



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

Directorate of Private Schools & Kindergartens Reviews Monitoring Visit Report

**Quality Education School- Muqabah Branch
Muqabah – Northern Governorate
Kingdom of Bahrain**

Date of second monitoring visit: 22 October 2018

Date of first monitoring visit: 18 April 2017

Date of last review: 17-19 January 2016

SP013-C2-Mb004

Introduction

The monitoring visit of the school took place over one day, by a monitoring team from the Directorate of Private schools and Kindergarten Reviews (DPS) of the Education & Training Quality Authority (BQA) to verify the improvements that it enacted according to the recommendations of the overall outcomes of the first monitoring visit. During the monitoring visit, improvement in students' performance is evaluated during the class observation, the learning walk, scrutiny of their written works and monitoring of general progress.

The Previous Judgement

- The school made 'Insufficient progress' in the first monitoring visit in April 2017.

Summary of the second monitoring results

The recommendations	The description
Recommendation 1	Sufficient improvement
Recommendation 2	Partial improvement
Recommendation 3	Partial improvement
Recommendation 4	Partial improvement
The monitoring visit overall judgement	In progress
• The school is going to be scheduled within the regular reviews as per BQA policy	

* The recommendations are included within the report.

The overall outcomes of the visit

In order to have sufficient improvements the school is required to:

- Improve teaching and learning by:
 - making effective use of assessment results to inform planning and meet students' different learning needs, particularly low achievers
- Develop leadership and management at all levels through:
 - monitoring the impact of professional development programmes on classroom practices

- raising the expectations of students by implementing age appropriate standards and activities that challenge students’ different abilities and develop their skills.
- Continue monitoring students’ academic progress and the impact of the support programmes to meet their varying learning needs.

The Progress in the recommendations

Recommendation 1:

- Raise students' academic standards across the school.

Judgement: Sufficient Improvement

The procedures	The Impact
<ul style="list-style-type: none">• The school has maintained a detailed analysis of students' performance in examinations.• Regular revision of past examination paper is conducted.• The English curriculum has been reviewed to better meet students' needs, as well as reviewing the textbooks for English and mathematics.• The evaluation scheme has been reviewed for Grades 1-6.	<ul style="list-style-type: none">• Students have attained high pass rates in the 2017-2018 internal examinations in core subjects across the school.• Students' proficiency rates range between high and adequate in most core subjects across the school. The attainment of Grade 10 students in International General Certificate of Secondary Education (IGCSE) in 2018 is high.• In the observed lessons, the majority of students adequately develop their knowledge and skills in core subjects. However, students' standards in Arabic are below curriculum expectations across the school.

Recommendation 2:

- Improve teaching and learning by:
 - implementing a range of effective teaching and learning strategies and resources that support and meet different abilities of all students, particularly low achievers
 - making 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 needs
 - providing effective lesson management that ensures high productivity within lessons.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none">• The senior and middle management have provided support to teachers through	<ul style="list-style-type: none">• Teacher use a variety of teaching and learning strategies such as questions for

<p>professional development programmes focused on using diverse strategies, assessment, planning for lessons, and providing feedback to students.</p> <ul style="list-style-type: none"> • Learning resources are provided for teachers to facilitate students' learning, such as CDs and projectors. • Support is provided to teachers in lesson planning, managing learning time and use of different teaching strategies. • The Ministry of Education and an external consultancy have supported the Arabic department in improving the level of teaching and the use of age-appropriate activities. • Teachers use educational resources such as textbooks, projectors, teachers' guides, CDs, and work sheets. • New software has been initiated to help teachers analyse students' results on a regular basis. The analysis results are used to set and design activities which meet students' needs. 	<p>learning and discussions. For example, practical experimentation and investigative learning are employed in science, brain storming in mathematics, and group and pair work in the better lessons.</p> <ul style="list-style-type: none"> • Resources are adequately used such as projectors, experimentation equipment, flash cards, pictures and textbooks, which engage students in these lessons. • High achievers are motivated to participate and are engaged in lessons including science and mathematics. • In the less effective lessons, expectations of students are low and tend to be teacher-centred. Informal Arabic is used in Arabic lessons, which hinders the development of students' skills. • Various assessment methods are used including observation, written individual, peer and group assessment, with verbal individual assessment being used in most lesson. • In the better lessons, students are provided with feedback while working in groups and, at times, re-teaching takes place to further support students. • In the less effective lessons, feedback to students is insufficient and peer assessment is not corrected to ensure achievement of objectives. High achievers tend to dominate some group activities and low achievers are not sufficiently supported. • Most lessons are well planned with proper allocation of varied age-appropriate activities. Instructions are clear and an
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	<p>appropriate pace is maintained, with a logical sequence of activities.</p> <ul style="list-style-type: none"> • Learning time is used well. However, in a very few lessons behaviour management is less effective.
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Recommendation 3:

- Develop leadership and management at all levels through:
 - rigorous and comprehensive self-evaluation which monitors all aspects of performance and guides planning of prioritised strategic improvements
 - providing effective professional development programmes which are closely linked to the results of lesson observations and target individual and whole school teaching improvement needs
 - raising the expectations of students by revising the curriculum and implementing age appropriate standards and activities that challenge students' different abilities and develop their skills.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The school has conducted comprehensive self-evaluation, with regular monitoring of performance. This guides the planning for strategic improvements. Feedback from different stakeholders is taken into account in the preparation of strategic and action plans. Recommendations from external bodies are also integrated. • Teachers' training needs are specified based on regular class visits, and selected professional development training is provided on topics such as: 'Differentiated Instruction', 'Assessment for Learning' and 'Lesson Plans and Work Scrutiny'. • The curriculum is regularly revised and textbooks are changed whenever needed to better provide age-appropriate 	<ul style="list-style-type: none"> • The impact of teachers' professional development programmes on their performance in lessons is inconsistent, particularly in Arabic lessons and in the lower grades. • The impact of curriculum review processes and procedures varies in lessons, as progress made by the majority of students is inconsistent and expectations are still low in some lessons, particularly in Arabic and some English lessons.

standards and provide more challenge to students' abilities. Both teachers and students are involved in the curriculum review processes.	
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Recommendation 4:

- Identify and monitor students' academic progress and introduce support programmes to meet their varying learning needs.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • Gifted and talented students are given the opportunity to participate in various competitions and activities. • The school compares students' results in the diagnostic tests with their course tests to measure their progress. • Regular monitoring of low achievers is maintained by the school and feedback on their performance is provided. • The school provides regular learning support programmes to students through special support periods and homerooms, revising past paper examinations, and meetings prior to examinations to address their needs. 	<ul style="list-style-type: none"> • Adequate programmes are provided for different groups of students, such as the Science Chart competition and 60 Seconds of Fame competition for talented and outstanding students. • Appropriate support sessions assist low achieving students in their learning. However, the inconsistent attendance of low achievers to the support programmes negatively affect the impact of these.

Appendix 1: Basic Information about the School

The school name (Arabic)		مدرسة التعليم النوعي – فرع مقابة											
The school name (English)		Quality Education School – Muqabah Branch											
Year of establishment		2003											
Address		Building 63, Road 83, Block 505 P.O. Box 21566											
Town / Village / Governorate		Muqabah / Northern											
School’s Contacts		17692917						Fax		17691956			
Grades (e.g. 1 to 12)		Primary			Middle				High				
		1-5			6-8				9-12				
Number of students		Boys	218		Girls	183		Total	401				
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	3	2	2	2	2	2	2	2	2	2	2	2
Major recent changes in the school		<ul style="list-style-type: none">• School administrative Head was appointed in 2017• An external consultancy is contracted to support schoolwork.• The school curriculum for English and mathematics has been revised as per the Cambridge syllabus.											

Appendix 2

Table 1: Judgement on how well the school has met the recommendations.

Judgement	Judgement Description
Sufficient Improvement	The school is making significant progress in addressing the recommendation. It has taken measures which have achieved great improvement linked to the recommendation which clearly resulted in improved performance, and positively impacted the outcomes.
Partial Improvement	The school is making inconsistent progress in addressing the recommendation. It has taken positive actions, which led to varying improvements in performance, and partially affected the outcomes.
Insufficient Improvement	The school does not achieve sufficient improvement in the recommendation. It has not been successful in taking actions leading to appropriate improvement. There is a notable weakness that needs to be effectively and urgently addressed.

Table 2: The overall judgement of the school progress in the monitoring visit*

The Overall Judgement of Progress	Judgement Description
Sufficient Progress	The school has taken effective measures to bring about sufficient improvement in all of the recommendations.
In Progress	The school has taken several measures to bring about at least partial improvement in all of the recommendations. There are no recommendations with insufficient improvement
Insufficient Progress	The school has not brought about sufficient improvement in a single recommendation or more.

* In case of insufficient measures linked to the recommendations related to the licensing/organisational body, and with the school taking the appropriate measures on its part, the overall progress judgement will not be affected, except with the issues related to health and safety.