leadership roles in lessons, particularly in High School.
- Students' development of competitiveness and innovative skills.

## Quality of processes

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

#### Judgement justifications

- In the better lessons in Primary and Middle Schools, teaching and learning strategies such as questions for learning, role play, discussions, and group work are appropriately implemented. However, the effectiveness of such strategies is limited in the majority of lessons in High School, which hinders students' academic progress and development of self-confidence. Resources including pictures, worksheets and presentations are adequately used in the better lessons, particularly in English and science.
- Lessons usually start on time with introductory activities, and teachers manage students' behaviour appropriately. However, the use of learning time is inconsistent in most High School lessons, particularly during assessments. While Primary and Middle Schools students are usually encouraged to participate and take active roles in lessons, a significant number of students in High School are mostly passive learners due to unattractive teaching strategies implemented.
- In the majority of lessons, assessment for learning is not effectively used to support students' different learning needs, particularly the low achieving students as the more able ones dominate during verbal questioning and group tasks, which limit the effectiveness of assessment in measuring the individual student's progress. Students' written work is inconsistently marked, mistakes are overlooked, and feedback provided is generic, particularly in Middle and High Schools.
- Students in Primary School are appropriately challenged, such as understanding the significance of magnetic poles and types of mirrors. However, in Middle and High Schools' mathematics and Arabic tasks in lessons, students' work and internal examinations are below curriculum expectations, affecting students' development of higher order thinking skills.
- Teachers use technological resources such as smart boards and interactive science simulations which adequately develop students' technological skills. In some lessons, students are encouraged to produce digital content on topics such as cell division in High School.
- Although differentiated activities are provided in lessons, the impact on students' progress according to their ability is limited, particularly in High School. This is due to the lack of support and tasks given not matching students' varied abilities, especially in mathematics and Arabic.



## Areas for improvement

- Use of teaching strategies and learning time to promote students' academic progress and self-confidence, particularly in High School.
- Use of assessment methods to support students' different abilities and meet their varying needs in Middle and High Schools.
- Challenge to students of all abilities in lessons and written work to meet curriculum competencies, particularly in mathematics and Arabic.

## □ Empowerment & meeting special needs 'Satisfactory'

### Judgement justifications

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|--|---|
| <ul style="list-style-type: none"><li>• The school identifies students' learning needs through analysing diagnostic tests, periodic assessments and teachers' observations in lessons. Academic support programmes, such as weekly 'Remedial Classes' for students in Grades 1 to 7 and the morning support sessions for the rest are provided.</li><li>• Individual Development Plans (IDP) are prepared for low achieving students, and they are adequately supported to achieve their set goals. High achieving students are provided adequate opportunities to participate in activities such as 'Spelling Bee', 'Story Writing', and 'Commerce Challenge Debates'. Non-native speakers of Arabic are supported through a special programme, using customised curriculum based on their levels. Students make appropriate progress in these programmes, which is adequately monitored and tracked; and impact is more evident on students' standards in Primary School. However, follow-up on the academic support programmes provided for High School</li></ul> | <p>students in mathematics and Arabic is inconsistent.</p> <ul style="list-style-type: none"><li>• The school adequately meets students' personal needs such as waving school fees for those in need, and counselling students when they face problems. Awareness sessions on school policies and topics such as 'Antibullying' and 'My School Clean' are conducted to promote positive behaviour and values.</li><li>• An adequate range of extracurricular activities is provided to enrich students' experiences and talents. These include animation, poster making, and competitions like 'Arabic and English Grammar Blast', 'Maths Quiz', and interschool football tournaments.</li><li>• The school provides adequate transition programmes at different stages such as providing information about subject choices, however, the quality of career counselling offered to High School students to prepare them for their next stage of education is ineffective.</li></ul> |
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- The school ensures a safe learning environment by appropriately maintaining its facilities, conducting regular fire drills and following up on students with chronic diseases.

Students' arrival and dismissal are properly organised, and school transportation is sufficiently monitored.

### **Areas for improvement**

- Further follow-up on the academic support programmes provided for High School students in mathematics and Arabic.
- The school's provision of the required transition programmes to prepare High School students for the next stage of education.

## Quality assurance of outcomes and processes

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### □ Leadership, management and governance 'Inadequate'

#### Judgement justifications

- The school evaluates itself by different means such as 'SWOT' analysis, class observations and examination results. However, the self-evaluation outcomes vary in their accuracy in determining students' academic standards in mathematics and Arabic with reference to curriculum expectations, particularly in Middle and High Schools. Although the curriculum is reviewed and subject outlines are prepared, age-appropriate competencies are not considered in lessons' activities and assessments in mathematics and Arabic.
- The school's revised strategic plan for 2022-2023 aims for improvement, and action plans are generally aligned with the strategic plan. However, they are not regularly updated to address the emerging priorities, and the impact of plans is not rigorously monitored to improve school's performance in Middle and High Schools.
- There is a significant mismatch between the school's judgements in the Self-Evaluation Form (SEF), and that reached by the review team.
- Teachers' training needs are identified through lessons' observations. Professional training workshops are provided on topics such as 'Time Management' and 'Assessment for Learning', in addition to one-to-one coaching. However, their impact on teaching practices is inconsistent, which affects students' achievement in Middle and High Schools, particularly in mathematics and Arabic.
- Relations between staff and school's leadership are positive. The initiatives taken by leaders towards improvement in school aspects such as the Remedial classes in core subjects and forming an 'Academic Moderation Team' (AMT) are welcomed and supported by staff. An open-door policy, 'Best Teacher' certificate and 'Fun Day' activities to motivate staff are in practice.
- The school utilises its available resources and facilities such as science laboratories and football field to accommodate students' needs. In addition, the school invests in improving its technological infrastructure and digital resources such as 'Google Classroom' and 'Digital Library'.
- The school adequately communicates with parents, seeks their opinions, and responds to suggestions, such as providing school-owned transportation. Adequate links are maintained with the local community such as students participating in activities like projects presentation organised by American Mission Hospital.
- Members of the Board meet regularly to discuss school's main activities, and

the Board Chairman provides general guidance to the school's senior leadership, holding the principal

accountable for the school's overall performance.

### **Areas for improvement**

- Implementing an accurate self-evaluation and updating school's action plans to be aligned with emerging priorities to improve the performance in Middle and High Schools.
- Monitoring the impact of professional development programmes on teachers' performance in Middle and High Schools, particularly in mathematics and Arabic.

## Appendix 1: Characteristics of the school

Name of the school (Arabic)	المدرسة الشرقيّة الخاصّة												
Name of the school (English)	Al Sharqyia School												
Year of establishment	2010												
Address	Building 621, Road 3625, Adliya												
City/ Town / Governorate	Manama – Capital Governorate												
School's telephone	17369009	-			Fax		17369119						
School's e-mail	hr.alsharqyaschool@gmail.com												
School's website	www.theeasternschoolbahrain.com												
Age range of students	6–18 years												
Grades (e.g. 1 to 12)	Primary			Middle				High					
	1-6			7-9				10-12					
Number of Students	Boys	376			Girls	277		Total	653				
Students' social/ economical background	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	4	4	4	3	3	3	3	3	3	4	4
Number of administrative staff	19												
Number of teaching staff	79												
Curriculum	British												
Main language(s) of instruction	English / Arabic												
External assessment and examinations	International General Certificate of Secondary Education (IGCSE) Advanced Subsidiary Level (AS) Advanced Levels (A Levels)												
Accreditation (if applicable)	-												
Major recent changes in the school	<ul style="list-style-type: none"> <li>• Appointment of an acting school principal in 2021-2022.</li> <li>• Appointment of coordinators and subject heads in 2021-2022.</li> <li>• Addition of school-owned buses.</li> <li>• Instalment of Smart Boards in classrooms.</li> <li>• Revamping of computer laboratory and library.</li> </ul>												