Education & Training Quality Authority
Kingdom of Bahrain

Evaluation Report of the Quality of School Practices During Exceptional Circumstances

Nadeen School (Private School)
Date of Evaluation: 3 - 7 April 2022

The Directorate of Private Schools and Kindergarten Reviews (DPS), which is part of the Education & Training Quality Authority (BQA) conducted an evaluation of the quality of the school's practices during exceptional circumstances according to the designated Framework.

During the evaluation, the reviewers observed different educational situations, scrutinised students' works, analysed school's data and other documents. Reviewers also surveyed and met with staff, students and parents. This report summarises the findings and recommendations of the evaluation process.

Evaluation Summary

Section One: Quality of Students' Welfare	Section Two: Developing Students' Learning	Section Three: Quality of School Change Management	Classification of the School Overall Performance
Sufficient Response	Sufficient Response	Sufficient Response	Sufficient Response

Evaluation Scale:	Sufficient Response	Partially Sufficient Response	Insufficient Response

Overall Evaluation Outcomes

Key positive areas

⟩ The school's accurate and continuous self-evaluation and subsequent planning focusing on improvement priorities.

⟩ The sufficient attention to students' emotional and social wellbeing and provision of individualised academic support and enrichment activities to meet their varying needs in most subjects.

⟩ Students' exemplary behaviour and active engagement in lessons and school life.

⟩ The use of effective teaching and learning strategies, productive use of learning time and continuous assessment in lessons.

Recommendations

⟩ Further develop students' standards in Arabic.

Key Findings on Evaluation Sections

This section of the report highlights the 'positive areas' and 'areas for improvements' in each section as a result of the evaluation process. These were thoroughly discussed with the school's leadership and reinforced with examples during the evaluation process. These areas focus on indicators explained in the 'Handbook for Evaluating the Quality of School Practices During Exceptional Circumstances' published on the BQA website.

Section One: Quality of Students' Welfare 'Sufficient Response'

Evaluation Justification

ʃ The school has clear policies and procedures to diagnose students' standards and evaluate their progress. This is achieved through conducting and analysing various tests such as Cognitive Ability Tests (CAT4) for concerned students, Progress in Reading Assessment (PIRA), Progress in Understanding Maths (PUMA) and ongoing assessments produced by 'Education City' for English, mathematics and science. Consequently, individualised support is provided to meet students varying needs, such as Non-native speakers of English being appropriately supported in their English as Second Language (ESL) programme and students with Special Educational Needs and Disabilities (SEND) supported and monitored through the Inclusion Programme. Less able students are supported through pull-out sessions while more able ones are provided enrichment opportunities, such as 'Stretch and Challenge' sessions and 'Reading Groups'. 'Target Tracker' is used to monitor students' progress and development of their standards which is evident in most subjects; however, the impact of the Arabic support programmes is inconsistent in further developing students' skills.

ʃ Students' active engagement in school life is honed through participating in a range of extra-curricular activities, like 'Festive Fair', 'Talent Show' and celebrations, such as 'Me Day'. Gifted and Talented students participate in special projects including webpage design and engineering projects. In lessons, most students actively participate in verbal and written activities. Students' positive attitudes towards local and global issues are fostered through various activities like 'Children's Mental Health Week', alongside class discussions on topics like 'Autistic Behaviour' and the validity of the 2022 Formula 1 results.

ʃ The school sufficiently caters for students' emotional and social wellbeing through the 'Unique Child Programme' to help them overcome cognitive and emotional barriers. This is positively reflected in students' exemplary behaviour and respect to one another within the diverse and inclusive nature of the school, as well as their commitment and punctuality to attending lessons. Technical support is appropriately provided to students when needed, in addition to providing training on the use of various platforms and applications to facilitate students' learning.

Areas for Improvement

ʃ The impact of Arabic support programmes on further developing students' skills.

Section Two: Developing Students' Learning 'Sufficient Response'

Evaluation Justification

⟩ In the vast majority of lessons, teachers use effective teaching and learning strategies that cater for students' different learning needs such as 'Think-Pair-Share' in English, group discussions in mathematics and Creative Curriculum Studies (CCS), and 'Total Physical Response' in some Arabic lessons. A variety of learning resources are used including educational videos, attractive PowerPoint presentations and 'G-Suit' tools which engage students and facilitate their acquisition of knowledge and skills in most subjects.

⟩ Most teachers implement continuous assessment methods including verbal, written and self-assessment to ensure students' achievement of learning objectives. Assessment results and teachers' awareness of students' abilities allow for the provision of differentiated verbal support in lessons as well as digital feedback on students' work on 'Google Classroom'. This enables students to progress in most lessons as per curriculum expectation, such as identifying fractions in Year 3 mathematics, creating a plan for informational texts in Year 6 English and identifying painting style in Year 5 CCS; however, students' inconsistent Arabic standards and skills hinder their progress and acquisition of knowledge, particularly in Key Stage 2.

⟩ In most lessons, the productive use of learning time is ensured through the seamless transition between learning objectives and provision of clear instructions, such as sharing of What A Good One Looks Like (WAGOLL) samples in English. Students are motivated through continuous verbal reinforcement and awarding of 'House Points' which positively impacts their behaviour and engagement. Links are made to real life, such as discussing the role of Bahrain in promoting horse riding in Arabic, discussing how the sun makes one feel in relation to the use of similes in English and explaining the concept of 'Empathy' in CCS.

⟩ In most lessons, students are encouraged to think critically, justify their answers and express their views on different topics, such as their favourite basketball players and preference of car brands. They show appropriate ability to collaborate in group discussions as well as learn independently in several activities, such as creative writing in English and comparing shapes in mathematics. Additionally, students' technological skills are sufficiently developed through various research tasks and projects, such as researching plastic pollution in science and recording videos on '3D Shapes in the Environment' in mathematics.

Areas for Improvement

⟩ Students' standards and skills in Arabic, particularly in Key Stage 2.

Section Three: Quality of School Change Management 'Sufficient Response'

Evaluation Justification

) The school accurately assess its situation based on continuous and rigorous self- evaluation, which is subsequently used in updating the School Improvement Plan (SIP) to focus on improvement priorities, such as catering for students' welfare and bridging their learning gaps. Health and safety are ensured through conducting a comprehensive 'Risk Assessment' and implementing the stipulated procedures from the 'Covid Handbook' under the supervision of the 'Covid Team'. Curriculum is regularly reviewed, and its delivery is monitored to ensure students achieve the expected progress as per curriculum requirements in most subjects. However, monitoring the effectiveness of the support provided for Arabic curriculum is inconsistent, which affects students' progress as per curriculum expectations.

) The school adequately reorganises its human resources by increasing the number of support teachers and IT staff to accommodate the demands of the exceptional circumstance. Teachers' wellbeing is considered through several initiatives, such as the 'Welfare Team' and 'Nadeen Matters' group that provide emotional and social support sessions, and by sending out appreciation notes and allowing teachers to take paid 'Wellness Days'. Teachers are offered various professional development opportunities focused on education and wellbeing, such as 'How to Teach Online', 'Stretch and Challenge Curriculum' in mathematics and English and 'Identifying and Supporting Students with Dyslexia'. This is reflected in the performance of teachers in lessons and the support provided to most students, academically and personally.

) The availability of educational resources and IT services is ensured, such as increasing the WIFI capacity and investing in digital programmes and tools like 'Target Tracker' to monitor students' progress and 'Charanga' for Music. Cyber security is maintained through utilising 'Hapara' software to monitor students' online activity as well as raising students and parents' awareness on the topic through 'Internet Safety' workshops.

) The school establishes various means of communication with parents such as newsletters, Parent Teacher Association (PTA) meetings and regular surveying of their opinions. Connections with the local and learning communities are maintained through consulting with 'Think Behaviour and Development Centre' and 'Kiwan' behavioural services to support the (SEND) students, as well as communicating with a school in Hong Kong to benefit from their expertise in shifting to virtual learning during the exceptional circumstances.

Areas for Improvement

) The provision of Arabic support to ensure that students achieve the expected progress as per curriculum requirements.