



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

Directorate of Private Schools & Kindergartens Reviews Monitoring Visit Report

**New Generation Private School
Juffair – Capital Governorate
Kingdom of Bahrain**

Date of monitoring visit: 30 January 2024

Date of last review: 6-8 February 2023

SP065-C3-Ma22

Introduction

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 February 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	Sufficient improvement
Recommendation 2	Sufficient improvement
Recommendation 3	Sufficient improvement
The monitoring visit overall judgement	Sufficient progress
<ul style="list-style-type: none">• The school is qualified to directly join the regular reviews	

* The recommendations are included within the report.

The overall outcomes of the visit

To ensure sufficient improvement procedures, the following is required:

- Continue implementing all measures and positive practices that ensure raising the overall performance of the school.

The Progress in the recommendations

Recommendation 1:

- Raise students' academic achievement in Arabic across the school.

Judgment: Sufficient improvement

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

- The school adequately diagnoses students' standards and tracks their progress. Individual education plans are prepared for low achieving students. The 2022-2023 internal examinations results indicate positive pass and proficiency rates in Arabic in most grades. The school has introduced the external Arabic Benchmark Test, and the results of which indicate that students' standards are generally in line with expectations. In-school Arabic interventions are implemented such as the Saturday morning club to cater to students' learning needs.
- In lessons, students' standards are inconsistent, for example, while students in the Middle School could correctly identify the words that change the structure of sentences from the given text, students in the Primary School show inconsistent reading and writing skills; they face difficulties in writing sentences using different verb tenses. In written work, although majority of students show age-appropriate standards, there are inaccuracies in spellings and grammar in the Middle School. Students writing skills are not well developed across the school.

Recommendation 2:

- Improve the effectiveness of leadership, management, and governance by:
 - implementing rigorous self-evaluation to identify improvement areas related to students' academic achievement in Arabic and in teaching and learning, across the school
 - upgrading the quality and accountability of the existing strategic and action plans and cascading priorities for improvement down to departmental action plans, with specific objectives and clear performance indicators.

Judgment: Sufficient improvement

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

- The school updates its self-evaluation using different tools such as (SWOT) analysis and BQA previous recommendations and it properly identifies its improvement priorities. These actions are sufficiently reflected on the improvement of the school's overall performance, particularly in teaching and learning practices and the positive pass and proficiency rates in most core subjects.
- The school plans are generally updated and linked to the results of its self-evaluation and are based on identified work priorities, which has a positive and sufficient impact on the performance of the majority of school's departments. However, more attention is required to construct a more compressive strategic plan and departmental action plans, with specific objectives and clearer performance indicators.

Recommendation 3:

- Monitoring the impact of professional development programmes to improve teaching and learning practices by:
 - implementing effective strategies that engage students in learning and develop their academic and personal skills
 - using assessment results to challenge students' different abilities and provide support, particularly to low-achieving students
 - managing learning time productively.

Judgment: Sufficient improvement

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

- The school monitors the progress of teachers' performance through regular class observations, that is followed by critical discussion on the areas of strength and those that could be further improved. Teachers implement a range of strategies such as questions for learning, individual and group activities and they use relevant resources such as presentations and videos in most lessons. This provides sufficient opportunities for students to participate, make progress and develop their academic and personal skills such as problem solving in mathematics and collaborative working on properties of reflection of light in science.
- Teachers give clear instructions and deliver lessons as planned with appropriate time management in the majority of the observed lessons. However, a few lessons are fast paced and focus more on the more able students, particularly in the Primary School.

- Assessment is both verbal and written in lessons that are differentiated to challenge the different ability groups. In the majority of observed lessons, assessment outcomes are used adequately to provide feedback and support to low achieving students which helped their understanding of concepts such as inequalities in Middle School mathematics.

Appendix 1: Basic Information about the School

The school name (Arabic)	مدرسة الجيل الجديد الخاصة												
The school name (English)	New Generation Private School												
Year of establishment	2017/2016												
Address	Building 1421, Road 4126, Block 341, P.O. Box 11614												
Town / Village / Governorate	Juffair / Capital Governorate												
School's Contacts	77235000	17235000	Fax		77035668								
Grades (e.g. 1 to 12)	Primary			Middle				High					
	1-5			6-8									
Number of students	Boys	148	Girls	118	Total	266							
Students' social background	Students come from average-income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	3	2	2	2	2	1	1	-	-	-	-
Major recent changes in the school	<ul style="list-style-type: none"> In the academic year 2023-2024, major changes are employment of 2 new senior leaders and 3 Arabic teachers. 												

Appendix 2

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

Judgement	Judgement Description
Sufficient Improvement	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.
Partial Improvement	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.
Insufficient Improvement	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*

The Overall Judgement of Progress	Judgement Description
Sufficient Progress	The school has taken effective measures to bring about sufficient improvement in all of the recommendations.
In Progress	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
Insufficient Progress	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.