



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

Directorate of Private Schools & Kindergartens Reviews Review Report

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

Date of Review: 16-18 January 2017
SP035-C2-R032

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 eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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

Outstanding

1

Good

2

Satisfactory

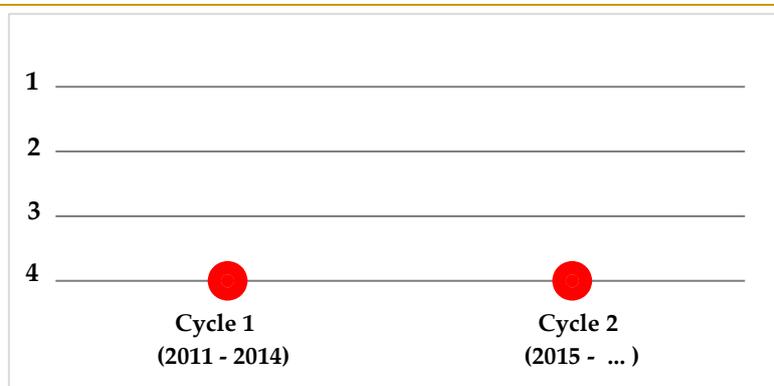
3

Inadequate

4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	4	4	4	4
	Students' personal development	4	4	4	4
Quality of processes	Teaching and learning	4	4	4	4
	Students' support and guidance	4	4	4	4
Quality assurance of outcomes and processes	Leadership, management and governance	4	4	4	4
Capacity to improve		4			
The school's overall effectiveness		4			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



1

Outstanding

2

Good

3

Satisfactory

4

Inadequate

School Report

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 'Inadequate'

Judgement justifications

- Although pass rates and proficiency rates are generally high in internal examinations, this is not reflected in students' actual standards in lessons or in their written work. Students' understanding and basic skills in all core subjects do not sufficiently meet curriculum age-related expectations in most grade levels.
- The effectiveness of teaching and learning is judged as inadequate in almost two thirds of the lessons observed, due to the unproductive use of learning time and ineffective class management leading to passive and demotivated learners.
- Assessment for learning is not rigorously used in most lessons to measure students' progress and support their different learning needs.
- The school does not diagnose students' academic needs and therefore no educational support programmes are offered.
- The insufficient extracurricular activities offered do not match the age-related interests of students in either quality or variety.
- Students' self-confidence and enthusiasm is not sufficiently developed across the school.

- Strategic planning is not based on accurate and comprehensive self-evaluation. It also lacks clear performance indicators to facilitate rigorous monitoring of implementation.
- The impact of the school's professional development programmes on teachers' performance in lessons is not sufficiently monitored.
- The Board of Directors holds the school's leadership accountable for the school's general performance. However, roles between both sides often overlap.

Main positive features

- None.

Recommendations

- Ensure 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.
- Raise academic achievement by enabling students to acquire basic skills in all core subjects and develop their understanding to meet curriculum age-related expectations.
- 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
 - development of students' self-confidence and enthusiasm.
- Establish comprehensive school educational support programmes and improve extra-curricular activities to meet students' different needs and interests.

Capacity to improve 'Inadequate'

Judgement justifications

- The school's self-evaluation is not sufficiently rigorous to identify major positive areas and areas for improvement.
- The strategic plan does not have a substantial impact on the improvement of the school's provisions and outcomes, as its processes and procedures are not

appropriately implemented and monitored.

- The significant increase in the number of students limits the school's capability to diagnose and meet their individual academic and personal needs.
- The percentage of newly recruited teachers, due to staff turnover, is a major obstacle in developing the required teaching faculty to have a significant impact on classroom practices.
- For a minority of teachers' subject knowledge is not secure due to the mismatch between those teachers'

qualifications and the subjects they teach. Consequently, the quality and effectiveness of teaching and learning, as well as the students' achievement, are affected.

- The Board of Directors makes major contributions in relation to financial issues and expansion plans. However, the roles and responsibilities between the Board and the school's leadership are not separated as they often overlap and hinder the school's daily routines.

Quality of outcomes

□ Students' academic achievement 'Inadequate'

Judgement justifications

- Students' attainment in internal examinations indicates consistently high pass rates in core subjects across the school over the last three years. However, these high results do not match the standards observed in most lessons and in student's work, which are significantly lower.
- In the year 2015-2016, students' pass rates ranges from 83% in Grade 10 chemistry to 100% in most subjects in the Primary and Middle schools. Their proficiency rates are mostly high in the Primary school and inconsistent in the Middle and High Schools, ranging between 7% in Grade 10 mathematics and 77% in Grade 9 English.
- In Grade 10 IGCSE examinations students' performance is below satisfactory overall, with one student in three of those who sat the examinations in 2016 achieving a C grade in First Language English and business studies.
- Lower Primary School students' standards in lessons and in their work are satisfactory in English, mathematics and science. For example, in English students frame short sentences appropriately and in science they can explain the changing states of matter. However, standards of the remaining students in most other grades are inadequate.
- In most grade levels students make limited progress in lessons, with their standards being significantly below curriculum expectations. Even in the very few better lessons, though high achievers make sufficient progress, low achievers do not develop understanding and skills, mainly due to insufficient support provided in lessons.
- In English, students' speaking and listening skills are in line with grade expectations. However, their reading comprehension and writing skills are underdeveloped across all grades.
- In Arabic, students' basic language skills are below age expectations. Students use colloquial language when speaking, while their reading and writing skills are underdeveloped.
- In mathematics, most students across the school have limited ability to apply reasoning and their problem solving skills are underdeveloped. For example, students in Middle School have difficulty in calculating areas of parallelograms and the majority in High School have difficulty in applying the information provided to solve direct variation problems.
- In science, students in Middle School show age appropriate standards in biology. They develop adequate understanding of the functions of the human heart and respiratory system. However, in most cases, particularly in the Middle and High Schools, students have limited understanding of basic concepts. Their standards are well below curriculum expectations and their practical inquiry and investigative skills are underdeveloped across the school.

Areas for improvement

- Standards and progress in core subjects across the school.
- Students' reading comprehension and writing skills in both Arabic and English.
- Students' ability to apply reasoning and problem solving in mathematics and experimental skills in science.

□ Students' personal development 'Inadequate'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none">• Most students across the school do not participate adequately in lessons. They show little enthusiasm and low learning motivation. This is due to limited teachers' encouragement, the strict teacher-led approach and their inadequate standards particularly in the Upper Primary, Middle and High schools.• Students' contribution in school life is minimised as extra-curricular activities are too limited and opportunities to take up responsibilities, including leadership roles, are inadequate. However, a few students participate occasionally in the morning assembly and enjoy some sports during recess.• Students in general feel safe and show respect to all. They enjoy good relations with their teachers and classmates. However, despite the generally positive behaviour in lessons, incidents of misbehaviour do occur such as disobedience and side conversations, particularly in the inadequate lessons. | <ul style="list-style-type: none">• Students demonstrate appropriate understanding of Bahrain's culture and heritage. They celebrate events such as National Day and design traditional Bahraini corners around the school. Islamic values are sufficiently understood and shown in the students' generally positive behaviour and their roles in maintaining the school's cleanliness.• The majority of students attend school regularly and punctually. However, a significant number are habitually late, the daily attendance of these showing significant and consistent irregularities.• Across the school, as a consequence of the limited opportunities provided, students' independent learning skills are under-developed.• Students' collaborative working skills are generally not well developed. However, in the better lessons, when the teaching strategies allow, the majority of the students work collaboratively in groups and communicate well together. |
|---|--|

Areas for improvement

- Students' participation in lessons and school activities.

- Students' self-confidence and ability to take responsibilities and leadership roles in school life.
- Students' independent learning skills.
- Communication skills and ability to work together effectively.

Quality of processes

□ Teaching and learning 'Inadequate'

Judgement justifications

- Teachers' subject knowledge is secure for the majority, though for a minority some mistakes in subject knowledge occur due to the mismatch between those teachers' qualifications and the subjects they teach. This affects the overall quality and effectiveness of teaching and learning, affecting students' achievement.
- In the few better lessons across the school, teaching and learning strategies such as questions for learning, discussions and group work are appropriately implemented. However, the range and effectiveness of such strategies are too limited in most lessons, with the more ineffective teacher-centred learning being used.
- Resources including flash cards, models, worksheets and pictures are adequately used in the few better lessons. However, learning resources are usually inadequate in the majority of lessons. Textbooks are rarely used, particularly in mathematics and English lessons.
- Students' behaviour in satisfactory lessons is appropriate, leading to positive classroom management. However, in a few lessons difficulties in handling behavioural incidents hinder the productivity of the lessons.
- Lessons usually start on time with introductory activities. However, most class activities consume more time than planned, leading to pace that negatively affects students' learning time and reduces the added value of those lessons.
- Outstanding students are usually verbally encouraged to participate and play active roles. However, a significant majority of students are not given the opportunity to develop their self-confidence as they are mostly passive due to the demotivating teaching strategies implemented in almost two thirds of the lessons reviewed.
- Most students receive insufficient support in lessons, particularly the low achievers, which negatively affects their academic standards and progress.
- In the majority of lessons students are mainly assessed verbally. Only occasionally are individual written worksheets used. In a significant number of lessons assessment is not completed due to ineffective use of time and any results are not used to improve students' standards. In English, there is excessive focus on teaching grammatical rules out of context, and in mathematics the better students are not given any enrichment activities.
- Students' written work is inconsistently checked and mistakes are overlooked. Hardly any constructive feedback is given to improve the quality of work. Internal examinations' questions are not challenging and correction lacks accuracy in many cases.
- In most lessons teaching is very direct and focuses on drilling and memorising facts rather than developing students' critical thinking and analytical skills. In mathematics students find difficulties in solving word problems, and in science

teaching does not promote investigative and practical skills.

- In most lessons, differentiation is ineffective as activities are mostly unified

and target standards that are below age expectations.

Areas for improvement

- The range and effectiveness of teaching and learning strategies and resources.
- Class and time management to improve students' learning and achieve better productivity.
- Support for all categories of students, particularly the low achievers.
- Assessment to diagnose student's different abilities and meet their varying needs.

□ Students' support and guidance 'Inadequate'

Judgement justifications

- The school lacks systematic procedures to diagnose students' individual learning needs and does not provide them with sufficient support. Only a few programmes are offered to support outstanding students, such as the 'Reading Challenge', and limited support is occasionally provided to low achievers. Students with learning difficulties are not accurately identified. Therefore, the impact of any attempts to support students' learning in lessons is too limited.
 - The school provides adequate support to students in the case of personal problems. Students can talk confidentially with their teachers and supervisors. Adequate advice is given, which improves their general behaviour and solves some of their problems.
 - Appropriate health care is provided through the presence of a school nurse.
 - Positive behaviour is enhanced through programmes such as 'Group Counselling',
- few moral lectures and honouring the star of the week. Individual counselling and monitoring are also provided whenever needed.
 - Extra-curricular activities are provided including visits to a few sites such as Isa Cultural Centre and the celebration of Civil Defence Day. However, the needs and age-related interests of students are not sufficiently satisfied by the current quality and quantity of such activities.
 - The school buildings are generally well maintained. Students are sufficiently monitored during recess and dismissal times. Safety requirements such as fire extinguishers are provided but the last evacuation drill conducted was last year. Due to the limitations of the premises the school's football field is relatively small and inappropriately located in the middle of the campus.
 - Students are sufficiently inducted through school counsellors and teachers,

enabling them to settle in their different stages smoothly and easily.

- Students' life skills such as problem solving and leadership skills are not adequately promoted across the school.

Areas for improvement

- Meeting the learning needs of different groups of students.
- Reinforcing students' experiences and interests through a variety of extra-curricular activities and promoting students' life skills.
- Regularity of evacuation drills and the appropriateness of the position of the football field.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Inadequate'

Judgement justifications

- The school has a vision that strives to develop successful learners. Though this vision is shared with the majority of staff, its impact on the school's general performance, and students' academic achievement in particular, is not realised.
- The self-evaluation, though based on a SWOT analysis, is not sufficiently rigorous and does not reflect the school's situation as it does not recognise its main positive areas and areas for improvement. Moreover, it is not fully embedded in all school processes.
- The three-year strategic and operational plans are based on the self-evaluation and make reference to the school's general goals. However, they lack clear performance indicators to enable rigorous monitoring of implementation.
- The curriculum is not regularly revised and yearly plans are not aligned with students' age related expectations.
- In-house and external professional development programmes are regularly provided to teachers on various topics, including Differentiation, Lesson Planning and Classroom Management. However, with more than half of the teaching staff having joined in the current year, the impact of those programmes in most lessons is limited.
- The school has a staff structure that clearly defines tasks. Delegation of responsibility is based on current needs rather than experience, including the delegation of the roles of subject coordinators and supervisors.
- Relations among staff and leadership are positive. An open-door policy and non-monetary incentives are in place. However, the impact of that on the performance of the majority of staff is insufficient.
- The school's leadership and some consultants' bodies conduct class observations periodically and provide verbal and written feedback to teachers. However, these observations are not sufficiently focused on improving practices or students' performance.
- The school uses its resources to expand its facilities to absorb the increasing number of newly joined students. This includes the introduction of a computer laboratory and library. Projectors and smart boards are gradually being introduced into the school. However, these resources are not used efficiently to meet students' learning needs.
- The school has a few links with the local community with a number of visits to local exhibitions and sites. However, these links are not adequate to assist students to develop either personally or academically.
- The Board of Directors provides support in financial matters and expansion plans. It holds the school leadership accountable

for the school's outcomes. However, the roles and responsibilities between the

Board and the school's leadership are not clear, understood or separated.

Areas for improvement

- Rigorous self-evaluation and use of its results to build comprehensive strategic and operational plans that are shared among all departments. Monitor their implementation and impact.
- The implementation of curriculum and resources to align with students' standards.
- Follow-up of the impact of professional development programmes on the quality of teaching and learning and student's achievement.
- Roles and responsibilities between the school's leadership and the Board of Directors.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة المدينة العالمية													
Name of the school (English)	City International School													
Year of establishment	2008													
Address	Villa 27, Road 949, Block 109													
Town / Village / Governorate	Hidd / Muharraq													
School's Contacts	17672541				Fax				17670925					
School's e-mail	cityschoolbh@gmail.com													
School's website	www.cityschoolbh.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		336		Girls		245		Total		581			
Students' social background	Students are from mixed social backgrounds													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	5	5	4	4	3	2	2	2	1	1	-	-	
Number of administrative staff	11													
Number of teaching staff	48													
Curriculum	British													
Main language(s) of instruction	English													
Principal's tenure in the school	2 Years and 2 months													
External assessment and examinations	IGCSE – Cambridge													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> • More than half of the staff are newly appointed in the academic year 2016-2017. • The addition of one more building to the school's campus. • Establishment of two libraries, IT lab and art room. 													