



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 Eman School – Girls Section  
Isa Town – Central Governorate  
Kingdom of Bahrain**

**Date of Review: 14 - 16 April 2014**

SP052-C1-R052

## Table of Contents

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<b>The Directorate of Private Schools &amp; Kindergartens Reviews .....</b>	<b>1</b>
<b>Introduction .....</b>	<b>2</b>
Characteristics of the school .....	2
<b>Table of review judgements awarded .....</b>	<b>4</b>
<b>Review judgements .....</b>	<b>5</b>
Overall effectiveness .....	5
Students' achievement.....	6
The quality of provision .....	7
Leadership, management and governance .....	10
<b>The school's main strengths .....</b>	<b>12</b>
<b>Recommendations .....</b>	<b>13</b>

## Directorate of Private Schools & Kindergartens Reviews

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The Directorate of Private Schools & Kindergartens Reviews (DPS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DPS is responsible for:

- evaluating and reporting on the quality of provision in all private schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for private school/kindergarten improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for private schools and kindergartens about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

## Introduction

This review was conducted over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

### Characteristics of the school

<b>School's name</b>	Al Eman School, Girls Section												
<b>School's type</b>	Private												
<b>Year of establishment</b>	1992												
<b>Age range of students</b>	6-18 Years												
<b>Grades (e.g. 1 to 12)</b>	<b>Primary</b>				<b>Middle</b>				<b>High</b>				
	1-6				7-9				10-12				
<b>Number of students</b>	<b>Boys</b>	-	<b>Girls</b>	563				<b>Total</b>	563				
<b>Students' social background</b>	Most students come from good income families												
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	3	3	3	2	2	2	2	2	2	2	2	2
<b>Town /Village</b>	Isa Town												
<b>Governorate</b>	Central												
<b>Number of administrative staff</b>	32												
<b>Number of teaching staff</b>	66												
<b>Curriculum</b>	Saudi Curriculum: Arabic Language American Curriculum: English Language Ministry of Education's Curriculum												
<b>Main language(s) of instruction</b>	Arabic												
<b>Principal's tenure</b>	19 years												
<b>External assessment and examinations</b>	QQA's National Examinations												
<b>Accreditation (if applicable)</b>	Ministry of Education												
<b>Number of students in the following categories according to the school's classification</b>	<b>Outstanding</b>	<b>Gifted &amp; Talented</b>				<b>Physical Disabilities</b>				<b>Learning Difficulties</b>			
	225	177				1				4			
<b>Major recent changes in the</b>	<ul style="list-style-type: none"> <li>Appointments in the academic year 2012-2013:</li> </ul>												

<b>school</b>	<ul style="list-style-type: none"><li>- learning difficulties specialist</li><li>- talent and excellence specialist</li><li>- psychological specialist</li><li>- information technology specialist</li><li>- media coordinator</li><li>- education supervisor.</li></ul>
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## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	3	3	3
Students' personal development	2	2	2	2
The quality and effectiveness of teaching and learning	3	3	3	3
The quality of the curriculum implementation	2	2	2	2
The quality of support and guidance for students	2	2	2	2
The quality and effectiveness of leadership, management and governance	2	2	2	2

### Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

## Review judgements

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### Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

#### Grade: 3 Satisfactory

Overall effectiveness is satisfactory, with satisfactory judgements in academic achievement and teaching and learning and good in the remaining aspects. Students achieve good levels in Arabic and Holy Quran, less so in English. Their acquisition of basic skills in science and mathematics is overall satisfactory. In some lessons, the effectiveness of teaching and learning strategies and time management is inconsistent, reducing the effectiveness of assessment and the use of its results in providing academic support related to the various needs of the students. Students behave well and show significant awareness of religious values, creating an atmosphere of emotional security around the school. The school makes exceptional efforts in communicating with parents and the local community. Students and parents are satisfied with the school's provision.

- How strong is the school's capacity to improve?**

#### Grade: 2 Good

Capacity to improve is good. The strategic plan focuses on school work improvement. It identifies clear indicators for success and is based on school priorities and the results of rigorous self-evaluation, established through a SWOT analysis and realistic goals. The professional development programme contributes to raising performance levels within the Arabic department, and the school's switch to the Saudi Curriculum for Arabic across the school reflects positively on students' performance in that subject. The school's motivating environment promotes values, behaviour and citizenship, which contributes to enhancing students' excellent behaviour and awareness. The school leadership is aware of the school's strengths and areas for development. Staff work as a team to overcome challenges, increasing the school's ability to improve performance.

## Students' achievement

### □ How well do students achieve in their academic work?

#### Grade: 3 Satisfactory

Students of Grades 3, 6 and 9 achieve high results in the National Examinations, ranging from slightly to significantly higher than the national average in the core subjects over the years 2012 and 2013. These results reflect the levels of most elementary students in core subjects and the majority of intermediate students in Arabic and English. However, the pass rates of Grade 12 students are lower than expected, especially in problem solving.

Students of all grades achieved high pass rates in core subjects in the school examinations for the academic year 2012-2013, attaining 95–100%. Proficiency levels are commensurate with the high pass rates in high school, but those levels vary in elementary and middle schools. While those high rates indicate good attainment in the majority of elementary school lessons, this does not happen to the same extent in middle and high school lessons, especially in mathematics and science.

Across the school, most students acquire good skills in reading, speaking and listening in both Arabic and English. However, their writing skills are better in Arabic. This is attributed to the lack of essay writing opportunities in English lessons, especially in middle and high schools. Most elementary students acquire arithmetic skills, such as dealing with numbers and fractions, while middle and high school students' abilities in applying mathematical concepts in problem solving varies. Most students satisfactorily acquire knowledge and scientific skills, attributed to the inconsistency of teaching and learning.

When tracing the pass rates in examinations over the years 2011–2013, it is found that they were consistent in core subjects in all grades, though proficiency levels over the same period varied. Elementary students show good progress in most lessons due to the variety of effective activities available to them, whereas the progress shown by middle and high school students varied in the majority of lessons, especially mathematics, science, and written work. This is a result of inconsistent teaching methods that insufficiently consider individual differences.

Talented, outstanding and learning-difficulties students show good progress in various school work and the special education programme 'Tomorrow's Sunshine'. Low achievers show satisfactory progress due to inconsistency in meeting their education needs.



## □ How good is the students' personal development?

### **Grade: 2 Good**

Most students enthusiastically participate in lessons in pairs or groups, initiate questions and give answers, especially in elementary school. They take part in extracurricular activities such as English Club, Arabic Club, workshops and campaigns.

Most students are responsible, assume leadership roles and represent peers in Students Council. They speak their minds freely, engage in discussions and show self-confidence in school life through the Students Council, morning broadcast and various workshops, such as 'Be Elegant', 'Be Effective' and 'My Daughter is a Teacher'; enhancing their understanding and widening their awareness. However, some middle and high school students are less confident due to the lack of opportunities provided to them.

Students attend school regularly and are punctual to lessons. They are disciplined and aware of schools' rules and regulations as implementing 'discipline is mine'. Most students get along with each other and with their teachers, and feel safe; due to the respected relationships among them while learning together. They behave in a mature and respectful way, both in lessons and around the school. Behavioural incidents rarely happen as a result of educational programmes, such as 'My Ethics Ascend Me'. Students maintain the cleanliness of the school and its properties and utilities.

Students exhibit great respect for Islamic values and have a clear understanding of the culture and heritage of Bahrain. They participate effectively in a variety of activities including religious celebrations, National Day and various workshops such as 'Muslims as a Single Body' and 'My School is a Trust'. This creates a safe environment, a spirit of belonging and a sense of responsibility. The school environment is enriched with cultural and Islamic corners and murals.

## **The quality of provision**

### □ How effective are teaching and learning?

### **Grade: 3 Satisfactory**

Teachers possess knowledge of their subjects, apparent through their enthusiasm in elaborating, giving examples that contribute to widening students' knowledge and in applying various teaching strategies, such as: learning through games, the 6 Hats and collaborative learning through pair and group work. They use educational resources like

electronic projectors and educational cards, which stands out in the elementary school. This contributes to motivating students and increasing their desire to participate in lessons. In the best lessons, most students gain skills, knowledge and concepts in core subjects, in addition to Arabic skills and Holy Quran recital across all grades. Middle and high school students satisfactorily gain skills in science, mathematics and knowledge and concepts of Islamic sciences. This is due to inconsistency in teaching strategies and resources employed, such as concentrating on giving knowledge at the expense of developing concepts and skills in mathematics.

In more efficient lessons, clear instructions are given for class and time management and time is invested in reinforcement and assessment activities, contributing to students' discipline, goal achievement and the smooth flow of lessons. However, time management in some lessons is less efficient, reflecting negatively on assessment and the use of its results in meeting students' different academic needs.

In good lessons, most students' higher thinking skills are developed, including conclusion, scientific interpretation, building sentences and extracting main themes in Arabic. Various activities matched to students' individual levels are provided, challenging students and widening their awareness. However, this is less evident in satisfactory lessons such as mathematics and science, especially in middle and high schools.

In better lessons, teachers use various assessment methods such as individual and collective writing activities and oral questions, while providing direct feedback and educational support through guidance and follow-up. This contributes to most students' progress and achievement of goals. However, assessment effectiveness varies in satisfactory lessons in terms of assessing students' different educational needs, as it focuses on measuring lower thinking levels and its results are not used in providing educational support, especially for low achievers.

Students are assigned homework, with feedback provided through notes and verbal advice, especially in Arabic and English. In mathematics and science, homework is less effective in terms of individual levels, follow-up and correction accuracy.

**□ How well does the implementation and enrichment of the curriculum meet the educational needs of the students?**

**Grade: 2: Good**

The school provides a wide range of extracurricular activities that match students' educational needs. Students can choose activities according to their interests, including school competitions and various committees, such as Environment Committee and Health

Education Committee. Additionally, talented and outstanding students, especially those excelling in memorising the Holy Quran 'Musk holders' and those who are good at sports, compete at a high level in internal and external competitions and achieve high ranks. The curriculum is enriched with supportive activities for low achievers. The school applies the programme 'Tomorrow's Sunshine' that targets learning-difficulties students, enhancing their experiences and adequately preparing them for the next stage of education.

Curricula are regularly analysed and reviewed according to need and to build students' basic skills. The Arabic curriculum was changed to meet students' needs in accordance with Islamic values and Bahraini culture. Links between various subjects have also been implemented, especially linking the Holy Quran with other subjects.

The school promotes students' awareness of their duties, responsibilities and national pride, with participation in various national celebrations, religious and cultural occasions, morning broadcast and global events, such as participating in the Asian Exposition, and field trips such as visiting the Museum and Parliament. This has a positive impact on students' personal development.

Students' works are celebrated in school corridors, and public areas are enriched with educational murals that motivate learning and reinforce values, behaviour and patriotism. The school attains to preserving green fields, which can be seen in the school's obtainment of high ranks in Bahrain Garden Show.

## **□ How well are students guided and supported?**

### **Grade: 2 Good**

New students are inducted through an introductory tour and in-class activities. The school holds introductory meetings for students joining from other schools, including their parents, helping them settle quickly. In preparation for their next stage of education specialist speakers are brought in, while those going to higher education visit universities like the University of Bahrain and participate in 'Making Leader' workshops and 'The Profession of the Future' guiding class relevant activities. This contributes in developing their skills and future experiences.

The school assesses and meets students' educational needs through analysing the results of diagnostic and evaluation tests. Learning-difficulties students are supported through the 'Tomorrow's Sunshine' programme. Talented and outstanding students who memorise the Holy Quran are supported through the 'Musk Holders' workshop, helping them achieve progress that matches their abilities. However, low achievers are not as well supported.

The school offers sensitive support to students. Older students help their younger colleagues, through 'My Daughter is a Teacher' workshop. Students' behaviour and personal development are supported through educational programmes such as 'Princesses of Ethics'.

Parents are informed about their daughters' academic and personal progress through open days and monthly reports, text messages, phone calls and weekly plans. Individual meetings are held with parents of learning-difficulties students.

The school provides a healthy and safe environment, monitors safety and security and adopts health education programmes, such as: 'Utilities Hygiene Marks Development'. It holds weekly events and awareness lectures and conducts evacuation drills.

## **Leadership, management and governance**

- How effective are leadership, management and governance in promoting high achievement, strong personal development and school improvement?**

### **Grade: 2: Good**

The Board of Trustees and Senior Management have a vision for the school that focuses on 'Preparing future leaders who are committed and productive, developed and capable of collaborative learning'. This vision reflects positively in most activities.

Collaboration and awareness among the school's stakeholders contributes to rigorous self-evaluation through use of SWOT analyses and the 'Outstanding Bahraini School' evaluation process. The comprehensive strategic plan includes goals, success indicators and clear monitoring mechanisms, enriched with programmes and activities. Its implementation contributes toward meeting the recommendations of the last review, especially regarding curriculum change.

The senior leadership sets an example for enhancing work ethic among members involving them in decision making which builds community relationships within school. They also motivate staff by delegating responsibilities, encouraging them with certificates of achievement, benefits and awards. It seeks their opinions on enhancing school work, for example by the questionnaire 'How to be an idol for students and colleagues' and 'Making use of the school's library'. Teachers' professionalism is elevated through programmes and workshops, such as 'Reading for Life', 'Questions for Learning', and 'Thinking Patterns', and through weekly lessons in Arabic which contribute to enhancing teachers' performance, especially new members.

The school uses its resources effectively in supporting the educational process, examples being the collaborative and electronic classes. It also communicates with the local community, the Supreme Council for Environment, Tamkeen and Quran Care Society, which enrich the students' educational and life experiences.

The school gathers students' opinions through satisfaction forms, including graduates' opinions relating to the use of computers, the 'Be Effective' programme and the breakfast meal. It also surveys parents' opinions regularly, including matters such as uniform and induction day. Such activities enhance students' and parents' satisfaction with the school's performance. The Board of Trustees has an effective role in teachers' performance evaluation and accountability, carried out through periodic meetings. All of these things contribute to enhancing most aspects of the school's work.

## **The school's main strengths**

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- Students' awareness, discipline and responsibility
- The effectiveness of programmes and workshops that support the curricula and modifying them according to Islamic values and Bahraini culture
- Leadership's awareness and role in inspiring and motivating the school's members, and encouraging them to achieve the best.

## Recommendations

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### **In order to improve, the school should:**

- raise students' academic achievement levels and develop their basic skills, especially in mathematics and science
- improve the effectiveness of teaching and learning, focussing on:
  - assessment for learning
  - managing time and challenging students' abilities.