



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**New Millennium School
Manama – Capital Governorate
Kingdom of Bahrain**

Date of Review: 22-24 May 2023
SP039-C3-R034

Introduction

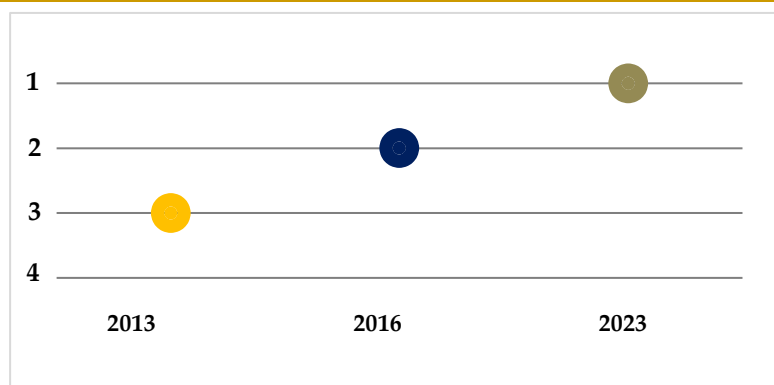
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of ten reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works 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	1	2	1	1
	Personal development and social responsibility	1	1	1	1
Quality of processes	Teaching, learning and assessment	1	2	1	1
	Empowerment and meeting special needs	1	1	1	1
Quality assurance of outcomes and processes	Leadership, management and governance	1	2	1	1
Capacity to improve		1			
The school's overall effectiveness		1			

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



School Report

□ School's overall effectiveness 'Outstanding'

Judgement justifications

- Self-evaluation and strategic planning processes are rigorous and focus on fulfilling the school's vision and mission through identification of improvement priorities. Leaders and staff communicate exceptionally well with a genuine commitment to collaborative teamwork.
 - Students' attainment in internal and external examinations is exceptional, and standards and progress in lessons and written work are outstanding overall. This is highly supported by dedicated academic and enrichment programmes on offer for students.
 - Students' behaviour is exemplary and they show great confidence and enthusiasm when participating in a diverse range of extracurricular activities and competitions that considerably broaden their experiences, interests and talents. They are self-driven, and passionately embrace citizenship values.
- The school provides ample opportunities for targeted professional development which resulted in the implementation of highly effective, student-centred teaching and learning strategies and resources in lessons.
 - The school successfully promotes students' learning with a strong focus on continuous assessment to ensure students' acquisition of knowledge and development of higher order thinking skill. However, in the less effective lessons, particularly in Middle School, management of learning time and use of assessment results to further challenge students and provide support to low achievers are less effectively implemented and monitored.

Main positive features

- The school's commitment to collaborative teamwork and rigorous self-evaluation processes to identify improvement priorities, which are clearly reflected in the school's planning to fulfil its vision and mission.
- Students' outstanding standards and learning skills and their exceptional attainment in internal and external examinations, which are highly supported by dedicated academic and enrichment programmes.
- Students' exemplary behaviour, their passionate embracement of citizenship values and their enthusiastic participation in a diverse range of extracurricular activities and competitions.

- The implementation of highly effective teaching and learning strategies and resources coupled with continuous use of assessment for learning to ensure students' acquisition of knowledge and development of higher order thinking skill.

Recommendations

- Further follow up on the effectiveness of teachers' professional development programmes to improve teaching and learning practices in the less effective lessons, particularly in Middle School, by focusing on:
 - better utilisation of learning time
 - use of assessment results to further challenge students and provide support to low achieving ones.

□ Capacity to improve 'Outstanding'

Judgement justifications

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| <ul style="list-style-type: none"> • The school has improved its performance since the last review in all school aspects. • The school's judgement of its performance in the Self-Evaluation Form (SEF) matches the judgements reached by the review team in all aspects. • Students' attainment in core subjects is consistently high in the past three years, and there is a system in place to track their academic performance and personal skills. • There is a strong focus on raising staff competency through continuous | <p>professional development programmes and follow up on teachers' performance. The impact of these procedures is overall outstanding; however, less effective in Middle School.</p> <ul style="list-style-type: none"> • The school is exceptionally well equipped with a range of educational resources and facilities to enhance students' outcomes, which is further heightened by the expansion of facilities and land space to ensure the provision of required resources for high quality teaching and learning processes. |
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Quality of outcomes

□ Academic achievement 'Outstanding'

Judgement justifications

- Students' pass rates are consistently high in internal and external examinations in the past three years, reaching 100% in most core subjects across the school. In the 2022-2023 internal examinations, proficiency rates are exceptionally high in almost all grades, and are aligned with the high pass rates. In Primary School, the percentages range between 71% in Grade 4 Arabic to 100% in Grade 1 Arabic. In Middle School, the range is between 50% in Grade 7 Arabic to 100% in Grade 8 Arabic. In High School, the range is between 46% in Grade 11 accountancy, business studies and biology to 100% in Grade 9 Arabic and Grade 11 English and physics, while being low in Grade 11 applied mathematics at 29%.
- In the 2023 external examinations, the percentages of students securing B1 or above in the All India Secondary School Examinations (AISSE) for Grade 10 and in the All India Senior School Certificate Examinations (AISSCE) for Grade 12 are high in all subjects. The percentages range between 50% in Arabic and 90% in English in AISSE, and between 47% in mathematics and 100% in political science in SSCE.
- Students demonstrate outstanding standards in most core subjects across the school. Their progress is exceptional in lessons and written work in the Primary and High Schools, and good in Middle School. However, progress of low achieving students is inconsistent in the less effective lessons, as well as standards and progress in Arabic, which is opted for by a minority.
- In English, students' listening, speaking and reading skills are well above age expectations, while their writing skills are good. Students in Primary School could accurately list qualitative and quantitative adjectives and demonstrate excellent verbal skills. Students in Middle and High Schools show a thorough understanding of grammatical rules and excellent skills in literary analysis and interpretation.
- In Arabic, students' reading skills are satisfactory, while their speaking and writing skills are inconsistent. Majority of students use grammar as per curriculum expectations; however, language skills for the non-native Arabic speakers are less developed.
- In mathematics, students perform arithmetic operations accurately in Primary School and work confidently on transpose matrix properties in High School, while their problem-solving skills in Middle School are inconsistent.
- In science, the vast majority of students develop sound understanding of topics like stages of water cycle and animal habitats in Primary School, experimentally identify ions in salt and write features of given specimen such as, leech and earthworm in High School. However, in Middle School,

students' understanding of digestion in mouth and buccal cavity is less developed.

- Students' learning skills are highly developed across the school. The vast

majority of them successfully develop independent learning, critical thinking and technological skills such as creating a movie theatre system.

Areas for improvement

- Students' academic achievement in Arabic.
- Progress made by low achieving students in the less effective lessons, particularly in Middle School.

□ Personal development & social responsibility 'Outstanding'

Judgement justifications

- Students are highly self-disciplined and demonstrate exemplary behaviour in and outside of lessons. They exhibit noteworthy respect for peers, teachers and the school fabric, and feel extremely safe at school, leading to their expression of feelings and opinions freely. They are highly committed to school rules and regulations and are punctual to school and lessons.
- Students passionately embrace citizenship values through their robust understanding of Bahraini culture, and international mindedness which is evident in their participation in cultural dances and National Days' celebrations. They eagerly participate in volunteer activities such as, school charity and spinning the value's wheel to decide on a good deed to do each day.
- Students display high levels of self-confidence, and utmost enthusiasm

towards participating in school activities, both in and outside of lessons, such as, 'English Week' celebrations, 'Spelling Bee' and 'World Teacher Day' contest. They showcase their leadership skills and readiness for independent acquisition of knowledge in flipped learning across the school.

- Students' social relationships with teachers and peers are very cordial. Communication skills are strong and almost all students engage in collaborative work in lessons and in various committees and clubs such as, the 'Students' Council' and 'Happiness Club'.
- Students' health and environmental awareness is well-developed through their participation in a range of programmes and activities, such as, creative projects on saving electricity, water and soil, as well as actively engaging in 'Environment Club' activities and 'Homeroom' periods'

discussions about sustainable development goals across the school.

- Students' dynamic innovative skills are evident from the creation of various digital applications like 'Language Translator' and 'Light Sensors', in addition to creative projects like

brochures on travel and tourism as well as creating pictorial dictionaries. They readily compete in various contest like 'World Robotic Olympiad' and 'Gavel Master Annual'; however, the spirit for competitiveness in lessons is less evident.

Areas for improvement

- Further enhancement of the students' spirit of competitiveness in lessons.

Quality of processes

□ Teaching, learning & assessment 'Outstanding'

Judgement justifications

- Highly effective teaching and learning strategies are used in almost two thirds of lessons observed, particularly in Primary and High Schools. They are primarily student-centered which successfully encourages focused learning, such as, learning through play, brainstorming, discussion, flipped learning, investigation and experimentation. A wide range of resources is employed to engage students, including educational videos, flashcards, pictures, and experimentation tools. However, in some less effective lessons, strategies and resources are inconsistently used to engage students.
- Lessons are well-planned and orderly with clear instructions and positive reinforcement of students through praise, clapping and stars. In the better lessons, teaching time is optimized through smooth transition between activities and deliberate allocation of time for students to complete activities. However, in the less effective lessons, particularly in Middle School, lesson productivity is affected by inconsistent time management, as introductions and initial activities are extended at the expense of individual written assessments which are done at a faster pace.
- Ongoing assessment is implemented in the highly effective lessons and written work to assess students' performance. This is followed by accurate and constructive feedback to support students' progress. However, in the less effective lessons, particularly in Middle School, progress of the low achieving students is affected by the inconsistent support, which is primarily affected by management of learning time.
- Significant opportunities are provided to students of different abilities across all grades to develop their higher order thinking skills, such as, justifying the weight of air and its effect on balloons in Primary School science and analysing case studies in High School accounting. However, the level of challenge provided is inconsistent in the less effective lessons, particularly in Middle School.
- Technology is effectively integrated in the vast majority of lessons, by using the Data Show to present PowerPoint presentations and play videos. The interactive pen is purposefully used to solve exercises and annotate texts. Students deftly use technological tools for their projects such as, creating the school digital magazine 'Epiphany'.
- Teachers are well aware of individual student's abilities and sensitively cater for their learning needs through differentiated tasks, teaching process and outcomes, such as open-ended questions, debating, analysis and collaborative work with differentiated group topics.

Areas for improvement

- Better utilisation of learning time and use of assessment results to further challenge students and provide support to the low achieving ones, particularly in Middle School.

□ Empowerment & meeting special needs 'Outstanding'

Judgement justifications

- The school has highly effective procedures to identify students' learning needs through continuous assessments and teachers' observations. High achievers, which constitute the majority of the student population, receive dedicated academic enrichment through several programmes and projects, such as, 'Math Quiz' and 'Educational Weeks' in all subjects, while the less able students are provided with regular support classes and Saturday sessions, the plans of which require further focus on their precise needs. Students' progress is rigorously tracked through 'Student Profiles' and 'Test Tracker' in a manner that ensures their outstanding standards. Parents are kept closely intact about students' progress through regular parent teachers' interactions (PTIs).
- The school deals with students' personal problems with high levels of care and sensitivity. Financial support is provided through scholarships in High School and fee waivers. Psychological and moral care is provided through various effective counselling programmes such as, 'Understanding my Emotions' in Primary School, 'Healthy interpersonal relationships' in Middle School, and 'Coping Skills' in High School. This significantly resulted in a remarkable absence of behavioural problems.
- The school enriches the experiences and interests of students through a diverse range of extracurricular activities and clubs, such as, 'Artificial Intelligence' club and 'Radio New Millennium School (NMS)'. Gifted and talented students enthusiastically participate in national and international competitions, in which they receive remarkable recognition in winning many positions, such as 'India Book of Records' and secure leading ranks like first place in the 'World Scholar's Cup' competition. Preparing students for their next stage of education is ensured through career counselling, exhibitions and expert talks on university and speciality choices.
- The school provides a very safe and healthy learning environment through regular building checks and systematic fire evacuation drills. Health and environmental activities are reinforced such as the dedicated 'Earth Hour' to conserve energy. Students' arrival and dismissal are diligently monitored with the need to continue with the school procedures to always maintain safety.

Areas for improvement

- Further targeted academic support programmes with clear plans to meet the needs of the less able students.

Quality assurance of outcomes and processes

□ Leadership, management and governance ‘Outstanding’

Judgement justifications

- The school undertakes a rigorous self-evaluation process. ‘SWOT’ analysis and stakeholders’ continuous feedback are used to accurately identify improvement priorities, particularly those related to students’ academic achievement and personal development. This is clearly reflected in the alignment of all the judgments in the school’s SEF and the findings of the review team.
- The school leadership’s high awareness of improvement priorities and translation of its vision and mission are evidently reflected in the school’s strategic and action plans, as they comprehensively cover main aspects of schoolwork, and their impact is directly reflected on students’ academic achievement and personal development. This vivid awareness is yet to be translated into more accurate key performance indicators in the planning documents.
- Teachers’ training needs are accurately identified through continuous lesson observations and meetings. Effective training workshops are provided, particularly from the Central Board of Secondary Education (CBSE), like ‘Developing Resilience in Students’ and ‘Gauging Reading’. The leadership also share their expertise with workshops like ‘Flipped Learning’, which attests for the high-quality performance of teachers, particularly in Primary and High Schools. However, the impact on some teachers’ performance is less effective, particularly in Middle School.
- The school is strongly committed to collaborative teamwork, robust values and leadership principles in a harmonious school community. An open-door policy is adopted by the school’s leadership which is complemented by planning of social events like ‘Diwali’ celebrations and distribution of tokens of appreciation.
- The school is exceptionally well equipped with a range of educational resources and facilities, such as the school’s sciences and language laboratories and multipurpose hall. The expansion of facilities and land space for further sports’ facilities exemplifies the schools’ commitment to ensure the provision of all required resources that guarantee high quality teaching and learning processes.
- The school ensures effective communication with all stakeholders, through the school’s portal and regular newsletters. Students’ experiences are enriched through collaborative activities with the community, such as charity work with ‘Kaaf Eleslah’, ‘Youth@NMS x TED’ online workshop

and 'Cyber Square' for after school robotics' programme.

- The Board of Directors is committed to continuous improvement in achieving the highest academic and personal outcomes for all categories of students

and contribute generously in relation to financial matters. The separation of roles between leadership and governance is clearly defined, understood and respected.

Areas for improvement

- The effectiveness of the professional development programmes on some teachers' performance, particularly in Middle School.

Appendix 1: Characteristics of the school

Name of the school (Arabic)	مدرسة الألفية الجديدة														
Name of the school (English)	New Millennium School														
Year of establishment	2004														
Address	Building 399, Road 3009, Block 330, Bughazal, Manama, Kingdom of Bahrain.														
City/ Town / Governorate	Manama														
School's telephone	00973	17272700				Fax	17275151								
School's e-mail	nmsedu@nms.edu.bh														
School's website	www.nms.edu.bh														
Age range of students	6-18 years														
Grades (e.g. 1 to 12)	Primary (1 to 5)				Middle (6 to 8)				High (9 to 12)						
	781				466				579						
Number of Students	Boys	964				Girls	862				Total	1826			
Students' social/ economical background	Average to good Socio-Economic background.														
Classes per grade in Primary and Intermediate Stages	Grade	1	2	3	4	5	6	7	8	9	10	11	12		
	Classes	7	7	7	7	7	6	6	6	6	6	6	6		
Number of administrative staff	26														
Number of teaching staff	147														
Curriculum	Central Board of Secondary Education, New Delhi, India (CBSE) and Ministry of Education (Moe) for Arabic subjects in grades 1 – 9.														
Main language(s) of instruction	English, Arabic														
External assessment and examinations	AISSE (All India Secondary school examination), AISSCE (All India Senior School Certificate Examination), International Benchmark Test (IBT), Trends in International Mathematics and Science Studies (TIMSS), Progress in International Reading Literacy Study (PIRLS), Silverzone International Olympiad, Sashtra Pratibha, Joint Entrance Examination (JEE), Scholastic														

	Assessment Test (SAT), National Eligibility Cum Entrance Test (NEET) and Open Door.
Accreditation (if applicable)	NA
Major recent changes in the last academic year in school	<ul style="list-style-type: none"> • Construction of a new block for grades 11 and 12. • Construction of New Play Area. • Addition of artificial intelligence (AI) Club. • Introduction of a Language Laboratory.