



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Modern Knowledge Schools
Al Ghuraifa - Capital Governorate
Kingdom of Bahrain**

Date of Review: 5-7 October 2015

SP004-C2-R006

Introduction

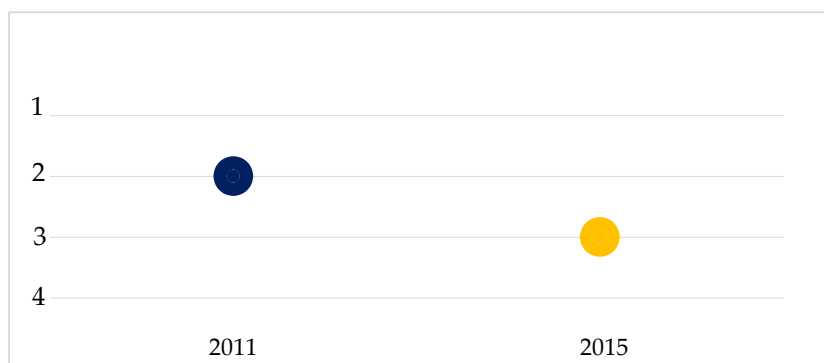
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of ten reviewers. During the review, reviewers observed lessons and other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

Summary of review judgements

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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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

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| <ul style="list-style-type: none"> • The schools' overall effectiveness is judged as satisfactory due to the adequate level of students' academic achievement and the satisfactory effectiveness of teaching and learning as well as support and guidance. Students' personal development is judged as good. • Students attain high pass rates in internal assessments. However, against external benchmarks, students' performance is generally within the average range. • Students have good standards and progress in English, particularly in Elementary and Middle Schools. | <ul style="list-style-type: none"> • The effectiveness of teaching and learning is satisfactory across the school, though further development is needed with a particular focus on raising students' academic achievement, particularly in Arabic. • Teaching and learning strategies are effectively used, particularly in the better lessons. However, they are not firmly focused on developing students' understanding and skills. • Assessment results in lessons are utilised effectively in the good and better lessons, while in the other lessons they need to be used more effectively to provide better |
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educational support to all students' needs both inside and outside classes.

- Students across the school are not provided with sufficient opportunities to develop inquiry, investigative and problem solving skills.
- Strategic planning is based on whole school self-evaluation. Improvement priorities are appropriately shared. Planning mainly aims to further develop students' performance against external benchmarks.
- The schools' monitoring system is not sufficiently rigorous to ensure a stronger impact of professional development programmes on teachers'

performance in lessons. Good practices in better lessons need to be shared among staff to ensure better provision and outcomes.

- External examination data is not rigorously used to inform planning and thereby meet the needs of all students.
- Students are well behaved and committed to the values of citizenship and show good levels of understanding of Bahraini culture.
- The school maintains strong links with the local community and whole society.
- Most students and parents expressed a good level of satisfaction with the education provided by the schools.

Main positive features

- Students' standards and progress in English, particularly in Elementary and Middle Schools.
- Students' good behaviour and commitment to values of citizenship and understanding of Bahraini Culture.
- The schools' links with the local community and society as a whole.

Recommendations

- Improve the effectiveness of leadership, management and governance by:
 - effectively monitoring the impact of professional development programmes on classroom practices across the schools and sharing good practices
 - using external examination data rigorously to inform planning and thereby meet the needs of all students.
- Improve the students' academic achievement by increasing the effectiveness of teaching and learning through:
 - effective use of a variety of teaching and learning strategies which are firmly focused on developing students' understanding and skills
 - better use of assessments in lessons, and the analysis of assessments to inform teachers' planning thereby meeting the needs of individual students
 - provision of sufficient opportunities for students to develop inquiry, investigative and problem solving skills.

- Provide more effective educational support to the different categories of students both inside and outside classrooms.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- Strategic planning is based on self-evaluation and directly tied to improvement priorities that are shared among staff. Planning aims to further develop students' performance against external benchmarks, integrate efficient technology and maintain effective planning to meet the school's needs. However, more rigorous monitoring of students' performance is essential to ensure that planning produces effective reinforcement programmes that support students.
- Along with the recent expansion in its facilities and the high number of newly recruited teachers, the impact of professional development programmes on the performance of the majority of teachers needs to be further enhanced to ensure high quality outcomes.
- There has been a decline in students' academic achievement and the effectiveness of teaching and learning since the last review in 2011, due to inconsistency in practices and instability in students' academic progress across the school.

Quality of outcomes

□ Students' academic achievement 'Satisfactory'

Judgement justifications

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|--|---|
| <ul style="list-style-type: none">• In internal examinations, students achieve high pass rates across the school. Proficiency rates are high in the Elementary School and Upper High School.• Against external benchmarks students' performance is within the average range. For example, the students' International Baccalaureate Diploma Programme points are consistently within the range of 4.67 to 4.82.• The tracking of performance of the same cohort for the last three years indicates that the majority of students are making satisfactory progress. In general, students' progress declines in Middle School and then improves again.• In English lessons and in their academic work the progress and standards demonstrated by most of the Middle School students are above their age related expectations. | <ul style="list-style-type: none">• Across the school, most students' basic skills in English are well developed and they have good communication skills. They can speak fluently, using a wide range of vocabulary.• Students' speaking and listening skills in Arabic are adequately developed.• In mathematics, most students demonstrate standards in line with their age related expectations. Whilst the majority of students having an age-appropriate understanding of expressions and variables, their arithmetic and geometry skills are well developed.• In science, students' standards are broadly in line with their age-related expectation as they show satisfactory knowledge and understanding of key scientific concepts. |
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Areas for improvement

- The standards and progress of students in Arabic language across the school.
- Problem-solving skills in mathematics.

□ Students' personal development 'Good'

Judgement justifications

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|---|---|
| <ul style="list-style-type: none">• Most students participate enthusiastically in school life. They | <p>enjoy whole-school events – both athletic and non-athletic activities such</p> |
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as Sports Day, field trips and extra-curricular activities and competitions. In lessons, most students are well motivated, participate enthusiastically, and take responsibility for their learning. They respond to teachers' questions appropriately.

- Most students are self-confident and can express their opinions confidently in and outside the classroom. They take on leadership roles and assume responsibility whenever opportunities are provided. For example, taking part in the Middle and High School Students' Council and in charitable and fundraising events. Senior Committee members devise different events to be held in the schools.
- Students behave in a mature and respectful way in lessons and around the school. The school community is harmonious and students of different

nationalities are well integrated. This has a good impact on students' verbal and non-verbal interaction with each other, particularly outside classrooms.

- Students feel safe and secure in the school and have good relationships with their teachers.
- Most students demonstrate a commitment to the values of citizenship. They show an understanding of Bahraini culture and Islamic values. This is promoted through visits to a variety of local heritage sites and through the annual celebrations of National Day and religious events.
- Most students' attendance levels are good and they are punctual to most lessons. The school carefully monitors attendance and follows up late arrivals.

Areas for improvement

- Students' independent learning skills.
- Students' working together collaboratively in lessons.

Quality of processes

□ Teaching and learning 'Satisfactory'

Judgement justifications

- Teachers across the school use a satisfactory range of teaching and learning strategies to enhance students' learning. In the better lessons, particularly in the Elementary and Middle Schools, teachers use role-play and experiential learning to help students to progress well.
 - In the majority of lessons teachers provide positive reinforcement and encouragement to students. In the Elementary School, for example, students are motivated by means of symbolic gifts and verbal praises on task completion, which results in improved lesson participation.
 - Resources such as video clips and models are used effectively in the better lessons. However, in the less effective lessons, particularly in the Elementary School, the resources used do not match students' different learning needs. The integration of technology into teaching is minimal across the school.
 - Class management is appropriate in terms of behaviour management; most lessons are orderly. On the other hand,
- a number of High School lessons across subjects are slow paced, with activities taking too long and corresponding delays in achieving the lesson objectives.
- Teachers plan for differentiation in a few English lessons in the Middle and High Schools. This provides challenge in the work set for higher attaining students. Conversely, a lack of appropriate differentiation adversely affects students' progress in a number of Arabic and science lessons observed.
 - In most lessons teachers use oral and written assessments to test students' understanding, though in a majority of lessons the assessment results are not used well to support students of different abilities. In the better lessons the use of assessment is effective in diagnosing and meeting students' needs.
 - In few lessons, students are given opportunities to think critically and develop reasoning.

Areas for improvement

- Differentiation in planning and implementing of lessons and activities.
- Promotion of students' higher order thinking skills.

- Use of assessment results to inform teaching and cater for the needs of all students, particularly low achievers.

□ Students' support and guidance 'Satisfactory'

Judgement justifications

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| <ul style="list-style-type: none"> • The school documents students' academic progress regularly. The use of 'Edline', a Learning Community Management System, provides parents with an overview of their child's progress and facilitates their involvement. The data collected by the school provides a clear picture of individual student's performance but this is rarely used to inform teachers' lesson planning and thereby improve the rate at which individual students progress. • The support and guidance provided to a small number of low achievers outside lessons has not been formalised and relevant teachers are not properly informed of these interventions. The school is not aspirational enough for its most able and gifted students. • Students are well supported if they face personal problems as they communicate positively with the Dean of Students, the counsellors and the teaching staff. However, records of students' personal development are not maintained. The school has clear expectations of student behaviour and a disciplinary code is in place. • The school organises activity days which involve students in educational and charitable pursuits and promote a keen sense of citizenship. A recent example includes 'Shake for the | <p>Quake', supporting the Nepalese earthquake victims. However, the current weekly extra-curricular activities provided does not serve the needs of the majority of students.</p> <ul style="list-style-type: none"> • Students and staff benefit from a secure site and high standards of cleanliness in the Middle and High Schools. The school environment is monitored regularly and equipment is generally well maintained. Students have access to qualified medical staff throughout the day. However, there are areas of the schools where overcrowding is a problem, including the Middle and High Schools' cafeteria and two Elementary School corridors. • New students are inducted effectively into the schools and familiarised with its facilities. Transition from one level of the school to the next is organised appropriately, with for example Grade 5 students having lunch in the Middle School cafeteria before joining Grade 6. • Students' communication skills are appropriately developed through the curriculum and the range of enrichment activities provided. There are also some entrepreneurial opportunities. Membership of the Student Council and leadership roles on the Schools' Committees benefit some students. However, critical thinking, information technology |
|---|---|

skills, problem solving and | developed.
investigative skills are less well

Areas for improvement

- Maintaining records of support offered to low achieving students to ensure that this is systematic and based on a clear assessment of needs.
- Comprehensive and clear advice regarding students' future academic and career choices, including university entrance.
- Students' intellectual, cultural and social growth through the provision of a robust weekly programme of extra-curricular activities.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Satisfactory'

Judgement justifications

- Strategic planning is based on whole school self-evaluation. Improvement priorities are appropriately shared and monitored by the schools' leadership. Planning aims to further develop students' performance against external benchmarks, integrate efficient technology and maintain effective planning to meet schools' needs.
- The school has a shared mission to promote tolerance, citizenship and respect between all students. This is achieved effectively in day-to-day interactions and reflects in the harmonious atmosphere within the school.
- In addition to training IB teachers, the school conducts several professional development workshops. These focus on class management in the Elementary School and enhancing levels of engagement across the school as a whole. However, the professional development of new staff is not as well organised, as those who join late or during the year are in need of training that matches the school's needs.
- The schools' principals delegate responsibility to the heads of departments for evaluating teachers and taking an active role in improving classroom practices. However, the impact is inconsistent particularly in Elementary and High Schools.
- The staff work in a family-like environment and most are motivated to work hard and care for students. They are encouraged and honoured on various occasions, particularly during teachers' appreciation days. However, a communication gap affects the morale of a minority of staff members who feel that their views are not listened to or acted upon.
- The school utilises its buildings well, benefiting from the recently constructed Middle and High School buildings. The campuses are equipped with suitable science and ICT laboratories, libraries, auditoriums and sports facilities. However, the use of learning resources in classes is inconsistent and this hinders students' engagement, particularly in the less effective lessons.
- Students participate in different events that enhance their educational experiences. Links with the local and international community are well promoted through charity donations *via* the Red Cross to countries in need, visiting care homes for elderly people, and supporting orphans in cooperation with the Royal Charity Organisation.

- The schools' Board of Directors acts as a critical friend and has a role in curriculum selection and expansion plans. It holds the school management responsible for their overall

performance, conducting meetings when needed.

Areas for improvement

- Sharing of plans across the school, to better implement goals and monitor the impact of planning.
- The impact of professional development on teachers' performance, particularly new teachers.
- Better monitoring of students' performance and providing more effective reinforcement programmes to support students.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدارس المعارف الحديثة													
Name of the school (English)	Modern Knowledge Schools													
Year of establishment	1995													
Address	Building 515 - Road 4209 - Block 342 - P.O Box 15826													
Town /Village / Governorate	Al Ghuraifa/ Capital Governorate													
School's Contacts	17812333 - 17727712				Fax		17827449							
School's e-mail	mksasb@batelco.com.bh													
School's website	www.mks.edu.bh													
Age range of students	6-18 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				6-8				9-12					
Number of students	Boys		1010		Girls		896		Total		1906			
Students' social background	Most students come from middle class families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	6	6	6	5	5	6	6	6	7	7	7	7	
Number of administrative staff	16													
Number of teaching staff	122													
Curriculum	American curriculum for subjects taught in English International Baccalaureate (IB) Ministry of Education curriculum for Arabic, Arabic social studies, and Islamic studies													
Main language(s) of instruction	English													
Principal's tenure in the school	20 years													
External assessment and examinations	Terra Nova, EXPLORE, PLAN, Pre-Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT)													
Accreditation (if applicable)	Middle States Association of Colleges and Schools (MSA)													
Major recent changes in the school	<ul style="list-style-type: none"> • New buildings for all schools. • Underwent the MSA visit for re-accreditation in May 2015. • Recruited 51 new teachers for the academic year 2015-2016. 													