



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Middle East Educational Schools
Manama-Capital Governorate
Kingdom of Bahrain**

Date of Review: 11-13 May 2015

SP005-C2-R004

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 nine 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

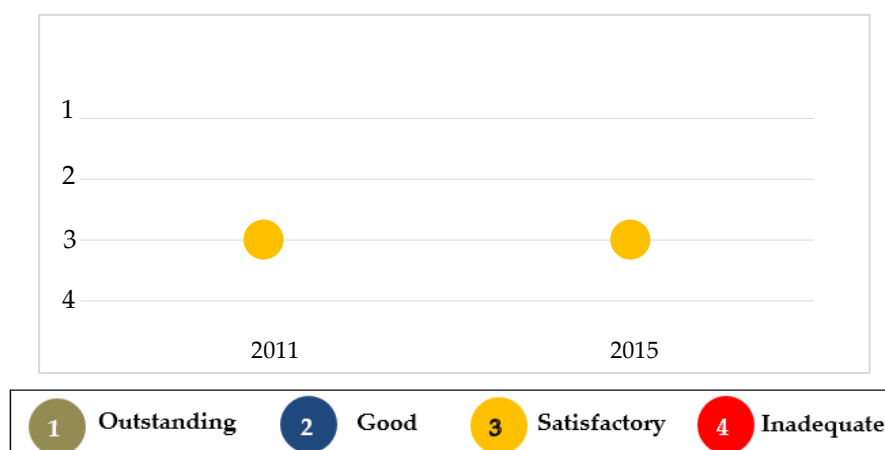
Good 2

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	2	2	2	2
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.



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

- Students' standards across the school are in line with their age-related curriculum expectations. Students' progress demonstrated in lessons and in written work across the school, is also satisfactory.
- Overall, students' personal development is good. School provides a good range of extra-curricular activities, very effectively meets students' needs to enhance their personal development, and supports them carefully whenever they face problems. Additionally, their support to students with disabilities is also praiseworthy.
- The school's leadership, management and governance is adequately effective in performing self-evaluation and suitably identifies the key areas for improvement. The leadership's effectiveness to manage and develop the staff's performance is also satisfactory.
- In the majority of lessons, the teaching and learning strategies are satisfactorily effective in meeting the needs of students of different abilities.
- The quality of support & guidance provided inside and outside the lessons is adequately effective in meeting the learning needs of different groups of students.

Main positive features

- Students' personal development.
- Meeting students' needs to enhance their personal development, and supporting them carefully whenever they face problems.
- Developing students' different interests and experience through extra-curricular activities.

Recommendations

- Improve the effectiveness of leadership, management and governance by:
 - effectively implementing and monitoring strategic and action planning to have a robust impact on students' achievement
 - maximizing the effectiveness of teaching staff's performance by providing extensive professional development programmes that are tailored to their needs, with strong impact on students' performance.
- Improve students' academic achievement by:
 - ensuring that teaching and learning strategies selected are fit for the purpose of the lesson and best practices are shared
 - using the assessments and their results effectively to support students of different abilities.
- Rigorously track students' academic progress in order to cater for learning needs of all groups of students.

Capacity to improve 'Satisfactory'

Judgement justifications

- | | |
|---|---|
| <ul style="list-style-type: none">• School's self-evaluation is adequately effective in identifying the key strengths and areas for improvement.• Well-detailed strategic and action planning contain adequate procedures to monitor their success.• The teaching staff is adequately developed to raise students' achievement. | <ul style="list-style-type: none">• The Board of Management provides sufficient strategic and financial support enabling the school to adequately improve its performance according to the set priorities.• Over the last four years, school has successfully maintained its satisfactory performance overall, with good personal development of students. |
|---|---|

Quality of outcomes

□ Students' academic achievement 'Satisfactory'

Judgement justifications

- In internal examinations, students achieve high levels of pass rates. This is particularly the case in School Certificate tests at the end of Grade 12.
- Achievement in English is good. Students make a good start in Grade 1 and by the end of the year, they can write sentences with correct capitalization and use of full stops. Progress is good throughout the rest of the school. In the International General Certificate of Secondary Education (IGCSE) English in 2014, all students taking the examination gained a pass mark.
- Students' basic skills in English are above average. Speaking, listening and reading comprehension skills are well developed. By the time they reach Grade 12, students are fluent in speaking, listening and reading. In addition, their writing skill is above average and they are proficient, for example, in designing a plan to write an essay on the key features of globalization.
- In Arabic, students make good progress in the primary school. In Grade 1, for example, students can extract single Arabic letters from a word and they can form sentences out of these words. Basic skills are broadly average and attainment is in line with expectations in the middle and high schools. In the middle school, higher achievers can use question words and can construct sentences. In high school, high achievers use correct grammar in their writing.
- In mathematics, progress is steady and attainment is in line with expectations in the primary, middle and high schools. By Grade 6, for example, students can calculate the area of two-dimensional shapes.
- In science, progress is average and students achieve standards in line with age-related expectations.

Areas for improvement

- Students' practical and investigational skills, particularly in science and mathematics.
- The progress of lower ability students.
- Creative and extended writing skills in Arabic and English.

□ Students' personal development 'Good'

Judgement justifications

- Most students participate enthusiastically in the school's life with strong display of teamwork. They enjoy whole-school events, such as assemblies and Sport Day as well as a range of age-specific extra-curricular activities and competitions. In most lessons, students participate enthusiastically by asking and responding to teachers' queries, sharing their ideas readily and working collaboratively in pairs and small groups.
- Most students behave in a mature and respectful way in lessons and around the school. They help to enhance their environment by, for example, 'Plant a Flower' project, in which students volunteer to bring and plant seasonal plants at school.
- Students feel safe and secure and have good relationships with each other and their teachers.
- Students have good understanding of Bahrain's heritage, culture and Islamic values, promoted through visits to local heritage sites, the celebration of National Day and religious events.
- Most students' attendance levels are very high and they are punctual to almost all lessons as a result of the school's very effectively monitoring of attendance and stringent follow-up of late arrivals.
- Most students are self-confident and express their opinions confidently in assembly and lessons. They take on leadership and responsible roles in the student council, charity events, morning assemblies and committees. For example, students from high school monitor the students' arrival and departure, scouts and brownies become school volunteers.

Areas for improvement

- In a minority of lessons, few students' independent learning skills.
- In less effective lessons, students' enthusiasm for learning and participation in lesson.

Quality of processes

□ Teaching and learning 'Satisfactory'

Judgement justifications

- Across the school, teaching staff use an adequate range of teaching and learning strategies to encourage and motivate students to learn. In better lessons, teachers use group work, games and role-play to enable students to engage effectively in collaborative work.
 - In the majority of lessons, teachers use learning resources such as video clips, pictures and worksheets efficiently to enrich students' learning and enhance their experience.
 - Lessons are generally well-managed in terms of timekeeping and maintaining order. In the majority of cases, it is based on learning activities that ensure productivity and optimal use of time.
- Teachers provide positive reinforcement and encouragement to students, particularly in the primary school. This results in developing the students' interest and their active participation in lessons.
 - In the majority of lessons, teachers use oral and written assessments sufficiently and effectively.
 - In better lessons, teachers use differentiation effectively to cater for students' different learning needs.
 - In a very few better lessons, students are given opportunities to think critically and develop reasoning. For example in Grade 3 Arabic, students interpret the meanings of the new vocabulary and in Grade 7 English lesson students negotiate with each other in a mature and thoughtful manner when designing the leaflet.

Areas for improvement

- Differentiation to meet students' needs, particularly in Arabic, mathematics and science lessons.
- Students' higher order thinking skills.
- The feedback provided to students in lessons and in their written work .

□ Students' support and guidance 'Satisfactory'

Judgement justifications

- Students are well supported and sensitively assisted if they face any problems. For example, the school identifies behavioral issues and takes appropriate actions through the application of the schools' discipline policy and delivery of lectures to raise their awareness about adolescence and enrich values.
 - Most students are provided with a good range of extra-curricular activities and events such as Sports Day, English poem, entertainment programme and trips to the 1001 Inventions Exhibition and various monuments of Bahrain.
 - Good care and support given to students with physical disability, as they are well integrated into the school and necessary measures are taken to cater for their needs, even during examinations.
 - The school assesses and monitors students' academic progress adequately. Diagnostic tests are analyzed and taken into consideration when categorizing students and meeting part of their learning needs with differentiated tasks in better lessons and reinforcement during break times.
 - Outstanding students are provided with appropriate support in the majority of lessons and programmes.
- Gifted and talented students are challenged in contests and school activities such as Spelling Bee, in order to further develop their talents and expertise.
- Students and staff work generally in a healthy and safe environment. School trains students and staff through events like the "Health Week", evacuations and on fire fighting drills. The school clinic plays an important role in taking care of students in terms of their medical conditions and providing them with appropriate support.
 - New students are effectively inducted into the school; they are familiarized with the school facilities and students' discipline code through a Fun Day and a meeting with parents.
 - The social worker, university representatives and guest speakers prepare students for the next stage of education through delivery of lectures on the university requirements and specializations. Local universities are also visited by the students, like the University of Bahrain.
 - Students' life skills are appropriately developed through extra-curricular activities, student council and some leadership roles in school committees.

Areas for improvement

- Tracking students' progress and better meeting their learning needs outside lessons.

- Students' life skills, particularly investigative, problem-solving, critical thinking and inquiry skills.
- Support to low achieving students.

Quality assurance of outcomes and processes

□ Leadership, management and governance ‘Satisfactory’

Judgement justifications

- | | |
|---|---|
| <ul style="list-style-type: none">• Self-evaluation is regular and inclusive as it involves students, parents and teachers. Evaluation of teaching adequately involves the principal of the school and the assistant principals. These processes sufficiently focus on identifying the school’s main strengths and major areas for improvement.• Strategic and action planning are well detailed and documented, with adequate procedures to monitor their success.• Staff are provided with clear job descriptions.• The school’s friendly environment and the open-door policy are adequately effective in developing professional relations and promoting enthusiasm towards development.• The school has developed good links with the local community as students participate in national events, inter-school activities, visits to national sites of historic and cultural significance. | <p>Guest speakers are also invited to deliver speeches to students on various topics of interest. These links have a positive impact on developing students’ understanding of Bahraini culture and heritage and on their ability to communicate effectively.</p> <ul style="list-style-type: none">• Learning resources such as the interactive projectors are used effectively in better lessons to improve students’ learning.• The Board of Directors meets regularly and provides adequate strategic and monitoring support to the school’s leadership. The Board sufficiently holds the school’s leadership accountable for its administrative and academic affairs.• Teachers are subject to in-house range of professional development programmes covering topics such as writing learning objectives, collaborative learning and classroom management. However, these professional development programmes are not tailored to cater the individual needs of teachers. |
|---|---|

Areas for improvement

- Monitoring and tracking the impact of planning.
- The effectiveness of professional development programmes on teachers’ performance in lessons, to ensure better quality outcomes.
- The quality of laboratory resources in science to enhance students’ practical and investigative skills.
- The utilisation of learning resources and facilities in providing high quality teaching, resulting in creating life-long learners.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدارس الشرق الأوسط التعليمية													
Name of the school (English)	Middle East Educational Schools													
Year of establishment	2001													
Address	P.O. Box 1328, Manama, Kingdom of Bahrain													
Town /Village / Governorate	Salihiya, Manama, Capital Governorate													
School's Contacts	17241138				Fax				17234054					
School's e-mail	mschool@batelco.com.bh													
School's website	www.middleeastschools.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		334		Girls		198		Total		532			
Students' social background	Middle class families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	5	3	3	3	2	2	2	1	2	1	1	2	
Number of administrative staff	18													
Number of teaching staff	46													
Curriculum	British Curriculum + MOE (National Subjects)													
Main language(s) of instruction	English + Arabic													
Principal's tenure in the school	4 years, 6 months													
External assessment and examinations	<ul style="list-style-type: none"> Edexcel, London (Optional). 													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> New staff recruitment. 													