



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

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

**Talent International and The Infant School  
Salihiya–Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 18-20 May 2015**

SP002-C2-R005

## 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 six reviewers. During the review, reviewers observed lessons and other activities, scrutinized students' written works and analysed school's performance data and other documents. They spoke to the staff, students and parents. This report summarises their findings and recommendations.

### Summary of review judgements

**Outstanding** 1

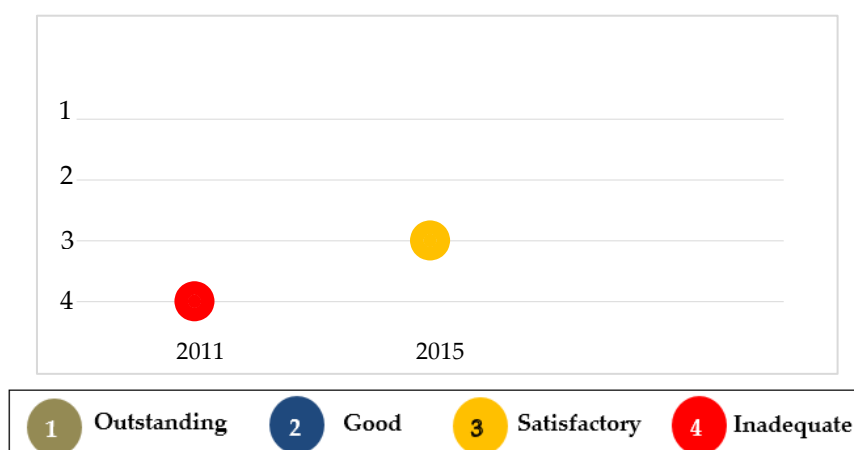
**Good** 2

**Satisfactory** 3

**Inadequate** 4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	3	-	3
	Students' personal development	2	2	-	2
Quality of processes	Teaching and learning	3	3	-	3
	Students' support and guidance	3	3	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	3	3	-	3
Capacity to improve		3			
The school's overall effectiveness		3			

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 'Satisfactory'

#### Judgement justifications

- All review aspects are judged as satisfactory except for students' personal development, which is judged as good.
- Students' standards in lessons and in their works are good in English while satisfactory in the other core subjects. Students' attainment in the school's internal examinations fluctuate. The best standards and progress are evident in Key Stage 1 (Grades 1 and 2).
- Teachers' use of strategies and resources ranging between good and satisfactory in the majority of lessons with it being less effective in mathematics and Arabic lessons. Best
  - practices were observed in English and science lessons while they were less effective in mathematics and Arabic.
  - Positive relations prevail between most staff with positive impact on daily practices.
  - Students exhibit good self-confidence as they participate effectively in school's activities. They are well mannered and show respect to their teachers and colleagues. Independent learning skills and collaborative work is less well developed in the majority of students.
  - Monitoring students' academic progress and personal development is not

rigorous enough to critically identify and meet students' learning needs.

- The school's leadership implements an annual action plan with a vision that focuses on improving students'

achievement with specific attention to improving the foundation of English and developing staff competency appropriately.

### **Main positive features**

- Students' behaviour and self-confidence.
- Students' basic skills in Key Stage 1.
- The school's development of students' life skills.

### **Recommendations**

- Improve the current self-evaluation mechanisms to be more comprehensive and systematic, use its results to guide and prioritise improvement plans and develop a long-term strategic plan.
- Raise students' academic achievement in core subjects, especially in Arabic.
- Improve the effectiveness of teaching and learning by:
  - ensuring more effective use of a wide range of teaching and learning strategies and resources
  - further challenging students and developing their higher order thinking skills
  - using assessment results to better inform teaching and thereby to support students, especially low achievers.
- Expand the professional development programmes to address teachers' individual needs and ensure their impact on students' academic achievement.

## **□ Capacity to improve 'Satisfactory'**

### **Judgement justifications**

- The school's overall effectiveness has improved from inadequate in the previous review to satisfactory in this review.
- Inconsistency in teachers' implementation of teaching strategies and support

provided to meet the needs of the different categories of students affected the development of a minority of students' basic skills in mathematics and Arabic.

- Gaps in self-evaluation and insufficient use of its results to plan for the school's strategic planning.
  - Infrequent information sharing between the high and middle leadership lessened the effectiveness of the school's plans and practices.
- Students' effective participation in school life, their good behaviour and respect to their colleagues and teachers.
  - The school implements appropriate professional development programme; however, its impact is inconsistent as it faces an annual challenge of high teachers' turnover.

## Quality of outcomes

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### □ Students' academic achievement 'Satisfactory'

#### Judgement justifications

- Over the past two years, most students across the school have consistently achieved high pass rates in core subjects in internal examinations.
- Students' competency rates fluctuate over time. For example, although the percentages have improved in science in Key Stage 1 and in mathematics in Grades 3, 4 and 5, there is a decline in the percentages of the core subjects for the majority of students in the year 2013-14 and in the first semester of 2014-15.
- Across the school, students' standards both in lessons and in their works are good in English and satisfactory in mathematics, science and Arabic.
- In lessons, students make good progress in most subjects in Key Stage 1. At Key stages 2 (Grades 3 to 6) and 3 (Grades 7 and 8), students make satisfactory progress overall in their knowledge and understanding. In English, most students make good progress in all three Key stages.
- Students' listening, speaking, reading and writing skills in English are above age expectations across the school. Most students have good vocabulary and comprehension skills. Their reading and writing skills in Arabic are not up to the same level.
- In science, students meet the expected standards and across the school, the majority of students progress well in lessons. This is mainly due to the adequate development of enquiry skills through experimental learning. For example, Grade 3 students compare the strengths of different types of magnets and students in Grade 7 find the solubility of the given solute in water.
- In mathematics, across the school, most students acquire a basic understanding of concepts. While, for example Grade 3 students compare the capacity of different measuring devices, Grade 5 students could determine the common factors of the given number.

#### Areas for improvement

- Arabic language skills across the school.
- Students' progress in lessons in Key stages 2 and 3.
- Students' skills in application of mathematical concepts and problem solving across the school.

## □ Students' personal development 'Good'

### Judgement justifications

- Most students demonstrate good level of self-confidence in most lessons as they express their views freely and they participate well in class activities, scientific experiments and in deducing conclusions in geography lessons for example.
- Most students participate effectively and enthusiastically in school events, exhibitions, field trips and extra-curricular activities that are varied to meet their needs such as swimming, sports, crochet, cooking and jazz dance.
- Most students show respect to their teachers and each other; they work in harmony and show positive attitudes towards others' feelings, especially those from different cultures and nationalities.
- Students are self-driven to take care of themselves and the school's property, which is evident from their mature behavior during break times and their care of school buildings.
- Students feel safe and secure in the friendly and supportive family environment. They can express their needs and ask for support in and out of lessons.
- Students' well-developed understanding of Bahrain's heritage and culture, which is encouraged carefully through the curriculum. This is complemented by celebrating National Day, and through trips to sites such as the Bahrain Museum and the Scientific Centre, the development of Islamic values and recitation of the Holy Quran.
- Most students attend school regularly and have a good understanding of school's policy and procedures. They are encouraged well by the house points programme, which rewards classes and students individually with medals and field trips for regular attendance and punctuality.
- When opportunities are provided, students develop appropriate independent experiment skills in science lessons.
- The majority of students work well with each other in pairs and small groups when the opportunities are available, and communicate well when they play together during recess and, for example, in rehearsing a historic play during break time.

### Areas for improvement

- Further improve independent learning skills and collaborative work.

## Quality of processes

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### □ Teaching and learning 'Satisfactory'

#### Judgement justifications

- In good lessons, teachers use effective teaching strategies such as discussion, role-play and collaborative work. Moreover, in the more effective science lessons, students enjoy the opportunity to undertake experimental work.
- In adequate lessons, strategies mostly meet the needs of the more able students with the less able students often inconsistently supported either by further explanation or provision of more learning time.
- Majority of teachers use a variety of resources, such as charts, cards and worksheets to develop students' understanding.
- Students are effectively encouraged, motivated and praised verbally when answering open-ended and closed questions.
- In the majority of lessons, adequate on-going oral and unified written assessments help teachers to monitor students' progress and learning.
- Students' work is neither sufficiently marked nor regularly. Furthermore, teachers' comments are frequently limited to providing praise. Written feedback in notebooks offers limited advice on how students can improve their work. Across the school, almost all lessons are orderly, and the majority are effectively managed. This is aided by the students' good manners.
- Differentiation is implemented in most English lessons by tasks given activities, such as; analyzing a story plot, investigating to reach justifiable conclusions; which is also very evident in science lessons. Support that suits students' learning needs and levels is also in place. Nevertheless, in Arabic and mathematics lessons, high achievers are not challenged sufficiently as most tasks are direct and low achievers need more help.
- In better lessons, students' higher order thinking skills are developed adequately and they are encouraged to think critically through questions, and to express their views. This is particularly the case in English and when drawing conclusions in science investigations.
- The productivity of the majority of lessons is adequate due to the slow transition between different activities in lessons, which considerably reduces students' overall progress.

#### Areas for improvement

- More effective differentiation in less effective lessons to meet students' needs, especially, low achievers.
- More individualised support and further challenge to the more able students.
- Development of students' problem solving and critical thinking skills.



## □ Students' support and guidance 'Satisfactory'

### Judgement justifications

- The school maintains suitable records of students' attainment and their behaviour through end of term progress reports. There is a procedure for monitoring students' academic progress and personal development; however, it is not systematic enough to rigorously identify their specific learning needs so that it can be met.
- The school provides remedial classes after school hours for low achievers once a week in core subjects. These are attended by a few students, as they are optional.
- High achieving and talented students are supported sufficiently well through joining internal and external competitions like the Arabic story competition 'Sheika Lulwa Al Khalifa Short Story Competition' and poetry competition.
- Students are confident to approach their teachers and the counsellor who sensitively support them if they face problems.
- A good range of creative extra-curricular activities is provided each week during the school day. These activities, such as painting, art, swimming and cooking enhance the students' experiences and interests well.
- The school provides an adequately safe and healthy environment, which is supported by appropriate guidance. While the quality and surface of the hard sports playground represents some risk to students.
- There is an adequate induction and transition programme that helps students to settle and prepare for the next stage of their education. Students, and their parents, are given guidelines and instructions through the students' orientation sheet and by parent/teacher meetings.
- There is an effective range of school activities dedicated to promote students' life skills through, for example, the provision of practical experiment opportunities in science lessons, and mental mathematics in the Abacus approach.

### Areas for improvement

- Tracking and monitoring students' academic progress and personal development so that their needs can be met.
- Support provided to low achieving students.
- Physical education playground surface.

## Quality assurance of outcomes and processes

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### □ Leadership, management and governance 'Satisfactory'

#### Judgement justifications

- Vision and mission are appropriately imbedded in the school's yearly action plan that focuses on students' achievement and professional development programmes; however, a long-term strategic plan need to be developed.
- The plan indicates targets to be achieved, timeframes and success criteria. Nevertheless, such planning is not effectively shared between the senior and middle management in order to be better monitored, and its impact to be measured towards achieving the school's vision.
- The school conducts yearly staff self-evaluation, and recent recommendations are embedded into action planning. Senior management also conducts parents and students questionnaires to gain their views.
- Staff are appropriately managed; roles and responsibilities are delegated. For example, the promotion of a coordinator to act as deputy principal, and encouragement of initiatives such as the implementation of 'Jolly Phonics' and 'Abacas' by the English and mathematics coordinators.
- The school conducted a number of professional development workshops based on departmental and school needs such as the use of smart boards and a new software. Nevertheless, such provision does not effectively cater for teachers' individual needs, as they are not well identified, nor is there a systematic approach for rigorously monitoring the impact of training on teachers' performance and the students' academic achievement.
- Staff work in a suitable environment where teachers are encouraged by the middle management, and show commitment to taking responsibility. The high staff turnover experienced each year remains a challenge for the school.
- Middle management is supported and praised. Nevertheless, communication between the senior leadership and middle management is irregular, which affects the sharing of information for further development.
- The school uses all its facilities to support students learning such as providing reading and smart board's rooms in each year building. The use of teaching resources varies with flash cards and models used in better lessons while less effective lessons reflected less variety of resources to better facilitate students learning.
- The school has appropriate links with the local community and students have visited the nearby fire station and a senior citizen's home in order to be more familiar with its services and to develop a community awareness.

- The schools' Board of Directors contributes to the school's future expansion plan, but is not involved in the school's academic performance, nor does it critically hold the principal to account.
- Self-evaluation existing mechanisms and templates are not systematic, and much of the school's aspects and events are not evaluated regularly to assess their effectiveness or to steer improvements where needed.

### **Areas for improvement**

- Develop the current self-evaluation mechanisms to ensure rigorous assessment of all aspects of the schools' work, and further develop a long-term strategic plan.
- Effectively identifying and meeting teachers' individual needs, with a systematic follow-up of impact on performance.
- Better communication channels to be embedded between staff and management.

## Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة المواهب العالمية والأطفال													
Name of the school (English)	Talent International and The Infant School													
Year of establishment	1971													
Address	Villa 46, Road 5641, Block 356, P.O. Box 26625													
Town /Village / Governorate	Salihya, Capital Governorate													
School's Contacts	17252346				Fax				17263362					
School's e-mail	<a href="mailto:admin@talentschools.com">admin@talentschools.com</a>													
School's website	<a href="http://www.talentschools.com">www.talentschools.com</a>													
Age range of students	6-14													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				7-9				-					
Number of students	Boys		89		Girls		59		Total		148			
Students' social background	Most are form middle income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	2	2	1	1	1	1	1	1	-	-	-	-	
Number of administrative staff	7													
Number of teaching staff	21													
Curriculum	British, Lebanese (Arabic language) and Ministry of Education curriculum													
Main language(s) of instruction	English													
Principal's tenure in the school	27 years													
External assessment and examinations	NA													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> <li>• Introduction of Abacus.</li> <li>• Introduction of Jolly Phonics scheme.</li> <li>• Management strengthening.</li> </ul>													