



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

# **Directorate of Private Schools & Kindergartens Reviews Review Report**

**Al Maaly Gate Private School  
A'ali – Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 10-12 May 2016**  
SP011-C2-R023

## Introduction

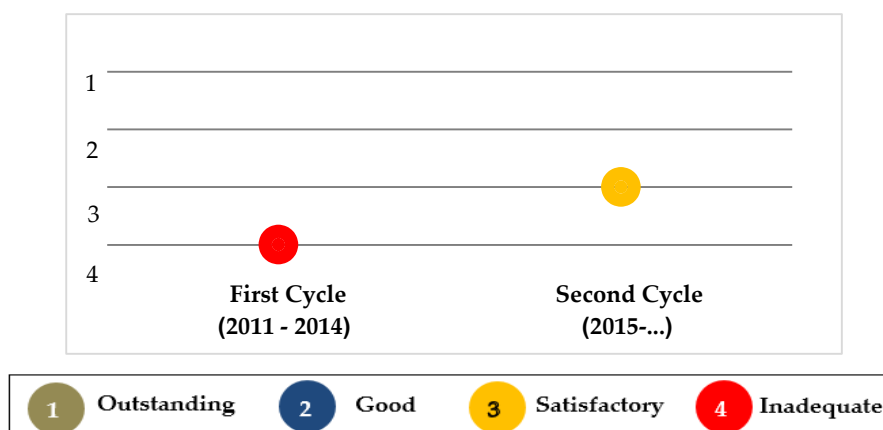
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work 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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	-	-	3
	Students' personal development	2	-	-	2
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	2	-	-	2
Quality assurance of outcomes and processes	Leadership, management and governance	2	-	-	2
Capacity to improve		2			
The school's overall effectiveness		3			

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



## School Report

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### 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 'Satisfactory'

#### Judgement justifications

- The school's overall performance has improved from 'inadequate' to 'satisfactory' in the aspects of academic achievement and teaching and learning, from 'satisfactory' to 'good' in the aspects of personal development, students' support and guidance, and from 'inadequate' to 'good' in the aspect of leadership, management and governance.
- The self-evaluation and strategic planning processes are effective in achieving the school's vision, mission and values.
- Students achieve high pass rates in school examinations in both the first and second cycles in all core subjects. These high pass rates are in line with the high proficiency rates in most subjects, except in Grade 5 mathematics.
- The effectiveness of teaching and learning strategies and the employment of educational resources are apparent in the good and outstanding lessons, which account for almost half the lessons.
- The management of lessons by most teachers is appropriate. However, their use of learning time varies and does not

ensure the achievement of learning among students of different abilities.

- Students confidently and actively participate in school life, behave well and communicate effectively with each other.
- The school enhances most students' experiences and interests by providing

various and effective extracurricular activities.

- Personal and academic support programmes are effective in meeting the needs of the different categories of students.

## **Main positive features**

- Leadership's awareness of the strengths and areas for improvement, and the effectiveness of its procedures in monitoring planning processes and enhancing school's performance.
- Students' behaviour, the harmony among them and their active participation in school life.
- Extracurricular activities that enhance students' experiences and interests.

## **Recommendations**

- Develop students' basic skills, especially in English.
- Monitor the impact of professional development programmes, and benefit from the school's good and outstanding practices to effectively implement teaching and learning strategies, focusing on:
  - using assessment results to meet the needs of all students
  - providing academic support for low achievers
  - class management for better productivity
  - considering differentiation and further challenging students' abilities in activities and homework.
- Involve the Board of Trustees to a larger extent in accountability and planning.

## **□ Capacity to improve 'Good'**

### **Judgement justifications**

- The leadership is deeply aware of the school's situation and develops structured action policies. The senior leadership team is also active in managing developmental projects and

school committees for improving the school's overall performance.

- There is a team spirit, despite the challenges faced as shown by the constant change in the teaching staff. The staff are supported and motivated,

indicated by their career satisfaction and resulting in their eagerness to be part of the school's development and improvement.

- The quality of strategic planning is based on accurate and comprehensive self-evaluation.
- The effectiveness of professional development programmes has a positive impact on the performance of most teachers in lessons.

- The leadership's evaluation in the self-evaluation form is in line with the judgements reached by the review team in the aspects of achievement, teaching and learning and overall effectiveness.
- The school benefited from working on the recommendations of the previous review report which it used in developing the aspects of school's work.

## Quality of outcomes

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### □ Students' academic achievement 'Satisfactory'

#### Judgement justifications

- In the 2014-2015 school examinations, students achieved high pass rates in all core subjects, ranging between 96% and 100%. These were consistent with the high proficiency rates, especially in the first cycle, which ranged between 60% and 100% except in Grade 5 mathematics where they were 44%.
- The high pass and proficiency rates in core subjects reflect students' levels in the good and outstanding lessons of Arabic in both cycles, mathematics and science in the first cycle.
- Students' acquisition of skills and knowledge varies as follows:
  - English skills, including reading, speaking, listening and using words in simple sentences are inconsistent, and are less evident in the first cycle especially in writing
  - mathematical skills are satisfactory in general, though they are better in the first cycle for example in performing arithmetic operations with integers and dealing with monetary categories. In the second cycle, they are within expectations, for example in finding the circumference of a circle and performing arithmetic operations on fractions. The skill of solving verbal problems is satisfactory in both cycles.
- science skills and knowledge such as conclusion, identifying conductors and dielectrics, and demonstrating the concept of forces of attraction and repulsion between magnetic poles are above expectations in first cycle lessons, and adequate in the second cycle, while scientific experimentation is satisfactory in Grade 6.
- Arabic skills such as reading aloud, speaking, comprehending, and analysing reading texts are good in most lessons. However, creative writing skill is less evident in both cycles.
- Over the academic years 2012-2013 and 2014-2015, students' high pass rates were stable in general with much progress achieved in science in the second cycle.
- Students achieve inconsistent progress in lessons and written work, the best being in Arabic, mathematics and science respectively in the first cycle, and to a lesser degree in the second cycle, particularly in English.
- Students with learning difficulties achieve good progress in the support programmes, while low achieving students make slower progress than their peers in most lessons.

## Areas for improvement

- The consistency between students' proficiency rates and their actual levels in most lessons, especially in the second cycle and in English.
- The progress students achieve according to their abilities in lessons and written work, especially the low achievers.
- Writing skills in both Arabic and English, verbal problem solving skills and scientific experimentation.

## □ Students' personal development 'Good'

### Judgement justifications

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| <ul style="list-style-type: none"><li>• Most students eagerly and confidently participate in school life. They take an active part in lessons, express their opinions clearly and confidently and assume leadership roles through presenting to peers within lessons and through scientific experimentation. However, the distribution of responsibilities and leadership roles in satisfactory lessons is inconsistent, with only the more able students assuming responsibility. Students actively participate in extracurricular activities and school committees, including morning assembly activities, weekly activities, recess and educational activities such as cooking, puppet shows and sketching. They also participate in activities such as the scouts group and The Little Guide, and in committees and student teams. They achieve high rankings in external competitions.</li><li>• Students behave well, demonstrated in their sense of responsibility, awareness in adhering to school rules and showing respect to their teachers and peers. They participate in behaviour-enhancing programmes, such as 'The Star of Good</li></ul> | <p>Behaviour' and 'The Star of Outstanding Achievement'.</p> <ul style="list-style-type: none"><li>• Students embrace Islamic values through religious events and activities such as 'Rites of Pilgrimage', and through presenting religious plays during the morning line-up. They demonstrate a sense of patriotism and an understanding of Bahrain culture and heritage through chanting the national anthem, participating in national events and festivals, such as the 'Bahrain 2030' competition and 'Plant a Plant for the Love of Homeland'. They also participate in National Day celebrations and present plays and anthems expressing their love for their country during the morning assembly programme and recess.</li><li>• Students are highly aware and punctual. This is enhanced by the school through organising intellectual and lively games and events before the morning assembly, such as 'Mathematics Cafe'. On arrival at the school, students are received by teachers, guides and the students' discipline committee and provided with healthy food such as vegetables and milk. However, absence rates are still high during religious events and on days that</li></ul> |
|---|--|

fall between holidays; these cases are dealt with by the school.

- Most students show high ability for independent learning in lessons, programmes, projects and assignments such as, use of the Internet for research and homework, preparing e-lessons, using Power Point, performing simple scientific experiments, summarising stories and analysing texts. They also use

dictionaries and self-correction in lessons.

- Students get along well and work together outstandingly in lessons and extracurricular activities. They compete in internal sports competitions and recess activities. They show respect to each other when expressing an opinion and role-playing.

### **Areas for improvement**

- Leadership roles and the wider distribution of tasks and responsibilities within lessons.



## Quality of processes

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### □ Teaching and learning 'Satisfactory'

#### Judgement justifications

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|--|--|
| <ul style="list-style-type: none"><li>• Most teachers employ various and effective teaching and learning strategies that are student-centered, including discussion and dialogue, questions for learning, learning through exploring, cooperative and pair learning, independent-learning, young teacher, learning through play and role playing, as well as practical application in science.</li><li>• Most teachers use the available teaching resources such as white boards, audio-visual aids, flash cards, work papers and tangible models, which contribute to demonstrating concepts to students more clearly and easily.</li><li>• Teachers employ logical links effectively in most lessons. This includes vertical links to previous cognitive skills and horizontal links to other subjects, for example linking mathematics to currency lessons in social studies, or linking the processes of buying and selling from the classroom's mini shop to real-life situations.</li><li>• Most teachers plan and organise their lessons effectively, managing students' behaviour, providing motivational learning environment, sharing lessons' goals with students, presenting lessons in logical sequence and proceeding gradually in providing activities. However, the effective use of the learning time varies through either rapid transition between activities or extended time allocated to them, which does not always ensure that students of different</li></ul> | <p>categories have all achieved the learning objectives.</p> <ul style="list-style-type: none"><li>• Most teachers motivate students towards learning through a creative learning environment, for instance by employing interesting introductory activities, presenting students' work on a display board, sharing lessons' goals, verbal appraisal, and applause. Symbolic gifts and a Stars Board are also used as well as "I Can" programme in Arabic. All of these contribute to students' active participation in lessons.</li><li>• The assessment-for-learning methods range between verbal and written, individual and group evaluations. The results are adequately used in meeting students' educational needs, especially in the outstanding lessons. However, low achievers are not so well supported, which affects their progress in most lessons.</li><li>• Teachers develop most students' higher order thinking skills appropriately, through expression of opinion, creation of models and design, scientific analysis and conclusion, text analysis, summarising, re-narration and imagination in Arabic, and exploration in mathematics.</li><li>• Teachers assign an appropriate amount of classroom activities and homework to students, sometimes considering differentiation. Teachers regularly mark assignments, though feedback given in most core subjects is inconsistent.</li></ul> |
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- Teachers are effective in supporting and challenging the abilities of most students of different categories. They also consider differentiation in the activities they provide, in terms of gradual provision from the easiest to the hardest, while considering learning styles and varying

intelligences. Differentiation is considered in teamwork outcomes. However, the support they provide to low achievers is not at the same level as the roles in cooperative learning are not assigned.

## Areas for improvement

- The teaching and learning strategies, which provide students with the basic skills, particularly in English.
- More productive time management.
- Assessment-for-learning methods and using the results in supporting all students, especially the low achievers.
- Accuracy in marking written work in most core subjects.

## □ Students' support and guidance 'Good'

### Judgement justifications

- The school efficiently meets the students' educational needs by implementing a number of remedial and enrichment programmes. These include the regular classes of 'Skills and Personalities Development' that includes all groups of students, remedial lessons for students with learning difficulties, remedial activities for low achievers, and weekly activity classes for outstanding and talented students. Included in the latter are the Acting and Chanting Committee and the Little Scientist Committee. Students also enter internal and external competitions, such as Arab Reading Challenge, My Mom and I, and Talent Week Competitions.
- The school meets the personal needs of students by providing material and

financial aid when needed and supporting them when they face problems, such as through additional studies, and monitoring special cases and contacting competent authorities. Such cases include dropouts and trespassing. The school constantly provides guidance classes and implements positive-behaviour programmes and activities, such as Bank of Morals, Stars Card and Al Maaly Musketeers, all of which contribute significantly to students' personal development.

- The school builds students' experiences and develops their talents and interests through engaging them in various extracurricular activities and programmes. The programmes include the Mathematics Cafe pre-assembly

programme, educational, heritage and entertaining recess programmes and weekly activity classes such as Little Paramedic Committee, the Cooking Committee and Scouts Group. The school also engages students in external competitions such as the Sheikha Lulua Short Story Competition where they won first place, and the Child Art Show where they took the bronze medal. The school also organises entertaining and educational field visits, for example, to Aali Graveyard and the Awal Factory.

- The school provides a safe and healthy environment. The Health and Safety Committee is responsible for maintenance of the buildings and canteen, checks up on fire extinguishers, executes fire drills, implements healthy events such as Health and Safety Week, and makes available all supplies needed for students with special needs, though this category doesn't currently exist in the school. A nurse takes care of students' health needs, and the school monitors students when leaving to ensure safety and security.

- The school provides effective induction programmes for new students, welcoming kindergarten students to spend a whole day at the school, to prepare them for the coming year and introduce them to the school's regulations and facilities. Entertaining events and activities are organised in the first week of the academic year to welcome new students and host their parents, which eases students' settling in. Grade 6 students are prepared for their next educational stage through advice, guidance and field visits to nearby government intermediate boys and girls schools.
- The school develops students' life skills well in different educational situations in and out of lessons; by supporting their roles in life skills classes and in students committees such as Students' Council. Students' skills are also developed in researching, reviewing and preparing reports, developing leaflets in Search and Learn and in the e-Publishing Committees.

## Areas for improvement

- Further monitoring of the impact of students' support programmes inside lessons.

## Quality assurance of outcomes and processes

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### □ Leadership, management and governance 'Good'

#### Judgement justifications

- The school's 2013-2016 strategic plan is based on accurate self-evaluation of the school's needs through SWOT analysis, which highlights the school's strengths and areas for development, clearly identifying opportunities and challenges. The school's action and strategic plans both focus on raising students' achievement and personal development, staff professional development programmes, administrative performance through the formation of an efficient administration team, and various programmes and activities. All of these are apparent in the achievement of the school's vision, mission and values in most aspects of its work.
- The school leadership manages the teaching and administrative staff and efficiently develops their capacities, despite the significant challenges caused by the instability of the teaching staff. It supports their roles through internal committees and groups, such as the middle and higher management teams, and through activities committees such as the Search and Learn and Cooking Committees. Furthermore, the school develops professional competence of staff through an integrated system of self-evaluation, constant professional programmes such as the Apprenticeship Programme at Bahrain University, and through external expertise in providing various performance development programmes such as workshops on leadership, management, self-assessment, lesson planning, teaching strategies, class management and differentiation. Staff skills are refined through peer and supervisory visits by the administrative and teaching staff. All this reflected positively on their performance, particularly in the good and outstanding lessons, and on students' achievement and progress.
- The school has a team spirit, which is evident in the strong relationships among its members, the support provided to new members, and constant inspiration and motivation by middle and higher leadership using the Points awarding system for good performance. These all result in the satisfaction and improvement of staff.
- The school efficiently employs its financial and human resources and facilities to serve its members through the provision of classroom resources. Interactive boards, data shows and smart pens, are used effectively in most lessons. Use is also made of the learning resources centre to develop reading skills in lessons. The science laboratory is adequately equipped to develop experimental skills, and the computer laboratory contributes to developing life skills. The activity committees also make

use of the school's different facilities in their provision. The impact of these facilities shows positively in the school's performance and in students' enthusiasm and enjoyment.

- The school communicates effectively with the local community in order to develop students' interests. Students take part in cleaning the sidewalk of A'ali and Al Malkiya beach, and participate in the Colouring Festival at Al Ramli Mall. Students are made aware of special cases such as 'Autism' through visiting Al Wafa Centre for Autism. The school also communicates on a constant basis with the Royal Charity Organization for providing orphans with free study opportunities. Visits are organised to local schools and institutions, for instance

to make students familiar with Bahraini products at the Capital Mall.

- The Board of Trustees, composed of representatives of parents and teaching and administrative staff, supports the school by guiding and developing its strategic planning. The Board's members discuss the strategic plans, while the suggestions of parents concerning areas for development or issues arising, for example the need to reschedule examinations. However, the Board does not have the authority to hold responsible parties accountable for their performance and thereby ensure constant improvement.

### **Areas for improvement**

- Effectiveness of the Board of Trustees in assisting the leadership and holding them accountable in order to achieve the school's strategic plan.
- Monitoring of the impact of professional development programmes in lessons, particularly those lessons that are only satisfactory.

## Appendix: Characteristics of the school

Name of the school (Arabic)		مدرسة بوابة المعالي الخاصة													
Name of the school (English)		Al Ma’aly Gate Private School													
Year of establishment		2002													
Address		Building 1446, Road 3026, Complex 730													
Town /Village / Governorate		A’ali / Northern													
School’s Contacts		33066677			17644336			Fax		17645551					
School’s e-mail		maalygate@gmail.com													
School’s website		www.maalygate.com													
Age range of students		7-12 years													
Grades (e.g. 1 to 12)		Primary				Middle				High					
		1-6				-				-					
Number of students		Boys		140		Girls		86		Total		226			
Students’ social background		Most students belong to homogeneous cultural and social backgrounds, and to limited income families													
Classes per grade		Grade		1	2	3	4	5	6	7	8	9	10	11	12
		Classes		3	2	2	2	2	1	-	-	-	-	-	-
Number of administrative staff		7													
Number of teaching staff		33													
Curriculum		<ul style="list-style-type: none"><li>Ministry of education (MoE) curricula for Arabic, mathematics, science, social studies, citizenship education and Islamic education.</li><li>British curricula for English (Macmillan)</li><li>Additional curricula in English for mathematics and science (Macmillan)</li></ul>													
Main language(s) of instruction		Arabic/English													
Principal’s tenure in the school		14 years													
External assessment and examinations		Trends in International Mathematics and Science (TIMSS) Progress in International Reading Literacy Study (PIRLS)													
Accreditation (if applicable)		None													

<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Formation of the higher leadership team.</li> <li>• Decreased the number of enrolled students.</li> <li>• Reviewed the school's vision and mission.</li> <li>• Replaced the English curricula (English, Maths, Science) with new versions.</li> </ul>
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