



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

Directorate of Private Schools & Kindergartens Reviews Review Report

**Nadeen School
Mahooz – Capital Governorate
Kingdom of Bahrain**

**Date of Review: 27-29 April 2015
SP003-C2-R002**

Introduction

The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinized students' written works and analysed school's performance data and other documents. They spoke to the staff, students and parents. This report summarises their findings and recommendations.

Summary of review judgements

Outstanding 1

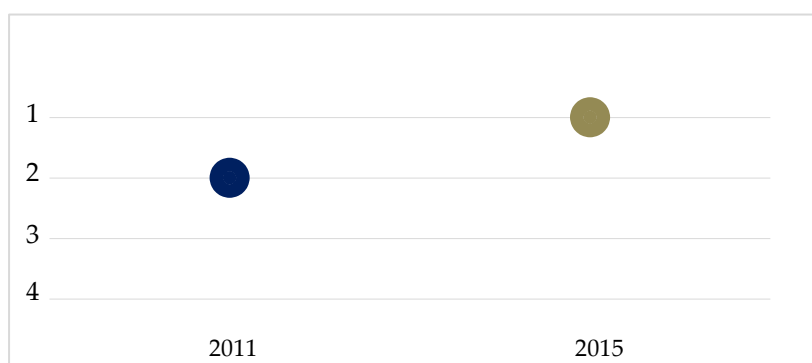
Good 2

Satisfactory 3

Inadequate 4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	1	-	-	1
	Students' personal development	1	-	-	1
Quality of processes	Teaching and learning	1	-	-	1
	Students' support and guidance	1	-	-	1
Quality assurance of outcomes and processes	Leadership, management and governance	1	-	-	1
Capacity to improve		1			
The school's overall effectiveness		1			

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 'Outstanding'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none"> • The school's overall effectiveness is outstanding due to all the aspects, which are judged as outstanding. • The vast majority of students make outstanding progress in lessons and in their written work. • The standards of majority of students' are well above their age related expectations in English, science and mathematics. • Students are very active and enjoy their learning. The vast majority set their own targets and work towards achieving them. They feel extremely safe and secure at the school. • Teachers implement a range of teaching strategies and techniques that are well | <ul style="list-style-type: none"> tailored to meet the needs of all categories of students. They also provide effective learning support and conduct ongoing assessments. • Students' learning needs are effectively identified and well met. Individual educational plans are based on students' needs and their progress is rigorously monitored in order to accelerate their learning. • Operational planning is regularly updated and amended based on students' needs and school priorities such as staff continuous professional development. |
|--|---|

Main positive features

- Across the school, in lessons and in their work, the majority of students demonstrate standards that are above or well above their age expectations in English, science and mathematics.
- Students' enthusiastic participation, high confidence and the extent of the respect they show to each other.
- Across the whole school, work is successfully differentiated as teachers rigorously identify and meet the learning needs of all groups of students.
- Successful ongoing assessments with constructive feedback, including peer assessment and self-assessment, are used exceptionally well to modify teaching.
- The school's highly effective strategic planning and self-evaluation procedures, which are successfully linked to meeting development needs, result in both improved performance and the realisation of the school's vision.

Recommendations

- Further inspire the school community to sustain and extend its excellence in order to achieve exemplary status in all aspects of school life and play an active role in improving the quality of education in the Kingdom of Bahrain.

□ Capacity to improve 'Outstanding'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none">• The schools' capacity to improve is outstanding due to the overall performance of the school and the utmost care and learning support provided to all groups of students.• The recent improvements such as expansion of the learning support department and the installation of smart screens in all classrooms.• Extensive ongoing professional development and its impact on accelerating students' learning. | <ul style="list-style-type: none">• Strategic planning and self-evaluation procedures are highly effective in monitoring and improving overall performance of the school.• The strong family atmosphere and shared sense of purpose and vision. Consequently all members of the staff are fully engaged, which is a key factor in the school's ability to overcome challenges and meet its goals. |
|---|--|

Quality of outcomes

□ Students' academic achievement 'Outstanding'

Judgement justifications

- Across the school, in both school-based and external examinations, the attainment of students is high. This includes both pass rates and proficiency rates.
 - Across all year groups, most students demonstrate progress that is above their age-related expectations in English, science and mathematics.
 - From scrutiny of their work and in lessons, the majority of students attain standards that are either above or well above age-related expectations in English, science and mathematics.
 - At Key Stage 1 (years 1 and 2), most students are able to demonstrate high levels of understanding of singular, plural and possessive apostrophe.
 - In mathematics, most Key Stage 1 students demonstrate high standards in arithmetic.
 - In science, most Key Stage 1 students attain standards that are above their age-related expectations. For example, they have a clear understanding of the characteristics of animals and plants, the life cycle of organisms and they can classify animals, based on their feeding habits, into herbivores, carnivores and omnivores.
- Across Key Stage 2 (years 3 to 6) most students demonstrate high standards in English. They are able to determine consonant blends when building words, understand protagonist and successfully build limericks.
 - In science, most Key Stage 2 students can identify the skulls of herbivores, carnivores and omnivores based on types of dentition and they can construct dental records.
 - In mathematics, most Key Stage 2 students can convert units of time by using arithmetic operations, successfully calculate the perimeter and area of rectangles and triangles and, with high levels of understanding, construct various three-dimensional shapes. This includes the correct use of such vocabulary as vertices, edges and faces of a shape.
 - Students' English language skills, arithmetic and geometrical skills, problem-solving and investigative skills are particularly well developed.
 - The attainment and progress of the majority of Key Stage 1 students in Arabic is in line with their age related curriculum expectations.

Areas for improvement

- Students' standards and progress in Arabic in Key Stage 2.

□ Students' personal development 'Outstanding'

Judgement justifications

- Students show very high levels of self-confidence and independence in their schoolwork and are becoming progressively more mature. They are involved in setting their own success criteria and making sure they achieve them.
- Students participate with full enthusiasm in school life, both in lessons and socially. They thoroughly enjoy the many school events and clubs such as music and French clubs. The after-school activity programme is focused on helping to support students' interests and needs.
- The vast majority of students are well-mannered, polite and respectful. They enjoy excellent relations with each other and with their teachers.
- Students come from a wide range of different nationalities, cultures and beliefs and they have high respect for the views of others. Differences are celebrated exceptionally well within a very tolerant and open environment.
- Students feel safe and secure in the friendly and supportive family environment.
- Students have a well-developed understanding of Bahrain's heritage and culture, encouraged through the curriculum and exhibited in Arabic culture lessons, celebration of National Day, and through excursions to heritage sites such as Bahrain Fort.
- Students are self-motivated and the vast majority are independent learners. They make very effective use of the resources provided for them, such as the library.
- When given the opportunity, students work well together and demonstrate leadership skills. Examples include membership of the Students' Council and organisation of school events.
- Students work outstandingly well with each other in pairs and small groups. Their personal development benefits exceptionally well from the many opportunities to develop their communication skills, during lessons, assembly and team-building days which also develop critical thinking skills.
- Most students attend school regularly and are encouraged through initiatives such as the 'perfect attendance award programme' for Key Stages 1 and 2 students.

Areas for improvement

- In a small minority of lessons, very few students can work independently due to the insufficient opportunities provided.

Quality of processes

□ Teaching and learning 'Outstanding'

Judgement justifications

- In the vast majority of lessons teachers use highly effective teaching strategies such as discussion, demonstration and collaborative work. In science lessons, students are enabled to reflect on their own learning, and in Key Stage 1 students' learning is developed through play.
- Teachers use a variety of resources in all lessons, such as interactive screens to show experimental videos and songs. Also shown are models, 2D and 3D shapes in mathematics lessons, and proper use of a compass to determine direction in humanities.
- Across the school almost all lessons are orderly, effectively managed and outstandingly productive. This is the result of the students' exemplary behaviour and self-motivation. Invariably, transition between different activities and parts of a lesson is smooth, and challenging lesson objectives are almost always accomplished.
- In almost all lessons, teachers provide effective encouragement and constructive verbal reinforcement, such as assisting students in setting individual targets that result in their being highly motivated towards their own learning.
- Successful ongoing assessments effectively monitor students' progress and learning during the vast majority of lessons, with constructive feedback even on students' written work. Peer to peer assessment and self-assessment techniques are used exceptionally well. The results of assessment and teachers direct observation are used effectively in planning and modifying teaching.
- In most lessons, students are encouraged to think critically, justify their answers and express their views. Significant opportunities are provided to students across all years to develop their higher order thinking skills, such as analysing a story plot, using their imagination and thinking critically to reach justifiable conclusions. These skills are also very evident in science and most mathematics lessons.
- Almost all lessons are differentiated by the tasks given, activities, or the type of support provided to the different groups of students, which eminently suit students' learning needs and levels. An example is the specific support given to ESL (English as a second language) students in guided reading and writing lessons.

Areas for improvement

- More support for low achieving students in KS2 to enable them to work independently and gain age appropriate basic skills and standards particularly in Arabic.

□ Students' support and guidance 'Outstanding'

Judgement justifications

- The school is highly successful in identifying and meeting the needs of different groups of students. Excellent procedures for assessing and tracking the students' academic development, which are closely scrutinised, ensure that all groups of students are routinely presented with challenging activities that enhance each group's progress exceptionally well.
 - There are excellent support and intervention procedures in place to enable students to thrive should any problem exist. An example is the excellent programme to support the many students that enter the school with no English.
 - The school has well-conceived processes for tracking the students' personal development. All students are known exceptionally well by staff and supported whenever they face an issue or a problem.
 - There is a wide range of very well-attended extra-curricular activities and activity days. These support the development of students' interests and life skills, particularly in the arts, sports and languages.
- The utmost care is taken to ensure that the school provides an exceptionally safe and healthy environment for both staff and students. 'Star of the week' is awarded for exemplary student's behaviour.
 - The school has an excellent induction programme for the many students that enter the school other than at the beginning of the academic year. In addition, the greatest care is taken to ensure that students are successfully prepared for their move to the next stage in their education.
 - The support for students with special educational needs and disabilities is a particular strength. High quality programmes to support students both in the classroom and in withdrawal groups ensures that these students make very strong progress.
 - Students' life skills are well supported as students are encouraged to develop their problem solving, ICT and critical thinking skills in lessons and through roles such as organising events and representing students through the Students' Council.

Areas for improvement

- None.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Outstanding'

Judgement justifications

- The school's strategic planning and self-evaluation procedures are comprehensive, highly effective and closely linked to meeting development needs of students and staff and other aspects of school life. They therefore result in both improved performance and realisation of the school's vision.
 - The school has an extensive and continuous professional development programme. This successfully promotes and meets the needs of all staff. Continuous training focuses on lesson planning, differentiation and how to accelerate learning. Senior leaders also identify talented non-teaching staff and they support their professional aspiration by providing external training and certification as teachers.
 - The school has a strong family atmosphere that secures the staff's enthusiasm and results in a united aim towards continuous improvement. In consequence, everyone is engaged in striving towards developing all aspects of school life. This is a key factor in the school's ability to overcome challenges and meet its goals.
 - The school utilises its facilities and wide range of resources very effectively. All corners of the buildings and classrooms are attractively enriched and effectively incorporated into the school's provision.
- Smart boards, charts and flash cards as well as differentiated publications are continuously and effectively used. Resources have a positive impact on students' learning. The library, computer and external sports facilities ensure continuous development of students' skills.
- The school is highly successful in extending the students' educational experiences and developing their personalities. Strong links with the local community and wider society are achieved through regular contributions to charities such as the Palm Association, and raising awareness about environmental issues like recycling and doing beach cleanups.
 - The school's circle of diverse critical friends closely monitors plans, successfully holds the leadership accountable for performance and strongly supports the school in all of its endeavors. This allows the school to improve and grow, yet keep its unique character intact.
 - Though the school has an array of rich and effective practices and well-developed work plans and projects, they are not regularly documented in a way that allows for ease of access and clear view of progression of work by all.

Areas for improvement

- None.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة نادين													
Name of the school (English)	Nadeen School													
Year of establishment	1978													
Address	Bldg. 1969, Rd.3748, Blck.337, Mahooz													
Town /Village / Governorate	Mahooz - Capital Governorate													
School's Contacts	17728886				Fax				17910096					
School's e-mail	info@nadeenschool.com													
School's website	www.nadeenschool.com													
Age range of students	5-11 Years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1 - 6				-				-					
Number of students	Boys	133			Girls	127			Total	260				
Students' social background	Students are from above average income families, different nationalities and cultural backgrounds													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	3	2	2	2	1	-	-	-	-	-	-	
Number of administrative staff	6													
Number of teaching staff	29													
Curriculum	English National curriculum Ministry of Education (MoE) curriculum for Arabic, citizenship, social studies and Islamic studies													
Main language(s) of instruction	English													
Principal's tenure in the school	4 years													
External assessment and examinations	<ul style="list-style-type: none"> • National Foundation of Educational Research (NFER) English and Mathematics tests for Years 1-6. • (NFER) Spatial Awareness for Years 2-6, Non-Verbal Reasoning, Verbal Reasoning Tests Years 2-6. • New Group Reading Test (NGRT): reading. • British Spelling Test Series (BSTS): spelling. • Schedule for Early Number Assessment (SENA) in 													

	<p>Mathematics for Year 1.</p> <ul style="list-style-type: none"> • PM Benchmark assessment for Reading for Years 1-6. • Dyslexia screener.
Accreditation (if applicable)	<ul style="list-style-type: none"> • British Schools in the Middle East (BSME) • British Schools Overseas (BSO)
Major recent changes in the school	<ul style="list-style-type: none"> • Accredited by BSME and BSO in March 2014. • As a BSO-accredited school, Newly Qualified Teacher (NQT) and Qualified Teacher Status (QTS) mentoring and training programmes are implemented in the current academic year. • Appointment of a Deputy Head Teacher. • Expansion of Learning Support Department. • Installation of interactive smart boards in all classrooms.