



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Ebenezer Private School
Barbar – Northern Governorate
Kingdom of Bahrain**

Date of Review: 3-5 April 2017

SP042-C2-R037

Introduction

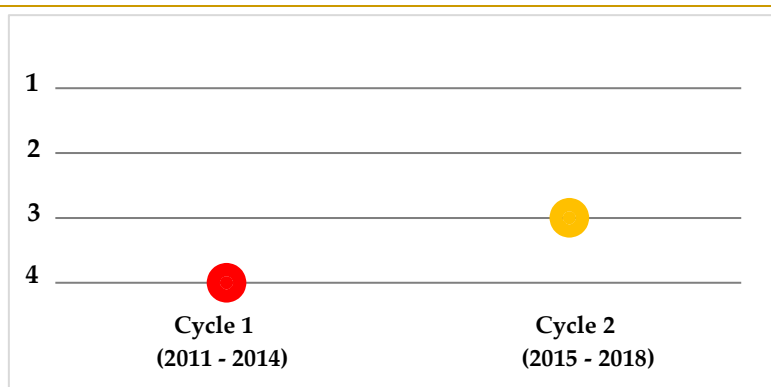
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	3	-	-	3
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

- The school's overall effectiveness has improved to satisfactory due to the general improvement in students' academic achievement, personal development and teaching and learning.
- In internal examinations, most students have consistently attained high pass and proficiency rates in all core subjects. However, these high results only adequately reflected in their performance in lessons and written work.
- Self-evaluation is regularly carried out and the strategic plan is sufficiently focused on improvement. Action planning is in place but its implementation still lacks effective monitoring.
- Teachers' professional development programmes are provided but monitoring the impact of these on students' learning lacks rigor.
- Teachers use adequate range of teaching and learning strategies in the majority of lessons. However, assessment results are inconsistently used to inform teaching. Although differentiation is implemented, it is not always used to meet the needs of all students. Academic support and challenge to students of all abilities to develop their inquiry, investigative and

problem solving skills are areas for improvement.

- Students' learning needs are identified, but support provided to the different categories of students is not systematic enough to meet their diverse needs.
- Students are respectful and have a positive relationship with each other. The majority participate sufficiently in school life whenever opportunities are provided. However, their engagement in lessons is

sometimes limited, particularly in teacher-led lessons.

- Generally, the school's efforts to improve the personal support provided to students are inconsistent to ensure greater improvement in their behaviour.
- Students and staff are provided with a well maintained school environment which reinforces their sense of safety and security.

Main positive features

- The school's policies and procedures, with their impact on provisions and outcomes.
- The well maintained school environment.
- Positive relations between the school's leadership and staff, leading to low turnover rates.

Recommendations

- Ensure the effectiveness of leadership, management and governance through:
 - reviewing action planning to better monitor its implementation and success
 - more rigorous monitoring of the impact of professional development programmes on students' learning.
- Improve the effectiveness of teaching and learning strategies, focusing on:
 - assessment results to better inform teaching
 - differentiation in lessons to meet the needs of all students
 - support and challenge to students of all abilities to develop their inquiry, investigative and problem solving skills.
- Develop a system to maximise the school's current efforts to enhance academic and personal support to students of different needs.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The school has managed to achieve general improvements with an appropriate impact on its provisions and outcomes, since the last review.

- The overall effectiveness has improved to adequate, largely due to the school's strategic planning which is focused on improvement, regular self-evaluation involving all stakeholders plus the positive management of staff.
- The performance of the same cohort of students in internal examinations over the past three years shows that most students are maintaining their high performance.
- Teachers' professional development programmes are provided based on class

observations. However, monitoring the impact of those programmes on students' learning is inconsistent across the school.

- The positive relationship between the school's leadership and staff contributes to their low turnover rates.
- The school has created a senior leadership team by appointing a Vice Principal, an academic coordinator and heads of departments to ensure better monitoring of the school's performance.

Quality of outcomes

□ Students' academic achievement 'Satisfactory'

Judgement justifications

- In the school's internal examinations, most students consistently attain high pass rates and proficiency rates over the last three academic years in most subjects. However, these high standards are only satisfactorily reflected in students' performance in lessons and in their written work.
 - In the BQA National Examinations 2016, the performance of all Grade 6 students in English was well above the national averages, whereas in Arabic it was just above it.
 - In the 2015 TIMSS, the school's score in Grade 4 mathematics was slightly better than it was in science and numeracy, though in all cases the scores were below satisfactory.
 - Across the school and in core subjects, students demonstrate satisfactory standards across all grades in line with their age-related curriculum expectations.
 - Students' listening, speaking and reading skills in both Arabic and English are adequately developed.
 - In Arabic, students demonstrate an age-appropriate grasp of grammatical rules, with secure comprehension skills.
- In English, students use a suitable range of newly taught vocabulary in sentences of their own. However, in writing for purpose, both in Arabic and in English, students' writing skills are inconsistent.
 - Across all grades, students' basic arithmetic skills are secure. They can mentally perform basic arithmetic calculations and simple conversion of units. However, the development of problem-solving skills is in its early stages.
 - In science, students show age-appropriate knowledge and understanding of key scientific concepts. Nonetheless, their inquiry and investigative skills are less secure due to the limited opportunities, both in lessons and in their written work.
 - In lessons, the majority of students are making adequate progress in their knowledge, understanding and skills. However, the progress made by the high achieving students is better, while progress made by the low achieving students is inconsistent due to the limited educational support provided to them.

Areas for improvement

- The progress made by students in lessons and written work, particularly the low achieving students.
- Students' inquiry, investigative and problem-solving skills.
- Students' writing skills in Arabic and English.

□ Students' personal development 'Satisfactory'

Judgement justifications

- The majority of students participate adequately in school life whenever opportunities are provided, particularly in the morning assemblies and school's annual events such as 'World Health Day', 'Sports Day', and the 'Book Fair'. They are provided with some chances to take leadership roles, mainly through the 'Discipline Committee'. In the better lessons, students show self-confidence during class and group discussions. However, their participation is inconsistent, particularly in teacher-led lessons where high achievers show better levels of involvement when compared to other categories of students.
- Students behave appropriately, showing respect to their teachers and fellow students and generally complying with school rules. Nevertheless, there are a few incidents of misbehaviour and disobedience. The school deals with these incidents adequately, leading to students feeling safe and secure.
- Students' show adequate understanding of Bahraini heritage and culture. They participate in various functions such as National Day, religious occasions such as Eid, and trips to historical places like Bahrain Museum. They extend their understanding of Islamic values through respecting the Holy Quran recitation during assembly.
- The majority of students attend school regularly and punctually, with such behaviour being enhanced by some of the school's initiatives such as 'Leave Home Early', where early arrivals are honored and awarded with certificates. Conversely, absentee rates are quite high on days following public holidays.
- In the better lessons, students are encouraged to work independently in making posters, designing charts and creating PowerPoint slides. However, their ability to be responsible for their own learning is less developed in the majority of lessons, mostly due to the overly teacher-centered approach.
- Students enjoy positive relationship with each other. Once they are provided with the right opportunities, particularly in the few better lessons, they negotiate, discuss, communicate well and enjoy working together collaboratively.

Areas for improvement

- Students' effective participation in school life and self-confidence in taking active leadership roles.
- Students working together effectively.
- Students' independent learning skills.

Quality of processes

□ Teaching and learning 'Satisfactory'

Judgement justifications

- Across the school, teachers use an adequate range of teaching and learning strategies to enhance students' learning. In the better lessons, teachers use roleplay and other interactive sessions such as discussions, which enable the majority of students to progress well. However, in a significant minority of lessons, teaching focuses on whole class instruction, mainly emphasising students' factual recall of knowledge rather than understanding.
 - In most lessons, teachers encourage students and motivate them by means of stars, stickers, verbal praise and peer clapping upon task completion. This results in developing interest by the majority of students to participate more actively in those lessons.
 - Resources such as flash cards, models, and audio players are used effectively in the better lessons. However, their use is inconsistent in the less successful lessons. Generally, the integration of technology into teaching is minimal across the school.
 - Most lessons are orderly, as class management is appropriate in terms of behaviour management. On the other hand, a number of lessons across the school are slow paced as activities take too long, which negatively affects the achievement of lessons' objectives. In a few cases, the lessons are too fast paced as teachers move on from one activity to another without adequately ensuring students' comprehension.
- In most lessons, teachers use assessments to test students' understanding, though in the majority of lessons the assessment is mainly oral. In a noticeable number of lessons, assessment results are not sufficiently used to measure individual students' understanding or to inform teaching. Similarly, the written feedback provided in students' work is irregular and not sufficiently informative.
 - In a few lessons, for example in mathematics, teachers use differentiated activity sheets catering for the different abilities of students. However, in a majority of lessons teaching is mostly directed to the middle, with an absence of appropriate differentiation in planning and implementation. Additionally, the support provided to students who are experiencing difficulties during lessons is insufficient.
 - In the better lessons, students are given opportunities to think critically and develop reasoning. For example, in an Arabic lesson students interpret proverbs and share their views. However, these opportunities are too few in the majority of the lessons, with students of different abilities being inconsistently challenged to develop their inquiry, investigative and problem solving skills.

Areas for improvement

- Effective teaching and learning strategies to engage all students.
- Differentiation in planning and implementation.
- Challenge provided to students and development of their higher order thinking skills.
- Use of assessment results to inform teaching and provide support to students of all abilities, particularly students who are experiencing difficulties.

Students' support and guidance 'Satisfactory'

Judgement justifications

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| <ul style="list-style-type: none">• Students' different abilities are identified based on their examinations results and performance in school competitions. However, students of different learning needs receive inconsistent support. Low achieving students, for example, are supported adequately through remedial classes but less academic support is provided to them in lessons. High achievers, on the other hand, are recognised and honoured during morning assembly but little is done to challenge them in lessons. Gifted and talented students still lack provision as their talents are only enhanced during the weekly activity period. Special Educational Needs (SEN) students receive inconsistent support in lessons but they are given extra time during examinations.• Students are adequately supported when facing problems. Some behaviour management programmes are sufficiently implemented and a clear behaviour policy is shared. Moral talks on topics such as 'Friendship', 'Punctuality' and 'Respecting School Rules' are presented. However, support programmes are not | <p>well planned to better enhance students' behaviour.</p> <ul style="list-style-type: none">• Parents are generally kept informed of their children's academic and personal progress through report cards and teacher-parent meetings.• Students are offered a weekly extracurricular activity period to enrich their experiences in areas such as arts, crafts, cookery, and drama. Events such as Mother's Day and Bahrain National Day are celebrated, and competitions such as speech contests, poetry recitation and spelling bees are also offered. Some field trips to local sites such as Al Jasra House, A'ali Pottery and Tasneem Park are arranged. However, the quality and range of school extracurricular activities need to be enhanced.• New students are inducted appropriately, with sufficient orientation procedures being made available to both parents and students including a school tour and games. Students are adequately assisted while transiting between school stages.• Evacuation drills are regularly conducted and suitable health care is provided through the school's clinic. First aid kits, |
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fire extinguishers and security alarms are installed around the school and are well-maintained.

- Life skills are adequately promoted through some leadership roles in the

better lessons, in addition to the Discipline Committee and assembly programmes. However, other life skills such as problem solving, investigative skills and negotiation are inconsistently promoted.

Areas for improvement

- Systematic and comprehensive educational support and enrichment programmes to meet the learning needs of all students.
- Support and guidance programmes to enhance students' positive behaviour.
- Provision of extracurricular activities to meet students' different interests and promote their life skills.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Satisfactory'

Judgement justifications

- The school has a shared vision to empower students to achieve their highest potential. Based on BQA's last review recommendations and regular SWOT analyses involving all stakeholders, the school's strategic plan is sufficiently focused on improving students' personal and academic excellence, parents' participation, and faculty and infrastructure development. Action planning is in place but lacks clear systems and performance criteria to monitor its implementation. The school's text-driven curriculum is reviewed regularly and appropriately sequenced.
- Teachers' professional development programmes are provided, based on class observations conducted by the senior members of the recently created leadership team. These programmes are conducted both internally and externally on topics such as 'Learning Styles and Multiple Intelligences', 'Effective Lesson Planning' and 'Classroom Management'. An exchange class visits programme with another school is also done. However, the monitoring of the impact of these programmes in lessons is inconsistent.
- The staff and school leadership generally enjoy positive relationships, shown during their regular meetings and social gatherings, resulting in low turnover rates of staff.
- Learning resources and facilities such as the science laboratory and information and communication technology (ICT) laboratory are made available to students. One classroom has recently been equipped with ICT support. However, the integration of technology is minimal and the productive utilisation of these resources and facilities to support high quality learning varies considerably.
- The school has developed adequate links with the local community through various visits to local sites such as A'ali Pottery, Tasneem Park and the village seashore at Barbar Village. It also cooperates with the Ministry of Interior in providing a road safety programme and conducting fire and evacuation drills. However, the impact of such links on students' experiences and knowledge is erratic.
- Roles and responsibilities of the school's leadership and the Board of Directors are defined, separated and respected. The Board adequately monitors the school's performance and contributes to strategic decisions and policies. They adequately hold the school's leadership accountable for the school's performance.

Areas for improvement

- School's action planning, with clear systems to monitor its implementation and success.
- Monitoring of the impact of professional development programmes on classroom practices and students' learning.
- Effective use of available facilities and resources, with an impact on students' learning.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة إبنيزر الخاصة													
Name of the school (English)	Ebenezer Private School													
Year of establishment	2006													
Address	Building 180, Road 18, Block 506, P.B. No. 82099													
Town / Village / Governorate	Barbar / Northern													
School's Contacts	17404118				Fax				17404236					
School's e-mail	info@ebenezerprivateschool.org													
School's website	www.ebenezerprivateschool.org													
Age range of students	6-12 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				-				-					
Number of students	Boys		147		Girls		132		Total		279			
Students' social background	Most students come from middle class families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	3	2	2	1	1	-	-	-	-	-	-	
Number of administrative staff	8													
Number of teaching staff	24 teachers, 3 assistant teachers													
Curriculum	British Curriculum													
Main language(s) of instruction	English and Arabic													
Principal's tenure in the school	7 years													
External assessment and examinations	Trends in International Mathematics and Science Study (TIMSS) and BQA national examinations 2016													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> • Appointment of a Vice-Principal in 2015-2016. • Installation of CCTV and Smart Board. 													