



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**The Eastern School
Um Al Hassam – Capital Governorate
Kingdom of Bahrain**

Date of Review: 9-11 April 2018
SP054-C2-R055

Introduction

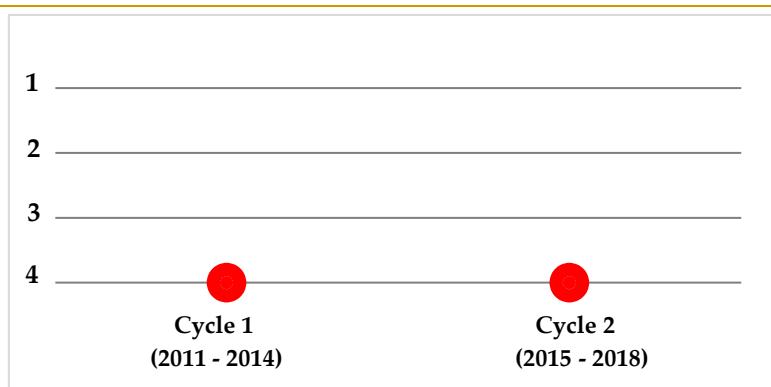
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the 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	4	4	4	4
	Students' personal development	4	4	4	4
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

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 remains inadequate, as in the previous review.
- Students' academic achievement is weak. Although students' pass rates are high in internal examinations, these results do not correlate with the inconsistent proficiency rates, which are low in English in the majority of grades and in most subjects of Grade 10 including science and commerce subjects.
- Students show better standards and progress in most science lessons, but in other core subjects a significant proportion of students show below age expectation levels and do not develop proper understanding and skills.
- Students behave well. Middle and High Schools students participate actively in school activities and events.
- The school provides a range of facilities and resources, though they are not used to their full effect in lessons. The ineffective teaching strategies fail to enable students to obtain the required skills, make progress, or motivate them towards learning, holding them back and hindering the development of their self-confidence. Learning time is not effectively used to ensure productivity.

The assessment tools used do not match curriculum expectations or meets students' needs.

- The impact of support programmes is not evident on students' progress and skills, particularly those with learning difficulties and special educational needs who require dedicated support.

- Self-evaluation involves stakeholders, but lacks rigour in identifying areas of improvement in academic achievement and in addressing these in planning, with clear performance indicators for monitoring.

Main positive features

- The majority of students behave well in school.

Recommendations

- Improve the effectiveness of leadership, management and governance by:
 - implementing a rigorous self-evaluation, monitoring performance through clear performance indicators, with a focus on improvement priorities including students' academic achievement
 - ensuring the impact of professional development programmes on classroom practices.
- Raise students' academic achievement across the school.
- Improve the effectiveness of teaching and learning, focussing on:
 - productive use of learning time and effective utilisation of facilities and educational resources, to improve students' standards and progress
 - use of assessment results to rigorously measure students' progress according to curriculum expectations
 - encouraging students to develop their self-confidence and assume leadership roles inside lessons.
- Improve support programmes to meet the needs of the different categories of students, particularly those with learning difficulties and special educational needs, inside and outside lessons.

□ Capacity to improve 'Inadequate'

Judgement justifications

- Despite the stability of the senior leadership, the school's effectiveness has not improved since the previous review in any of the review aspects.

- The school's self-evaluation is built on a SWOT analysis and stakeholders' views. However, the results analysis is not sufficiently accurate, and the judgements given in the Self-Evaluation Form (SEF) are not consistent with the judgements reached by the review team.
- Strategic and action planning lack clear performance indicators that would ensure improvements in performance, including students' achievement as per curriculum expectations.
- Although the school has introduced several improvements, including delegating responsibilities to section coordinators and subject heads in the absence of an Assistant Principal, and improving facilities such as the science

and ICT laboratories and the e-library, the impact is limited due to the ineffective focus and monitoring of key improvement priorities such as raising students' proficiency rates, and developing their basic skills.

- The school provides teachers with many internal and external workshops. However, their impact on the progress made by the different categories of students in most lessons is inadequate. Improvement is also hindered by the constant turnover of teachers and the lack of rigour in judging classroom practices by the school leaders. This is evident in a significant proportion of observations, particularly in Arabic and English.

Quality of outcomes

□ Students' academic achievement 'Inadequate'

Judgement justifications

- In the 2016-2017 academic year, students achieved high pass rates in the internal examinations of all core subjects, up to 100% in most core subjects. However, these high rates do not correlate with the inconsistent proficiency rates. Students' cohorts over the past three academic years have consistently achieved high pass rates in all core subjects and across the different stages.
- In Primary School, students achieve high and very high proficiency rates in most basic subjects ranging from 67% in Grade 4 English to 95% in mathematics in the same grade. However, proficiency rates in Grade 6 mathematics and science are average, while rates in English in Grades 5 and 6 are low at 31% and 35% respectively.
- In Middle School, proficiency rates are very inconsistent with the high pass rates. Proficiency rates range from 33% in Grade 10 mathematics to 83% in Grade 9 Arabic. They are mostly low in English across Middle School, ranging from 41% in Grade 7 down to 4% in Grade 10. Proficiency rates are generally low in Grade 10 biology, physics and all commerce subjects.
- In High School, proficiency rates are inconsistent, ranging from 43% in Grade 12 chemistry to 92% in Grade 11 Arabic. They are low in Grade 11 business studies at 14% and 0% in Grade 12 economics.
- In the 2015 Trends in International Mathematics and Science Study (TIMMS), Grade 4 students achieved below the international average, particularly in science. In Grade 8 they achieved better, but above the international average only in science.
- In the 2016 Progress in International Reading Literacy Study (PIRLS), Grade 4 students achieved below the Bahrain private schools' average, and the international average in all examinations.
- The highly inconsistent and low proficiency rates are illustrated in students' weak standards in the inadequate lessons, which amount to nearly two-thirds of the observed lessons.
- Students' acquisition of basic skills is inadequate in most core subjects as follows:
 - Class teaching which is from Grades 1 to 4, they show below the expected levels in basic knowledge, such as knowing the time, measurement tools and understanding homophones in English.
 - In Arabic, students' skills are poor in reading, writing and grammar in most grades.
 - In English, students show appropriate communication skills, but their reading and writing skills are underdeveloped across the school due to teachers' low expectations.
 - In mathematics, students have difficulty in organising data and

solving exercises in integration, differentiation and word problems, particularly in the Middle and High Schools.

- In High School commerce subjects, students perform below the expected skills and understanding of commercial concepts such as understanding and calculating costs.
- In science, students make appropriate progress and acquire

the expected scientific concepts and practical skills such as writing chemical equations.

- Students of all abilities make inadequate progress in lessons and their written work, particularly the low achievers and those with learning difficulties in the support programmes.

Areas for improvement

- Students' standards and basic skills.
- Students' progress according to their different abilities in lessons, their written work and in the support programmes.

□ Students' personal development 'Inadequate'

Judgement justifications

- In the few better lessons, students participate with confidence and have opportunities to explain and present their views, particularly in science. However, in the majority of lessons, the ineffective teaching strategies and students' weak basic skills affect their self-confidence and enthusiasm to participate and assume leadership roles.
- The majority of students show an appropriate awareness of local and global events and participate adequately in events like 'Breast Cancer Day', and a few students confidently take on roles and responsibilities in leading morning assembly and helping the school counsellors in monitoring their peers. The majority of students adequately

participate in break time activities and Thursday activity periods. However, these opportunities are mostly targeted at Middle and High Schools students and do not enhance all students' experiences.

- Students behave appropriately in and out of lessons. A few misbehaviour incidents occur at times and are dealt with effectively. Students respect the school property and feel safe, showing positive attitudes towards the feelings of others despite their diverse backgrounds.
- Students' have an adequate understanding of Bahraini culture and heritage. They participate in Bahrain National Day celebrations and visit heritage sites like A'ali Pottery. They show their commitment to Islamic values

through morning prayers and by respecting each other.

- The majority of students attend school regularly and punctually. However, a significant proportion of students arrive late to school.
- Students are provided with limited opportunities to develop independent learning skills such as conducting experiments in the very few better lessons. Few students also participate outside lessons in the school 'Gazette'. However, most students show limited independent learning skills. Moreover, many students

rely on the more able peers and teachers to be able to handle activities and tasks.

- When opportunities are provided in lessons, students work with each other in pairs and small groups. However, in most lessons students don't have opportunities to develop their communications skills such as debate and persuasion, or be assigned roles and tasks in order to work together effectively.

Areas for improvement

- Students' ability to show confidence and assume leadership roles, particularly in lessons.
- Students' ability to work independently.
- Students' communications skills and working effectively with others.

Quality of processes

□ Teaching and learning 'Inadequate'

Judgement justifications

- The teaching and learning strategies used in nearly two-thirds of the observed lessons are ineffective. They fail to enable students to progress according to their abilities or develop their skills, particularly in English and most Arabic and mathematics lessons.
- Lessons are mostly teacher-centred with an ineffective use of educational resources. Strategies mainly focus on questions for learning and a few opportunities for group work that lack clearly defined roles for all students. Only in the few better lessons do teachers use appropriate teaching methods such as role play and students' presentations and use educational resources such as Audio-Visual rooms and scientific experimentation tools.
- Teachers manage students' behaviour appropriately. However, managing learning time is unproductive in most lessons due to unclear instructions or over-explanation that consumes time allocated for individual and group activities.
- Students are motivated in the better lessons through various methods such as stars and simple gifts. However, this is not sufficiently widespread to motivate students towards learning or developing their self-confidence in the majority of lessons. Limited educational support is provided to students by the teachers, with high achievers dominating group work and activities.
- Most teachers use either verbal, written, group or individual assessment methods. The impact of these is more evident in the few better lessons.
- In the majority of lessons, written assessment is below curriculum expectation and mainly focuses on recall, which does not measure students' actual understanding nor challenge their different abilities. Assessment results are not used effectively to meet students' different learning needs, and diagnostic results are mostly to classify them into groups.
- Teachers tend to move between activities without rigorously verifying students' achievement of lesson objectives. Class activities and homework lack proper differentiation and challenge to students of all abilities, except for some of the science lessons. Correction of students' work and the 2016-2017 internal examination papers is not always accurate and is below curriculum expectations.
- Teaching does not develop students higher order thinking skills in most lessons, except for a few opportunities to solve word problems in mathematics and reasoning and interpretation in science.

Areas for improvement

- Effective use of teaching strategies and resources.
- Rigorous assessment as per curriculum expectations in lessons' activities, written work and examination papers, and using the results.
- Productive use of learning time.
- Differentiation to meet all student's learning needs and challenge their abilities in lessons and written work.

□ Students' support and guidance 'Inadequate'

Judgement justifications

- The school uses its diagnostic tests data conducted at the beginning of the year to have an initial classification of students according to their different levels. However, the school's systems of monitoring students' academic progress do not provide clear information to track all students effectively.
- The support provided to students of different abilities includes honouring the outstanding students, special Arabic classes for the non-natives and remedial classes for the low achievers. However, these support programmes are ineffective and do not sufficiently cater to students' individual learning needs, hence their impact on improving students' standards and skills is limited, particularly in lessons.
- The school has an inclusion policy in place for students with learning difficulties and students with special educational needs (SEN). However, it lacks dedicated specialists who can meet their needs effectively.
- The school has behaviour management programmes and uses the available information to provide appropriate support to students when facing personal problems. Cases are reviewed as needed.
- The more able students are involved in various competitions and club activities. Extracurricular activities include sports, field trips and celebration of different events such as 'Bahraini Women's Day'. However, most students are not provided with sufficient opportunities to participate in a range of activities that meet their interests.
- Some Middle and High School students have opportunities to develop leadership roles through the Students' Council and by participating in interschool tournaments and Model United Nations conferences. They have won gold and bronze medals in the Mini Olympics conducted by the Ministry of Education. However, the impact of such activities on enhancing students' overall personal development is limited, as the focus is mainly on a proportion of Middle and High School students and less opportunities are provided for Primary School students.
- The school provides a healthy and safe environment. Security measures include

the installation of CCTV in and around the school, consistent supervision of students and regular evacuation drills.

- New students are inducted appropriately into the school. However, the school lacks an effective system to provide comprehensive academic and career guidance regarding the students' next stage of education.

- In the better lessons, some opportunities are provided to develop students' life skills, such as delivering presentations and developing leadership skills. These include conducting the morning assembly and organising students' movement during breaks. However, such opportunities do not involve all groups of students.

Areas for improvement

- Rigorous follow-up on the impact of the academic support programmes provided.
- Students' preparation for their next stage of education and comprehensive and clear advice regarding their future academic and career choices.
- Promoting students' life skills.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Inadequate'

Judgement justifications

- The school uses SWOT analyses and stakeholders' views in its self-evaluation. However, the results are not sufficiently accurate and do not clearly identify performance priorities such as improving students' basic skills and proficiency rates. The school's evaluation of all aspects in the Self-Evaluation Form (SEF) does not match the judgements reached by the review team.
- The school's strategic plan and departmental action plans lack focus on addressing key improvement priorities through clear and accurate performance indicators that can critically measure all schoolwork. This does not contribute to improvement of the school's overall performance, particularly in the areas of students' academic achievement and their personal development in lessons.
- The school provides regular internal and external professional development programmes for all teachers, some of which are conducted by consultants on various topics such as lesson planning, learning strategies and classroom management. Teachers are also engaged in workshops provided by the Ministry of Education such as measuring academic achievement. However, the impact of these programmes is not carried effectively through to teachers' practices in lessons, with two-thirds of the lessons being judged as inadequate. Teachers' constant turnover also hinders the effectiveness of these programmes.
- The school conducts class observations periodically. However, the monitoring of their impact on improving classroom practices is weak as a significant proportion of observations in Arabic and English lessons lack rigour in judging classroom practices. The feedback given to teachers is ineffective in improving practices and ensuring that the focus is on the impact on students' progress rather than just on procedure.
- Relations between the staff and leadership are positive, with an open-door policy. The staff are motivated through a 'Teacher of the Month' award. However, this has a limited impact on teachers' overall performance in the majority of lessons. Roles and responsibilities are delegated through promoting teachers to be subject heads and section coordinators.
- The school uses its educational facilities such as the Audio-Visual (AV) room, science and computer laboratories and the e-library for students to practice reading. However, the effectiveness of these facilities in enhancing students' learning and enriching their experiences is limited within most lessons.
- The school communicates with parents through the Parents' Council and the school's electronic Management System.

Parents and students expressed their satisfaction with the school.

- The school cooperates with the Civil Defence Department to hold evacuation drills. Speakers are invited to give lectures but these only develop the awareness of a small targeted group of students.
- The school's Board of Directors provides financial support, participates in strategic

planning, and has a role in staff recruitment and the school's expansion plans. The Chairman holds the school's Principal accountable for performance; however, the measures taken have not been effective in improving the overall effectiveness since the last review.

Areas for improvement

- Rigorous self-evaluation which is strongly linked to school priorities and planning for improvements.
- Monitoring the implementation of strategic and action plans on students.
- Monitoring the impact of professional development programmes on teachers' performance in lessons.
- The utilisation of learning resources and facilities.

Appendix: Characteristics of the school

Name of the school (Arabic)	المدرسة الشرقية													
Name of the school (English)	The Eastern school													
Year of establishment	2010													
Address	Building 621, Road 3625, Block 336													
Town / Village / Governorate	Um Al Hassam / Capital													
School's Contacts	17369009				Fax				17369119					
School's e-mail	Alsharqya.school@batelco.com.bh													
School's website	www.theeasternschoolbahrain.com													
Age range of students	6 – 18 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1 - 6				7 - 10				11 - 12					
Number of students	Boys	233			Girls	185			Total	418				
Students' social background	Students come from average income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	4	3	3	3	3	3	3	2	2	3	2	
Number of administrative staff	13													
Number of teaching staff	63													
Curriculum	International General Certificate of Secondary Education (IGCSE)													
Main language(s) of instruction	English/Arabic													
Principal's tenure in the school	7 Years													
External assessment and examinations	Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS)													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> Improving the school facilities such as adding a basketball court, E- Library and computer laboratories. Appointing subject heads and section coordinators, a guidance counsellor and an internal verifier for quality assurance. Implementing an electronic school management system. 													