



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Abdul Rahman Kanoo International School
Salmabad – Northern Governorate
Kingdom of Bahrain**

**Date of Review: 9-11 October 2017
SP051-C2-R042**

Introduction

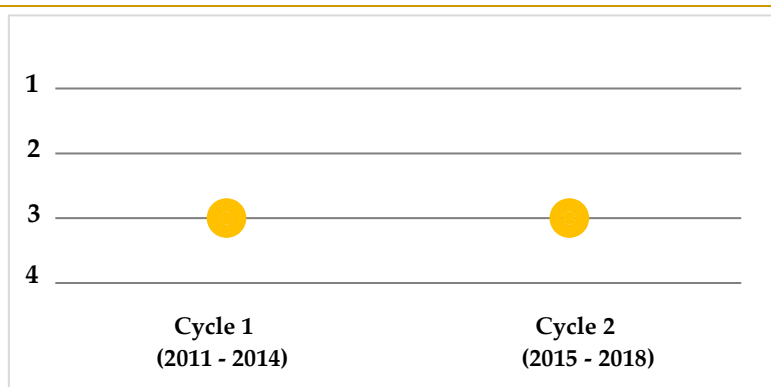
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of nine reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They met with staff members, students and parents. This Report summarises their findings and recommendations.

Summary of review judgements

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

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	3	3	3
	Students' personal development	3	3	2	3
Quality of processes	Teaching and learning	3	3	3	3
	Students' support and guidance	3	3	3	3
Quality assurance of outcomes and processes	Leadership, management and governance	3	3	3	3
Capacity to improve		3			
The school's overall effectiveness		3			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



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 attainment of students in internal examinations is high; however, they underperform in the International General Certificate (IGCSE) examinations in most subjects.
- The results of the International Baccalaureate Diploma Programme (IBDP) taken by a minority of students are high. Nevertheless, students' attainment in the IB Certificate courses is generally very low.
- Students' standards and progress in the majority of lessons and in written work is at a satisfactory level. However, their performance in Arabic in High School is better than their achievement in both science and mathematics across the school, while problem solving and scientific inquiry skills are underdeveloped.
- The school's strategic plan has been developed with the involvement of key stakeholders and based on self-evaluation. However, the approach to implementing the strategic goals is not clear enough, while accountability and time frames are not clearly defined.
- The range of different extracurricular activities that meet different needs and interests provide students with the opportunity to be active and engaged in

school life, particularly in Middle and High Schools.

- High School students demonstrate self-confidence and leadership ability through their active participation in lessons and by taking responsibility for their learning.
- Teachers employ different teaching and learning strategies. Nevertheless, their impact on students' learning varies due to inconsistencies in managing the learning

time and using assessment results for learning.

- Despite the fact that the school tracks students' attainment, the data is not sufficiently used to plan for learning or to support students of different abilities.
- Disabled students are supported well and their needs are catered for in the school.
- Both parents and students are generally satisfied with the school.

Main positive features

- Students' active participation in school life and self-confidence in High School.
- Support provided to disabled students.
- The range of extracurricular activities that meet students various interests and needs, particularly in the Middle and High Schools.

Recommendations

- Raise students' academic achievement, particularly in English and mathematics.
- Improve leadership, management and governance by:
 - having a clear approach for the implementation of strategic goals, with clearly defined key performance indicators, designated responsibilities and time frames
 - assuring the impact of the professional development programmes by rigorous monitoring.
- Employ effective teaching and learning strategies by:
 - managing learning time effectively
 - effective assessment for learning
 - using data to inform planning for learning and to support students of all abilities
 - developing students' problem solving and scientific inquiry skills.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The school carries out self-evaluation on a regular basis and utilises the results in setting the strategic and operational plans.
- A variety of internal and external professional development programmes are provided to teachers.

- Students' achievement is at the expected level. IBDP students perform well when compared to world averages, though the number opting for the IBDP has decreased over the past three years.
- The school has maintained its overall satisfactory performance since the previous review despite the unclear approach to implementing the various

- plans, insufficient rigour in monitoring the impact of the professional development programmes, and the challenge of constant turnover of teachers.
- The school uses its facilities and resources appropriately to facilitate the learning process.

Quality of outcomes

□ Students' academic achievement 'Satisfactory'

Judgement justifications

- In the 2016-2017 internal examinations, students achieved high proficiency rates in the Elementary School, ranging between 60% in English in Grade 5 and 95% in science in Grade 2. However, the rates are inconsistent in the Middle and High Schools; the better rates are in Arabic, but they are comparatively low in English being just around 20% for Grades 9 and 10.
- Students achieved high pass rates in the 2016-2017 internal examinations in core subjects, as they have consistently done over the last three years.
- Tracking the data of the same cohort from 2014-2015 to 2016-2017 shows that, in internal examinations, most students are maintaining their high performance.
- The internal examination papers for all core subjects in High School are well set and cover the required skills and competencies. However, the Elementary and Middle Schools examination papers are not sufficiently providing different levels of challenge, while inconsistencies in the correction of answer scripts are apparent in some limited instances.
- A large cohort of students takes Primary and Secondary Checkpoint Assessments. Their performance in both of these Checkpoints is low, with proficiency rates in the Primary Checkpoints for Grade 5 ranging between 10% in English and 26% in science. Similarly, in the Secondary Checkpoints for Grade 8, the proficiency rates range between 4% in English and 24% in science.
- In the International General Certificate for Secondary Education (IGCSE), students' attainment is high in Arabic as a foreign language and in English as the first language, these being taken by a smaller group of students. However, in all other subjects only a small minority of students achieve the pass rate grades between A* and C.
- Although a small minority of High School students take the International Baccalaureate (IB) examinations, students' performance in the Full Diploma Programme (IBDP) in 2017 was generally high. However, students' attainment in IB Certificate courses is generally very low.
- In lessons across the school, students are making adequate progress. However, progress of the less able students across the school is less positive.
- In most of students' work, across the school and in all core subjects, students of all abilities demonstrate age-appropriate standards and are making satisfactory progress. However, the quality and quantity of activities provided is inconsistent in some of the subjects.
- The standards and progress made by High School students in Arabic are good. Students are able to express themselves fluently and their comprehension skills are strong.

- In English and Arabic across the school, students show secure oral skills. However, students' writing skills in both of these languages are insufficiently developed.
- In mathematics, most students have adequate basic arithmetic and geometrical skills. However, their problem solving skills across all grades are underdeveloped.
- In science, most students develop adequate understanding of scientific concepts. Middle and High School students confidently handle the chemicals and apparatus. However, their scientific inquiry skills are weak.

Areas for improvement

- Students' attainment in external examinations, particularly in Checkpoints, IGCSE and IB certificates.
- Students' scientific enquiry and problem solving skills.
- Students' writing skills in Arabic and English.
- Progress made by the less able students in lessons.

□ Students' personal development 'Satisfactory'

Judgement justifications

- The majority of students participate adequately in lessons, including in the better lessons which are most noticeable in the High School and in Arabic.
- Students demonstrate appropriate confidence and ability when justifying their answers in the best lessons, while engaging in discussions and interacting with other groups of students, when taking the lead and when assuming responsibility for their learning, especially in High School. However, in the less effective lessons, opportunities for students to participate and to assume leadership roles are limited.
- Students, particularly in Middle and High Schools, participate actively in extracurricular activities, in which they assume leadership roles. For example, they take part in the 'Think beyond the Bottle Campaign' and in science and English fairs. They also participate actively in competitions such as the Middle East football tournament, in which they have achieved first place for 2 years running. By contrast, students' responsibilities in the different schools' assemblies are less prominent.
- Most students are committed to positive behaviour and adhere to school rules. They show respect for their teachers and peers. Consequently, they generally feel safe and secure. Conflicts and incidents of misbehaviour are dealt with appropriately by the school.

- Students show adequate understanding of Bahraini heritage and culture through their participation in various national events, such as Bahrain National Day and organising the annual National Fair. They demonstrate their good support for Islamic values through voluntarily participation in various charity events such as 'Farhat Eid', where they support and assist local workers.
- The majority of students attend school regularly and punctually. However, a significant proportion of students arrive late to school.
- Independent learning skills are adequately demonstrated, particularly when designing charts, project designs and coordinating presentations in the better lessons. This is particularly

apparent in Information Communication Technology (ICT) and while re-creating experiments and designing posters in a few science lessons. However, in other lessons the opportunities for students to develop independent learning skills are limited.

- High School students communicate well when working together, when taking part in group discussions, and in leading groups in lessons. These communication skills are enhanced by their involvement in extracurricular activities such as in Creativity and Activity Service (CAS), Kanoo Model United Nation (KMUN), and 'INJAZ'. However, their communication skills are less developed in the Elementary and Middle Schools.

Areas for improvement

- Students' effective participation and assumption of leadership roles in lessons in the Elementary and Middle schools.
- Students' punctual arrival at school.
- Independent learning and communication skills.

Quality of processes

□ Teaching and learning 'Satisfactory'

Judgement justifications

- Different strategies are used adequately in the majority of lessons, which represent two-thirds of the observed lessons. These strategies include question and answer and collaborative work, in which the roles are mainly dominated by high achievers.
- In better lessons, effective strategies are used such as games, 'think, pair, share', 'jigsaw', and scientific experiments. These have a positive effect on students' learning and engagement.
- Teachers use various educational resources such as interactive boards, worksheets and video clips. However, their impact on students' motivation and engagement in their learning varies considerably. Resources are more effectively used in the better lessons, particularly in High school, where students are actively involved in the use of individual whiteboards and scientific equipment.
- Lessons are generally orderly, through appropriate management of students' behaviour. However, in the less effective lessons, especially in the Elementary and Middle Schools, time management is inconsistent due to the teachers' tendency to move swiftly from one activity to another without ensuring students' understanding or allowing sufficient time to support students, particularly low achievers.
- In a significant proportion of lessons, students are satisfactorily encouraged and motivated towards active learning. This is achieved through praise, clapping, group competition, distributing candy and awarding stars for active groups, which have a positive effect on students' learning in the better lessons, particularly in High School.
- Teachers use different assessment methods in the majority of lessons, but their results are not always used to support students. In many lessons, assessment is more focused on oral and collective group assessment, which results in domination by high achievers with less support and feedback provided to the rest of students. Effective assessment for learning is used in the better lessons, including individual and self-assessment, with feedback provided to support most students.
- Teachers assign adequate amounts of activities and homework to students. They regularly mark assignments, though the accuracy and quality of feedback is inconsistent.
- Higher order thinking skills are underdeveloped in most lessons, since questions and activities are mainly focused on knowledge acquisition and recollection, except for few limited opportunities where syntactic rules in Arabic, mental mathematics in Elementary School, in addition to some problem solving and poems analysis in High School.
- Despite the use of differentiated activities in few lessons, their impact is too limited

due to the misalignment of these activities to students' actual levels and abilities. Challenging students according to their

different abilities is insufficient in most lessons, especially in the Elementary and Middle Schools.

Areas for improvement

- The variety of teaching and learning strategies which engage and challenge students of all abilities.
- Assessment for learning and use of its results to support students of all abilities, particularly the low achievers.
- Productive use of learning time, especially in the Elementary and Middle Schools.

□ Students' support and guidance 'Satisfactory'

Judgement justifications

- The school tracks students' progress through the Digital Campus (DC) and adequately identifies students with learning difficulties and low achievers. However, the available data is not consistently used by teachers to plan for learning and provide effective support in and out of lessons.
- Individual educational plans are set for students with learning difficulties, and in-class and pull-out support sessions are provided for individual students. Low performing students are supported through booster classes on Saturdays and Tuesdays. However, the impact of these lessons on students' academic progress in their skills and abilities is erratic.
- Gifted and talented students are adequately supported through their involvement in various competitions in and out of school, such as Trade Quest and various activities organised by the Gifted Students' Center of the Ministry of Education.
- Students are supported personally whenever they face problems. Behaviour management programmes vary in their effectiveness, though 'Roqy' contributes significantly to students' good behaviour. However, the impact of the students' punctuality programme is less effective.
- The school broadens students' experiences by providing a range of extracurricular activities such as swimming, scouts and recycling for charity. Opportunities are provided for Middle and High School students to participate in committees such as the Reading Club and Science Club.
- The school provides sensitive care to students with disabilities and carefully considers their needs, providing assistance when required.
- Orientation days are organised to induct students into the school. Transition programmes adequately prepare students for each stage in the school. High school students are provided with effective

career guidance and offered good levels of support in college application procedures, for example in developing their personal statements.

- The school provides a safe and secure environment that ensures students' safety and health. Security measures include regular well-rehearsed evacuation procedures.

- The school offers enrichment programmes to develop students' information technology and leadership skills. However, these programmes are not consistently spread to develop students' life skills effectively and prepare them for their educational and career requirements.

Areas for improvement

- The impact of the academic support provided to students to achieve improvement.
- Plan for learning and supporting students of all abilities through effective use of the tracking data and system.
- Provision of school activities and programmes to promote students' life skills.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Satisfactory'

Judgement justifications

- Self-evaluation processes are in place and priorities for development have been identified. The strategic plan adequately reflects the school's self-evaluation results and the recently revised vision and mission statements. However, the actions proposed to implement improvements are not sufficiently well aligned to significantly raise performance.
- Strategic targets, goals and action plans are not consistently translated into effective practices due to the unclear approach in defining and guiding implementation. Weaknesses exist in clearly defining performance indicators, time frames and accountability with designated responsibilities.
- Staff have appropriate job descriptions with designated responsibilities. In a context of high staff turnover, leaders strive to raise staff competency through a performance management system that focuses on continuous performance evaluation and professional development programmes. However, monitoring the impact on performance improvement is not sufficiently effective across the school.
- Leaders and staff communicate positively with each other, expressing a firm loyalty to the school. Leaders aim to motivate staff through praise and rewards such as Employee of the Month. Delegation of authority is encouraged, in an open culture. However, modelling best practice in the classroom is not sufficiently identified or exchanged among staff, which shows in performance across the school being at the satisfactory level.
- Resources are available around the school, but their optimal use is mainly dependent on individual teachers. The school focuses on the use of technology as a learning tool, and the creation of the Digital Campus reflects the school's growing commitment to a digital future.
- The school is firmly committed to working in partnerships and benefits from various relationships with its community, its Parent Teacher Association (PTA) and its alumni. Effective cooperation and communication ensure commitment and loyalty. The school makes use of national institutions, community events, and students at all levels are involved in charitable activities. International Baccalaureate students engage in a Creativity Activity Service (CAS) programme which has taken them as far afield as Mozambique.
- Governors are committed to the School and provide a breadth of experience. The separation of leadership and governance is clearly defined, understood and respected. Governors are on hand to provide support to the Principal and senior leaders. They maintain strong oversight of financial matters and take responsibility for the school environment

and learning resources. Nevertheless, their holding the school leaders accountable for the school's performance

in encouraging academic growth and development and attention to students' outcomes is less effective.

Areas for improvement

- Clear systems for implement and monitoring the school plans to reach the stated targets.
- Monitoring and measuring the impact of professional development programmes on performance.
- Clear lines of accountability between the Principal and the Governors, maintaining a focus on academic improvement.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة عبد الرحمن كانو العالمية													
Name of the school (English)	Abdul Rahman Kanoo International School													
Year of establishment	1997													
Address	Building 192, Road 408, Block 704													
Town / Village / Governorate	Salmabad / Northern													
School's Contacts	17875055				Fax				17877000					
School's e-mail	principal@kanooschool.edu.bh													
School's website	www.kanooschool.edu.bh													
Age range of students	6-18 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				6-8				9-12					
Number of students	Boys		926		Girls		818		Total		1,744			
Students' social background	Most students are from middle class families													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		6	6	6	6	6	6	6	6	6	6	7	7
Number of administrative staff	91													
Number of teaching staff	181													
Curriculum	Cambridge Primary and Secondary Programme for Grades 1-8. International General Certificate for Secondary Education (IGCSE) for Grades 9-10. International Baccalaureate Diploma (IBDP) and courses for Grades 11-12. Ministry of Education curriculum for Arabic, Islamic, social studies and citizenship in all grades, enriched with the Lebanese Arabic curriculum.													
Main language(s) of instruction	English and Arabic													
Principal's tenure in the school	20 years													
External assessment and examinations	Cambridge Primary Checkpoint for Grades 5 and 8, International General Certificate of Secondary Education (IGCSE) for Grade 10, International Baccalaureate (IB) for Grade 12.													

Accreditation (if applicable)	Council of International Schools (CIS). Member of New England Association of Schools & Colleges (NEASC) USA.
Major recent changes in the school	<ul style="list-style-type: none"> • The Advanced Subsidiary (AS) is no longer used and has been replaced fully with the IB curriculum and courses.