



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

# Directorate of Private Schools & Kindergartens Reviews Review Report

**Tylos Private School  
Busaiteen – Muharraq Governorate  
Kingdom of Bahrain**

**Date of Review: 4-6 November 2019**  
SP032-C3-R010

## Introduction

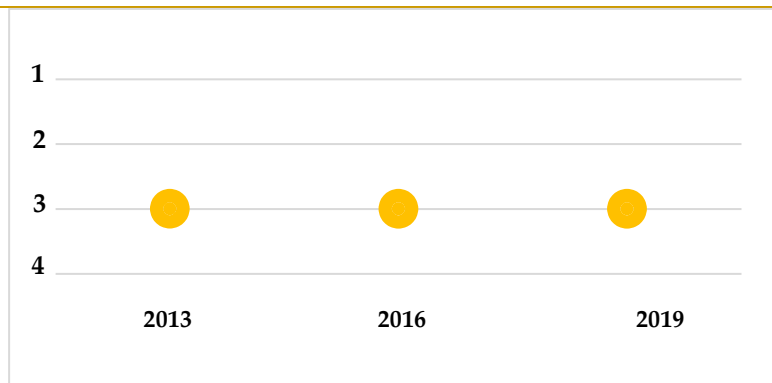
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work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

<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	3	3	-	3
	Personal development and social responsibility	2	2	-	2
Quality of processes	Teaching, learning and assessment	3	3	-	3
	Empowerment and meeting special needs	2	2	-	2
Quality assurance of outcomes and processes	Leadership, management and governance	3	3	-	3
Capacity to improve		3			
The school's overall effectiveness		3			

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



## School Report

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### □ School's overall effectiveness 'Satisfactory'

#### Judgement justifications

- Students' performance in lessons is inconsistent, particularly in Arabic and English. Across the school, students' skills in mathematics and science are less developed.
  - A variety of teaching and learning strategies are used in lessons, leading to the majority of students being motivated. However, challenges to students vary in catering for their different needs as expectations in lessons are generally low. Managing learning time and using assessment results to support students, particularly low achievers, are inconsistent.
  - Students are well-behaved and able to handle responsibility. They actively participate in the various extracurricular activities that aim to develop their talents and expertise, including voluntary work.
- Students' different categories are identified and good support programmes are generally provided, though their impact on students with special needs (SEN) is less effective.
  - The school's strategic plan is linked to self-evaluation results. Professional development programmes are regularly offered, though the overall impact of these on teachers' practices is inconsistent. The school adequately utilises its available resources to enhance learning, but electronic resources are inconsistently used in lessons.

#### Main positive features

- Students' good behaviour, ability to take responsibility in school life and their active participation in voluntary work.
- School's extracurricular activities that enrich students' experiences and develop their interests and talents.

#### Recommendations

- Increase students' academic achievement, particularly in mathematics and science.
- Implement effective strategies to develop teaching and learning, focussing on:
  - productive use of learning time
  - use of assessment results in supporting students of all abilities, particularly low achievers
  - providing challenges and raising expectations.

- Monitor the impact of professional development programmes on the performance of the majority of teachers and ensure effective utilisation of the school’s technological resources.

## □ Capacity to improve ‘Satisfactory’

### Judgement justifications

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• The school retains its satisfactory overall performance. However, the aspect of students’ personal development has regressed to good and leadership, management and governance to satisfactory.</li> <li>• The strategic and action plans are linked to the results of the school’s self-evaluation. Success criteria are general, and the accuracy of key performance indicators varies. Although the school provides professional development programmes to teachers, the impact on</li> </ul> | <p>students’ academic achievement and teaching and learning practices is inconsistent.</p> <ul style="list-style-type: none"> <li>• Judgements reached by the review team differ by two points from those given by the school in the Self-Evaluation Form (SEF) in the majority of aspects.</li> <li>• The school faces challenges in raising students’ attainment, particularly in mathematics and science and in monitoring the impact of professional development programmes on teachers’ performance in lessons.</li> </ul> |
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## Quality of outcomes

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### □ Academic achievement 'Satisfactory'

#### Judgement justifications

- In the 2018-2019 internal examinations, students achieved high pass rates of up to 100% in all core subjects. Proficiency rates are very high in Primary School, ranging between 76% in Grade 4 Arabic and 100% in Grade 2 English. In Middle School, proficiency rates are very high, ranging between 60% in Grade 7 Arabic and 93% in Grade 8 science.
- Tracking students' performance over the past three years from 2016-2017 to 2018-2019 indicates stability in the high pass rates in all core subjects.
- Examination papers are generally as per curriculum expectations. However, there are inconsistencies in the rigour of marking in the majority of these examinations, particularly in mathematics and science.
- The high pass and proficiency rates are reflected in students' standards in the better lessons, mainly in Arabic and English. However, students show inconsistent standards in around half of the observed lessons, particularly in mathematics and science across all grades.
- Students' attainment in the 2019 optional Checkpoint examinations does not replicate their performance in the internal examinations, results being as follows:
  - Cambridge Primary Checkpoint: a small number of students opt for these examinations. Percentages of those attaining 4 and above range between 33% in mathematics and 83% in English.
  - Cambridge Secondary Checkpoint: only four students participated, the percentages of those attaining 4 or above ranging between 0% in mathematics and 75% in English.
- Most students have good standards in speaking and reading skills in English and Arabic, particularly in Primary School, as they are able to express themselves and scan texts for specific information. However, students' literary analysis in Arabic is inconsistent in Middle School.
- In mathematics, the majority of students have adequate basic arithmetic skills in Primary School and algebraic and statistical skills in Middle School. However, their understanding of complex 3D shapes and problem-solving skills are underdeveloped.
- In Primary School, students' understanding of scientific concepts varies. Their experimental skills are better developed than understanding concepts such as evaporation and states of matter. Middle School students have adequate understanding of scientific concepts such as types of forces.
- High achievers make good progress in the majority of lessons and in their written work. Students with learning difficulties (SEN) make appropriate progress in their special programme. However, low achievers make inconsistent progress due to the erratic support provided.
- Students' learning skills are adequate in the majority of lessons, for instance in

'Little Researcher' activities, reading charts in mathematics and using photoshop in ICT lessons. However, their

technological and critical thinking skills are inconsistent.

## Areas for improvement

- Students' standards in core subjects, particularly in mathematics and science.
- The progress students make according to their different abilities in lessons and in their written work, particularly the low achievers and students with learning difficulties (SEN).
- Students' technological skills and their ability to learn and think critically.

## □ Personal development & social responsibility 'Good'

### Judgement justifications

- Most students are aware of their rights and responsibilities and show positive attitudes towards learning, clearly demonstrated through their interactions across the school. They are self-disciplined and show respect to their teachers and peers. Behavioural incidents are minimal, which enhances students' good sense of safety and security in school.
  - Students are well aware of Bahrain's heritage and culture, organising events such as the 'National Day' celebration and participating actively in the 'Citizenship Committee'. They show awareness of local and global issues and values through their fundraising campaigns to support the elderly, through their work in the local community and in their participation in the 'UNESCO' project.
  - Students are self-confident and participate enthusiastically in class activities. In the better lessons, they assume effective leadership roles such as:
- 'Little Teacher', 'Postman' and 'King of Reading'. However, such opportunities are provided to a lesser extent in the majority of the lessons.
- Students participate enthusiastically in morning assemblies, school clubs and committees such as 'Arabic Club', and 'Child Protection Committee'. They also adopt leadership roles well through the Students' Council, including responsibilities for organising school events.
  - Students enjoy working in groups during lessons, showing good collaborative skills. Their communication skills are clearly shown while discussing and expressing their opinions, particularly in the better lessons.
  - Students are well aware of health and environmental issues. Their personal appearance is good and maintain clean classes when competing in the 'Gold Card' competition. They also participate in the school's 'Recycling' project and in

the 'Electricity Committee' which aims to reduce the use of electricity and water in the school.

- Students have a good sense of competitiveness and innovation while participating in both inter- and intra-school competitions, such as 'Reading

Challenge' and 'Alia School Spelling Bee'. They won gold and silver medals at a GCC regional level in an Arts competition. However, their competitiveness and innovation are less evident in lessons.

### **Areas for improvement**

- Students' leadership roles in the less effective lessons, and competitiveness and innovation skills.

## Quality of processes

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

#### Judgement justifications

- Most Primary School teachers employ a variety of effective teaching and learning strategies to engage students, such as the round table, think-pair-share, little teacher and role play. Similar strategies are less effectively used in the Middle School where some class activities are below the expected levels, particularly in mathematics and science, which hinders the expansion of students' knowledge.
- Resources are used adequately across the school including mini boards, videos, textbooks and worksheets. In the better lessons in Primary School, curricular links are age appropriate and of interest to students, such as linking the importance of safety procedures to different cultural celebrations.
- Teachers give clear instructions and ensure appropriate transition between lessons' objectives, thereby enabling the majority of students to progress. They also manage students' behaviour well and encourage them adequately through a variety of methods including stars, group points, clapping and verbal reinforcement. However, management of learning time is less effective, with most lessons either having long introductions or less time for assessment due to slow pace.
- Teachers have clear lesson plans. However, the implementation of those plans is inconsistent as there is a tendency to focus on procedures over productivity.
- Regular assessment is carried out to measure students' understanding and progress, using group, individual, peer and self-assessment. However, in the majority of lessons, the results of assessments are not used to inform teaching and support students' different needs, particularly for low achievers, who require more than peer support and short sessions of 'Little Teachers'.
- Feedback is provided on students' written work, with guiding comments to help students improve their performance. However, feedback in lessons is mostly oral and generic and does not support students' learning.
- Opportunities provided to challenge higher order thinking skills are adequate. Students explain the importance of having a healthy breakfast in Primary School and critically analyse poetry in Middle School. However, challenging students of different abilities is inconsistent, with low expectations in a few lessons.
- Students are sufficiently encouraged to use technology in research, as is evident in the role of the 'Little Researcher' seeking topics such as Bahraini inventors. However, the utilisation of digital empowerment tools such as the interactive whiteboard is limited to projecting findings or matching pictures to words.
- Differentiated activities are used effectively in the better lessons. However, this practice is inconsistent in the majority of lessons across the school.



## Areas for improvement

- Using learning time effectively.
- Effective use of assessment results to inform teaching and meet students' different needs, particularly the low achievers.
- Challenging students of all abilities and raising the expectations in lessons.

## □ Empowerment & meeting needs 'Good'

### Judgement justifications

- The school diagnoses and monitors students' academic progress and effectively meet their academic needs. Outstanding students provide support to low achievers through the 'Buddy Learner' and are encouraged to actively participate in competitions such as 'Mental Maths' and 'Speech and Waves'. Similarly, low achievers are provided with after school tuition and intensive remedial programmes on Thursdays. Students are also provided with special preparation classes prior to their external examinations. However, the support provided to special needs students (SEN) in their dedicated programme is less effective.
- Students personal development is reinforced well as the school provides sensitive care and counselling programmes on different topics such as 'Ideal Student' and 'Secure Usage of Technology'. Good links are maintained with external bodies to follow up SEN students. New students are inducted into the school through a well-structured programme leading to their settling in.
- Most students' experiences and talents are enriched through a wide range of extracurricular activities and programmes such as 'Little Inventor', 'French Club' and 'Sports Committee'. Dedicated subjects' educational weeks and different school competitions such as 'Creative Writing' and 'Little Reporter' are regularly offered. Trips are organised to places such as Al-Areen Wildlife Park and Arad Fort.
- Students receive awareness sessions to support their transition into the next stage, such as programmes about being a teenager. The school counsellor delivers a lecture on career choices.
- Despite the campus boundaries, including the absence of an auditorium, a safe environment is provided through monitoring safety issues and carefully maintaining the premises. Evacuation drills are conducted, and students are closely monitored during arrival and dismissal times. Medical care is provided by the nurse as well as the regular health activities such as 'Healthy Breakfast'.
- The school utilises its human and physical resources effectively to support students with disabilities, both academically with a focus on developing their reading and writing skills and personally, including providing opportunities for them to participate in activities during assembly.

## **Areas for improvement**

- Support provided to students with special needs (SEN).

## Quality assurance of outcomes and processes

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

#### Judgement justifications

- The school has a shared vision aiming at preparing well-educated students with a balanced personality. Its mission focuses on stimulating outstanding performance. This is adequately evident in the majority of students’ standards.
  - The school carries out a comprehensive self-evaluation involving all its stakeholders. Improvement priorities identified are mostly driven from the previous BQA report, including improving students’ academic achievement, personal development, developing teaching and learning processes, enhancing support provided and empowering leadership.
  - The school’s operational plans are linked to the identified self-evaluation priorities and its three-year strategic plan. However, success criteria are generalised and the accuracy of key performance indicators is inconsistent. Plans are regularly followed up by the school’s Quality Team, but the impact of that is inconsistent on the overall performance of the school including students’ academic achievement and teaching and learning processes.
  - The school’s senior leadership team motivates staff through providing incentives such as awarding certificates and regular celebrations. Staff meetings are regularly held and teachers are encouraged to share best practices.
- Therefore, staff relationships are positive and staff turnover rates are relatively low.
- Senior leaders conduct class observations and provide verbal and written feedback. This is in addition to the regular visits by external bodies. Professional development sessions are provided both internally and externally, including online courses, to all teachers on various topics such as ‘Differentiation’, ‘Higher Order Thinking Skills’ and ‘Classroom Management’. However, the impact on the performance of teachers is inconsistent, particularly in Middle School.
  - The school adequately utilises its available facilities such as the playground and computer laboratory. The library has a suitable collection of books catering to the range of students’ interests and the science laboratory is sufficiently equipped. However, the utilisation of technological learning resources, including Interactive White Boards, is inconsistent in positively enriching students’ learning.
  - Good links are established with the community through school’s collaborations with local bodies such as Muharraq Municipality in ‘Tree Planting Day’ and the use of school facilities for the UNISCO Fair. Parents’ Council contributes positively to school life through its active participation in

organising activities and introducing ideas to improve issues such as communication with parents using class dojo.

- Roles within the school are defined between the Board of Directors and the

school's senior leadership. The Board meets regularly to monitor the school's performance and provides strategic direction. It holds the senior leadership accountable for the school's performance and students' well-being.

### **Areas for improvement**

- Monitoring of the impact of professional development programmes on teachers' performance in the majority of lessons.
- The effective utilisation of the school's available technological resources to enrich students' learning.

## Appendix 1: Characteristics of the school

Name of the school (Arabic)	مدرسة تايلوس الخاصة														
Name of the school (English)	Tylos Private School														
Year of establishment	2009														
Address	Villa 2469, Road 2651, Block 226														
City / Town / Governorate	Busaiteen / Muharraq														
School's telephone	36124445	17324110				Fax		17322415							
School's e-mail	hzuwayed@tylosschool.info														
School's website	www.tylosschool.info/moodle/														
Age range of students	6-13 Years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1-5				6-8				-						
Number of Students	Boys	137				Girls	123				Total	260			
Students' social/ economical background	Most students come from middle to high 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	1	-	-	-	-		
Number of administrative staff	11														
Number of teaching staff	30														
Curriculum	British, with Ministry of Education (MoE) for Arabic, Islamic Studies, social studies and citizenship.														
Main language(s) of instruction	English and Arabic														
External assessment and examinations	Cambridge Primary Checkpoint G6 (Optional) Cambridge Secondary Checkpoint G8 (Optional) BQA National Examinations in Arabic and English Grade 6.														
Accreditation (if applicable)	-														
Major recent changes in the school	<ul style="list-style-type: none"> <li>• New appointments in 2018-2019: <ul style="list-style-type: none"> <li>– A School Principal.</li> <li>– An Academic Coordinator.</li> <li>– An Educational Consultant.</li> </ul> </li> </ul>														