



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

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

**New Vision School  
Maqabah – Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 19-21 March 2018  
SP057-C2-R053**

## Introduction

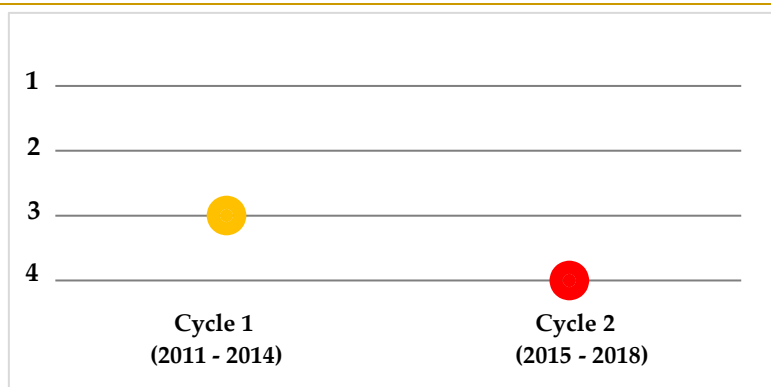
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written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

### Summary of review judgements

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
--------------------	----------	-------------	----------	---------------------	----------	-------------------	----------

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	4	4	4	4
	Students' personal development	4	4	4	4
Quality of processes	Teaching and learning	4	4	4	4
	Students' support and guidance	4	4	4	4
Quality assurance of outcomes and processes	Leadership, management and governance	4	4	4	4
Capacity to improve		4			
The school's overall effectiveness		4			

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 'Inadequate'

#### Judgement justifications

- The self-evaluation is inaccurate in identifying schoolwork priorities, which adversely affects the development of the school's strategic plan which has unclear performance indicators, poor implementation and monitoring mechanisms. There is a lack of coordination between the senior leadership and school staff in performing work as per the school's vision statement.
- Student's skills are poor in all core subjects, particularly in science and commercial subjects, and their progress is insufficient in almost one-third of the lessons.
- Students do not feel psychological secure. The school takes insufficient measures regarding the non-pedagogical methods of some teachers, and there is poor compliance with the school security and safety requirements which is a cause for concern.
- The educational strategies used are ineffective. Classroom management is weak and the assessment methods do not fulfil the educational needs of all categories of students in lessons and written work, where correction lacks accuracy and constructive feedback is scarce.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Students' self-confidence is weak. Leadership roles and effective programmes and activities to engage them in school life are scarce.</li> <li>• Diagnosis of students' academic needs is weak and the educational support</li> </ul> | <p>provided to all categories of students in lessons and supporting programmes is limited.</p> <ul style="list-style-type: none"> <li>• Most students behave well, embrace the values of citizenship and understand the Bahraini culture.</li> </ul> |
|--|--|

## Main positive features

- The students' suitable behaviour, their embracement of citizenship values and their understanding of Bahraini culture.

## Recommendations

- Ensure the psychological security of students, and comply with the security and safety requirements at school.
- Develop leadership and management processes through:
  - improving strategic planning processes by ensuring accurate and comprehensive self-evaluation, making use of its results in development of the strategic plan, and following up on its implementation with clear performance indicators
  - coordinating work and follow-up mechanisms between various leadership levels the staff
  - following up on the impact of professional development programmes on teachers' performance in lessons.
- Raise the academic achievement of students and develop their skills in all core subjects.
- Develop teaching and learning by implementing effective teaching and learning strategies and learning resources to ensure:
  - assessment results are used to meet the educational needs of all students
  - active and productive classroom management
  - students' self-confidence is developed and leadership roles are assigned
  - the accurate correction of written work and learning activities, while providing effective feedback.
- Diagnose and support students of different academic categories in lessons, programmes and extracurricular activities.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

- The school's overall performance has declined from satisfactory to inadequate in all aspects. The school's judgements in the Self-Evaluation Form (SEF) do not match the judgements reached by the review team in all aspects.
- Strategic planning and self-evaluation processes are poor, which affects the identification of work priorities and development of the strategic plan. Therefore, the strategic plan does not reflect the school's reality nor does it include clear and accurate key performance indicators.
- The school has made some improvements in some aspects, such as building a gymnasium, providing the Olive System to document students' data and results, and providing some training programmes for teachers. However, these improvements are not implemented effectively to enrich students' learning processes nor to provide them with the necessary support. Monitoring of the impact of professional development programmes on teachers' performance is inaccurate.
- The school faces a number of challenges, including students' weak standards, poor acquisition of the basic skills, and the instability of the teaching staff.

## Quality of outcomes

---

### □ Students' academic achievement 'Inadequate'

#### Judgement justifications

- In the academic year 2016-2017 students achieved high pass rates in core subjects, ranging from 89% to 100%, but achieved lower pass rates in accounting for Grades 9 and 10 at 67% and 70% respectively.
- In the academic year 2016-2017 proficiency rates were inconsistent in the Middle and High Schools, the lowest being 0% in all commercial subjects in Grade 9, 21% in science in Grade 7, 20% in accounting in Grade 10 and 25% in economics in Grade 12. Proficiency rates in the Primary School also varied, the lowest being in mathematics in Grades 4 and 6 at 58% and 59% respectively and the highest in Arabic in Grade 1 at 97%.
- Low and very low proficiency rates reflect students' standards in their written work and in the inadequate lessons which account for almost one-third of the lessons in core subjects, particularly in science across the school and in mathematics, English and commercial subjects in the Middle and High Schools.
- Students performance in most external examinations is poor. Grade 10 students in the GCSE achieved very low results in the academic year 2016-2017. In 2015, Grades 4 and 8 students scored below average in mathematics and science in the TIMSS, as did Grade 8 students in the Checkpoints exam and Grade 4 students in the 2016 PIRLS exam. The achievement of Grade 11 students, who are few, was slightly better in chemistry in the AS exam.
- Tracking students' cohorts over the academic years from 2014-2015 to 2016-2017 indicates that most students maintained their high performance in internal examinations.
- Students acquire inadequate scientific and experiential skills at all school stages. Their skills in commercial subjects are poor in general.
- Most students acquire basic arithmetic skills in the Primary School and learn appropriately how to derive polynomials in the High School, but their ability to analyse algebraic quantities is less evident in the Middle School. Their skills in problem solving are generally low.
- Most students across the school acquire adequate Arabic skills, such as application of grammatical rules and text analysis, but their writing skills are inadequate at all stages.
- Students acquire adequate English oral skills, while acquiring reading and writing skills to a lesser extent.
- Students make limited progress in remedial lessons and support programmes, particularly the low achievers and students with learning difficulties, while outstanding students show inconsistent progress.

## Areas for improvement

- Students' standards, namely their proficiency rates and progress in lessons.
- Arabic and English skills, particularly writing skills in both languages and reading skills in English.
- Problem solving skills in mathematics, and scientific concepts according to the expectations of the curriculum applied in all school stages.

## □ Students' personal development 'Inadequate'

### Judgement justifications

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Students' contribution to school life is limited, especially in lessons. They are characterised by a lack of self-confidence and inability to take responsibility and assume leadership roles. A limited number of them participate in a few extracurricular activities such as morning assembly programmes, sports activities and the 'Morning Welcome' committee.</li><li>• Most students are well behaved in lessons and around the school. They work in harmony with each other and show respect towards teachers and their peers, this being enhanced through the 'Tree of Virtues' project aimed at promoting positive conduct. This has resulted in a decrease in behavioural problems at school.</li><li>• Some students feel psychologically insecure at school due to the use of non-pedagogical methods by some teachers while dealing with students. These include verbal intimidation. The administrative measures taken are insufficient to stop these incidents.</li></ul> | <ul style="list-style-type: none"><li>• Most students show an appropriate understanding of Bahraini culture and are committed to Islamic and citizenship values. This is enhanced by their participation in events and activities such as celebrating National Day, wearing traditional costumes and organising the 'Our Bahrain is Beautiful' competition.</li><li>• The majority of students attend school regularly and punctually, except for cases of absence prior to public holidays and late attendance by a large percentage of students without the school taking appropriate actions to address this.</li><li>• A limited number of students show independent learning ability, the best of which is represented in the preparation of e-lessons, internet searches and the use of dictionaries in English.</li><li>• Most students lack the skills of debating and communicating their opinions to others when working together. They do not fully understand the roles assigned to them in and out of lessons.</li></ul> |
|---|---|

## Areas for improvement

- Students' sense of psychological security.

- Students' enthusiastic and confident participation and their assumption of leadership roles in lessons and school activities.
- Students' regular and early attendance to school.
- Debate and communication skills of students, and their ability to learn independently.



## Quality of processes

---

### □ Teaching and learning 'Inadequate'

#### Judgement justifications

- In the inadequate lessons, which represent about one-third of the lessons observed, teachers employ teaching and learning strategies ineffectively, such as questions for learning and team work with indefinite roles. The teacher is usually the centre of the educational process in some of them, and participation is limited to the outstanding students, particularly in the Middle and High Schools. Some strategies, such as learning through play and class discussion are adequate in the satisfactory lessons such as class-teaching and Arabic, where educational resources are used more effectively, including smart boards, educational films and worksheets.
- Teachers manage most of the lessons ineffectively due to inconsistency in lesson presentation, the swift pace of explanation, a lack of clarity in instructions and guidance during activities, and the rapid or slow and non-gradual transition between different activities in lessons. This affects the productivity of these lessons, particularly in science, mathematics and commercial subjects.
- In some lessons, teachers employ appropriate motivation and encouragement techniques such as verbal praise, applause and awarding stars, especially to outstanding students. However, these methods are not sufficient to encourage the participation of the majority students and increase their motivation for learning.
- Teachers use ineffective verbal and written assessments in most lessons. The accuracy of correcting homework, assignments and written work is highly inconsistent. A few teachers provide adequate feedback, but this is not enough to meet the academic needs of students of all categories.
- In most lessons the teachers provide inadequate academic support to students, including low-achievers. The majority of teachers go around groups quickly without checking the individual achievement of students with many students tending to copy the answers from some of the outstanding students, who have greater opportunities to learn in the satisfactory lessons.
- Teachers development of students' higher-order thinking skills is very limited, such as the few opportunities in the use of comparison in English and reasoning in mathematics.
- Teachers do not consider differentiation in class activities and written work. Students' abilities are not challenged in lessons. Although activities are differentiated in some subjects, they are still below the appropriate standard, with the focus being on lower-order thinking skills such as recall and memorisation.

## Areas for improvement

- Effective implementation of strategies and educational resources.
- Making use of assessment in planning to support students across the school.
- Accuracy of correction of students' written work and learning activities, and the provision of effective feedback.
- Organised and productive classroom management.

### Students' support and guidance 'Inadequate'

#### Judgement justifications

- The school provides limited academic support to students, namely honouring the outstanding students and involving talented students in the Art Exhibition. Low achievers do not receive sufficient support to help them improve their standards and achieve appropriate progress, as remedial lessons are limited to the low performing students in High School prior to examinations. Scattered individual support is provided to low achievers by some teachers. The accuracy of diagnosis of students with learning difficulties is inconsistent, as is the effectiveness of programmes provided for them.
- Students' personal needs are met through providing some assistance, including the reduction of fees, and inconsistent support to students when having problems. This is provided through some individual counselling and lectures on topics such as 'Respect'. However, the school's follow up and documentation of these cases are insufficient and inaccurate.
- The school offers a limited range of extracurricular activities, including the morning assembly programmes and events such as 'Colours Day', and are predominantly sports related. There are some committees, such as the Scouts and Students' Council. However, these activities and events are not sufficient to enhance most students' experiences and interests, particularly in the Middle and High Schools.
- The school takes some measures to provide a safe and healthy environment for staff and students, such as carrying out evacuation drills and checking the expiry dates of fire extinguishers. However, the security and safety requirements related to emergency exits, the safety of doors and windows on the upper floor, and the school canteen remain a major concern.
- An appropriate induction programme for new students is in place, with the school organising Orientation Days when school's policies are outlined and a meeting with parents is held. However, the guidance programmes to prepare students for the next stages of education and employment are limited and ineffective in providing clear and comprehensive guidance.
- The school provides some support for students with disabilities, such as wheelchair access, but this is insufficient

to enable movement between school facilities.

- The development of students' life skills is limited, mainly through problem solving,

leading teams, expressing opinions and constructive criticism.

### **Areas for improvement**

- Providing a safe school environment for staff and students in accordance with safety requirements.
- Meeting the academic needs of students across the school through appropriate support programmes.
- Supporting students when they have personal problems, following up on their cases carefully and documenting them accurately.
- Various and effective extracurricular activities that contribute to enhancing students' experiences and developing their life skills.
- Providing the necessary support for students with disabilities.

## Quality assurance of outcomes and processes

---

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

#### Judgement justifications

- The school's vision focuses on academic achievement and teaching and learning to nurture distinguished generations in a motivating educational environment. However, the vision is not reflected on all areas of schoolwork.
- The school evaluates its current situation using various tools such as SWOT analysis, analysis of examination results and classroom visits findings. However, the school's self-evaluation is not accurate nor comprehensive of all schoolwork areas.
- The school develops its strategic plan based on its inaccurate self-evaluation. This adversely affects the plan, so its goals are not accurately linked to the improvement priorities, particularly regarding students' achievement and teachers' performance in lessons. The plan's performance indicators are not clear and the mechanisms for its implementation and monitoring are poor.
- The various segments of the school leadership have different visions about schoolwork priorities, which has led to a decline in the performance level in all areas of schoolwork from satisfactory to inadequate.
- The school's evaluation of its reality in the Self-Evaluation Form (SEF) differs from the judgements reached by the review team in all aspects, due to the varied awareness of school staff of the aspects in need for improvement.
- The school fulfils the training needs of teachers through providing programmes and workshops on topics such as 'Assessment for Learning', 'Differentiated Learning' and 'Classroom Management'. It also organises internal and external peer observations, holds workshops on curriculum implementation and supports new teachers across all departments. However, the impact on teachers' performance is not adequately monitored, which shows in their inadequate performance in the majority of core subjects' lessons.
- Positive relationships prevail among the school's staff due to the school's open-door policy. Teachers are encouraged with certificates of appreciation and honouring distinguished teachers in the morning assembly. However, these measures are not sufficient to adequately improve the performance of the majority of teachers in lessons.
- The school's available educational resources and facilities, such as the gymnastics, science and computer laboratories, are not used effectively to enrich students' learning, particularly in the majority of the Middle and High Schools lessons.
- The school has links with some local community organisations to enrich

students' various experiences, such the Electricity and Water Authority to hold awareness lectures, and with the Royal Charity Organisation to support some orphaned students. The school also communicates with parents through the Olive System, and actively responds to some of their suggestions such as changing the school's examination dates.

- The Board of Directors communication with the school leadership through periodic meetings to discuss the most important improvements is inconsistent. The Board's roles are not clear in following up on the effectiveness of the school's performance, especially with regard to monitoring the effectiveness of teaching and learning and students' academic achievement.

### **Areas for improvement**

- The accuracy and comprehensiveness of self-evaluation and using its results in the development of the strategic plan, with clear performance indicators based on the improvement priorities and accurately monitoring its implementation.
- Monitoring the impact of professional development programmes on teachers' performance in lessons.
- Clarifying the roles of the Board of Directors, monitoring the effectiveness of the school's performance, and unifying the direction and vision between various segments of the school leadership in order to improve overall performance.

## Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة الرؤية الحديثة													
Name of the school (English)	New Vision School													
Year of establishment	2011													
Address	Gate 25, Building 3, Road 83, Block 505													
Town / Village / Governorate	Maqabah / Northern													
School's Contacts	17691505	17311202	Fax		17691535									
School's e-mail	Newvision_511@hotmail.com nvision13@yahoo.com													
School's website	www.nvsbahrain.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	301			Girls	223			Total	524				
Students' social background	Most students come from middle income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	4	4	3	3	2	2	2	2	1	2	1	
Number of administrative staff	10													
Number of teaching staff	49													
Curriculum	<ul style="list-style-type: none"> <li>British curriculum.</li> <li>Ministry of Education curriculum for Arabic, Islamic education, citizenship and social studies.</li> </ul>													
Main language(s) of instruction	Arabic / English													
Principal's tenure in the school	6 years													
External assessment and examinations	<ul style="list-style-type: none"> <li>GCSE by Edexcel for Grades 9 and 10, advanced Subsidiary (AS) for Grade 11, and Cambridge Secondary Checkpoint exams for Grade 8.</li> <li>BQA National Examinations.</li> </ul>													

	<ul style="list-style-type: none"> <li>• Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS).</li> </ul>
<b>Accreditation (if applicable)</b>	Cambridge and Edexcel Examination Centre
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Introducing the Olive System to document students' data and results.</li> <li>• Participation in the national exams, TIMSS exam, PIRLS exams, GCSE exams, AS exam.</li> </ul>