



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**New Generation Private School
Juffair – Capital Governorate
Kingdom of Bahrain**

Date of Review: 29–31 October 2018
SP065-C2-R060

Introduction

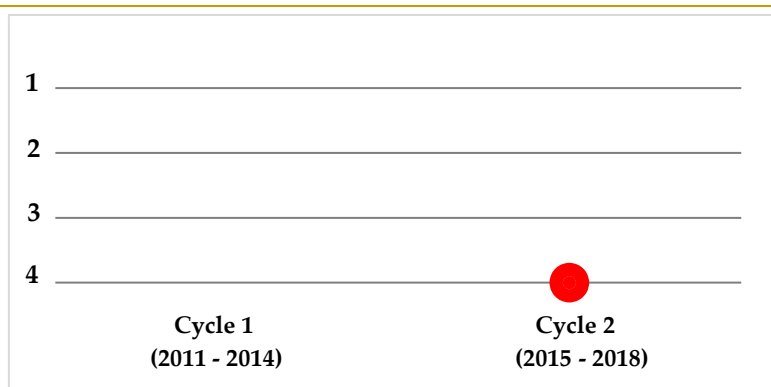
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written 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	4	-	-	4
	Students' personal development	4	-	-	4
Quality of processes	Teaching and learning	4	-	-	4
	Students' support and guidance	4	-	-	4
Quality assurance of outcomes and processes	Leadership, management and governance	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

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| <ul style="list-style-type: none"> • Students' standards are poor and below curriculum expectations. Their proficiency rates are highly inconsistent in the 2017-2018 internal examinations across different subjects. • The more able students dominate the opportunities for participation in lessons, while only limited opportunities are provided to the rest to enable them to develop their confidence and leadership roles. Students are well behaved and respectful of each other and their teachers. • Teaching is inadequate in half of the lessons observed as the strategies and resources used are unsuccessful in | <ul style="list-style-type: none"> engaging students and time is not well used to support low achievers or allow the implementation of effective assessment methods that rigorously measure students' progress. • The school lacks systematic measurements and identification of students' categories to support them and meet their different learning needs, particularly with the low achievers and special needs students. • The self-evaluation process is at its initial stage and is not rigorous enough to identify improvement priorities. Strategic planning is not finalised yet. Professional |
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development programmes are not based on teachers' individual needs and monitoring of classroom practices does

not ensure an impact on students' progress.

Main positive features

- Students' positive behaviour and respect to each other and their teachers.

Recommendations

- Improve the effectiveness of leadership, management and governance by:
 - implementing a rigorous and comprehensive self-evaluation system that clearly identifies improvement priorities and is clearly reflected in strategic planning, with accurate and measurable performance indicators
 - providing effective professional development programmes that ensure students' progress as per curriculum expectations.
- Raise students' academic achievement by improving the effectiveness of teaching and learning to focus on:
 - implementing effective strategies and utilisation of resources that engage students in their learning
 - productive use of learning time
 - use of effective assessment methods that rigorously measure that students' progress is in line with curriculum expectations.
- Implement proper mechanisms to rigorously identify the different categories of students in order to provide effective support programmes to meet their learning needs, particularly the low achievers and those with special educational needs in and out of lessons.

Capacity to improve 'Inadequate'

Judgement justifications

- The self-evaluation is not rigorous enough to identify improvement priorities, particularly in academic achievement and identifying and classifying students' categories according to their different learning needs based on results' analyses.
- Strategic planning is not effective yet, and the improvement plan has no timeframes nor clear key performance indicators.
- The school has made some improvement in its resources, such as installing smart boards and equipping the science laboratory. However, in most lessons the

available resources are not used in a productive manner.

- The school faces the challenge of instability in the senior leadership, as five different Principals have assumed responsibility for the school in the last two years. Other challenges include the high turnover of teachers, the standards of students and the inadequate progress

made by them in more than half of the lessons observed.

- The school lacks effective support programmes to care for students, particularly the low achievers and those with learning difficulties.

Quality of outcomes

□ Students' academic achievement 'Inadequate'

Judgement justifications

- In the 2017-2018 internal examinations, students achieved high pass rates of up to 100% in most core subjects. Students' cohorts over the past two academic years from 2016-2017 to 2017-2018 achieved high pass rates in all core subjects across the school.
- Students' high pass rates do not correlate with the inconsistent and low proficiency rates in the majority of subjects. High proficiency rates ranging between 69% in Grades 4 and 5 Arabic, Grade 2 science, and 100% in Grade 3 science were achieved. However, students achieved low rates in Grade 6 mathematics at 45% and Grade 5 science at 0%. In English, students achieved low rates through Grades 4 to 6 at 0%, 10% and 35% respectively.
- The low proficiency rates show in students' weak standards in the inadequate lessons, which amount to half of the lessons observed. Most of these poor standards are below curriculum expectations, and students make limited progress in most lessons except for the few satisfactory lessons which are mostly in science.
- Students' acquisition of knowledge and development of skills in most core subjects is poor, as follows:
 - in English, students show appropriate communications skills in satisfactory lessons, though their reading and writing skills are below expectations. For example, students can use regular verbs in simple sentences but face difficulty in using irregular verbs
 - in mathematics, the majority of students display standards that are below expectation. They have difficulties with multiplication and division and find problem solving challenging
 - in Arabic, students' standards are below expectations in reading, except for the few more able students who can analyse a reading text and answer questions. However, the writing and grammar skills in most grades are below expected standards
 - in science, students show satisfactory progress and adequate development of experimental skills. For example, they are able to classify the processes of reversible and irreversible changes and living or non-living things.
- Students of different abilities make inadequate progress in most lessons and their written work, particularly the low achievers and those with learning difficulties, due to lack of support programmes.
- Non-Arabic students make inadequate progress due to the insufficient support provided to them in and out of lessons. Their written work is below age related expectations, as are their assessments and examination results.

Areas for improvement

- Students' attainment and standards in core subjects across the school.
- Progress made by students of different abilities in lessons and in their written work.

□ Students' personal development 'Inadequate'

Judgement justifications

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| <ul style="list-style-type: none">• Students' participation in most lessons is limited to the more able ones. Meanwhile, the rest of the students show low self-confidence and enthusiasm, with limited ability to assume leadership roles or take responsibility for their learning, particularly in the inadequate lessons.• The majority of students are provided with opportunities to participate in extracurricular activities and the enrichment period. However, only a proportion of students assume leadership roles and responsibility such, as in leading the morning assembly, being members of the Students' Council, Head Boy and Head Girl.• Students show appropriate awareness and positive attitudes towards others, despite their different social backgrounds. They adhere to school rules and regulations and maintain order in the classroom. This shows positively in their psychological security, which is evident from the limited behavioural problems. | <ul style="list-style-type: none">• Students have an appropriate understanding of Bahrain's culture. This is enhanced by celebrations of national events such as celebrating the National Day, participating in 'Bahrain First' and visiting historical sites such as Arad fort. Students respect each other and their teachers, showing their understanding of Islamic values. They attend school regularly, with only limited cases of absence and tardiness which are followed up by the school with appropriate actions being taken.• Except for the limited opportunities to develop experimentation and problem-solving skills, students' independent learning skills are underdeveloped.• Students work together in groups when opportunities are provided. However, in most of the lessons they do not develop their communication skills, such as persuasion and discussion, and are not assigned roles and tasks to work together effectively. |
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Areas for improvement

- Students' self-confidence and ability to assume leadership roles and responsibility in and outside lessons.
- Students' independent learning and communication skills.

Quality of processes

□ Teaching and learning 'Inadequate'

Judgement justifications

- In more than half of the lessons, teaching strategies are ineffective in developing students' knowledge and skills, with the focus being on whole class questions which negatively affects students' engagement, progress and developmental of skills.
 - In a few lessons, teachers use suitable teaching methods such as discussion, questioning for learning and practical experimentation, which shows positively in students' understanding, particularly in science.
 - Teachers' use of educational resources in lessons is inconsistent. In a few lessons, resources such as smart and white boards, flashcards and educational films are used. However, the impact varies and is mainly ineffective in engaging students in the majority of lessons.
 - Class management is appropriate in terms of behaviour management, due to the respectful conduct of students. However, poor management of learning time affects productivity in most inadequate lessons. Activities are not age-appropriate, nor do they challenge students' abilities. Transition between activities is too quick, without ensuring that the learning objectives have been achieved.
- In a few better lessons, students are appropriately encouraged to participate in lessons through verbal praise and rewards using the Class Dojo programme. However, in the majority of lessons opportunities for active participation are limited.
 - In the majority of lessons, teachers use ineffective assessment methods, with over-dependence on whole class and oral assessments which do not include the majority of students nor assess individual students' learning achievements. Assessment is not consistently used to measure students' progress or diagnose and meet their different learning needs, nor to make consequent adjustments to teaching and learning activities.
 - Across the school, students are provided with only limited opportunities to develop their higher order thinking skills through justification, analysing or comparison.
 - Teaching fails to provide sufficient challenge to students of all abilities in the vast majority of lessons. The more able students dominate activities while the rest are not sufficiently supported, particularly the low achievers.

Areas for improvement

- Use of effective teaching and learning strategies and educational resources to ensure students' involvement in their learning.

- Productive management of learning time.
- Use of assessment for learning to support all categories of students, particularly low achievers.
- Implementing differentiation to meet students' needs and challenge their different abilities.

□ Students' support and guidance 'Inadequate'

Judgement justifications

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| <ul style="list-style-type: none"> • The school does not have a systematic approach to identifying students' different educational abilities. Therefore, students' different learning needs are not met. • High achievers and gifted students are given opportunities to participate in the Students' Council but are not challenged to reach their potential in and outside lessons. Low achievers are not supported through dedicated and targeted programmes. • The wellbeing of students with special educational needs is catered for by the school through the attention given to them by the teacher and management. However, the school is unable to provide dedicated support due to the lack of a specialist. • Non-native speakers of Arabic face difficulties in Arabic lessons and teaching is ineffective in supporting them. • The school supports students personally through sharing a clear behaviour policy, value talks, and awards such as 'Star of the Week'. Parents are informed of their children's personal progress through the 'Class Dojo' application. | <ul style="list-style-type: none"> • The school provides opportunities to students to participate in enrichment periods. These include Drama, Music and crafts. Talented students participate in school clubs including the Eco Club and Health Club. Field trips are organised for students, such as visiting Awal Dairy, and events like 'Professional Week' and 'United Nations Day'. • The school carries out adequate risk assessment and maintenance, training staff and students on evacuations, and providing school infirmary services. • The school has no specific induction programmes nor does it prepare students for the next stage of education when they leave the school. Support is not provided to students to redeem the gap between the curriculum and students' actual year level. • A few activities are provided to a limited number of students to develop their life skills through developing presentation skills and awareness of recycling materials. However, most students generally lack sufficient opportunities to develop their ICT, communication and negotiation skills. |
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Areas for improvement

- Identifying students' different abilities and meeting their varying learning needs, including low achievers and students with special educational needs.
- Induction and preparation of students for their next stage of education.
- Promoting students' life skills.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Inadequate'

Judgement justifications

- There has been instability in the school's senior leadership for the last two academic years, with five previous Principals having been in post. The current Principal has initiated a plan for improving the overall performance and settling irregularities at the school.
- Although the school has started its self-evaluation process, this is not sufficiently rigorous nor systematic in identifying the school's improvement priorities, particularly in academic achievement and teaching and learning.
- The school currently has a draft strategic plan. The improvement plan for 2018-2019 refers to general goals, but lacks clear actions, time frames and key performance indicators. The plans do not sufficiently reflect the actual situation nor link to the self-evaluation outcomes. The curriculum is not regularly reviewed, though in the current academic year it has been aligned to match appropriate age and year expectations.
- The Principal and Academic Director conduct regular class visits and identify teachers' training needs. Professional development programmes are provided to teachers based only on whole school needs, being on general topics including 'Assessment for Learning' and 'Child Protection and Safeguarding'. However, with more than half of the teaching staff having joined in the current academic year, as has the new leadership team including key stage coordinators and the Academic Director, monitoring of the impact of these professional programmes in lessons is limited.
- Relationships among the staff and leadership are positive and respectful. Weekly department meetings are held to discuss areas for improvement. However, the impact of these on teachers' performance in lessons is insufficient.
- The school has introduced learning resources such as smart boards, the Class Dojo application, and improved resources in the science laboratory. However, these resources are not used effectively in enhancing students' learning.
- The school has developed a few links with the local community, such as a charity service to an orphan society and visits to local places such as the Awal library. However, these links are not sufficient to help students develop academically and personally.
- The newly formed Board of Management is aware of the school's needs and provides support in financial matters. However, the roles and responsibilities between the Board and the school's senior leadership are not clear enough or separated. The Board does not hold the leadership accountable, nor contribute to the school's strategic direction for improvement.

Areas for improvement

- Rigorous and systematic self-evaluation to identify school priorities and to finalise the strategic plan with clear actions, time frames and key performance indicators.
- Professional development programmes based on individual teachers' needs and monitoring their impact on actual classroom practices.
- Effective utilisation of learning resources to broaden students' learning experiences.
- The contribution of the Board of Management in providing strategic direction and holding the leadership accountable for the school's performance.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة الجيل الجديد													
Name of the school (English)	New Generation School													
Year of establishment	2016													
Address	Building 1421, Road 4126, Block 341													
Town / Village / Governorate	Juffair / Manama													
School's Contacts	17235000				Fax				77035668					
School's e-mail	principal@ngisbahrain													
School's website	www.ngisbahrain.com													
Age range of students	6-12 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1 - 6				-				-					
Number of students	Boys		102		Girls		61		Total		163			
Students' social background	Most students are from average income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	2	2	2	1	1	1	-	-	-	-	-	-	
Number of administrative staff	5													
Number of teaching staff	24													
Curriculum	Cambridge, Ministry of Education (MoE)													
Main language(s) of instruction	English													
Principal's tenure in the school	10 months													
External assessment and examinations	-													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in January 2018: <ul style="list-style-type: none"> – The Principal – The Academic Director – Key stage coordinators – 19 teachers – 2 social counsellors. • A new Board of Management was formed in June 2018. 													