



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

Directorate of Private Schools & Kindergartens Reviews Special Review Report

**Nadeen School
Um Al Hasam – Capital Governorate
Kingdom of Bahrain**

**Date of Review: 20 March 2019
SP003-C3-R003**

Introduction

The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this special review in accordance with the review procedures of schools with 'outstanding' performance in the last review cycle over one day by a team of seven 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 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	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.



School Report

□ School's overall effectiveness 'Outstanding'

Justifications for sustaining 'Outstanding' Judgement

- The school conducts rigorous and highly comprehensive self-evaluation which involves all stakeholders and informs the ambitious and continuously updated school's developmental plans.
- The school's strategic plan is strongly focused on the previous BQA review and the British Schools Overseas (BSO) review reports and their identified improvement priorities. School's strategic plans are well-detailed with clear success criteria that aims at meeting the school's mission and vision statements.
- Students' performance is monitored at all levels using the recently adopted Classroom Monitor software.
- Staff performance is rigorously monitored through regular class observations. Constructive feedback is provided, leading to sustainable improvements in the overall performance.
- A new model for continuous professional development (CPD) has been introduced, whereby staff are responsible for identifying their own professional development needs and pursuing these appropriately from a range of internal and external sources. The CPD model strongly encourages creativity, personal responsibility and individual accountability for CPD, leading to a positive impact on students' learning and stronger loyalty among staff.
- Special customised workshops are provided to meet both the general and requested needs of parents, aiming at improving home-school relationships and intensifying support for students at home.
- The school enjoys extensive and excellent links with the local and international community. It adopts a policy of sharing best practices to improve both government and private school outcomes, including that with the Economic Development Board (EDB) on how to improve digital learning opportunities, and Bahrain Teacher's College (BTC) on ways to support teacher training in Bahrain. The school also develops partnerships with other schools to ensure the provision of staff training opportunities.
- The Parent Teacher Association (PTA) plays a key role in enhancing and broadening students' learning experiences through its strong involvement in school activities, such as the regular 'Monday Markets' when home-based, local vendors are invited to sell their items at school every month.
- Attainment is consistently very high in the school's internal continuous assessments. Tracking students' results over three years indicates outstanding progress over time made by most students. In the 2017-2018 assessments attainment is outstanding in a majority of year levels, reaching up to 100% in Arabic, reading, mathematics and in science of Year 6.
- In almost three quarters of lessons observed, students show outstanding standards and progress. Achievement is

particularly strong in English and mathematics.

- Across the school, students develop highly proficient learning skills. They think critically through analysing information, gathering data and problem solving. Technological skills are outstanding across the school.
- In English, students consistently use an above age-expectations range of vocabulary and progress outstandingly in reading, writing and speaking. Language skills in Arabic are overall good. In most successful lessons in Arabic, the vast majority progress well, show a good level in speaking, reading and writing. In mathematics, students' critical thinking and problem solving skills are highly developed.
- Major features of the school are the implementation of the Creative Curriculum Studies approach (CCS), where foundation subjects are taught in a cross-curricular and creative way focused around enquiry-based big questions, as well as the introduction of the 8CS (i.e. Curiosity, Creativity, Collaboration, Communication, Commitment, Craftsmanship, Critical Thinking and Confidence). All of which promote 21st Century skills and make the students' learning experience richer and more enjoyable.
- Students are very respectful, confident and show an excellent ability to take leadership roles and assume responsibilities, including those of the Head Boy/Girl and student mentors. The Students' Council plays a significant role in catering for school activities including that of sales on Monday Markets.
- Students continuously develop their exceptional qualities as lifelong learners and show superb acquisition of 21st

century skills both in lessons and through their active participation in clubs, after-school activities including Lego, music, French and Drama, sports competitions and local and overseas trips. They are highly dedicated learners who take leading initiatives to present ideas and convert them into innovative projects and practices. For example, Year 6 students adopt an entrepreneurship project where they sell the school farm's organic eggs every Thursday as part of their 'sh!ne' business. Ecoventure week activities allow participants to increase awareness and better serve the environment. Moreover, students take an active part in voluntary projects to help local and global communities in different ways, such as the 'Winter Shoebox Appeal' to help migrant workers, donations to victims of Salmana building collapse, fundraising to 'Sri Lanka Rugby' to enable students there to have increased opportunity to participate in sports, and supporting a school in Zambia by donating textbooks and resources.

- Despite the diversity in students' nationalities, the vast majority of students communicate well together, showing true understanding of local and international citizenship and human values within an extremely safe and well-maintained school environment and harmonious community.
- Across the school, teachers use an extensive range of highly effective strategies that suit students' different needs and help them acquire knowledge and skills and bring about the depth of learning using the 8Cs. Examples of such strategies are collaborative learning, role play, independent learning, field work and play based learning.

- Weekly creative projects are assigned to students including the design of web pages through 'Glogster'. The learning environment is creatively utilised by the use of school spaces such as the tree house, mud kitchen, school's farm, outdoor reading and quiet areas, to better suit all learning styles of students.
 - Ongoing assessment with constructive feedback, including peer and self-assessment, is used extremely well to inform learning. Tools for digital feedback such as Class Dojo and live editing in google documents 'kaizena' are used to enable teachers to leave verbal feedback in different places in students' work and allows students to respond. However, in a few lessons across the school more support is needed for some of the lower achievers.
 - Highly effective differentiation to challenge and support for students of all abilities is a main strength of the school, both in lessons and students' work.
 - The school provides a supremely inclusive academic support programme to many students based on accurate formative assessments, which is extremely focused and well-resourced. This is rigorously monitored to meet the actual learning needs of the different categories of students and ensure their ultimate progress.
 - The school provides targeted personal support to students in a variety of ways including that of social play, which is planned for groups and individual students through the enhancement of social and emotional skills including mindfulness and yoga, creating friendships and self-esteem.
- Support provided to disabled students is outstanding. For example, yellow lines are provided around school to help visually impaired students when moving around, the speech and language therapist works with children in and outside school, and qualified shadows and therapists are key factors in providing an outstanding quality of support. Children with specific learning difficulties are taught how to use assistive technologies, usually through their Chromebooks, in order to make classroom tasks and activities more accessible. Different applications, programmes and devices such as Dragon Speak, Audible, Readability, reader pens, speech recorders and video cameras and, OneNote are utilised effectively. These students are fully integrated in all aspects of school life.
 - The school's employment of the latest and most effective learning tools to reinforce students learning includes enriching the school's library and teachers' learning resources centre with an updated variety of publications and its continuous investment in the utilisation of highly effective technology in education through new online programmes such as Al Awati for Arabic, Educational City and GoogleEd Suite, as well as interactive whiteboards across the school.
 - The school's owners play a central role in the sustainability of its outstanding performance as they contribute positively to strategic planning, providing financial and educational support and wellbeing advice. They hold senior leaders accountable for all aspects of performance.

Main Strengths

- Students are highly confident, committed and focused on their learning. They continuously develop their exceptional qualities as lifelong learners and show superb acquisition of 21st century skills.
- The school's remarkable employment of effective and up-to-date learning practices and programmes, and its continued investment in pioneering projects, including those that ensure the highly effective utilisation of technology in education.
- The supremely inclusive academic and personal support opportunities provided through extremely well-designed and monitored programmes to meet the needs of students of all categories.
- The school's excellent links with both local and international communities and its major contributions to voluntarily work and environmental awareness programmes.
- The ethos of loyalty among the school community, and the enormously active involvement of the PTA in the life of the school which significantly enhances and broadens students' learning experiences.

The Most Outstanding/Pioneer Projects

- Implementation of new online programmes such as Al Awati for Arabic, Educational City and GoogleEd Suite to promote 21st Century Skills.
- Introduction of tools for digital feedback, such as live editing in google documents, kaizena (i.e. digital marking and feedback tool which allows teachers to leave verbal feedback in different places in children's work and allows them to respond).
- Entrepreneurship projects to increase opportunities to develop 8Cs and 21st century learning skills, including:
 - selling school farm organic eggs every Thursday as part of Year 6 "sh!ne" business
 - Students' Council shop and stalls at school events.
- Bahrain-based activities for students who do not travel overseas for Ecoventure. Opportunities provided include first-aid training, rock climbing and team building off-site, water and seaside based activities and eco projects.
- Introduction of Parent Workshops tailored to general and requested needs in order to increase their involvement in what the school does and how it does it, improve home-school relationships, and increase support for students at home.
- Regular 'Monday Markets' help to strengthen positive relationships within the community and enhance end-of-day social time for parents and children.

Recommendation

- Further spread leading and distinguished programmes and practices to contribute to the establishment of a local learning community.

Appendix 1: Characteristics of the school

Name of the school (Arabic)	مدرسة نادين														
Name of the school (English)	Nadeen School														
Year of establishment	1977														
Address	House 1969, Road 3748, Bock 337														
City / Town / Governorate	Um Al Hassam / Capital														
School's telephone	17728886	-				Fax		-							
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	150				Girls	166				Total	316			
Students' social/ economical background	Mostly from middle to upper social backgrounds.														
Classes per grade in Primary and Intermediate Stages	Grade	1	2	3	4	5	6	7	8	9	10	11	12		
	Classes	3	2	3	3	3	2	-	-	-	-	-	-		
Number of administrative staff	12														
Number of teaching staff	34														
Curriculum	English National Curriculum														
Main language(s) of instruction	English														
External assessment and examinations	National Curriculum Objectives Early Years Foundation Stage (EYFS) Curriculum Objectives														
Accreditation (if applicable)	British Schools of the Middle East (BSME) and British Schools Overseas (BSO)														
Major recent changes in the school	<ul style="list-style-type: none"> • Introduction of Creative Curriculum Studies (CCS) Leader. • 3 additional learning support and support staff. • Chromebooks introduced for Year 4 students. 														