



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Canadian School Bahrain
Diyar Al-Muharraq – Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 2-4 October 2023
SP072-C3-R035

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 the staff, 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	Academic achievement	3	3	-	3
	Personal development and social responsibility	2	2	-	2
Quality of processes	Teaching, learning and assessment	3	3	-	3
	Empowerment and meeting special needs	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 last three reviews.



School Report

□ School's overall effectiveness 'Satisfactory'

Judgement justifications

- The school conducts self-evaluation of its performance and utilises findings to inform planning based on improvement priorities. However, key performance indicators are not precise enough to measure success in overall school performance.
- Professional development training is provided, but the impact on teachers' and learning practices is inconsistent. In the majority of lessons, teachers use a variety of teaching and learning strategies and resources; however, there is inconsistent management of learning time and use of assessment results to challenge and support students, particularly low achievers.
- The school identifies students' categories and provides relevant support. However, the impact on students' progress overtime is inconsistent.
- The school provides effective personal support to students, which promotes positive behaviour and embracement of citizenship values and fosters a safe school environment, ensuring students and parents' satisfaction.
- Effective connections are established with the stakeholders and the local community, which contribute to the reinforcement of students' experiences and talents.

Main positive features:

- The personal support provided to promote positive behaviour and embracement of citizenship values in a safe school environment.
- School's connection with the stakeholders and links to the local community to reinforce students' experiences and talents.

Recommendations:

- Improve leadership, management and governance by further:
 - monitoring the impact of school self-evaluation and planning on the overall school performance
 - following up on the impact of professional development programmes on the performance of teachers.
- Raise students' academic achievement by ensuring the effectiveness of the academic support programmes provided to the different categories of students.

- Improve teaching and learning practices by focusing on the following:
 - better utilisation of learning time
 - use of assessment results to further support students, particularly the low achieving ones
 - further challenging students’ abilities to promote higher order thinking skills.

□ **Capacity to improve ‘Satisfactory’**

Judgement justifications

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|--|---|
| <ul style="list-style-type: none"> • The school’s judgments of its performance in the Self-Evaluation Form (SEF) differs by two points in the overall effectiveness and most aspects. • The school has taken positive measures towards improvement and meeting the demands of a growing school, such as organisation structural changes. However, staff retention challenges and extensive British Columbia (BC) | <p>curriculum teacher certification process, along with the annual admission of a considerable number of new students with different abilities across the school impede the school’s ability to maintain high levels of academic achievement.</p> <ul style="list-style-type: none"> • The impact of academic support provided is inconsistent due to the varying scope of focus on skills and subjects, which affects students’ progress over time. |
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Quality of outcomes

□ Academic achievement 'Satisfactory'

Judgement justifications

- The school uses a four-point Proficiency Scale to report on students' learning which includes the following indicators: Emerging, Developing, Proficient and Extending. In the 2022-2023 final term assessments, the percentages of students at or above 'Developing' on the proficiency scale is high, ranging from 80% in Grade 8 Arabic to 100% in most subjects and grades. The percentages of students at or above 'Proficiency' is high in mathematics and science, and less consistent in Arabic and English, ranging from 50% in Grade 8 English and 98% in Grade 5 science. The percentage of students at 'Extended' level on the proficiency scale is low, particularly in science in the vast majority of grades, and in English and mathematics in the majority of grades.
- In the Progress in International Reading Literacy Study (PIRLS) 2021 test, the school's achievement score is 462, which is at a low benchmark.
- Students at or above 'Developing' on the proficiency scale are consistently high throughout the past three academic years 2020-2021 to 2022-2023 in all subjects between grades 1 to 6. However, their progress in the majority of lessons is less consistent. The more able students' make adequate progress, while the low achieving ones show less progress in the vast majority of lessons, due to inconsistent teaching practices and support provided.
- The majority of students across the school demonstrate adequate acquisition of skills in core subjects. In English, students' listening, speaking and reading skills are as per grade level expectations; however, their writing skills are underdeveloped. Majority of Elementary School students identify nouns and adjectives, while majority of Middle School students can adequately explain the purpose of infographics and develop reading skills during choral reading rehearsals and presentations.
- In Arabic, students' speaking and reading skills are satisfactory. Majority of students in Elementary School can classify male and female nouns, and in Middle School they can analyse literary texts and recognise meanings of words. However, writing skills for the majority are less developed across the school.
- In mathematics, numeracy skills are as per grade level expectations for the majority of students such as identifying odd and even numbers and using symbols to compare and order numbers in Elementary School, and appropriately simplifying basic algebraic expressions in Middle School.
- In science, while majority of Elementary School students develop adequate understanding of scientific knowledge such as food chains, their understanding of chemical formula of compounds in the Middle School is inconsistent.

- Students' learning skills are adequate across the school. The majority of students appropriately develop critical thinking

and independent learning skills, like using clues to solve mathematical problems in Elementary School.

Areas for improvement

- Students writing skills in both English and Arabic.
- Progress made by low achieving students in lessons.

□ Personal development & social responsibility 'Good'

Judgement justifications

- Most students exhibit positive attitudes towards learning, are well-behaved and show reciprocal respects to one another. Attendance and punctuality levels to school and lessons are high, and behavioural incidents are of mild nature, all of which contribute to students feeling safe and secure in school.
- Students embrace Bahraini culture and Islamic values; they participate actively in national celebrations, such as 'Bahrain National Day'. Students readily participate in social responsibility charitable events such as voluntary work through the 'Ithra Youth Enrichment' programme in collaboration with 'Al Mabarrah Al Khalifia', and hosting in-school Ramadan Iftar for underprivileged children.
- Students participate with confidence in extracurricular activities such as after school clubs, the 'CSB Al Salam Bank Junior Banking Program' and 'Injaz' Bahrain program. Most students in lessons show good levels of enthusiasm when participating in activities, and exhibit leadership skills when assigned

roles during group work. However, in the less effective lessons, some students' self-confidence and assumption of leadership roles is inconsistent.

- Most students communicate together effectively, exchanging opinions and supporting each other in lessons, as in peer assessment, and in activities such as 'Science Fair' and 'Reading Buddies' programme.
- Students show positive awareness of health and environmental issues through effectively participating in related events and activities, such as 'Earth Day' and the 'Eco Club'. They effectively utilise the Sustainable Development Goals (SDG) hubs in the learning commons to produce projects addressing environmental matters such as 'Climate Change'.
- Most students have a competitive spirit and participate in various programmes internally and externally, such as 'Arabic Reading Challenge' and 'Quran' Competition'. Upon students' request, the athletic programme is developed whereby students are able to participate in various private school leagues. They

demonstrate innovative skills in creating artistic productions in Art lessons and clubs, and respond effectively to solving

problems in Applied Science and Digital Technology (ADST) lessons.

Areas for improvement

- Further development of some students' self-confidence and leadership skills in the less effective lessons.

Quality of processes

□ Teaching, learning & assessment 'Satisfactory'

Judgement justifications

- In the majority of lessons, adequate teaching and learning strategies are implemented, particularly in Elementary School, including play-based learning, collaborative work and inquiry-based learning. Resources and facilities are sufficiently used such as educational video, worksheets, tangible materials, infographics, the library and the art gallery that engage the majority of students in learning tasks. In some lessons, meaningful links to real-life and experiences are made, such as discussing the Sustainable Development Goals in relation to recycling and use of energy in Middle School English. However, in the less effective lessons, particularly in Middle School, strategies and resources used are less effective in supporting students' progress and knowledge acquisition.
- The majority of lessons across the school are adequately planned, with clear instructions and appropriate behavioural management techniques, including positive verbal reinforcement of students and encouragement to participate. However, utilization and management of learning time is inconsistent, adversely affecting lesson productivity, such as easier objectives taking longer at the expense of more challenging ones, ultimately affecting the time allotted for assessment and the quality of feedback provided.
- In the majority of lessons, adequate verbal, written, group and individual assessment methods are implemented, while feedback and support are inconsistent. In the better lessons, assessment results are utilised to support students and provide adequate feedback to ensure their progress. However, in the majority of lessons, support and feedback are inconsistent in catering for the different learning needs of students, particularly low achieving ones, hindering their progress.
- Learning is differentiated by tasks and outcomes to meet students' different abilities; however, some tasks are unified, with minimal challenge to high achieving students. In the better lessons, students' higher order thinking skills are adequately developed, such as problem solving in identifying common multipliers in mathematics in Middle School and in identifying missing animals in the food chain in Elementary School.
- Teachers adequately utilise technology in lessons, such as smartboards, digital timers, playing learning clips, like on numbers and the alphabets in Elementary School, and working with some digital tools with students, such as 'Raz-Kids' and 'Scratch'.

Areas for improvement

- Better utilisation of learning time.
- Use of assessment results to further support students, particularly the low achievers.
- Challenge students' abilities to promote higher order thinking skills.

□ Empowerment & meeting special needs 'Satisfactory'

Judgement justifications

- The school offers adequate academic support to students of different abilities by classifying their levels based on 'STAR' and 'DIBELS' assessments' results, alongside teachers' observations. Arabic Language Learners (ALL) are well supported in their special programme and high achieving students' needs are suitably catered for in 'Enrichment' sessions. Less able students are further filtered and supported through 'Reading Precision' programme and 'Intervention' sessions targeting reading and comprehension in Arabic and English. However, other literacy, numeracy and scientific skills are less consistently targeted as students receive in-class support, which has variable impact on their progress.
- The school provides effective personal development support to students through hosting an 'Open House' induction event at the start of the academic year and following up on new students by the counselling staff. Positive behaviour is fostered through 'Value of the Month' programme, and special cases are discreetly studied and addressed.
- The school enriches the experiences, interests, and talents of most of its students with a range of extra-curricular activities, such as celebration of 'Children's Day', 'Ice-cream Day' and 'Anything but a Back-pack' day. Students participate in different committees like 'Students Council' and 'Hand in Hand' team, as well as participating in different competitions and securing advanced ranks, like third place in short story competition at 'Shaikha Hessa Girl's School' and Holy Quran recitation competitions. Various field trips are organised, such as those to 'Al-Areen Wildlife Park' and 'Shura Council'.
- The school provides a safe and healthy environment, by monitoring the canteens, conducting fire drills and ensuring the smooth procedures of students' arrival and dismissal. Students with chronic diseases are followed up on, and health and environmental events are organised including 'Think Pink Day' and 'Orca Sport Day', in addition to awareness sessions on 'Eat Right' and 'Foundation of Life'.

Areas for improvement

- The scope of the academic support programmes provided to students.

Quality assurance of outcomes and processes

□ Leadership, management and governance ‘Satisfactory’

Judgement justifications

- The school appropriately evaluates its situation through various means including an annual ‘School’s Improvement Workshop’ that includes all staff, as well as stakeholders’ surveys and class observations to identify areas for improvement; however, the SEF judgments are inconsistent with the findings of the team by two points in most aspects.
- The school leadership has appropriate awareness of work priorities which is reflected in the organisation structural changes to better meet the demands of a growing school. Identified priorities are adequately imbedded in the school strategic and departmental plans; however, key performance indicators, or otherwise Objectives and Key Results (OKR), are not precise enough to measure success. Consequently, their impact on the quality of teaching and learning, and students’ academic achievement is inconsistent.
- The curriculum is regularly reviewed and the annual inspection by the BC MoE Offshore ensures the school’s compliance with requirements.
- ‘Teachers Professional Growth Plans’ are completed to identify needs, which inform the provision of schoolwide workshops like BC curriculum and classrooms management. Regular classroom observations are conducted by senior leadership and feedback is provided. The school is in the process of implementing a more critical lesson observation rubric; however, the current scale targets the level of meeting expectations only. In the majority of lessons, the impact of professional development is adequately observed, while being less evident in others, due to inconsistencies in time management, challenge and support to students of different abilities.
- The school maintains a positive working environment that fosters a shared sense of responsibility, through an open-door policy, planning of social gatherings and delegating responsibilities to lead teachers and coordinators. However, the school faces challenges in ensuring sustainable teaching practices due to staff retention challenges and extensive BC teacher certification process, as well as annual enrolment of new students of different academic levels.
- The school invested considerably to provide a variety of resources and facilities, including spacious classrooms, science and computer laboratories and a sports centre. In lessons, teachers appropriately use the available resources.
- The school effectively communicates with parents through weekly newsletters and open days, invites them to participate in school-life like reading activities with

students. Positive links are maintained with local community such as 'Sanabel Orphan Care Society' to promote students' charity work and enrich their experiences.

- Members of the Board meet regularly to discuss school's performance and

approve strategic goals. Clear and respected roles are identified between school leadership and board members, and the BC representative is held accountable for the school's performance.

Areas for improvement

- Embedding clear performance indicators in strategic planning to ensure rigorous monitoring of impact on school performance.
- The impact of professional development programmes on the performance of teachers.

Appendix 1: Characteristics of the school

Name of the school (Arabic)	المدرسة الكندية - البحرين												
Name of the school (English)	Canadian School Bahrain												
Year of establishment	2019												
Address	Building 4499, Road 6447, Block 264 Diyar Al-Muharraq												
City/ Town / Governorate	Diyar Al-Muharraq / Muharraq Governorate												
School's telephone	1369 1111	3605 4501			Fax			-					
School's e-mail	po@canadianschoolbh.com officemanager@canadianschoolbh.com												
School's website	https://www.canadianschoolbh.com												
Age range of students	6 – 15 years old												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-4				5-9				-				
Number of Students	Boys	404			Girls	326			Total	730			
Students' social/ economical background	Average to high income families												
Classes per grade in Primary and Intermediate Stages	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	7	6	5	4	4	3	2	3	1	-	-	-
Number of administrative staff	22												
Number of teaching staff	43												
Curriculum	British Columbia Curriculum (Canadian)												
Main language(s) of instruction	English and Arabic												
External assessment and examinations	Progress in International Reading Literacy Study (PIRLS)												
Accreditation (if applicable)	British Columbia Canada Certification												
Major recent changes in the school	<ul style="list-style-type: none"> • Opening of Grade 9 • Addition of new sections across different grades • Changes in the school's organization structure • Separation between boys and girls in Middle School • Addition of some facilities like Padel courts. 												