



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

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

**Creativity Private School  
Salmaniyah – Capital Governorate  
Janabiyah – Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 16-19 October 2016  
SP030-C2-R024**

## Introduction

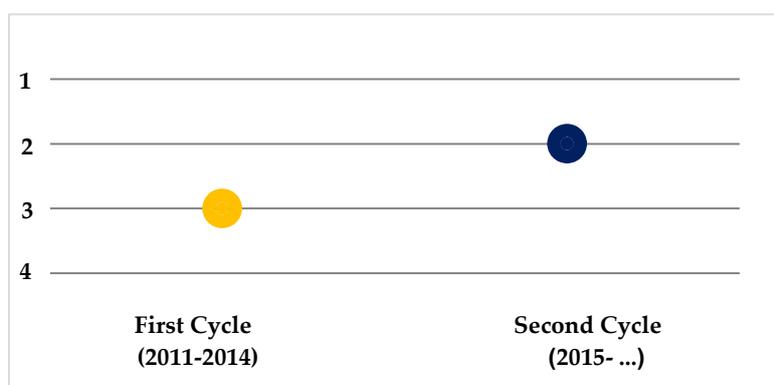
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over four days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works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

<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	2	2	3	2
	Students' personal development	1	1	1	1
Quality of processes	Teaching and learning	2	2	2	2
	Students' support and guidance	2	2	2	2
Quality assurance of outcomes and processes	Leadership, management and governance	2	2	2	2
Capacity to improve		2			
The school's overall effectiveness		2			

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



<b>1</b> Outstanding	<b>2</b> Good	<b>3</b> Satisfactory	<b>4</b> Inadequate
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# 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 'Good'

#### Judgement justifications

- The school has upgraded its overall performance and most aspects from Satisfactory in the previous review in March 2013 to Good in the current review, with Outstanding in students' personal development.
- Students of all stages achieve high pass and proficiency rates in school examinations in all core subjects. These rates reflect their levels in good and outstanding lessons, especially in English, Arabic and some science lessons. Most students across the different categories achieve good progress in most lessons and written work.
- The vast majority of students show self-confidence and enthusiasm in participation and the ability to assume leadership roles in and out of lessons. In addition to their varied and outstanding initiatives, they are very aware and demonstrate good behaviour, respect for teachers and each other and embracement of Islamic values.
- Teachers employ effective teaching and learning strategies and use the available resources to enable most

students to develop their skills and capabilities in most lessons, particularly in English and Arabic though unevenly in mathematics and science. However, the effectiveness and productivity of some lessons is affected by poor use of time. In most lessons teachers use effective assessment methods, though monitoring and assessment of written work is inconsistent. Students are supported in most core subjects, though this varies in supporting low-achieving students, challenging their abilities and developing their higher order thinking skills.

- The school meets the education needs of most students in the different stages through programmes and lessons. However, the effectiveness of support provided to low-achieving students varies. The school also provides personal care to all students through administrative and social guidance,

which substantially helps in meeting their needs and in their personal development.

- The wide variety of extracurricular activities provided to all students develops and enhances their expertise, interests, talents and values throughout the different stages.
- The self-assessment is based on diagnosis of the school's situation and contributes to determining development priorities. Its results are used in building the strategic and action plans, the effectiveness of which shows in the progress achieved by the school in the different aspects of its work.
- The school communicates effectively with local and international community institutions, resulting significantly in developing students' expertise locally and internationally.
- Students and parents are highly satisfied with the school's provision.

## **Main positive features**

- Students' effective contribution to school life, their various outstanding initiatives and their high self-confidence.
- The embracing of citizenship and Islamic values and understanding Bahraini culture.
- The varied extracurricular activities that satisfy students' needs and interests.
- The school's effective communication with the local and international communities.

## **Recommendations**

- Further raise the academic achievement in mathematics and science.
- Benefit from the outstanding practices in English and Arabic in order to further improve teaching and learning through:

- challenging the abilities of students of all categories, to develop their higher order thinking skills
- effective time management
- ensuring the accuracy of monitoring and assessment of written works, to sustain the improvement in students' performance.
- Monitor the implementation of safety and security measures in the chemistry lab at the high school branch (Janabiyah).
- Reconsider the design and provision of secondary stage curricula in order to further ensure consistency and coherence.

## □ Capacity to improve 'Good'

### Judgement justifications

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|--|---|
| <ul style="list-style-type: none"> <li>• Self-assessment of the school situation is effective and its results provide significant benefits in strategic planning. This supports the improvement in academic achievement, development of teaching and learning and enhancement of student support.</li> <li>• The school's overall performance has improved from Satisfactory in the previous review to Good in most aspects, and to Outstanding in the students' personal development aspect.</li> <li>• Students' self-confidence and behaviour is outstanding, as is their assumption of leadership roles in school committees and activities and the harmony among them. All this shows in their achievement of high</li> </ul> | <p>grades both internally and externally within Bahrain, as well as internationally in Robot Manufacturing competitions.</p> <ul style="list-style-type: none"> <li>• Effective support programmes are provided to students to meet their academic and personal needs, as are various extracurricular activities that enrich their expertise and interests.</li> <li>• Professional development programmes are effective and have a significant impact on most teachers' use of various educational strategies and technology in most lessons.</li> <li>• The school environment is safe. Health and safety measures are sound, with the exception of some safety measure in the chemistry lab at the high school branch in Janabiyah.</li> </ul> |
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## Quality of outcomes

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### □ Students' academic achievement 'Good'

#### Judgement justifications

- In the academic year 2015-2016 students achieved high pass rates in school examinations in all core subjects, with very high proficiency rates in the majority of core subjects ranging between 65%-100% in the primary stage, 67%-100% in the intermediate stage and 53%-100% in the secondary stage. Proficiency rates were compatible with the high pass rates in all stages.
- The pass and proficiency rates reflect the actual levels of most students in the good and outstanding lessons, especially in English in all stages, most of the Arabic lessons and some mathematics and science lessons in intermediate stage.
- In the national examinations Grade 3 students scored near average levels in 2014, slight above average levels in 2015 and way above average levels in English in both years. Grade 6 students scored way above average levels in English in 2014, while Grade 9 students scored way above average levels in English and Arabic in the same year.
- Most students adequately acquire the basic skills, such as mathematical and mental arithmetic skills in primary and intermediate stages and to a lesser degree in secondary stage, in solving inequalities, graphing trigonometric functions and solving verbal problems.
- Students' acquisition of scientific skills varies, for example in conclusion and scientific experiment in primary and secondary stages, with better acquisition of these skills in intermediate stage.
- Most students' acquisition of linguistic skills is above expectations, such as in oral reading, verbal expression, text analysis, use of grammar and conversation in both Arabic and English. Even better progress is made in English in the intermediate and secondary stages. However, the acquisition of writing skills in Arabic varies.
- Over the academic years 2013 to 2016 students maintained their high pass rates in general.
- Students of different categories achieve good progress in most lessons and written work, especially in English. Outstanding students achieve good and outstanding progress in most lessons, while low achieving students achieve inconsistent progress compared to their colleagues in some satisfactory and inadequate lessons.

## Areas for improvement

- The consistency between proficiency rates and students' actual levels in some lessons, especially in mathematics and science in primary and secondary stages.
- Students' skills in core subjects such as verbal problem solving, scientific experiment and extended writing in Arabic.

## □ Students' personal development 'Outstanding'

### Judgement justifications

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|--|---|
| <ul style="list-style-type: none"><li>• The vast majority of students participate with great enthusiasm and self-confidence in lesson activities and school life, including morning assembly activities. They assume leadership roles such as little muezzin, little cook, little teacher, boy and girl scouts and Students' Council. They take part in the UNESCO events and celebrate global and international occasions. They actively participate in sports activities, and competitions including chess and the Robot Manufacturing Tournament in which they won 14<sup>th</sup> place globally.</li><li>• Students demonstrate awareness and responsibility, which shows in their good behaviour. They respect their teachers and each other, self-discipline, adherence to rules and punctual attendance to school. They are monitored and guided at all times, which significantly and positively affects their psychological security, their love of belonging to the school and respect for all its stakeholders.</li><li>• All students embrace Islamic values, with an eagerness to learn the Holy Quran and its principles. They show</li></ul> | <p>keenness in performing congregational prayer (Salat al Jama'a) and participating in internal and external religious contests. They also show deep understanding of Bahrain's culture and heritage, celebrating national and religious events such as Month Value, National Day, Eid Al Fitr and Eid Al Adha.</p> <ul style="list-style-type: none"><li>• Most students take part in the preparation of individual and group projects, research and reports, text analyses, story criticism and summarising, e-lessons and the Science Expo. They are provided with good opportunities to self-learn in lessons, through using dictionaries, reading maps, experimenting and geometric laws.</li><li>• Students work together in harmony, show great ability in communicating and sharing views in curricular activities, and in distributing leadership roles amongst themselves when performing tasks and duties in extracurricular activities such as designing and building the robot and taking part in local and global contests.</li></ul> |
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## Areas for improvement

- The ability for further self-learning.

## Quality of processes

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### □ Teaching and learning 'Good'

#### Judgement justifications

- Most teachers use a wide range of teaching and learning strategies and educational resources in all stages. These include question for learning, discussion and dialogue, and pair and group cooperative work. The use of these strategies is effective, particularly in Arabic and English lessons, and enables most students to progress well. Video clips, models, presentations and written activities are employed effectively in good and outstanding lessons, though less effectively in mathematics and science lessons where the resources used are inconsistent with students' different educational needs.
- Teachers motivate and encourage students to participate in most lessons through praising, applauding and providing them with opportunities to share their work with their peers. This shows positively in their enthusiasm and effective participation in activities.
- Teachers run their lessons well. The vast majority of lessons are characterised by sound organisation and students' discipline. Nevertheless, few of the satisfactory and inadequate lessons suffer from poor time management, especially in primary and secondary stages which results in poor productivity and failure to complete the educational goals.
- Teachers assign homework for all subjects in all stages. This is regularly marked, but constructive feedback is not regularly provided in order to improve students' levels. The marking of some written work also lacks accuracy in terms of indicating mistakes.
- In the most effective lessons students' abilities are challenged through asking questions that develop their higher order thinking skills, reasoning, analysis and construction. Examples are in Arabic and English lessons in the secondary stage, where students take part in discussion, think critically and fluently express their thoughts.
- Effective methods are used in most lessons to assess students' performance, including verbal and written assessment, which contributes to meeting students' needs in the good and outstanding lessons. However, assessment in the satisfactory lessons is less effective, with the focus being mostly on outstanding students who rush to answer. In addition to that, assessment results are not regularly used to support students, especially the low achievers.
- Teachers consider students' differences in most lessons. They provide them with a wide range of activities that suit their different levels in the core subjects and challenge their abilities in the better lessons. Nevertheless, the activities provided in the satisfactory lessons do not

sufficiently suit students' different abilities, negatively affecting their

progress.

### Areas for improvement

- Challenging the abilities of students of different categories in order to develop their higher order thinking skills.
- The accuracy of marking written work and the provision of effective feedback that enables students to improve their performance.

### □ Students' support and guidance 'Good'

#### Judgement justifications

- The school meets students' educational needs through an effective system of regular assessment. It also provides the outstanding and talented students with opportunities to participate in extracurricular activities that meet their needs. They are also supported in lessons, with the impact of this support being evident in Arabic and English lessons. However, support is less evident in science lessons in primary and secondary stages and in mathematics lessons in all stages.
- The school communicates with students and parents regarding the student's academic progress. It also provides low achieving students with regular support through morning and post-school-day remedial classes, though the impact of these in meeting their needs varies.
- The school monitors students' personal development, provides constant care and efficiently supports them via the administrative and social guidance team. The support extends to meet the material needs of students in need, while maintaining their privacy.
- The school holds different awareness lectures on bullying and child abuse in order to raise awareness among students and better deal with social problems. These build the school members' awareness of the situation of all students. The school's efforts are highly praised by students and their parents.
- The school enriches the knowledge and interests of students through a wide and comprehensive range of extracurricular activities. These include religious activities such as Holy Quran recital and memorisation, Hadith competitions and special days' activities such as 'Hijab Day'. Other activities include chess, robotics, art and reading. The school also develops students' roles as the chef, the artist and the little scientist. Students are introduced to the world around them through preserving the environment,

camping, introducing UNESCO, holding lectures to raise their awareness, and meeting their future interests such as by visiting the Stock Exchange and the Meteorology Centre. Students' patriotism is developed through scouts and celebrating folk and national events such as the National Day.

- The school assures the viability of health and safety measures within the school environment. It periodically assesses risks, maintains facilities, conducts evacuation drills and specifies assembly points. Fire extinguishers and alarms are installed in all the buildings and students' entry and departure is supervised. Disabled students are provided with a high level of care. Nonetheless, safety measures needs to be completed for both the chemistry lab at the secondary school and at the school's main gates.

- The school inducts new students effectively through a programme that includes cartoon characters welcoming them and introducing them to the school facilities and staff, and through allowing flexible attendance and departure in the first school days. The school also inducts students when they move to the intermediate and secondary stages, visiting Janabiyah branch, meeting with the teachers and viewing the curricula. Secondary students are prepared for their future choices through academic guidance during the Professions Day, lectures by external speakers and visits to universities such as Bahrain University. They are also supported when they sit for the international exams required for university admission such as SAT, IELTS and TOEFL. They express high satisfaction with the support they receive.

### **Areas for improvement**

- Student support, to meet their educational needs in all subjects.
- Safety and security measures in the science lab at the secondary school.

## Quality assurance of outcomes and processes

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

#### Judgement justifications

- The school's ambitious, shared vision and mission focus on creativity and quality in work. They show up well in all aspects of school work and in an outstanding manner on students' personal development aspect.
- The higher leadership is aware of the strengths and areas for development, benefiting from the results of the accurate and comprehensive self-assessment using SWOT analysis, the recommendations of previous review visit and the outcomes of international accreditation institutions visits. This contributes to specifying school work priorities with clear performance indicators that contribute to raising the school's performance, especially in the academic achievement and personal development of students. Nonetheless, the curriculum review does not consider the need for consistency in the secondary stage, and the British curriculum is only taught to Grade 10.
- The higher management employs clear mechanisms to monitor the implementation of the actions plans, which stem from the strategic plan, by the school's departments and committees. The extent of their implementation is discussed and measured in periodic meetings.
- The school makes clear efforts to specify the training needs of all departments and provides them with internal and external workshops on using technology in education and teaching according to quality standards. The school also organises exchange visits for teachers within their department and draws upon the expertise of the Advisory Board in holding development sessions, which reflect significantly on the performance of most teachers especially in the English department.
- The school enjoys outstanding personal and professional relationships, with the teaching and administrative staff working as a close-knit team. The school celebrates their special occasions, develops their performance, encourages them through initiatives such as Employee of the Month, and provides certificates as well as moral and material awards. Qualified staff are delegated to head their departments and lead school committees.
- The school uses the educational resources and available facilities to support the teaching process and enhance students' expertise. Facilities include labs, the library and robot classrooms, where students are trained for local and international contests in which the school achieves high positions.

- Parents' Council, Advisory Board and Teachers' Council positively participate toward school events such as the Omrah Trip and Robot Olympiad International Contest. They freely express their opinions about the teaching process. The Advisory Board also monitors the performance of the school's management and contributes to the governance processes.

The school communicates effectively with local community institutions, including inviting doctors and engineers to introduce their professions to the secondary stage students. The Health Centre and the Civil Defense conduct evacuation drills and charities support voluntary work in the school.

### **Areas for improvement**

- Achieve greater impact of the professional development programmes on improving the education processes.
- Reviewing the consistency of curricula, especially in the secondary stage.

## Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة الإبداع الخاصة													
Name of the school (English)	Creativity Private School													
Year of establishment	2006													
Address	Salmaniyah Branch (Primary): Building 214, Road 907, Complex 309 Janabiyah Branch (Intermediate and Secondary): Building 2614, Road 7170, Complex 571													
Town / Village / Governorate	Manamah – Capital Janabiyah – Northern													
School's Contacts	17252636	16700244	Fax		17243844									
School's e-mail	cps.bh@hotmail.com													
School's website	www.cps-bh.com													
Age range of students	6-18 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				6-8				9-12					
Number of students	Boys	283			Girls	218			Total	501				
Students' social background	Good income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	4	3	3	3	2	3	2	2	2	2	2	
Number of administrative staff	Salmaniyah 11 – Janabiyah 8													
Number of teaching staff	45													
Curriculum	American for Primary, Intermediate and Secondary Grades 1-9 and 11-12, British for the Grade 10 , and some MoE courses for Arabic, Islamic Education and Citizenship.													
Main language(s) of instruction	Arabic and English													
Principal's tenure in the school	Primary stage Principal: 5 years													
	Intermediate and Secondary stages Principal: 2 months													
External assessment and examinations	BQA national examinations for Arabic and English for Grades 3, 6 and 9.													
Accreditation (if applicable)	AdvancED 2012-2013 Cambridge University													
Major recent changes in the school	<ul style="list-style-type: none"> <li>A new building for Intermediate and Secondary stages was opened in Janabiyah in the academic year 2013-2014.</li> </ul>													