



هيئة ضمان جودة التعليم و التدريب  
Quality Assurance Authority for Education & Training

# **Schools Review Unit Review Report**

**Nadeen School  
Manama – Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 10 - 12 October 2011**

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## The Schools Review Unit

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The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent national authority, attached to the Cabinet and set up under Royal Decree No. 32 of 2008, amended by the Royal Decree No. 6 of 2009. It is established to raise standards in education and training.

The SRU is responsible for:

- evaluating and reporting on the quality of provision in all schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for 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 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 eight 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>		Nadeen School											
<b>School's type</b>		Private											
<b>Year of establishment</b>		1977											
<b>Age range of students</b>		5-11 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>			<b>Middle</b>				<b>High</b>				
		1-6			-				-				
		Key Stage 1 (Grades 1 and 2), Key Stage 2 (Grades 3 to 6),											
<b>Number of students</b>		<b>Boys</b>	94	<b>Girls</b>	104				<b>Total</b>	198			
<b>Students' social background</b>		Diverse multi-national											
<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>	2	2	2	2	1	1	-	-	-	-	-	-
<b>Town /Village</b>		Manama											
<b>Governorate</b>		Capital											
<b>Number of administrative staff</b>		3											
<b>Number of teaching staff</b>		17 plus 5 support teachers											
<b>Curriculum</b>		English National Curriculum (ENC) International Primary Curriculum to supplement ENC Bahraini Curriculum for Arabic and Islamic Studies for Arabic-speaking students (54 students)											
<b>Main language(s) of instruction</b>		English											
<b>Principal's tenure</b>		28 years											
<b>External assessment and examination</b>		National Foundation for Educational Research (NFER) in mathematics and English language											
<b>Accreditation (if applicable)</b>		-											
<b>Number of students in the following categories</b>		<b>Outstanding</b>			<b>Gifted &amp; Talented</b>			<b>Physical Disabilities</b>			<b>Learning Difficulties</b>		

	-	-	-	27
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Expansion of school premises to include a new building to expand facilities;</li> <li>• New music room;</li> <li>• New learning support system introduced;</li> <li>• Introduction of headteacher;</li> </ul>			

## Table of review judgements awarded

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

### 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: 2 Good**

The overall effectiveness of Nadeen School is good because the school performs consistently well across the different aspects of its work. Most students meet or exceed the expected standards for their ages and their personal development is good. Teaching is good and sometimes outstanding. The curriculum is based on the English National Curriculum and is implemented and enhanced effectively with a range of good quality extra-curricular activities and special events. Induction procedures are excellent but monitoring the development of students' personal skills is not close enough. Overall guidance and support are good. Governance leadership and management is highly effective and includes staff and pupils in school evaluation and development. Students and their parents are well-satisfied with the school.

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

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

The school's capacity to improve is good, mainly because the senior staff are working effectively as a team in managing and leading the school to maintain and enhance its performance. In recent years significant improvements have been made. Examples of these include the appointment of a head teacher and coordinators of key stages to provide educational leadership. Creatively, the staff are using the British Club to give more space for physical education activities. Furthermore, of support given to students with special needs and non-English speakers. Self-evaluation procedures are in place, along with appropriate contributions from parents and students on the main issues for improvement. However, the rigour in this process and in long term strategic planning is currently insufficient to help the school reach outstanding performance.

## **Students' achievement**

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

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

Most students meet or exceed the expected standards in core subjects and scores in the NFER external testing. Students' good levels of understanding and knowledge are the result of effective implementation of a range of teaching methods. Previous cohorts of students have made good progress in core subjects in recent years and most students are making good progress in current lessons, as they acquire basic skills in core subjects and some catch-up quickly in mathematics. Students have good communication skills in English.

In Key Stage 1, most students are confident in using new vocabulary and in expressing their ideas and opinions in lessons. This is the case at appropriate levels in Arabic and English. In writing, letters are well formed and their punctuation is good. Extended writing in various genres in English is good. In mathematics and science, most students have good basic skills with a clear understanding of arithmetical operations and scientific investigations.

In Key Stage 2, most students are able to understand themes and characters well in Arabic and English. In Arabic language, for first language Arabic speakers, students show confidence in listening and speaking standard Arabic and can read a range of texts accurately and fluently. However, their grammar and writing skills are insufficiently developed. Starting this academic year, all non-Arabic students are developing basic Arabic through its introduction as an additional language. In English students are confident speakers when describing events and sharing their opinions, for example when students in Year 6 explained in great detail why they have chosen to research their topics in a particular way, often using complex sentences. A similar picture emerges in mathematics, with most students able to complete a variety of mental calculations and showing a good understanding of various mathematical concepts. However, a minority have still to develop independence in solving mathematical problems and depend too much on teacher support. In science, most students can make and record a series of observations and comparisons, presenting the information in suitable formats, including tables and graphs.

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

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

Attendance levels are very high and students are punctual. Students participate enthusiastically and collaboratively in lessons and school events, including after-school



activities such as the business club, tin whistle club and Irish language club. They are keen to show their enjoyment of activities, for example singing and dancing by younger students and drama events by the older ones. Participation and enthusiasm is high. Students are generally fully engaged and cooperate well when offered opportunities to work in pairs and small groups.

Students are self-confident as they take on increasing levels of responsibility around the school. Opinions are expressed confidently. Leadership and responsible roles in their student council and charity events are taken on, such as the fundraising campaigns and sponsored walks for 'Bahrain mobility' and 'Save the Children'. However, in a small minority of lessons, students are not given sufficient chance to work independently.

Students are well behaved and are respectful of school property. They help to enhance their environment by supporting a recycling programme, feel safe and have good relationships with each other and their teachers. A good understanding of Bahrain's heritage and culture is displayed, including the values of Islam. Students celebrate cultural events and festivities throughout the year, such as creating a Ramadan tent, Eid cards, and celebrating National Day.

## **The quality of provision**

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

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

Teachers have good subject knowledge, which is reflected in the enthusiasm and clear instructions in most lessons. Objectives and success criteria are almost always shared with students to make them well-aware of what is expected. Lessons are orderly and activities are well-organised to ensure students' engagement and motivation, which contributes to the active participation of the different groups. Good planning guides teaching to cater effectively for the different needs of students. This is done successfully in the majority of lessons through challenging students and supporting them to make good progress through the use of various strategies, such as brain storming and role play. Resources are also used creatively to enhance learning, for example for English as an additional language, students, used toy cars to assist in the learning of colours and numbers and borrowing specialist facilities for physical education. In a few lessons there is limited use of strategies and resources to engage and motivate students. Older students show enthusiasm for planning their work and resources, with many beginning to take responsibility for their own learning.

Students are often assigned projects that promote their analytical, reasoning and investigative skills because they are given opportunities to link different subjects and take control of their own learning. For example, students in Year 6 brainstormed ideas about the Greeks and identified the 'multiple intelligences' they might develop during their project. However, developing students' higher order thinking is under-developed in the majority of lessons as there are insufficient opportunities to enhance these skills. Students are assigned homework, in the different subjects, which matches their different needs and consolidates their learning. However, this differentiation is inconsistent across the school.

Students are assessed in the most successful lessons, using effective methods to measure their performance and provides immediate feedback. However, in other lessons, assessment is merely dependent on verbal questions, without providing sufficient support and practice. Students' written work is consistently marked and feedback is provided to guide them on how to improve their work and sets targets that challenge them further. The school uses NFER tests to assess students in English, mathematics, non-verbal reasoning and spatial reasoning and the science assessments are based on the Qualifications and Curriculum Authority (QCA) framework.

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

**Grade: 2 Good**

The curriculum provides a wide range of subjects based on the English National Curriculum and it is well implemented and enriched. Annual reviews of the curriculum are undertaken to ensure that the correct changes are made to meet the students' needs and interests. The recent introduction of Arabic for non-Arabic speakers is a good example of where this has been successful. The school makes outstanding links between subjects resulting in an exciting and coherent curriculum. Much of the school's work is based around topics or themes with some of the older students closely involved in planning and organising their work.

Students' excellent awareness of their roles and responsibilities in the school community is clearly demonstrated as they organise charity fund-raising events and help younger students learn to read. In addition, they contribute well to national and international activities, such as Save the Children day, and develop an active sense of citizenship. The school provides an attractive and stimulating learning environment that is well organised. This contributes significantly to students' learning through inter-active displays of work that celebrate their achievements. Students are well prepared as they transfer to the next stage of their education, particularly those who are transferring to senior schools, because the school offers tailor-made support. There is a good range of extra-curricular activities with most well attended.

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

### **Grade: 2 Good**

Overall guidance and support is good though students who join the school receive excellent support. They are made to feel welcome and settle quickly, which contributes to the good progress that students make. The school regularly assesses students' academic progress through end-of-topic and termly tests. It collects a wealth of data but there are some inconsistencies between classes and subjects in the way this information is used to diagnose difficulties. Occasionally, this results in a mismatch between the tasks set in lessons and students' individual needs. Students with special educational needs are well supported and benefit from the specialist teaching that they receive. Information for parents is of high quality, comprehensive and keeps them very well informed about their children's academic progress. The school acknowledges that tracking students' personal development is less effective and needs to be more systematic. The response from staff when students need to share a concern is exemplary. Students are confident of help from any adult in the school. They receive good advice and guidance as they prepare for the next stage of their education. Transition arrangements between year groups, and as students move to senior schools, are effective and this contributes to the continuity of their learning. The school ensures a high quality, healthy and safe environment for students, parents and staff. Principles of care, tolerance and respect are visible.

## **Leadership, management and governance**

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

### **Grade: 2 Good**

The senior leadership team (SLT) shares a dedication to, and passion for, the school. The mission statement is continuously reinforced through the welcoming 'open door' policy and the supportive ethos enjoyed by students, parents and staff members. Job descriptions have recently been introduced for the SLT and these help to identify clear roles and responsibilities within the principal's priority aim to promote and maintain purposeful teamwork. Job descriptions are yet to be developed for other positions of responsibility.

The school has good self-evaluation structures in place. Teachers contribute to evaluation through team meetings. Parents also contribute through curriculum meetings and Parent Teacher Association (PTA) involvement. A change to offering Arabic as an additional

language, instead of French, resulted from an inclusive evaluation of the additional language programme. Students' performance data are carefully analysed. Performance management for all teachers relies on informal lesson observations and does not rigorously identify areas for further improvement in the good quality teaching, with enough careful monitoring. The school's development planning is not firmly enough based on self-evaluation, and gives insufficient attention to long-term strategic planning with prioritised goals and action planning. It lacks timelines and responsibilities as well as processes for monitoring and evaluating the progress and success of actions implemented. This represents the main aspect in need of improvement in the management of the school.

Recruitment and teacher retention is good. In-service training is provided for target areas such as behaviour modification and assessment, but external opportunities are limited. Resource materials are carefully chosen and well-organised. Rooms are used well to facilitate learning and the campus provides a stimulating learning environment, with attractive teaching and learning displays and students' work. The school listens and is responsive to the concerns and suggestions of parents and students, through its active PTA and Student Council. Parents and students appreciate the easy access to teachers and leadership. Strong links with the local community have been developed, such as using the facilities in the neighbouring British Club for physical education lessons. The school is committed to community projects working to support an orphanage in Belize and local charities. The Advisory Group successfully provides oversight and guidance in key areas of expertise, such as finance. It is less active in hold the school to account for academic performance.

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

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- Students' behaviour and willingness to take on responsibilities
- The shared commitment across the school community to the caring and supportive ethos
- The curriculum with relevant links across subjects
- Support and guidance provided for students
- The above average standards of attainment by most students
- The school's responsiveness to the concerns and suggestions of students and parents.

## Recommendations

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

- ensure that strategic planning is aspirational and sharply focused on the main priorities for improvement, informed by rigorous school self-evaluation, to bring the school's performance to an outstanding level
- use the wealth of assessment data which the school collects to reduce inconsistencies in rates of progress between classes and subjects so as to ensure that all students make the best progress possible.