



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**French School
Busaiteen – Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 31 October-2 November 2016
SP031-C2-R026

Introduction

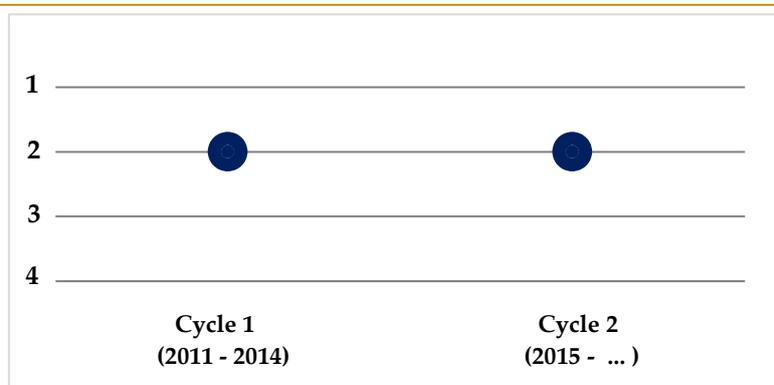
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinized students' written 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
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	2	2	1	2
	Students' personal development	2	2	2	2
Quality of processes	Teaching and learning	2	2	1	2
	Students' support and guidance	2	2	2	2
Quality assurance of outcomes and processes	Leadership, management and governance	2	2	2	2
Capacity to improve		2			
The school's overall effectiveness		2			

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



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 'Good'

Judgement justifications

- The school maintains its previous overall good judgment. All aspects are judged as good. However, academic achievement and teaching and learning are judged as outstanding only in high school.
- In internal assessments, students attain high pass and proficiency rates across the school in all subjects
- Students' progress well in the core subjects which are taught in French across the school. However, written feedback on students' work is not sufficient to ensure that all students are informed about what they need to do to improve their learning.
- Students' standards in most core subjects are outstanding except in Arabic.
- The quality of teaching and learning in Arabic is an area for improvement as teaching and learning strategies implemented are barely adequate.
- Students are self-confident and highly mature. Most of them play active roles in school life and enjoy a wide range of languages offered by the curriculum.
- The school has a clear vision shared with staff and students. Its mission focuses strongly on improvement and is embedded in the curriculum.

- The school's self-evaluation is rigorous and the strategic plan reflects the school's vision and is linked to the identified priorities.
- Teachers' professional development programmes are provided with a monitoring system in place. However, this is not systematic across all school departments.
- Transition from one level of the school to the next is well organised. However,

students' are still in need of comprehensive counselling and guidance to prepare them for further education.

- The open culture created by the school leaders is apparent strongly in the professional relationships within the school and in positive links with the international community.
- Parents and students are very satisfied with the school.

Main positive features

- The open school culture shows in the strong professional relationships among staff and the positive links with the international community.
- Students' have self-confidence and maturity that stems in significant part from their multi-lingual abilities, as the school uniquely offers them the opportunity within the curriculum to learn up to five languages.
- Students' progress well in the core subjects taught in French across the school.

Recommendations

In order to improve the school should:

- Further improve the quality of teaching and learning through:
 - better application of teaching strategies, particularly in Arabic and mathematics.
 - more effective use of written feedback to enable all students to improve their learning.
- Systematically monitor the impact of the professional development programmes to ensure high quality teaching and learning.
- Provide comprehensive counselling and guidance to students for further education.

□ Capacity to improve 'Good'

Judgement justifications

- The school's overall effectiveness is well maintained due to its rigorous strategic planning, accurate self-evaluation and positive management of staff.
 - Teachers' professional development programmes are provided as per the requirement of the French Educational System. However, their impact on the performance of teachers and the speeding up of students' learning is not sufficiently monitored in some departments.
 - The school has a strong family atmosphere that provides students and staff with a highly positive learning environment.
- The school's leaders and managers are aware of the essential need for additional infrastructure and facilities to overcome the present limitations, and construction work to accommodate senior students is in progress.
 - The school's capacity to improve is good due to the students' overall standards which show good progress in all core subjects other than Arabic.

Quality of outcomes

□ Students' academic achievement 'Good'

Judgement justifications

- In the Baccalauréat Général the school averages are very close to the French national averages. In the Diplôme National du Brevet the school averages are well above the French national averages for 2015. High pass and proficiency rates were attained by Grade 9 and Grade 12 students in both of these examinations in 2016.
- In the Diplôme National du Brevet, the students of Grade 9 performed better in mathematics and around 60% students secure 28 and above marks out of 40.
- In internal assessments the students attain high pass rates and proficiency rates in all subjects, across the school. In 2016, the 85% of Cours préparatoire students secured proficiency rates of Grade B and above. This proportion is around 64% in all grades of École primaire, except in Cours élémentaire deuxième année where 58% students achieve proficiency rates. The performance of Collège and Lycée students is very high. Their proficiency rates range between 73% and 93%.
- The tracking data of the same cohort of students shows that, across the school, the majority of students are either maintaining their high performance or making progress in their knowledge, understanding and skills. Students' examination results and written work confirm this.
- In most subjects, across the school, most students demonstrate outstanding standards.
- In the Primary School the standards and progress achieved by students in French and science are outstanding. In mathematics the standards and progress are good.
- In the Middle School the standards and progress shown by the majority of students in most subjects are good.
- In the High School students demonstrate outstanding standards and progress in most subjects.
- In lessons, students are performing comparatively better in French, English and sciences than in mathematics.
- Students demonstrate secure language skills across the school, with high proficiency in French and English. They can communicate in both these languages as almost native speakers. However, in Arabic, the oral skills are better than the writing skills and both are satisfactory.
- Students' proficiency in a range of languages, across the school, is very high. Their mathematical, problem-solving and scientific skills are also well developed.

Areas for improvement

- Students' academic progress particularly in the Primary School.
- The standards and progress of students in Arabic, across the school.

□ Students' personal development 'Good'

Judgement justifications

- Most students participate enthusiastically in school life and in activities such as the Olympiads events and sports, as well as enjoying the annual musical events and acting shows. However, students' level of participation in the Middle and High School is satisfactory.
 - In almost all lessons across the school students participate effectively, respond to teachers' inquiries, and take responsibility in asking questions and assuming class representatives' tasks.
 - Most students are self-confident and highly mature, as they play active roles in various aspects of school life and enjoy distinctive multi-lingual abilities as the school uniquely offers the opportunity within the curriculum to study up to five languages.
 - Students feel safe and secure at school, with almost all showing good self-discipline and behaving in a respectful way in and outside lessons. Relationships with the teachers are positive, contributing to clear harmony among all.
- Most students have commitment to the values of citizenship, and understanding of Bahraini culture. They take part in various school events such as "Journee de la culture Arabe et international". Students enjoy a variety of field trips to local sites including old Muharraq where they took photos and later arranged for exhibition with texts written in both French and Arabic.
 - Attendance levels are generally high and students are punctual for almost all lessons. The school carefully monitors attendance and follows up late arrivals.
 - Most students show a good ability to learn independently both in and out of lessons, conducting research, carrying out experiments and presenting their projects' results.
 - Students work together and communicate well in and out of lessons. They speak several languages, which enables them to integrate easily in the multicultural school environment.

Areas for improvement

- Students' further participation in school life particularly in the Middle and High Schools.
- Further development of students' independent learning and leadership skills.
- Better students' understanding of Bahraini culture.

Quality of processes

□ Teaching and learning 'Good'

Judgement justifications

- In most lessons teachers use a variety of strategies and resources to engage students. For example, in Primary School students are taught in short intervals to focus their attention and secure good progress. In the Middle and High Schools questioning is highly effective as it promotes students' thinking. Effective group work with adequate thinking time to solve problems is inconsistent across the school. When it is ineffectively implemented, group work slows down the progress of students. Furthermore, activities are not sufficiently varied in Arabic lessons resulting in a majority of students being disengaged.
- A good range of resources are used in most lessons including smart boards, laptops, tablets, access to an IT room and differentiated worksheets. However, these resources are not always effectively utilised to engage students. For example, smart boards are only used as a presentation tool. In science, although lessons are scheduled in the laboratory students' experiential learning is impeded by a lack of modern scientific resources and facilities.
- Lessons are usually well planned and objectives are often shared with students. Teachers maintain a purposeful pace which is often challenging, leading to outstanding outcomes for High School students. Clear instructions and good classroom management secure productivity and a focused use of time.
- In almost all lessons teachers praise students and provide constructive verbal reinforcement. This positive learning environment stimulates most students' curiosity and interest. Classroom displays in Primary School consist of visuals to help various aspects of students' learning. However, the school does not sufficiently celebrate students' work in the Middle and High Schools.
- Most teachers carry out regular learning checks to measure students' progress during lessons. They all mark their students' work and the assessment results are used effectively to modify teaching, inform lesson planning and set targeted objectives.
- Verbal feedback is a key strength in most lessons and is particularly effective in the High School where the number of students per class is small. However, the quality of written feedback provided in students' work is inconsistent. It is more detailed in the Middle and High Schools where teachers provide clear written guidance on how to access the next steps in learning. It includes the use of rubrics, and in a minority of subjects students are encouraged to respond to their teachers' feedback.
- In the vast majority of lessons expectations are high and effective questioning is regularly used to encourage students to think critically and express their views. In a majority of lessons students challenge one another

and extend their higher order thinking skills such as analysis, inquiry and problem solving. However, this happens less in Arabic, where teaching remains didactic.

- Most lessons are differentiated effectively through activities that cater for the learning needs of most students.
- Teachers' high expectations in almost all lessons provide a good level of challenge,

particularly for the most able students. In English, however, a few lessons fail to cater for their needs to ensure that all students, including the talented linguists, reach their full potential. In Arabic both high and low achievers make slow progress as their needs are not well catered for.

Areas for improvement

- Further teaching and learning strategies particularly in the Primary and Middle schools and in Arabic lessons.
- The quality of teachers' written feedback in students' work to guide them in their next steps in learning.

□ Students' support and guidance 'Good'

Judgement justifications

- The school monitors students' academic progress systematically. The data collected provides a clear picture of individual performance that is used to inform teachers' lesson planning. Regular reports and formal meetings provide parents with an overview of their child's progress. In the Primary School slower learners are offered support by an additional teacher during some core lessons. Class teachers are closely involved in planning for these interventions and reviewing the progress made by individual children. Students who arrive at the school with low levels of French are enrolled for French remedial programmes. However, the most able and gifted students are not challenged enough

to ensure that they reach their full potential.

- Students are well supported if they face personal problems and communicate positively with the Social Counsellor. However, records of students' personal development are not maintained systematically in the senior school. The school has very clear expectations of student behaviour, and any incidences of misconduct are controlled effectively.
- The school organises activity days that involve students in social and community pursuits. Recent examples include 'Journée de la culture Arabe et Internationale' and 'Ambassadeurs en Herbe'. There is a good range of sporting activities off-site including team games, running and golf. Weekly extra-curricular

activities are attended by groups of students in the Primary School but, sports aside, the age-related school activity programmes for students in the Middle and High Schools are not as good.

- The school helps students with medical or special educational needs, enabling them to access all areas of learning and participate readily in school life.
- The school maintains high standards of security on the school site during the current period of construction. However, procedures taken to monitor the access points and traffic at the busiest times of day are inconsistent. Students and staff benefit from clean buildings. The cafeteria is well maintained and students have access to a qualified nurse during the school day.

- New students are inducted effectively into the school and thereafter supported by the staff of the 'Vie Scolaire'. Transition from one level of the school to the next is well organised. The school provides opportunities for students to learn about different careers, including the 'Forum des Metiers' where local professionals are invited to talk about their occupations. However, as the senior school expands, careers education is not keeping pace with the aspirations of an increasingly diverse community of students.
- Students have the opportunity to assume some roles of responsibility such as class 'delegates'. However, those opportunities are not sufficient.

Areas for improvement

- Better safety procedures while monitoring access points and traffic.
- Further comprehensive advice regarding students' future academic and career choices, including university entrance.
- A wider range of extra-curricular programmes to be provided in the Middle and High School.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Good'

Judgement justifications

- The school has a clear vision which accords with the MLF (Mission Laliqne Francaise/ French Sector Mission) vision and is shared with staff and students. The school's mission is focuses on improvement and has high aspirations for lifelong success, linguistic excellence and global citizenship. The mission is embedded in the school's curriculum and evident in the students' standards.
- The school's self-evaluation is rigorous, involving staff, students, parents and representatives from the French Embassy. The strategic plan reflects the school's vision and is linked to the identified work priorities and major areas for improvement, which include developing the quality of Arabic teaching, students' progress and teacher development programmes. The action plan is based on the school's self-evaluation, with clear success criteria and key performance indicators.
- The school's senior leadership team successfully inspires and motivates staff and encourages them to work towards a common mission. This is done through incentives, opportunities for professional development and a transparent and well-defined salary structure. Regular staff meetings are held, and teachers are encouraged to share best practice.
- The school makes good use of the available facilities such as the laboratories, games yard and library. Although the library has a good collection of books catering to a range of interests, the science laboratories are not fully equipped. The school's leaders and managers acknowledge the essential need for appropriate infrastructure and facilities, and the construction work for accommodating senior students is in progress.
- The senior leaders conduct systematic class observations and provide verbal and written feedback to teachers, except for the Arabic lessons where external support is required. This is in addition to the regular visits by external inspectors. Professional development sessions are provided to all teachers on various topics, including different teaching strategies, differentiation and classroom management. However, the impact of those sessions on the performance of teachers is not systematically monitored across all departments. All teachers in the secondary school are trained in the 2016 French Secondary Reform. This is reflected positively on most teachers' performance in lessons.
- The school has an open culture that creates strong bonds within the school and in the international community. Students' participate in inter-school competitions, local and overseas field trips and fundraising programmes for charity. These activities have a positive impact on developing students' ability to

work collaboratively outside the classroom.

- Roles within the school are well defined and there is respect between the Board of Directors and the school's senior leadership. The Board meets periodically to monitor the school's performance,

contribute to the improvement plans and provide strategic direction to the school's leadership. The school's management keeps fully abreast of the ongoing work at the school and holds the senior leaders accountable for the school's performance and students' welfare.

Area for improvement

- Monitoring the effectiveness of professional development programmes and their impact on teachers' performance, particularly in Arabic.

Appendix: Characteristics of the school

Name of the school (Arabic)	المدرسة الفرنسية														
Name of the school (English)	French School														
Year of establishment	2009														
Address	Building 43, Av 8, Busaiteen 0225, P.O Box 24447, Muharraq, Bahrain														
Town / Village / Governorate	Busaiteen / Muharaq														
School's contacts	17323770				Fax		17336492								
School's e-mail	lyceemlf.bah@gmail.com														
School's website	lyceefrançaisbahrein.com														
Age range of students	6-18 Years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1-5				6-9				10-12						
Number of students	Boys	208				Girls	266				Total	474			
Students' social background	Students come from multiple nationalities, cultures and middle income families														
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12		
	Classes	3	3	3	2	2	2	2	2	1	1	2	2		
Number of administrative staff	11														
Number of teaching staff	43														
Curriculum	French														
Main language(s) of instruction	French														
Principal's tenure in the school	3 Years														
External assessment and examinations	French Brevet examination Grade 9 French Bacalaureate examination Grades 11 & 12														
Accreditation (if applicable)	-														
Major recent changes in the school	<ul style="list-style-type: none"> Renovation and expansion of the current building. New premises for the Middle & High Schools are being built in front of the main school. The introduction of tablets in Middle and High Schools. 														