



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Sacred Heart School
Isa Town – Capital Governorate
Kingdom of Bahrain**

Date of Review: 1-3 February 2016

SP029-C2-R016

Introduction

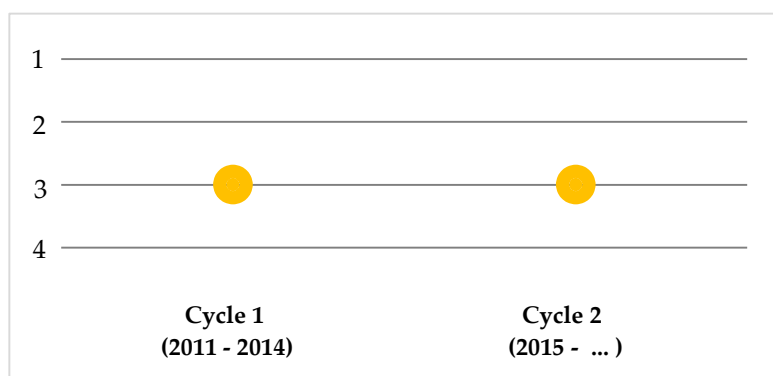
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other 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
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	3	3	3
	Students' personal development	2	2	2	2
Quality of processes	Teaching and learning	3	3	3	3
	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		3			

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 'Satisfactory'

Judgement justifications

- The school is satisfactory overall due to the judgements relating to students' academic achievement and the effectiveness of teaching and learning. The other review aspects have improved since the last review and are judged as good.
- Students achieve high pass rates in internal examination. However, proficiency rates vary and have declined in some grades. This discrepancy between pass and proficiency rates is reflected in students' standards in lessons, especially in Arabic and science.
- In the majority of lessons, teachers use a variety of effective teaching strategies. However, positive reinforcement to motivate and encourage students to work more effectively and do better is inconsistent. In the less effective lessons, time is not well used to maximise lessons' productivity and the results of assessment are not consistently used to meet students' needs within lessons, particularly for the low achievers.
- Most students participate positively in school life and demonstrate high confidence in assuming responsibility. They work together in harmony,

regardless of the different cultural and religious backgrounds.

- The school carries out systematic diagnostic tests to identify, support and track students' academic progress and provides remedial and enrichment programmes. Sensitive guidance and counselling is provided by teachers and counsellors, enabling students to build their characters and overcome challenges.

- The school's leadership successfully inspires and motivates staff and encourages them to work towards a common mission. Self-evaluation is accurate, involving all stakeholders and focussing on quality of performance. The majority of judgements reached by the team match the school's judgement in the SEF.

Main positive features

- Students' behaviour is exemplary. They participate enthusiastically in school life with high levels of confidence.
- Systematic approaches to identify, support and track the students' academic progress. Remedial and enrichment programmes are provided.
- The provision of guidance and counselling by teachers and councillors is caring, enabling students to build their character and overcome challenges.
- Senior leadership inspires and motivates staff at all levels, which shows in their loyalty, involvement and commitment to the school.

Recommendations

- Further develop the effectiveness of leadership, management and governance by:
 - providing individualised professional development programmes and rigorously monitoring their impact on classroom practices
 - the effective use of school resources according to curriculum requirements and expectations to ensure consistent high quality learning across the school.
- Raise students' academic achievement by developing more effective teaching and learning strategies, focussing on:
 - developing students' understanding and skills, particularly in Arabic
 - more productive time management
 - effective use of assessment results to further support all categories of students in all core subjects.

□ Capacity to improve 'Good'

Judgement justifications

- The school's capacity to improve is good due to the high awareness of the school's senior leadership and the rigorous self-evaluation which is embedded in the school strategic planning that recognises areas of improvements identified by the review team.
- Students achieve higher than the international average in most of the IBT 2014 assessments, and achieve very well in most subjects in the IGCSE examinations.
- In the most successful lessons, students are highly productive and show clear enjoyment. Most students are successfully encouraged to display their understanding.
- The school implement a systematic approach to identify and track students' academic progress. Students participate enthusiastically in school activities and are exceptionally well behaved.
- The school has implemented several improvements since the last review. All classes are equipped with LED screens and a greater variety of extracurricular activities is provided. However, the school still needs further improvements in the provision of ICT, as per curriculum requirements and expectations.
- The school still faces a few challenges, mainly in improving students' proficiency rates in some of the core subjects, and raising students' standards in Arabic with further support in and outside classes. Achieving the consistent and effective impact from the professional development workshops on all teachers' performances across the school is also required.

Quality of outcomes

□ Students' academic achievement 'Satisfactory'

Judgement justifications

- Achievement of Grade 10 students in the external IGCSE 2015 examination was inconsistent. The proportion of students achieving A* to B ranged between 70% and 9%, where generally the highest is in science, mathematics and English and the lowest in Arabic and ICT. 100% to 50% of students achieved A* to D in most subjects across the school, while Arabic still showed a decline.
- Students achieved higher than the international average in most of the International Benchmark Tests (IBT) 2014 assessments in mathematics, science and English, which were taken by nearly half of the students in Grades 3 to 10.
- Students achieved high pass rates in the 2014-2015 internal examinations in core subjects, ranging between 100% and 89%. However, proficiency rates vary between 94% and 14%. Although proficiency rates are compatible with pass rates in some subjects, particularly in Grades 1 and 2, they show a decline in Grades 5 and 6, in mathematics in Grade 7, and in English in Grades 9 and 10. Arabic proficiency rates are low across Grades 5 to 8.
- The discrepancy between pass and proficiency rates is reflected in the standards of students in lessons, especially in science. Students' standards in English and mathematics are better in the senior stage despite the decline in proficiency rates. However, in Arabic proficiency rates are low and incompatible with pass rates, affecting the achievement of almost 25% of the students who study Arabic.
- Students vary in their acquisition of skills and knowledge in core subjects, as detailed below.
- Students have good English skills in reading and speaking, and apply grammatical rules in writing. Senior stage students show better acquisition and development of writing skills.
- Mathematical skills are mostly good, as in the order of numbers and division in the junior stage and in finding the total area of a cylinder and solving a second-degree equation in the senior stages. However, their acquisition of some mathematical skills such as identifying the types of fractions is only satisfactory.
- Science skills and knowledge are appropriate, with a satisfactory understanding of the food chain in the junior stage and of DNA and the impact of forces in the senior stage, though it is better in some lessons. Practical skills are more developed in some lessons, such as science in Grade 6 and conclusion in Grade 10 physics.
- Arabic language skills are under-developed. This includes reading aloud, writing and applying grammatical rules. There is appropriate acquisition of language skills in some lessons, such as oral expression in Grade 3.
- Computer skills are good in Grade 10 database applications, but vary in commercial subjects and the acquisition of language skills for those who study

Hindi. Students throughout the academic years 2012-2013 to 2014-2015 achieve stable high pass rates, with a decline only in Hindi results.

- Students' progress in lessons is inconsistent, especially in the sciences in the junior stage, involving nearly two-thirds of the school's students. Their progress is better in English and mathematics, but in Arabic is inadequate, particularly for students who are non-native speakers of Arabic.
- Students' progress in their written work is good in mathematics and English in the senior stage. However, it is only satisfactory in science, and inadequate in Arabic.

- More able students' progress well in the school's programmes such as the Science Club and competitions like 'Spelling Bee' and 'Mathematics'. They also progress well in the good and the few outstanding lessons.
- Low achieving students' progress appropriately in school programmes such as the reinforcement lessons in mathematics and English, but their progress is less than that of their colleagues in some of the satisfactory and good lessons.

Areas for improvement

- Students' standards in Arabic.
- Progress of students according to their different abilities in lessons and in their written work in science and Arabic, and in the junior stage lessons.
- Progress of low achieving students in lessons.

□ Students' personal development 'Good'

Judgement justifications

- Students possess high moral and religious values and act with a high degree of awareness and self-discipline. This shows in their outstanding behaviour towards their colleagues and teachers, and their warm welcome to visitors and guests of the school. They respect the school rules and regulations and maintain the school property and cleanness. The school strengthens this

behaviour by awarding points and a trophy is presented to the winning class.

- Students feel extremely safe and secure which shows in their strong interpersonal relations and the mutual respect between the students and towards their teachers.
- Most students take positive roles and participate in school life, demonstrating high confidence and the ability to assume responsibility. They participate enthusiastically in extra-curricular

activities such as speech and acting, and show outstanding involvement in the morning assembly.

- Students hold prominent roles in the Student Council and school clubs such as the ECHO club and discipline team. They have evident roles in the organisation and follow-up of hygiene and participate in looking after the school facilities. In the most successful lessons most students demonstrate confidence and assume leadership roles in conducting class presentations and participating effectively in discussions.
- Students show a deep understanding of the heritage and culture of Bahrain. National Day and the Day of Bahraini Women are celebrated and the National Anthem is sung daily. Field visits include the National Museum of Bahrain.
- Students are punctual and attend school regularly. They are committed to lesson

timetables, which reflects their awareness and their sense of belonging in school.

- Most students in the secondary stage in English and mathematics show initiative in learning independently by conducting PowerPoint presentations to explain the lessons. Students also prepare research and organise the morning assembly programmes. However, in a significant number of lessons the independent learning opportunities are inconsistently provided and not well developed.
- Notwithstanding their different cultural and religious backgrounds, students work together in harmony. They show positive communication skills in terms of exchanging ideas, providing support, challenging each other, listening, and interacting in-group work in most lessons and school clubs.

Areas for improvement

- Development of students' self-confidence and independent learning skills in the less effective lessons.

Quality of processes

□ Teaching and learning 'Satisfactory'

Judgement justifications

- In the majority of lessons, teachers use a variety of effective teaching strategies that focus on developing students' skills, knowledge and understanding. These include questions for learning, brainstorming, discussion and role-play. Most students are engaged with a variety of activities that involve them in their own learning, such as running group presentations, cooperative learning, and acting and young teacher presentations. In the better lessons such as English, resources such as videos, data presentations, pictures, thesauruses and differentiated written activities are used effectively to enrich students' learning and enhance their experiences.
- In the majority of lessons, teachers manage students' behaviour well. Most lessons are orderly and productive, with a punctual start, clear instructions and effective assessment. However, in the less effective lessons poor time management and reduced productivity affect students' learning.
- In the most successful lessons, students are highly productive and show clear enjoyment. Most students are successfully encouraged in these lessons to display their understanding, either through short presentations from their desks or by demonstrations on the white boards. However, in the majority of lessons, teachers do not employ positive reinforcement methods to motivate and encourage students to do better.
- In most lessons, teachers use appropriate methods to assess students' understanding such as asking questions and using written tasks. Class feedback is mainly oral and is rarely individualised. The results of assessment are not consistently used to meet needs within lessons, and in-class activities are not always marked or graded. Homework is set in the majority of lessons to consolidate work done, but is not differentiated to suit students' varying needs. Most teachers regularly and accurately mark and grade students' work, and sometimes-encouraging constructive comments are given.
- In the better lessons, students' higher order thinking skills are developed adequately and they are encouraged to think critically through open questions, brain storming and expressing their views. This is particularly the case in English and mathematics lessons.
- In the best lessons, students of different abilities are engaged and challenged very well through differentiated written tasks and group and individual activities that cater for their different interests and abilities. However, in most lessons, high achievers are not challenged sufficiently as most tasks are direct and are achieved in a short period. In a significant number of lessons, low achievers need more help.
- Support to low achievers to overcome their difficulties is mainly provided by the teacher or the more able students. However, greater consistency in the provision of differentiation and support throughout the school is needed.

Areas for improvement

- Use of assessment results in lessons to meet students' needs, including setting and marking differentiated homework that consolidates what is being taught.
- Challenge provided to high achieving students and the development of their higher order thinking skills.
- Use of time to increase students' learning and lessons' productivity.
- Differentiation of written work and tasks, and individual support provided to low achievers within lessons.

□ Students' support and guidance 'Good'

Judgement justifications

- The school uses systematic diagnostic tests to identify, support and track students' academic progress. It provides remedial and enrichment programmes that meet the educational needs of the different categories of students and positively affect their academic progress.
- Outstanding students are honoured by the school, have leadership roles in helping others and preparing presentations for lessons. They are also involved in school activities such as assembly programmes, the junior school's science club, and in external activities such as 'Spellbound Bahrain' arranged by Kerala Engineering Forum. Low achieving students are paired with peers for one-to-one support, make simple charts and models to develop their skills and are offered remedial lessons in all core subjects, except for Arabic based subjects where students' progress suffers accordingly.
- Talented students join the school choir, are involved in singing and drawing competitions, and join the roller-skating and sports tournaments. Their talents are identified through diagnostic tests.
- Careful guidance and counselling is provided by the teachers and counsellors, enabling students to build their character and overcome their challenges. The school supports students well through motivational talks, encourages them to reflect on their behaviour and keeps parents informed on their children's personal progress.
- Students' experiences are enriched through a variety of internal and external activities, events and competitions such as the Annual Athletic Meet, Mathematics Quiz, Science Quiz and interschool debates. These develop students' different interests and experiences
- The school is keen to carry on risk assessment and building maintenance. Staff and students are trained on evacuations, while the school infirmary provides health services such vaccination follow-ups. First aid boxes and fire extinguishers are provided in all school facilities.

- New students are inducted appropriately by the school Principal and through the buddy system to acquaint them with the school facilities and layout. The school holds a general meeting, organised by the senior students, to welcome all students to the new academic year and share the school's rules and policies.
- Students are prepared for the move from junior to senior school by a farewell party and motivational talks. Students in grade 10 are prepared for the next academic stages through talks by board members about career planning, by the destination

schools' principal, and by university representatives such as Padworth College. However, advice on IGCSE subject and streams choices is insufficient.

- Students' life skills are appropriately developed by encouraging presentation skills in mathematics and English lessons and motivational values skills in business lesson, by participation in the science fair and eco club, and by volunteer work in helping the poor and elderly. However, students need more opportunities to develop ICT skills.

Areas for improvement

- Support programmes targeting low achieving students in the Arabic based subjects, particularly for non-native Arabic speakers.
- Further development of students' life skills, particularly ICT skills, and guidance to prepare them for their next stage of education.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Good'

Judgement justifications

- The school has established a clear vision which is shared by staff and students. The senior leadership successfully promotes moral and spiritual values and responsible citizenship as set out in its vision statement. This is evident in the school's routines such as morning assembly, through charity programmes and in students' exemplary behaviour.
- The school's self-evaluation is rigorous, involving staff, students and parents and focussing on both the quality of teaching and students' academic achievement. However, the current strategic plan lacks detail on which year group the plan targets and the criteria by which the impact might be measured.
- The school's leadership successfully inspires and motivates staff and encourages them to work towards a common mission. This is reflected in their loyalty, involvement and commitment to the school. Regular staff meetings are held and teachers are encouraged to prepare department-based action plans and share best practice. This all shows in the good support and guidance provided, students personal development and the proportion of good lessons in core subjects.
- The senior leaders conduct systematic class observations and provide verbal and written feedback to teachers. Professional development sessions are provided to all teachers regularly and on various topics including 'Varied Teaching Strategies' and 'Interactive, Interesting and Creative lessons'. However, the impact of these programmes is inconsistent in lessons.
- The school makes adequate use of the available facilities such as the science laboratories and the school library. Students of the senior Grades 3 and 4 regularly use the computer laboratory. However, implementation of a well-balanced, comprehensive curriculum requires more effective utilisation of learning resources and facilities such as the ICT labs, for all grades, to broaden students' experiences.
- The school has developed good links with the local community and wider society through participating in community service projects and charity programmes such as 'Walk for a Cause 2', visits to Hope Institute, a Home for the Elderly and to sites where students interact with people who are engaged in traditional occupations such as pottery and farming. These have a positive impact on developing students' ability to work collaboratively outside classrooms. The newly formed Parents' Council plays an active role in achieving this.
- Well-understood roles and respectful relationships exist between the Board of Directors and the school's senior

leadership. The members of the Board meet periodically to monitor the school's performance, contribute to the improvement plans and provide strategic direction to the school's leadership. The

Board is well aware of the ongoing work in the school, and holds the senior leaders accountable for the school's performance and students' welfare.

Areas for improvement

- The implementation of a well-balanced, comprehensive curriculum, with more effective utilisation of learning resources and facilities such as the ICT labs to broaden students' experiences.
- Increased effectiveness of professional development programmes, with real impact on the performance of teachers in the less effective lessons leading to high quality student outcomes.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة القلب المقدس														
Name of the school (English)	Sacred Heart School														
Year of establishment	1948														
Address	Building 136, Road 4109, Block 841, Isa Town, P.O. Box 388														
Town /Village / Governorate	Isa Town – Capital Governorate														
School's Contacts	17684367				Fax				17680252						
School's e-mail	shsbhr@gmail.com														
School's website	www.shsbahrain.com														
Age range of students	6-16 Years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1-6				7-9				10						
Number of students	Boys	512				Girls	622				Total	1134			
Students' social background	Most come from low and average income families, and from different nationalities and backgrounds														
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12		
	Classes	4	4	4	4	4	4	3	3	3	3	-	-		
Number of administrative staff	5														
Number of teaching staff	61														
Curriculum	British														
Main language(s) of instruction	English														
Principal's tenure in the school	12 years														
External assessment and examinations	Edexcel International General Certificate of Secondary School (IGCSE), International Benchmark Tests (IBT), Trends in International Mathematics and Science Study (TIMSS) QQA national examination for Grade 3														
Accreditation (if applicable)	-														
Major recent changes in the school	<ul style="list-style-type: none"> • Allocation of remedial periods to support students. • Installation of LED TVs in all classrooms. 														