



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

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

**Al-Falah Private School- Boys Section - A'ali Branch  
A'ali – Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 11-13 December 2017  
SP043-C2-R046**

## Introduction

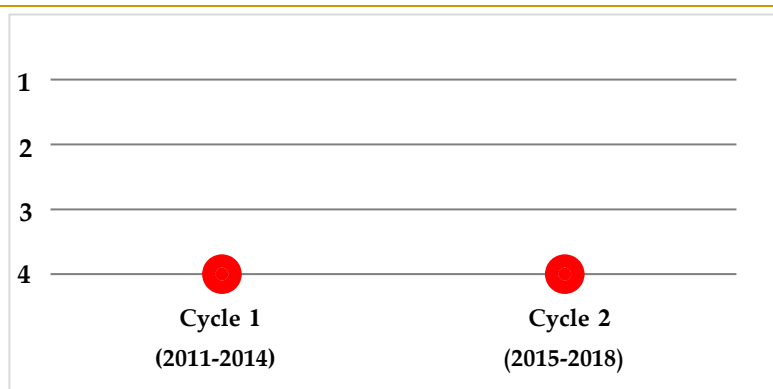
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinized students' written works 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	4	4	4	4
	Students' personal development	3	3	3	3
Quality of processes	Teaching and learning	4	4	4	4
	Students' support and guidance	3	3	3	3
Quality assurance of outcomes and processes	Leadership, management and governance	4	4	4	4
Capacity to improve		4			
The school's overall effectiveness		4			

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



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

#### Judgement justifications

- The school's overall effectiveness remains inadequate, continuing its inadequate performance in the main aspects of academic achievement, teaching and learning and leadership, management and governance, while the performance is satisfactory in the remaining two aspects of students' personal development and support and guidance.
- The school's self-evaluation is inaccurate and does not address the improvement priorities, nor are its results adequately used in developing the strategic plan and departmental action plans, which does not contribute in raising achievement levels and teaching and learning.
- The school enhances students' experiences with various activities and programmes, which encourage most students' participation with confidence and their assumption of leadership roles and contributes to students' and parents' satisfaction with the school's provision.
- Teaching and learning strategies and educational resources are utilised with limited effectiveness in more than two-thirds of lessons in core subjects, the productivity of which is undermined by poor learning time management, ineffective assessment methods to meet students' learning needs and inadequate

support for students, particularly low achievers.

- Low proficiency rates are in line with students' levels in inadequate lessons, which affect their academic achievement in lessons, particularly in mathematics in

general, and science in the Intermediate and Secondary Stages.

- Most students maintain a positive behaviour, demonstrate respect for everybody and have a sense of security.

## Main positive features

- The positive behaviour and sense of security demonstrated by most students.
- The enhancement of most students' experiences with various extracurricular activities.

## Recommendations

- Implement a more accurate and realistic self-evaluation and benefit from its results in developing the strategic plan, which clearly focuses on development and improvement priorities, and monitor the quality of its implementation.
- Improve students' academic achievement, particularly in mathematics in all stages and science in the Intermediate and Secondary Stages.
- Monitor the impact of teachers' professional development programmes on the improvement of teaching and learning with focus on:
  - employing effective teaching and learning strategies
  - managing learning time to ensure a better lesson productivity
  - employing effective assessment methods and ensuring students' learning
  - supporting students and catering for their abilities in lessons and written work
  - activating students' roles, and enhancing their self-confidence further.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

- Strategic planning processes are ineffective including self-evaluation and school's plans, which lack clear and accurate performance indicators, which does not contribute to adequate improvement in overall performance, particularly in the areas of students'

academic achievement and teaching and learning, as some improvements are limited to the new school building and providing it with the necessary facilities and resources.

- The school leadership's assessments of most aspects of its work as provided in

the self-evaluation form (SEF) are inconsistent with the judgements reached by the review team.

- Professional development programmes have limited impact on the performance of most teachers and the progress of students, particularly in inadequate lessons.

- The school is unable to overcome the challenges it encounters, represented mainly in students' poor core skills in mathematics and science and teachers' instability, due to frequent reassignments and the presence of a number of new teachers of core subjects.

## Quality of outcomes

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### □ Students' academic achievement 'Inadequate'

#### Judgement justifications

- In the academic year 2016-2017, students achieved high pass rates in core subjects, ranging between 85% and 100% except in Grade 4 science and Grade 5 mathematics where the pass rates were low being 71% and 77% respectively.
  - Primary Stage students achieve low proficiency rates, ranging between 28% and 46% in most core subjects, particularly in Grade 6 and mathematics in general. On the other hand, they achieve high and very high proficiency rates in Grade 4 English and Arabic and Grade 5 Arabic, at 78%, 74% and 66% respectively.
  - Intermediate Stage students achieve low and very low proficiency rates, ranging between 15% and 34%, in most core subjects in the Grades 8 and 9. On the other hand, they achieve average proficiency rates in all core subjects in Grade 7, and a very high proficiency rate in Grade 9 English.
  - Secondary Stage students achieve varying proficiency rates, ranging between 20% and 74%. Proficiency rates are high and very high in all English subjects, biology and all Grade 11 subjects. However, students achieve average proficiency rates in some Arabic and chemistry subjects, such as (Arab 102), (Arab 301), (Chem 102) and (Chem 315), and low and very low rates in Grade 10 Arabic and physics and all mathematics subjects in Grades 10 and 12, with the lowest being in (Math 152) in Grade 10 at 20%.
- The low and very low proficiency rates reflect students' levels in inadequate lessons that account for more than one-third of core subjects' lessons, mainly in mathematics for all stages and science for the Intermediate and Secondary Stages.
  - In 2016, Grade 12 students achieved very low pass rates in national examinations in Arabic, English and problem solving, and in 2017 they only sat for the Arabic examination, in which they achieved a very low rate of 9%.
  - Students in all stages acquire mathematical skills inadequately, such as basic arithmetic operations, mathematical proof, and differentiating polynomials.
  - Students in the Intermediate and Secondary Stages acquire scientific skills adequately, as in comparing the respiratory and circulatory systems, as well as in physics. On the other hand, they acquire scientific knowledge variably, as in their knowledge of components of the air and sources of pollution in the Primary Stage. This acquisition is better in Secondary Stage biology, as in knowledge of blood groups in (Bio 215).
  - Most students in the Intermediate and Secondary Stages acquire Arabic skills adequately, such as grammar and poetry analysis, while Primary Stage students' acquisition of these skills is variable, ranging between inadequate and satisfactory.

- Students in all stages acquire English skills adequately, such as reading, speaking and, to a lower degree, writing.
- Based on their results in the academic years 2014-2015 to 2016-2017, students consistently achieved high pass rates in Arabic and Secondary Stage subjects, while their pass rates decline in Intermediate Stage mathematics and science.
- Students make limited progress in inadequate lessons and some written

- work, as in Primary stage English and Primary and Secondary Stages mathematics, and variable progress in the remaining lessons and written work.
- The outstanding students progress adequately in most lessons and written work, whereas the progress achieved by low achievers in most lessons is below expectations.

### Areas for improvement

- Students' levels, in terms of proficiency rates in core subjects, particularly in the Primary and Intermediate Stages and all mathematics subjects in Grades 10 and 12.
- Students' skills in core subjects, particularly in mathematics in all stages and science in Intermediate and Secondary Stages.
- Students' progress in line with their abilities in lessons and written work, particularly low achievers.
- Grade 12 students' levels in national examinations.

### □ Students' personal development 'Satisfactory'

#### Judgement justifications

- Most students participate appropriately in school life, both in and outside classrooms, particularly in Secondary Stage biology lessons, in which they participate with confidence and enthusiasm by justifying their answers during group presentations and assume leadership roles, such as the student teacher. Their participation and assumption of responsibility is well demonstrated in the Student Council, activities and committees and school

- cultural league, in addition to their participation in the competitions in most of which they achieve advanced positions, such as the third position in the GCC Obstacle Course Competition.
- Most students demonstrate positive behaviour, respect their teachers and peers and appreciate their visitors, except for some inappropriate behaviours demonstrated by a small group of students, which are appropriately addressed and resolved by the school by

means of guidance and meetings with parents, which contribute to students' sense of security.

- Students demonstrate an appropriate understanding of Bahrain's culture and heritage, and uphold Islamic values that are reflected in their conduct with their peers and memorisation of the Holy Quran and Sunnah in internal and Ministry of Education (MoE) competitions, in which they achieve advanced positions, such as the third position in the Holy Quran competition, in addition to their participation in field trips, such as the visit to the National Museum.
- Most students attend school early, with the exception of some cases of tardiness and class skipping, which the school handles appropriately by implementing the 'Student Disciplinary Regulations'.

- Most students have an appropriate ability to learn independently in extracurricular activities, as a group of students built a robot that can water plants and feed birds in Bahrain's international competition (Lego Robotics). However, this ability is less evident in most lessons.
- Students communicate appropriately with each other, particularly in extracurricular activities, such as the Student Council's discussion of certain student-related issues with senior leadership, such as the canteen's high prices and leading certain morning assembly-related activities. On the other hand, students do not demonstrate sufficiently developed persuasion and dialogue skills in peer activities in lessons.

### **Areas for improvement**

- Students' self-confidence and their ability to assume leadership roles and take more responsibility, particularly in classrooms.
- Students' ability to learn independently and communicate more with one another, particularly in lessons.



## Quality of processes

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### □ Teaching and learning 'Inadequate'

#### Judgement justifications

- Most teachers employ teaching and learning strategies that focus on questions for learning, dialogue and discussion, the overall effectiveness of which is inadequate. This is due to some of them being teacher-centred and others are directed to outstanding students, as in mathematics lessons in all stages and science lessons in the Intermediate and Secondary Stages. On the other hand, teachers employ teaching strategies, such as the student teacher and inquiry, more effectively in limited lessons, such as biology lessons in the Secondary Stage and English lessons in Grade 5 and Grade 9.
  - The local dialect is frequently used in some Arabic lessons, and the dictation method is used in others, such as mathematics lessons. Moreover, the learning activities provided are below expectations, as in mathematics and some English lessons.
  - Some learning resources are utilised in lessons, such as images, teaching aids and the ball and stick model in science. However, these resources are limited and lack diversity, and do not sufficiently contribute to most students' achievement of lesson objectives.
  - Most teachers use encouragement methods that help attract most students to participate, such as applause, praise and gifts. However, these methods do not contribute to attracting low achievers to learn.
- Teachers manage students' behaviour appropriately in most lessons, and present lesson elements in a logical flow. However, some lessons are adversely affected by unclear instructions on how to complete tasks and ineffective management of learning time, in terms of lengthy introductory activities as in biology, lengthy explanation of lesson particulars at the expense of other more important parts as in mathematics, insufficient time for individual written assessments or quick movement from one learning activity to another.
  - There is a focus on oral assessment in some lessons, such as English lessons, in which only outstanding students participate. Additionally, written peer assessments are used as well as individual written assessments, in which not all students perform adequately, and the majority of them copy answers from other students, such as in mathematics and English. Teachers do not adequately ensure students' learning, particularly low achievers, accept incorrect answers in Arabic, mathematics and science lessons, and particularly in physics lessons, and assess students on parts that have not been explained to them. However, assessment methods are effective in better lessons due to continuous feedback.
  - The development of higher order thinking skills is limited, as in deduction of grammar rules in Arabic, yet students'

response is limited. However, justification skills are better developed, as in biology.

- Students, particularly low achievers, are not sufficiently supported, as they are given the answers by teachers or outstanding students without ensuring their learning. The abilities of

outstanding students are not sufficiently challenged.

- Students' work is marked almost regularly, mostly presented in a standardised form and in adequate quantities, with the exception of mathematics and English.

### **Areas for improvement**

- The effective employment of teaching and learning strategies and educational resources.
- Management of learning time more productively.
- Effective assessment methods and ensuring students' learning.
- Supporting students and catering for their levels in lessons and written work, particularly low achievers.

### **□ Students' support and guidance 'Satisfactory'**

#### **Judgement justifications**

- The school meets students' learning needs, as per their categories, in an appropriate manner by providing enrichment programmes for outstanding and talented students, carrying out various activities and projects, such as the Young Calligrapher, Science Club, Arabic Reading Challenge, English Free Reading, curricular math competitions, and supporting low achievers during the recess through remedial programmes and Al-Falah Evening Club.
- The school supports students' personal needs by providing awareness-raising lectures, such as 'Characteristics of Students of AL-Falah', 'Self-esteem' and 'My Values Shape My Character'. Behaviour modification projects are

carried out, such as the 'Values' project and 'Child Cinema', as well as studying certain special cases, most of which improve, such as the cases of Attention Deficit Hyperactivity Disorder (AHAD)

- The school enhances the various experiences of most students with extracurricular activities, such as sport activities. The school also develops students' talents, such as acting and oration, by means of the school theatre, and encourages them to participate in school committees, such as the Scouts Committee and Order Committee, as well as in external competitions, such as the World Youth Conference, Holy Quran Memorisation Competition and

Painting Competition, in which they achieved the first position.

- The school provides an appropriate and healthy learning environment for its staff and students by conducting evacuation drills, identifying and following up on health conditions, organising awareness-raising lectures on topics such as disease prevention and smoking and supervising students' arrival and departure in buses. However, the simultaneous exit of students and buses through the same gate undermines the safety of the school's environment.
- The school inducts new students appropriately by familiarising them with school's facilities and organising educational meetings with students and their parents. The school also prepares its students for the next stages of education and employment by educating Grade 6

students about the nature, facilities and classes of the Intermediate Stage and allowing them to attend some of its lessons, educating Intermediate Stage students about Secondary Stage tracks and training Secondary Stage students on personal interviews, and organising field trips to the University of Bahrain and Applied Science University.

- The school supports students with disabilities by setting up examination committees specially designed for them, enlarging examination papers' font size and instructing teachers on how to treat such students.
- The school develops students' life skills inconsistently, such as IT skills and self-motivation skills in the life skills curriculum, while it does not sufficiently develop other core skills, such as problem solving.

### **Areas for improvement**

- Meeting the learning needs of students in all categories, particularly low achievers.
- Better safety and security procedures relating to students' departure.
- Students' life skills.

## Quality assurance of outcomes and processes

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

#### Judgement justifications

- The school's vision and mission focus on creativity, education and promotion of Islamic values, but its implementation in real terms is inadequate in most aspects of schoolwork.
  - Using SWOT analysis, the school evaluates its situation, making use of students' results analysis, departmental meetings and the previous review report. However, its evaluation is not sufficiently accurate and does not focus directly on school performance improvement priorities, which has an adverse impact on the development of the school's strategic plan and departmental action plans that lack clear and accurate performance indicators. This does not contribute to the improvement of the school's overall performance, particularly in the areas of students' academic achievement and teaching and learning.
  - The school's evaluation of most aspects of its work as in the Self-Evaluation Form (SEF) does not match the judgements reached by the review team.
  - The school conducts training workshops for teachers in order to raise their professional competency, such as 'Lesson Planning in Accordance with Quality Standards' and 'Towards an Effective Classroom Management', in addition to engaging them in programmes and workshops provided to teachers by MoE,
- such as 'Teaching for Learning Academy', and monitors the impact of these programmes and workshops by means of class visits. However, the impact of these workshops and professional development programmes is not adequately reflected in the performance of most teachers, particularly in inadequate lessons. Furthermore, teachers lack stability due to frequent reassignments and the significant number of new teachers.
- The school's leadership motivates its staff and students by honouring them during morning assembly with certificates of recognition, celebrating excellent teachers on the Teacher's Day and organising external recreational gatherings. This is reflected in the positive relations between them. The school's leadership also adopts the principle of delegation, as in delegating administrative and social supervision duties to teachers and filling the shortage of teachers. However, none of this has the expected impact on the school's overall performance.
  - The school appropriately utilises its new facilities, buildings and learning resources, in terms of operation and curriculum enrichment, as in utilising the learning resources centre, science laboratory, computer laboratory and the multipurpose hall.

- The school appropriately communicates with local community institutions to enhance students' experiences, as in communicating with the Civil Defence Department with respect to implementing the evacuation plan and communicating with health centres in Rifaa with respect to providing health lectures to students, such as the Dental Health lecture. The school also communicates with parents by various means, such as sending them reports on their children's progress.
- The Board of Trustees of Al-Falah School monitors schoolwork inconsistently by means of periodic meetings with the Director General, and supports the school in meeting its needs of financial and human resources. However, unclear roles and responsibilities between the school's senior leadership and Director General, particularly those relating to teaching and learning processes and monitoring and developing teachers, has an adverse impact on the development of the school's overall performance.

### **Areas for improvement**

- Accurate self-evaluation with realistic goals, and benefiting from its results in defining schoolwork priorities and developing performance.
- The strategic plan with clear performance indicators and implementation monitoring mechanisms.
- Monitoring the impact of professional development programmes on teachers' performance in lessons.

## Appendix: Characteristics of the school

Name of the school (Arabic)	الفلاح الخاصة – فرع عالي بنين													
Name of the school (English)	Al-Falah Private School – Boys Section - A'ali Branch													
Year of establishment	1990													
Address	Building 891, Road 3220, Block 732													
Town /Village / Governorate	A'ali – Northern Governorate													
School's Contacts	37770995	36360722	Fax		17646689									
School's e-mail	Aali.boys@falahschool.com													
School's website	http://fsbriffa.org													
Age range of students	10-18 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	4-6				7-9				10-12					
Number of students	Boys	444			Girls	-			Total	444				
Students' social background	Most students come from good income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	2	2	2	2	3	3	3	3	3	
Number of administrative staff	5													
Number of teaching staff	48													
Curriculum	MoE curriculum with some special enrichment subjects													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	1 year													
External assessment and examinations	<ul style="list-style-type: none"> <li>MoE examinations for Grade 9 and citizenship.</li> <li>BQA national examinations.</li> </ul>													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> <li>Changes during the academic year 2016-2017 include: <ul style="list-style-type: none"> <li>moving to the school's new building</li> <li>appointing a new Principal</li> <li>appointing new teachers for various subjects, including six teachers of core subjects, as follows: 2 for Arabic, 1 for English, 2 for mathematics and 1 for science.</li> </ul> </li> </ul>													