



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 first monitoring visit: 18 April 2017

Date of last review: 17-19 January 2016

SP013-C2-Ma002

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 last review visit. During the monitoring visit, improvement in students' performance was evaluated during the class observation, the learning walk, scrutiny of their written work and monitoring of general progress.

The Previous Judgement

- The school was judged Inadequate in the review visit which was conducted in January 2016.

Summary of the first monitoring results

The recommendations*	The description
Recommendation 1	Insufficient improvement
Recommendation 2	Insufficient improvement
Recommendation 3	Insufficient improvement
Recommendation 4	Insufficient improvement
The monitoring visit overall judgement	Insufficient progress
<ul style="list-style-type: none">• The school needs a second monitoring visit after one year.	

* The phrasing of the recommendations appears in the report section below.

The overall outcomes of the visit

In order to achieve sufficient improvements, the school is required to take the following measures:

- Raise students' academic standards across the school.
- 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.
- 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.
- Identify and monitor students' academic progress and introduce support programmes to meet their varying learning needs.

Additional remarks

- The school should make further efforts to engage students in their learning in lessons.

The Progress in the recommendations

Recommendation (1):

- Raise students' academic standards across the school.

Judgement: Insufficient improvement

The procedures	The Impact
<ul style="list-style-type: none">• The school has reviewed the curriculum and introduced new textbooks with audio-visual supplements.• Practical activities that match the topics taught have been planned and implemented.• Student worksheet modules have been introduced for all core subjects across the school.	<ul style="list-style-type: none">• Despite students' achievement of high pass rates in the internal examinations across all core subjects, the attainment of Grade 10 in International General Certificate of Secondary Education (IGCSE) in the year 2015-2016 is too low, except for Arabic as a foreign language, where 95% of students scored A* to B.• Although students demonstrate better standards in mathematics in both lessons and written work, their standards in science, English and 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 will support and meet different abilities of all students, particularly low achievers
 - effective use of the results of assessment during the 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: Insufficient improvement

The procedures	The Impact
<ul style="list-style-type: none">• Teachers use teaching and learning strategies such as group work, pair work and question-answer sessions during their lessons to promote learning.	<ul style="list-style-type: none">• In a significant number of lessons across the school, there is whole-class instruction, closed questioning with choral responses and insufficient support to students, resulting in low productivity. There are

<ul style="list-style-type: none"> Resources such as real objects, pictures, projectors and worksheets are used in lessons. In a few lessons, teachers use differentiated worksheets of varying levels of difficulty. In almost all lessons, oral and written assessments have been conducted. Teachers use various planned activities related to the topic during many lessons to engage students and ensure productivity. 	<p>limited opportunities for students to develop their understanding and skills.</p> <ul style="list-style-type: none"> Despite the introduction of interactive boards in some classrooms, they are mostly used as projectors rather than for interactive learning. Resources used to engage students are highly inconsistent in most lessons. The pacing of lessons varies considerably in most lessons, as either activities take up too long of the planned time or pacing becomes too fast which limits students' learning and the quality of the feedback and support provided to them. Oral on-going assessment takes place in most lessons, but does not involve the majority of students. Assessment is not rigorously used to support all students and ensure their understanding or inform teaching. Worksheets are used in a few lessons, but they are mostly not catering to students' learning needs due to lack of accurate measurement of students' levels. In Arabic lessons, the use of local dialect in explanations along with teachers' insecure subject knowledge hinders the quality of teaching and learning and affects students' progress. In the few better lessons, particularly in mathematics, the majority of students develop their basic arithmetic skills adequately.
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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 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
- 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: Insufficient improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The school has conducted self-evaluation through surveys which involved students, teachers and parents. • The strategic goals were identified on the basis of the outcomes of the schools' self-evaluation and a SWOT analysis. • The school's strategic planning for the period of 2017-2019 encompasses five major areas including educational performance, the learning environment and development and care for learners. • Professional development opportunities have mainly been provided for those teachers involved in teaching for externally assessed courses. • Class observations are conducted by the school's senior leadership and external observers to evaluate teaching and learning. • A review of the curriculum is conducted annually, though has dealt mainly with the change in textbooks. 	<ul style="list-style-type: none"> • Although the annual improvement planning deals with major functions of the school, it lacks prioritisation, distinct accountability and clear time frames. Links between the school improvement planning and strategic planning are vague. Consequently, the execution of planning in making a real impact on the school's performance lacks sufficient rigour and its effect is highly erratic. • The monitoring of classroom teaching does not meticulously identify the teachers' needs. Therefore, the limited links between teachers' evaluation and training opportunities results in limited impact in meeting the whole-school teaching improvement needs. • In most lessons, the implementation of age-appropriate curriculum standards, in terms of development of skills, is highly inconsistent. Learning activities lack sufficient challenge to students of all abilities, adversely affecting students' progress.

Recommendation 4:

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

Judgement: Insufficient improvement

The procedures	The Impact
<ul style="list-style-type: none">• The school identifies students according to their different categories through conducting diagnostic tests at the beginning of the school year for all the core subjects.• Students' academic records and progress is tracked through using a progress sheet and graph for each student.• The school has just started providing remedial classes for low achievers on Thursdays.	<ul style="list-style-type: none">• The impact of the newly introduced remedial sessions on students is yet to be seen due to the fact that no sufficient tracking has taken place to measure its effectiveness on students' achievement.• Limited programmes are provided for the different groups of students such as outstanding, gifted and talented, which limits the effectiveness of meeting their learning needs.

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, Maqabah Ave												
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		125		Girls		188		Total		313		
Students’ social background		Most students are from middle income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	2	2	3	2	3	3	2	2	2	1	1	
Major recent changes in the school		<ul style="list-style-type: none">• The appointment of an IT specialist at the beginning of the year.• Installation of interactive boards in Higher grades.												

Appendix 2

Table 1: Judgement on how sufficient are the improvements in the recommendation

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 was not 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 where the issues relate to health and safety.