



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

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

**Quality Education School  
Maqabah – Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 17-19 January 2016**  
SP013-C2-R014

## Introduction

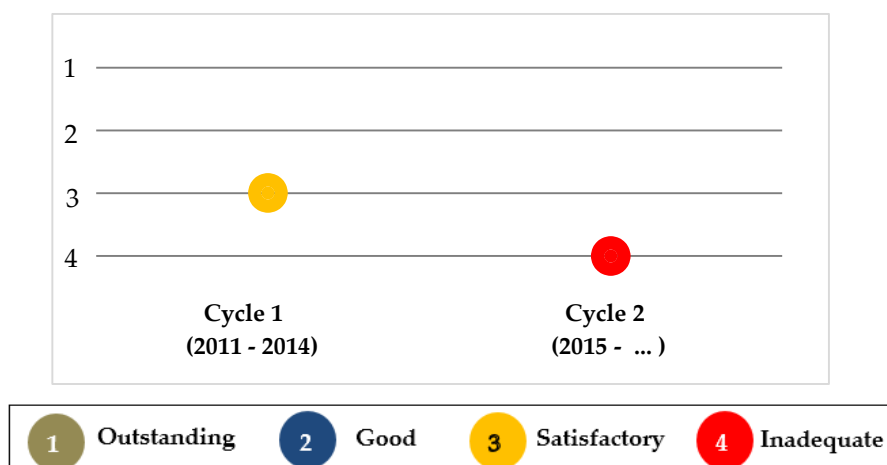
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	4	4	4	4
	Students' personal development	3	3	3	3
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

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### 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 school's overall effectiveness is judged as inadequate, with most review aspects found to be inadequate with the exception of personal development which is satisfactory.
- Students achieved high pass rates in the 2014-2015 internal examinations in primary and middle school, while pass rates are inconsistent in high school IGCSE examination. Competency rates show similar inconsistency, with a decline in the core subjects especially in high school. Students achieve age-appropriate standards in English but are inconsistent in mathematics, science and Arabic. Their skills in English are adequate but they vary in mathematics and science and are not up to age related expectations in Arabic.
- Students exhibit adequate confidence in extracurricular activities and those in high school take on leadership roles. They behave well, feel safe and secure at the school and work together in harmony.
- Although in the majority of lessons teachers provide encouragement to students, a limited range of strategies and resources are used. While behaviour is adequately managed, time management is inadequate. There is insufficient focus on developing students' skills, especially in Arabic. In the vast majority of lessons,

assessment lacks rigour and does not meet students' needs, with lack of differentiation and challenge and low expectations of what they can do.

- Though students' performance is recorded, teachers do not identify individual needs or track academic progress to support and meet students' academic needs. However, adequate care and support is provided for them when they face problems. Students regularly take part in weekly in-house activities but

the choice provided to suit their interests is limited.

- The school's strategic plan is built on self-evaluation focusing on the main aspects of school work, but it lacks rigorous action planning to manage its implementation. Professional development opportunities have insufficient impact on teaching, being too general.
- Though staff maintain positive relations, overall they do not generate enthusiasm toward development and change.

## **Main positive features**

- Students' behaviour and their work in harmony with each other in the school.

## **Recommendations**

- Raise students' academic standards across the school.
- Improve teaching and learning by:
  - implementing a range of effective teaching and learning strategies and resources that will support and meet the different abilities of all students, particularly low achievers
  - effective use of the results of assessment during lessons as well as the results of formative and summative tests to inform teachers' planning and meet students' needs
  - providing effective lesson management that ensures high productivity within lessons.
- Develop leadership and management at all levels through:
  - rigorous and comprehensive self-evaluation which monitors all aspects of performance and guides prioritised strategic improvement planning
  - providing effective professional development programmes which are closely linked to the results of lesson observations and target individual and whole-school teaching improvement needs
  - raise the expectations of students by revising the curriculum and implementing age-appropriate standards and activities that challenge students' different abilities and develop their skills.
- Identify and monitor students' academic progress and set support programmes to meet their varying learning needs.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

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| <ul style="list-style-type: none"><li>• The school's overall effectiveness has changed to inadequate, from satisfactory in the previous review, in almost all aspects with the exception of personal development.</li><li>• The school's strategic plan is based on self-evaluation and supports the achievement of its vision. However, it does not follow it up with an effective action plan that focuses on monitoring, improving students' achievement, and teaching and learning to ensure continuous progress and improvement. Plans also lack effective professional development programmes to support and develop teachers.</li></ul> | <ul style="list-style-type: none"><li>• Students' inconsistent pass and proficiency rates in the various core subjects throughout the school are insufficiently tracked, with a lack of effective measures to meet students' needs and develop their skills.</li><li>• Teachers do not provide an effective range of strategies that attract students' attention and have low expectations of what the students can do. There is a lack of focus on developing students' skills, including problem solving and practical skills.</li><li>• Students' different learning needs are insufficiently identified, meaning that inadequate learning support is provided to the different categories of students.</li></ul> |
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## Quality of outcomes

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### □ Students' academic achievement 'Inadequate'

#### Judgement justifications

- Students achieved high pass rates in the 2014-2015 internal examinations in primary and middle school, with results ranging between 80% in science Grade 3 and 100% in all core subjects in Grade 1. However, pass rates were inconsistent in high school, ranging between 20% in English Grade 9 (commerce) and 100% in Arabic as a foreign language in Grade 10.
- Students' attainment in Grade 10 IGCSE was very low in the year 2014-2015. Although the percentage of students attaining A\* to C was 100% in Arabic as a foreign language and 50% in English as a second language, the percentages are too low in all other subjects, for example 5% in mathematics and 33% in biology, 20% in physics and 29% in chemistry. Percentages of student attaining A\* to B, although high in Arabic, are low in all other subjects ranging from zero in accounting, business studies and economics to 13% in English as a second language.
- Students' competency rates vary over time. Although the percentages have improved in science as students move from Grade 1 to 3 and in Arabic as they move from Grade 3 to 5, there is a decline in the percentages for core subjects for the majority of students in the years 2013-2014 and 2014-2015, especially in high school.
- Across the school, students achieve age related standards in both lessons and students' work in English, but standards achieved in mathematics, science and Arabic are inconsistent due to the limited range of teaching and assessment methods. This is evident in classwork, where activities and tasks are not set at levels that provide challenge for many students.
- Students' levels of understanding and knowledge vary in mathematics, as do their inquiry skills in science. This is due to a lack of investigative and practical skills. This also applies to the investigative aspects of science, where attainment is below average and achievement is inadequate particularly in the higher grades.
- Students' listening, speaking and reading skills in English are adequate across the school. Most students have sufficient vocabulary and comprehension skills. However, the majority have difficulty in reaching the expected level in extended writing. Reading and writing skills in Arabic are not up to the age expected levels, with students being introduced to limited sets of vocabulary and opportunities for creative writing being limited.
- In mathematics and science, students rely on memory recall rather than using and applying their knowledge and understanding of the subjects through appropriate skills such as problem solving and practical work.
- In primary school, science students understand the different uses of springs and have an adequate understanding of

food preservatives. However, they are less able to apply distance and speed formulas to life situations in middle school.

- In mathematics across the school few students acquire a basic understanding of concepts. Students can add fractions with

different denominators in the better lessons in middle school and can apply the binomial theorem. However, the ability to add 2-digit numbers for primary students is inadequate due to the lack of support in lessons.

## Areas for improvement

- Students' performance in external examinations.
- Standards and progress made by students in lessons, particularly in mathematics, science and Arabic.
- Students' practical, investigative and problem solving skills in science and mathematics.
- Students' language skills in Arabic and writing skills in English.

## ☐ Students' personal development 'Satisfactory'

### Judgement justifications

- Students exhibit adequate confidence in their contributions to school life, participating in extra-curricular activities during the weekly activity class which includes art, spelling bee, mathematics, story and football. However, fewer students take part in internal and interschool competitions such as the Mothercare Quiz and the scientific competition with the Indian School.
- The Student Council members take leadership roles in the school by monitoring students' behaviour, making sure that students respect the school uniform, and that they queue in an orderly manner in the canteen. However, these roles are limited to high school students. Students also participate disproportionately in lessons, where the higher achievers are more involved than

the others are and exhibit self-confidence and have the initiative to ask questions, solve problems and read aloud. However, they are less able to assume leadership roles because of the lack of opportunities available to them in lessons. On the other hand, the lack of support for the participation of low achievers is insufficient to develop their confidence.

- The majority of students attend school and classes on time, with appropriate action taken against those who are repeatedly absent. However, the percentage of morning truancy is high on some days, as is absence during religious occasions, due to the lack of guidance programmes that encourage early attendance and deter absence on those days.

- Most students behave well and feel safe. They observe school rules, safeguard its property and respect their teachers due to appropriate measures taken by the school to resolve problems and promote positive behaviour such as the 'Human Values' curriculum for Grades 3 to 8. However, there is inappropriate behaviour by a minority of students as a result of families breaking up or other personal problems.
- Students show appropriate understanding of Bahraini culture and Islamic values. They participate in various functions such as National Day, religious occasions, visits to Bahrain Museum and Bahrain factories such as the Coca Cola factory. Their commitment to Islamic

values, such as respect, is developed by the school through the monthly values themes, which are consolidated daily in the morning assembly and home room sessions.

- The majority of students are involved in self-learning during the various projects linked to their studies, such as searching the internet for knowledge and concepts, use of PowerPoint, reading the periodic table and finding the weight of individual atoms in chemistry lessons. Students communicate appropriately in 'house teams', as well as in some lessons when opportunities are provided.

### **Areas for improvement**

- Students' self-confidence and taking leadership roles, particularly in the primary school.
- Students' punctuality in arriving at school.
- Independent learning skills.



## Quality of processes

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### □ Teaching and learning 'Inadequate'

#### Judgement justifications

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| <ul style="list-style-type: none"><li>• In the majority of lessons, teachers provide positive reinforcement and encouragement to students by using stars, verbal feedback and occasional gifts. However, support to the less able students, particularly low achievers, is insufficient.</li><li>• In the better lessons, such as science and some primary maths lessons, resources such as video clips and models are used effectively. However, in the majority of lessons teachers generally use a limited range of strategies and methods, mostly a combination of whole-class instruction and closed questioning with limited opportunities to develop students' various skills, improve their independent learning abilities and assume leadership roles.</li><li>• In most lessons, there is excessive emphasis on the acquisition of knowledge and factual recall, with insufficient focus on developing students' skills and understanding. The quality of teaching and learning is undermined by the ineffective use of subject knowledge, particularly in Arabic teaching which is significantly poor due to spelling mistakes in writing and the use of local dialect in explanations.</li><li>• Class management is appropriate in terms of behaviour management, though in the less effective lessons such as Arabic significant amounts of learning time are</li></ul> | <p>lost in controlling the class and in poor time management.</p> <ul style="list-style-type: none"><li>• In most lessons, students of different abilities are insufficiently supported, particularly the low achievers, which negatively influences their learning and progress.</li><li>• In the vast majority of lessons, assessment lacks rigour and is mostly oral, with closed questions and little consideration for students' individual differences and abilities. Very limited homework is assigned and is mostly to reinforce work completed in lessons, which does not meet the needs of the different ability levels. Moreover, follow-up and correction lacks accuracy.</li><li>• In a very few lessons, such as science, students are given opportunities to think critically and develop higher order thinking skills. For example, students in middle school were asked to sort materials according to (pH) and students in high school were asked to analyse Arabic poems. However, this area is mainly underdeveloped.</li><li>• Teachers mostly provide tasks which are less challenging and focus on memory, with very limited opportunities to develop research skills. This is mainly because of the low expectations of the curriculum and by teachers of what the students can do.</li></ul> |
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## Areas for improvement

- Teaching and learning strategies, using educational resources which lead to effective learning.
- Effective use of assessment, homework and activities for learning.
- Support to students of all abilities, particularly low achieving students.
- Class and time management.
- Implementing differentiation to meet students' needs and challenge their different abilities.
- Developing students' higher order thinking skills.

### ☐ Students' support and guidance 'Inadequate'

#### Judgement justifications

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| <ul style="list-style-type: none"><li>• The school consistently records students' performances through regular assessments and analyses the subject-based class averages. However, there is no system in place to identify individual students' learning needs or track their academic progress to further support them and meet their learning needs.</li><li>• The school provides adequate care and sensitive support to students when facing problems. Teachers and counsellors monitor students' behaviour and where required provide individual counselling sessions. This has a positive impact on behaviour.</li><li>• Students across the school participate in weekly activities such as chart making, annual competitions and inter-house sports activities. They are also encouraged to take part in inter-school competitions such as Spectra, Sastra Pratibha and the Mothercare Quiz competitions. However, the choice of regular extracurricular activities matching their interests and talents is limited.</li></ul> | <ul style="list-style-type: none"><li>• The majority of students in the high school have opportunities to enjoy leadership roles, such as being members of the Student Council and taking on responsibilities such as maintaining discipline during recess and student departure. However, opportunities for students to take on leadership roles in the primary and middle schools are insufficient.</li><li>• An informal induction and transition procedures for students involving class teachers and the counsellor enables them to settle in easily. However, the school does not provide guidance regarding their future career options. Moreover, students are not adequately prepared with the academic skills needed for the next stage of their education.</li><li>• The school provides a safe and secure environment. This is through the regular maintenance of buildings and facilities, secure transportation arrangements and consistent supervision of students.</li></ul> |
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| <ul style="list-style-type: none"><li>• The school promotes students' life skills and values adequately through lessons, assembly programmes and the inclusion</li></ul> | <p>of human values sessions in the curriculum.</p> |
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### **Areas for improvement**

- Identifying students' different learning needs and monitoring their academic progress to provide adequate remedial and enrichment programmes to help them improve.
- Provision of various extracurricular activities that promote students' wide-ranging interests, develop leadership skills and enhance their personal development.
- Provision of clear and comprehensive advice regarding students' future academic and career choices.

## Quality assurance of outcomes and processes

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

#### Judgement justifications

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| <ul style="list-style-type: none"><li>• The school's strategic plan is built on a SWOT analysis. It focuses on the realising the school's vision through improving students' achievement and personal development, but it has limited impact on the main aspects of work. Furthermore, the school does not have any action plan with clear timelines, assigned responsibilities for execution, key performance indicators or monitoring arrangements to ensure achievement of the plan. Moreover, the school does not make sufficient revision of the curriculum choices to ensure that it meets students' expectations and aspirations</li><li>• The school leadership supports teachers through a few professional development opportunities, including internal and external workshops like IGCSE, life skills and anger management. However, monitoring of the quality of teaching by the Vice Principal and coordinators is not sufficiently insightful to create an appropriate agenda for development, so it does not have sufficient impact on improving classroom practices.</li><li>• The leadership maintains positive relations with staff. It promotes interpersonal relationships which contribute to building a family atmosphere. However, it is not</li></ul> | <p>sufficiently effective to encourage enthusiasm for development, to assure a quality in teaching with a positive impact on raising students' standards.</p> <ul style="list-style-type: none"><li>• The school has established suitable links with the local community. These enhance students' educational and personal experiences. For example, students participate in internal and external activities and visit local historical places such as Bahrain National Museum.</li><li>• The school uses its facilities to support students' learning, such as the science labs and the library. However, the use of teaching resources in lessons is limited, with flash cards and activity sheets used only in the better lessons. Also, the school does not effectively ensure an adequate use of its facilities to extend students' skills, such as the use of the science labs to promote investigative and practical work.</li><li>• The Board of Directors provides financial direction and plans for the school's future expansion such as the building of its new unified campus and introduction of new teaching resources. It holds regular meetings with the school leadership to discuss teachers' and students' performance. However, it does not sufficiently hold the school leadership accountable for the results.</li></ul> |
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## **Areas for improvement**

- The rigorous and systematic monitoring of the strategic plan through action planning that has clear responsibilities, timeframes, and KPIs.
- Providing effective professional development programmes which are closely linked to the results of lesson observations and target individual and whole-school teaching improvement needs.
- The effective utilisation of learning resources and facilities to enrich students' experiences in lessons.

## Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة التعليم النوعي - مقابة												
Name of the school (English)	Quality Education School - Maqabah												
Year of establishment	2003												
Address	P.O. Box 21566, Manama, Kingdom of Bahrain - Maqabah Ave, Maqabah												
Town / Village / Governorate	Maqabah – Northern												
School’s contacts	17692917					Fax		17691956					
School’s e-mail	admin@qualityeducationschool.com												
School’s website	www.qualityeducationschool.com												
Age range of students	6-17 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-5				6-8				9-11				
Number of students	Boys	221			Girls	153			Total	374			
Students’ social background	Most students come from average income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	2	2	2	2	3	2	2	2	2	2	1	-
Number of administrative staff	10												
Number of teaching staff	36												
Curriculum	British												
Main language(s) of instruction	English												
Principal’s tenure in the school	5 years												
External assessment and examinations	International General Certificate of Secondary Education (IGCSE)												
Accreditation (if applicable)	-												
Major recent changes in the school	<ul style="list-style-type: none"><li>• Introduction of A level Grade 11 first class.</li><li>• Appointment of a second counsellor.</li><li>• Appointment of a new project manager.</li></ul>												