



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

Directorate of Private Schools & Kindergartens Reviews Review Report

Capital School
Zinj – Capital Governorate
Kingdom of Bahrain

Date of Review: 1-3 October 2018
SP063-C2-R058

Introduction

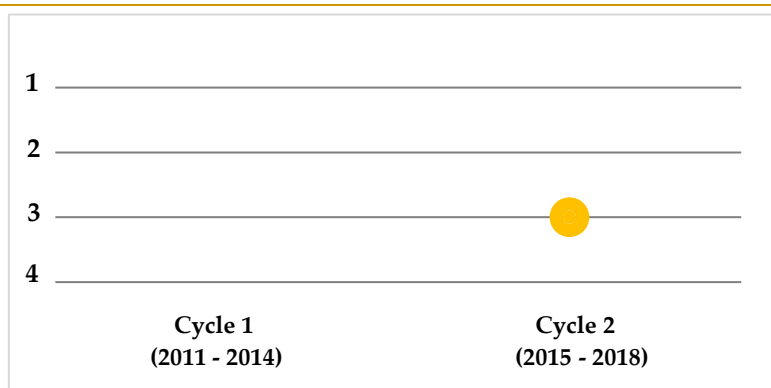
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work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

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	3	-	-	3
	Students' personal development	2	-	-	2
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	3	-	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	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
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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 'Satisfactory'

Judgement justifications

- Students' attainment in Granada Learning (GL) Assessments ranges between above and within the UK National averages in most subjects. However, the proficiency rates are inconsistent, particularly in Key Stage 2.
- In the Arabic internal examinations, students attain high pass rates. However, their standards are below age expectations and they make limited progress in lessons and their written work, particularly in Key Stage 2. Students' standards and progress are satisfactory overall, except for low achievers who progress less.
- Students are respectful and work together harmoniously. The positive personal development and induction programmes enable students to feel safe in the school. Self-evaluation and strategic planning are in place. However, the availability and effectiveness of procedures and monitoring mechanisms are inconsistent.
- The effectiveness of teaching and learning is adequate. The impact of professional development programmes on teachers' performance is inconsistent to enable a focus on effective management of time, nor is the utilisation of assessment results to support students, particularly in their

basic skills in Arabic and extended writing in English.

- The educational support and enrichment opportunities provided are inconsistent

and are not carefully customised to meet students' different needs and interests.

- The school's environment is secure and well-maintained. Parents and students are satisfied with the school.

Main positive features

- Students' harmonious relationships.
- Secure and well-maintained school environment.
- Personal development and new students' induction programmes.

Recommendations

- Ensure that procedures and performance monitoring mechanisms are consistent and effective across the school.
- Monitor the impact of professional development programmes on teaching and learning, focussing on:
 - students' basic skills, especially in Arabic and extended writing skills in English
 - effective management of learning time
 - assessment for learning and using its results to support students of all abilities.
- Further provide targeted academic support and enrichment programmes to better meet students' different needs.

Capacity to improve 'Satisfactory'

Judgement justifications

- The school's performance is adequate as most aspects reviewed are satisfactory, while students' personal development is judged as good.
- Self-evaluation is in place, priorities for development are identified and the strategic plan partially reflects the school's vision and mission statements.
- Procedures and monitoring mechanisms used across the school's stages are not consistent.
- Students' standards and progress are satisfactory overall, though their basic skills in Arabic are a major area for improvement.
- Professional development training is provided but its impact on teachers' performance in the majority of lessons is inconsistent.
- The school faces many challenges, including meeting the requirements of the licensing authority. This has affected staff

turnover rates with one third of the current teachers being newly recruited this year, inconsistent numbers within student cohorts, and delays in

implementing a better range of extracurricular activities.

- The school's judgements in the Self-Evaluation Form 'SEF' do not match with the review team's judgements.

Quality of outcomes

□ Students' academic achievement 'Satisfactory'

Judgement justifications

- Students' attainment in Granada Learning (GL) Assessments is broadly in line with the UK National averages in 2017-2018. In Key Stage 1, the percentages of students attaining Stanine 5 or above in GL Assessments range between 65% in Year 2 mathematics and 80% in Year 1 mathematics. In Key Stage 2, the percentages range between 49% in Year 4 science and 71% in Year 4 mathematics.
- In Key Stage 1, students' proficiency rates range between 40% in Year 2 mathematics and 64% in Year 1 mathematics. In Key Stage 2, the percentages are between 26% in Year 4 science and 56% in Year 6 English.
- In the past two years, students consistently attained high pass rates in the internal examinations in Arabic. In 2017-2018, their proficiency rates ranged between 46% in Year 7 and 75% in Year 6. However, their standards and progress in lessons and written work are below age expectations.
- Students' standards are satisfactory across key stages. The majority of students of different abilities make adequate progress in core subjects in lessons. However, in the less effective lessons, students' progress varies, with low achievers making limited progress due to the insufficient academic support provided to them.
- In English, students' basic language skills are good. They understand new vocabularies and can read text with good fluency and comprehension. However, their extended writing skills are less well developed across the school.
- In Arabic, students' basic language skills are satisfactory in Key Stage 1. They develop adequate skills in writing letters of the alphabet appropriately, according to their occurrence in words. However, in Key Stage 2, students' standards are below age expectations and they make insufficient progress. Students have difficulty in speaking skills and their reading and writing skills are underdeveloped.
- In mathematics, the majority of students have basic arithmetic skills. In Key Stage 1, students identify 2D shapes and can sort and categorise them. In Key Stage 2, they develop adequate skills in doubling numbers. However, students' ability to apply reasoning and problem solving are not sufficiently developed.
- In science, students' standards are as per curriculum expectations. Students in Key Stage 1 describe confidently the life stages of the butterfly and frog. In Key Stage 2, they have a basic understanding of the properties of light reflection. However, their scientific inquiry and experimental skills are less developed.

Areas for improvement

- Students' progress according to their different abilities in core subjects, particularly the low achievers.
- Students' basic skills in Arabic and extended writing skills in English.
- Students' problem solving, reasoning and scientific inquiry skills.

□ Students' personal development 'Good'

Judgement justifications

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| <ul style="list-style-type: none">• Most students are self-confident while they participate in school life, particularly in the better lessons. They express their views freely, participate effectively in activities and take leadership roles through role-plays and presentations. However, the distribution of responsibilities and leadership roles among students are inconsistent, particularly outside lessons, where high achievers dominate activities.• Most students behave well and show a good sense of responsibility and adhere to school rules. They enjoy strong relationships, as noted through their interactions in lessons, recess and assembly.• Programmes are in place to further enhance behaviour, such as 'Star of the Week' and the House Points System.• Despite the diversity in students' cultural backgrounds, most students feel safe and work together in harmony, showing positive attitudes towards others' feelings. The few incidents of | <p>misbehaviour are dealt with appropriately.</p> <ul style="list-style-type: none">• Most students show a good understanding of Bahraini culture and heritage, demonstrated by their participation in celebrations such as the National Day and Gargaon. Educational field trips are organised to sites such as the National Museum and Bait Al-Quran.• Most students attend school regularly and are punctual for most lessons. They are encouraged in many ways, including the 'Weekly Attendance Awards' which are based on records of early attendance and punctuality.• Most students show good communication skills while working together, particularly when expressing opinions, carrying on discussions, exchanging points of view and planning for activities.• Students' ability to learn independently is adequate, particularly in the better lessons, as they write stories in English and conduct research as they work on ICT projects. However, opportunities outside the classroom need further enrichment. |
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Areas for improvement

- Further opportunities for independent learning and taking leadership roles outside classrooms.

Quality of processes

□ Teaching and learning 'Satisfactory'

Judgement justifications

- Teachers use a range of teaching and learning strategies effectively to engage most students. These strategies include discussions, questions and answers, collaborative work, games, storytelling and role play. However, the roles assigned to high achievers are more dominant compared to the opportunities provided to low achievers, consequently limiting the latter's learning and acquisition of skills and knowledge in lessons.
- Teaching and learning strategies are less effective in Arabic lessons, particularly in the upper levels.
- Various educational resources are used well, such as mini and smart boards, worksheets, video clips and objects and shapes, which motivate and positively encourage most students towards learning.
- Lessons are generally orderly, through appropriate management of students' behaviour and logical sequence of activities. However, the majority of lessons are affected by management of learning time due to some teachers' tendency to either allocate insufficient time for demanding activities such as writing, or exceeding the time allocated for certain activities. This affects the achievement of lesson objectives and limits the time allotted to support low achievers.
- In most lessons, encouragement and motivating methods are used well to promote students' active learning, including praise, compliments and clapping.
- In the majority of lessons, various types of assessment are used, such as oral, written, group, and individual assessment. However, using their results to meet the learning needs of all categories of students, particularly those of low achievers, is inconsistent across the school. Moreover, support provided by the support teachers in lessons is an area for improvement.
- A satisfactory amount of classroom activities and homework are assigned to students, with the provision of appropriate feedback especially in English. However, accuracy and regularity of marking is inconsistent.
- Higher order thinking skills such as comparison and contrast are appropriately developed in the majority of lessons, while other skills such as critical thinking are adequately promoted in science and English.
- Differentiation is adequately implemented in the majority of lessons. However, in some lessons and written works, students are not challenged enough, which hinders their ability to better develop their skills, knowledge, and understanding.

Areas for improvement

- Assessment for learning and using its results to effectively support students of all abilities, particularly low achievers.
- Effective use of learning time.
- Differentiation to cater for students' varied learning needs and challenge their abilities in lessons and written work.

□ Students' support and guidance 'Satisfactory'

Judgement justifications

- Students' academic abilities are assessed on entry and a traffic light system of intervention is used. Overall, the majority of students are provided with suitable academic support and their performance is tracked through 'Active Learn' and 'Digital Campus' programmes.
- High achievers and academically gifted students are supported adequately through some extra activities within lessons. Students with learning difficulties are enrolled into an appropriate learning support programme. Non-native speakers of Arabic in Year 2 are offered Arabic classes for one year. However, the educational support and enrichment programmes provided are not sufficiently systematic nor carefully customised to meet the specific needs of all students.
- Students are supported well when facing problems. Effective guidance is provided to enable students to build character and overcome challenges. Talks, activities and awards such as 'Star of the Week' are frequently given based on improvements made in attainment and behaviour.
- Students' experiences are adequately enriched by some internal activities and events, such as 'International Day' and 'Think Pink Day'. Educational field trips are organised to sites such as 'Bait Al Jasra'. However, the current variety and quality of extracurricular activities are areas for improvement since the school is still seeking the licensing body's approval for its plans.
- A safe and healthy environment is well maintained due to thorough risk assessment, maintenance, evacuation drills, and school infirmary services.
- New students settle in easily due to the good induction provided by class teachers and a class-buddy. Students are well prepared for moves between stages as they receive frequent visits from next-stage teachers.
- Students' life skills are adequately promoted through the development of their research and presentation skills. However, students' creativity, problem solving and communication skills in Arabic are less developed.

Areas for improvement

- Systematic and comprehensive educational support and enrichment programmes provided to better meet students' different needs.
- Provision of extracurricular activities to further meet students' different interests and promote their life skills.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Satisfactory'

Judgement justifications

- Self-evaluation processes are in place and most work priorities are identified in line with the British Schools Overseas (BSO) Accreditation Report issued in February 2018. The school's strategic plan reflects its vision and mission statements. However, no action plans are in place as the Vice-Principal and most middle management are relatively new and not yet fully adapting to their roles. There is a clear lack of consistency in the school's procedures and in its monitoring mechanisms across the stages.
- Various challenges encounter the schoolwork including meeting the requirements of the licensing authority. This has affected its current plans, including the implementation of a wider range of extracurricular activities as well as the stability of staff and students' cohorts.
- Teachers' professional competencies are developed through performance management based on class observations and the provision of professional development programmes on topics such as: 'ICT Skills', 'Behaviour Management', 'Planning and Assessment' and 'Phonic Teaching Scheme'. However, since more than one third of teachers are newly recruited this year, the impact of training on performance is inconsistent in the majority of the observed lessons, as are the school's monitoring mechanisms.
- The leadership's motivation of staff is evident through practices such as attempts to strengthen the role of the middle leadership team and showing appreciation on various occasions.
- Leaders and staff communicate regularly and enjoy positive relationships.
- Resources such as interactive white boards are deployed to enhance students' learning. The library is well resourced, and regularly used to enrich learning. There is an observable commitment to a digital future through the introduction of programmes such as 'Active Learn' and 'Digital Campus'.
- All sports facilities are sub-let from the local Ahli Club. Parking and traffic management remains an on-going problem which the school is constantly trying to resolve.
- The 'Capital Mums Committee' (CMC) contributes actively to school life, including suggesting and organising annual activities such as 'International Day' and 'Sports Day'. Students' views are expressed through the elected Students' Council.
- The school enjoys positive links with the community, making good use of available opportunities such as inviting a dentist parent to examine students' teeth and give dental advice. The school participates in the community through fund raising and charity events.

- The Board of Directors maintains control of financial matters and provides support to senior leadership. However, the Board lacks the stability of its members recently to ensure greater accountability and better contribution to the school's future plans.

Areas for improvement

- The consistency of procedures and monitoring mechanisms across school's stages.
- Monitoring the effectiveness of professional development programmes and their impact on teachers' performance.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة العاصمة													
Name of the school (English)	Capital School													
Year of establishment	2014													
Address	Building No 84, Road No 20, Block No 331													
Town / Village / Governorate	Zinj / Capital													
School's Contacts	17008880				Fax		17003330							
School's e-mail	info@capitalschoolbahrain.com													
School's website	www.capitalschoolbahrain.com													
Age range of students	5-11 Years													
Grades (e.g. 1 to 12)	Primary			Middle				High						
	1-6			-				-						
Number of students	Boys	201		Girls	165		Total	366						
Students' social background	Most students are from middle to upper socio-economic backgrounds.													
Classes per year	Key Stages	Key Stage 1		Key Stage 2										
	Year	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	3	4	3	2	1	-	-	-	-	-	-	
Number of administrative staff	15													
Number of teaching staff	27													
Curriculum	British													
Main language(s) of instruction	English													
Principal's tenure in the school	4 Years													
External assessment and examinations	Granada Learning (GL)													
Accreditation (if applicable)	British Schools Overseas (BSO)													
Major recent changes in the school	<ul style="list-style-type: none"> The number of students has doubled. A school Vice-Principal joined in May 2018. The discontinue of Year 7 provision in school. Seven teachers have been recruited in 2018-2019 including the Arabic coordinator. 													