



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 Falah Private Schools – Muharraq Branch – Boys  
Muharraq – Muharraq Governorate  
Kingdom of Bahrain**

**Date of Review: 22 – 24 February 2016  
SP033-C2-R017**

## 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 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

**Outstanding** 1

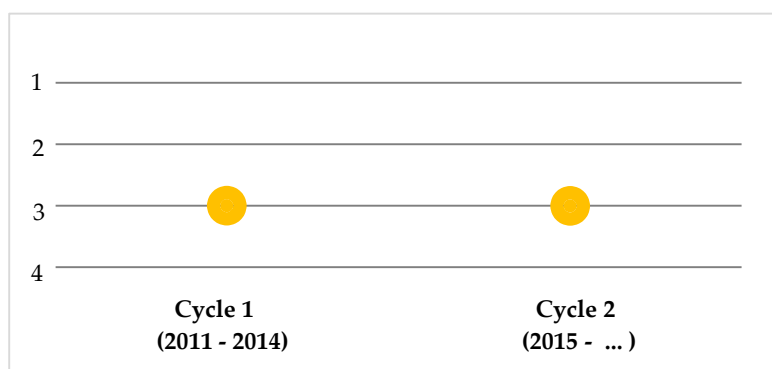
**Good** 2

**Satisfactory** 3

**Inadequate** 4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	3	3	3
	Students' personal development	2	3	2	2
Quality of processes	Teaching and learning	3	3	3	3
	Students' support and guidance	4	4	4	4
Quality assurance of outcomes and processes	Leadership, management and governance	3	3	3	3
Capacity to improve		3			
The school's overall effectiveness		3			

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



1 Outstanding    2 Good    3 Satisfactory    4 Inadequate

## 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 'Satisfactory'

#### Judgement justifications

- The schools achieved adequate levels of performance in most reviewed aspects and good in students' personal development. However, the aspect of support and guidance is adversely affected by inadequate security and safety requirements in school building and is therefore inadequate.
  - Inconsistent effectiveness of strategic planning, particularly with respect to the accuracy of self-evaluation and monitoring the implementation of school plans.
  - Students' acquisition of basic skills in subjects is satisfactory, particularly in the primary and secondary stages; and
- to a lesser extent in some lessons in the intermediate stage.
  - Varying effectiveness of teaching and learning strategies, particularly in the intermediate stage, and inconsistent utilization of assessment for learning methods; while utilizing the results to support all categories of students in lessons and written works; particularly low-achieving students.
  - The school offers good programs to enhance students' personal development and support them whenever they encounter problems. This has a positive impact on student's personalities, particularly in the

secondary stage. It is further demonstrated in their sense of citizenship, observance of Islamic values and proper behavior and harmony and respect for other students.

- Students participate in school life with confidence and enthusiasm,

particularly in the primary and secondary stages. In addition, they actively participate in school's extracurricular activities in some of which they achieve advanced positions.

- Students and parents are satisfied with the school.

### **Main positive features**

- The sense of citizenship and commitment Islamic values which have a positive impact on students' behaviour and personalities; particularly in the secondary stage.
- Students' personal development enhancement programs and the support provided to them whenever they encounter problems.
- Enhancement of students' experience with extracurricular activities in which they participate with confidence and enthusiasm, and students' achievement of some advanced positions in external activities.

### **Recommendations**

- To take the necessary actions to ensure that adequate security and safety requirements are in place in school building with respect to providing appropriate emergency exits.
- To improve the self-evaluation procedures so that it becomes more accurate, and monitor the implementation of the strategic plan to ensure improvement and development.
- To improve students' academic achievement levels by improving teaching and learning processes with focus on:
  - students' acquisition of basic skills in all subjects; particularly in the intermediate stage.
  - actively utilizing assessment for learning methods.
  - supporting all categories of students and considering their levels in lessons and written works.

## □ Capacity to improve 'Satisfactory'

### Judgement justifications

- A strategic plan is in place with clear performance indicators, the effectiveness of which is reflected satisfactorily in most aspects of schoolwork.
- The inconsistent accuracy of self-evaluation, particularly in relation to students' academic standards, class visits, and inconsistency between school's evaluations as provided in the self-evaluation form and judgements rendered by the review team.
- School has maintained its overall satisfactory effectiveness as in the previous review, and progressed in the aspect of students' personal development.
- Students' satisfactory levels of academic achievement and their appropriate progress in majority of lessons.
- The varying effectiveness of teaching and learning processes despite the fact that most of the teaching staff are stable at school.
- School's efforts to ensure career stability by minimizing the turnover of teaching staff.
- Adequate efforts exerted by school's senior leadership; in terms of monitoring, professional development training, and delegation of certain responsibilities to teachers to act as coordinators. School faces challenges with respect to the excessive workload for senior teachers to supervise the academic departments.

## Quality of outcomes

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### □ Students' academic achievement 'Satisfactory'

#### Judgement justifications

- Students achieved high success rates in all core subjects in the school year 2014 – 2015; ranging between 92% and 100%.
  - Primary stage students achieve proficiency levels ranging between 58% and 87%; most of which were very high, particularly in 4<sup>th</sup> grade and English.
  - Intermediate stage students achieved proficiency levels ranging between 28% and 96% in line with high success rates in most core subjects; particularly in grades 7 and 8, and grade 9 English where the proficiency level reached 57%. However, these rates are inconsistent with success rates in grade 9 mathematics and science, which were 28% and 34% respectively.
  - Secondary stage students achieved proficiency levels ranging between 30% and 97%, most of which match high success rates with the exception of a limited number of subjects such as (Biology 217) and (Physics 217). The highest proficiency level was in English and the lowest in mathematics; particularly in grade 9.
  - Secondary Grade 12 students achieve low success rates in national examinations for 2014 / 2015 in Arabic, English and problem solving; ranging between 6% and 30%, with the exception of Arabic for the year 2014 where the success rate was 90%
  - Although proficiency levels were consistent with high success rates in most core subjects, this consistency did not reflect students' levels in lessons. This high levels were reflected in good lessons which accounted for only a quarter of the observed lessons. However, standards in the rest of the lessons were in consistent. Proficiency levels were satisfactory in mathematics and Arabic and most science and English lessons.
- Students vary in their acquisition of skills, knowledge and concepts in core subjects' lessons as follows:
    - Arabic language skills vary as students acquire rhetoric skills in the secondary stage in a good manner and reading and analyzing texts in the primary and intermediate stages in an appropriate manner; whereas their acquisition of writing skills is to a lesser extent; particularly in the intermediate stage.
    - English language skills are inconsistent as students acquire reading aloud and listening skills well in the primary stage and acquire loud reading and speaking skills in an appropriate manner in the intermediate and secondary stages; while acquiring writing skills to a lesser degree.
    - Scientific knowledge skills and vary as students acquire some skills well, as is the case with calculating time periods and conclusion in physics. They also have sound know ledge of the

- solar system in the primary stage; while their acquisition of scientific experimenting skills is inconsistent. Moreover, students' acquisition of interpretation skills and knowledge in some intermediate stage lessons is inadequate.
- Mathematical skills; such as multiplication and division in the primary stage, polynomial multiplication in the intermediate stage and determining higher order derivatives in the secondary stage are appropriate, whereas their acquisition of problem solving skills in some lessons and written works is less appropriate.
  - Grade 9 students rank first in terms of success rates in the end of intermediate stage education certificate examination when compared to boys' schools for the

school year 2014 – 2015 among 33 schools.

- Students maintain their high success rates over the school years from 2012 – 2013 to 2014 – 2015 in most subjects; with progress in the primary stage in science and English.
- Students achieve satisfactory progress in the majority of lessons in core subjects and written works and inadequate progress in some intermediate stage lessons; particularly in grade 8. However, their progress in some lessons, such as Arabic; English and science is good.
- Outstanding students achieve appropriate progress in the majority of lessons, written works and school programs; and good progress in some lessons.
- The few low-achieving students achieve inadequate progress in the majority of lessons and appropriate progress in school programs; whereas students with learning difficulties make inadequate progress.

### **Areas for improvement**

- Standards of grade 9 students' in MoE examinations in mathematics and science.
- Progress achieved by students in line with their abilities in lessons and written works; particularly low-achieving students, students with learning difficulties and intermediate stage students.
- Students' Arabic and English writing skills, as well as problem solving and scientific experimental skills.

## □ Students' personal development 'Good'

### Judgement justifications

- Most students participate actively in school life and demonstrate willingness and enthusiasm to learn by actively participating in majority of lessons; particularly in the primary and secondary stages; while demonstrating good confidence and ability when justifying their answers, asking questions, raising various discussions, interacting with and presenting the achievements of groups and leading some lessons. This was also demonstrated, only to a lesser degree, in intermediate stage lessons, which were relatively quiet. Moreover, students participate actively in extracurricular activities in which they assume leadership roles; as in the students' council, school assembly, boy scouts and "Mazameer Dawood", as well as assisting their younger fellow students with their induction programs.
- Students demonstrate good awareness, behave well and have positive relations, which are based on respecting and appreciating their fellow students and teachers, and mostly comply with school regulations; which contributes to their sense of security, promotes stability and assurance and minimizes behavioral problems.
- Students demonstrate their understanding of Bahrain's heritage and Islamic values; particularly in the secondary stage in their brotherhood, harmony, mutual care and keenness on performing Islamic obligations such as praying in congregation at school, positive interacting with Islamic nation issues such as participating in Al-Aqsa Supporting Festival, contributing in raising funds for the needy in cooperation with Al Eslah Society, visiting the Elderly Home and celebrating the National Action Charter anniversary.
- Most students attend school and lessons punctually. However, they vary in terms of arriving early as some of them miss part of the morning assembly activities.
- Most students demonstrate appropriate self-learning abilities as in preparing science papers and projects, while varying in their ability to work independently in lessons.
- Students communicate well when working together in terms of managing discussions in group work, leading groups in lessons, listening and communicating ability, in addition to their positive collaboration in extracurricular activities.

### Areas for improvement

- Further enhancing students' contribution and self-confidence in intermediate stage lessons.
- Students' self-learning skill.



## Quality of processes

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### □ Teaching and learning 'Satisfactory'

#### Judgement justifications

- Most teachers employ teaching and learning strategies such as: cooperative learning, questions for learning, and dialogue and discussion. These are inconsistently implemented and vary in their effectiveness, which affect students' development of skills, and acquisition of knowledge and concepts. However, some teachers implement these strategies to a better extent in science and English lessons, as well as employing other effective strategies such as learning by competition and the young teacher.
- Few lessons are teacher-centered in the intermediate stage, which resulted in limiting most students learning in Arabic.
- Most teachers utilize learning resources in an appropriate manner; such as educational films, data shows, figures and miniatures. In addition, they encourage and motivate students in various ways during introductory activities and competitions. They also reward students for regular positive participation with marks, presents, praise and applause. However, this does not have sufficient impact on driving low-achieving students to improve their achievement.
- Teachers manage lessons in an appropriate manner in terms of planning learning situations, gradual presentation of lessons and providing a quiet class environment that is appropriate for learning. Other lessons are affected by time management in terms of extending certain parts of lessons, insufficient time for assessment as in mathematics and ending some lessons without achieving their objectives as in science.
- Teachers consider differentiation in an appropriate manner by presenting lessons' parts gradually from the easiest to the most challenging as in mathematics and English. They provide certain questions in line with students' levels and challenging students' abilities; particularly in verbal questions. However, they vary in planning, provide little support to low achieving students; particularly in the writing activities, and do not challenge outstanding students' abilities adequately in most lessons.
- Students' higher thinking skills are developed appropriately; such as justification in science and analysis in Arabic; with varying levels of lessons planning for it in lessons and students interaction with questions as in mathematical problem solving.
- Most students employ assessments in lessons through diversified written and verbal methods applied to individuals, pairs and groups. However, their effectiveness varies in ensuring progress of all students. Some are mainly verbal as in Arabic and in other lessons, and sufficient time for answering is not allocated as in mathematics. In addition, to the

limited support to low-achieving students and failure to check students' answers to some questions as in English.

- Students are given appropriate amount of homework and written works, which teachers irregularly mark, sometimes with marks while

considering differentiation in some of them. Relevant feedback is poor and some assignments are not accurately marked as in Arabic and science. In addition to the varying levels of utilizing results by teachers to enhance students' skills.

### **Areas for improvement**

- Assessment for learning and utilizing their results to support all categories of students; particularly the low achievers.
- Developing students' higher order thinking skills more effectively.
- Challenging students' abilities in lessons and written works.

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

#### **Judgement justifications**

- The school building poses a threat to students' safety and security. It only has one staircase, which hinders their movement between school's three floors. In addition to the narrow corridor leading to the outside. However, the school exerts some efforts in this regard such as carrying out evacuation drills for students.
- The school meets students' learning needs appropriately by providing diagnostic tests and utilizing their results. It enriches excellent students' experiences with programs such as the English Excellence Competition. As well as the project undertaken by a student concerning charging mobile phones without an electric supply. In addition, it provides adequate support in programs to low-achieving

students; as in remedial activities in mathematics and Al Falah Evening Club. However, support provided to students with learning difficulties is less effective despite their small number due to the lack of learning difficulties specialists and individual plans, while some efforts are exerted by teachers and student counselor to help them.

- The school enhances students' personal development well in line with its message by carrying out several effective programs such as lectures on coexistence, love of Good, and conducting the Islamic Values Week, presenting the "Value of Honesty" play. As well as studying and following up on special cases such as family disintegration cases.

- The school enriches most students' experiences, particularly talented ones, with many extracurricular activities such as the talent shining week, poetry recitation and international Quran reciter competitions. Students achieve some advanced positions in external events. The school holds field trips such as the visit to the Science Center.
- The school prepares new students by organizing an entertainment event and distributing presents. It prepares grade 6 students by teaching them about the nature of the next stage of education and prepares intermediate stage students by introducing them to secondary stage tracks. In addition to preparing secondary stage students for the next stage by conducting the educational professions workshop and organizing a trip to the University of Bahrain.
- The school develops students' life skills as in training secondary stage students in e-government programs and teaching the life skills subject in which they are trained on self-motivation. However, students' acquisition of certain skills, such as communicating in English varied.

### **Areas for improvement**

- Safety of school environment with respect to providing appropriate emergency exits in the school building to ensure the safety and security of students and staff.
- Meeting the educational needs of all categories of students and supporting them in remedial and enrichment programs; particularly low-achieving students and students with learning difficulties.
- Students' life skills.

## Quality assurance of outcomes and processes

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

#### Judgement justifications

- The school has a shared vision focusing on creativity and keeping pace with modern times. The vision is well reflected in students' personal development in light of school's mission, which focuses on elements of balanced personalities. Whereas, it is appropriately reflected in students' academic achievement and teaching and learning. In the area of support, school's vision is adversely affected by the lack of safety and security requirements related to school building's exits.
- The school assesses its current situation using SWOT analysis and recommendations of the review and monitoring team. However, the accuracy of such assessment varies as in the assessment of students' academic levels. Moreover, accuracy in the self-evaluation form was inconsistent with most judgements rendered by the review team.
- The school has a strategic plan focusing on aspects of school work. It is appropriately reflected in most areas, despite inconsistent implementation thereof; particularly in terms of considering differentiation between students and failure to link monitoring to performance indicators.
- The school meets teachers' training needs by conducting class visits and organizing workshops such as teaching and learning strategies, and differentiation workshops. School's leadership inconsistently monitors the impact of professional development on teachers' performance in lessons; focusing more on procedures than students' academic achievement.
- The technical supervision council monitors the implementation of departments' operational plans and teaching and learning processes in an inconsistent manner in light of excessive workload carried by some senior teachers who supervise other branches of the school; despite delegating extra authorities to some teachers such as acting head for mathematics department. The senior leadership plays a noticeable role in providing support.
- The school utilizes its facilities and resources to enhance students' learning in an appropriate manner; as in utilizing the learning resources center. However, insufficient learning resources in science labs undermine students' acquisition of practical skills.
- School's leadership motivates its staff by certain means such as honoring them in the annual "Achievements Show", and encourages their initiatives in conducting procedural

research; with an evidently coherent school community.

- The school communicates with local community's organizations to enhance students' experiences in an appropriate manner; such as communicating with the charity work committee of Al Eslah Society and INJAZ Bahrain.
- The board of Trustees monitors school's performance through the Director General of Al Falah Schools' branches who undertakes

accountability in meetings; while allowing the Principal to select teachers and striving to minimize turnovers in teaching staff. However, there are some overlapping authorities between the Director General and Principal such as those related to motivating teachers. In addition, the Board of Trustees takes inadequate actions regarding the recommendations of the previous review relating to the provision of a safe school environment.

### **Areas for improvement**

- The accuracy of self-evaluation and the monitoring of implementation of the strategic plan.
- Monitoring the impact of professional competency improvement programs on teachers' performance in lessons.

## Appendix: Characteristics of the school

Name of the school (Arabic)	الفلاح الخاصة – فرع المحرق – قسم البنين													
Name of the school (English)	Al Falah Private School – Muharraq Branch – Boys Section													
Year of establishment	1990													
Address	Building 484 – Road 715 – Block 207													
Town /Village / Governorate	Muharraq / Muharraq Governorate													
School's Contacts	17336628	-	Fax	17320447										
School's e-mail	alfalahmb@gmail.com													
School's website	-													
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	241	Girls	-	Total	241								
Students' social background	Most students belong to good and middle income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	2	2	1	2	1	2	2	2	1	
Number of administrative staff	3													
Number of teaching staff	32													
Curriculum	MoE curriculum, except (Get Smart) curriculum for the primary stage English and (Challenges) curriculum for 1 <sup>st</sup> and 2 <sup>nd</sup> intermediate grades English													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	Six years													
External assessment and examinations	MoE examinations for Grade 9 and QQA's examinations.													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> <li>The shift of Grade 3 students to Aali branch as of school year 2014 – 2015</li> <li>Adding a science lab and studio for art education.</li> </ul>													