



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

# Directorate of Private Schools & Kindergartens Reviews Review Report

**The Asian School  
Tubli – Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 28-30 November 2016**  
SP020-C2-R029

## 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 eleven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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

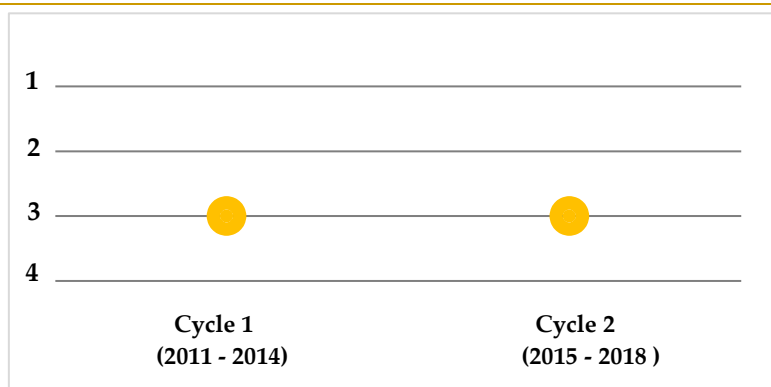
3

Inadequate

4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	3	3	3
	Students' personal development	2	2	2	2
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.



1

Outstanding

2

Good

3

Satisfactory

4

Inadequate

## School Report

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### 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 school has sustained its overall satisfactory performance. Students' personal development is judged as good, while all other aspects are judged as satisfactory. The effectiveness of leadership, management and governance is improved to satisfactory since the last review.
- The standards of Middle and High School students are good, while Primary School students show age-appropriate standards in all core subjects except Arabic, where they are weak. Nonetheless, students are making satisfactory progress in their knowledge, understanding and skills across the school. Their communication skills in English are highly secured.
- Students are punctual and they participate enthusiastically in school life, portraying high levels of self-confidence. They show strong commitment to positive behaviour and respect for others' views, beliefs and feelings, with sound understanding of Bahraini culture and values.
- The effectiveness of teaching and learning is satisfactory overall, though it is weak in Arabic. In general, there is limited challenge to students of all abilities, with no clear impact on their progress.

Interactive teaching is practiced in the better lessons. However, at times whole-class teaching dominates which does not meet the learning needs of all students, particularly the low achievers.

- The school is effective in meeting the need to enhance students' personal development and supports them sensitively whenever they face problems. Students' different interests and experiences are reinforced through the provision of a good range of extra-curricular activities and opportunities to promote life skills. The learning needs of

different groups of students are adequately met.

- The strategic and operational planning is in place and the plans are adequately linked to the school's vision and mission, but lack clear monitoring systems. Moreover, the self-evaluation process is informal. A range of professional development programmes is provided, with adequate impact on the majority of classroom practices.
- Parents and students are very satisfied with the school's provisions and outcomes.

## **Main positive features**

- Students' behaviour, punctuality and self-confidence.
- The development of students' experiences through a range of extra-curricular activities.
- Students' verbal communication skills in English.

## **Recommendations**

- Improve the effectiveness of teaching and learning by:
  - effective use of teaching and learning strategies to meet the needs of all students
  - effective use of assessment and its results to inform teaching and learning
  - setting high expectations in lessons and challenging students of all abilities.
- Increase the effectiveness of leadership, management and governance by:
  - embedding the culture of rigorous self-evaluation in all the school systems and include all stakeholders
  - improving strategic and action plans to be well-focused on students' outcomes, with clear systems to monitor their success
  - ensuring the impact of teachers' professional development programmes on students' achievement.

## □ Capacity to improve 'Satisfactory'

### Judgement justifications

- The school has improved adequately in the key areas identified in the previous review.
- The Middle and High School students show high standards in lessons, in academic work and in the examinations. However, the standards of the Primary School students are only satisfactory.
- Strategic and action planning is in place, addressing the strategic goals and with adequate links to the informal self-evaluation. Operational procedures are adequately in place to support the students.
- Professional development is linked to teachers' appraisals. The facilities and available resources, including laboratories and library, are adequately utilised to support learning.
- Positive professional relationships are in place between the school leadership, staff and students, with high mutual respect. This has a positive impact on teacher retention, with turnover being limited.
- The leadership are aware of the need for rubrics that match the national expectations for effective teaching and learning, rigorous self-evaluation, and clear systems that monitor the success of strategic and planning to ensure progress and better overall school development. However, currently these needs are neither effectively documented, nor the monitoring systems are meticulous.

## Quality of outcomes

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### □ Students' academic achievement 'Satisfactory'

#### Judgement justifications

- Since 2013-2014 students have achieved consistently high pass rates in both internal and AISSE CBSE examinations. In 2015-2016 the students acquired grades from A1 to C2 ranged between 94% and 100%.
- Primary students achieve high proficiency rates ranging between 94% and 100%. Middle and High Schools students achieve very high proficiency rate ranging between 61% and 100%.
- Tracking data of the same cohort over three years shows that students across the school are maintaining their high academic performance in all core subjects.
- In Middle and High Schools students achieve good standards in lessons and in their independent written work. Standards in Primary School are satisfactory. However, in Arabic students achieve below their age-related expectations.
- Across the school in English, students have good oral communication skills and can confidently use a range of vocabulary. They can read a range of texts fluently with good comprehension and expression.
- In Hindi across the school, students can speak fluently, using new vocabulary to express their opinions. However, students' comprehension skills in Hindi, and extended and creative writing skills in both English and Hindi, are not well developed.
- Students across the school demonstrate adequate mathematical skills. For example, Primary School students can perform arithmetic operations, Middle School students can work on geometry, and High School students can solve problems.
- In science, students develop an adequate understanding of key scientific concepts along with practical and inquiry skills, particularly in Middle and High Schools.
- Although the number of students choosing Arabic is too low, students' Arabic skills are under-developed. They face difficulties in reading comprehension and text interpretation.
- Students make satisfactory progress in the majority of lessons in core subjects and in their written work, though their progress in Arabic is limited. High achieving students make adequate progress in lessons and in their written work. However, less able students are making slow progress due to the limited support provided for them.

#### Areas for improvement

- Students' progress in line with their abilities in lessons.
- Extended and creative writing in languages, and comprehension skills in Hindi.
- Students' standards and progress in Arabic.

## □ Students' personal development 'Good'

### Judgement justifications

- Most students participate enthusiastically in all aspects of school life, particularly in the classroom. They are proud of the school's provision and keenly participate in school events such as house activities and co-curricular activities including science and arts club, festivals and inter-school contests.
- Behaviour is good across the school. Students attend school and lessons on time. They care for the fabric of the school and keep the school property and facilities in good condition.
- Students feel safe and secure, reflected in their good conduct and self-confidence in classrooms, corridors and playgrounds. Their self-disciplined attitude and high mutual respect contributes significantly to this feeling of safety.
- Students show good appreciation of Islamic values and understanding of Bahraini culture and heritage. These are developed and demonstrated through various projects, celebrating national events and religious festivals such as Bahrain National Day and Eid.
- In the majority of lessons across all grades, whenever the opportunities exist students work collaboratively. Their problem solving and inquiry skills are adequately developed, evident from classroom discussions and activities.
- Students adequately develop independent learning skills through research activities which are promoted in good lessons. For example, during the Middle School science club activities they share their research findings on ways to prevent environmental pollution. However, students' life-long learning skills are not secure enough, due to limited opportunities provided across the school.

### Areas for improvement

- Students' independent learning skills.

## Quality of processes

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### □ Teaching and learning 'Satisfactory'

#### Judgement justifications

- In the better lessons teaching provides opportunities for interaction and collaboration through questioning and group and pair work, alongside the use of models, pictures and demonstrations. However, most lessons are textbook driven and teacher-led, minimising critical thinking and challenge.
- In the majority of lessons resources like pictures, flashcards and specimens are adequately used.
- Across the school teaching generally uses questioning and clear explanations to make lessons productive and drive student learning. However, teachers' expectations of student learning are confined to prescribed syllabi, limiting students' learning to the content of textbooks.
- Class management in most lessons is adequate and students are kept on task. However, in a few lessons unified tasks without appropriate thinking time limit productivity.
- In a small minority of lessons assessment for learning is limited. Additionally, the results of assessment for learning in lessons are not sufficiently used to inform teaching and support the less able students.
- Although the students' work is regularly checked, it lacks critical feedback to guide students on their next steps in learning. Homework is regular and positively impacts on students' learning. However, the tasks given are mostly for reinforcement and offer only limited enrichment and independent learning.
- Across the school students' tasks and activities, both in and out of lessons, focus on content knowledge. Although the syllabi provide opportunities to develop higher order thinking skills, most teachers do not use these opportunities effectively to challenge students' abilities.
- In almost all the lessons whole-class teaching predominates. Instructions and tasks are not modified according to students' abilities. Consequently, the less able students are not supported adequately, and high ability students are not challenged effectively to bring out their maximum potential.

#### Areas for improvement

- A wide range of teaching strategies and resources.
- High expectations in lesson to meet the needs of students of all abilities.
- Assessment in lessons to gauge students' learning and using its results to inform teaching.



## □ Students' support and guidance 'Satisfactory'

### Judgement justifications

- The school meets the learning needs of students adequately, by assessing and reviewing their attainment data on regular basis across all levels and following their academic progress through the school systems. An adequate range of opportunities is provided to satisfy students' learning needs.
  - Outstanding students have ample opportunities to participate in school assemblies and inter-school competitions such as elocution, singing, drawing, quizzes, talent fest, youth leadership programmes and the CBSE cluster meet. Gifted and talented students participate regularly in talent shows and national and international events such as Model United Nations conferences, Indian constitution day celebrations, Spectra and Echoes. They are also acknowledged in the school's newsletter.
  - The school provides tutoring for low achieving students during break times and offers additional lessons on Saturdays, both for students in need and for Grade 10 students as part of their preparation for the AISSE examinations. The impact of these programmes on students' performance is only satisfactory.
  - The school provides good support to students to enhance their personal development, through moral classes and counselling sessions. Firm actions by the counselling department significantly contributes to the effective handling of the very limited behavioural issues around the school.
- The school is very successful in broadening students' experiences and interests by providing a good range of activities, such as 'Talent Fest', 'CBSE cluster meet', plays and skits during the morning assemblies, numerous entertainment programmes and external visits.
  - Students are suitably inducted into the school with the help of teachers and peers. They are sufficiently prepared for their next academic stages of education, along with following up their academic progress.
  - The school premises are new and facilities are well maintained. Health and safety measures are adequately in place. Evacuation drills, school clinic services and first aid boxes contribute to a safe environment. The school ensures the safe departure of students using the school buses. However, supervision to ensure students' safety in the drop-off zone for private transport, around the exit gates and in the sports field is not rigorous enough.
  - The school provides good opportunities for promoting students' life skills, through presentations by students in biology, use of dictionaries in English, teamwork, communication and distribution of responsibilities, display and reading data in mathematics and computer skills using Microsoft Office. Students are also provided with leadership opportunities as captains of house clubs and participation in the Model United Nations.

## **Areas for improvement**

- Safety measures in the sports field and around exit gates, particularly for students using their own transport.
- Programmes to meet students' different learning needs, particularly for the low achieving students.

## Quality assurance of outcomes and processes

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

#### Judgement justifications

- The school's vision and mission is adequately shared with staff and students. It focuses on providing an inspiring learning environment that meets the highest educational and ethical standards. The mission is adequately embedded in the school's curriculum and is evident in the standards achieved by the majority of students.
  - The self-evaluation is informal. However, it does involve parents and staff through meetings and open days. The strategic planning reflects the school's vision and is linked to the goals identified through the informal self-evaluation. The operational plan is adequately based on the school's informal self-evaluation but it lacks clear success criteria and key performance indicators to measure and monitor the progression of implementation.
  - The school's senior leadership adequately motivates staff through verbal encouragement and annual incentives. Consequently, the teacher turnover rates are very low. Staff meetings are held regularly and teachers are encouraged to share best practices.
  - The senior leaders conduct class observations and provide verbal and written feedback to teachers. However, the Arabic teaching is not monitored and evaluated due to limited expertise in Arabic in the school leadership.
- Professional development sessions, adequately linked to teachers' appraisals, are provided on a range of topics including "Teaching and Learning Strategies" and "Together towards Transcendence". However, the impact of these programmes on classroom practices is inconsistent.
- The available facilities and resources including the science laboratories, auditorium and playgrounds are sufficiently used to facilitate learning. The library is enriched with a good collection of books catering for a range of interests.
  - Adequate links are maintained between the school and the local community. Students participate enthusiastically in numerous inter-school competitions and celebrations and actively join local beach cleaning campaigns. These activities have a significantly positive impact on developing students' ability to work collaboratively outside the classroom.
  - Roles and responsibilities of the school's leadership and the Board of Directors are defined, separated and respected. The Board meets periodically to monitor the school's performance and contribute to the strategic decisions and policies. They adequately hold the senior leadership accountable for the school's performance and students' welfare.

## **Areas for improvement**

- Self-evaluation and use of its results to improve the quality of the school's performance.
- Strategic and action planning with rigorous systems to monitor their success.
- Monitoring of the effectiveness of professional development programmes and their impact on teachers' performance in lessons.

## Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة آسيا														
Name of the school (English)	The Asian School														
Year of establishment	1983														
Address	Building 263, Road 13, Block 701														
Town / Village / Governorate	Tubli / Capital														
School's Contacts	1772886, 17728857					<b>Fax</b>		17720207							
School's e-mail	asianscl@batelco.com.bh														
School's website	www.asianschoolbahrain.com														
Age range of students	5 to 16 years														
Grades (e.g. 1 to 12)	<b>Primary</b>				<b>Middle</b>				<b>High</b>						
	1-5				6-8				9-10						
Number of students	<b>Boys</b>	1409				<b>Girls</b>	1426				<b>Total</b>	2835			
Students' social background	Lower and upper middle income group														
Classes per grade	<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>	14	12	9	8	7	6	7	6	6	5	-	-		
Number of administrative staff	13														
Number of teaching staff	121														
Curriculum	Central Board of Secondary Education, India														
Main language(s) of instruction	English														
Principal's tenure in the school	4 years														
External assessment and examinations	All India Secondary School Examination (AISSE) for Grade 10 students														
Accreditation (if applicable)	Not applicable														
Major recent changes in the school	<ul style="list-style-type: none"> <li>School moved to a new campus in April 2015.</li> </ul>														