Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Evaluation Report of the Quality of School Practices During Exceptional Circumstances

Multinational School – Bahrain (Private School)
Date of Evaluation: 6-10 March 2022

The Directorate of Private Schools and Kindergarten Reviews (DPS), which is part of the Education & Training Quality Authority (BQA) conducted an evaluation of the quality of the school's practices during exceptional circumstances according to the designated Framework.

During the evaluation, the reviewers observed different educational situations, scrutinised students' works, analysed school's data and other documents. Reviewers also surveyed and met with staff, students and parents. This report summarises the findings and recommendations of the evaluation process.

Evaluation Summary

Section One: Quality of Students' Welfare	Section Two: Developing Students' Learning	Section Three: Quality of School Change Management	Classification of the School Overall Performance
Sufficient Response	Sufficient Response	Sufficient Response	Sufficient Response

Evaluation Scale:	Sufficient Response	Partially Sufficient Response	Insufficient Response

Overall Evaluation Outcomes

Key positive areas

- The school's responsiveness to health and safety requirements and investment in digital resources to ensure the continuity of teaching and learning during exceptional circumstances.

- The range of extracurricular activities and academic and personal support programmes to meet students' varying needs and interests.

- The use of appropriate teaching and learning strategies and productive use of learning time in the majority of lessons.

Recommendations

- Improve students' standards in Arabic by monitoring curriculum delivery and ensuring the alignment of assessment with competencies, particularly in Senior School.

- Follow up on the impact of professional development programmes on the performance of some teachers, particularly in using engaging teaching strategies and managing learning time appropriately.

- Provide further participation opportunities to ensure students' active involvement in the less effective lessons.

Key Findings on Evaluation Sections

This section of the report highlights the 'positive areas' and 'areas for improvements' in each section as a result of the evaluation process. These were thoroughly discussed with the school's leadership and reinforced with examples during the evaluation process. These areas focus on indicators explained in the 'Handbook for Evaluating the Quality of School Practices During Exceptional Circumstances' published on the BQA website.

Section One: Quality of Students' Welfare 'Sufficient Response'

Evaluation Justification

- The school adequately identifies students' academic needs by conducting baseline tests and providing 'Booster' sessions across Schools in English, mathematics and science, in addition to the (اقرأ وارتق) programme in Arabic. Students with learning difficulties are supported in their programme by Learning Enrichment Assistants (LEA) and creating Individual Education Plans (IEP) , while students who study English as an Additional Language (EAL) are supported through the provision of the 'Global English' programme. Students' attendance is adequately monitored, and their progress is followed up through regular formative and summative assessment which accounts for the progress of the majority of students. However, the inconsistent accuracy of Arabic baseline tests in identifying students' educational needs affects the quality of support provided and their progress, particularly in Senior School.

- The school enriches students' experiences and caters for their varying needs and interests through a range of extra-curricular activities in the 'IGNITE' programme clubs such as 'Guided Art' and 'Scholastic and Debate', as well as students' participation in the 'World Scholars Cup' and 'Mathletics' competitions. Students' positive attitudes towards local and global issues are developed through community service fundraising for Bahrain Animal Rescue Centre (BARC) and in-class discussions about 'Climate Change' and 'Plastic Pollution'. In the majority of lessons, students are provided with adequate opportunities to actively participate in lessons; however, in the less effective lessons, students are provided fewer opportunities to be actively involved, which hinders their progress.

- Appropriate social and emotional care is provided to students through one-on-one counselling sessions and conducting awareness lectures such as 'Journey to Womanhood' and 'Welcome to Men Club'. The vast majority of students are punctual and are well-behaved, and adequate technical support is provided upon need; however, few students' punctuality in attending hybrid lessons remotely is inconsistent.

Areas for Improvement

- The accuracy of diagnosing students' educational needs in Arabic, particularly in Senior School.

- Further opportunities for students to participate in the less effective lessons.

Section Two: Developing Students' Learning 'Sufficient Response'

Evaluation Justification

- Teachers implement suitable teaching and learning strategies in the majority of the lessons such as learning though play, brainstorming and discussions, and use of a variety of learning resources including educational videos, mini-boards and digital tools including 'Nearpod' and 'Class Notebook'. These result in the engagement of the majority of students and assist in the development of their knowledge and skills. However, the impact of teaching and learning strategies in the less effective lessons is inconsistent in promoting students' participation and engagement in learning due to their teacher-centred nature.

- In the majority of lessons, teachers implement effective verbal, written and digital assessment methods such using 'Quizizz' and 'Wordwall' to ensure students' achievement of learning objectives. Assessment results are used to provide students with suitable feedback and support which facilitates their progress in the majority of lessons and written work in most core subjects. However, in some lessons and written work, particularly in Arabic Senior School, the use of assessment is less effective due to its inconsistent alignment with curriculum competencies, which affects the development of students' skills and their acquisition of knowledge.

- Teachers adequately plan and implement the majority of lessons by providing clear instructions and transitioning smoothly between learning objectives. Students' behaviour is well-managed due to the use of effective positive reinforcement, both verbally and digitally such as using the animated distribution of (حلاوة القرقاعون) in Junior School. In the better lessons, teachers make meaningful links to real life such as the discussion of Ramadan customs and traditions in Arabic and recapping previous knowledge like 'Figures of speech' before analysing Shakespearean language in English. However, in few less effective lessons, management of learning time is affected by the inconsistent pace adopted, which affects the assessment and quality of feedback and support provided

- In the majority of the lessons and written work, students are provided sufficient opportunities to develop 21st Century skills such as working independently on tasks, thinking critically in the 'Hot-seat' activity in English and working collaboratively in 'Break-Out Rooms'. Students are encouraged to produce digital content to showcase their skills such as designing a brochure on 'London' in Geography and creating a 'News Report' video in English.

Areas for Improvement

- Further management of learning time and implementation of attractive teaching and learning strategies in the less effective lessons to promote students' engagement and participation.

- Alignment of assessment with curriculum competencies in Arabic lessons and their written work to enhance students' skills, particularly in Senior School.

Section Three: Quality of School Change Management 'Sufficient Response'

Evaluation Justification

- The school appropriately assesses its situation involving stakeholders and follows up on its strategic plan focusing on whole school improvement. Regular risk assessment is conducted, and responsive policies and procedures are implemented to ensure staff and students' safety on campus. Curriculum is adequately reviewed and a whole school 'Recovery Plan' is developed to bridge learning gaps and provide guidelines on topics to be covered in core subjects. However, monitoring curriculum delivery in Arabic to ensure students' achievement of expected skills and competencies is inconsistent.

- The school reorganises its human resources by forming a 'Safety Committee' to monitor the implementation of health and safety procedures and adequately caters for staff's welfare through allowing work from home option when required, and providing 'Aftercare' for their children. The professional competence of teachers is developed through in-house and external training sessions and webinars on various topics such as 'Blended Learning Mastery Series', 'Safeguarding and Psychological Needs', and 'Developing 21st Century Skills'. Regular class observations followed by feedback sessions are conducted to gauge teachers' performance and provide required support, which positively impacted teachers' performance in the majority of lessons, apart from some underperforming teachers in the less effective lessons.

- Material and educational resources are reviewed and adequately organised to meet the requirements of exceptional circumstances. This includes strengthening the internet and investing in digital resources such as subscribing to educational tools and applications including 'MyiMaths', 'Twinkl' and 'Collins E-books'. Cyber security is ensured through regular awareness talks and workshops for students on topics like 'Need to Protect Cyber Space', 'Online Safety' and 'Cyber Bullying'.

- Several channels of communication are established with stakeholders to seek their opinions and suggestions including the Parent Teacher Association (PTA), surveys and weekly newsletters. Sufficient communication is established with the local and learning communities through participating in activities like 'Think Pink' organised by 'Bahrain Society', 'Goal Projects' linked to the United Nations Sustainable Development Goals, in addition to participating in external competitions such as 'Science Asian Award', 'Bahrain Science Award' and 'Diplomathon Global World Programme'.

Areas for Improvement

- Monitoring curriculum delivery in Arabic to ensure students' achievement of expected skills and competencies.

- Following up on the impact of professional development on the performance of some teachers.