



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

Directorate of Private Schools & Kindergartens Reviews Monitoring Visit Report

**City International School
Al Hidd – Muharraq Governorate
Kingdom of Bahrain**

Date of second monitoring visit: 6 February 2019

Date of first monitoring visit: 7 May 2018

Date of last review: 16-18 January 2017

SP035-C3-Mb007

Introduction

The monitoring visit of the school took place over one day, by a monitoring team from the Directorate of Private schools and Kindergarten Reviews (DPS) of the Education & Training Quality Authority (BQA), to verify the improvements that it enacted according to the recommendations of the overall outcomes of the first monitoring visit. During the monitoring visit improvements in students' performance is evaluated during the class observation, the learning walk, scrutiny of their written work and monitoring of general progress.

The Previous Judgement

- The school was judged as 'In progress' in the first monitoring visit in May 2018.

Summary of the second monitoring results

The recommendations	The description
Recommendation 1	Partial improvement
Recommendation 2	Partial improvement
Recommendation 3	Partial improvement
Recommendation 4	Partial improvement
The monitoring visit overall judgement	In progress
<ul style="list-style-type: none">• The school is going to be scheduled within the regular reviews as per BQA policy.	

* The recommendations are included within the report.

The overall outcomes of the visit

- Continue ensuring the effectiveness of leadership, management and governance through:
 - effective strategic planning that is based on accurate and comprehensive self-evaluation and contains clear performance indicators
 - rigorous monitoring of the impact of professional development programmes on students' achievement.

- Raise students' academic achievement further by enabling them to acquire the basic skills in all core subjects and develop their understanding to meet curriculum age-related expectations.
- Further improve the effectiveness of teaching and learning, focussing on:
 - productive use of learning time
 - assessment methods that rigorously measure students' progress and support their different learning needs
 - developing students' self-confidence and enthusiasm.
- Continue establishing comprehensive academic support programmes and improve extracurricular activities to meet students' different needs and interests.

The Progress in the recommendations

Recommendation 1:

- Continue ensuring the effectiveness of leadership, management and governance through:
 - effective strategic planning that is based on accurate and comprehensive self-evaluation and contains clear performance indicators
 - rigorous monitoring of the impact of professional development programmes on students' achievement
 - clear and separate roles between the school's academic leadership and members of the Board of Directors.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The school procedures include the re-formation of the school improvement team, which worked cooperatively to conduct an overall SWOT analysis and survey the views of stakeholders. • The strategic and operational plans are based on BQA's review aspects and recommendations, as well as expansion of the school's infrastructure. • The school has provided several internal professional development programmes based on teachers' needs analysis and the school's needs. Performance is monitored using a unified observation form that includes the BQA's criteria. • A new school Principal has been appointed after a legal dispute, and the school has implemented clear procedures for recruiting new qualified staff. 	<ul style="list-style-type: none"> • Strategic and operational plans are adequately implemented. These include clear actions, timeframes and personal responsibilities. Most key performance indicators are clear but some of them focus on implementation more than the impact. Plans are followed and monitored; however, some actions need to be more focused on specific areas of students' academic achievement and development of their skills. • There is systematic follow up of performance through regular lesson observations. However, the impact of professional development programmes is still inconsistent in the lessons observed, across all subjects. • Clear and separate roles are established between the school's owners and the academic leadership, with the Principal being independent but held accountable for performance.

Recommendation 2:

- Raise students' academic achievement further by enabling them to acquire basic skills in all core subjects and develop their understanding to meet curriculum age-related expectations.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none">• The school has conducted diagnostic tests in core subjects across all grades to identify weak students, and those who scored less than 50% are supported through remedial lessons.• Outstanding students are encouraged and appreciated through awards.	<ul style="list-style-type: none">• Students attained high pass and proficiency rates in core subjects across all grades in the 2017-2018 internal examinations.• The proficiency rates have significantly improved in most subjects and grades, particularly in Grade 5 Arabic, Grade 6 mathematics and in all subjects of Grades 7 to 10. However, these high rates are not consistently reflected in students' standards in lessons, particularly in the Middle and High schools• Students' language skills in Arabic and English are inconsistent. Their speaking skills and reading with comprehension are better than their use of grammar in sentences, thus their extended writing in both languages is still in need of further development.• In mathematics and science, the majority of Primary School students have knowledge and basic skills as per curriculum expectations and they develop adequate understanding in lessons. For example, in science they identify types of electrical conductors and insulators. However, in the Middle and High Schools, students' standards in some grades are below curriculum expectations. For example, their skills in calculating area

	and perimeter of geometric shapes in the Middle School and expanding brackets in algebraic expressions in High school are weak.
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Recommendation 3:

- Further improve the effectiveness of teaching and learning, focussing on:
 - productive use of learning time
 - effective class management
 - assessment methods that rigorously measure students’ progress and support their different learning needs
 - developing students’ self-confidence and enthusiasm.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The school has conducted several professional development workshops on topics such as ‘Teaching and Learning Strategies’, ‘Class Management’ and ‘21st Century Skills’. • Following class observations, teachers are provided with feedback on the areas to improve in their teaching practices. • Special sessions on ‘respect’, ‘sympathy’ and ‘tolerance’ are conducted by counsellors to raise students’ awareness, and proper behaviour and participation is encouraged in lessons. 	<ul style="list-style-type: none"> • Teachers involve students in group and individual activities in most lessons. However, in a majority of lessons the more able students dominate activities while other students are merely passive. • Students’ behaviour is managed well in lessons, which is supported by students’ good conduct. However, managing learning time is inconsistent, particularly in a few lessons where activities take too long and are disorderly. • Both oral and written assessment is conducted in almost all lessons. However, during verbal assessment teachers focus on students who volunteer to answer. Although teachers provide general support to students in lessons, individual support, particularly to low achievers, is insufficient. • A majority of students show adequate enthusiasm to participate during lesson

	activities. However, their self-confidence is less developed due to insecure basic knowledge and skills in core subjects in some grades, particularly in the Middle and High Schools.
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Recommendation 4:

- Continue establishing comprehensive academic support programmes and improve extracurricular activities to meet students' different needs and interests.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The Students' Council has clear responsibilities. Students are involved in clubs and societies such as 'Culture and Drama Society', 'Environmental Society, and 'Sports Society'. • A few opportunities are created for students to participate in extracurricular activities such as the 'Science Fair ' and field trips like the visit to a Nursing Home. • The school arranges a few programmes to meet the educational needs of students, such as 'Together We Can' that supports low achievers, as well as Arabic reinforcement lessons before the morning assembly and a speech competition in Arabic to develop students' skills. 	<ul style="list-style-type: none"> • The experiences of students involved in extracurricular activities are appropriately cultivated through developing their talents and providing them with opportunities to assume leadership roles which increase their self-confidence and enthusiasm. However, participation in these activities still does not include the majority of students. • The effectiveness of the school programmes in meeting the needs of the students and developing their skills in the core subjects is inconsistently reflected in their academic progress in lessons. The programmes offered are not sufficiently comprehensive to cater for all categories of students.

Appendix 1: Basic Information about the School

The school name (Arabic)	مدرسة المدينة العالمية												
The school name (English)	City International School												
Year of establishment	2008												
Address	Villa 27, Road 949, Block 109												
Town / Village / Governorate	Al Hidd / Muharraq												
School's Contacts	17672541			-			Fax			17670925			
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-6				7-9				10				
Number of students	Boys		254		Girls		162		Total		416		
Students' social background	Students are from families of various social backgrounds												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	3	2	3	3	3	1	2	1	1	-	-
Major recent changes in the school	<ul style="list-style-type: none"> A new Principal was appointed in September 2018. 												

Appendix 2

Table 1: Judgement on how well the school has met the recommendations.

Judgement	Judgement Description
Sufficient Improvement	The school is making significant progress in addressing the recommendation. It has taken measures which have achieved great improvement linked to the recommendation which clearly resulted in improved performance, and positively impacted the outcomes.
Partial Improvement	The school is making inconsistent progress in addressing the recommendation. It has taken positive actions, which led to varying improvements in performance, and partially affected the outcomes.
Insufficient Improvement	The school does not achieve sufficient improvement in the recommendation. It was not successful in taking actions leading to appropriate improvement. There is a notable weakness that needs to be effectively and urgently addressed.

Table 2: The overall judgement of the school progress in the monitoring visit*

The Overall Judgement of Progress	Judgement Description
Sufficient Progress	The school has taken effective measures to bring about sufficient improvement in all of the recommendations.
In Progress	The school has taken several measures to bring about at least partial improvement in all of the recommendations. There are no recommendations with insufficient improvement
Insufficient Progress	The school has not brought about sufficient improvement in a single recommendation or more.

* In case of insufficient measures linked to the recommendations related to the licensing/organisational body, and with the school taking the appropriate measures on its part, the overall progress judgement will not be affected, except with the issues related to health and safety.