



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Naseem International School
Riffa – Southern Governorate
Kingdom of Bahrain**

**Date of Review: 14-16 March 2016
SP015-C2-R019**

Introduction

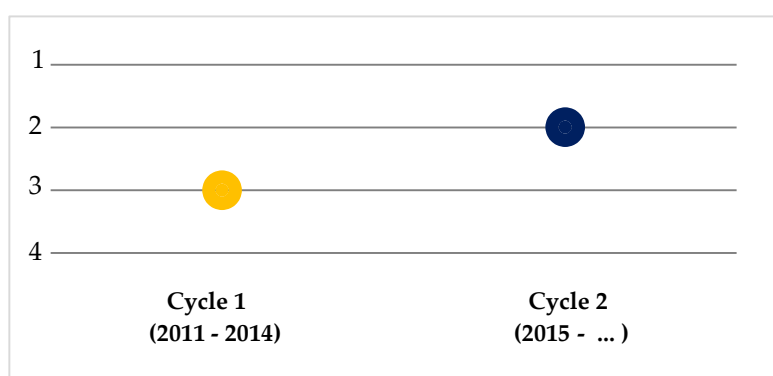
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of ten reviewers. During the review, reviewers observed lessons and other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

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	2	2	2
	Students' personal development	1	1	1	1
Quality of processes	Teaching and learning	1	2	1	1
	Students' support and guidance	1	1	1	1
Quality assurance of outcomes and processes	Leadership, management and governance	1	1	1	1
Capacity to improve		1			
The school's overall effectiveness		2			

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



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 'Good'

Judgement justifications

- The overall effectiveness of Naseem International School is good. This is an improvement from its satisfactory performance in the 2012 review. Apart from students' academic achievement, which is good, all other aspects are outstanding.
- Students' standards and progress are outstanding in the elementary school, while in middle school they are good. Although students make outstanding progress in high school, their standards are only good. Students' pass and proficiency rates are consistently high across all subjects in the internal examinations from 2013 to 2015.
- In the International Baccalaureate Diploma Programme (IBDP) students' performance was strong in 2015. High school students of different abilities make outstanding progress in lessons, acquiring knowledge, understanding and skills effectively.
- Students' personal development is outstanding. Students demonstrate exceptionally high levels of confidence in lessons and in the various school and community activities and events.
- Students are self-driven, behave maturely and support each other in a friendly environment. They are independent and reflective learners with excellent

investigative and problem solving skills, which represent the IB learner profile extremely well.

- Teaching and learning is outstanding. Teachers use highly effective strategies which, when complemented with the excellent resources, very successfully engage students in their learning, particularly in elementary and high school.
- Lessons are exceptionally well-managed, ensuring students' passionate and active engagement while developing independent and higher order thinking skills extremely well. Ongoing assessment with critical feedback is highly effective in measuring students' progress in gaining knowledge and acquiring skills. Challenge and support is provided to students, though support for low achievers is less effective in a few lessons.
- Students' support and guidance is outstanding. Students of different abilities are successfully identified and supported through the various programmes that

enable them to progress according to their different academic and personal needs, interests and talents.

- An excellent range of extracurricular activities is provided for students, as well as the 'Creativity, Activity, Service' (CAS) Programmes that involve a large number of students. These meet their various interests and needs outstandingly well. Furthermore, students' life skills are developed well by highly effective implementation of the IB learner profile.
- Leadership, management and governance is outstanding. Rigorous evaluation processes that involve staff at all levels are in place. The school closely monitors its strategic and action plans and its teaching and learning for continuous improvement. Highly effective performance management procedures are supported by excellent appraisal systems; outcomes are directly linked to a targeted continuous professional development programme.

Main positive features

- Rigorous self-evaluation, which is effectively used to set the strategic plan.
- Excellent performance management process directly linked to the continuous professional development programme.
- Highly effective teaching and learning strategies which develop students' independent learning and higher order thinking skills.
- The innovative and high quality teaching of Arabic lessons with excellent enrichment of materials.
- Students' outstandingly confident participation in lessons, in the various school and community activities, and in assuming responsibility and leadership roles, which develops students' life skills exceptionally well.
- Efforts to elevate students' standards to international levels.

Recommendations

- Continue to improve teachers' performance in middle school by disseminating best practice.
- Further raise students' academic achievement to outstanding levels, particularly in the middle school, with more focus on:
 - developing students' writing skills in English and classical speaking skills in Arabic
 - ensuring that students of all abilities are suitably supported and challenged in lessons
 - the use of assessment to meet students' learning needs.

□ Capacity to improve 'Outstanding'

Judgement justifications

- | | |
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| <ul style="list-style-type: none">• The school's overall performance has improved in all aspects since the previous review.• The school has made good use of the previous QQA review report recommendations and fully considered them in their long-term planning.• Self-evaluation is rigorous and comprehensive with a strong focus on teaching and learning. It is strongly linked to the school's strategic and action planning, with great involvement from | <p>staff at all levels. Plans are closely monitored and reviewed.</p> <ul style="list-style-type: none">• The school's self-evaluation in the SEF is closely matched to the QQA review team judgements in almost all aspects except for a few criteria in academic achievement.• Students' results have improved since the previous visits. Students' achievement in the elementary school is outstanding and students also make outstanding progress in lessons in high school. |
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Quality of outcomes

□ Students' academic achievement 'Good'

Judgement justifications

- Students' pass and proficiency rates are consistently high across all grades and subjects in the school's internal examinations from 2013 to 2015.
- Students' external examination results in the International Baccalaureate Diploma Programme (IBDP) in 2015 were above average overall. Students' performance in Arabic A SL, Arabic AB SL, English B HL, ITGS HL and physics SL and HL is very high, with all students who attempted these achieving a score of 5 and above. However, students' performance in the IB certificate examinations is inconsistent.
- In the year 2014-2015, 35 students took the IELTS tests (International English Language Test System) and 67.5% of these attained an overall score of 6.5 or above which is above the expected level.
- Students' standards and progress are outstanding in the elementary school across all core subjects.
- In the middle and high school, most students' standards are above age-related expectations in English, mathematics and science. Students develop strong higher order thinking skills across the school.
- Most middle school students progress well in lessons and in their written work, while the progress of most high school students in lessons is outstanding.
- Students gain increasing proficiency in the use of English as they move through the school. By the middle school, their speaking and listening skills are good and they can distinguish between formal and informal registers. Understanding of grammatical rules, spelling, punctuation and writing skills develop well over time. Reading for interest is strongly encouraged from the elementary school upwards and is reflected in good comprehension skills in the middle and high schools.
- In Arabic, most students make good progress in listening, reading and writing. They analyse excerpts of poems and develop excellent comprehension skills. However, the formal speaking skills of students in the middle and high schools are not sufficiently well developed.
- In mathematics, most students have strong basic skills. For example, in the elementary school they can compare fractions and confidently work on multiplications and solve word problems. In the middle and high school, students have good mathematical skills. For example, they calculate areas of different shapes and work on square roots and factorisation. Most students in the high school solve problems based on differential calculus and integration.
- In science, students in elementary school have strong understanding of living and non-living things and can explain the features. Students develop good understanding of scientific concepts in middle and high school. For example, middle school students learn energy conversion experimentally and high school students have a good grasp of the ecosystem and the properties of optical fibres.

Areas for improvement

- Raise the standards of students further, particularly non-IB students.
- Students' speaking skills in classical Arabic and their extended writing skills in English in both the Middle and High Schools.

□ Students' personal development 'Outstanding'

Judgement justifications

- Students demonstrate excellent self-confidence. They are enthusiastic participants in school life, class activities and discussions, and in cooperative groups.
- Almost all students participate effectively and enthusiastically in the various school events, 'Creativity, Activity, Service' (CAS) programmes, exhibitions, fieldtrips and extracurricular activities. These are varied to meet their needs such as sports tournaments, music shows and school plays.
- Students are extremely well-behaved in lessons and around the school. They show care and empathy for others, work in harmony and show positive attitude towards others' feelings, especially those from different cultures and nationalities.
- Students are self-driven to take care of themselves and the school's property, which is evident from their mature behaviour during break times and their general care around the school.
- Students feel extremely safe at school. They can express their feelings and opinions freely and can seek support in and out of lessons in a friendly, supportive family environment.
- Most students attend school regularly and have a good understanding of the school's policy and procedures. They are punctual to lessons and encouraged through homeroom lessons and school events.
- Students have a deep understanding of Bahrain's heritage and culture, which is encouraged carefully through the curriculum. Events such as National Day and Bahraini Night are celebrated, as are traditional events and fieldtrips. They demonstrate a strong commitment to Islamic values, reflected in their respect to each other.
- Students demonstrate an excellent awareness of local and global cultures and values. They participate in school charity and awareness campaigns and causes such as the Walk for Cancer Awareness.
- Students are efficient independent learners; they have excellent investigative and problem solving skills. All students build a portfolio that reflects their academic progress, presenting it through a student-led conference. They learn by using dictionaries, thesaurus and conducting research using their own devices sensibly.
- Students work extremely well with each other in pairs and groups during lessons, showing excellent collaborative and discussion skills such as preparing for Model United Nations (MUN). They also

communicate well when they play together during recess. Older students

take good care of younger ones, for example enjoying reading to them.

Areas for improvement

- Further measures for students' punctuality at the beginning of the school day.

Quality of processes

□ Teaching and learning 'Outstanding'

Judgement justifications

- Teachers are highly effective in their use of a wide variety of teaching and learning strategies. These include think-pair-share, experiential learning, and face-to-face activities, all of which contribute very well to the encouragement of students to be active learners. These strategies are complemented by the excellent use of resources which further enhances the student-centred approach.
 - The teaching of Arabic, following the Ministry of Education curriculum in the elementary and the middle school, is innovative and of high quality with excellent enrichment materials. This results in students acquiring strong Arabic skills.
 - Lessons are managed exceptionally well, resulting in high productivity and ensuring the students' active and passionate engagement. The delivery of lessons ensures the development of independent and collaborative learning skills.
 - Teaching encourages and motivates students very effectively through video clips, positive and morale boosting remarks, and activities that ensure active and productive participation of students in lessons.
- Highly effective use of ongoing assessment, critical feedback, along with excellent questioning skills, secure rapid and continuous progress by students in gaining knowledge, skills and understanding.
 - Lesson tasks and activities and the homework assignments provided, linked to the many high quality opportunities for investigation and research, support the development of highly developed enquiry skills. These are delivered exceptionally well to harmonise with the IB learner profile and are implemented effectively across the school.
 - Excellent opportunities are provided for students to develop higher order thinking skills. Teachers demand justification for students' replies, offer well-founded critical analyses of presentations, and evaluation of methodology particularly during laboratory sessions.
 - Highly effective challenge and support is provided to elementary and high school students in particular, through the application of differentiated teaching by task, process, outcomes and by roles that lead to meeting the learning needs of students of all abilities.

Areas for improvement

- Further use of differentiation to support and challenge students of all abilities, especially in the middle school.

□ Students' support and guidance 'Outstanding'

Judgement justifications

- The school has highly effective procedures to identify students' learning needs. These include diagnostic tests, teachers' observations and results analysis to identify specific learning needs.
- In the elementary school targeted students are supported effectively through 'pull-out' sessions, in which students are taught individually or join small support groups. In the middle and high schools students are offered a daily after-school hour that gives them the opportunity to catch up and also to get further support in any subject to overcome any learning difficulties that they may have. Saturday paid tuition is also available.
- Students' progress in these programmes is closely monitored through individual action plans which are maintained for every student. The school is very successful in boosting slower learners' achievement so that they can quickly join their classmates in regular studies.
- Students' outstanding achievements are celebrated. Gifted and talented students are challenged in enrichment activities and leadership roles are provided in group work and extra-curricular activities. There are many opportunities for gifted students in drama and they participate in many musical productions. Students' artistic work is beautifully celebrated all around the school.
- The school provides an outstanding range of extra-curricular activities that meet students' interests and enhance their experiences. For example, whole school sports tournaments are undertaken and students thoroughly enjoy participating in 'Trade Quest', 'Toast Masters' and whole school events such as Family Days and the school Cancer Walkathon.
- The CAS programme is implemented very effectively and provides middle and high schools students with life-changing experiences in helping others. International field trips include a football match for the school team in Italy. Locally, students participate in many charity events and fund raising activities such as 'Pink Day', visiting elderly citizens' homes and distributing Ramadhan baskets.
- Students are sensitively supported when they face personal problems and they feel very safe and secure within the school. A 'Friendship Week' is held in the elementary school to build students' personal relationships and bonds as well as developing greater respect for each other. Students also support each other and help solve each other's problems through 'Peer Mediation' groups.
- The school provides, and maintains effectively, a safe and healthy environment. Regular inspections of school facilities are conducted.
- There is regular monitoring of students' dismissal and fire evacuations are conducted with cooperation with the civil defence. The school nurse takes a role in monitoring any health concerns, backed up by school staff who are certified first aiders.
- Many awareness lectures are conducted to increase students' understanding of

healthy food and the importance of personal hygiene. These include external speakers.

- Newly joining students are inducted extremely well and settle easily in school. Transition programmes are conducted that involve lectures for parents on the primary and middle years programmes (PYP, MYP) and International Baccalaureate (IB). Career guidance provides students with a clear view of subjects to choose. There is excellent support for students with a disability and

they are gently catered for and helped when in need.

- Students' life learning skills are exceptionally well developed through the effective implementation of the IB learner profile. This supports the development of students' investigative and problem solving skills in lessons and activities. Participation in market days and in Model United Nation (MUN) activities enhances students' understanding of global matters.

Areas for improvement

- Further development of enrichment activities that cater for students' different needs.

Quality assurance of outcomes and processes

□ Leadership, management and governance ‘Outstanding’

Judgement justifications

- Highly rigorous evaluation processes are in place, based on a thorough monitoring of the school’s action plans and strategic plan. This process involves staff at all levels. There is, rightly, a strong emphasis on the close monitoring of teaching and learning.
- Information gained from monitoring and evaluation is used exceptionally well to prepare future targets that are aimed at securing the school’s long term strategic goals. These in turn are closely aligned to the school’s vision and mission statements.
- Performance management procedures are highly effective. They stem from well-prepared job descriptions and clear line management responsibilities. The appraisal system for teachers is excellent. An exceptionally wide range of evidence is gathered to ensure that a full picture of teachers’ performance is secured annually. For example, as well as individual lesson observations by direct line managers, walk-throughs, teachers’ own notes, careful monitoring of the impact of continual professional development, and other observations including peer observations, are included in the overall annual portfolio. The appraisal scheme leads to very well targeted continuous professional development programmes.
- Teamwork is strong across the whole school. Professional relationships are outstanding amongst both the teaching and non-teaching staff. The commitment to improvement is evident at all levels and the staff enjoy working in the school. Strong evidence for this is provided by the relatively low turnover of staff.
- The senior leadership team work in close harmony to ensure that the school runs smoothly and that there is a rigorous focus on improvement. This team is complemented well by a Steering Committee which successfully focuses on the monitoring and evaluation of the strategic and action plans. Across the whole school, management teams are effective in securing improvement.
- Financial resources have been used very well to further enhance the school’s provision. For example, there are high quality interactive whiteboards in each learning space, there has been an upgrading of the school Wi-Fi and plans to extend the built environment, including a state-of-the-art theatre, are being implemented. There are good quality science and IT laboratories and the library provides a rich learning resource that is used well by students.
- The school’s Advisory Board plays an active and central role. It both challenges and supports the President/Director. It also ensures that the school’s plan towards meeting its vision and mission are carefully monitored.

Areas for improvement

- Sharing best practice across the school in order to further raise students' academic standards especially in middle and high school.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة النسيم الدولية													
Name of the school (English)	Naseem International School													
Year of establishment	1982													
Address	Building 30, Road 18, Muharraq Avenue													
Town / Village / Governorate	West Riffa, Southern Governorate													
School's contacts	17782000				Fax				17687166					
School's e-mail	naseem@batelco.com													
School's website	www.nisbah.com													
Age range of students	6-18 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				6-10				11-12					
Number of students	Boys		527		Girls		337		Total		864			
Students' social background	Middle to upper income families													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		4	4	3	3	3	3	3	3	3	4	4	4
Number of administrative staff	47													
Number of teaching staff	80													
Curriculum	International Baccalaureate (IB) – Primary Years Programme (PYP) – Middle Years Programme (MYP) – Diploma Programme (DP)													
Main language(s) of instruction	English and Arabic													
Directors' tenure in the school	34 years													
External assessment and examinations	IB, DP													
Accreditation (if applicable)	Middle School Association (MSA)/Council of International Schools (CIS), IB, PYP, MYP, DP													
Major recent changes in the school	<ul style="list-style-type: none"> The appointment of a new Principal for Middle and High Schools in the academic year 2015-2016 													