



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

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

### **Review Report**

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

**Date of Review: 20-22 October 2014**

SP057-C1-R057

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## 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:

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 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>		New Vision School											
<b>School's type</b>		Private											
<b>Year of establishment</b>		2011											
<b>Age range of students</b>		6-17 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		1-6				7-9				10-11			
<b>Number of students</b>		<b>Boys</b>	329	<b>Girls</b>	195	<b>Total</b>		524					
<b>Students' social background</b>		Majority of 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>	6	5	3	3	2	2	2	2	1	1	1	-
<b>Town /Village</b>		Muqaba											
<b>Governorate</b>		Northern Governorate											
<b>Number of administrative staff</b>		18											
<b>Number of teaching staff</b>		60											
<b>Curriculum</b>		International General Certificate of Secondary Education (IGCSE), Ministry of Education (MoE) for Arabic, Islamic education, social studies and citizenship.											
<b>Main language(s) of instruction</b>		Arabic and English											
<b>Principal's tenure</b>		3 years											
<b>External assessment and examinations</b>		-											
<b>Accreditation (if applicable)</b>		-											
<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>		
		160			138			5			31		
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>appointment of a quality specialist in the academic year 2014-2015</li> </ul>											

- |  |  |
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|  | <ul style="list-style-type: none"><li>• obtained intermediate school licensing in 2012-2013 and secondary school licensing in 2013-2014.</li></ul> |
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## 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	3
Students' personal development	3	3	3	3
The quality and effectiveness of teaching and learning	3	3	3	3
The quality of the curriculum implementation	3	3	3	3
The quality of support and guidance for students	3	3	3	3
The quality and effectiveness of leadership, management and governance	3	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

Overall effectiveness is satisfactory. This considers the leadership's knowledge of strengths and areas for improvement. Students generally make appropriate progress in majority of lessons due to teaching strategies used, including questions for learning, group work and discussion. Great efforts are made to enhance students' experience through participation in school life, morning assembly and internal and external competitions. This helps them to develop self-confidence and assume leading roles, gaining parents' and students' satisfaction. The curriculum provides an appropriate range of experiences, but is inconsistently applied with variations in educational strategies, class management and assessment methods for achieving goals and supporting students. The school classifies and supports students, especially low-achievers in the primary stage, some of which have difficulty in writing and reading in both Arabic and English.

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

#### Grade: 3 Satisfactory

The capacity to improve is satisfactory, with the leadership's clear vision focusing on building the character of students as well as providing their education. This shows in students' understanding of Bahraini heritage and Islamic values and their harmony in working together. The strategic plan focuses on developing academic averages and self-improvement. Behavioural problems are decreasing and teaching strategies are improving, though still with varying effectiveness. Professional competency is raised through external collaboration and the appointment of a quality specialist who constantly evaluates all areas of school work and identifies training needs. The school faces challenges in improving students' academic achievement, further developing their skills, and assuring the impact of professional improvement programmes, especially with new teachers in terms of varying teaching strategies and supporting students.

## Students' achievement

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

#### Grade: 3 Satisfactory

Students achieved satisfactory pass rates in internal examinations of 2013-2104. Primary students had high pass rates ranging between 81.8% in mathematics for Grade 6 and 100% in most other subjects and grades. Intermediate-stage students had satisfactory pass rates ranging between 78.6% in Arabic, English and mathematics for Grade 7 and 100% in English for Grades 8 and 9. Secondary students achieved high rates of 100% in Arabic, English and mathematics. Generally, the school results show varying proficiency rates that vary between 14.7% in mathematics for Grade 8 and 98% in mathematics for Grade 1.

Students' achievement through the past two academic years shows improvement in success rates, especially in mathematics and science for most grades, particularly Grades 4 and 8. The majority of students in all stages progress in their written work, though this varies throughout the three stages, particularly with low-achieving students, with varying support provided to them and teaching strategies that insufficiently consider students' different levels.

Reading skills in Arabic progress well, with most students using vocabulary appropriate to their age group. Likewise, the majority can communicate and comprehend in English and can write simple sentences and paragraphs. However, students' creative writing and analysis skills are inadequate in both Arabic and English. A small number of Grade 2 students face difficulties in writing and reading simple words and sentences, especially in English.

In mathematics, the majority of students in the different stages show adequate understanding of basic concepts. The majority of Grade 3 students can add up to 3 numbers using fractions. Intermediate students can simplify algebraic equations. Grade 11 students can write quadratics in the form of a perfect square. Nevertheless, capability varies when applying mathematical concepts to problem-solving in most grades.

Most students possess adequate understanding of scientific facts. Grade 8 students can explain the concept of scattering and most Grade 11 students understand free fall and terminal velocity. They achieve satisfactory progress in most science lessons, where theory is supported with videos and illustrative graphics. However, students' ability to elaborate and their experimental skills vary due to the lack of opportunities provided to them for carrying out experiments themselves.



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

### Grade: 3 Satisfactory

Most students are punctual for morning assembly and lessons times; because of continuous follow-up by social supervision and school's administration, which has reflected on students' attendance rate and discipline. They show good understanding of Bahrain's heritage and Islamic values, encouraged through life skills, puppet shows and participation in national and religious events. They possess Islamic values, such as, honesty, that was apparent through their participation in 'Lost and Found', morning assembly activities, and visits to cultural places.

Many students participate in school life through departmental activities, particularly the Arabic, English and science departments, involvement in the morning broadcast, and internal and external competitions where they are top in the basketball tournament with neighbouring schools. This enhances their self-confidence and helps them assume leadership roles. However, their direct participation in lessons is less evident due to the variation in teaching strategies and lack of opportunities provided.

Most students show respect to each other and to their teachers. They work in harmony and engage in humanitarian activities that build their values, such as 'World-Peace Day'. Most students respect the school infrastructure and resources, demonstrating their awareness and responsible behaviour. The majority feel secure due to the provision of a safe educational environment. However, some behavioural irregularities are noted, with misbehaviour and use of inappropriate words in some less effective lessons. The school takes strict action to limit these, with the number of cases noticeably decreasing in the past two years.

## The quality of provision

### □ How effective are teaching and learning?

### Grade: 3 Satisfactory

The majority of teachers show subject knowledge in their planning for lessons, enthusiasm and use of Standard Arabic in most Arabic lessons. Diverse educational and learning strategies are appropriately used in most lessons, such as learning through questions and dialogue and discussion. However, collaborative work shows inconsistency because of unclear roles assigned to students. Available educational resources are successfully employed, such as smart boards to project experiments and images, audios and videos, with worksheets, schoolbooks and small boards for Arabic lessons in the primary stage.

Nevertheless, the reflection of what is offered varies between the three stages, affecting students' ability to gain skills, concepts and knowledge. While this does not seem a problem in effective lessons such as Arabic for Grade 1 and English for Grade 8, variations were apparent in most science and mathematics lessons in both intermediate and secondary stages and in biology for Grade 10. Limitations were apparent in ineffective lessons such as some English lessons for Grades 1 and 2.

Teachers appropriately challenge students' abilities through verbal questions at different levels. Students' higher order thinking skills, such as explanation and elaboration in Physics in the secondary stage and in a number of science and mathematics lessons, are thereby developed.

Teachers manage most lessons appropriately. However, time management varies in some lessons due to haste in explaining the lesson's main goal, prolonged presentation of parts of the lesson, or moving quickly between activities without paying attention to students' understanding.

In lessons, teachers assist students through guidelines, motivate and encourage them to participate with positive remarks, or applaud and give symbolic gifts in primary stage. This increases students' enthusiasm for participation, helped them enjoy lessons and enhancing their progress. However, support for low achieving students is less evident.

Students are assigned an appropriate amount of homework in the majority of core subjects, while it varies in some secondary-stage subjects. Homework is marked regularly, though feedback provided to students varies. Teachers evaluate students' performance, both collective and individual, using oral and written feedback. However, the effectiveness of this and the resulting benefit in meeting students' individual needs varies, especially relating to lesson planning and remedial programmes for low achieving students.

### **□ 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 experiences based on the British and MoE curriculum. The school plans the curriculum and analyses implementation using a curriculum consultant, in order to ensure optimum implementation. The British curriculum is designed to provide different options for students, particularly in the secondary stage. Some subjects are enriched with summaries and activity books, providing students with the basic skills needed for their next stage of education. However, the effectiveness of

curriculum provision varies in supporting the progress of all student groups, particularly those with learning difficulties. In most science lessons, the current curriculum does not support students in developing the practical and exploration skills needed.

There are plans for linking between subjects in some lessons, but examples of links are limited. Students' understanding of their rights and duties and their sense of citizenship are successfully developed through the national anthem and participating in boys scout and national events. Opportunities are provided for most students to participate in extracurricular activities that enhance their experience and interests, such as sports or mathematics and science clubs. They are also given the chance to do voluntary work such as visiting senior citizens homes and to participate in educational field trips. The curriculum is enriched through using the school environment, communication with the local community and inviting external lecturers on health.

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

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

The school inducts new students effectively involving their parents, helping them settle in school easily. Students are prepared for the secondary stage by introducing them to the scientific and commercial streams, and using Cambridge international examinations templates.

The school meets students' personal needs adequately. Students with learning difficulties in Arabic are supported by the school specialist, using diagnostic tests. Admission and school examination results are used in classifying students' educational needs, low achieving students being provided with remedial lessons and activities. Outstanding students are encouraged through clubs like the 'English Language Club' and competitions, reflecting positively on their overall performance.

Individual and group counselling sessions are held to help students with problems. Students' behaviour is improved through life skills lessons and the morning broadcast. The school communicates effectively with parents to inform them of their children's progress through its website, texts, a weekly newsletter and students' journals, being praised by parents who met the review team.

The school works to provide a safe and healthy environment, including safety demonstrations on buildings and appliances, evacuation drills, and health awareness like healthy food. However, despite the efforts to ensure students' safety, monitoring of school buses needs further organisation and the school gate is too narrow for the number of students.

## 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 leadership has a clear vision on providing educational services that help improve the young, being set in cooperation with the Board of Directors and the Executive Committee. However, although the majority of stakeholders know of its content, its application in schoolwork and lessons has varies. The leadership is well aware of the school's strengths and weaknesses through self-evaluation, using the results in building a strategic plan and setting improvement priorities. The plan aims mainly at raising academic averages, enhancing personal development and building the professional competency of teachers, but needs more accurate performance indicators and clearer measurement criteria. The strategic plan has been effective in decreasing behavioural problems, though students' performance in most lessons varies especially in Grades 1 and 2 due to newly appointed class teachers.

Most school members praise the leadership's consistent inspiration and support, as well as the certificates of recognition and annual incentives they receive. This increases their motivation. The academic manager, coordinators and the quality specialist develop teachers' professional competency through regular class observations. The results are being used to meet training needs in cooperation with external consultants. This is done through workshops on class management and improving collaborative work skills. A number of teachers have also visited the British School of Bahrain to experience the environment and teaching methods there. However, the impact on teachers' performance is inconsistent, exacerbated by the annual turnover of teachers resulting in newly-appointed teachers.

The school uses its financial resources and invests in educational facilities to properly serve the educational process, including the science lab, library and playground on which competitions are held despite its small size. The school provides e-learning through smart boards in all classes. Parents' and students' feedback is obtained through questionnaires and an open door policy, responding to their suggestions where possible including a shaded area, increasing the number of seats in the school yard, creating a website for two-way communication and providing curriculum enhancement details. Links are maintained with local community institutions such as the Health Centre, a lecture on obesity in the Health Sciences College, and Professions Day is held in cooperation with parents. This builds students' educational awareness. The Board of Directors effectively supports the school, consistently following up on overall performance through monthly meetings with the school's leadership.

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

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- Students' understanding of Bahraini heritage, their possession of Islamic values and working together in harmony
- the communication with parents to inform them of their children's progress and to note their suggestions.

## Recommendations

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

- raise students' academic achievement, especially in the first cycle, and develop skills in all core subjects, particularly English and mathematics
- implement diverse and effective teaching and learning strategies, to include:
  - supporting students of various groups and challenging their abilities to ensure improvement in their progress
  - more effective and productive class management
  - making use of assessment results to meet the different educational needs of students.
- provide effective professional development programmes and follow-up on their impact, especially with newly-appointed teachers
- organise students' dismissal procedures to ensure their safety, especially for those who use school buses.