



الهيئة الوطنية  
للمؤهلات وضمان جودة التعليم والتدريب  
National Authority for Qualifications &  
Quality Assurance of Education & Training

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

**The British School of Bahrain  
Hamala – Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 21 March 2016**

SP014-C2-R020

## Introduction

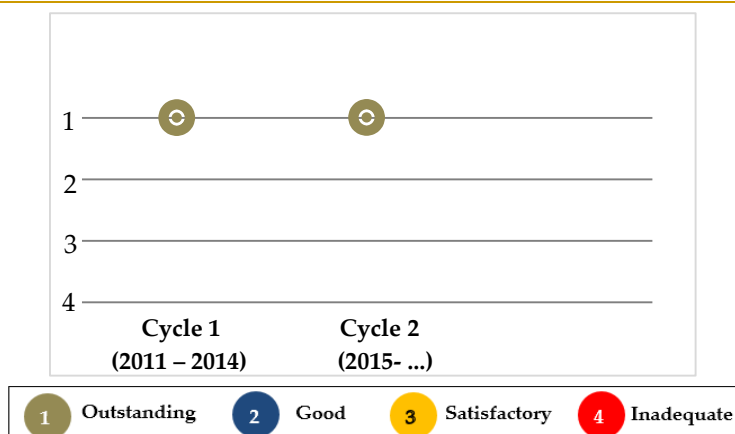
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this special review in accordance with the review procedures of schools with 'outstanding' performance in the last review cycle over one day by a team of twelve reviewers. During the review, reviewers observed lessons and other activities, scrutinized students' written work 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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	1	1	1	1
	Students' personal development	1	1	1	1
Quality of processes	Teaching and learning	1	1	1	1
	Students' support and guidance	1	1	1	1
Quality assurance of outcomes and processes	Leadership, management and governance	1	1	1	1
Capacity to improve		1			
The school's overall effectiveness		1			

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



# 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 'Outstanding'

#### Justifications for sustaining 'Outstanding' Judgement

- Students' attainment in the 2015 internal and external examinations was outstanding, with both high pass and proficiency rates.
- In Key Stages 1, 2 and 3 standard assessment tasks (SAT), students' performance is outstanding with a significant proportion of students achieving levels above their age-related expectations.
- Students' performance in both International General Certificate of Secondary Education (IGCSE) and GCSE is outstanding, with the proportion of students achieving grades B and above being significantly above average in the majority of subjects.
- In the General Certificate of Education (GCE) examinations at level AS and A2 for Years 12 and 13, overall students' performance is high in accounting, art, chemistry, economics, English literature and geography. School averages are well above international averages. Additionally, in the majority of GCE subjects at Years 12 and 13, school averages meet or exceed international averages for 2015.
- Tracking data of the same cohort of students over time shows that most sixth

form students consistently show very strong progress.

- In lessons and in their work, students' standards exceed age-related expectations in almost all the core subjects.
- Students' English, mathematical, practical, investigative and problem-solving skills are highly developed across the school. However, students' Arabic skills in both the junior and senior schools are adequately developed.
- Students demonstrate outstanding progress in their knowledge, understanding and skills in almost all the core subjects across the school.
- Students show great enjoyment and enthusiasm in their participation in school life. This occurs both in lessons and during the numerous extracurricular activities such as the morning activities, sports days, art exhibitions, science week, Arabic fun day, mini Olympics and students' clubs such as swimming and drama. The school also provides regular educational field trips which extend to places outside Bahrain such as Dubai and Washington. All these activities contribute very well to promoting and securing students' personal development.
- Students of different abilities and age groups show high levels of self-confidence inside and outside lessons. They possess a well-developed ability to engage in discussions when they participate in debating competitions and the Model United Nations (MUN), Sports Leadership Award and Duke of Edinburgh Award (DoE) when they take on leadership roles. Students are articulate representatives in the Student Council and Student Parliament, or as house or school captains.
- The vast majority of students show exemplary behaviour and display respect

for others. This is clear through their commitment to the school's behaviour policy, which was devised by the students themselves. They strive for distinction through the 'Rising Star' project, which encourages a strong sense of achievement. Active protection and support is provided for students, especially through anti-bullying procedures.

- Students show a clear understanding of Bahraini culture and their sense of place is enhanced through their participation in National Day activities and visits to heritage sites such as Bahrain Fort and Al Areen Wildlife Park. Students are immensely respectful of the different cultures of their peers and participate readily in the 'International Fair'. They are active fund-raisers and take the initiative in making contributions to charities through activities such as 'Think Pink'. They also show respect for the environment and sponsor a regular 'Beach Clean-up'.
- Highly effective learning is successfully promoted in almost all lessons by the use of a wide variety of strategies such as discussion, experimentation, problem solving and collaborative work. Resources such as the interactive whiteboards are effectively used to enhance students' learning. Taken together, these ensure that the individual needs of students are successfully met. Teachers use excellent educational resources in lessons, such as iPads, videos and flash cards that result in students being highly motivated learners. Almost all science lessons promote practical hands-on experiences for students, including use of the laboratory resources.
- Almost all lessons are well-planned, orderly, maintain a purposeful pace and are productive for the vast majority of

students. Significant opportunities are provided for students across all levels to develop their higher order thinking skills. By contrast, in a minor yet significant number of Arabic lessons, students make only adequate progress due to lower expectations and inconsistently effective teaching and learning strategies.

- Highly effective methods of continuous and comprehensive assessment are employed to measure students' performance. Students are provided with constructive feedback, with assessment results being used to inform lesson planning and set targeted objectives.
- There are excellent systems for the tracking of both students' academic and personal development. These are complemented by the Centre of Evaluation and Monitoring (CEM) online assessment data which enables tracking of progress in all Key stages year by year and checks students' learning profiles. This includes the 'Developed Ability' assessment which indicates students' potential and highlights any that may be under-achieving. In addition, the school makes use of a programme which provides an interactive online space where students can post messages and receive guidance and assignments from their teachers.
- There are a wide range of support groups for students who are slow learners, and also for those who need their English language skills boosting. The school provides well for any students who are gifted or talented. These include enrichment weeks, robotics and also a special choir as well as being part of the Warwick University online support group for gifted and talented students. There are excellent organisation procedures in place

to help identify and support the gifted and talented.

- Staff are highly successful in enhancing students' personal development through the outstanding support systems. These include the development of positive behaviour awards, checking attendance and further development of the school's counselling programme. Excellent support is also provided through the growth of culture clubs and a student ambassador programme. Student Digital Leaders have also been established; this initiative enables students who demonstrate particular expertise in computing and technology to support other students, staff and parents in the application of technology in the school.
- The school provides a very safe learning environment. There are robust risk assessments. A strong focus on making the school healthy includes a number of initiatives, such as the healthy juices in the cafeteria that have been formulated by the students.
- The school has clear vision and mission statements which focus on helping all students to achieve their full potential and the provision of an outstanding education for all. School leaders have created a culture of ambition that enables students to excel. They are committed to setting high expectations and continuously improving outcomes. Relationships between staff and students are exemplary.
- The school undertakes a rigorous process of self-evaluation. This is effectively linked to strategic planning in order to secure continuous improvement in progress and student outcomes. School leaders have a very accurate understanding of the school's effectiveness which is informed by the

views of staff, students and parents. They use this to constantly improve the school and to bring focus to their actions in key areas.

- The school is very effective in securing and sustaining improvements to teaching, learning and assessment. Staff are reflective and respond to the climate created by school leaders in which they

are encouraged to take risks and to innovate. School leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all students. Incisive performance management leads to continuing professional development that is designed to challenge and support staff, and develop leadership capacity.

## **Main Strengths**

- Outstanding standards and progress are demonstrated by students across the school in English, mathematics and science.
- Students' confident and effective participation in school life with an outstanding ability to work independently and assume leadership roles.
- Effective learning is successfully promoted in almost all lessons using a wide range of educational resources and a variety of teaching strategies that meet the needs of individual students including the highest achievers.
- Excellent arrangements are in place for students' support and guidance. Students' interests and experiences are promoted in full within a safe and healthy environment and through the provision of a wide range of extra-curricular activities and development of their personal skills.
- Rigorous and effective self-evaluation and strategic planning are spearheaded by a very clear vision that is appropriately focused on the achievement of the highest academic and personal outcomes for students.
- Exceptionally effective systems are in place for monitoring the school's performance, especially in respect of student achievement.
- The effective management team focuses on continuous development and continually encourages staff to improve performance.

## **The most Outstanding/Pioneer Projects**

- A range of technological initiatives has been introduced to help primary students to develop their technological skills, including the use of Edmodo, Lightbot programming, Alfiecloud assessment and the Accelerated Reader and Star Reading programmes. In addition Google classrooms and Google apps are being used to support learning and to enhance feedback and efficiency.

- The creation of student Digital Leaders who demonstrate a particular expertise in computing and technology, using this to support students, staff and parents in the application of technology in school.
- Target based reporting applies to Years 3-6, with the issue of half-termly Target Journals which are shared with parents via the school's online portal.
- The Performance Management structure is linked to the school's development plan and departmental development plans. This sets clear targets for teachers in terms of student attainment and the development of teaching strategies and approaches.
- A Gifted and Talented programme includes an enrichment week, Gifted & Talented Robotics, a Gifted & Talented Choir, and membership of the University of Warwick's online Gifted & Talented community.
- Committees have been introduced in the sixth form. These include charity, social & media and teaching & learning bodies.
- The University of Durham Centre for Evaluation and Monitoring (CEM) assessment and tracking systems have been adopted.
- The International Baccalaureate will be introduced from September 2016.

## **Recommendations**

- Raise students' standards and accelerate their progress in Arabic by:
  - monitoring the teaching and learning of Arabic in lessons and through scrutiny of students' work
  - reviewing the curriculum implementation for first language Arabic speakers.
- Continue to spread the best teaching practices across the school and disseminate these to other schools in Bahrain.

## Appendix: Characteristics of the school

Name of the school (Arabic)	المدرسة البريطانية في البحرين														
Name of the school (English)	The British School of Bahrain														
Year of establishment	1995														
Address	Building 1060, Road 1425, Block 1014, Hamala P.O. Box 30733 Budaiya														
Town / Village / Governorate	Hamala – Northern														
School's Contacts	17610920				Fax				17610371						
School's e-mail	headofschool@thebsbh.com														
School's website	www.britishschoolbahrain.com														
Age range of students	5-18 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1-2				3-6				7-13						
Number of students	Boys	963				Girls	876				Total	1839			
Students' social background	The students come from more than 70 nationalities and are from middle and upper class families. The majority of parents are university educated.														
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	13	
	Classes	8	8	8	8	8	7	7	6	5	5	4	4	3	
Number of administrative staff	49														
Number of teaching staff	214														
Curriculum	UK NC: EYFS, KS1, KS2, KS3, KS4=IGCSE, KS5=Y12 and 13 AS and A levels and BTEC, also IBDP from September 2016														
Main language(s) of instruction	English														
Principal's tenure in the school	3 years														
External assessment and examinations	<ul style="list-style-type: none"> <li>• In Key Stage 4: IGCSEs at end of Year 10 (languages: French or Spanish, maths for set 1) and Year 11.</li> <li>• In Sixth Form: AS levels in Year 12 and A levels in Years 12 and 13 or BTEC Business, BTEC IT and BTEC PE as well as the Sports Leaders Award. Students aiming for US universities prepare for and sit SATs.</li> <li>• The school is accredited by the following examination boards: <ul style="list-style-type: none"> <li>– Pearson Edexcel approved centre</li> <li>– Pearson BTEC approved centre since 2014: Business, PE, ICT</li> </ul> </li> </ul>														



	<ul style="list-style-type: none"> <li>- OCR approved centre</li> <li>- Cambridge International Examinations</li> <li>- Duke of Edinburgh's Award/ International Award for Young People</li> <li>- ASDAN Exam Board (Award Scheme Development and Accreditation Network)</li> <li>- Sports Leaders Award through the Sports Leadership Trust.</li> </ul>
<p><b>Accreditation (if applicable)</b></p>	<ul style="list-style-type: none"> <li>• Following a detailed accreditation process the school has just uploaded its application for authorization for IB World School status, which it should attain in April 2016 ready for IBDP teaching to commence alongside its A levels and BTEC courses from September 2016 onwards.</li> <li>• The school was awarded Council of British International Schools (COBIS) membership status in January 2016.</li> </ul>
<p><b>Major recent changes in the school</b></p>	<ul style="list-style-type: none"> <li>• Increase in number of students to 2,200 including the kindergarten section, with more than 70 nationalities</li> <li>• Changes in curriculum include: <ul style="list-style-type: none"> <li>- Infants: 'The World Around Us' (with a focus on enquiry based learning), AfL and Whole Class Interactive Teaching using Kagan strategies</li> <li>- computing and coding from Y3 to Y13 in line with UK National Curriculum revisions</li> <li>- Arabic from Year 1 onward</li> <li>- French from Year 3 onwards in order to align with the IBDP language requirements</li> <li>- Senior School: economics, computer science and information technology at GCSE, GCE.</li> <li>- citizenship is taught as part of Arabic and PSHCE and MoE exams are sat by students as required</li> <li>- Years 12 and 13: <u>BTECs</u> in Business, IT and PE, alongside A levels.</li> </ul> </li> <li>• Target setting, tracking and intervention to achieve the best possible educational outcomes, with baseline testing using CEM assessments from Durham University, UK.</li> <li>• Introduction of the IBDP.</li> <li>• Received the International Schools Award (ISA) in 2015.</li> <li>• Introduction of Assessment for Learning linked to NC Levels.</li> </ul>