



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

# **Directorate of Private Schools & Kindergartens Reviews Review Report**

**Creativity Private School  
Al Salmaniya – Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 25 – 27 March 2013**

SP030-C1-R030

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## The Directorate of Private Schools & Kindergartens Reviews

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The Directorate of Private Schools & Kindergartens Reviews (DPS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) 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 DPS is responsible for:

- evaluating and reporting on the quality of provision in all private schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for private 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 private 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:

<b>Grade description</b>	<b>Interpretation</b>
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 seven 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

<b>School's name</b>		Creativity Private school											
<b>School's type</b>		Private											
<b>Year of establishment</b>		2007											
<b>Age range of students</b>		6-14 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		1-6				7-9				-			
<b>Number of students</b>		<b>Boys</b>	226	<b>Girls</b>	129	<b>Total</b>			355				
<b>Students' social background</b>		Students come from average income families.											
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	3	2	4	3	3	2	3	1	1	-	-	-
<b>Town /Village</b>		Al Salmaniya											
<b>Governorate</b>		Capital											
<b>Number of administrative staff</b>		12											
<b>Number of teaching staff</b>		33											
<b>Curriculum</b>		English and American (Texas) curriculum utilising texts such as McGraw & McMillan English Grades 1- 5, Harcourt for English & mathematics from Grades 1-5, Holts for Grade 6 – 8 & Holts. Grade 9 IGCSE text books. Ministry of Education for citizenship and Lebanese curriculum for Arabic language.											
<b>Main language(s) of instruction</b>		English & Arabic											
<b>Principal's tenure</b>		3 years											
<b>External assessment and examinations</b>		Measures of Academic Progress (MAP) online examinations in Grades 3 - 9, Universal Concept of Mental Arithmetic System (UCMAS) examinations in Grades 3-6 (optional), Trends in International Mathematics and Science Study (TIMSS) examinations in mathematics & science.											

<b>Accreditation (if applicable)</b>	International Accreditation by AdvanED.			
<b>Number of students in the following categories according to the school's classification</b>	<b>Outstanding</b>	<b>Gifted &amp; Talented</b>	<b>Physical Disabilities</b>	<b>Learning Difficulties</b>
	141	82	1	9
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• 13 new teachers are appointed, two in mathematics, science and Arabic and seven in English</li> <li>• All classes are equipped with interactive boards.</li> </ul>			

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	3	-	3
Students' personal development	2	2	-	2
The quality and effectiveness of teaching and learning	3	3	-	3
The quality of the curriculum implementation	3	3	-	3
The quality of support and guidance for students	2	2	-	2
The quality and effectiveness of leadership, management and governance	3	3	-	3

### Key:

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

## Review judgements

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### Overall effectiveness

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

#### Grade: 3 Satisfactory

The overall performance of the school is satisfactory due mainly to the appropriate level of students' academic achievement. Teaching and learning strategies are inconsistent and this variation limits the students' rates of progress. Students with special needs progress well as a result of the effective care and support provided. Extra-curricular activities are offered for most students, including the gifted and talented. Most students show awareness and behave well, with good discipline across the school, due in part to the weekly programmes that spread positive values. The school uses a formal and regular self-evaluation which involves all members of the school community. However, it lacks sufficient rigour to have a good impact on improving the school's provision. Students and parents are well satisfied with the provision made.

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

#### Grade: 3 Satisfactory

The school's capacity to improve is satisfactory. A motivating environment for learning is provided with good personal development of students. This shows in their positive awareness and good behaviour. Most students participate well in extra-curricular activities. The senior leadership team is stable. It monitors school work and encourages and supports teachers. Planning and strategic goals are prioritised and are appropriately focused on bringing further improvement through properly defined success criteria. However, the action planning does not have explicit and quantifiable goals or systematic processes and procedures for monitoring and evaluating the success of the plans in action. In addition to the evaluation and improvement of newly appointed teachers in core subjects to impact the standard of provision is still inconsistent and reflects the schools' satisfactory capacity to improve.

## Students' achievement

### □ How well do students achieve in their academic work?

#### Grade: 3 Satisfactory

Most students attained levels just below the international averages in MAP, apart from in Grades 7 and 9, during the past academic year 2011-2012. Students achieve well in UCMAS and high success rates in the core subjects in school examinations in the first semester of the academic year 2012-2013. Success rates are in line with the proficiency rates and these results are better reflected in the progress made in good lessons, especially in the Arabic. Meanwhile, achievement in most other lessons is satisfactory. The students' standards are varied and do not reflect the progress expected in relation to their abilities.

Most primary students acquire Arabic language skills well, with a sound use of grammatical applications and comprehensive reading of text. However such skills are less developed in Grade 9, including literary analysis and extraction of general ideas of a text. Most students acquire English language skills well in Grade 4 and Grade 8, such as the use of expression and vocabulary. However it was only appropriate in Grades 2, 6 and 9, in terms of speaking skills and reading for meaning. The standard of free and creative writing varies too much and a minority of students across the school face difficulty in this aspect.

In mathematics, the majority of students in most grades acquire appropriate calculation skills and can measure volume and shape. However in Grade 1, students' standards are less than appropriate. Most students show ability in understanding scientific concepts in Grades 6 and 8, such as designing cycles and windmill models. However, this is less developed in the rest of the grades.

Students' performance from 2010 to 2013 shows high results in core subjects tests that are without international benchmarks. Most students make good progress in the majority of their Arabic lessons and in their written work. However, students make inconsistent progress in their written work in the other core subjects. Outstanding students make appropriate progress according to their abilities in lessons and students with learning difficulties progress well as a result of the effective care and educational support provided. However underachieving students make less progress due to the varied quality of support provided in lessons, which does not sufficiently cater for their learning needs.



## **□ How good is the students' personal development?**

### **Grade: 2 Good**

Students' excellent attendance and enthusiastic punctuality at the start of the day and to lessons is effectively promoted by awards of gifts and marks during morning assembly. Their attendance is well monitored on a daily basis and records are carefully maintained. Students' behaviour around the school is exemplary. They act maturely and with confidence, and demonstrate good respect for the views, feelings and beliefs of others. Most students participate enthusiastically in school life through active contributions in activities such as robotics, internal competitions, extra-curricular clubs and young scientist and chess matches. In addition, they show responsible leadership as scouts, and on the student council and junior chef committee.

When given the opportunity, students work well together as they cooperate on voluntary initiatives such as cleaning Al Jazaer Beach and visiting orphanages. However, in the less effective lessons, students' ability to work independently and take responsibility for their learning is insufficiently developed. Students express strong feelings of safety and security, and this is valued by the school staff. Students demonstrate an outstanding understanding of Bahraini heritage and culture including the values of Islam as a result of the school's keen celebration of local folklore and various national, international and religious events.

## **The quality of provision**

### **□ How effective are teaching and learning?**

#### **Grade: 3 Satisfactory**

Most teachers have secure subject knowledge which is reflected in their clear explanations and supportive handling of students' responses in the better lessons, particularly in Arabic. In a majority of lessons, teachers use a range of teaching and learning strategies such as electronic presentations, learning through play, group work and the 'hot-seat' technique. Additionally some teachers provide effective introductory activities, for example involving students in setting lesson objectives.

In the most effective lessons, especially in English and Arabic, teachers pose probing questions which promote students' reasoning and creative thinking. However, in most lessons across the school, too few opportunities are provided for students to acquire understanding and develop higher order thinking skills. While most teachers promote students' knowledge of specific topics, they provide insufficient encouragement and

opportunities to discuss them in depth. Class management is generally appropriate and almost all lessons are orderly; this is strongly supported by well-disciplined students.

In the better lessons, students respond positively to open-ended questions and teachers make learning challenging. However in many lessons, low expectations along with limited planning for students' different learning needs lead to low productivity. For instance, in most group activities the specific roles of members are not well defined; which results in the high achievers in the group dominating and the low achievers being less engaged. Overall, teaching is mostly directed to one ability level and provides insufficient additional challenge for high achievers with limited support being given to students who are experiencing difficulties. Teachers use a variety of resources in almost all lessons, such as interactive whiteboards, models, flashcards and posters. Teachers maintain good relationships with their students and this fosters an encouraging learning environment.

The school has an effective homework schedule for all grades and teachers provide regular assignments appropriate to students' abilities. This enables students to consolidate and practice work done in lessons. Written work is marked on a regular basis, and constructive feedback is sometimes offered to help students improve their performance. Although teachers employ a variety of assessment methods, both verbal and written during lessons, the results are less effectively used to diagnose and adjust teaching in order to meet students' different needs and levels of ability.

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

**Grade: 3 Satisfactory**

The school provides an appropriate range of subjects. It gives attention to providing a modified and relevant curriculum in Arabic and careful consideration to successfully addressing students' individual educational plans in the special educational needs (SEN) class. The majority of students are adequately prepared for their move to the next grade. However, in a majority of lessons across most subjects, curriculum planning and delivery are based on low expectations and there is insufficient modification to ensure the needs of all students are met. Curriculum review mainly focuses on evaluating workbooks with too little use of curriculum mapping to measure curriculum coverage and implementation across grades.

While some connections with students' experiences are made in lessons, effective planned links between subjects, so that students experience a coherent curriculum, are limited. Students develop a sound understanding of their rights and responsibilities within the

school community by studying citizenship, student council participation and through their enthusiastic membership of the scouts. Students' talents and interests are promoted through a wide range of annual events, weekly extra-curricular activities and participating in the international Robotics contest where students are achieving top positions internationally. Despite the limitations of space, the school creates a bright environment with attractive murals, teaching posters and displays of students' work. Similarly, effective use is made of the neighbouring garden for sports activities.

### **□ How well are students guided and supported?**

#### **Grade: 2 Good**

Students enjoy an effective and imaginative induction programme. The school conducts a significant meeting for parents annually.

The school clearly monitors students' academic and personal progress through diagnostic tests and analysis of results to specify their learning needs. It supports students with reinforcement sessions to raise their levels, after the school's hours. The social counselling department also follows up behavioural problems and students resort to them immediately whenever they have problems. In addition, programmes executed in the school weekly spread positive values, such as cooperation and kindness. Their effectiveness is reflected in the scarcity of incidents of misbehaviour. However, meeting and supporting students' different learning needs is less evident in classrooms.

The school caters for students with special needs and resources are used effectively to assist them in overcoming their difficulties. This is reflected in the progress made by most and their integration into classrooms with their peers. The vast majority of parents communicate actively through a variety of means, such as going online to the website, receiving regular reports and the open-door policy. The school clearly follows up health and safety matters, where regular evacuation drills are conducted yearly. Facilities are inspected in terms of cleanliness, which helps provide a healthy and safe environment.

### **Leadership, management and governance**

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

#### **Grade: 3 Satisfactory**

The school's leadership has a clear vision which is firmly focused on providing quality education based on students' academic and personal development and teachers'

professional development. The school's aspirations are high and achievable. School leaders help staff to achieve this vision by clearly setting out their responsibilities. Although the ambitions are shared with staff, they are mostly content and accept existing levels of performance and are less keen to be reflective and self-critical.

School self-evaluation is formal and regular, and involves all members of the school community through questionnaires. However, it lacks sufficient rigour and is not sufficiently informative about aspects of the school's provision and performance which require improvement. Strategic goals are appropriately focused on further improvement. They are well-prioritised with appropriately defined success criteria. However, action planning does not have explicit and quantifiable goals or systematic processes and procedures for monitoring and evaluating the success of the plans. Additionally, identified goals and plans are not sufficiently translated into practice which leads to significant improvement. Senior and middle leaders regularly evaluate teachers' performance against organisational expectations. However, this does not clearly identify school-wide areas for further improvement and does not sufficiently support teachers' individual professional development needs.

Planning and budgeting are firmly linked to the provision of teaching and learning resources and professional development opportunities. These affect the quality of provision and student achievement positively. The school gives good attention to providing access to technology and this is used appropriately to enhance students' learning experiences, for example the frequent use of interactive white boards and computers.

The school gives significant attention to seeking the views of parents and students, through many different means. Similarly, it is extremely responsive to parents and students and this contributes to the high levels of parent and student satisfaction. The school has well-developed links with the local community, predominantly through involvement in local and international competitions, field trips, and visits linked with enhancing the students' educational experience.

The roles and responsibilities of the advisory board are well understood and respected. Members provide knowledgeable guidance and support. However, the roles and responsibilities of the two principals are not clearly delineated, and accountability of the school's professional leadership for the school's overall performance is not sufficiently rigorous.

## **The school's main strengths**

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- Students are well behaved and treat each other with respect
- Caring guidance given to special education needs (SEN) students
- Effective communication and open door policy to seek the views of parents and students.

## Recommendations

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### **In order to improve, the school should:**

- raise academic achievement of all groups of students, with more focus on the acquisition of skills in English with deepening understanding as well as gains in knowledge
- implement more rigorous self- evaluation which identifies key priorities and guides school planning and improvement
- ensure the impact of professional development programmes on raising the rate of students' academic progress
- make teaching and learning more effective by:
  - ensuring the use of a wider range of teaching and learning strategies
  - providing closely matched provision for students with different learning needs
  - the use of assessment results in order to monitor individual progress and attainment, and meet their learning needs.