



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**The International School of Choueifat – Manama
Amwaj Islands – Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 28-30 October 2019
SP016-C3-R009

Introduction

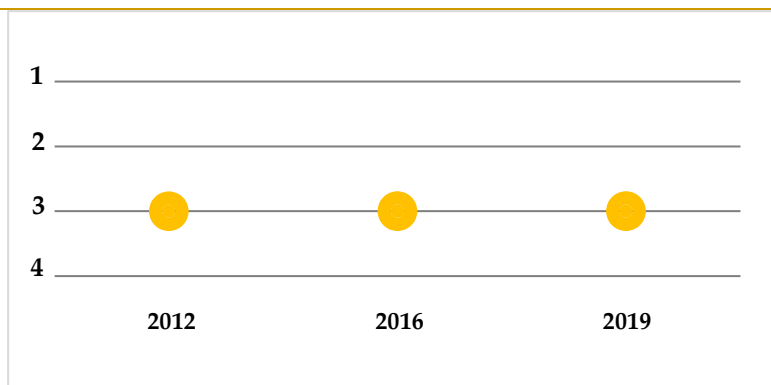
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the school's performance data and other documents. They met with the staff, 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	Academic achievement	4	3	3	3
	Personal development and social responsibility	3	3	3	3
Quality of processes	Teaching, learning and assessment	4	3	3	3
	Empowerment and meeting special needs	3	3	3	3
Quality assurance of outcomes and processes	Leadership, management and governance	4	3	3	3
Capacity to improve		4			
The school's overall effectiveness		3			

The chart demonstrates the school's overall effectiveness throughout the last three reviews.



School Report

□ School's overall effectiveness 'Satisfactory'

Judgement justifications

- Students' attainment is high in the SABIS regional examinations and in the external benchmark examinations opted for by High School students. However, students show satisfactory standards and make adequate progress in lessons. Moreover, their progress is limited in the majority of lessons in Primary School.
 - Students have positive social relationships with their peers and communicate well in the majority of lessons, school events and activities. They assume leadership roles in the various extracurricular activities, clubs and on Student Life Organization (SLO). However, in less effective lessons, students are not given enough opportunities to interact with each other, nor to assume leadership roles. A minority of students feel pressured and expressed their inability to deal with the pressures of studying.
 - In the majority of lessons, adequate teaching strategies and resources are used to develop students' understanding and skills, engage them and provide them with active roles in their learning.
- Productive use of learning time is inconsistent in motivating students and measuring their learning. Assessment results are adequately used to modify delivery of lessons; however, support to students still varies, particularly to the low achievers.
- Students' academic attainment is regularly monitored and when gaps in performance are noted, students are provided with opportunities to re-study and retake examinations. Personal support is effective in helping the majority of students to overcome any problems they face. However, it is less effective in helping them to deal with study pressures and demands.
 - The school's self-evaluation focuses mostly on students' attainment and expansion of facilities and technological resources. However, self-evaluation and planning do not address all aspects of school work consistently to include aspects about promoting students' personal development. The impact of professional development varies and is more evident in the effective lessons.

Main positive features

- Students social relationships and their communication with each other.
- Provision of a range of extracurricular activities, clubs through the Students Life Organization (SLO) which meet the interests of most students.
- Investing in technology and its utilization.

Recommendations

- Improve the effectiveness of leadership, management and governance by:
 - implementing a more comprehensive self-evaluation with a holistic approach to address improvement priorities
 - ensuring the consistent impact of targeted professional development programmes on teachers' performance in lessons, particularly in Primary School.
- Improve the effectiveness of teaching, learning and assessment, particularly in Primary School by:
 - using strategies that enable students to develop learning skills within lessons
 - managing learning time productively
 - engaging and motivating students to develop their self-confidence and assume leadership roles in lessons
 - using assessment methods and its results to cater for students different learning needs and support the low achieving students.
- Provide more effective targeted academic and personal support to all categories of students.

□ Capacity to improve 'Inadequate'

Judgement justifications

- | | |
|--|--|
| <ul style="list-style-type: none">• The school's approach continues to focus on students' academic attainment. Although the school focuses on developing students' academically, there is less attention towards assisting them to deal with study pressure and demands which results in the dissatisfaction of some of the students.• The school has invested in technological resources such as smart interactive TVs, E-books, and students' tablets, as well as the expansion of facilities. However, teaching and learning is ineffective in Primary School where most students are passive learners and do not make effective use of the available resources.• The school has a clear system in place to monitor students' attainment and support them academically through re-study and | <p>re-test points. However, tracking data is not consistently used to inform lessons' planning and delivery or support students of different learning needs in lessons.</p> <ul style="list-style-type: none">• Strategic planning focuses on high academic attainment and the school expansion. However, the school still faces the challenges of inconsistent standards in Arabic and the inconsistent teaching practices in lessons in Middle and High Schools and inadequate in Primary School.• The judgements given by the school in the Self-Evaluation Form (SEF) differ from those reached by the team by two points in all aspects. |
|--|--|

Quality of outcomes

□ Academic achievement 'Satisfactory'

Judgement justifications

- Students' pass rates are consistently very high in core subjects in the SABIS regional examinations and have been for the past three years. In 2018-2019, the proficiency rates are also very high in core subjects in the vast majority of grades across the school. In Primary School, the proficiency rates range between 62% in Grade 5 Arabic and 97% in Grade 2 science. In Middle School, rates range from 58% in Grade 8 science to 86% in Grade 7 science. In High School, the percentages are between 48% in Grade 11 Arabic and 100% in English in all grades and in Grade 11 biology.
- External examinations are optional for students. In IGCSE 2019, the percentage of students attaining A* to C is high in most subjects. The percentages range between 64% in business studies and 100% in chemistry and computer science. The percentage of students attaining B or above is high in most subjects, but low in economics and business studies. The range is between 25% in economics and 100% in French and English as a second language. However, the majority of students only opted for one or two subjects in IGCSE, and none of them took 5 Subjects.
- In AS and A Levels, most students attempted mathematics and a few took biology. Students' attainment in A level mathematics is very high with 75% students attaining A* to B. However, their attainment in biology is low in both AS and A Levels, with none attaining a B or above. The percentage of students attaining C or above is low in AS mathematics and biology, being 45% and 29% respectively.
- In the AP examinations, results of the past three years indicate that the percentage of students attaining 3 or above is consistently high in most subjects. However, results declined in a few subjects in 2019, particularly in physics 2 and English. The number of AP scholars have increased from 7 in 2018 to 12 in 2019. In 2019, the percentages of students attaining 3 or above is higher than international levels in most subjects, though low in physics 2 and English. The percentage of students attaining 4 and above is also high in most subjects, though low in physics 2, English and computer science. The school's mean score is higher than the international mean in most subjects.
- In IELTS 2018 and 2019, students' attainment was high; 87.5% of the 16 students who attempted scored 7 or above and all students scored 6 or above.
- In SAT 2018 and 2019, students' performance is high, with the percentage of students attaining at or above the benchmark being 91.3% in mathematics and 86.9% in evidence-based writing (ERW).
- Students' standards in core subjects are satisfactory overall. Students progress adequately in the majority of lessons with high achievers making better progress than the rest of students, particularly low

achieving students. However, the progress students make in Primary School is inadequate in the majority of lessons.

- In mathematics and most science lessons, students' basic skills and knowledge are as per curriculum expectations and the majority make adequate progress. For example, students have adequate understanding of DNA transcription and RNA processing, though their understanding of the segment theorem to find inscribed angles in a circle is inconsistent.

- Students' reading and speaking skills are good in English, while their oral skills are satisfactory in Arabic across the school. Students' writing skills are inconsistently developed in both languages.
- Students' different learning skills are insufficiently supported across the school. Technological skills are adequate through using e-books and tablets in lessons. However, critical thinking, investigative and reasoning skills are underdeveloped, particularly in mathematics and science.

Areas for improvement

- Students' progress in lessons in Primary School, particularly the low achieving students.
- Students' writing skills in English and Arabic across the school.
- Students' development of learning skills such as critical thinking and reasoning in lessons.

□ Personal development & social responsibility 'Satisfactory'

Judgement justifications

- The majority of students behave appropriately and respectfully towards their colleagues and teachers. They attend school regularly. However, a minority of students are negatively affected by the fear of frequent disciplinary measures such as detention and many students find difficulty in withstanding the pressures of learning and study.
- Students of different backgrounds embrace Bahrain citizenship values. This is shown by their respect for the National Anthem, their positive celebration of National events such as taking part in 'Bahrain First' and the 'Walk through

Tradition' function which includes folks dances and patriotic poems.

- In the better lessons, there are adequate opportunities to develop students' self-confidence, enthusiasm and leadership abilities such as a role to mentor their colleagues in tasks or take leading roles as shadow teachers to support their peers in classes and study groups. Leadership roles are more evident outside lessons through Student Life Organisation (SLO), which includes class prefects who manage discipline and others in organising school events.

- Most students have positive relationships with their colleagues, and they interact well in school events and activities such as the robotics, Science and Art Fair. However, their interaction abilities are less developed in many lessons due to the teaching strategies which mainly focus on individual academic tasks and achievements, thus hindering the consistent development of communication skills apart from the use of tablets between students and teacher.
- The majority of students keep a balanced diet and appreciate the importance of maintaining a healthy lifestyle by practicing sports and joining the fitness centre. Most show positive awareness of keeping their classes and facilities clean. The environmental club promotes recycling and students take part in the Northern Governorate beach clean-up campaign.
- In the less effective lessons, students exhibit limited competitiveness or initiatives to present innovative ideas due to the limited development of these traits by teachers. Students' competitiveness and innovation is more evident out of lessons through participation in events such as the SABIS 12th Regional Tournament, winning gold and silver medals, and Robotic Club members created an automatic watering system and a stick for the blind.

Areas for improvement

- The inability of a minority of students to withstand the pressures of learning and study demands.
- Students' development of confidence, and taking on leadership roles and responsibilities in lessons.
- Students' spirit of competitiveness and their ability to develop innovative ideas in lessons.

Quality of processes

□ Teaching, learning & assessment 'Satisfactory'

Judgement justifications

- In the better lessons, teachers use adequate teaching strategies such as pair work and discussion that suitably motivate students to participate and develop their understanding and skills. Educational resources are used such as smart TVs and E-books via students' tablets in the majority of lessons.
- Teaching and learning strategies in the majority of lessons in Primary School are ineffective in developing students' understanding and learning skills. These lessons are mostly teacher-centred with limited use of education resources that engage mainly the more able students. Interaction through group work or collaborative learning is not consistently encouraged.
- In most lessons, the management of students' behaviour is appropriate due to the respectful conduct of students. However, the management of learning time varies greatly, with the pace being either fast with quick transition between activities or slow which only allows for the achievement of limited objectives in those lessons. This affects the productivity of a significant proportion of lessons, particularly in Primary School.
- In the better lessons, students are positively encouraged to participate through praising them, and the more able students play an active role as mentors to support their peers. However, in the less effective lessons, motivation methods are ineffective in promoting students' participation and self-confidence and opportunities to assume leadership roles are few.
- Most teachers use both verbal and individual assessment. However, assessment results are not consistently utilised to meet students' different learning needs and inform planning and delivery of lessons. This negatively affects the support given to students, particularly the low achievers.
- Although the quantity of students' written work is adequate, teachers' feedback and correction are inconsistent in all subjects across the school.
- In most lessons, students are not given sufficient opportunities to develop their critical thinking. This is due to lack of challenge in activities and assessments used in many lessons. Reasoning and justification are developed adequately in the better lessons such as in mathematics and English.
- Technological resources are used effectively in the better lessons through the utilisation of smart interactive TVs and tablets. However, overreliance on technological resources in the less effective lessons hinders students' interaction and communication skills.
- A few lessons are differentiated by outcomes, such as in mathematics and English. However, most lessons lack sufficient consideration of students' different learning needs through providing the required support or challenge in the activities and tasks.

Areas for improvement

- Effective use of teaching and learning strategies and learning resources mostly in Primary School.
- Productive use of learning time.
- Effective use of assessment for learning to inform planning, delivery of lessons and to effectively support the low achieving students.

□ Empowerment & meeting needs 'Satisfactory'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none">• The school has detailed data of students' performance in the SABIS assessments. It has a systematic approach through the weekly assessments to identify students who are not achieving at the expected level in the different subjects. Students are required to re-study targeted weaknesses and attend study groups when needed, then retake the assessment. However, available information is not used consistently by teachers to inform their lesson planning and delivery to meet students' different learning needs.• Opportunities provided to high achieving students to extend their learning in lessons beyond the prescribed intended learning objectives varies. Opportunities are better provided to them out of lessons through the 'SLO', where higher achieving students are expected to support their peers and participate in activities.• The school monitors students' personal development and provides them with adequate support. However, few students are not sufficiently supported to enable them to deal with study demands. A minority of students are negatively affected by the disciplinary detentions including at the weekend. | <ul style="list-style-type: none">• The school provides a variety of extracurricular activities that add to most students' experiences, such as SLO activities in sports and chess. Other activities include national and regional competitions such as INJAZ and the SABIS Stars. Trips are also organised to local places of interest, such as 'The National Charter Monument' and 'Bahrain Fort'.• Students are prepared adequately for the next stage of their education through transition programmes. The school also provides regular guest speakers from universities in Bahrain and abroad to help students decide on career choices.• The school provides a safe environment through monitoring safety aspects and maintenance of the buildings. Fire drills and evacuations are conducted regularly, and students are closely monitored during arrival and dismissal times. Medical care is provided by the nurse, as well as awareness programmes on a variety of health issues. The school monitors students with chronic medical needs and has staff in place to support them. |
|---|--|

Areas for improvement

- Consistent personal support to all students to enable them to handle their personal challenges.
- Use of data generated by the tracking system, by teachers, to better inform lesson planning and delivery.

Quality assurance of outcomes and processes

□ Leadership, management and governance ‘Satisfactory’

Judgement justifications

- The school conducts its self-evaluation using different means including SWOT analyses, analysis of students’ results, input from lessons observations and BQA’s previous review recommendations. However, not all stakeholders are involved and identification of improvement priorities varies. This results in discrepancies between the identified areas of improvement and the school’s actual plans. There is a two points difference between the school’s judgements of aspects in the Self-Evaluation Form (SEF) and the review team’s judgements.
- The school has a three- year strategic plan and an annual operational plan. These focus mostly on improving students’ standards in Arabic, academic attainment and the school’s expansion. However, planning is not comprehensive in addressing different aspects of school work such as students’ personal development, nor does it include clear monitoring measures through detailed Key Performance Indicators. (KPIs).
- An established SABIS system work protocol is followed by the staff and the senior management team, which ensures that the school functions according to set policies and expectations.
- High performing staff are given the chance of promotion within the SABIS network of schools through the ‘SABIS Talent Development Programme’. Teachers also receive internal professional development based on an assessment of their needs, but the impact of this training is inconsistent in developing teaching practices in lessons, particularly in Primary School. Teachers’ performance in lessons is monitored by Heads of departments and the Academic Quality Controllers (AQC’s). However, the observations’ feedback is focused only on adherence of teachers to SABIS procedures rather than the effectiveness of teaching processes on students’ learning and their active roles in lessons.
- Relationships among the staff are generally positive, supported through occasional gatherings and social activities. However, ensuring the effective sharing of better practices in lessons is not systematic.
- The school uses the available resources such as the sports hall, library and science labs adequately. It has also invested in technological resources such as smart interactive TVs and tablets, which are used by the students. Nevertheless, a more effective follow up on the optimal use of these facilities needs to be established.
- The school establishes appropriate links with the local community through participating in various charitable activities such as renovating orphanages.

The elected Parents' Teachers' Association (PTA) has contributed to resolving the issue of limited car parks. However, the school does not facilitate effective and systematic communication between parents in general and the PTA.

- The Board of Directors ensures financial support and provision to the school,

especially for technological investment. It holds the school management responsible for the students' results, but there is no clear indicator of how other aspects of the schools' performance are being monitored.

Areas for improvement

- Comprehensive self-evaluation and the use of its results to develop strategic and action plans that address all schools' priorities effectively including students' personal needs.
- Follow up on the optimal utilization of school facilities and resources.
- The effective impact of professional development programmes on teachers' practices in Primary School and effective channels to share better practices.

Appendix 1: Characteristics of the school

Name of the school (Arabic)	مدرسة الشويفات الدولية – المنامة												
Name of the school (English)	The International School of Choueifat – Manama												
Year of establishment	2006												
Address	Building 110, Road 59, Choueifat Avenue, Block 257												
City/ Town / Governorate	Amwaj Islands / Muharraq												
School's telephone	16033333	-			Fax			16033330					
School's e-mail	iscmanama@sabis.net												
School's website	www.iscmanama.sabis.net												
Age range of students	6-18 Years												
Grades (e.g. 1 to 12)	Primary			Middle				High					
	2-6			7-9				10-12					
Number of Students	Boys	639			Girls	534			Total	1,173			
Students' social/ economical background	Most students are from high economic backgrounds												
Classes per grade in Primary and Intermediate Stages	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	6	5	5	4	4	5	4	3	3	2	2
Number of administrative staff	76												
Number of teaching staff	83												
Curriculum	SABIS®												
Main language(s) of instruction	Arabic and English												
External assessment and examinations	The following are all optional: The International General Certificate of Secondary Education (IGCSE) & A Level, Advance Placement (AP), The International English Language Testing System (IELTS) and Scholastic Assessment Test (SAT).												
Accreditation (if applicable)	AI (Accreditation International), NCPSA (National Council for Private School Accreditation), MSACSS (Middle States Association of Colleges and Schools).												

Major recent changes in the school	<ul style="list-style-type: none">• Promoting a deputy Director.• Appointing a Health and Safety Officer and a Quality Assurance Supervisor.• Expansion of the school campus and investment in technological tools such as smart interactive TVs, E-Books and implementing ILS (Integrated Learning System) for Grades 3 to 12.• Expanding ITL (Integrated Testing and Learning Hall).
---	---