

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



Schools Review Unit Review Report

**Bangladesh School - Bahrain
Gufool - Capital Governorate
Kingdom of Bahrain**

Date of Review: 19-21 November 2012

Table of Contents

The Schools Review Unit	1
Introduction	2
Characteristics of the school	2
Table of review judgements awarded	4
Review judgements	5
Overall effectiveness	5
Students' achievement.....	6
The quality of provision	7
Leadership, management and governance	10
The school's main strengths	11
Recommendations	12

The Schools Review Unit

The Schools Review Unit (SRU) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (NAQQAET) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The SRU is responsible for:

- evaluating and reporting on the quality of provision in all schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for school/kindergarten improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for schools and kindergartens about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

This review was conducted over three days, by a team of eight reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

School's name		Bangladesh School Bahrain											
School's type		Private											
Year of establishment		1995											
Age range of students		6-16 Years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-5				6-8				9-10			
Number of students		Boys	279	Girls	266	Total		545					
Students' social background		Most come from below average income and socio-economic families with many parents being migrant workers.											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	3	3	3	2	2	2	2	1	2	-	-
Town /Village		Gufool											
Governorate		Capital											
Number of administrative staff		5											
Number of teaching staff		40											
Curriculum		National Curriculum of Bangladesh under Board of Education - Dhaka (NCTB)											
Main language(s) of instruction		English											
Principal's tenure		6 months											
External assessment and examinations		International General Certificate for Secondary Education (IGCSE). Dhaka Board Examination-Secondary School Certificate (SSC).											
Accreditation (if applicable)		Not applicable											
Number of students in the following categories according		Outstanding			Gifted & Talented			Physical Disabilities			Learning Difficulties		

to the school's classification	10	6	None	None
Major recent changes in the school	<ul style="list-style-type: none"> • IGCSE for Grades 9 and 10 since 2009 • Dhaka Board Examination for Grades 5 and 8 since 2011 • Started IGCSE course for Grade 6 in 2012. 			

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	4: Inadequate			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	4	4	4	4
Students' personal development	3	3	3	3
The quality and effectiveness of teaching and learning	4	4	4	4
The quality of the curriculum implementation	4	4	4	4
The quality of support and guidance for students	4	4	4	4
The quality and effectiveness of leadership, management and governance	4	4	4	4

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

Grade: 4 Inadequate

The governing body is firmly committed to providing a school for the Bangladeshi community and parents and students are satisfied with the school. However, whilst students' personal development is satisfactory and they are well-behaved showing high respect for others, the school has serious health, safety and security hazards which make students vulnerable to potential risks. Academic achievement for the majority of students is limited. While teaching strategies effectively focus on acquiring basic knowledge and give insufficient attention to developing understanding and skills. Available resources in the community are not effectively used and extra-curricular activities are too limited. Leadership does not effectively use self-evaluation to recognise strengths and weaknesses and a strategic plan is yet to be put in place to prioritise developments and guide action planning.

- How strong is the school's capacity to improve?**

Grade: 4 Inadequate

One of the challenges facing the school is its ownership and licencing issues that stands as an obstacle for providing more resources, recruiting qualified teachers familiar with the Bangladesh curriculum and building the new campus on the allocated piece of land reserved for the school. Other challenges are the changes in top management and the high staff turnover. A recent change has been the renting a close-by villa for students in the higher grades, which has resulted in more space. Self-evaluation is not rigorous enough and is not firmly linked to improving major aspects of the school's performance, particularly teaching and learning. The strategic plan is yet to be articulated. The effective performance of leadership and management is inadequate overall, and without additional support the school will struggle to improve.

Students' achievement

□ How well do students achieve in their academic work?

Grade: 4 Inadequate

The results of Grade 10 SSC students, in the Board of Intermediate and Secondary Education (BISE), have been consistently high, but have decreased significantly in 2012 compared to previous years. In internal examinations, the attainment of the majority of students is average (50% to 79%), while it is below 50% for a significant cohort of Grades 5, 8, 9 and 10 students. Whilst the performance of most primary students against the standards expected by the curriculum in mathematics is satisfactory, the majority of students are making progress which is too limited in their general work during lessons, particularly in English and in science across the school. IGCSE final results are yet to be announced.

In English, the oral skills of the majority of primary students are age-appropriate. In general, students read with limited comprehension. Although Grade 10 IGCSE students show appropriate extended writing for a range of purposes, students' writing skills are generally weak across the school, as they lack confidence in correctly applying grammar and punctuation in their written work.

In mathematics, the majority of primary students' meet age-appropriate standards. Most students show satisfactory basic arithmetical skills, such as in Grade 3 students' ability to identify two and three-dimensional geometrical shapes and types of triangles. However, most students lack sufficient understanding of key mathematical concepts and are less confident when applying their knowledge to solve problems.

In science, primary students' standards are generally in line with curriculum expectations. For example, Grade 4 students have adequate knowledge of the water-borne diseases and the causes and effects of water pollution. The majority of Grade 7 students, for example, can appropriately recall the types and parts of fruits and Grade 9 can explain anode and cathode reactions in electrolysis. However, students' understanding of other key scientific concepts is too limited. Additionally, throughout the school, their practical and investigative skills are under-developed.

In Bengali, the performance of most students is satisfactory against the curriculum expectations as is their progress in lessons. Students' have age-appropriate listening, speaking and writing skills, across the grades. Most primary students can write two-letter words, make short sentences, and Grade 9 students can write and transform different types of sentences, such as affirmative, negative and interrogative. Standards in general work lack

development in the upper grades as these students follow an alternative and easier Bangla choice.

□ How good is the students' personal development?

Grade: 3 Satisfactory

Students' attendance levels are high and students are punctual to almost all lessons responding positively to the school's process for dealing with absences and lateness. The majority of students participate enthusiastically in school life. They work collaboratively in school events such as fun day and Bangladesh Victory Day, as well as enjoying the few extra-curricular activities such as quiz competitions and sports matches for students from Grade 7 and above. They also interact happily during recess, despite the limited activities and space available to them. In lessons, the majority of students who participate do so enthusiastically and also respond to questions confidently when given opportunities. However, few opportunities to practise independent and collaborative skills in lessons mean their personal development is no better than satisfactory overall.

Members of the prefect board are self-confident, control assemblies well and manage students' behaviour during non-lesson times with maturity and responsibility. Nonetheless, students generally do not show enough development of leadership skills and responsibility for their learning in lessons. Students are well-behaved and treat others with high respect. They express feelings of safety and appreciate the good relationships they have with their teachers and peers. They demonstrate appropriate understanding of Bahrain's heritage and culture and the majority of them confidently sing Bahrain's National Anthem during assembly.

The quality of provision

□ How effective are teaching and learning?

Grade: 4 Inadequate

Teachers have satisfactory knowledge of their subjects as, for example, in fluent language use throughout Bangla lessons. However, only a few teachers confidently give explanations or examples which are not directly related to the textbook. In most lessons which involve revision, planning has a restrictively narrow range of learning objectives, while teaching focuses mainly on the memorisation of facts for examinations. The pace in these lessons is slow and too little time is given to appropriate activities where students have the

opportunity to practise skills and take part in discussions to develop their understanding. Teachers rarely use open or probing questions, resulting in very rare opportunities for students to give opinions, justify their answers or think creatively. Students' positive learning attitudes and well-mannered behaviour contribute to orderly lessons. Teachers' respectful and often friendly relationships with students encourage participation, and students are given suitable support to complete the required tasks in many lessons.

Teaching is almost wholly directed at one middle-ability level, with insufficient additional challenge for developing higher order thinking skills for high achievers. Similarly there is inadequate support given to students who are experiencing difficulties. For example, in a lesson where students did not understand, they were simply told to copy the correct answer three times, whereas untypically in an effective primary science lesson, good use of independent and collaborative group work ensured that high achievers were challenged and low achievers supported.

Teachers use a limited range of strategies and methods, mostly a combination of whole-class instruction and closed questions, which require only a narrowly specific response. In most lessons this has limited effectiveness. There is very little evidence of cooperative group-work, opportunities for students to work independently or effective use of the few available resources such as textbooks and whiteboards. An example of better practice was seen in the use of teacher-made flashcards to engage students' interest in an English revision lesson. Homework is regularly assigned to reinforce work completed in lessons.

Assessment during lessons, although both oral and written, is insufficiently used by teachers to diagnose students' strengths and weaknesses, and to adapt their teaching to meet specific learning needs. Marking in books is limited to ticks and very basic corrections; teachers provide very few comments to help students improve their work and students do not re-work corrections effectively for learning.

□ How well does the implementation and enrichment of the curriculum meet the educational needs of the students?

Grade: 4 Inadequate

The curriculum mostly adheres to the subjects required by the NCTB of Bangladesh and IGCSE. It offers an appropriate choice of religious education and specialist streams in higher grades. Nevertheless, curriculum implementation provides students with a narrow range of learning experiences, for example there are few creative activities in primary grades and irregular physical education, access to computers and experimental activities. This contributes to inadequate development of students' skills as they progress through the

school and to prepare them for the next stage of their lives. Curriculum review is limited to ensuring coverage for examinations and there is insufficient additional planning to ensure relevance and modifications which address students' different learning needs. Links across subjects are incidental and they are not planned to show students the connections between subjects. Provision of extra-curricular activities gives few choices and does not sufficiently develop students' interests, such as the strong appeal of dance for girls and sports for boys. Curriculum extension through outdoor school activities is limited to few field trips. The school buildings and resources within the school do not contribute to a sufficiently positive learning environment. The school does not use community ties as a resource to strengthen teaching and students' abilities.

□ How well are students guided and supported?

Grade: 4 Inadequate

There is extremely limited risk assessment in the school and essential requirements for maintaining a healthy, safe and secure school environment are not sufficient. Consequently students and staff are exposed to potential hazards. These include insufficient supervision to manage students' safe movements during arrival and departure, fire extinguishers which are out-of-date and a lack of evacuation procedures. In addition, facilities are inappropriate for use and many classrooms are overcrowded restricting students' easy movement. Classrooms are inadequately maintained and cleanliness in and around the school is generally poor.

Induction for new students is satisfactory and students are sensitively supported by their class teachers and a counsellor when they have problems. However, the school lacks effective systems to assess, record and monitor students' academic progress and personal development. Consequently, support during lessons does not cater adequately for their individual learning needs. Grade 10 students are given too limited information and advice to plan for their future educational and career options. Parents are well informed about their children's progress through a helpful range of communication approaches, such as diaries, phone calls and schedules, as well as requested meetings between parents and teachers.

Leadership, management and governance

- How effective are leadership, management and governance in promoting high achievement, strong personal development and school improvement?

Grade: 4 Inadequate

The school has a clear mission and the principal appropriately shares his priorities in regular meetings with staff. The subject coordinators are well-aware of these priorities and their main efforts are concentrated on better attainment for students in Dhaka board examinations. The principal provides encouragement through regular meetings and the majority of staff feel, correctly, that he is supporting them through, for example, introducing some changes by providing two staff rooms and a computer room after relocating some classes to an additional building.

Self-evaluation is not rigorous enough to adequately identify strengths and areas for improvement. It is highly dependent on individual experience and inputs, with little involvement of staff, parents and students. Whilst an action plan is being proposed to the governing body by the academic committee chairman, strategic planning which includes clear priorities to guide improvement, has yet to be put in place. Although teacher training is conducted, for example on creative questioning involving around one third of the teaching staff observed during the review, this is generally insufficient for the school as a whole. Whilst lesson observations are conducted regularly, there is no clear link between teacher evaluation and professional development opportunities to ensure impact on improving the quality of teaching and learning.

Accommodation and facilities such as the science laboratory and the library are poor. While the budget is clearly linked to sustaining the school, it does not effectively ensure an adequate learning environment. The school is responsive to parents' complaints, nevertheless, it does not effectively seek the views of either parents or students. The parents' council has met only once this year. Links with the local community are not well-developed, which hinders the school's ability to enrich students' experiences at little additional cost. However, the school takes care to hold annual fairs for different events, such as the Bangladesh language and national days.

The school has a well-documented constitution which has detailed articles of the roles and responsibilities of the school's principal and the different committees in the governing body, such as the management, the academic and the patron committees. The governing body plays an effective role in maintaining the school and promoting change through different committees. They are highly committed to providing a school for the Bangladeshi community.

The school's main strengths

- The governing body is highly committed to providing a school for the Bangladeshi community
- Students are well-behaved and have high respect for others.

Recommendations

In order to improve, the school should:

- as a priority, make the school healthy, safe and secure, including rigorous risk assessment in order to meet essential requirements
- develop leadership and management which drives improvement in the quality of teaching, its impact on learning, and raises students' achievement through:
 - rigorous self-evaluation which includes mechanisms to monitor all aspects of provision
 - strategic and action planning which details priority goals and guides developments.
- improve teaching and learning by:
 - increasing the variety and effective use of teaching and learning strategies in order to meet the different abilities of all students
 - effective use of the results of assessment, during lessons, to inform planning and teaching.
- make more effective use of resources available within the local community and provide regular extra-curricular activities to enrich students' experiences and promote their interests.