



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

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

**New Generation Private School  
Juffair – Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 6-8 February 2023  
SP065-C3-R032**

## Introduction

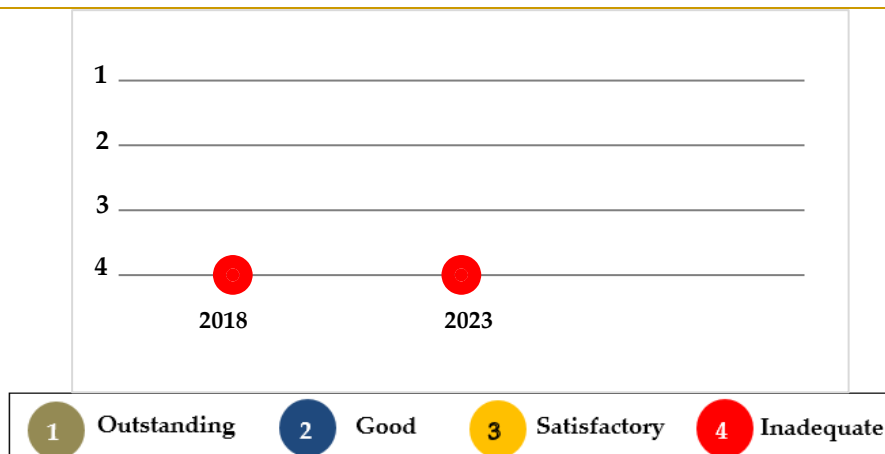
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works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

<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	Academic achievement	4	4	-	4
	Personal development and social responsibility	3	3	-	3
Quality of processes	Teaching, learning and assessment	4	4	-	4
	Empowerment and meeting special needs	3	3	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	4	4	-	4
Capacity to improve		4			
The school's overall effectiveness		4			

The chart demonstrates the school's overall effectiveness throughout the last three reviews.



## School Report

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### □ School's overall effectiveness 'Inadequate'

#### Judgement justifications

- Students' achievement is inadequate, particularly in Arabic due to weak standards and in mathematics due to ineffective teaching.
  - Students across the school behave appropriately, and their commitment to citizenship values is adequate. They participate in extracurricular activities and the majority demonstrate adequate self-confidence, particularly in activities outside lessons.
  - The quality of teaching, learning, and assessment is inadequate. This is mainly due to weak time management, ineffective use of strategies and the inefficient use of assessment to support students.
  - The school has taken initiatives towards improvement, particularly in
- the support provision outside lessons, which positively impacted students' personal development and their academic standards.
- The school's self-evaluation is not rigorous enough to specify areas for improvement related to students' academic achievement in Arabic and in teaching and learning across the school. Its action plans lack having specific objectives and clear performance indicators.
  - Teachers' training needs are identified, and some professional training workshops are provided. However, the impact of that on teaching practices is inconsistent, particularly in Arabic and lower Primary mathematics.

#### Main positive features

- Students' positive behaviour and their participation in extracurricular activities.
- The school's initiatives taken towards improvement that impacted students' personal development and support provided to them outside lessons.

#### Recommendations

- Raise students' academic standards in Arabic across the school.
- Improve the effectiveness of leadership, management, and governance by:
  - implementing rigorous self-evaluation to identify improvement areas related to students' academic achievement in Arabic and in teaching and learning, across the school

- upgrading the quality and accountability of the existing strategic and action plans and cascading priorities for improvement down to departmental action plans, with specific objectives and clear performance indicators.
- Monitoring the impact of Professional development programmes to improve teaching and learning practices by:
  - implementing effective strategies that engage students in learning and develop their academic and personal skills
  - using assessment results to challenge students' different abilities and provide support, particularly to low achieving students
  - managing learning time productively.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

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|---|---|
| <ul style="list-style-type: none"> <li>• The school has improved in 'Personal development and social responsibility' and 'Empowerment and meeting special needs' aspects since the last review, however, it still maintains its inadequate judgement in the remaining aspects as well as the overall effectiveness.</li> <li>• The school's judgments in the Self-Evaluation Form (SEF) are higher than that reached by the review team by one point in 'Personal development and social responsibility' and 'Empowerment and meeting special needs' aspects and by two points in all the other aspects.</li> </ul> | <ul style="list-style-type: none"> <li>• The school self-evaluation is not accurate nor rigorous and its strategic and action plans are not updated based on the improvement areas.</li> <li>• Teaching and learning are ineffective in a significant number of lessons and students' standards are weak in Arabic across the school.</li> <li>• The main challenges facing the school are the high teachers' turnover and students' weak standards in Arabic across the school.</li> </ul> |
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## Quality of outcomes

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### □ Academic achievement 'Inadequate'

#### Judgement justifications

- Students' pass rates are high in the 2021-2022 internal examinations. In Primary School, the percentages range between 87% in Grade 5 English and 98% in Grade 1 English and science, Grade 2 English and Grade 3 mathematics. In Middle School, pass percentages range between 91% in English and 98% in science in Grade 6. Students' proficiency rates vary. In Primary School, proficiency rates range between 37% in Grade 2 Arabic and 88% in mathematics in the same grade. In Middle School, proficiency rates range between 45% in English and 51% in mathematics and Arabic in Grade 6.
- The school has no reliable data for tracking students' pass rates over the past three years.
- Across the school, the majority of students' standards in core subjects are in line with curriculum expectations, except for Arabic, which is below.
- Students' standards, progress and language skills are weak in Arabic across the school. Their skills in reading comprehension, analysing poems, and using grammar are inadequate in both Primary and Middle Schools.
- In English, students' listening, speaking, and reading skills are adequate. For example, using comparative adjectives in Primary School. However, their progress in reading comprehension varies, particularly in the Middle School due to inconsistent teaching practices.
- In mathematics, students' standards and skills are as curriculum expectations. However, students' progress in lessons and written work is inconsistent. For example, while majority of students could convert units of measurements, they have difficulties in measuring length of objects in the lower Primary.
- In science, students across the school show age-appropriate standards, understanding of scientific concepts and progress adequately in lessons. For example, students develop adequate understanding of conditions for seed germination in Primary School, and experimentally learn properties of electromagnetism in Middle School.
- In the better lessons and written work, high achieving and average students' progress adequately, however, the less able students make limited progress, particularly in Arabic and in lower Primary mathematics due to ineffective support offered.
- Learning skills such as working independently, critical thinking and research skills are below expectations for most students, due to insufficient attention to develop these skills in a significant number of lessons.

## Areas for improvement

- Students' standards and basic language skills in Arabic across the school.
- Students' progress in lessons and written work, particularly low achieving students.
- Students' development of learning skills.

## □ Personal development & social responsibility 'Satisfactory'

### Judgement justifications

- Students are self-disciplined and show respect for each other and their teachers. Behavioural incidents are minimal, which creates a sense of safety and security among students. However, some students are not punctual in attending school on time.
  - Students have an adequate awareness of Bahrain's culture and heritage, and they showcase this by celebrating and creating a fingerprint map of Bahrain on National Day. They also embrace local and global citizenship values through participating in United Nations' Days such as 'International Poverty Day' and 'Children's Day'.
  - Students show appropriate enthusiasm while participating in school activities and clubs such as 'Boy Scouts', 'English Reading', 'Robotics' and 'Volleyball' clubs. The 'Students' Council' is active in promoting positive change such as introducing the 'Recycling Project'.
  - In the better lessons, the majority of students work independently and take the responsibility for their own learning; however, in the less effective lessons, leadership roles are limited, and students' self-confidence is not sufficiently developed.
- Students work together adequately to establish relationships such as aiding a labour camp after the pandemic and participating in writing projects about refugee camps. The majority of students work in harmony in class activities; however, their communication skills, contribution to others' learning and building on each other's ideas are less effectively developed in some lessons, as opportunities to work together are few and sometimes group work is dominated by the more able students.
  - Students show interest in their physical health and maintaining the school environment. They participate in health and environmental events like 'Water Day' and 'Healthy Breakfast Day', in addition to participating in 'One Heart Bahrain', a charitable drive to provide food for those in need.
  - Some students participate in competitions and secure first places such as the 'BrainoBrain' mental mathematics and 'Inter-school's Chemistry' competitions. However, in lessons, students' ability to compete and innovate is insufficiently developed.

## **Areas for improvement**

- Self-confidence and communication skills of some students, particularly in the less effective lessons.
- Some students' punctuality in attending school on time.
- Students' ability to compete and innovate, particularly in lessons.

## Quality of processes

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### □ Teaching, learning & assessment 'Inadequate'

#### Judgement justifications

- In the better lessons, teachers implement appropriate strategies such as question for learning, discussion, group work, and experimentation. However, in a significant number of lessons, particularly in Arabic and lower grades mathematics, although teachers use similar strategies, they do not ensure students' active participation, which adversely affected their engagement and progress. Resources including worksheets and presentations are adequately used in the better lessons, particularly in science and English.
- Generally, planning for lessons is in line with curriculum expectations, except for Arabic. Lessons usually start on time with introductory activities, and teachers manage students' behaviour appropriately. However, the use of learning time is ineffective in a significant number of lessons, which affects the completion of tasks and plenary.
- Assessment is mostly individual either verbal or written using worksheets. However, the effectiveness is limited, particularly for the low achieving students due to the insufficient support and feedback provided. In Arabic, assessment for learning is below curriculum expectation, focusing on low order thinking skills such as naming the national event as opposed to literary analysis of the given poem in Middle School. In mathematics, although assessment is within curriculum expectations, most students face difficulty in some lessons due to the insufficient feedback and support provided. Additionally, correction and follow-up on students' written work is inconsistent.
- In very few lessons teaching focuses on challenging students to develop their higher order thinking skills, however, in most lessons, students do not respond to challenging question like 'What happens to a person with no home?' in Grade 3 Arabic or 'Why do boats float?' in Primary School science.
- Use of technology in lessons is mainly limited to teachers' presentations which hinders students' development of technological skills.
- Although differentiated activities are planned for the three categories of students i.e. 'Champions', 'Stars and 'Challenge', the implementation in lessons is ineffective, with better impact in science and English; while in other subjects, the impact on students' progress according to their ability is affected, due to the lack of support and the provided tasks not matching to their abilities.



## Areas for improvement

- Use of effective strategies that engage students in learning and develop their academic and personal skills.
- Use of assessment methods to challenge students' different abilities and provide support, particularly to low achieving students.
- Productive use of learning time.

## □ Empowerment & meeting special needs 'Satisfactory'

### Judgement justifications

- The school conducts regular assessments in core subjects, such as diagnostic tests, periodic unit tests and summative assessments as well as tracks and monitors students' progress. 'Individual Learning Plans' (ILP) are prepared, and weekly remedial lessons are offered for low achieving students, the impact is measured as 'Adding Value' which is reflected on students' adequate standards in most core subjects. However, the support offered to improve their Arabic language skills is ineffective.
- High achieving students are provided adequate opportunities to participate in competitions and activities such as 'Mental Maths', 'Science Contest' and 'Spelling Bee'. Non-native speakers of Arabic are supported through an amended curriculum with the necessary translation based on their levels and needs.
- The school adequately meets students' personal needs such as waving school fees for those in need, and counselling students when they face problems. Positive behaviour management programmes are in place such as 'ClassDojo' and they are regularly followed-up. Awareness sessions and activities such as 'Anti-Bullying Campaign', 'Movie Evenings' and after school clubs are conducted to promote positive behaviour and develop social skills. However, the schools' procedure to ensure students' punctuality in arriving at school is less rigorous.
- An adequate range of extracurricular activities is provided to enrich students' experiences and talents. These include 'Thriving Thursday' activities, and regular field trips such as to the 'National Museum' and 'Al Fateh Mosque'. Orientation days are conducted for new students to familiarise them with school's environment, policies, and activities.
- The school ensures a safe learning environment by appropriately maintaining its facilities, conducting regular fire drills and monitoring arrival and dismissal procedures. To promote healthy lifestyles, regular awareness activities are conducted such as 'Diabetes Awareness Week' and 'Walk for a Cause'.

## **Areas for improvement**

- Academic support provided to develop students' skills in Arabic.
- More rigorous procedures to ensure students' punctuality in attending school.

## Quality assurance of outcomes and processes

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### □ Leadership, management and governance 'Inadequate'

#### Judgement justifications

- The school implements self-evaluation which involves key stakeholders. This includes surveys of parents and staff, previous BQA review report, and Council of British International Schools (COBIS) compliance report. However, the self-evaluation is not sufficiently rigorous to identify improvement areas related to students' standards in Arabic and in teaching and learning, particularly in Arabic and lower Primary mathematics.
- The school's three-year strategic plan aims for general school improvement but does not specify the current priorities. Departmental action plans are not consistently aligned to the strategic plan with specific objectives or clear performance indicators. The impact of those plans is not rigorously monitored to enhance teaching.
- The school's initiatives taken towards improvement impacted positively on students' personal development and support provided to them outside lessons. The curriculum is reviewed, grade level competencies are considered in lessons and assessments, except for Arabic which is below.
- There is a significant mismatch between the school's judgements in the Self-Evaluation Form (SEF), and that reached by the review team.
- Teachers' training needs are identified through self-reflection, lesson observations, and walk-throughs. Professional training workshops are provided on topics such as '21st Century Skills', 'ClassDojo', and the 'Six Thinking Hats Strategy'. However, the effectiveness of these sessions on teaching practices is inconsistent, which affects students' academic progress, particularly in Arabic and lower Primary mathematics.
- Relations between staff and school's leadership are positive. The initiatives taken towards improvement in the school aspects such as the addition of English writing sessions and the adoption of the Singaporean curriculum for mathematics are supported by staff. An open-door policy, appreciation for perfect attendance, monetary incentives are some of the procedures adopted to motivate staff.
- The school utilises its available resources and facilities such as science laboratories, learning resource centre and volleyball fields to accommodate students' needs.
- The school communicates well with parents through various means such as 'ClassDojo', weekly newsletters and surveys, and seeks their opinions and responds to suggestions, such as providing more outdoor activities for students. Adequate links are maintained with the local community, such as students participating in art competitions

and football tournament with local schools in Bahrain.

- The school governors meet regularly to discuss school's main activities. The

chairman of Board provides general guidance to the school's senior leadership while holding the director accountable for the school's overall performance.

### **Areas for improvement**

- The rigorousness of the school's self-evaluation to identify improvement areas related to students' standards in Arabic and in teaching and learning.
- The quality and accountability of the strategic and departmental action plans, with specific objectives and clear performance indicators.
- The impact of Professional development programmes on teaching and learning practices.

## Appendix 1: Characteristics of the school

Name of the school (Arabic)	الجيل الجديد الخاصة														
Name of the school (English)	New Generation Private														
Year of establishment	2016/2017														
Address	Building 1421, Road 4126, Block 341, P.O. Box 11614														
City/ Town / Governorate	Juffair - Capital Governorate														
School's telephone	77235000	17235000				Fax				77035668					
School's e-mail	info@ngisbahrain.com														
School's website	ngisbahrain.com														
Age range of students	6-12														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1-5				6-7				-						
Number of Students	Boys	133				Girls	105				Total	238			
Students' social/ economical background	Students come from average-income families.														
Classes per grade in Primary and Intermediate Stages	Grade	1	2	3	4	5	6	7	8	9	10	11	12		
	Classes	3	2	2	2	2	1	1	-	-	-	-	-		
Number of administrative staff	9														
Number of teaching staff	29														
Curriculum	British Curriculum for English and science, Singapore Curriculum for mathematics, and Bahrain Ministry of Education curriculum for Arabic.														
Main language(s) of instruction	English & Arabic														
External assessment and examinations	-														
Accreditation (if applicable)	Council of British International Schools (COBIS)														
Major recent changes in the school	<ul style="list-style-type: none"> <li>• In the academic year 2022-2023, major changes are: <ul style="list-style-type: none"> <li>- promoting the Vice Principal to the position of Acting Principal</li> </ul> </li> </ul>														

	<ul style="list-style-type: none"><li>- assigning of two coordinators for the lower and higher sections</li><li>- investing in shaded court with artificial grass carpet and upgrading internet facility.</li></ul>
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