



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

# **Directorate of Private Schools & Kindergartens Reviews Review Report**

**Al Rawabi Private School  
Jeblat Hebshi – Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 30 September - 2 October 2019**  
SP007-C3-R007

## 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 nine 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 the staff, students and parents. This Report summarises their findings and recommendations.

### Summary of review judgements

Outstanding

1

Good

2

Satisfactory

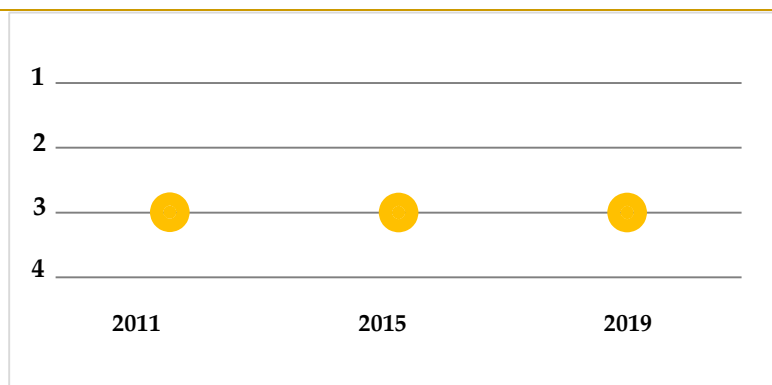
3

Inadequate

4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Academic achievement	3	3	4	3
	Personal development and social responsibility	3	3	3	3
Quality of processes	Teaching, learning and assessment	3	3	4	3
	Empowerment and meeting special needs	3	3	4	3
Quality assurance of outcomes and processes	Leadership, management and governance	3	3	4	3
Capacity to improve		4			
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

## School Report

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### □ School's overall effectiveness 'Satisfactory'

#### Judgement justifications

- Students attain high pass rates in the school's internal examinations. However, their attainment in the external examinations is inconsistent, standards being satisfactory in Primary and Intermediate Schools but inadequate in High School.
- A range of professional development opportunities is provided by the school. Nevertheless, the impact of these on the performance of teachers is inconsistent. Teachers use a variety of teaching and learning strategies in the better lessons, but their effectiveness in the majority of lessons is affected by inconsistencies in setting high expectations and challenging students of different needs, managing learning time, and using assessment results effectively to support students, especially the low achievers. This is particularly evident in High School.
- Although the strategic plan is based on regular self-evaluation, its impact on students' achievement and teaching and learning is only adequate in Primary and Intermediate Schools, being less so in High School. Additionally, the operational plans are not well aligned to the school's strategic priorities and are inconsistent in implementation and monitoring mechanisms.
- The school identifies students' categories and provides relevant academic support. However, the impact of the programmes provided varies, particularly with the low achievers.
- Students behave well, are self-disciplined and feel secure at school. They participate adequately in extracurricular activities and clubs, which adequately meet their interests and needs. This contributes to the satisfaction of students and parents.

#### Main positive features

- Students self-discipline and good behaviour.
- Provision of extracurricular activities to enhance students' experience and talents.

#### Recommendations

- Improve leadership, management and governance by:
  - rigorously monitoring the impact of the professional development programmes on teachers' performance
  - aligning the school's operational plans to improvement priorities and implementing rigorous monitoring mechanisms.

- Improve the effectiveness of teaching and learning strategies, focussing on:
  - raising students’ academic achievement, particularly in the High School
  - using assessment results efficiently to identify students’ academic levels and support them accordingly
  - managing learning time to increase the productivity of lessons
  - setting high expectations in lessons and challenging students of all abilities.
- Ensure the effectiveness of the academic support programmes provided to students of different needs and abilities across the school, particularly to the low achievers.

## □ Capacity to improve ‘Inadequate’

### Judgement justifications

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• The school maintains its satisfactory overall performance in Primary and Intermediate Schools, while the performance of the High School has declined in most aspects when compared to the previous review.</li> <li>• The instability of teaching staff is a challenge. The high turnover continues to hinder the impact of professional development programmes. The relationship between the school’s leadership and staff is positive, which</li> </ul> | <p>could help in overcoming the present challenges.</p> <ul style="list-style-type: none"> <li>• The leadership is aware of the school’s development priorities, due to regular self-evaluation. However, the school’s judgement of its performance in the Self-Evaluation Form (SEF) is higher by one grade in all aspects than that reached by the review team.</li> <li>• Recent improvements in the school include a new building for the Intermediate and High Schools.</li> </ul> |
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## Quality of outcomes

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### □ Academic achievement 'Satisfactory'

#### Judgement justifications

- In the 2018-2019 internal examinations, Primary and Intermediate students achieved high pass rates in all core subjects, ranging from 84% to 100%. Their pass rates were high in most subjects of the High School, except in Grade 10 physics, biology and chemistry at 68%, 66% and 62% respectively. However, there are inconsistencies in the rigour of internal examinations' marking.
- Proficiency rates were very high in Primary School, ranging from 70% to 100%, the lowest being in mathematics Grade 4. In Intermediate School, the rates were high, ranging between 51% in Grade 9 science to 85% in Grade 7 mathematics. High School students achieved inconsistent proficiency rates, ranging between very high at 93% in biology Grade 11 but within average ranges in the sciences, the lowest being 34% in chemistry Grade 10.
- Tracking the performance of students over the past three years from 2016-2017 to 2018-2019 indicates stability in the high pass rates in most of the core subjects.
- Students' attainment in the 2019 optional external examinations was erratic, as follows:
  - A small number of students opted for the 'Cambridge Lower Secondary Checkpoint' and showed low performance. Percentages of those attaining 5 or above are too low at 10% in English and 0% in mathematics and science.
  - In the International General Certificate for Secondary Education (IGCSE), the percentage of students attaining C and above range between 20% in mathematics and 88% in chemistry. Similarly, the percentages of students attaining B or above are inconsistent ranging from 75% in chemistry and 0% in both business studies and computer Science.
  - In the International Baccalaureate Diploma Programme (IBDP), the percentages are inconsistent. Percentages of students achieving 5 and above were high in the majority of subjects but ranging from 0% in both chemistry SL and physics HL to 100% in Arabic A, language and literature SL and English B HL. Students achieved average pass rates in business management HL and mathematics SL at 33% and 30% respectively. IB subjects were opted for by a third of the students, their performance being below the world-wide average in the majority of subjects.
- In lessons and written work, students' standards and progress are secure in Primary and Intermediate Schools but inadequate in High School:
- In Arabic and English, speaking and reading skills of the majority of students are adequate across the school. However, their grammatical and writing skills are less developed.

- In mathematics, the majority of students acquire adequate understanding of mathematical concepts in Primary School. However, algebraic skills, such as simplifying algebraic expressions and solving equations, are inconsistent in the Intermediate and High Schools.
- In science, the majority of students show age-expected knowledge of scientific concepts such as being able to sort and classify objects and use chemical symbols correctly. However, standards and skills are below expectation in High School, particularly in physics.
- High achievers make adequate progress according to their abilities. Students with learning difficulties make appropriate progress in the special education programme. However, low achievers make insufficient progress in the majority of lessons due to the inconsistency of support.
- Students' learning skills are inadequate in most lessons. Only in a few lessons do they use dictionaries, analyse texts in Arabic and read charts adequately. Moreover, students' technological skills and critical thinking are underdeveloped.

### Areas for improvement

- Students' standards and progress in lessons and written work, particularly in High School.
- Progress of the different categories of students, particularly the low achievers.
- Students' learning skills across all schools.

### □ Personal development & social responsibility 'Satisfactory'

#### Judgement justifications

- The majority of students are self-disciplined, behave well, and have positive awareness of their rights, duties and responsibilities. They respect their peers and teachers, which contributes well to their psychological security. This is evident in the limited behavioural problems, except for a very few instances of unacceptable behaviour noted in a few lessons such as causing disruption or lack of respect for instructions.
- Students' demonstrate their citizenship values adequately through celebrating events such as 'Ál Rawabi Basta' and 'Our Heritage our Identity' on National Day.
- Their embracement of Islamic values shows in their behaviour and ethics. Students contribute and organise events such as 'Ramadan Basket' and 'Save Your Blessings' which aim to donate and preserve food. They volunteer for various projects such as cleaning the beaches and donating to the Breast Cancer Society.
- The majority of students show appropriate self-confidence during oral discussions and group activities in lessons. High achievers are provided with opportunities to be the 'Little Teacher' and Group Leaders. However, opportunities for developing leadership

and decision-making skills are too limited in lessons due to the teacher-centred approaches.

- Students show appropriate enthusiasm while participating in school activities such as 'Peace Day', 'Fun Day' and 'Sports Day'. Assumption of leadership roles and responsibility are secure outside lessons in the Intermediate and High Schools, such as in leading the morning assembly, being members of the Students' Council and Scouts.
- Students work well with each other, showing adequate collaborative and communication skills in the better lessons. However, in the majority of lessons they do not develop their persuasion and discussion skills sufficiently.

- Across the school students show an adequate awareness of health and environmental issues. They take care of their personal appearance and the school's facilities and participate in awareness programmes such as 'Healthy Food Day', 'Healthy Breakfast', and in recycling campaigns such as car tyre recycling.
- Students compete adequately in internal competitions like football and basketball matches, and winning first and second places in the UCMAS competition in Malaysia. However, their competitive and innovation skills are less evident in lessons.

### **Areas for improvement**

- Students' self-confidence, ability to take responsibility and assume leadership roles in lessons.
- Students' development of communication skills in lessons.
- Students' competitiveness, and initiatives on innovative projects.

## Quality of processes

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### □ Teaching, learning & assessment 'Satisfactory'

#### Judgement justifications

- Teachers use an adequate range of teaching and learning strategies such as experiment-based work, the 'six hats', open-class discussion and questions for learning. These enable the majority of students to progress and achieve the lesson's objectives in the better lessons, particularly in mathematics in Primary School and Arabic in Intermediate School. However, the effectiveness of these strategies varied in most of the observed lessons and is inadequate in High School.
- Teachers use educational resources adequately, such as models and educational videos, which have a positive impact in attracting students' interest and engaging them productively in the majority of lessons. Although teachers use projectors or interactive whiteboards to display educational resources related to the topics taught, students' abilities to use modern technology are not consistently developed across the school.
- Teachers generally manage students' behaviour well in most lessons. However, in lessons where there is excessive teacher talk and less challenge, students sometimes lose concentration as the lesson progresses. In the majority of lessons there is a lack of challenge to all students, which leads to low motivation.
- Teachers generally give clear instructions and ensure suitable transitions between lesson activities, which enables the majority of students to make progress within lessons. Time management is less effective, with some lessons having long introductions and initial activities that take more time than required, leaving less time for other main activities and assessment. This all affects lesson productivity, particularly in High School.
- The majority of teachers focus on group and oral assessment targeting high achievers. Formative assessments are used appropriately in Primary School. However, teachers' constructive feedback is inconsistent and does not always identify the next steps for learning to provide support to students, particularly the low achievers.
- The accuracy of internal assessments' marking is inconsistent, and questions are not used sufficiently to challenge students to make further progress.
- In the lessons which are less effective teachers tend to assign tasks to students which are not adapted to meet their individual needs. In most lessons, differentiation is not effectively used by teachers. This affects students' ability to develop their higher order thinking skills, except in a few lessons where the more able students are given increasingly challenging tasks, particularly in mathematics.



## Areas for improvement

- Managing learning time effectively.
- Using assessment more effectively to identify students' academic needs and supporting their learning, particularly the low achievers.
- Teachers' expectations and challenge for all students.

## □ Empowerment & meeting needs 'Satisfactory'

### Judgement justifications

- Students' different abilities are identified based on diagnostic tests. High achievers are honoured with certificates and encouraged to participate in activities such as the science fair, mathematics week and 'Arabic Reading Challenge'. Low achieving students are not sufficiently supported in lessons; although they are provided with after-school support sessions the impact of these sessions is erratic on students' progress in lessons, particularly in High School.
- The school adequately meets students' personal needs through providing appropriate support and guidance when they face problems. The school has an open-door policy which enables students to communicate easily with staff members. New students are inducted adequately through an introductory gathering for both students and their parents to inform them about school facilities and systems.
- The school provides a range of activities and events that meet students' interests and talents adequately, such as sports, painting events, robotics club and an art and music exhibition. Trips are also organised to places such as The National Charter Monument and Elderly Care Home.
- Students are prepared for the next stage of education adequately, receiving yearly orientation programmes about specifications, requirements and benefits of IGCSE and IBDP programmes.
- The school adequately ensures the provision of a safe and healthy environment for the students and staff through regular maintenance of buildings and facilities. Evacuation drills are regularly conducted, fire extinguishers are available around the school, and suitable health care is provided by the school's nurses. However, a more organised system is needed to monitor students' dismissal due to the large student population.
- The school provides appropriate support to students with physical disabilities through considering their needs, providing assistance when required such as the use of elevators, and integrating them into classes.

## **Areas for improvement**

- More effective academic support programmes provision to students of all abilities, particularly low achievers.
- Further monitoring the dismissal of students to further ensure their safety.

## Quality assurance of outcomes and processes

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### □ Leadership, management and governance 'Satisfactory'

#### Judgement justifications

- The school carries out self-evaluation on a regular basis which includes several surveys among stakeholders, analysis of examination results, feedback from accreditation body and the previous recommendations of the BQA.
- A three-year strategic plan is in place which is linked to the results of the self-evaluation, with generic objectives focusing on whole-school goals. The school's operational plans are updated yearly, based on the outcomes of the departmental improvement plans. However, there are inconsistencies in aligning actions stated in the operational plans to the school's strategic priorities and the monitoring mechanisms are inconsistent.
- Systems are in place to moderate students' internal examinations, review the curriculum regularly, and induct and train newly joined teachers. Senior leaders and heads of departments conduct systematic class observations and provide verbal and written feedback to teachers. A range of professional development opportunities are provided based on the whole-school and individual teachers' needs. These include workshops on 21<sup>st</sup> century skills and strategies such as the 'six hats' and 'think-pair-share'. Nevertheless, the impact of these sessions on the performance of teachers is inconsistent, being particularly weak in the High School.
- The leadership ensures the availability of learning resources and facilities, including technology. The science and computer laboratories and student libraries are well equipped. However, the impact on students' learning and the use of these facilities and resources varies.
- The relationship between staff and senior management is positive. The senior leaders motivate staff and encourage them to work towards a common mission, particularly in developing students' 21<sup>st</sup> century skills. Regular staff meetings are held, and teachers are encouraged to share best practices within and across the school departments. However, the staff turnover rate is high.
- The school has developed adequate links with the local community through participating in various charitable and community events such as visiting Bahrain Bourse and Elderly Care Home, which have an adequate impact on enhancing students' personal skills.
- The Board of Directors meets periodically, monitors school's performance and contributes to future plans. The Board holds the school leaders accountable for the school's overall performance.

## **Areas for improvement**

- The alignment of the actions in the school's operational plan to its strategic goals.
- The impact of the school's professional development programmes on teachers' performance in lessons, particularly in the High School.
- The levels of staff retention, in order to enable the smooth functioning of the school, focusing on its strategic priorities.

## Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة الروابي الخاصة												
Name of the school (English)	Al Rawabi Private School												
Year of establishment	2003												
Address	Building 689, Road 3514, Block 435												
City/ Town / Governorate	Jebalet Hebshi / Northern												
School's telephone	17595252	-			Fax		17595252						
School's e-mail	info@alrawabi.edu.bh												
School's website	www.alrawabi.edu.bh												
Age range of students	6-18 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-6				7-9				10-12				
Number of Students	Boys	830			Girls	643			Total	1,473			
Students' social/economical background	Middle class socio-economic background												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	9	6	4	6	6	6	6	5	4	4	4	3
Number of administrative staff	15												
Number of teaching staff	112												
Curriculum	Ministry of Education for Arabic, Social Studies & Citizenship for Grades 1-12 American Common Core standard curriculum for Grades 4-8 International General Certificate of Secondary Education (IGCSE) for Grades 9 and 10 International Baccalaureate Diploma Programme (IBDP) for Grades 11 and 12												
Main language(s) of instruction	Arabic and English												

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• Cambridge Lower Secondary Checkpoint for Grade 8 (Optional)</li> <li>• International General Certificate of Secondary Education (IGCSE) for Grade 10 (Optional)</li> <li>• International Baccalaureate Diploma Programme (IBDP) for Grade 12 (Optional)</li> </ul>
<b>Accreditation (if applicable)</b>	Middle States Association (MSA) since May 2018
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Appointment of a new Assistant Principal and head of departments in 2018.</li> <li>• Appointment of 45 new teachers in 2019, including Arabic (9), English (13), mathematics (6) and science (6)</li> <li>• New campus for the Intermediate and High Schools in 2019.</li> </ul>