



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

# Directorate of Private Schools & Kindergartens Reviews Monitoring Visit Report

**Al Sharqyia School  
Manama – Capital Governorate  
Kingdom of Bahrain**

**Date of monitoring visit: 29 January 2024**

Date of last review: 16–18 January 2023

SP054-C3-Ma21

## Introduction

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The monitoring visit of the school took place over one day, by a monitoring team from the Directorate of Private Schools & Kindergartens Reviews (DPS) of the Education and Training Quality Authority (BQA), to verify the improvements that it enacted according to the recommendations of the last review. During the monitoring visit, improvement in students' performance is evaluated during class observations, learning walk, scrutiny of their written work and monitoring of general progress.

### The Previous Judgement

- The school was judged "Inadequate" in the review visit conducted in January 2023, which is why it went through this monitoring visit, to measure progress in performance according to the review recommendations.

### Summary of the monitoring results

The recommendations*	The description
Recommendation 1	Partial improvement
Recommendation 2	Partial improvement
Recommendation 3	Partial improvement
<b>The monitoring visit overall judgement</b>	<b>In progress</b>
<ul style="list-style-type: none"><li>• The school is going to be scheduled within the regular reviews as per BQA policy.</li></ul>	

\* The recommendations are included within the report.

### The overall outcomes of the visit

**To ensure sufficient improvement procedures, the following is required:**

- Raise students' academic achievement in Middle and High Schools, particularly in mathematics and Arabic by raising learning expectations to meet curriculum competencies.

- Develop the effectiveness of leadership, management, and governance by:
  - implementing an accurate self-evaluation and ensuring regular updates on the school's action plans aligning with the emerging priorities to improve the school's performance
  - rigorously monitoring the impact of the professional development programmes on teachers' performance in Middle and High Schools, particularly in mathematics and Arabic.
- Improve the effectiveness of teaching, learning, and assessment by:
  - using teaching strategies and learning time effectively to develop students' academic progress and self-confidence in High School
  - using assessment methods and their results to support students of different abilities in Middle and High Schools.

## The Progress in the recommendations

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### Recommendation 1:

- Raise students' academic achievement in Middle and High Schools, particularly in mathematics and Arabic by raising learning expectations to meet curriculum competencies.

**Judgment:** Partial improvement

#### After reviewing and verifying all school procedures, the team reached the following

- The school adequately diagnoses students' needs in core subjects at the beginning of the academic year and sets targets for students to meet curriculum expectations. Students' academic performance, in terms of proficiency rates, is continuously analysed. Students' progress is tracked in comparison with their diagnostic results and termly examinations. Revision classes are offered regularly to help low achieving students such as 'Zero' periods. In addition, activities such 'Math Quiz' and Arabic projects for reading, writing and research are conducted.
- In lessons, learning expectations in core subjects are aligned with curriculum expectations. In the few better lessons, majority of students show age-appropriate standards and make adequate progress, for example, calculating the magnitude and direction of the resultant force, and understanding the use of Exception tool in Arabic writing in Middle School. However, their achievement is inconsistent in the rest of lessons due to inconsistent standards in Middle and High School Arabic and mathematics, such as forming age-appropriate sentences and writing skills in Arabic and problem solving in mathematics.

### Recommendation 2:

- Develop the effectiveness of leadership, management, and governance by:
  - implementing an accurate self-evaluation and ensuring regular updates on the school's action plans aligning with the emerging priorities to improve the school's performance.
  - rigorously monitoring the impact of the professional development programmes on teachers' performance in Middle and High Schools, particularly in mathematics and Arabic.

**Judgment:** Partial improvement

**After reviewing and verifying all school procedures, the team reached the following**

- The school improvement team conducts regular meetings to self-evaluate the different aspects of schoolwork and makes use of the different sources of information that include students' results analyses, class observations and surveying the views of stakeholders. Identified improvement priorities and the recommendations of the previous report are incorporated in planning. Strategic planning is structured appropriately to address the identified priorities that focus on improving students' standards particularly in mathematics and Arabic, the progress made by High School students and improving the teaching practices. The current 2023-2024 action plan provides clear details and procedures; however, the success criteria of most strategic objective aim to achieve significant improvement in the different aspects without specifying any targeted performance.
- Continuous lesson observations are conducted by Senior and Middle management which informed the provision of several professional development workshop like 'Classroom Management' and 'Innovative Teaching Strategies'. However, the impact is inconsistent on students' progress in the lessons observed as several of them face difficulty in Arabic writing and many in understanding mathematical concepts and applications.

**Recommendation 3:**

- Improve the effectiveness of teaching, learning, and assessment by:
  - using teaching strategies and learning time effectively to develop students' academic progress and self-confidence in High School
  - using assessment methods and their results to support students of different abilities in Middle and High Schools.

**Judgment:** Partial improvement

**After reviewing and verifying all school procedures, the team reached the following**

- Teachers implement a range of strategies such as question for learning, individual and group activities using differentiated worksheets and explanation through digital presentations in most lessons. However, students' participation in lessons and their progress varies particularly in Arabic and mathematics. The more able students act as activity leaders to represent their groups and show adequate self-confidence, but opportunities provided for the rest of students to develop their self-confidence is less sufficient in a number of lessons.

- Although majority of teachers give clear instructions and deliver lessons as planned within appropriate time frame, time management is inconsistent in some lessons, due to fast paced activities, particularly during assessments.
- Assessment is ongoing and both verbal and written in lessons. However, verbal assessments focus on more able students who volunteer to participate, and, in most cases, assessment outcomes are not used effectively to provide sufficient feedback or focussed support to low achieving students which affected their progress and improving their knowledge and skills, particularly writing skills in Arabic and problem solving in mathematics.

## Appendix 1: Basic Information about the School

<b>The school name (Arabic)</b>		المدرسة الشرقية											
<b>The school name (English)</b>		Al Sharqyia School											
<b>Year of establishment</b>		2010											
<b>Address</b>		Building 621, Road 3625, Block 336, Adliya											
<b>Town / Village / Governorate</b>		Manama / Capital											
<b>School's Contacts</b>		17369009			17813560			Fax			17369119		
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		1-6				7 - 9				10 - 12			
<b>Number of students</b>		<b>Boys</b>		385		<b>Girls</b>		270		<b>Total</b>		655	
<b>Students' social background</b>		Students come from average-income families											
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	4	4	4	4	3	3	3	3	5	4	4	3
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>Approval of a new school Principal March 2023</li> <li>Appointing new teachers in mathematics and Arabic.</li> <li>Implementation of Zero period for grades 8-12 students for academic support.</li> </ul>											

## Appendix 2

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**Table 1: Judgement on how well the school has met the recommendations.**

<b>Judgement</b>	<b>Judgement Description</b>
<b>Sufficient Improvement</b>	The school is making significant progress in addressing the recommendation. It has taken measures which have achieved great improvement linked to the recommendation which clearly resulted in improved performance, and positively impacted the outcomes.
<b>Partial Improvement</b>	The school is making inconsistent progress in addressing the recommendation. It has taken positive actions, which led to varying improvements in performance, and partially affected the outcomes.
<b>Insufficient Improvement</b>	The school does not achieve sufficient improvement in the recommendation. It was not successful in taking actions leading to appropriate improvement. There is a notable weakness that needs to be effectively and urgently addressed.

**Table 2: The overall judgement of the school progress in the monitoring visit\***

<b>The Overall Judgement of Progress</b>	<b>Judgement Description</b>
<b>Sufficient Progress</b>	The school has taken effective measures to bring about sufficient improvement in all of the recommendations.
<b>In Progress</b>	The school has taken several measures to bring about at least partial improvement in all of the recommendations. There are no recommendations with insufficient improvement
<b>Insufficient Progress</b>	The school has not brought about sufficient improvement in a single recommendation or more.

\* In case of insufficient measures linked to the recommendations related to the licensing/organizational body, and with the school taking the appropriate measures on its part, the overall progress judgement will not be affected, except with the issues related to health and safety.