



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

# **Directorate of Private Schools & Kindergartens Reviews Review Report**

**Multinational School – Bahrain  
Adliya – Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 4-6 December 2018  
SP067-C2-R062**

## Introduction

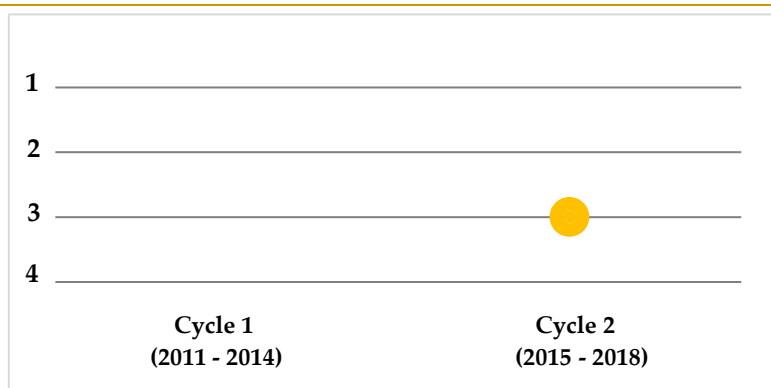
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	2	3	3	3
	Students' personal development	2	2	3	2
Quality of processes	Teaching and learning	2	3	3	3
	Students' support and guidance	2	2	3	2
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 review cycles.



<b>1</b> Outstanding	<b>2</b> Good	<b>3</b> Satisfactory	<b>4</b> Inadequate
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## School Report

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### 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 internal examinations is high in Primary School but inconsistent in Middle and High Schools. Proficiency rates are inconsistent, particularly in Middle and High Schools.
- Students' attainment in external examinations is inconsistent, particularly in Middle and High Schools.
- Most students are confident and participate enthusiastically in school life. They behave well, maintain good relationships, work with others well and attend school regularly, but their ability to work independently is less developed.
- The majority of Primary School teachers use effective teaching strategies, utilise a range of resources and manage their lessons well. However, the use of assessment to meet students' learning needs, particularly for low achievers, differentiation and challenge are inconsistent in Middle and High Schools.
- Effective educational support is provided to the diverse population of students and their different educational needs, particularly in Primary and Middle Schools. This is achieved through rigorous support and enrichment programmes, as

well as monitoring and meeting students' special educational needs.

- Strategic and operational plans are based on self-evaluation by the stakeholders, focusing on improving overall students' achievement. However, the impact on students' achievement and teaching and

learning is only adequate, and monitoring procedures are not well focused on specific improvement priorities in students' academic achievement.

- Students and parents are satisfied with the school.

## **Main positive features**

- Students' confidence and enthusiastic participation in school life, particularly in Primary and Middle Schools.
- The support programmes for students, particularly those with special educational needs.
- Students' positive behaviour and their feeling safe and secure at the school.

## **Recommendations**

- Develop the quality of leadership, management and governance by:
  - more rigorous monitoring of the school's procedures to inform improvement planning, with a greater focus on academic achievement
  - systematic follow-up of the impact of professional development programmes on teachers' performance in lessons.
- Raise students' standards in core subjects in Middle and High Schools.
- Improve the quality of teaching and learning in Middle and High Schools by implementing:
  - more effective teaching and learning strategies
  - assessment for learning to meet students' different learning needs, particularly low achievers
  - differentiation and challenge to meet different learning needs.

## **□ Capacity to improve 'Satisfactory'**

### **Judgement justifications**

- Students' attainment and progress is high in Primary School, but inconsistent in the majority of core subjects in Middle and High Schools.
- Although teaching and learning are effective in Primary School, they are inconsistent in Middle and High Schools, particularly in terms of management of

learning time, differentiation and challenge to develop students' skills and meet their learning needs.

- Most students participate in school life enthusiastically and are confident, particularly in the Primary and Middle Schools. They behave well and feel safe and secure.
- Effective and comprehensive academic and personal support is provided to most students in an inclusive environment through a range of learning enrichment

programmes and extracurricular activities which meet their needs. However, this is less developed in High School.

- The school's strategic plan is based on self-evaluation which adequately affects students' attainment and teacher development, particularly in the Primary School. However, impact is inconsistent in the other schools and monitoring of plans is inconsistent.

## Quality of outcomes

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### □ Students' academic achievement 'Satisfactory'

#### Judgement justifications

- Primary School students achieved high pass rates in the 2017-2018 internal examinations, with rates ranging between 81% in Year 3 English and 100% in Year 2 Arabic. Pass rates in the Middle and High Schools were inconsistent, ranging between 73% in English Year 7 and science Year 8 and 100% in Arabic and English Year 6 and Arabic Year 8 in Middle School, and between 77% in biology and 100% in Arabic and English in Year 9 in High School.
  - Proficiency rates in internal examinations are inconsistent across the school, being better in Primary School but ranging between 24% in English Year 8 and 76% in English Year 6 in Middle School. In High School, they range between 23% in physics and chemistry and 45% in English.
  - In 2018, the attainment and progress of students in PAT (Progressive Achievement Test) in reading comprehension and mathematics were inconsistent. Percentages of students in Stanine 5 or above is high in Year 1, being 88% in mathematics and reading. However, the percentages are low in all other grades, being below 75%.
  - In the 2018 Year 10 IGCSE (International General Certificate for Secondary School), the percentages of students attaining A\* to C ranged between 44% in business studies and 100% in Arabic and biology.
  - The proficiency rates are inconsistent. Percentages of students attaining A\* to B
- are high, being above 40% in English as a first language, English literature and mathematics (Edexcel). However, the percentages are low, in physics, chemistry, combined science and art and design being below 30%.
- Comparing the IGCSE results in 2017 and 2018, shows improvement in Arabic, biology, geography, global, ICT, English literature and business studies.
  - Tracking data of the same cohort over two years in internal examinations shows that students across the school are progressing in their academic performance in core subjects in Primary School. However, the results decline in English and science in Middle and High Schools.
  - In Primary School, the majority of students achieve above their expected level in mathematical operations such as multiplication and identifying 3D shapes and in scientific concepts such as understanding symbiotic relationships. Their oral and written skills in English are good; however, their spoken and written Arabic skills are only satisfactory.
  - Middle School students have satisfactory standards in acquiring scientific concepts such as global warming, and arithmetic skills such as expanding equations. However, their English reading and writing skills are better, especially in English as a first language.
  - High School students have good basic skills in English, while their mathematical skills and scientific concepts are

satisfactory. Their Arabic reading skills are less developed.

- In general, students in Middle and High Schools make satisfactory progress in the majority of the core subject lessons and in their written work, while Primary School students make better progress.
- Outstanding and EAL (English as Additional Language) students achieve good progress in lessons and school programmes. However, the progress of

low achievers is less, especially in High School.

- The majority of students' written work throughout the school is of satisfactory standards and progress, with the exception of English written work which shows better standards and progress, while mathematics in High School is weak.

### Areas for improvement

- Students' attainment in the majority of core subjects in Middle and High Schools.
- Progress achieved by the low achievers in the less effective lessons, especially in High School.

### □ Students' personal development 'Good'

### Judgement justifications

- Most students in Primary and Middle Schools participate in school life with great enthusiasm and have high self-confidence in and out of lessons. They are highly motivated and show initiative in taking leadership roles and volunteering for tasks. They interact well in the morning assembly, during recess and in Students' Council activities such as celebrating National Day and Peace Day. However, the participation of High School students is less.
- Students feel safe and secure and behave well, are committed to the school rules, and have great respect for their teachers and classmates. There is great harmony and cooperation between them. Behavioral problems are rare due to the

effective implementations of enhanced conduct and discipline projects such as 'Star of the Week' and 'Stay Smart', thus contributing to an atmosphere of harmony and respect.

- Students show good understanding of Bahraini heritage, commitment to human and Islamic values and celebrate the cultural diversity of the student population. They donate food and clothing to local charities and make donations to Ramadan Break the fasting Table. They participate in activities that promote national pride and Islamic values, such as 'National Day', 'Read, Recite Enhance', the Quran memorisation contest, and field visits to Bahrain's

heritage and civilization sites such as Bahrain Museum.

- Most students attend school regularly and punctually. Cases of lateness to lessons are rare due to effective programmes like 'Palace of Perfect Attendance' and 'Line up Trophy', which positively improve students' attendance.
- The majority of students show adequate independent learning skills, particularly in Primary School due to the opportunities provided such as locating three-dimensional shapes in the school

environment, conducting simple research, and performing in artistic and cultural events.

- Most students work and communicate together well. They have a great ability to interact, listen to each other, negotiate and justify when working in groups as they take different roles of speaker and reader in class and school activities, and support their colleagues through the Students' Council.

### **Areas for improvement**

- Students' independent learning skills and assumption of leadership roles in High School.



## Quality of processes

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### □ Teaching and learning 'Satisfactory'

#### Judgement justifications

- In Primary School, the teachers apply effective student-centred teaching and learning strategies such as brainstorming, hands on activities, role-play and think-pair-share. Resources are well utilised such as the white board, videos, and models. However, the impact of these strategies and resources is inconsistent in the majority of the lessons in Middle and High Schools. In the majority of lessons, curricular links are age appropriate and suitable to students' interests, such as links to social skills and environmental issues.
  - Teachers engage students by establishing positive rapport and relationships with them. Lessons are well-planned and structured through sharing objectives and effective activities allocation, which helps in managing lessons well. However, time is not sufficiently well utilised in the majority of lessons, with slow pace or fast transition of activities, mostly in Middle and High Schools.
  - Teachers encourage and motivate students regularly with varied and age-appropriate methods which attract students' attention towards learning. Teachers regularly provide positive reinforcement with praise and sufficient opportunities for students to give short presentations to discuss their views and opinions in lessons, which raises their enthusiastic participation.
  - Assessment for learning is adequate in the majority of lessons, with a focus on oral assessment for the whole class.
- Differentiated individual written assessment is used effectively to measure student's learning in the better lessons, particularly in Primary School. However, the effective use of assessment results to inform teaching and to provide support to the different groups of students, especially to low achievers, is inconsistent, adversely affecting their progress, particularly in High School.
- Students' understanding, and skills are consolidated with homework which is regularly and accurately assessed. However, feedback provided to students and differentiated tasks are irregular.
  - Teachers mainly support the whole class orally and move around the groups asking questions and guiding students. The role of the teaching assistant is more effective in supporting students, particularly those with special educational needs.
  - Effective opportunities are provided to develop students' higher order thinking skills in Primary School, as students analyse texts in English lessons, explain charts and shapes in mathematics, and brainstorm and think critically during science lessons. However, these opportunities are inconsistent in Middle and High Schools.
  - Positive support and challenge are provided to most students in Primary School, but are inconsistent in Middle and High Schools despite reference to differentiation in teachers' plans.

## Areas for improvement

- Assessment for learning and using its results to inform teaching and support low achievers in Middle and High Schools.
- Providing sufficient opportunities to develop higher order thinking skills in Middle and High Schools.
- Implementing differentiation to meet students' different learning needs and to challenge their abilities, particularly in High School.

## □ Students' support and guidance 'Good'

### Judgement justifications

- The school provides effective, comprehensive and rigorous support and enrichment programmes as well as monitoring students' progress. Academic enrichment support sessions are provided to outstanding students to develop their analytical thinking and reasoning skills.
- Talented and gifted students join clubs and work effectively on 'Assessment and Qualification Alliance' (AQA) projects. Effective Learning Enrichment Assistance (LEA) sessions are provided to all students to develop their confidence, resilience, socialisation and independent learning skills.
- Effective learning assistance is provided in all subjects for Primary School students. Non-native speakers of English get English Additional Language assistance (EAL). Students in Middle School have weekly remedial classes in English and mathematics. However, support provided to High School students is inconsistent.
- Students' personal needs are met well. Students with special health needs are supported by the school staff. Several behavioural problems are sensitively approached and resolved through case studies and support. Effective personal development programmes and projects are implemented, for example 'Cleanliness Week' and 'Anti Bullying Week'.
- The range of extracurricular activities and programmes develop students' experiences well. Students contribute positively through planning and organising school events such as the morning assembly, science fair, food technology fair, personal projects, progressive presentations and 'Multinational Day'.
- The school provides a safe and healthy environment, regularly assesses risks, and maintains the safety and cleanliness of its facilities well. Fire evacuation drills are conducted, and fire extinguishers are regularly checked. The canteen provides fresh and healthy food and the school nurse provides health services and care to all students.
- New students are inducted well through meetings alongside parents which introduce them to the school staff and facilities. They are prepared for the next stages through lectures, and the school

invites representatives from destination schools such as St. Christopher to inform them on their future choices.

- Special Educational Needs (SEN) students, such as those with autism, are supported closely through inclusion in lessons, and are monitored by support teachers and through one-on-one sessions providing continuous and effective support in most lessons. They are included in the 'ASDAN vocational programmes', which positively impacts

their progress. Facilities are modified and equipped to meet the needs of students with physical disabilities.

- The school promotes life skills in a variety of ways in the Primary and Middle Schools, through productive tasks such as designing spreadsheets, 3D shapes and recycling projects. However, this is less evident in High School.

### **Areas for improvement**

- Meeting the learning needs of students in High School.
- Promoting students' life skills in High School.

## Quality assurance of outcomes and processes

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### □ Leadership, management and governance ‘Satisfactory’

#### Judgement justifications

- The school has a four-year strategic plan which is based on the school’s self-evaluation, which incorporates students’ and parents’ suggestions. However, procedures in place do not effectively focus on measuring students’ achievement and learning rigorously, as they are not well focused on specific areas of students’ academic achievement.
- The 2018-2019 departmental operational plans are adequately developed for the different schools. Whilst the Arabic department’s plan is sufficiently detailed, the strategic and operational plans of other departments are inconsistent in terms of clear actions, timeframes and key performance indicators. Thus, the impact of these plans in evaluating performance as well as students’ achievement and teaching and learning is adequate.
- The school leadership manages staff adequately through an appraisal system. The senior leadership team conducts regular class observations and provides adequate feedback to teachers. Teachers reflect on their performance and are involved in peer observations.
- Teachers attend in-house and external professional development workshops on topics such as ‘Classroom Management’, and ‘Differentiated Learning’. However, monitoring the impact of professional development programmes on teachers’ performance in lessons is not rigorous, particularly in Middle and High Schools.
- Relationships between staff and senior leadership are positive. Monthly meetings are held to discuss overall school improvement. Teachers are encouraged appropriately with appreciation certificates for perfect attendance. However, the staff turnover rate is high, reaching 25% in the last academic year.
- The school uses its buildings and facilities adequately. The campus is equipped with computer and science labs, library and a music room. However, the utilisation of learning resources in lessons is inconsistent, particularly in the Middle and High Schools. Deployment of the majority of staff is appropriate, while assistant teachers’ deployment is effective in most lessons.
- The school has developed good links with local communities, such as charity services to the animal welfare centre and Al Rashid Autism Youth Club, visits to local places such as Al-Areen Wildlife Park and the Mad Science Centres. Students are also involved in awareness campaigns such as Down Syndrome and Autism Week, and the ‘Shoebox Campaign’ aiming to provide food and clothing for the needy. These links positively affect students’ personal development.

- The Board of Directors is aware of the school's needs and provides support in financial matters. However, the Board does not efficiently hold the leadership accountable or provide strategic direction for school improvement.

### **Areas for improvement**

- School's strategic and operational plans, with clear actions, time frames and key performance indicators.
- Rigorous follow-up and monitoring of the impact of professional development programmes on teachers' performance in lessons, particularly in the Middle and High Schools.
- The contribution of the Board of Directors in providing strategic direction and holding the leadership accountable for the school's performance.

## Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة مالتي ناشونال													
Name of the school (English)	Multinational School – Bahrain													
Year of establishment	2013													
Address	Building 850, Road 3828, Block 338													
Town / Village / Governorate	Adliya / Capital													
School's Contacts	17711444				Fax				17600299					
School's e-mail	info@mns-bahrain.com													
School's website	www.mns-bahrain.com													
Age range of students	5-15 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				6-8				9-10					
Number of students	Boys		276		Girls		172		Total		448			
Students' social background	Most students are from middle to upper income families													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		4	3	3	3	3	2	2	2	2	2	-	-
Number of administrative staff	12													
Number of teaching staff	46													
Curriculum	Western Australian from Year 1 – Year 8 Cambridge International Curriculum from Year 9 – Year 10													
Main language(s) of instruction	English and Arabic													
Principal's tenure in the school	One year													
External assessment and examinations	PAT (Progressive Achievement Test); CAT4 (Cognitive Ability Test); IGCSE (International General Certificate of Secondary Education); Citizenship National Exams (Year 4 – Year 10).													
Accreditation (if applicable)	CIE (Cambridge International Examination) and Pearson Edexcel													

<b>Major recent changes in the school</b>	<ul style="list-style-type: none"><li>• New appointments in 2018-2019 academic year:<ul style="list-style-type: none"><li>– A Vice Principal for Middle School and an acting Vice Principal for High School</li><li>– 6 teaching staff, including 2 class teachers and 1 English teacher, and 3 for learning support.</li></ul></li></ul>
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