

Evaluation Report of the Quality of School Practices During Exceptional Circumstances

The British School of Bahrain (Private School)

Date of Evaluation: 31 January - 4 February 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 positives



- ✓ The school leadership's consultative and adaptive approach to manage the current circumstances with a focus on a safe, healthy, and secure learning environment
- ✓ The provision of academic support and enrichment programmes along with pastoral care based on robust assessments of students' needs.
- ✓ The delivery of synchronous and asynchronous learning activities and the use of technology.

**Recommendations
for improvement**



-) Ensure the transfer of best practices to the Arabic section in both Junior and Senior Schools.
-) Address the issues related to students' punctuality and commitment to lessons in the Senior School during virtual learning sessions.

Key Findings on Evaluation Sections

This section of the report highlights the 'positive features' 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

-) A range of academic support and enrichment programmes are provided to students based on robust assessments of their needs using various methods such as cyclical testing and the WISEflow online assessment for remote learners.
-) Students' personal development is appropriately fostered, and pastoral care is extended through PSHE (Personal, social, health, economic) programme to ensure that students are engaged and consistently supported.
-) Technical support is provided to students and staff to facilitate their access to resources required for hybrid learning which develops students' technological skills effectively.

Areas for improvement

-) Developing students' Arabic language skills, as per curriculum expectations, in both Junior and Senior Schools.
-) Improving students' punctuality and commitment to lessons in the Senior School during virtual learning sessions.

Section 2: Developing Student Learning



Positive features

-) Teachers use suitable strategies such as inquiry-based instruction and adapt pedagogical approaches as required, allowing students to develop their experiences and skills, such as in breakout rooms where they brainstorm ideas in smaller groups or receive additional support.
-) Synchronous and asynchronous learning activities are planned based on curriculum expectations and delivered seamlessly, encouraging students to interact, collaborate, and participate actively.
-) Assessment results are effectively used to track students' attainment and progress, identify students' levels, provide quality feedback, and plan for follow-up steps.
-) Learning platforms and digital tools such as Seesaw, Kahoot, and Quizlet are used effectively by teachers and students across the school to facilitate teaching and learning.

Areas for improvement

-) Implementing more effective strategies in line with curriculum competencies and age-related expectations in Arabic teaching in the Junior and Senior Schools.

Positive features

-) Assessment of the school's situation is conducted through a consultative and adaptive approach adopted by the school leadership. This facilitates the management of educational provision in a secure environment. Health and safety at school are ensured through various measures, including investing in automated temperature scanning systems and maintaining safe physical distancing.
-) Adequate attention is given to managing human resources and raising staff morale by creating BSB Health and Safety Committee. Teachers' professional competence is developed through offering a range of training sessions on the use of Zoom premium platform and 'EduCare' online courses.
-) Materials and resources are reviewed and re-organized to support blended learning, such as the wide-angle webcams for hybrid classes and subscriptions to 'Follett Destiny' library manager.
-) Communication with parents is regular through virtual meetings and news blogs. Relationships with the local community are established through participation in various activities such as the 'Young Authors' virtual activity organized by Bahrain Authority for Culture and Antiques.

Areas for improvement

-) Benefitting from best practices to further improve practices in the Arabic section in both Junior and Senior Schools

Section 3: Quality of School Change Management

