



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

Directorate of Private Schools & Kindergartens Reviews Review Report

Confidential

**Tylos Private School
Busaiteen – Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 8 – 10 April 2013

SP032-C1-R032

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The Directorate of Private Schools & Kindergartens Reviews

The Directorate of Private Schools & Kindergartens Reviews (DPS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DPS is responsible for:

- evaluating and reporting on the quality of provision in all private schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for private school/kindergarten improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for private schools and kindergartens about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

This review was conducted over three days, by a team of five reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

School's name		Tylos Private School											
School's type		Private											
Year of establishment		2009											
Age range of students		6 – 14 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				7-8				-			
Number of students		Boys	129	Girls	81	Total		210					
Students' social background		Middle class families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	2	2	2	2	1	1	2	1	-	-	-	-
Town /Village		Busaiteen											
Governorate		Muharraq											
Number of administrative staff		10											
Number of teaching staff		31											
Curriculum		Grades 1-3 American (English, science & mathematics) Grades 4-8 English (English, science & mathematics) Lebanese Arabic (All grades)											
Main language(s) of instruction		English & Arabic											
Principal's tenure		7 months											
External assessment and examinations		None											
Accreditation (if applicable)		None											
Number of students in the following categories according to the school's classification		Outstanding			Gifted & Talented			Physical Disabilities			Learning Difficulties		
		-			32			1			8		
Major recent changes in the school		<ul style="list-style-type: none"> • New principal and 16 new teachers • Introduction of Grade 8 • In the academic year 2012-2013 an English curriculum 											

	<p>was implemented for Grades 4-8 in English, mathematics and science</p> <ul style="list-style-type: none">• A teacher for learning difficulties was recently employed.
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Provisional

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	2 : Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	3	-	3
Students' personal development	2	2	-	2
The quality and effectiveness of teaching and learning	3	3	-	3
The quality of the curriculum implementation	3	3	-	3
The quality of support and guidance for students	2	2	-	2
The quality and effectiveness of leadership, management and governance	2	2	-	2

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

Grade: 3 Satisfactory

The school's overall effectiveness is satisfactory due to the students' adequate academic achievement and the quality of teaching and learning, as well as the curriculum delivery and implementation. However, students' personal development is good as they are well behaved, show respect for each other and mostly participate enthusiastically in school life. This is mainly because of the effective support and guidance provided. The school's leadership, management and governance are good as members cultivate a strong and supportive team ethos throughout the school. Furthermore, strategic priorities focus firmly on improving students' academic performance and personal development as well as professional development for staff linked to raising the quality of teaching and learning. Most parents and students are well satisfied with the school.

- How strong is the school's capacity to improve?**

Grade: 2 Good

The school has good capacity to improve because of the encouraging leadership and effective delegation, which contribute to the friendly and cooperative atmosphere that inspires loyalty and enthusiasm for school development. Strategic and action planning are securely based on rigorous self-evaluation which carefully monitors all aspects of school performance. Planning provides realistic goals and effective structures to drive development, particularly the recently implemented professional development provision which focuses on identified whole school needs and is closely linked to raising the quality of teaching and learning. Additionally, the change in curriculum has a clear rationale to provide external assessment in order to more effectively evaluate students' academic standards and to ensure content and skill coverage for the grades involved. However, the limitations of space and facilities provide challenging constraints.

Students' achievement

□ How well do students achieve in their academic work?

Grade: 3 Satisfactory

Over the past three years in internal examinations, almost all students have attained pass rates exceeding 85% in all subjects, except in Grade 6 English and Grade 5 mathematics where 71% of students attained above 60%. Whilst a significant number of students have scored competency levels exceeding 80%, this fluctuates between grades and over time. Tracking students' performance over the past three years indicates that most students are making appropriate progress in internal examinations. The data from 2011 to 2012 shows a significant cohort of high achievers in core subjects. However, results from these internal tests are not reflected in the standards seen in lessons and students' work, which overall show appropriate standards across the grades. In internal examinations and in lessons, students demonstrate better performance in Arabic and English, in comparison to science and mathematics.

Most students in all subjects demonstrate standards that are in line with age-related expectations set by the curriculum. In both Arabic and English, reading and speaking skills are stronger than writing. In Arabic, most students show appropriate understanding and use of vocabulary, syntax and intonation. For example, they read poems with comprehension and expression. Likewise in English, across the school students read with comprehension and an understanding of vocabulary, grammar and punctuation appropriate to their age and ability. In mathematics, students demonstrate age-appropriate basic skills as well as knowledge and understanding of key arithmetical and statistical concepts; they understand decimals and make conversions in various metric units. In science, students have secure knowledge and understanding of fundamental scientific concepts, however investigative skills are less well developed.

Students' progress, although satisfactory overall, is inconsistent across subjects and grades. In Arabic and in English, students' reading, listening and speaking skills show satisfactory progress, whereas their writing skills are less well-developed throughout the school. Additionally, students' problem-solving skills in mathematics and their practical and investigative skills are insufficiently developed. However, the majority of students in all grades show appropriate progress in developing their information technology skills.

Progress of low and high achieving students and special needs is satisfactory due to lack of appropriate support in lessons, where teaching does not sufficiently differentiate in ways that suit their different learning needs.

□ How good is the students' personal development?

Grade: 2 Good

Students' good attendance and punctuality are regularly monitored by the school. Most students participate enthusiastically in the wide range of extra-curricular activities offered, such as sports, social, media and cultural opportunities. Students are keen to show their enjoyment of these activities, especially during assembly and break time when they are energetically engaged and cooperate well with each other.

The student council is effective where members responsibly discuss issues of interest and eagerly give opinions to the school leaders. Students also enjoy active participation in many other programmes the school provides, including 'Mawakeb Al-Noor', which reinforce values and leadership skills. However, a few students generally show more limited self-confidence and capacity to work independently and collaboratively, especially in lessons.

Students are well behaved and show good respect for each other. They express feeling safe and secure and take good care of the school. They also maintain friendly and supportive relationships with each other and their teachers. Moreover, students have a clear understanding of the heritage and culture of Bahrain, including the values of Islam. The school nurtures this with a range of opportunities, including visits to local heritage sites and celebrations of cultural events and festivities throughout the year.

The quality of provision

□ How effective are teaching and learning?

Grade: 3 Satisfactory

In most lessons teachers have secure subject knowledge which is reflected in their enthusiastic performance and supportive handling of students' responses, particularly in the better lessons. Lesson objectives are routinely shared with students and teachers involve them effectively in the starter activities in carefully planned three-part lessons. Moreover in a majority of lessons teachers use a range of teaching and learning strategies, such as electronic presentations, group work and discussions.

Teachers maintain good relationship with students. In most lessons students are motivated and teachers give adequate support to students who face learning difficulties. Additionally, in the best lessons teachers skilfully make learning challenging to meet the needs of the more able students. In the most effective lessons, teachers use probing questions to

encourage students' creative thinking. However, the quality of questioning is inconsistent across the school and generally is not used to probe students' understanding enough or provide well-informed feedback. In most lessons, the use of 'whole-class' methods of teaching does not provide enough challenge to high achievers and insufficiently promotes independent learning and higher-order thinking skills for the students.

Teachers use a variety of resources to engage students in lessons appropriately, such as interactive white boards (IWB), models and posters. Class management is generally effective resulting in orderly lessons, characterised by a calm class atmosphere. On the other hand, low expectations overall, together with limited teaching to meet the different levels of student ability in lessons, lead to less effective use of time and less productive lessons. For instance, activities are mostly pitched at of the same level; more able students who complete work quickly are not always provided with appropriate extension activities.

The school has an effective homework schedule for all grades and teachers provide regular assignments to consolidate and practise work done in lessons. Written work is marked on a regular basis, constructive feedback is often offered to help students improve their performance and corrections are followed up. Assessment is mostly oral in lessons. Most often closed questioning is used, which emphasises factual recall and does not diagnose difficulties with learning. However, in better lessons teachers implement appropriate assessment methods, both verbal and written to monitor students' progress, although the results are not always effectively used to modify teaching in order to meet students' different learning needs.

□ How well does the implementation and enrichment of the curriculum meet the educational needs of the students?

Grade: 3 Satisfactory

The school provides an appropriate range of subjects. Change in curriculum has a clear rationale, to provide external assessment in order to more effectively evaluate students' academic standards. Curriculum review is thorough and adoption of the new curriculum is well-planned to ensure content and skill coverage for the grades involved. While curriculum planning gives careful attention to some appropriate modifications which cater to different learning needs, it is no better than satisfactory because delivery in a majority of lessons is built on unrealistically low expectations. It does not sufficiently meet the needs of high achieving students nor provide enough support for students who find learning difficult.

A good understanding of students' roles and responsibilities is promoted, in line with the school's strong focus on being a supportive community. This includes emphasising leadership and responsibility through student council membership, assignment of class leaders and citizenship lessons. Whilst natural connections between subjects are made, there

are limited planned links. Curriculum delivery ensures students develop at least satisfactory basic skills in preparation for their continuing education. Students enjoy a wide range of extra-curricular activities. Appropriately enriching links with the local community include curriculum-related field trips, community activities and use of sports facilities. The school provides a well-maintained and attractive environment. Nevertheless, limited space for sports activities and in some classrooms constrains curriculum implementation.

How well are students guided and supported?

Grade: 2 Good

Students settle quickly and enjoy school through an effective and fun induction programme provided on entry. The school offers students a useful range of advice for their next phase of education through extensive individual and group guidance. This is reflected in students remaining in the school throughout the grades. Students' academic progress and personal development are well-monitored through diagnostic tests, analysis and the provision of remedial lessons. Implementation of the silver and golden card programme is used effectively to encourage students to progress academically and personally.

The school successfully supports students with special needs, including talented students in cooperation with the Gifted Centre in Muharraq. Students with learning difficulties are also very effectively diagnosed in cooperation with the external support centres, Roa'a and Tafa'ol. Individual remedial plans are developed for each student, which is reflected in the success of meeting their learning needs. The school knows the students well and sensitively strives to resolve any problems. This is reflected in students' confidence to approach staff members. Parents are well-informed of their children's progress through reports, phone calls and an open-door policy, which increase parents' confidence in the school. The school responsibly maintains a secure and safe campus with a strong emphasis on caring relationships. However, the playground size and design provides limited opportunities for students to play.

Leadership, management and governance

How effective are leadership, management and governance in promoting high achievement, strong personal development and school improvement?

Grade: 2 Good

The school's vision and mission have been developed with input from the school community and are very effectively shared with and by staff members. The principal

cultivates a strongly supportive team ethos including regular staff meetings and discussion before piloting developments such as the weekly values programme. Additionally, encouraging leadership and effective delegation contribute to the friendly and cooperative atmosphere which inspires loyalty and enthusiasm for school developments amongst teachers.

Rigorous self-evaluation carefully monitors all aspects of school performance including analysis of students' internal examination results. All members of the school community are able to give input into self-evaluation through surveys and meetings. Strategic and action planning are securely based on self-evaluation and provide realistic goals and effective structures to drive development. Priorities focus on improving students' academic performance and personal development as well as professional development linked to raising the quality of teaching and learning. Teacher appraisal is regular and closely guides weekly professional development which focuses on identified whole school needs.

However, monitoring is not sufficiently rigorous in order to fully support teachers and ensure confident implementation of changes in teaching and learning strategies as a result of the training sessions. Planning, budgeting and resource allocation are carefully linked. The school is well-resourced in many areas, for example with IWBs. Nevertheless, resources are insufficient in areas such as science equipment, English fiction in the library and the space in some classrooms and the outdoor sports areas.

The school maintains strong and supportive links with parents and students, including a much-appreciated open-door policy, and staff respond positively to parents' and students' feedback. For a comparatively new school, there are well-developed links with the local and wider community, such as participation in community projects and social networking through Facebook and Twitter as well as educational visits and use of local sports facilities.

The board brings a wide range of experience to benefit the school in areas such as strategic planning and recruitment. Members demonstrate a good awareness of the school's strengths and areas needing development. They work cooperatively with the proprietor and principal to further the school's mission. The distinctive roles of the owner, board members and principal are clearly understood, appreciated and respected, and the principal is held accountable for the performance of the school in a supportive manner, through regular meetings and emails.

The school's main strengths

- Students' strong personal development in a caring and supporting environment
- Effective involvement of all members of the community, including board members, in school development.

Recommendations

In order to improve, the school should:

- raise students' academic achievement across the school
- develop teaching and learning to ensure:
 - an increase in teachers' confidence in using of a wider range of teaching and learning strategies
 - greater challenge for students of all abilities to develop better understanding and higher order thinking
 - closer monitoring of students' progress and modifications to teaching to meet individual learning needs using the results of regular and frequent assessment
 - more effective use of available IT resources to enhance learning.