



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Beacon Private School
Hidd – Muharraq Governorate
Kingdom of Bahrain**

**Date of Review: 27-29 March 2023
SP069-C3-R031**

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 six 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 the staff, 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	Academic achievement	3	3	4	3
	Personal development and social responsibility	2	2	3	2
Quality of processes	Teaching, learning and assessment	3	3	4	3
	Empowerment and meeting special needs	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 last three reviews.



School Report

□ School's overall effectiveness 'Satisfactory'

Judgement justifications

- The school conducts self-evaluation of its performance with varying degrees of comprehensiveness. Planning is based on improvement priorities; however, it requires further rigour in setting clear performance indicators and monitoring mechanism that are reflected in the strategic plan and the prospective action and departmental plans.
- The school identifies students' categories and provides relevant support. However, the impact on students' standards and progress is inconsistent, particularly in High School.
- A range of teaching and learning strategies are used in the majority of lessons. However, in the less effective lessons, particularly in High School, implementing effective strategies, managing time productively and utilising assessment results to support students, particularly the low achieving ones is inconsistent. This affects their acquisition of knowledge and development of self-confidence and communication skills.
- Students are well-behaved and actively participate in the range of extracurricular activities provided to reinforce their talents and experiences.
- The inclusive nature of the school environment and its effective links with the stakeholders and the local community have ensured students and parents' satisfaction.

Main positive features

- Students' positive behaviour and the inclusive nature of the school environment.
- School's connection with the stakeholders and links to the community to reinforce students' experiences and talents.

Recommendations

- Raise students' academic standards and progress through improving the effectiveness of academic support programmes, particularly in High School.
- Improve leadership, management and governance by:
 - implementing a more comprehensive self-evaluation and using its results to inform planning with focus on monitoring mechanisms through clear performance indicators

- monitoring the impact of professional development programmes on the performance of teachers in lessons.
- Improve the effectiveness of teaching and learning practices by focusing on:
 - implementing effective teaching and learning strategies, particularly in High School, to ensure students' acquisition of knowledge and development of their self-confidence and communication skills
 - managing learning time productively
 - utilising assessment results to support students of different abilities, particularly the low achieving ones.

□ Capacity to improve 'Satisfactory'

Judgement justifications

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| <ul style="list-style-type: none"> • Professional development training is provided, but monitoring the impact on teachers' performance in lessons is inconsistent, particularly in High School. • The school has taken positive steps towards improvement such as the introduction of international external benchmarks and reviewing the assessment policy; however, the insufficient availability of qualitative and quantitative data impedes the rigour and accuracy of the self-evaluation processes. This, in turn, sets back the effectiveness of planning with clear performance indicators | <p>and monitoring procedures to measure success.</p> <ul style="list-style-type: none"> • The impact of academic support provided is inconsistent due to the inclusion of all students' categories in the same session, which hampers the provision of targeted support. • The school's judgments of its performance in the Self-Evaluation Form (SEF) differs by one point in the overall effectiveness and most aspects apart from 'Personal development and social responsibility' aspect. |
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Quality of outcomes

□ Academic achievement 'Satisfactory'

Judgement justifications

- Students' pass rates in internal examinations are consistently high over the past three years reaching 100% across core subjects. In the 2021-2022 internal assessment, the pass rates range between 80% in Grade 1 Arabic to 100% in the vast majority of subjects; however, the proficiency rates vary. In the Elementary School, proficiency rates range from 8% in Grade 1 Arabic to 86% in Grade 3 English and Grade 5 mathematics. In the Middle School, the range is between 33% in Grade 8 Arabic and 83% in English in the same grade, and in High School, it ranges between 25% in Grade 10 mathematics and physics to 88% in Grade 9 mathematics and Grade 10 Biology.
- In a majority of lessons and students' written work across the school, students' standards in core subjects are secure, particularly in Elementary and Middle Schools.
- In Arabic, while the majority of students' reading and speaking skills are adequate, their writing is underdeveloped across the school. For example, students in High School face difficulties in composing a letter with accurate spelling and grammar.
- Basic language skills in English are adequate for the majority of students. In Elementary School, they identify words of different sounds and in Middle School, they can write a narrative piece; however, students in High School have difficulties writing a full-fledged argumentative essay.
- In mathematics, the majority of students acquire adequate arithmetic skills such as using accurate units of measurement in the Elementary School and analysing word problems in Middle School. However, in High School, students' ability to find area and volume of geometric shapes is less developed.
- In science, the majority of students across the school develop adequate understanding of scientific concepts, such as differentiating the types of sedimentary rocks in Middle School and identifying material properties in Elementary School; however, students' standards are inconsistent in High School as they struggle with scientific concepts like enthalpy change.
- In the better lessons and written work, high achieving and average students' progress adequately; however, the less able students make limited progress due to inconsistencies in their standards, teaching strategies and provision of support, particularly in High School.
- Students' learning skills are adequately developed in Elementary and Middle Schools, such as technological skills, however, students' acquisition of learning skills such as independent learning and problem solving is less effective in High School.

Areas for improvement

- Progress of low achieving students in lessons across the school.
- Standards and progress in core subjects in High School.

□ Personal development & social responsibility 'Good'

Judgement justifications

- Students manage their behaviour well in a harmonious and respectful community. Attendance and punctuality levels to school and lessons are high, and the majority of students adopt positive attitudes to schoolwork; however, the sense of responsibility towards their own learning is not yet at the required level in High School, due to students' dependence on teachers.
- Students have good awareness of the Bahraini culture and positively embrace Islamic values through participating in 'Giving back to Bahrain' and 'Ramadan Food Drive' activities. They show effective social responsibility attributes through participating in the national campaign to support the victims of the latest earthquakes.
- Leadership skills and students' high self-confidence are evident in students' active participation and leading roles in explaining parts of subject content in the majority of lessons in Elementary and Middle schools, yet less evidently in High School. Students are able to present their work in 'Celebration of Learning' events, and the 'Learners' Council' is effective in representing students' views and suggestions to the leadership team, such as holding a 'Game Night'.
- Students work collaboratively, showing good communication skills such as producing the 'Mosaic Legacy Project' and participating in team building activities during 'Beacon Circle Time'. In Elementary and Middle Schools' lessons, students collaborate during group work, whereas opportunities for discussion and contribution of opinions are fewer in High School.
- Most students understand the importance of physical and mental health, including dietary choices. Elementary students enjoy yoga during 'Mental Mondays', whilst older students learn to regulate emotions in the 'Wellbeing' programme.
- Some students participate in competitions like 'Mathematics Olympiad' and 'Spelling Bee' and are rewarded for their academic and sporting excellence through the 'House System'. Students creatively integrated geometric designs in a 'Celebration of Islamic Art'. In lessons, students' ability to show the same level of innovation and response to challenge, is less evident.

Areas for improvement

- Students' self-confidence and communication skills in High School lessons.
- Students' ability to innovate and respond to challenge in lessons.

Quality of processes

□ Teaching, learning & assessment 'Satisfactory'

Judgement justifications

- In the majority of lessons, teachers implement adequate teaching and learning strategies to engage students in learning tasks, particularly in Middle and Elementary Schools, such as play-based learning, brain storming, 'Think, Pair, Share' and scientific experimentation. Teachers use sufficient educational resources such as experimentation kits and 3D shapes, with some meaningful links to real-life being made, like how a farmer calculates the fence length in Elementary School mathematics. However, in the less effective lessons, particularly in High School, strategies and resources used are less effective in supporting students' acquisition of knowledge and learning skills.
- Lessons are generally orderly, well planned in accordance with curriculum expectations and student's behaviour is appropriately managed. Learning objectives are shared, and students are adequately motivated through verbal reinforcement and clapping. However, productive use of learning time is inconsistent with some lessons being either slow or fast paced, such as having long introductions and focusing on initial easier activities, leaving less time for written ones, which are done at a faster pace without ensuring the achievement of learning objectives.
- The majority of teachers implement assessment methods including verbal, written, individual and group ones. In the better lessons, assessment results are utilised to provide individualised feedback to meet students' educational needs. However, in the majority of lessons, this is done inconsistently, adversely affecting the support provided to students of different categories, especially the low achieving ones. Teachers assign adequate amounts of activities and assignments to students which are regularly marked, though the accuracy of correction and quality of feedback are inconsistent.
- In majority of lessons, particularly in Middle and Elementary Schools, teachers adequately challenge students' different abilities and provide opportunities to develop reasoning and critical thinking, like discussing reaction of rocks to acids in science and analysing stories in Arabic. However, the opportunities for students to develop higher order thinking skills is inconsistent in the less effective lessons particularly in High School.
- Teachers use technology adequately in the majority of lessons to project 'PowerPoint' presentations and play educational videos on topics like 'Stories' in Elementary School. Additionally, students use tablets to read eBooks and work on various digital tools, such as 'Padlet' and 'Seesaw'.

- Learning is differentiated by tasks and outcomes to meet students' different abilities; however, some tasks are unified, and the generic nature of

feedback does not meet the needs of students of different abilities, particularly the low achievers.

Areas for improvement

- Productivity of teaching and learning strategies in the less effective lessons, particularly in High School.
- Productive use of learning time.
- Effective use of assessment results and differentiation to challenge and support students of all categories, particularly low achievers, and ensuring accurate correction and follow up on students work.

Empowerment & meeting special needs 'Satisfactory'

Judgement justifications

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| <ul style="list-style-type: none"> • The school provides adequate academic support to students of different abilities based on diagnostic test results and students' overall attainment and tracks their progress. Outstanding and gifted students participate in some competitions and events such as 'Francophic Competition' and 'Astronomy Night'. 'Enrichment and Support' lessons are imbedded in the school day for all grades to support students in mathematics and languages; however, their impact is inconsistent in developing students' standards and basic skills, due to sessions including all categories of students, which hampers the provision of the targeted nature of the support required, particularly to the low achievers and students with learning difficulties. | <ul style="list-style-type: none"> • Students' personal problems are effectively and sensitively addressed, and most students' personal development is ensured through the implementation of guidance programmes, such as 'Mindfulness' and 'Mentorship'. Orientation sessions for new students are conducted to help them smoothly settle, such as the 'Open House'. • A wide range of extracurricular activities is offered to broaden students' experiences and match their different learning styles, including 'Drama', and Model United Nations (MUN) clubs. Various field trips are conducted such as those to Oman and France, and preparation of senior students for their future study is ensured through participation in 'Career EXPO' organised by 'INJAZ Bahrain'. |
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- The provision of a safe and healthy environment is ensured for all stakeholders through evacuation drills and well organised procedures for students' arrival and dismissal, in addition to follow-up on students with chronic diseases and implementing health programmes, like 'Cancer Awareness' and dental check-ups.
- Students with special educational needs are fully integrated in the inclusive school environment, and effectively supported through providing pull-out and push-in sessions. Their progress is effectively monitored through individualised educational plans (IEP).

Areas for improvement

- Effectiveness of academic support programmes to meet the different needs of students.

Quality assurance of outcomes and processes

□ Leadership, management and governance ‘Satisfactory’

Judgement justifications

- The school evaluates its situation by different means, such as ‘SWOT’ analysis and stakeholders’ surveys. Improvement priorities are adequately identified, such as the need for rigorous qualitative and quantitative assessment data. However, the scope of self-evaluation is inconsistent in identifying some areas for improvement, such as those related to students’ weak standards in High School. This is reflected in the one-point judgement difference in the SEF in comparison to the findings reached by the team in most aspects.
- The school’s leadership has sufficient understanding of improvement priorities and challenges, and has, consequently, put forth several initiatives to improve the effectiveness of school practices, such as updating the school’s assessment policy and introducing international external benchmarks, to fill the gap of quantitative data. However, they are inconsistently embedded in the recently reviewed strategic plan, while action and departmental plans are yet to be developed, with clear performance indicators and monitoring mechanisms to measure the quality of teaching and learning, as well as students’ academic achievement.
- Teachers’ training needs are identified through lesson observations and surveys. Training workshops are provided, like ‘Differentiation’ and ‘Assessment Crafting’. The school has recently updated the lesson observation approach to focus on impact and follow up visits are planned to measure improvement. However, impact on teachers’ performance is generally inconsistent in the majority of the observed lessons, particularly in High School.
- The school has a positive and collaborative working environment, with an open-door policy. Teachers are appreciated via emails and weekly newsletter, which reflected positively on their satisfaction.
- The school ensures the availability of educational resources and facilities, such as the Learning and Media Centre (LMC), as well as providing different digital applications like ‘Pamoja’ and ‘Managebac’. In lessons, teachers use a suitable range of resources, such as students’ personal devices, textbooks, and tangible materials for scientific practicals.
- The school establishes effective communication with stakeholders, through ‘Parent Learners’ Council’ and surveys. Parents take part in school activities, such as the ‘Spring Festival’.

Positive links are maintained with the community, such as hosting a bake sale for the 'Katwe Homeless Kids' project in Uganda and inviting 'Credimax' to lecture students on financial literacy.

- The 'Board of Trustees' has adequate awareness of the school's overall

performance and students' results. Clear and respected roles are identified between school leadership and board members as the former is responsible for the educational part while the latter provide the sufficient strategic direction for school expansion.

Areas for improvement

- A more comprehensive self-evaluation that is embedded in school plans, with clear performance indicators and clear follow up mechanisms.
- The effectiveness of the professional development programmes on teachers' performance, particularly in High School.

Appendix 1: Characteristics of the school

Name of the school (Arabic)	مدرسة بيكن الخاصة												
Name of the school (English)	Beacon Private School												
Year of establishment	2018												
Address	Building 101, Road 14, Block 109												
City/ Town / Governorate	Hidd, Muharraq												
School's telephone	66000088	-	-	-									
School's e-mail	info@beacon.edu.bh												
School's website	www.beacon.edu.bh												
Age range of students	6 - 18												
Grades (e.g. 1 to 12)	Elementary			Middle					High				
	1-5			6-8					9-12				
Number of Students	Boys	127	Girls	90	Total	217							
Students' social/ economical background	Average to high social economical background.												
Classes per grade in Primary and Intermediate Stages	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	2	2	2	1	1	1	2	1	1	1	1	-
Number of administrative staff	17												
Number of teaching staff	38												
Curriculum	<ul style="list-style-type: none"> American Education Reaches Out (AERO). Ministry of Education curriculum in Arabic subjects. International Baccalaureate Diploma Programme (IBDP) in Grade 11. 												
Main language(s) of instruction	English												
External assessment and examinations	<ul style="list-style-type: none"> Measurement of Academic Progress (MAP). Trends in International Mathematics and Science Studies (TIMSS). International Baccalaureate Diploma Programme (IBDP). 												
Accreditation (if applicable)	<ul style="list-style-type: none"> International Baccalaureate Diploma Programme (IBDP). New England Association of Schools and Colleges (NEASC). 												

Major recent changes in the school	<ul style="list-style-type: none">• Expansion work on the additional sports facilities and auditorium.• Accommodating a wider range of special need learners.
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