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

Evaluation Report of the Quality of School Practices During Exceptional Circumstances

Al Raja School (Private School)
Date of Evaluation: 3-9 May 2021

The Directorate of Private Schools and Kindergartens Reviews (DPS), which is part of the Education and Quality and Training 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.

Indicators Evaluation: 🟢 **Effective Practices**   🟡 **Partially Effective Practices**   🔴 **Ineffective Practices**

Section 1	Section 2	Section 3
Quality of Student Welfare	**Development of Student Learning**	**Quality of School Change Management**
Facilitating students' academic achievement 🟢	Use of suitable teaching and learning strategies for all learning styles 🟢	Planning and evaluating the school situation and handling exceptional circumstances 🟢
Facilitating students' personal development 🟢	Learning situation management 🟢	Managing, developing and monitoring staff 🟢
Facilitating development of students' technological skills 🟢	Assessment utilisation and enhancement of all learning styles 🟢	Resource Management 🟢
	Utilisation of technology 🟢	Communication with stakeholders 🟢

Overall School's Performance Classification

Category: (A)

Key positive areas ✓

⟩ The appropriate identification of potential risks and implementation of suitable plans to provide a safe learning environment during the exceptional circumstances.

⟩ The adequate provision and use of technological educational resources to facilitate the development of students' learning.

⟩ The provision of suitable personal and academic support programmes that cater for students' different needs.

Recommendations for improvement	) Ensure the effectiveness of learning situations, through:
	   – better utilisation of learning time in virtual lessons
	   – use of assessment results to further support students, particularly low achievers.
	) Monitor the impact of professional development programmes on the performance of some teachers, particularly in virtual lessons.
	) Further follow up on students' punctuality in attending virtual lessons.

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 1: Quality of Student Welfare

Positive features

- The school provides appropriate academic support and enrichment programmes based on students' identified needs. These measures include support sessions on Thursdays for low achievers and one-to-one support sessions for students with special educational needs (SEN). High achievers are provided with enrichment programmes and involved in competitions such as 'Spelling Bee' and 'Math Challenge'. Gifted and talented students participate in activities such as the 'Virtual Spirit Week' and 'Al Raja's Best Chef'.
- Students' demonstrate positive behaviour in lessons. The school provides counselling programmes and awareness sessions such as 'Child's Safety and Protection' and 'Cyberbullying'.
- Students' positive attitudes towards local and global issues are enhanced through providing various activities such as the Model United Nations (MUN) as well as discussing global issues like racism and discrimination during lessons.
- Students' technological skills are suitably developed through providing a range of interactive educational resources such as 'Wordwall' 'Nearpod' and 'Google Docs'. Appropriate support is provided to students to assist their production of digital content such as the recordings of scientific experiments.

Areas for improvement

- Further facilitating students' development of skills in virtual lessons, particularly the low achievers.
- Further monitoring and following up on students' punctuality in lessons.

Section 2: Developing Student Learning

Positive features

- Teachers implement suitable teaching and learning strategies such as discussions, questions for learning and group activities. Learning resources such as educational videos and digital textbooks are used appropriately in the majority of lessons.
- Most lessons, particularly those delivered on site, are conducted with a seamless transition that encourages and motivates students to participate during the learning processes and activities.

	ʃ Different formative assessments are used in the majority of lessons using tools such as 'Wordwall', 'Plickers' and 'Kahoot' to monitor students' academic progress with instant verbal feedback regularly provided to help reinforce their learning. Students' submitted work, including projects and assignments, are frequently followed up and assessed. ʃ Technical tools and platforms such as 'G-suit', 'Padlet' and 'Zoom' features are utilised appropriately in lessons. Students produce digital content for their project work and assignments using tools such as 'Flipgrid' in science.
Areas for improvement	ʃ Managing learning time effectively, particularly in virtual lessons. ʃ Using assessment results in lessons to support students, particularly the low achievers.

Section 3: Quality of School Change Management

Positive features	ʃ The school identifies its potential risks during the exceptional circumstances and implements suitable plans to ensure the continuity of learning and the safety and security of school members. The 'Health Committee' sanitation procedures are carefully implemented, and precautionary measures are ensured while on campus. ʃ The curriculum is adequately reviewed to accommodate the needs of students in both modes of learning, virtual and on site, through the 'Personnel & Education Committee'. ʃ Professional development needs are identified, and teachers are offered training sessions on various topics, such as 'How to Prepare a Model Lesson' and 'Communication Skills in Virtual Lessons'. Training is also provided on how to use electronic programmes including 'Building Blocks' and 'ZipGrade'. ʃ Staff's well-being is adequately considered through allowing them to work from home in support of health and safety and mothers with children, conducting wellness surveys and providing support on 'Stress Management'. Staff are honored with appreciation certificates and medals and offered financial incentives. ʃ School resources are reviewed to support on site and virtual learning, such as empowering the school's WIFI with extra internet points and changing the school's platforms. ʃ Adequate channels of communication with stakeholders are provided through emails, phone calls and surveys. Communication with the local community is suitably maintained to support learning, such as the school's participation in 'Injaz' and its monetary donation to 'Bahrain Cancer Society'.
Areas for improvement	ʃ Following up the impact of professional development programmes on some teachers' performance, particularly in virtual lessons.