



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

Directorate of Private Schools & Kindergartens Reviews Review Report

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

**Date of Review: 7-9 November 2016
SP032-C2-R027**

Introduction

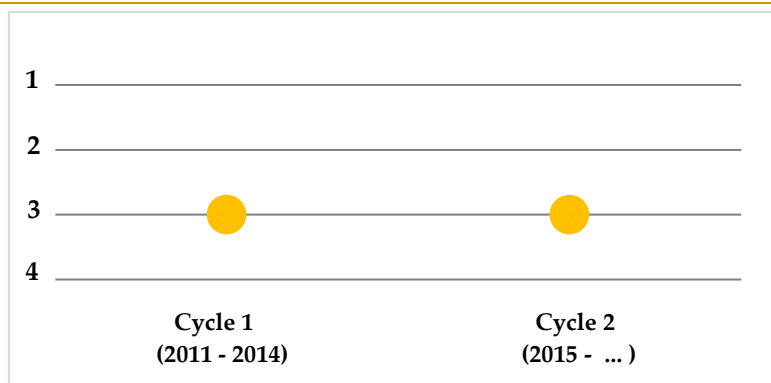
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work 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	3	3	-	3
	Students' personal development	1	1	-	1
Quality of processes	Teaching and learning	3	3	-	3
	Students' support and guidance	2	2	-	2
Quality assurance of outcomes and processes	Leadership, management and governance	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.



1	Outstanding	2	Good	3	Satisfactory	4	Inadequate
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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 overall effectiveness is satisfactory maintaining the judgement from the previous review.
- In all the core subjects across the school students, attain high pass rates in internal examinations. However, their standards and progress in the majority of lessons and in their written work are satisfactory. Their development of understanding and skills is inconsistent, particularly in science and mathematics.
- Due to the textbook and teacher-led approach, the inconsistent time management and support provided to students, particularly to the low achievers, the productivity and progress of students of all abilities is erratic. Thus, the majority of lessons are only satisfactory.
- The vast majority of students work in harmony, demonstrating high self-confidence inside classrooms and participating with great enthusiasm in school events and extracurricular activities. Most students are independent in their learning, show high commitment to the values of Islam and treat each other with respect.
- The school has effective systems in place to assess and monitor the students' academic progress and sensitively

support them to overcome both academic and personal issues.

- Strategic planning is effective in fulfilling the school's vision and mission where the school did improve students' personal development to be outstanding. The school in its self-evaluation provides

awareness of most improvement priorities, but there still remains a need to attain better performance in academic achievement.

- Most parents and students are very satisfied with the school's provision.

Main positive features

- Students' personal development is exemplary. They participate effectively in school life and demonstrate strong commitment to the values of Islam and understanding of Bahraini culture.
- The school is effective in monitoring and meeting students' academic progress and personal development, with effective support programmes being provided to the different categories of students.
- Strategic planning is detailed, based on rigorous self-evaluation and the school's vision and mission.

Recommendations

- Raise students' academic achievement by developing and implementing more effective teaching and learning strategies, with focus on:
 - developing students' understanding and skills, mainly in science and mathematics
 - effective time management to increase productivity
 - implementing differentiation to meet all categories of students' needs, and provide further support to the low achievers.
- Further monitor the impact of professional development programmes to ensure they impact on improving the academic standards of students of different abilities.

Capacity to improve 'Good'

Judgement justifications

- The 2012-2017 strategic and 2016/2017 operational plans are based on the school's comprehensive self-evaluation. The school leadership is aware of most improvement areas identified by the

team in the current review, such as students' progress in lessons and development of the enquiry and problem solving skills.

- Students progress well in the better lessons; these represent a significant proportion particularly in English and Arabic due to their standards, Most students achieve the expected age related progress in lessons or above.
- Recent improvements resulted in refining the school polices and the delivery of the curriculum through effective mapping.
- The school has fulfilled strategic goals that are in line with the mission and vision, resulting in outstanding personal development and a motivational, safe

and secure learning environment for students.

- Despite conducting many training workshops and monitoring their impact, the accuracy of lesson observations is still inconsistent. The effectiveness of classroom practices varies in lessons, particularly time management, implementing differentiation and support for students of all abilities.

Quality of outcomes

□ Students' academic achievement 'Satisfactory'

Judgement justifications

- In all the core subjects across the school, students attain high pass rates in internal examinations ranging between 87% and 100% in 2015-2016, as well as very high proficiency rates except for English in Grade 7 with 37.5%.
 - The high pass and proficiency rates reflect students' actual standards in good lessons, particularly in Arabic and English in the Primary School.
 - In Grade 6, the performance of the very few students who chose to take the optional Primary Cambridge Checkpoint external benchmark does not reflect their performance in the internal examinations. The 2016 results show that most students do attain well in science, but most of them achieve low scores in English and mathematics.
 - Students' standards in both the majority of lessons and in their written work are satisfactory, as the work presented to them tends to be mostly standardised for all students regardless of their different abilities.
 - Tracking students' results over the past three years in the Primary School from 2013 to 2016 indicates that most students have consistently achieved high pass rates in all core subjects, though they declined in Arabic and mathematics when moving from Grade 6 to Grade 7 in 2015-2016.
- In both Arabic and English, students' speaking, reading and comprehension skills are better developed than their writing skills across the school.
 - In science, the majority of students demonstrate standards in line with their age related expectations. For example, they have basic knowledge of the food chain, vertebrates and invertebrates and the laws of reflections, which suggests the teaching emphasis is on facts and concepts rather than on further development of investigative and inquiry-based skills.
 - In mathematics, the majority of students acquire basic understanding of mathematical concepts, including geometry and data handling skills, while their problem solving skills are less developed across the grades.
 - High achieving students' progress appropriately in accordance with their abilities in the majority of lessons and in the different activities provided. However, the progress of low achieving students is inconsistent due to the erratic support provided to them.

Areas for improvement

- Progress of all categories of students in the less effective lessons, mainly the low achievers.
- Students' investigative and problem solving skills in science and mathematics.

□ Students' personal development 'Outstanding'

Judgement justifications

- The vast majority of students work in harmony and show positive attitudes and respectful conduct toward others. They demonstrate initiative in participating in lessons and show their awareness and sense of responsibility through their interaction during lessons, including assuming the role of the teacher, assisting their peers, learning by role-playing and acting as characters in a lesson plenary in asking other students questions as a form of learning assessment.
- High self-confidence is demonstrated by the clear majority of students outside classrooms. They participate with great enthusiasm in school events and extra-curricular activities such as morning assembly, where they show fluency in reading aloud in Arabic and English, sports day, the football tournament and robotics competition.
- Students behave well and are self-disciplined. All abide by school rules and regulations, learning in a safe, healthy environment that is free from intimidation.
- Students are punctual and attend school and lessons on time. They are strongly encouraged by the school's awareness programmes such as 'No for Being Late' and by awards for 'Best Class' and 'Best Student' for punctuality and attendance.
- Students are positively and actively involved in programmes and activities that develop citizenship, such as celebrating National Day and participating in the 'Bahrain First' Festival, plus trips to local venues such as Bahrain Museum, Bait Al-Quran and The Scientific Centre.
- Strong understanding of principles of Islam is shown by students in their behaviour, supported by the school's provision of incentives for students who perform prayers regularly, wear the hijab and memorise the Holy Quran.
- Students work and communicate well with each other. They exchange feedback, assess their peers' responses and show respect for each other.
- Independent learning skills are well developed in most students when opportunities are provided, such as in some science and mathematics lessons where they work to conclude mathematical rules and search for scientific concepts using the internet. In English, the majority of students develop independent learning skills while reading and summarising stories.

Areas for improvement

- Further opportunities for students to develop independent learning skills.

Quality of processes

□ Teaching and learning 'Satisfactory'

Judgement justifications

- The effectiveness of teaching and learning strategies are inconsistent in most lessons in core subjects. In better lessons, the learner-centered and interactive strategies are implemented very effectively. The available learning resources, such as the interactive white boards (IWBs), PowerPoint presentations, and audio and video clips are also used effectively to promote learning. However, the majority of lessons are teacher-led and expectations are inconsistent and sometimes not sufficiently challenging. Group and pair activity is dominated in many lessons by high achievers, and teaching to the text negatively influences the effectiveness of the strategies implemented.
- Lessons are generally orderly and the good lessons are well planned, with the learning objectives being shared with students through activities. However, in satisfactory lessons time management is inconsistent, with the slow pace of these lessons affecting the availability of more learning time for low achievers when there is need to support them.
- Teachers encourage and motivate students well through praise, applause and awarding stars. The contribution of the 'Little Teacher' in better lessons provides opportunities for students to enrich the teaching and learning process. However, in a minority of lessons the efforts to enable students to participate actively in lessons are not highly effective in reinforcing and developing performance and academic achievement, due to inconsistent support for students of different abilities.
- In the majority of lessons across the schoolteachers use individual and whole class assessment. At times, it is ongoing, verbal and written, and is effective in diagnosing the needs of all abilities across all groups. However, assessment results are not always used very effectively in lessons to support students of all abilities, especially the low achievers. This is mainly a result of not being able to complete the final individual assessment due to the ineffective time management.
- Homework is mostly consolidation of the work done in class. The learning activities in better lessons are differentiated well and are graded in difficulty to provide more challenge to students. However, activities in many lessons are mostly unified and not completed due to the ineffective use of time and insufficient support to the less able students. In a few lessons teachers develop students' higher order thinking skills, such as by critically analysing a text in language lessons. However, problem solving and investigative skills are less well developed due to focusing a lot on direct applications and factual memorisation in many lessons.

Areas for improvement

- Productive time management.
- Provision of opportunities for students to develop higher order thinking skills.
- Implementation of differentiation along with support to the less able students and challenge to high achievers.

□ Students' support and guidance 'Good'

Judgement justifications

- The school has effective systems for assessing and monitoring the academic progress of different groups of students. Individual educational plans are prepared for students who are identified with learning difficulties and support lessons are provided in core subjects. However, follow-up on the support provided to students to achieve the desired academic improvement is less rigorous and the impact is not sufficient for a minority of students.
- The school makes use of all available personal information on students' to support them. Students receive special care and sensitive support when facing problems. This contributes significantly to their high confidence, self-discipline and exemplary behaviour.
- A wide range of extracurricular activities is provided, such as field trips, club activities, scouts, and fund-raising fairs for charity. These successfully meet the needs and interests of different groups of students. Students also have opportunities to participate in committees such as, 'Save Water and Electricity', 'Little Nurse', 'Media' and various inter-school competitions. Students who are identified as gifted and talented are provided with opportunities to participate in activities organised by the Gifted Students Centre of the Ministry of Education.
- The school provides good care to students with special educational needs. The learning support teacher sensitively helps them with modified learning activities and by providing extended time during examinations.
- Effective induction procedures at different levels enable students to settle easily and successfully. They are adequately prepared with basic skills for the next stage of their education. However, the advice and guidance provided to students regarding their future academic choices are less efficient.
- The school provides an attractive and supportive learning environment that ensures the health and well-being of all students. This includes the excellent supervision of students at all times and the well-rehearsed evacuation procedures.
- The school's provision to promote students' life skills is effective. This is through life skills lessons on a regular basis for Grades 1 to 5, development of ICT skills, and opportunities to

communicate. Students are also involved in activities including various committees, Students' Council,

organisation of events, and the school scouts.

Areas for improvement

- Further monitoring the impact of the support provided to students to achieve academic improvement.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Good'

Judgement justifications

- The school implements a five-year strategic plan that aims at improving academic achievement, teaching and learning, and the overall performance of the school.
- The 2016-2017 operational plan is based on the school's comprehensive strength, weaknesses, opportunities, challenges 'SWOC' analyses and the areas of improvements identified in the previous BQA review report. Analysis of the SWOC and self-evaluation by teachers of the training needs has resulted in a plan that critically addresses issues such as students' progress in lessons and development of the enquiry and problem solving skills.
- The operational plan is set to fulfill the school's vision and mission, with the school achieving outstanding students' personal development. Departmental plans are closely linked to the school's operational plan and success indicators are accurate and measurable.
- The school uses the survey of teachers' professional development needs to provide several training workshops, conducted in 2015-2016 and earlier this year. These include time management, assessment and differentiation and raising students' self-esteem, as well as external workshops. The impact is most evident in the majority of Arabic and English lessons, and less in science and mathematics.
- Lesson observations are conducted regularly by the previous and the new Principal, as well as by the coordinators. A set of critical criteria is used to evaluate practices and detailed feedback is shared with the teachers. However, when monitoring the impact of these efforts, it is evident that the accuracy of lesson observation is inconsistent and is better reflected on the practices seen in the good lessons in English and Arabic, while the rest are found to be just satisfactory.
- The staff work in a family-like environment due to the encouragement and motivation of the previous and new Principals and the CEO of the school. The teachers are appreciated, encouraged and awarded with financial incentives, which positivity affect the stability of staff.
- Resources and the budget are used effectively to enrich students' learning and experiences at school. The hallways and facilities are used to display students' work, projects and models. IWBs are provided in classrooms, used to maintain students' attention, though their use is inconsistent. The library is better utilised, with a wide range of reading material, and the science laboratory is well equipped to conduct age related experiments.

- The school has strong links with the local community and students organise charity events and sales to raise money for the Al-Sanabil orphanage as well as visits to the homes of senior citizens.
- The school CEO is part of the leadership team and contributes to dealing with

financial matters. He and members of the board hold the school Principal accountable, with monthly meetings that discuss the performance of teachers and student results. Roles and responsibilities are clear and understood.

Areas for improvement

- Further monitor the impact of the professional development programmes on teachers' performance, particularly in relation to mathematics and science.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة تايلوس الخاصة													
Name of the school (English)	Tylos Private School													
Year of establishment	2009													
Address	Villa 2469, Road 2651, Block 226													
Town / Village / Governorate	Busaiteen / Muharaq													
School's Contacts	17324110				Fax				17322415					
School's e-mail	Personnel222@gmail.com													
School's website	www.tylosschool.com													
Age range of students	6-13 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				7				-					
Number of students	Boys		142		Girls		110		Total		252			
Students' social background	Most students are from average income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	1	3	3	2	2	2	1	-	-	-	-	-	
Number of administrative staff	13													
Number of teaching staff	37													
Curriculum	British, and Ministry of Education (MoE) for Arabic, Islamic studies, social studies and citizenship													
Main language(s) of instruction	English and Arabic													
Principal's tenure in the school	1 semester													
External assessment and examinations	<ul style="list-style-type: none"> • BQA National Examinations. • Cambridge Primary Checkpoint G6. • Trends in International Mathematics and Science Study (TIMMS). • Progress in International Reading Literacy Study (PIRLS). 													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> • New Principal appointed at the beginning of academic year 2016-2017. • Creating a new back gate for buses. 													