



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Sacred Heart School
Isa Town – Capital Governorate
Kingdom of Bahrain**

Date of Review: 2-4 December 2019
SP029-C3-R014

Introduction

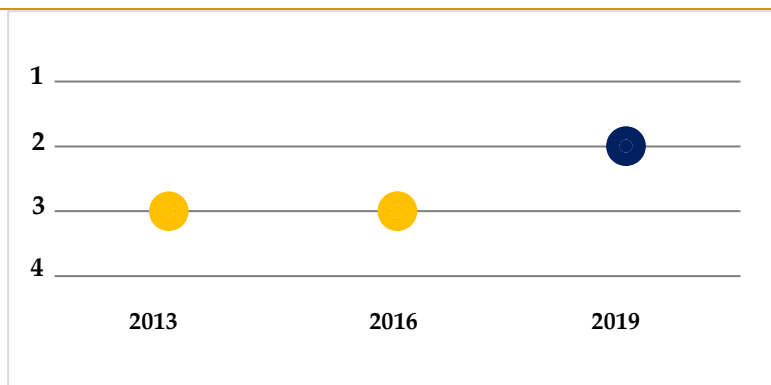
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of nine reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the school's performance data and other documents. They met with 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	2	3	2	2
	Personal development and social responsibility	2	2	2	2
Quality of processes	Teaching, learning and assessment	2	3	2	2
	Empowerment and meeting special needs	2	2	2	2
Quality assurance of outcomes and processes	Leadership, management and governance	2	3	2	2
Capacity to improve		2			
The school's overall effectiveness		2			

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



School Report

□ School's overall effectiveness 'Good'

Judgement justifications

- Students' attainment is high in all core subjects in internal examinations and in most subjects in external examinations. Their standards and progress are good overall, though only satisfactory in the Middle School and in Arabic. Learning skills are satisfactory across the school.
- Students are self-disciplined and have a harmonious relationship. They develop good self-confidence, embrace global citizenship and handle social responsibilities well.
- The quality of teaching, learning and assessment is good overall, though it varies in the Middle School. This is due to the inconsistent use of learning time, ineffective support provided for low achievers, and insufficient focus on developing students' learning skills and leadership roles.
- The school offers a good range of extracurricular activities that enhance students' experiences and support them in their academics and personal development.
- The school carries out comprehensive self-evaluation of its performance and the school plans focus on the work priorities identified. There is an overall sense of unity, team spirit, and collaboration amongst the school community, supported and driven by an ambitious Board of Directors and a determined leadership team.

Main positive features

- Students' self-confidence, harmonious relationship, embracement of global citizenship values, and their ability to handle social responsibility.
- The provision of extracurricular activities that enhance students' experiences and talents.
- The ethos of collaboration and loyalty amongst the school community, driven by an ambitious Board of Directors and determined school leadership team.

Recommendations

- Ensure the impact of professional development programmes on the performance of teachers and raising students' achievement, particularly in Middle School and in Arabic.

- Further improve the effectiveness of teaching, learning and assessment, with a focus on:
 - promoting students’ leadership skills through more active roles in lessons
 - effective use of learning time
 - providing effective support to the low achieving students in lessons and in remedial sessions provided to them
 - developing students’ learning skills across the school.

□ Capacity to improve ‘Good’

Judgement justifications

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| <ul style="list-style-type: none"> • The school’s regular self-evaluation processes which involve the stakeholders and the results are built into the strategic and action plans. However, the impact of these plans is inconsistent in classroom practices, particularly in the Middle School and in Arabic teaching. • The school’s overall judgements of its performance in all aspects in its Self-Evaluation Form (SEF) match the judgements reached by the review team, showing awareness of the school’s current context. | <ul style="list-style-type: none"> • The various resources and facilities such as laboratories, library, and playgrounds are utilised well. The facilities are well maintained. • The school provides professional development programmes and monitors teachers’ performance through regular class visits. The impact of these procedures is good overall, though only satisfactory in the Middle School and inconsistent in raising students’ standards in Arabic. |
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Quality of outcomes

□ Academic achievement: 'Good'

Judgement justifications

- In internal examinations, attainment across the school has been consistently very high in all core subjects across the school over the past three years. The quality of tests matches curriculum expectations, with appropriate levels of difficulty. In the 2018-2019 examinations, pass rates ranged between 95% in Grade 8 Arabic and 100% in most other subjects.
- Proficiency rates are high in most grades in the Primary and High Schools, though inconsistent in the Middle School. Primary school proficiency rates range between 57% in Grade 4 Arabic and 92% in Grade 2 science. In the Middle School, the range is between 32% in Grade 9 English and 72% in Grade 9 Arabic, while in High School the range is between 46% in mathematics and 69% in biology.
- Students perform well in the Edexcel International General Certificate of Secondary Education (IGCSE) examinations. Results in 2019 were high in most subjects, ranging between 57% in business studies and 86% in chemistry, though low in accounting and ICT which were 31% and 47% respectively. The percentages of students attaining 5 or above were mostly high, the exceptions being accounting and ICT which were 19% and 23% respectively; the overall range was between 19% in accounting and 83% in chemistry.
- In the 2018 BQA National examinations, the performance of students in Grade 6 was well above the national average in English and within the National average in Arabic.
- In lessons and written work, students' standards and progress in the core subjects are better in the Primary and High Schools than in the Middle School, where it is satisfactory. Across the school, the progress made by low achieving students is less than that of the others. This is due to the inconsistent support provided to them in the less effective lessons.
- Students' learning skills are developed adequately, though to a greater extent in the most successful lessons where students think critically, analyse texts, and develop independent learning. However, little focus is given on developing these skills consistently in the remaining lessons.
- Students' linguistic skills are above expectations in English across the school, but less so in Arabic. In English, students across the school speak and read fluently and demonstrate high skills in choosing words, use of grammar and writing for various purposes. However, in Arabic, students' standards and skills in analysing texts, use of grammar and writing are less well developed.
- In science, students' standards and progress are better in the Primary and High Schools than in the Middle School. For example, students in the Primary School have good understanding of features of parts of plants and can explain the relationships among solutions, solutes

and solvents. High school students have a good grasp of precipitation reactions and Ionic equations.

- In mathematics, most students show good comprehension of concepts and operations, though their competency in

formulating and problem solving is only adequate overall. For example, students factorise algebraic expressions in Middle School and develop geometric skills adequately in High School.

Areas for improvement

- Students' language skills in Arabic.
- Standards and progress in core subjects in the Middle School and learning skills across the school.
- Progress made by low achievers in lessons across the school.

Personal development & social responsibility: 'Good'

Judgement justifications

- Most students have good work ethics, attending school regularly and punctually and showing an ability to deal with learning pressures. They behave well, are self-disciplined and feel safe and secure in the prevailing multicultural student community.
- Students show pride in singing the Bahrain National Anthem and respect the country's leadership. They embrace global citizenship values positively and celebrate international and local events such as World Peace Day and Bahrain National day.
- Students handle social responsibility well. They campaign for the donation of clothing and food for the needy in labour camps and visit the elderly peoples' home. These positively impact their values of humility and tolerance.
- Most students participate with great enthusiasm and confidence in school life.

They communicate together effectively, exchanging opinions in lessons and activities such as the MUN (Model United Nations) and daily clubs. They lead assemblies, delivering inspirational speeches and presentations such as 'Attitude is Everything'.

- Students enjoy leadership roles outside lessons, such as in Students' Council and as prefects. They voice their opinions about the activities provided and organise school events including the recent SHMUN (Sacred Heart MUN) with the theme 'Where your Voice Matters'. However, development of leadership roles in lessons is limited to a few students who support their lesser achieving peers.
- Students show positive interest in their health, taking part in Walkathon and paying great attention to keeping their environment clean and conserving resources. They develop awareness of the

dangers of pollution through the Eco Club activities.

- Most students have a competitive spirit and participate in various programmes where they compete successfully. Numerous successes include first places in the Bahrain Spelling Bee and Science competitions, with an impressive range of

Gold and Silver medals in both the local and regional rounds and the Tournament of Champions in the prestigious World Scholars Cup and international swimming competition. However, their creativity and innovation skills are less developed in lessons.

Areas for improvement

- Students' further development of their creativity and innovation skills within lessons.
- Students' development of leadership roles within lessons.

Quality of processes

□ Teaching, learning & assessment: 'Good'

Judgement justifications

- In most lessons, teachers use a wide variety of effective teaching strategies such as discussion, group work, role play and experimentation. However, the effectiveness of these strategies varies in the Middle School and in Arabic lessons, resulting in these lessons being less productive.
- Learning resources such as video clips, flashcards and worksheets, and facilities such as the science laboratories, are utilised effectively in the better lessons. This has a positive effect in developing students' knowledge and understanding, though enhancing their learning skills is less consistent.
- Teachers plan lessons well, sharing lesson objectives and managing students' behaviour effectively. However, managing learning time varies. In the less successful lessons, particularly in the Middle School, some lessons have overly long introductions and extended durations for activities, while others have less time for final assessment, which lead to low productivity.
- In most lessons across the school, teachers motivate students well to secure their interest in learning. This is through techniques such as awarding stars and bonus points for good work.
- Various assessment methods, including verbal and written for both individuals and groups, are used in lessons. In the better lessons, teachers use these assessment methods well to secure the achievement of lesson objectives and to provide feedback to help students improve their work. However, learning support provided to low achievers is not sufficient in the less effective lessons. Correction and marking of students' work are accurate, though in a few cases the tasks are less challenging, particularly in Arabic.
- Teachers use smartboards and projectors as tools to aid teaching. However, teaching does not sufficiently enable students to use modern technology in learning.
- In the better lessons, particularly in the Primary and High Schools, teachers challenge the students' different abilities well. For example, in Primary School English lessons students develop critical thinking through analysing the text, and in High School science lessons they develop reasoning and investigation. However, teachers' development of students' higher order thinking is not so effective in Middle School.
- Teachers categorise students into ability groups, and in the better lessons, learning is differentiated by task and outcomes. However, in the less effective lessons, particularly in Middle School, insufficient attention to differentiation results in fewer opportunities for low achievers to participate in class activities.

Areas for improvement

- Promoting students' learning skills and leadership roles.
- Effective use of learning time, particularly in the Middle School.
- Providing effective support to low achieving students in lessons.

□ Empowerment & meeting needs: 'Good'

Judgement justifications

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| <ul style="list-style-type: none">• The school conducts diagnostic tests for students in all subjects and uses the data to categorise them to low, average and high achievers. This information is used as a reference to systematically monitor, track and analyse students' academic progress.• Academic support mechanisms include several enrichment activities, such as extempore and science fair for the gifted and higher achieving students and regular remedial classes for low achievers. However, the effectiveness of remedial classes is inconsistent in meeting the needs of low achieving students.• Students' personal needs are met well. The school provides a range of support in this area including behaviour management, counselling and advice to students on a range of personal issues such as anger management and attention enhancement.• The school reinforces students' experiences, talents and creativity well by providing a range of extracurricular | <p>activities and competitions which meet their different needs and interests. This includes diverse club activities such as Eco, debate, art and other subjects. Students are provided with a variety of activities such as Model United Nations, local sports' competitions, and the World Scholars Cup.</p> <ul style="list-style-type: none">• Students are prepared well for their next stage of education. Coaching is provided to help students improve their scores in ACER-IBT (Australian Council for Educational Research-International Benchmark Test), an optional external benchmark test.• The school provides a safe learning environment for all its stakeholders. It conducts regular evacuation drills and carries out maintenance of its facilities. Health awareness talks are provided regularly on a variety of topics including drug awareness, mental health, road safety and personal hygiene. |
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Areas for improvement

- Enhancing the effectiveness of academic support programmes for low achieving students.

Quality assurance of outcomes and processes

□ Leadership, management and governance: 'Good'

Judgement justifications

- Self-evaluation is comprehensive, including input from the previous BQA report, lesson observations and stakeholders' views through surveys of students and parents.
- The school's five-year plan is closely linked to the results of the self-evaluation and focuses on improvements in academic achievement, teaching and learning and student support. The annual action plans focus on schoolwork priorities and are monitored regularly, while the curriculum plans ensure effective delivery of the curriculum to age-appropriate educational standards.
- Staff training needs are specifically identified through a number of classroom observations conducted by the leadership. These needs are subsequently met by a variety of workshops such as 'Differentiation' and 'Assessment for Learning'. The impact is at a good level in the Primary and High Schools, but is less effective in the Middle School and in Arabic across the school.
- The school leadership instils values and maintains high morale through motivational talks on 'Teachers' Ethos' and teaching being 'A Vocation and a Profession'.
- There is an overall sense of unity, team spirit, ethos of collaboration and loyalty amongst the school community. This is reinforced through the school's appreciation of efforts and dedication such as the 100% attendance award and organisation of the 'Grand Reunion' joint event to appreciate former and current staff.
- Despite limited funds, the school strives to ensure the availability of resources such as the ICT and science laboratories, libraries, playgrounds and the newly acquired 'Yardstick' learning kit. The impact of these on facilitating the teaching and learning processes is more evident in the Primary and High Schools than in the Middle School.
- The school is well supported by the parents, who are kept informed of the students' progress and school events through a newly introduced School Application. The school makes good use of local expertise and the students are involved in a range of charitable activities such as their contributions to the Bahrain Food Bank and visits to 'Hope Institute'.
- The Board of Directors has a varied composition that provides diversified expertise to the school. It is ambitious, contributes to future plans and provides strategic direction to the school's leadership. The school leaders are held accountable for the school's performance, which contributes to maintaining good school outcomes.

Areas for improvement

- Monitoring the impact of professional development programmes on the performance of teachers, particularly in Middle School and in raising students' standards in Arabic.
- Optimising the use of resources to facilitate and support the teaching and learning processes, especially in the Middle School.

Appendix 1: Characteristics of the school

Name of the school (Arabic)	مدرسة القلب المقدس													
Name of the school (English)	Sacred Heart School													
Year of establishment	1948													
Address	Building 136, Road 4109, Block 841, P.O. Box 388													
City / Town / Governorate	Isa Town / Capital													
School's telephone	17684367	-			Fax		17680252							
School's e-mail	shsbhr@gmail.com													
School's website	www.shsbahrain.com													
Age range of students	6-16 Years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				7-9				10					
Number of Students	Boys	509			Girls	559			Total	1,068				
Students' social/ economical background	Most 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	4	4	4	4	4	4	3	3	3	3	-	-	
Number of administrative staff	5													
Number of teaching staff	68													
Curriculum	British													
Main language(s) of instruction	English													
External assessment and examinations	Edexcel International GCSE (General Certificate of Secondary Education)													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> • Addition of a computer laboratory for junior section in 2017 • Addition of a science laboratory for junior section in 2018 • Changes in 2019 are: <ul style="list-style-type: none"> - Appointment of a new Vice Principal. - A mobile app for communication with parents. - Installation of smart projectors in classrooms. 													