



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Bahrain Bayan School
Isa Town – Southern Governorate
Kingdom of Bahrain**

Date of Review: 24-26 October 2016
SP037-C2-R025

Introduction

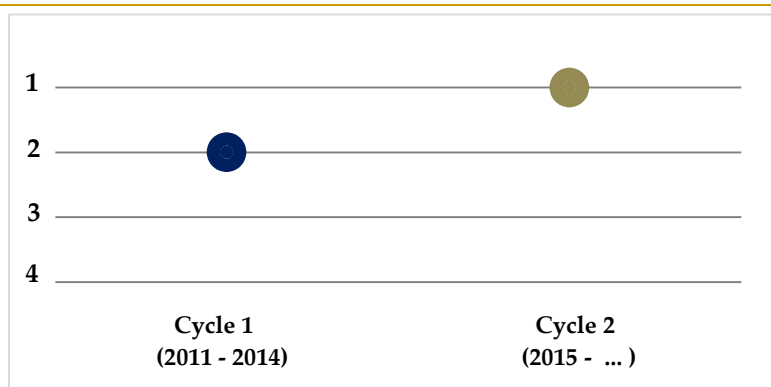
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of nine reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written 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
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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

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'

Judgement justifications

- The effectiveness of Bahrain Bayan School is outstanding overall as well as in all aspects. This is an improvement from the 2013 review when it was judged as good due to being good in students' academic achievement and teaching and learning.
- Students' attainment in internal and external examinations is mostly high. Proficiency rates are mainly high in Primary and High School, but lower in Middle School. Students perform extremely well in the vast majority of subjects in the International Baccalaureate Diploma Programme (IBDP) examinations.
- Students make excellent progress in lessons and in their written work in core subjects, although Arabic writing skills are less developed in a few grade levels across the school.
- Students show great confidence and enthusiasm when participating in the different activities in and out of the school. These take place in a friendly environment. Their exemplary independent learning skills are clearly evident as they take initiative and responsibility for their own learning in lessons and in participating in various activities and committees. They are self-driven, highly committed to Islamic

values and proud of Bahraini heritage and culture.

- A wide range of highly effective student-centred teaching strategies are used in lessons. These successfully promote students' learning with a strong focus on developing higher order thinking, independent and experimental learning skills.
- Resources are used in an exemplary manner to enrich students' learning, particularly in the integration of technology such as the use of iPad applications and Google Classroom to enable students to take ownership of their learning.
- Assessment results are used very effectively to inform planning, teaching and target setting. Self-assessment and peer-assessment is strongly encouraged among students, as is thinking reflectively about their work.
- Students are very well supported academically by the Child Study Team

and their well-designed programmes. An extensive range of extracurricular activities and clubs considerably broadens the experiences, interests and talents of different students.

- Students are strongly but sensitively supported when they face personal problems, and the Bayan Care Plan provides impressive support through an insurance policy especially designed for the school's students.
- Self-evaluation and strategic planning processes are comprehensive and focus on achieving the school's vision and mission. Leaders and staff communicate exceptionally well in a highly positive social and professional relationships showing a high degree of loyalty, commitment and responsibility.
- The Board of Governance are exceptional in providing support, vision and strategic direction to the senior leadership.

Main positive features

- The ethos of collaboration and loyalty among the school community is driven by an ambitious governing body and school leaders who managed to:
 - establish the Quality Assurance Unit to ensure focus on performance improvement and quality control
 - set exemplary links with the alumni and local community to enhance students' outcomes.
- There is excellent integration of learning resources and technology which enhances the quality of students' learning including the following:
 - doubling the number of science labs for practical lessons
 - establishing a dedicated Robotic lab for students
 - initiating tablet leasing programme for Middle School Students and 'Bring Your Own Device' (BYOD) in High School
 - using Google Classroom to organize assignments and communicate with students.
- Students demonstrate excellent academic performance, particularly in Primary and High Schools.

- The personal development of students is exceptional, particularly in their critical, experimental and independent learning skills, which enabled them to be pioneering participants in major events and activities including:
 - the Hague International Model United Nation (THIMUN) affiliated with the school since 2013
 - winning three awards in the World Robot Olympiad 2016
 - being selected to represent Bahrain at the Organization for Nuclear Research (CERN) with only eight schools participating from around the world
 - taking part in INJAZ every year from 2011 to 2016.
- Exemplary academic and personal support is provided to students through rigorous monitoring. This includes the following personal support programmes:
 - ‘From Bayan to College’ which is a comprehensive guide to students
 - ‘Bayan Care Plan’ which is a unique insurance plan for school students
 - providing ‘Bayan on Call Service’ system and a dietician for students’ health welfare.

Recommendations

- Further increase the focus on Middle School attainment and writing skills in Arabic.
- Maintain the outstanding performance and establish a learning community by sharing best practice and reaching out to other schools in Bahrain.

□ Capacity to improve ‘Outstanding’

Judgement justifications

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| <ul style="list-style-type: none"> • The school has improved its performance to outstanding level since the last review by focusing on improvement priorities. • The comprehensiveness of self-evaluation process and the strong strategic planning create a great focus on students’ academic achievement and wellbeing. • The school’s self-evaluation in the SEF matches the judgements reached by the review team in all aspects of the review. • The progress in students’ achievement over the last three years, particularly in the IB Diploma programme, is indicative. • There is a strong focus on raising staff competency through continuous internal | <p>and external professional development programmes, with regular reviews of their impact on students’ achievement and progress.</p> <ul style="list-style-type: none"> • Resources are used very efficiently to enhance students’ outcomes, including the integration of technology as a learning tool and the addition of science laboratories, with expansion of their use to further develop students’ experimental skills. |
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Quality of outcomes

□ Students' academic achievement 'Outstanding'

Judgement justifications

- Students achieve high pass rates in internal and external examinations in core subjects and across all stages.
- Primary School pass rates are very high and range between 95% in Grade 5 Arabic to 100% in most subjects. Students achieve very high proficiency rates across all grades and in all core subjects. Rates range between 74% in Grade 2 mathematics to 97% in Grades 1 and 2 science.
- Middle School pass rates range between 75% and 100%, the highest being in Grade 8 Arabic and the lowest in Grade 7 mathematics. Students' proficiency rates are mostly high, being around 74% in Grade 6 Arabic and 50% in Grade 8 science. However, Grade 7 students achieve average proficiency rates of 46% to 47%.
- High School pass rates vary between 91% in Grade 10 physics to 100% in Grade 10 English and biology. Students achieve high proficiency rates across all subjects and grades, ranging from 51% in Grade 10 biology to 80% in Grade 10 chemistry and Grade 11 physics.
- In general, proficiency rates are aligned to the high pass rates in the vast majority of grades. Students have achieved consistently high pass rates in core subjects in the last three academic years 2013-2014, 2014-2015 and 2015-2016.
- In the 2016 spring MAP exams for Grades 3 to 9, students exceeded their performance targets in reading, mathematics and science. The best performances included reading and mathematics.
- In the 2015 and 2016 IB results, students performed extremely well in most subjects. Proficiency rates of students scoring 5 and above were high in the vast majority of subjects. In the 2016 results, students' performance was above the world average in most subjects including languages and literature and business and management. Students also performed extremely well in Arabic and literature HL and SL, and English language and literature HL and SL, with high proficiency rates.
- In science, students' performance improved in biology HL and SL (71% and 56%) and in chemistry HL and SL (50% and 67%). However, in physics HL & SL the scores were lower than world averages.
- In mathematics, students performed well in maths studies SL (75%) and mathematics SL (45%). However, they underperformed in mathematics HL.
- Across the school, students' standards are high in core subjects and well above age related expectations, particularly in English. More than 70% of students all across the school make outstanding progress in lessons and develop exceptional subject related skills. For example:
 - In the Primary School, in Arabic students are able to read words and comprehend stories. In English

students can identify key elements of folk tales and use them effectively to create their own stories. They can use their writing skills to describe solutions to problems. In mathematics, they can add three digit numbers and know the concept of composite numbers. In science, students investigate links between animals and their habitats.

- In Middle School, in English students analyse stories and can structure a story map. In science, they understand the concept of natural selection, and in mathematics they can add and subtract integers and fractions. However, students' writing skills in Arabic are less developed.
- In High School, in English students discuss plays such as Hamlet and use

technical vocabulary to evaluate different types of narration. In Arabic, most students can extract ideas and analyse the structure of writing, though the writing of a few students remains inaccurate. In mathematics, students can solve quadratic equations by factoring. In science, they can describe atomic structures and present data in an elaborate and accurate form.

- The excellent achievement of IB students was apparent in all lessons observed. The vast majority of students make outstanding progress in all lessons and in their written work. They demonstrate deep analytical thinking and strong mathematical, scientific and language skills.

Areas for improvement

- Students' attainment in Middle School.
- Development of writing skills in Arabic.

□ Students' personal development 'Outstanding'

Judgement justifications

- Almost all students demonstrate great enthusiasm and self-confidence while participating in the various class activities in a student-centred learning environment. They take ownership of their learning through researching, engaging in discussion, debating, preparing presentations and role-playing.
- Students excel in the extensive range of voluntary work such as the Community

Activity Service (CAS) for the IB students, GLOBE and INJAZ. The vast majority of students are also involved in the various after-school extracurricular activities that are tailored to their needs, such as sports, music, drawing, cooking and speech. They are also involved in school committees such as the book club and garden club.

- Students behave very maturely as they use their tablets or other devices in lessons while researching or working on different tasks, demonstrating great focus and responsibility.
- The ethos of the school is one of harmony, support and family atmosphere. This is due to students' self-discipline and high respect for others, showing sensitivity to their feelings, beliefs and culture.
- Students are self-driven in taking care of themselves and the school's property. This is evident from their mature behaviour during break times and their care of school belongings.
- Students have deep understanding of Bahrain's heritage and Islamic values. They demonstrate great pride in Bahraini identity and language and celebrate various local and national events. This is encouraged through students taking the initiative in organising special events such as Grandparents Day and organising a field trip to the Parliament. Students are also involved in publishing a book called 'Peace and Harmony' and in the Zakkat committee.
- Students' attendance is high, as almost all students attend school regularly and have a good understanding of school policy and procedures. They are punctual for lessons and enjoy school life.
- Independent learning skills are highly developed in students aided by technology integration and the encouragement of research skills. Students are actively involved in experiments and determining grammatical rules, analysing text and carrying out research in science lessons. They can lead a business club and local projects and participate in Robot Olympiad, in which they won the first prize in 2016.
- Students work extremely well together, demonstrating excellent collaborative and discussion skills while they work on activities in lessons or in preparing for various external activities such as Model United Nations (BayMUN), The Hague International Model United Nation (THIMUN) and INJAZ which they have done every year from 2011 to 2016.

Areas for improvement

- No major areas for improvement, and continue to spread the exceptional practices throughout the school.

Quality of processes

□ Teaching and learning 'Outstanding'

Judgement justifications

- Highly effective learning is successfully promoted in the vast majority of lessons by the use of a wide variety of teaching and learning strategies such as problem solving, independent and collaborative work. Almost all science lessons include practical and experimental learning.
- There is an excellent use of resources including smart boards, video clips and laboratory equipment. These enrich students' learning experiences. In particular, the integration of technology in lessons such as the use of iPad applications and Google Classroom encourages students to take ownership of their own learning.
- Lessons are extremely well planned, organised and informed by prior assessments. Teachers share lesson objectives with students, maintain a purposeful pace, provide clear instructions and manage lessons to ensure productivity and optimal use of time.
- In almost all lessons teachers provide effective encouragement and constructive verbal reinforcement to students. This motivates students and stimulates their intellectual curiosity and interest.
- Effective formative assessments, including peer assessment and self-assessment, are used exceptionally well to measure students' performance in lessons. A clear marking policy is in place and the assessment results are used effectively to modify teaching, inform lesson planning and set targeted objectives.
- Teachers across the school provide immediate and ongoing verbal feedback to students during lessons. However, the quality of written feedback is inconsistent. In a few cases, particularly in science and Arabic, the feedback provided is neither specific nor sufficiently personalised to enable students to improve further.
- In the vast majority of lessons, students are encouraged to think critically and express their views. Significant opportunities are provided for students across all levels to develop their creativity and higher order thinking skills, including analysis, scientific inquiry, evaluation and problem solving.
- Almost all lessons are differentiated by activities or outcomes to cater for students' individual learning needs. Teachers' high expectations in almost all lessons provide a good level of challenge for students of all abilities.

Areas for improvement

- The quality of teachers' written feedback to students' work to help them move to the next stage of learning.

□ Students' support and guidance 'Outstanding'

Judgement justifications

- The school has a highly effective academic support system that includes after-school support classes, a reading intervention programme and support by the Child Study Team. Gifted students have the opportunities to participate in international and national competitions, such as The Organization for Nuclear Research (CERN) as one of only eight schools from around the world, and World Robotic Olympiad.
- The 'Power School' application is used very effectively to assess and monitor students' progress both academically and personally. The Health Office maintains good student records, which are productively used to support the students and meet their needs. The Bayan Care Plan is one of the most impressive insurance support programmes, uniquely designed for Bayan students and it contributes to the sensitive support provided to them.
- The school very effectively broadens students' experiences and interests by providing an excellent range of extra-curricular activities including diverse club activities, field trips and awareness lectures. The high participation rates in such activities have a very positive impact on students' personal development. These activities include 'Survive Any Silly Situation' (SASS), publication of 'Bayan Post' and 'Global Observation and Learning to Benefit the Environment' (GLOBE).
- The school is very successful in students' induction and preparation for their next stage of education. The highly effective role of school counsellors and coordinators in the provision of very productive professional support has a strong impact on Grade 12 students. The high quality guidance includes visits to and from international universities and awareness talks by alumni. 'From Bayan to College' is an outstandingly comprehensive product of the school's counselling team.
- Risk assessment in the school is very thorough and rigorous. Carefully detailed policies and procedures are devised by the Health and Safety Committee, regular fire drills, the presence of a doctor and a dietician in school, and 'Bayan on Call Service' are among the significant features contributing to an outstandingly healthy and safe environment in the school.
- The school identifies students with physical disability in the Middle and High schools. These are strongly supported and are included in the learning process very productively.
- As part of the school's ethos, students are provided with an excellent range of opportunities to develop life and learning skills. These include integration of technology in the classrooms, community projects like 'Global thinking local implementation' (GLOCAL), entrepreneurship and leadership workshops, charity club activities, organisation of 'Bayan Model United Nations' (BayMUN) and Students' Council activities. Consequently, the students are well equipped with life and learning skills.

Areas for improvement

- No major areas for improvement, and continue to spread the exceptional practices throughout the school.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Outstanding'

Judgement justifications

- Self-evaluation processes are comprehensive and strategic planning is exceptionally well focused on achieving the school's vision and mission. Areas for improvement are clearly defined, with key performance indicators which are well known to staff and pervade all aspects of school work.
- Senior leaders manage both teaching and administrative staff proficiently. Staff are deployed effectively and have appropriate job descriptions and clearly defined roles in internal teams and committees. Exemplary focus is placed on performance improvement and quality control. Every effort is made to raise staff competency through a performance management system that focuses on continuous performance evaluation and both internal and external professional development programmes. The impact of professional development is reviewed regularly in relation to students' achievement and progress. The importance attached to quality control is reflected in the recent appointment to the senior management team of a Quality Assurance Coordinator.
- Senior leaders demonstrate high professional standards and organisational efficiency in an open culture. Leaders and staff have positive social and professional relationships. They cooperate and communicate well with each other, showing a high degree of commitment and responsibility. Experiences are exchanged readily and staff show high levels of enthusiasm for their work and for the school. The school has won the Innovation in Language and Learning Award at the World Education Summit in Dubai.
- Resources are used very efficiently to ensure an environment that enhances student engagement and outcomes. The focus placed on the use of technology as a learning tool and the introduction of programmes in robotics exemplify the school's commitment to a digital future. The school has benefited from a significant building programme over the past few years, the most recent being a Science and Technology building which was opened in September 2016. The school has introduced a tablets leasing policy for Middle school and BYOD in High School.
- The school is firmly committed to working in partnerships, and benefits from excellent relationships with its community, its PTA, and its alumni. High levels of cooperation and communication ensure strong commitment and loyalty. Activities such as speeches and lectures are organised.
- Governors are highly effective in providing support and bringing high level challenges to senior leaders. They

use their breadth of experience to input strong strategic direction to the school's leadership.

- The Governors contribute very effectively to the development of school plans, especially in relation to financial matters, and show marked acumen in their approach to investment be it in staff, the school environment, or the school's

learning resources. Their commitment to a vision of continuous improvement and to achieving the highest academic and personal outcomes for all groups of students distinguishes their work. The separation of leadership and governance is clearly defined, understood and respected.

Areas for improvement

- No major areas for improvement, and continue to spread the exceptional practices throughout the school.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة بيان البحرين													
Name of the school (English)	Bahrain Bayan School													
Year of establishment	1982													
Address	Building 230, Road 4111, Block 841, P.O. Box 32411													
Town / Village / Governorate	Isa Town , Southern Governorate													
School's Contacts	77122244				Fax		17780019							
School's e-mail	bayanschool@bayan.edu.bh													
School's website	http://www.bayanschool.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		474		Girls		422		Total		896			
Students' social background	Most students are from middle to upper socio-economic backgrounds													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		3	3	3	3	3	4	4	4	4	4	3	3
Number of administrative staff	25													
Number of teaching staff	68													
Curriculum	<ul style="list-style-type: none"> Ministry of Education curriculum for Arabic, Islamic and Islamic Studies American Education Reaches Out (AERO) standards-based International Baccalaureate (IB) 													
Main language(s) of instruction	English and Arabic													
Director General's tenure in the school	2 months													
External assessment and examinations	<ul style="list-style-type: none"> Measures of Academic Progress (MAP). Arabic Proficiency Test (APT). International Baccalaureate (IB). 													
Accreditation (if applicable)	<ul style="list-style-type: none"> Middle States Association of Colleges and Schools (MSA). International Baccalaureate Diploma Programme (IBDP). 													

<p>Major recent changes in the school</p>	<ul style="list-style-type: none"> • Implementation of a tracking system to measure teachers' and students' performance. • The appointment of: <ul style="list-style-type: none"> – a new school General Director in September 2016 – Student Behaviour Management Coordinator for the Secondary School – a dietician. • A new Science and Technology Building. • Newly introduced programmes and upgrades: <ul style="list-style-type: none"> – upgrade of the school server and software (PowerSchool, Moodle, Google Education) – upgrade of school devices such as teachers' laptops and smart boards – introduction of Bring Your Own Device programme (BYOD) in the High School. • Introduction of a three year tablet leasing programme for Middle School.
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