



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
Hidd – Muharraq Governorate
Kingdom of Bahrain**

Date of first monitoring visit: 7 May 2018

Date of last review: 16-18 January 2017

SP035-C2-Ma009

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 has enacted according to the recommendations of the last review visit. During the monitoring visit, improvement 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 'Inadequate' in the January 2017 review visit.

Summary of the first 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 needs a second monitoring visit after six months	

* 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
 - clear and separate roles between the school's academic leadership and members of the Board of Directors.
- 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.

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

The Progress in the recommendations

Recommendation 1:

- 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.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The school has re-drafted its vision and mission • The school has diagnosed its situation using SWOT analysis involving all of its stakeholders. The results are used to build the three-year strategic plan, and a comprehensive action plan that includes the previous review recommendations. • The school has formed a school improvement team to focus on monitoring teaching practices and the impact of professional development programmes. • The school has redefined its organisational structure to organise and streamline work practices, job descriptions and whole school policies. 	<ul style="list-style-type: none"> • The comprehensive SWOT analysis identifies the school's general strengths, areas for improvement, opportunities and threats. However, the identified strengths and areas for improvement are contradictory at times. • Strategic planning is in place, providing a road map to lead the schoolwork in all aspects. The action plan is orderly and focuses on main work areas, with clear key performance indicators, set responsibilities and clear time frames. It is implemented well according to schedules and its impact is adequate. • A range of effective professional development programmes have been implemented, such as workshops on lesson planning, teaching strategies and assessment methods. The school leadership regularly monitors teachers and staff and provides feedback on their performance. However, the impact of these workshops is inconsistent in the majority of lessons observed. • The school provides clear job descriptions, a range of policies to govern schoolwork, and sets separate roles and responsibilities for members of staff including a clear

	separation of roles between the leadership and the Board of Directors.
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Recommendation 2:

- Raise academic achievement by enabling students 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"> • Students' skills and knowledge in science and mathematics are pre-assessed at the beginning of the first term using diagnostic tests. • Remedial lessons are in place to support the students through consolidation and enrichment activities. • Agreements between teachers and students, in partnership with parents, are in place which include expectations targets. • Students engage in co-curricular activities such as projects and poster competitions. 	<ul style="list-style-type: none"> • In the academic year 2016-2017, students achieved high pass rates across all core subjects. • In Primary School, students achieve high and very high proficiency rates in most core subjects, except for very low proficiency rates in mathematics and English in Grade 6 and in Arabic in Grade 4, and low proficiency rates in science in Grade 5. They achieve average proficiency rates in science in Grade 6. • In Middle School, students achieve low and very low proficiency rates, ranging between 22% and 48% in the majority of core subjects in Grade 7 and 9, except for average proficiency rates in Grade 7 in science. They achieve average proficiency rates in the majority of core subjects in Grade 8, except for very high proficiency rates in English in the same grade. • In High School, Grade 10 students achieve very high proficiency rates ranging between 53% and 68% in the majority of core subject, except for average proficiency rates in mathematics, being 37%. However, students' attainment in the 2016-2017 IGCSE is too low. • In Arabic, although students can read and comprehend words, their speaking and writing skills are less developed and most students use local dialect during discussions in lessons.

	<ul style="list-style-type: none"> • In mathematics, Primary School students can convert time from hours to minutes and subtract fractions adequately, but students in Middle School have lower standards in calculating gradient and solving simple equations. • In English, the majority of Primary students show adequate basic skills as they can use adjectives in sentences, though they are less secure in understanding synonyms in Grade 7. • Students' acquisition of science skills is inconsistent, such as in converting from kilowatts to watts. On the other hand, their skills in recognising sounds in Grade 3 are better. • Students' standards in mathematics and English in some lessons are below curriculum expectations.
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Recommendation 3:

- Improve the effectiveness of teaching and learning, focusing 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.

Judgement: Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The school has conducted several professional development workshops that tackled various topics such as, 'Effective Group Work', 'Assessment for Learning', 'Classroom Management' and 'Behaviour Modification'. • The school has established assessment and evaluation criteria to provide teachers with feedback following lesson observations. 	<ul style="list-style-type: none"> • Most teachers focus on question for learning, and sometimes have a discussion with the more able students who tend to be more active participants in lessons than other students. • Lessons are orderly and students' behaviour is managed well by the majority of teachers. However, managing learning time is inconsistent as a few teachers tend to over-explain, which negatively affects

<ul style="list-style-type: none"> • Special classes are conducted by the school counsellors to promote the values of respect, sympathy and tolerance. • The school clubs are headed and managed by students. 	<p>learning time at the expense of providing individual activities.</p> <ul style="list-style-type: none"> • Assessment is used effectively in the few better lessons. However, in most lessons, assessment is in groups, where the more able students do most of the work. Individual assessment is not sufficiently differentiated, nor do teachers provide effective support to the less active and low achieving students. • Teachers attempt to encourage students in most lessons. However, most of the activities in lessons are dominated by the more able, with many of the other students being reluctant to participate in class activities. House clubs are managed by students, which adequately develops their confidence and leadership skills.
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Recommendation 4:

- Establish 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 school provides opportunities for students to participate in extracurricular activities such as Sports Day, Drawing competition, the Students' Council, and Drama Club. A 'Life Skills' curriculum is offered to students from Grades 1 to 5. • Educational programmes are offered for the outstanding students, including 'Spelling Bee' and 'Science Club'. An agreement between the school and parents is in place for the low achievers, which includes the points in need of improvement and conducting remedial classes after school hours with activity clubs every Thursday. 	<ul style="list-style-type: none"> • The impact of extracurricular activities in developing students' experiences is inconsistent, as opportunities for students to assume leadership roles to build their confidence, and the activities provided, do not include all students. The impact of support programmes varies in meeting students' learning needs and developing their basic skills in all core subjects.

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	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	285			Girls	210			Total	495			
Students' social background	Students are from families of mixed social backgrounds												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	5	4	4	4	4	2	2	1	2	1	-	-
Major recent changes in the school	<ul style="list-style-type: none"> Appointment of a new school Principal in March 2017. 												

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 have led to varying improvements in performance, and partially affected the outcomes.
Insufficient Improvement	The school is not achieving sufficient improvement in the recommendation. It has not been 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's 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.