



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

Directorate of Private Schools & Kindergartens Reviews Monitoring Visit Report

**Bangladesh School - Bahrain
Gafool – Capital Governorate
Kingdom of Bahrain**

Date of first monitoring visit: 2 April 2018

Date of last review: 27-29 March 2017

SP021-C2-Ma008

Introduction

The monitoring visit took place over one day, by a monitoring team from the Directorate of Private schools and Kindergarten Reviews (DPS) of the Education & Training Quality Authority (BQA), to verify the improvements that the school has enacted according to the recommendations of the last review. During the monitoring visit, improvement in students' performance was evaluated during the class observation, the learning walk, scrutiny of their written work and monitoring of general progress.

The Previous Judgement

- The school was judged 'Inadequate' in the review visit which was conducted in March 2017.

Summary of the first monitoring results

The recommendations*	The description
Recommendation 1	Insufficient improvement
Recommendation 2	Insufficient improvement
Recommendation 3	Insufficient improvement
Recommendation 4	Insufficient improvement
Recommendation 5	Insufficient improvement
The monitoring visit overall judgement	Insufficient Progress
<ul style="list-style-type: none">• The school needs a second monitoring visit after one year	

* The recommendations are included within the following report.

The overall outcomes of the visit

- Accelerate the process of renewing the school license.
- Ensure the provision of a healthy and safe environment for students and staff, with attention to the overpopulated classrooms and inadequate buildings.

- Utilise the self-evaluation outcomes in addressing the challenges the school faces, particularly:
 - raising students' academic achievement in all examinations and lessons
 - improving the effectiveness of professional development programmes and the follow-up mechanisms.
- Improve the quality of teaching and learning by:
 - implementing a range of effective teaching strategies to meet the needs of all students
 - using lesson time efficiently to facilitate effective and productive learning
 - using assessment results for planning and ensuring students' individual progress.
- Implement a systematic approach to identify all categories of students and meet their academic needs effectively.

The Progress in the recommendations

Recommendation 1:

- Accelerate the process of renewing the school license.

Judgement: Insufficient Improvement

The procedures	The Impact
<ul style="list-style-type: none">• The school has submitted the building plan of the new school campus to the Ministry of Education (MoE).• Curriculum documents and corresponding textbooks have been sent for approval to the MoE.	<ul style="list-style-type: none">• The school's license has not been renewed until the time of the visit.

Recommendation 2:

- Ensure the provision of a healthy and safe environment for students and staff, with attention to the overpopulated classrooms and inadequate buildings.

Judgement: Insufficient Improvement

The procedures	The Impact
<ul style="list-style-type: none">• Student's health and vaccination records are kept.• Workshops on health and safety are conducted for students and teachers.• Teachers and students are trained on using fire extinguishers.• CCTV cameras are installed throughout the school premises to ensure a safer environment.• The school has established links with a medical centre to ensure students' and teachers' wellbeing.	<ul style="list-style-type: none">• The continuous state of the overpopulated campus and the inappropriate hygiene standards represent a source of hazard for both students and teachers. The inadequate buildings and unsafe traffic movement at dismissal time are of real concern.

Recommendation 3:

- Utilise the self-evaluation outcomes in addressing the challenges the school faces, particularly:
 - raising students’ academic achievement in all examinations and lessons
 - improving the effectiveness of professional development programmes and the follow-up mechanisms.

Judgement: Insufficient Improvement

The procedures	The Impact
<ul style="list-style-type: none">• Improvement action plans have been developed to raise academic achievement for all categories of students, with special focus on low achievers.• The school has formed Subject Clubs and organised essay writing, spelling bee and prepared and spontaneous speeches to enhance students’ speaking, writing and listening skills in English and Bangla.• The school has assigned a mathematics project to develop students’ application skills in mathematics.• Individual teachers’ professional development needs are diagnosed through the monitoring of classroom teaching, and small group coaching sessions are conducted according to teachers’ identified training needs.	<ul style="list-style-type: none">• Although students’ pass and proficiency rates have improved in most subjects in the 2017 internal examinations, this is not reflected in their standards in lessons and written work. Proficiency rates are still below minimum expectations in most subjects across all grades.• In the Dhaka board examinations, proficiency rates are inconsistent, being particularly low in mathematics. They have declined in 2017 in the Primary School Certificate (PSC), Junior School Certificate (JSC) and in Secondary School Certificate (SSC).• Students’ performance in the International General Certificate of Secondary Education (IGCSE) in the year 2016-2017 is very low.• Although students demonstrate better performance in mathematics in lessons, their standards and progress in English and science are below expectations. Students have weak speaking, reading and writing skills in English.• The training programmes provided to teachers and the follow-up mechanisms used have limited impact on teachers’ performance in lessons and, therefore, do

	not meet the whole school teaching improvement needs.
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Recommendation 4:

- Improve the quality of teaching and learning by:
 - implementing a range of effective teaching strategies to meet the needs of all students
 - using lesson time efficiently to facilitate effective and productive learning
 - using assessment results for planning and ensuring students’ individual progress.

Judgement: Insufficient Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • To improve the teaching and learning strategies, the school has conducted workshops on ‘Effective Teaching Strategies’, ‘Differentiated Teaching’, ‘Assessment for Learning’ and ‘Time Management’. • In lessons, teachers use a range of teaching and learning strategies such as role-play, think-pair-share, group work and discussion. • Teachers use planned activities related to lesson objectives to engage students productively in lessons. • In most lessons, oral and written assessments have been conducted. 	<ul style="list-style-type: none"> • The teaching strategies used in the few better lessons develop students’ understanding and skills, particularly in mathematics where students develop basic arithmetic skills appropriately. However, in a significant number of lessons, there are limited opportunities for students to develop their knowledge and understanding, particularly low achievers. • The pacing of lessons varies, while appropriate pace is used in a few better lessons, the activities are generally too lengthy, and expectations being low in most lessons, which limits students’ learning as per curriculum expectations. • Oral assessments in lessons target the more able students and those who volunteer to answer. The quality of feedback is poor and the assessment results are not used effectively to inform teaching or support students’ progress.

Recommendation 5:

- Implement a systematic approach to identify all categories of students and meet their academic needs effectively.

Judgement: Insufficient Improvement

The procedures	The Impact
<ul style="list-style-type: none">• Students are classified according to their categories, based on classroom observations and their academic results.• Low achievers are supported through remedial classes, extra worksheets and peer teaching within lessons.• Gifted and outstanding students are provided with some opportunities to participate in activities and competitions such as 'Children's Art' and science exhibitions, as well as honouring them through the monthly 'Star Students Award'.• Students with special education needs are supported through one-to-one basic sessions.• During Bangla lessons, non-Bangladeshi students participate in other activities such as reading books and practicing art.	<ul style="list-style-type: none">• The support provided in lessons to most categories of students is not sufficient, particularly to low achievers who receive little attention. Class activities and homework are unified and do not cater for the specific academic needs of individual learners. Consequently, the progress students make in the majority of lessons is limited.

Appendix 1: Basic Information about the School

The school name (Arabic)	المدرسة البنغلاديشية - البحرين												
The school name (English)	Bangladesh School - Bahrain												
Year of establishment	1995												
Address	Villa 68, Road 5630, Block 356, Kanoo Garden												
Town / Village / Governorate	Gafool / Capital												
School's Contacts	17257745			-			Fax			17275782			
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-5				6-8				9-12				
Number of students	Boys		513		Girls		529		Total		1,042		
Students' social background	Asian expatriate students from low income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	3	4	4	3	3	4	4	3	2	1	1
Major recent changes in the school	<ul style="list-style-type: none"> Appointment of a new Acting Principal in December 2017. 												

Appendix 2

Table 1: Judgement on how well the school has met the recommendations.

Judgement	Judgement Description
Sufficient Improvement	The school is making significant progress in addressing the recommendation. It has taken measures which have achieved great improvement linked to the recommendation, which has clearly resulted in improved performance and positively impacted the outcomes.
Partial Improvement	The school is making inconsistent progress in addressing the recommendation. It has taken positive actions, which have led to varying improvements in performance and partially affected the outcomes.
Insufficient Improvement	The school has not achieved sufficient improvement in the recommendation. It has not been successful in taking actions leading to appropriate improvement. There is a notable weakness that needs to be effectively and urgently addressed.

Table 2: The overall judgement of the school progress in the monitoring visit*

The Overall Judgement of Progress	Judgement Description
Sufficient Progress	The school has taken effective measures to bring about sufficient improvement in all of the recommendations.
In Progress	The school has taken several measures to bring about at least partial improvement in all of the recommendations. There are no recommendations with insufficient improvement.
Insufficient Progress	The school has not brought about sufficient improvement in a single recommendation or more.

* In case of insufficient measures linked to the recommendations related to the licensing/organisational body, and with the school taking the appropriate measures on its part, the overall progress judgement will not be affected except with the issues related to health and safety.