



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

# Directorate of Private Schools & Kindergartens Reviews

## Review Report

**Quality Education School – Manama Branch  
Manama – Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 7-9 May 2018**

SP055-C2-R057

## Introduction

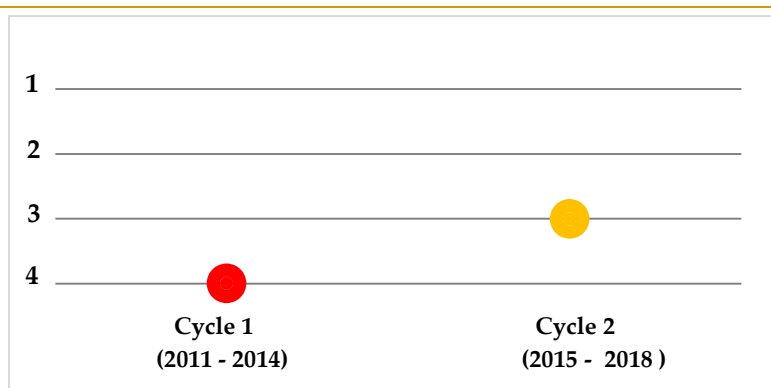
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written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



# 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

- The school's strategic and operational plans are based on a thorough self-evaluation of the school's needs.
  - Students achieve high pass and proficiency rates in the internal examinations across the school.
  - In more than three quarters of lessons and in their written work, students' standards and progress are at a satisfactory level. However, their performance in Arabic is not sufficient.
  - Students' behaviour and attitudes are positive across the school. They show appropriate understanding of Bahraini culture and heritage.
- Teachers use various teaching and learning strategies in the majority of lessons. However, their impact on students' learning varies due to inconsistencies in managing the learning time, using assessment results for learning, and supporting students of all abilities.
  - The school identifies the different groups of students and meets their learning needs adequately. However, the impact of the support provided is inconsistent, particularly for low achievers.

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| <ul style="list-style-type: none"> <li>• Students are provided with a satisfactory range of extracurricular activities that enrich their experiences.</li> <li>• Health and safety measures are adequate. However, the school's old buildings, the need for maintenance and the hygiene of facilities are areas for further improvement.</li> </ul> | <ul style="list-style-type: none"> <li>• The impact of professional development programmes on teachers' performance in lessons is inconsistent, particularly in Arabic.</li> <li>• Parents and students are satisfied with the school.</li> </ul> |
|---|---|

### **Main positive features**

- Students behave well and show appropriate understanding of Bahraini heritage and culture.
- The provision of a suitable range of age-appropriate extracurricular activities meets students' different interests.

### **Recommendations**

- Raise students' academic achievement, particularly in Arabic.
- Improve the effectiveness of teaching and learning, focussing on:
  - effective use of teaching and learning strategies
  - managing learning time effectively
  - better use of assessment results to meet students' needs, providing accurate correction and constructive feedback to them in their written work and supporting students of all abilities.
- Increase the effectiveness of leadership, management and governance by ensuring a positive impact of teachers' professional development programmes on students' achievement.
- Improve the support provided to different ability groups of students, particularly the low achievers.
- Accelerate efforts to comply with the Ministry of Education request on relocation.

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

#### **Judgement justifications**

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| <ul style="list-style-type: none"> <li>• The school's performance level has progressed from inadequate in the last visit to satisfactory in all aspects.</li> </ul> | <ul style="list-style-type: none"> <li>• The leadership understands the school's development priorities, due to the thorough self-evaluation and use of the</li> </ul> |
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results in setting the strategic and operational plans. However, a systematic approach to following up the implementation according to specific time frames needs to be implemented.

- The school provides a range of internal and external professional development programmes to its teachers, which focus on the identified teaching needs. However, rigorous monitoring of their impact on classroom practices and

students' achievement is inconsistent, particularly in Arabic lessons.

- The school's evaluation in the Self-Evaluation Form (SEF) matches the judgements reached by the review team in all aspects.
- The school campus is equipped with suitable computer laboratories, reading rooms and a physical education room. However, challenges currently faced include its location and the old buildings.

## Quality of outcomes

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### □ Students' academic achievement 'Satisfactory'

#### Judgement justifications

- Students achieved 100% pass rates in the 2016-2017 internal examinations in all core subjects across the school. Results have been consistently high over the last three years.
- Students achieve high proficiency rates in core subjects, ranging between 94% and 74%, the highest being in mathematics Grade 1 and the lowest in Arabic Grade 3.
- The internal examinations for class teaching subjects are appropriate and cover the required skills and competencies. However, in Arabic there is inconsistency in the evaluation of answer scripts and the high marks awarded do not reflect students' actual performance in the exam.
- The high proficiency rates are not reflected in the students' standards shown in lessons, with more than three quarters of the lessons observed being satisfactory. Students' performance in Arabic lessons, particularly in Grade 3, is significantly low.
- Students acquire knowledge, concepts and skills in lessons as follows:
  - Students have adequate English speaking, reading and listening skills. However, their writing skills are underdeveloped, particularly in Grade 3.
  - In science, most students develop adequate understanding of scientific concepts, such as the habitats of animals and classification of rocks on the surface of Earth.
  - In mathematics, most students acquire suitable basic arithmetic skills and are able to do simple additions mentally. However, students have difficulties in rounding numbers.
  - Students use adequate simple grammar in sentences in Arabic, using correct tense forms. However, their basic language skills are below curriculum expectations and their writing skills are underdeveloped across the school.
- Students make adequate progress in the majority of lessons and in their written work. However, their progress in Arabic lessons and written work is insufficient.
- The more able students generally make adequate progress in lessons and during their enrichment programmes, while those who are less able make less than expected progress due to insufficient support in lessons, written work and remedial programmes.

#### Areas for improvement

- Students' standards and basic skills, particularly in Arabic and their writing skills in English.
- The progress of low achievers in lessons, written work and support programmes.

## □ Students' personal development 'Satisfactory'

### Judgement justifications

- The majority of students participate enthusiastically in school life, taking part in morning assemblies, club activities such as Yoga, and competitions in public speaking, painting, science quiz, and spelling bee. Leadership skills and assumption of responsibilities are apparent by the few members of the Students' Council.
- Students' participation in lessons is inconsistent. The more active students participate well in the majority of lessons, interacting with peers in groups, while the less able students do not get sufficient opportunities to develop their confidence and leadership skills.
- Students behave well and have positive attitudes across the school. They are considerate and respectful of each other. Incidents of misbehaviour are minimal and dealt with appropriately by the school. Therefore, they feel safe and secure in school and are able to express their views freely.
- Students have an appropriate understanding of Bahraini culture and heritage. This is reinforced through celebrations of National events such as Bahrain First, visits to Bahrain's National Charter monument and the regular citizenship lessons.
- Students are self-disciplined and most of them attend school regularly. However, a significant proportion of students arrive late to school.
- Independent learning skills are adequately developed and are evident in the better lessons, where students present their findings, analyse objects in science and phrase new sentences in English. However, the opportunities to develop independent learning skills are limited in the remaining lessons.
- The majority of students have adequate communication skills and work together actively in group discussions in classrooms and other school activities. However, these practices are not consistently implemented across the school.

### Areas for improvement

- Further development of students' leadership skills in and outside classrooms.
- Opportunities for students to work independently, with more active participation in lessons, particularly for those who are less able.

## Quality of processes

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### □ Teaching and learning 'Satisfactory'

#### Judgement justifications

- Teachers use adequate teaching and learning strategies such as questions for learning, discussions and group work in more than three quarters of the lessons. This results in the majority of students acquiring the basic skills and knowledge. However, the effectiveness of the teaching and learning strategies is limited in a few lessons which are teacher-dominated, particularly in Grade 3 Arabic and mathematics.
- In the majority of lessons, teachers use learning resources adequately, such as models in science and flash cards and worksheets in English and mathematics to enrich students' learning and enhance their experience.
- The majority of students are successfully encouraged and motivated to show their understanding through praise, clapping and awarding stars for active groups. This has a positive effect on students' learning, particularly for the high achievers.
- Teachers use various assessment methods in lessons, including verbal and written. However, their effectiveness is inconsistent due to their focus on verbal assessment and group activities, where high achievers dominate the work. Assessment results are not always used to support all students, particularly the low achievers.
- In the majority of lessons, teachers manage students' behaviour well and lessons are orderly. However, the effective use of learning time often varies due to either fast transition between activities or extended time allocated to some elements without ensuring that the learning targets have been achieved.
- In a very few lessons such as science, students are given opportunities to think critically and develop higher order thinking skills. However, this area is mainly underdeveloped.
- Teachers assign an appropriate amount of classroom activities and homework to students, but this generally lacks challenge and the focus is on knowledge and recollection. Although students' written work is generally marked, it lacks constructive feedback to help students to improve. The accuracy of correction is inconsistent, particularly in Arabic.

#### Areas for improvement

- Effective teaching and learning strategies that challenge students of all abilities.
- Productive use of learning time.
- Assessment for learning and use of its results to provide support to the different groups of students, especially to low achievers.



- More accurate correction of students' written work and providing constructive feedback, particularly in Arabic.

## □ Students' support and guidance 'Satisfactory'

### Judgement justifications

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| <ul style="list-style-type: none"> <li>• The school meets the learning needs of students adequately by identifying low and high achieving students through diagnostic tests, and providing learning support in the daily homeroom period. Non-native speakers of Arabic are supported with extra activities in the library during Arabic-based lessons. Talented and gifted students participate in the activity period through art and craft, dance, music and public speaking. They also participate in competitions like English poem recitation and clay modelling. However, the support provided to low achievers is less effective, particularly in Arabic, which limits their progress.</li> <li>• The school cooperates with the Royal Charity Organization to provide support to orphans. The school also provides adequate support to students to enhance their personal development, through the provision of class counselling on different subjects such as good habits and precautions to be taken when</li> </ul> | <p>encountering strangers. This has a positive impact on handling the minor disciplinary problems in the school.</p> <ul style="list-style-type: none"> <li>• Students are provided with a suitable range of extracurricular activities such as 'Annual Sports Day', 'World Peace Day', and 'Think Pink Event', and through morning assembly and recess activities.</li> <li>• Health and safety measures are adequate in terms of evacuation drills, providing health related workshops such as 'First Aid' and 'Healthy Breakfast', and the availability of a school nurse. However, the school's old buildings, general maintenance and hygiene of facilities such as toilets are areas for further improvement.</li> <li>• The school offers adequate programmes to induct new students. Students of Grade 3 are taken on a tour of the campus at Al-Zamil, where higher grades are offered.</li> <li>• The school provides few opportunities to develop life skills, which are limited to recycling and community service.</li> </ul> |
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### Areas for improvement

- A safer and healthier environment in terms of the school's buildings, and better maintenance of facilities.
- Meeting the needs of students of all abilities, particularly the low achievers.
- Promoting students' life skills.

## Quality assurance of outcomes and processes

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

#### Judgement justifications

- The school has a five-year strategic plan and an annual operational plan. These are based on a thorough self-evaluation of the school’s needs derived from SWOT analyses, seeking stakeholder’s opinions through surveys, and the recommendations of BQA’s previous review, which together enable them to identify the school’s development priorities. The school’s plans focus on raising students’ achievement, teaching and learning, teachers’ professional development and staff development. However, a systematic approach to following up, with clear indicators and specific time frames, needs to be implemented.
- The school leadership manages the teaching and administrative staff and develops their capabilities adequately. This helps to minimise staff turnover. Staff are encouraged to be part of the management team. Teachers attend professional development workshops organised by the Ministry of Education (MoE) and external consultants, on classroom management, differentiated instructions and rubrics of a good lesson. New teachers’ induction programme and initial training are in place. However, monitoring the impact of the professional development programmes on teachers’ performance in lessons is not rigorous, particularly in Arabic.
- The staff work in a family-like environment and the majority are motivated to work efficiently and care for students. They are encouraged through monetary incentives and honouring them on various occasions such as the teachers’ day celebrations.
- The school utilises its buildings adequately, although its facilities are very limited. The campus is equipped with computer laboratories, reading rooms and a physical education room. However, the utilisation of learning resources in lessons is inconsistent, particularly in the less effective lessons.
- Parents are considered as the school’s critical friends. Regular meetings are held with them and they are encouraged to participate in school events and activities such as the health talks. Links with the local community include charity donations, visiting care homes for elderly people and supporting orphans. However, these links are not well utilised in developing students’ personal and academic skills.
- The schools’ Board of Directors are supportive and have active roles in areas related to finance, maintenance and human resources. It holds the school management responsible for the school’s overall performance through regular meetings, and monitors the procedures to comply with the Ministry of Education request on relocation.

## **Areas for improvement**

- Ensuring the successful impact of professional development programmes in lessons, particularly in Arabic.
- Rigorous follow up of strategic planning according to specific time frames to further improve the school's overall performance.
- Provision of a better learning environment and resources.

## Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة التعليم النوعي – فرع المنامة													
Name of the school (English)	Quality Education School – Manama Branch													
Year of establishment	2003													
Address	Building 980, Road 5632, Block 356, Kanoo Garden													
Town / Village / Governorate	Manama / Capital													
School's Contacts	17277984				Fax				17231429					
School's e-mail	admin@qualityeducationschool.com													
School's website	www.qualityeducationschool.com													
Age range of students	6-8 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-3				-				-					
Number of students	Boys		48		Girls		58		Total		106			
Students' social background	Most students come from middle income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	2	2	2	-	-	-	-	-	-	-	-	-	
Number of administrative staff	4													
Number of teaching staff	11													
Curriculum	British													
Main language(s) of instruction	English and Arabic													
Principal's tenure in the school	7 years													
External assessment and examinations	-													
Accreditation (if applicable)	Cambridge													
Major recent changes in the school	<ul style="list-style-type: none"> <li>• New appointments in 2017-2018 include: <ul style="list-style-type: none"> <li>- School Coordinator</li> <li>- Administration Head.</li> </ul> </li> </ul>													