



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**New Millennium School
Manama – Capital Governorate
Kingdom of Bahrain**

**Date of Review: 5-7 December 2016
SP039-C2-R030**

Introduction

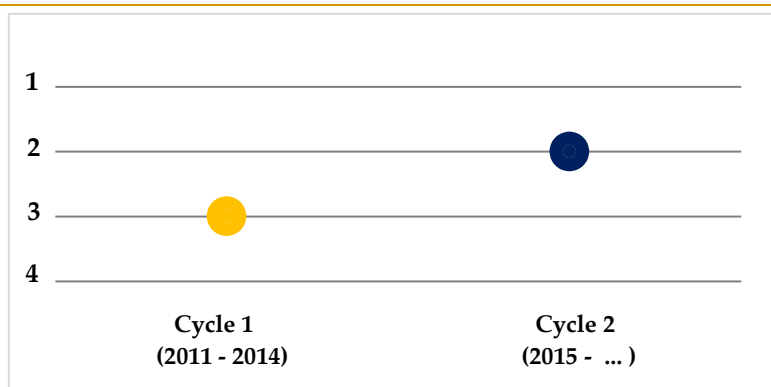
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of eleven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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 |
|----------------------|---------------|-----------------------|---------------------|

| Aspect | | Grade | | | |
|---|---------------------------------------|----------------------|-----------------------|------------------|---------|
| | | Elementary / Primary | Middle / Intermediate | High / Secondary | Overall |
| Quality of outcomes | Students' academic achievement | 2 | 2 | 2 | 2 |
| | Students' personal development | 2 | 2 | 2 | 2 |
| Quality of processes | Teaching and learning | 2 | 2 | 2 | 2 |
| | Students' support and guidance | 2 | 2 | 2 | 2 |
| Quality assurance of outcomes and processes | Leadership, management and governance | 2 | 2 | 2 | 2 |
| Capacity to improve | | 2 | | | |
| The school's overall effectiveness | | 2 | | | |

The chart demonstrates the school's overall effectiveness throughout the review cycles.



| | | | |
|----------------------|---------------|-----------------------|---------------------|
| 1 Outstanding | 2 Good | 3 Satisfactory | 4 Inadequate |
|----------------------|---------------|-----------------------|---------------------|

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 'Good'

Judgement justifications

- The school's overall effectiveness has improved from satisfactory in the previous review to good in all aspects. The standards of High School students are above curriculum expectations and their attainment in external examinations is very high.
- In internal examinations, students achieve very high proficiency rates in core subjects across the school, other than in Arabic where their proficiency is mostly average.
- Students make good progress in most lessons and in their written work across the school. However, their progress is less secure in Arabic and Hindi.
- Students demonstrate a strong sense of self-confidence and almost all participate effectively and enthusiastically in school events and extracurricular activities.
- Most teachers use a variety of effective teaching and learning strategies to engage students and develop their collaborative and independent learning skills. In most lessons, assessment is effective and its results are used to modify teaching.
- The school provides various programmes to resolve students' academic difficulties in most core subjects, deals with students' problems sensitively and with care, and raises their awareness in personal matters.

- Self-evaluation is rigorous and comprehensive. Its results are used in strategic planning, which focuses on students' academic achievement, quality of teaching, and teachers' professional development. Professional development

is closely linked to the identified needs of teachers and performance management. The school's leadership is inspiring and encourages teamwork and sharing of best practices.

Main positive features

- Standards of High school students and their high attainment in external examinations.
- The vast majority of students are highly self-confident and develop collaborative and independent learning skills in most lessons and extracurricular activities.
- The school provides very sensitive and caring support to students when they face personal problems.
- Effective strategic planning is closely linked to comprehensive self-evaluation.

Recommendations

- Further raise students' academic achievement, particularly in Hindi and Arabic.
- Further monitor the impact of professional development programmes on the implementation of effective teaching and learning strategies that focus on:
 - utilisation of differentiation and assessment results to ensure challenge to all categories of students
 - productive time management
 - effective support to low achieving students.

□ Capacity to improve 'Good'

Judgement justifications

- The school's capacity to improve is good as the school has improved its performance in all aspect from satisfactory in the previous review to good this time.
- Students are independent learners. They are responsible for their own learning and work well with each other to improve their academic achievement. The impact is

- evident in the high internal and external examinations results since the previous academic years which indicate an upward trend.
- Teaching practices are effective in most lessons due to the many focused professional development workshops available.

- The school's leadership is well aware of improvement priorities through its comprehensive self-evaluation. This guides strategic planning with a rigorous focus on improving classroom practices and attaining very high scores in external examinations. Thus, the impact of planning showed clearly in the review.
- The senior leadership inspires teamwork and sharing of experiences among staff,

showing in staffs' stability, high degree of commitment and sense of responsibility. Members of the Board are supportive of the school leadership and staff, and support the school's vision and mission by providing all the necessary learning resources and facilities, with which the school is well equipped.

Quality of outcomes

□ Students' academic achievement 'Good'

Judgement justifications

- Students across the school achieved very high pass rates in internal examinations in 2015-2016. In the 2016 Central Board of Secondary Education, (CBSE) examinations, Grades 10 and 12 students' achieved high pass rates.
- In internal examinations, students achieve very high proficiency rates in core subjects. In Primary School, rates range between 83% and 100% in Grades 1 to 3 in English and environmental science (EVS). In Middle School, they range between 60% and 100%, except for Arabic in Grades 5 and 8 where the average is 50%. Rates in High School range between 51% for Grade 12 physics and 99% for Grade 9 English.
- Tracking students' progress in internal examinations for the past three academic years shows that students sustain the high pass rates in all core subjects across the school.
- In the board, examinations of 2015-2016, Grades 10 and 12 students achieved very high proficiency rates ranging between 61% and 100%, the lowest being in Grade 12 mathematics and the highest in Grade 10 English. In biology, Grade 12 students achieved satisfactory proficiency rate of 38.4%. These proficiency rates are consistent with the high pass rates in all core subjects across the school.
- Grade 11 and 12 Students, who choose the option of Scholastic Assessment Test (SAT) international examination, perform well and mostly score above the international benchmark. 83% of the 40 students scored above the international benchmark in chemistry, and 7 students attained the full score in mathematics, physics and chemistry together. The high pass and proficiency rates are best reflected in the outstanding standards in High School.
- Students make good progress in most core subjects, showing in about two thirds of all lessons observed and in their written work. However, in Arabic and Hindi, students' standards are below age-related expectations across the school and inadequate progress is made in most of those lessons.
- In English, most students' skills are above age related expectations. Students can read and analyse texts, and in High School, most can write descriptive and persuasive essays. A few students across the school show outstanding skills in creative expression and writing poetry.
- Students show good understanding and application of scientific concepts and experimental skills. For example, in Primary students understand the principle on which simple machines work. In Middle School, most students can explain how images are formed using different kinds of mirrors. In High School, most show their ability in using ICT skills to research and identify the differences between acute and chronic diseases in biology.

- Students demonstrate good application and problem solving skills in mathematics. For example, in Primary School students can find the perimeter and area for different geometric shapes. In Middle School, they can calculate the sum of interior angles of different polygons, and in High School, students can apply formulas such as trigonometric identities and probabilities rules to solve mathematical problems.
- The reading and writing skills in Hindi are better developed than listening and speaking skills, across the school. This is due to mother tongue interference, in which the majority of students express

themselves orally and communicate with clear comprehension.

- Students' Arabic skills are under-developed across the school; their reading and writing skills are weak. They face difficulties in reading comprehension and interpreting text.
- Students with learning difficulties progress well in school programmes. Inside classrooms, the more able students make good progress in most lessons. However, the low achievers make less than expected progress in satisfactory and inadequate lessons.

Areas for improvement

- Students' standards and progress in Arabic and Hindi.
- Progress of low achieving students in the less effective lessons.

□ Students' personal development 'Good'

Judgement justifications

- Students demonstrate a strong sense of self-confidence and are enthusiastic participants in school life, class activities and discussions. They have positive attitudes towards learning and exhibit leadership skills, especially during flipped learning in classes.
- Almost all students participate effectively and enthusiastically in school events, in assembly programmes in performing cultural dances and in exhibitions, educational fieldtrips to Gulf Petrochemical Industries Company (GPIC) and the Bahraini Scientific Centre.

Other extracurricular activities that expand their interests include CBSE clusters, miming shows and taking leadership roles as Model United Nations (MUN) representatives and during interschool debates.

- Students are self-disciplined, very well behaved in and out of the classrooms, and are considerate of each other's feelings. They show care and empathy for others. Most of them participate in school charity and awareness campaigns and volunteer to spin the value's wheel to decide on a

good deed to do each day such as helping in watering the school's plants.

- Students feel extremely safe at school, can express their feelings and opinions freely and suggest initiatives to improve school life, such as the e-magazine and anti-bullying campaign suggested by the Students' Council.
- Most students attend school regularly. They are punctual for lessons, committed to school regulations, and polices.
- There is deep understanding and commitment to religious values and respect Islamic values. This shows in their behaviour during the morning assemblies and break times. They demonstrate a commitment to Bahrain's heritage and culture, which is encouraged through celebrating the National Day and

traditional events. However, students need to have a greater awareness of contemporary issues and local current affairs.

- Students are effective independent learners, taking responsibility for their own learning and showing their ability to be life-long learners. Students play a vital role in the flipped learning situations, where they prove their ability to carry out research and discuss charts and educational posters. They learn by summarising, predicting story events and designing using clay modelling.
- Students work well with each other in pairs and in small groups during lessons. They show excellent collaborative and discussion skills such as preparing for MUN and performing dance.

Areas for improvement

- Greater awareness of national events and celebrations.

Quality of processes

□ Teaching and learning 'Good'

Judgement justifications

- In most lessons, teachers use a variety of teaching and learning strategies to engage students and ensure the development of their higher order thinking skills. A good range of resources are used in most lessons including smart boards, flashcards, real objects and access to differentiated worksheets, particularly in the better lessons in English, mathematics and science.
 - In Primary School, students are taught through discussions, role-play, songs, and Think-Pair-Share strategy to focus their attention and secure good progress. In the Middle and High Schools questioning is highly effective as it promotes students' thinking. Effective group work, peer learning and flip teaching are common features. However, strategies are not sufficiently varied in the less effective lessons, resulting in most lessons being teacher-centred.
 - Lessons are usually well planned and objectives are shared with students. Most teachers maintain a purposeful pace with clear instructions and good classroom management to ensure productivity and effective use of time. However, in a few lessons, time is not effectively used and lessons are less productive.
 - In most lessons, teachers encourage students and provide effective verbal feedback on how to improve their writing and solve challenging problems. This positive learning environment stimulates most students' interests and drives them to interact well.
- Assessment is regularly utilised to measure students' progress during lessons, with the results often being used effectively to modify teaching, inform lesson planning and set targeted objectives. However, in a few lessons assessment is not effectively used to meet the needs of low achieving students.
 - Students' written work is regularly checked. However, the quality of written feedback provided to students is not consistent, as most teachers do not provide clear written guidance on how to improve performance.
 - In most lessons, effective questioning is regularly used to encourage students to think critically and express their opinions. Teachers set high expectations in most lessons, with most students challenging one another and developing their higher order thinking skills such as inquiry in science experiments, analysis of a story, classification and problem solving, particularly in the good and outstanding lessons. However, in less effective lessons teaching is unsuccessful in accommodating the different needs of students, so they make less progress.
 - Differentiation is used effectively in the outstanding and good lessons, through class activities and homework assignments that cater for the learning needs of most students. However, in the less productive lessons activities and assessment are not effectively used to provide academic support to low achievers.

Areas for improvement

- Time management in the less productive lessons.
- Better use of differentiation and assessment to support the academic needs of low-achievers.

□ Students' support and guidance 'Good'

Judgement justifications

- The school has effective mechanisms to track students' academic progress. Low achieving students and those with learning difficulties receive support and remedial lessons for all subjects across the school. There is regular follow-up of students' progress in classes, and preparation of students for board and external examinations. However, in the impact of the support is inconsistent in developing students' standards and basic skills.
- Gifted and talented students are catered for effectively by providing opportunities to get involved in global and inter-school competitions such as Gulf Mathematics Olympiad.
- The school handles students' problems with sensitivity and care, and involves those with behavioural issues in extracurricular activities such as speech to improve their personal skills and improve their behaviour. Behaviour improvement programmes are in place to support students morally, as well as to raise their awareness on issues like time management and the importance of study skills.
- An extensive range of extracurricular activities is offered to broaden students' experiences and match their different learning styles. These include morning assembly and daily, weekly and monthly activities across the school. Inter house and inter school competitions include sports, art, poetry, playing musical instruments, singing and speech. They take part in competitions with other CBSE schools.
- The school conducts regular inspections of facilities and ensures that they are well maintained. It ensures the safe departure of students using the school buses. Staff are trained to respond appropriately in case of emergencies. However, the available shaded and seating areas are insufficient, as is the capacity of the chemistry lab.
- The school has effective orientation programmes. In Primary, programmes focus on emotional and social change and providing positive parenting tips. Workshops are conducted for transition years on the qualities of a good student, with time-management for High School students. Workshops are also conducted for senior students on career guidance and interview skills to prepare them for their future studies. Alumni students are invited to give advice and talks to senior students.
- Counsellors coordinate with the homeroom teachers to identify students with disabilities and support them by

changing their seats to the front and providing printed worksheets.

- Students' life skills are well developed in lessons, such as practical skills in physics, communication and distribution of responsibilities in good and outstanding

lessons, reading data in mathematics and ICT and design skills through the e-magazine. Responsibility is built as house captains.

Areas for improvement

- The impact of academic support programmes on raising students' standards, attainment and development of basic skill.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Good'

Judgement justifications

- The school carries out a comprehensive self-evaluation of its performance, which is linked well to planning for development. The school's vision and mission are communicated well to all stakeholders and this is evident in the school's routines such as morning assembly and homeroom activities.
- The strategic and action plans are based on the school's self-evaluation, with reference to students' academic progress, quality of teaching, and teacher development activities. Rigorous monitoring is conducted in cooperation with heads of departments and supervised by the senior management who have regular meetings in order to be updated and kept fully aware of performance in the targeted areas of the school plans.
- The Principal, head teachers and heads of departments conduct class observations and provide verbal and written feedback to teachers. However, these observations lack sufficient focus on follow-up to ensure a positive impact on students' learning in the less effective lessons.
- Teachers meet regularly to discuss and share better practice. Professional development sessions are regularly provided to all teachers, on various topics such as 'Differentiated Teaching', 'Interdisciplinary Approach' and 'Flip Learning'. This provision is closely linked to the needs identified in teachers' performance management.
- The school's leadership is inspiring and motivating, encourages teamwork and the sharing of experiences. An open culture exists in the school, with the senior leaders regularly receiving and responding to suggestions from students and teachers. This ensures a high degree of commitment and responsibility among the staff.
- The school's enriched learning environment is conducive to learning. Students at all levels make good use of the available facilities such as the laboratories and libraries to broaden their experiences and concepts.
- The school has developed excellent links with the local and wider community through participating in inter school competitions such as CBSE cluster schools, raising money for various charitable services such as donating wheelchairs to a local hospital, participating in Model United Nations conferences in and outside Bahrain, and taking part in community service programmes such as beach cleaning. The impact of these activities is reflected in the students' excellent ability to work collaboratively.
- Separate and respectful roles exist between the Board representatives and the school's senior leadership. The

members of the Board meet periodically to monitor the school's performance. The Chairman and the Managing Director provide strategic direction for the school's leadership and contribute to the improvement plans. The senior leadership is firmly held accountable for

the overall performance of the school, particularly for students' academic results.

Areas for improvement

- Further effectiveness of professional development programmes to increase the effectiveness of teachers' performance in lessons.

Appendix: Characteristics of the school

| | | | | | | | | | | | | | | | |
|--------------------------------------|--|-----|---|---|--------|-------|-----|---|----------|---|-------|-------|----|--|--|
| Name of the school (Arabic) | مدرسة الألفية الجديدة | | | | | | | | | | | | | | |
| Name of the school (English) | New Millennium School | | | | | | | | | | | | | | |
| Year of establishment | 2004 | | | | | | | | | | | | | | |
| Address | Building 399, Road 3009, Block 330, Bughazal | | | | | | | | | | | | | | |
| Town /Village / Governorate | Manama / Capital | | | | | | | | | | | | | | |
| School's Contacts | 17272700 | | | | Fax | | | | 17275151 | | | | | | |
| School's e-mail | nmsedu@nmsedu.bh | | | | | | | | | | | | | | |
| School's website | www.nms.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 | 934 | | | | Girls | 929 | | | | Total | 1,863 | | | |
| Students' social background | Most students belong to above average income families | | | | | | | | | | | | | | |
| Classes per grade | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| | Classes | 8 | 8 | 8 | 7 | 7 | 7 | 6 | 6 | 5 | 4 | 4 | 3 | | |
| Number of administrative staff | 28 | | | | | | | | | | | | | | |
| Number of teaching staff | 134 | | | | | | | | | | | | | | |
| Curriculum | Central Board of Secondary Education, New Delhi, India CBSE | | | | | | | | | | | | | | |
| Main language(s) of instruction | English | | | | | | | | | | | | | | |
| Principal's tenure in the school | 9 Years | | | | | | | | | | | | | | |
| External assessment and examinations | AISSE (All India Secondary school examination), AISSCE (All India Senior School Certificate Examination), SAT (Scholastic Assessment Test), ACER (Australian Council for Educational Research). | | | | | | | | | | | | | | |
| Accreditation (if applicable) | - | | | | | | | | | | | | | | |
| Major recent changes in the school | <ul style="list-style-type: none"> Appointing three Heads of Sectors in April 2016. Creating a digital school portal to support communication between parents and teachers. Implemented Enterprise Resource Planning, ERP software solutions, and content management system software. | | | | | | | | | | | | | | |