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

Directorate of Private Schools & Kindergartens Reviews
Review Report

Al-Iman Schools – Girls Section
Isa Town – Southern Governorate
Kingdom of Bahrain

Date of Review: 14-16 November 2016
SP052-C2-R028

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 three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the 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	1	2	2	2
	Students' personal development	1	1	1	1
Quality of processes	Teaching and learning	1	2	2	2
	Students' support and guidance	2	2	2	2
Quality assurance of outcomes and processes	Leadership, management and governance	1	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.

Cycle 1
(2011-2014)

Cycle 2
(2015- ...)
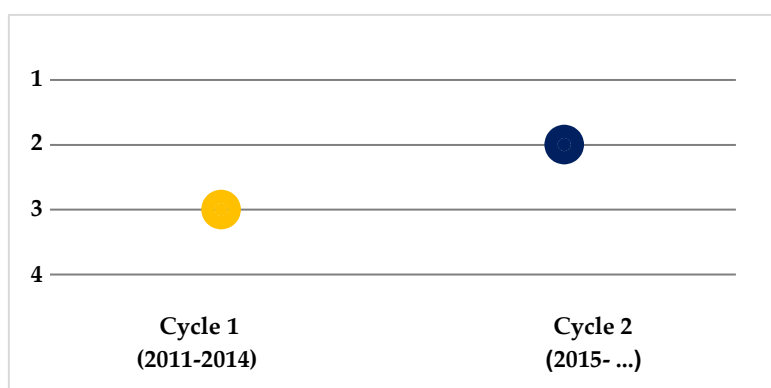
1	Outstanding	2	Good	3	Satisfactory	4	Inadequate

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 'Good'**

Judgement justifications

- The school's overall performance has improved from satisfactory to good, as have the aspects of students' academic achievement and teaching and learning. Students' personal development has improved from good to outstanding.

- Students in all stages achieve high pass rates in school examinations in core subjects. This is in line with the high proficiency rates in most core subjects, particularly in the Primary and Secondary stages. These high rates reflect the levels of most students in their written work and in lessons, which are outstanding in the Primary stage and good in the Intermediate and Secondary stages.

- Students demonstrate the ability to work independently and assume leadership roles with high self-confidence. They adhere to Islamic values, clearly showing in their high sense of responsibility and awareness and good behaviour.

- Teaching and learning are effective, which contributes to more than two thirds of lessons being good or outstanding, particularly in the Primary stage. This is mainly due to the high motivation and encouraging techniques which stimulate students to learn, as well as the effectiveness of teaching and learning strategies and the employment of various resources in lessons. However, in a few

lessons there is inconsistent utilisation of assessment results to provide feedback, cater for differentiation, and challenge students' abilities, as aggravated by the inconsistent use of learning time, all of which impacts on the effectiveness of those lessons.

- Educational and personal needs of all categories of students are met through excellent projects that enhance their personal traits, alongside extracurricular support programmes. However, the support provided to low achieving students in lessons varies.

- The school provides a healthy, secure and safe environment for students and staff, but students' arrival and dismissal supervision and follow-up is less effective.

- Self-evaluation is accurate and comprehensive, covering all aspects of schoolwork. Its results are used in developing a high-quality strategic plan that is followed up through accurate mechanisms that contribute to the improvement in the school's performance.

- The school communicates well with local community institutions, thereby enhancing students' educational and personal experiences.

Main positive features

- Students' personal development, their participation in school life with notable confidence and great enthusiasm, their ability to work independently and assume leadership roles and their outstanding adherence to Islamic values, which shows in their behaviour and self-discipline.

- The effectiveness of support programmes provided to all categories of students, which meet and enrich their educational and personal needs.

- The various and effective motivation and encouragement techniques which help motivate students to learn and participate in lessons.

- The accuracy and comprehensiveness of self-evaluation and use of its results in strategic planning processes.

Recommendations

- Build on the outstanding practices in the Primary stage to improve students' academic achievement, and further develop teaching and learning strategies in the other educational stages with focus on:
  - using assessment results in providing feedback in learning situations and written work
  - supporting low achievers in lessons
  - catering for differentiation and challenging students' abilities in class activities
  - better use of learning time.

- Continue the efforts to ensure a more secure and safe dismissal of students.

☐ **Capacity to improve 'Good'**

Judgement justifications

- The school leadership is aware of the school's strengths and areas for improvement, due to accurate self-evaluation that covers all aspects of school work. This results in improvement in the performance of most school work. Self-evaluation results are also used in strategic planning, which is characterised by solid structure, clear indicators and accurate follow-up mechanisms.
- Outstanding progress is achieved by Primary stage students in lessons and written work, while good progress has been achieved by students of the Intermediate and Secondary stages.
- Senior leadership practices the principles of sharing and teamwork, preparing leaders to head school projects and committees and undertake coordination duties in key departments. Students and staff are motivated, being provided with moral and physical support while encouraging them to keep pace with change and developments and achieve job satisfaction. This has a significant positive impact on the school's performance.
- The school is efficient in overcoming challenges created through new teaching staff, carrying out accurate class evaluation visits and identifying and meeting teachers' training needs in order to enhance their professional competency.
- In most review aspects the school's judgements as shown in the self-evaluation form (SEF) match the judgements reached by the review team.

Quality of outcomes

☐ **Students' academic achievement 'Good'**

Judgement justifications

- In the school year 2015–2016, students in all stages achieved high pass rates in school examinations in core subjects. Grade 8 students achieved average pass rate of 74.2% in mathematics. Grades 3, 6 and 9 students achieved high levels in the national examinations.
- Primary stage students achieved high and very high proficiency rates in the vast majority of core subjects, ranging between 63.9% and 100%. The lowest was in Grade 6 mathematics and the highest in science in all first cycle classes, which are in line with the high pass rates in core subjects. Grade 6 students, on the other hand, achieved an average proficiency rate of 55.7% in science.
- Intermediate stage students achieved high and very high proficiency rates in most core subjects, ranging between 54.8% and 80%, the lowest being in Grade 8 science and the highest in Grade 9 Arabic, which are in line with the high pass rates in most core subjects. However, they achieved average proficiency rates in mathematics in all Intermediate stage classes and in Grade 8 Arabic and Grade 9 English, which are inconsistent with the high pass rates.
- Secondary stage students achieved high and very high proficiency rates in the vast majority of subjects, ranging between 40% and 96%. The lowest was in course Grammar 301 in the Literary track and the highest was in English 202, being in line with the high pass rates in core subjects. However, in Literature 201 and Literature 303 in the Literary track students achieved average rates of only 38.5% and 30% respectively.
- The high pass and proficiency rates reflect students' levels in most written work, and in the outstanding and good lessons which account for more than half of the lessons in core subjects. The Primary stage performed even better.
- When tracking students' results over school years from 2013/2014 to 2015/2016, high pass rates remain consistent in all core subjects in the Primary and Secondary stages, and in Arabic and English in the Intermediate stage though dropping slightly in mathematics and science in that stage.
- Most students acquire basic skills in various core subjects in an outstanding manner in the Primary stage and in a good level in the Intermediate and Secondary stages. Examples are:
  - outstanding Quran recitation skills in all school stages
  - Arabic language skills, such as verbal and written expression, poetry analysis and proper employment of syntax rules such as verb classification in the Primary stage and knowledge of the subject and alternative subject in the Secondary stage
  - reading, verbal and written expression skills in English
  - scientific knowledge and skills, such as understanding animal adaptations and knowledge of the

functions of the digestive system in the Primary stage and the ability to distinguish metals from nonmetals and knowledge of blood components in the Intermediate stage, with the ability of scientific track students to use scientific laws and theories in solving life issues

- skill in using arithmetic concepts and knowledge in solving mathematical problems, such as representing exponential functions and concluding geometric transformations in the Secondary stage, though they varied in their skills in applying percentage formulas in solving verbal questions in Grade 8.

- Primary stage students achieved outstanding progress in most lessons and written work, while Intermediate and Secondary stage students achieved good progress. Students of all categories made evident progress in special extracurricular programmes, though low achievers progressed less in lessons because of varying student support.

Areas for improvement

- Intermediate stage students' proficiency, particularly in mathematics.
- Low achieving students' progress in lessons and written work.

☐ Students' personal development 'Outstanding'

Judgement justifications

- The vast majority of students participate in school life with great enthusiasm and high self-confidence, as in their outstanding participation in lessons. They demonstrate high ability to express their views, initiate questions and dialogue and present their work with confidence. They also participate effectively in various extracurricular activities, for example those before morning assembly such as 'A Morning with A Story', as well as the morning broadcast and break activities which include mental games and maze events organised by Grade 12 students. There is similar participation in committees' activities, in which students demonstrate great fun and harmony, and in internal and external competitions.

- Students assume leadership roles effectively in lessons, such as playing the role of a little teacher as part of the 'My Daughter is a Teacher' and 'Group Leader' projects. They are additionally involved in significant out-of-class leadership roles, such as the 'Be Active' team in the Primary stage where they develop and execute school cleaning and maintenance plans. In the Intermediate stage the 'Be Elegant' team assigns roles to students by organising and supervising them during prayer and break times. They participate in negative behaviour modification and 'Be a Leader' team in the

Secondary stage where they prepare, execute and follow up on school events, as well as the girl scouts' activities and Students Council.

- Students show good and ethical behaviour and act with high levels of responsibility and awareness, as in their compliance with school regulations, their great respect for their teachers and fellow students and their outstanding participation in positive behaviour enhancing programmes. These include 'The Good Word' committee's events and the 'Money Bank' programme, which significantly enhance students' sense of security resulting in a problem-free school.

- Students have an outstanding grasp of Islamic values, shown by their excellent behaviour and participation in Islamic activities and events such as the 'Musk Carriers' and their strict commitment to prayer times and enthusiastic recitation of Morning Prayer while going to classes with harmony. They demonstrate a sense of patriotism and an understanding of Bahrain's heritage and culture, shown by their recitation of the National Anthem, participation in national festivals, representation of Bahrain in the 'Arab Achievement' and 'Reading Challenge' competitions, and enjoyment of folklore tales and events in national heritage corners throughout the school, such as the Grandmother Corner.

- The vast majority of students attend school regularly and punctually, encouraged by the school with programmes before morning assembly, such as 'My Morning is Creative' and 'My Morning is Recitation'.

- The vast majority of students have well-developed independent learning skills in lessons, programmes and projects. They conduct theoretical and experimental research as part of the 'Scientific Research'" project, conduct interviews, design mental maps, use dictionaries and practice self-correction.

- Students demonstrate harmony in cooperative work in lessons and demonstrate sportsmanship when competing in internal competitions and break events. They also have the ability to express their views and participate in discussions, listen to one another and assign roles. Outstanding students assist their fellow students in lessons.

Areas for improvement

- Continue the outstanding educational practices that support students' personal development.

Quality of processes

☐ **Teaching and learning 'Good'**

Judgement justifications

- Teachers inspire students through various encouraging and motivating techniques, such as praise, kind words, applause, and other techniques for example the 'Shining Star', 'Reading Queen' and 'Energetic Bee', star boards, symbolic gifts and promotion of competitiveness through competitions and programmes such as the 'Class dojo' application for the Primary stage. There is a good relationship between students and teachers which helps to attract students to participate effectively and increase their motivation to learn.

- Most teachers employ effective teaching and learning strategies that are age-appropriate and match the lesson objectives. Lessons in the Primary stage are characterised by teaching and learning strategies such as learning through play, role playing, singing, storytelling, painting and the student teacher, as well as the think-pair-share strategy and organised group work. Most lessons in the Intermediate and Secondary stages use strategies such as jigsaw, guided discovery, brainstorming, asking for learning and simulation, all of which significantly contribute to making students the centre of the learning process. This enhances their acquisition of skills, knowledge and concepts in a cohesive and planned manner that exceeds expectations.

- Teachers employ various and effective learning resources that are appropriate for the relevant subjects and stage, such as the

smart board in presentations, educational films and illustrative tables, and in presenting activity papers and electronic curriculum. Also used are digital empowerment, geometric figures, miniatures, small boards and working papers. These attract students' attention, increasing their motivation to learn and effective participation in lessons.

- Most teachers present their lessons in a manner that caters for progression and smooth transition between elements. As well as clear instructions and guidelines, reaffirmation of information, management of students' behaviour and provision of opportunities to assume roles and tasks help to achieve advanced objectives. The exceptions are a few lessons where the productivity is affected by inconsistent time management such as fast delivery, or prolongation and redundancy at the expense of other activities.

- Most teachers focus on diversified and continuous verbal, written, collective and individual assessment, implementing self-correction, and peer correction. They also use modern assessment methods through programmes such as QR codes, Plickers and Kahoot to ensure the achievement of learning objectives. The results are used in most lessons to meet the various learning needs of the students. However, a few lessons are characterised by inconsistent use of assessment results and quick feedback that does not focus on areas for improvement; this affects the

support provided to low achieving students.

- For most students, higher order thinking skills are developed in a diversified and effective manner through activities such as problem solving, discovery, conclusion, explanation, classification and comparison, solving verbal arithmetic questions, concluding graphical transformation, as well as finding the differences between warm and cold desert environments, stating causes, and finding solutions for life problems in the Islamic Science subject and explaining Quran and Hadith.

- Students are assigned various learning activities and differentiated tasks according to their different learning styles and multiple intelligences. in the effective lessons their abilities are challenged through open questions such as explanation, expression of views and justification, conceptual mapping and summarising reading texts. These are followed up by regular and accurate marking and effective feedback. However, they are inconsistently implemented in some lessons.

Areas for improvement

- Optimal use of time.

- Meeting students' learning needs by catering more for differentiation and providing effective feedback in lessons and written work.

☐ Students' support and guidance 'Good'

Judgement justifications

- The school meets students' learning needs through various ways and programmes. Outstanding and talented students participate in programmes and activities such as the 'Reading Challenge' competition in which the school ranked third at the Arab level. They also participate in clubs such as the 'Press Club' and produce 'Noon' magazine. The school supports students with learning difficulties through its effective 'Tomorrow's Sunrise' programme, with remedial programmes such as 'High Wills' for low achieving students.

- The school meets students' personal needs and strives to instill positive change in them, taking action as needed and following up afterwards. An example of this is a case of selective mutism. Positive behaviour enhancing programmes such as the 'My Discipline is my Responsibility' project are conducted, showing clear knowledge of its students and their needs.

- The school provides its students with opportunities to learn from their internal and external environments and from the local community by providing a wide range of extracurricular activities which

enhance students' potential and fulfill their interests. Examples include communicating and participating in 'Injaz Bahrain' projects, the 'Tick Pills' project and participating in other events such as 'My Touches are Artistic', basketball and Quran memorisation 'Musk Carriers'. Students also participate in competitions, in which they achieve high ranking such as first position among Bahrain's schools in the 'My Colours' competition, the UAE's 'Knowledge Train' competition, and speech competitions.

- The school provides its students and staff with a healthy environment and makes every effort to provide a safe environment. This is evident in the significant role of the School Security and Safety Committee in monitoring the school's canteen, vaccinations and training school students, and evacuation and sheltering drills. However, this care is not so evident in monitoring students' dismissal from school.

- The school implements a distinctive induction system. It inducts new students before and upon their enrollment in the school by welcoming them with gifts, conducting plays and introducing them to the school's facilities and teachers. Lectures are provided for parents and students joining the school later on, as well as inducting non-native speakers of Arabic.

- The school prepares its students for the next stage of education effectively through lectures and hosting graduates to share their success stories and experiences, as well as visiting public and private universities.

- The school develops its students' life and entrepreneurship skills effectively, for example training them in scientific research skills such as the graduation project 'How to Become a Successful Media Person', interviewing and training them on digital empowerment tools.

Areas for improvement

- Students' dismissal in a safer and more secure manner.

Quality assurance of outcomes and processes

☐ **Leadership, management and governance 'Good'**

Judgement justifications

- The staff implement the school's shared vision in an outstanding manner through systematic work, structured planning mechanisms and on-site follow-up.
- The school evaluates its situation comprehensively and accurately using several tools. These include employing the standards of the 'Outstanding Bahraini School' and the reports of the educational supervisor, reviewing and evaluating the curriculum and analysing the results of class visits periodically. The school uses its evaluation results in strategic planning which is characterised by its solid structure, clear indicators and accurate follow-up mechanisms. The objectives of the operational plans of all departments are linked to the general strategic plan, which is very apparent in most aspects of school work.
- The judgements in the self-evaluation form (SEF) completed by the school match the judgements reached by the review team in most aspects.
- The senior leadership is well supported by parents and school affiliates in its improvement journey. Everyone praises it for adopting a sharing and teamwork approach, as well as for its confidence in the abilities of its staff and preparation of leaders to lead school projects and committees and undertake coordination duties in key departments. The leadership also instills motivation and moral and

- provides physical support, significantly helping to improve performance, achieve job satisfaction and enhance the sense of belonging to the school.
- Staff training needs are identified and met through a large number of workshops and training workshops, such as 'Differentiation' and 'Active Learning Strategies'. There are also discussions with the educational supervisor and internal and external exchange visits. The impact of these programmes and workshops on the improvement of teaching and learning is monitored, which has an outstanding impact on Primary stage lessons and a good impact on the Intermediate and Secondary stages lessons.
- The school employs learning resources effectively, particularly electronic resources, in most lessons. Learning facilities such as scientific laboratories and yards are used optimally in carrying out extracurricular activities and enriching students' experiences. The school ensures that its budget is directed to support improvement programmes and projects.
- The experiences of students and staff are enriched through actively communicating with local community institutions. Examples are involvement with GPIC to take part in the 'Education and GPIC for Scientific Research' programme and with the telecommunications company 'VIVA'

to provide plastic container recycling machines. The school also provides visually impaired students and others with special needs with the opportunity to participate in its activities and events.

- The school's Board of Trustees supports its senior leadership through follow-up on plans, budgets and overall performance through regular meetings and direct communications. This ensures the quality of outcomes at academic and personal levels.

Areas for improvement

- Better follow-up on the impact of professional development programmes on lessons in the Intermediate and Secondary stages.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدارس الإيمان – قسم البنات												
Name of the school (English)	Al-Iman School – Girl's section												
Year of establishment	1992												
Address	Building 200, Road 4112, Block 841, Isa Town												
Town / Village / Governorate	Isa Town / Southern Governorate												
School's Contacts	17684848				**Fax**			17684848					
School's e-mail	imangirl@batelco.com.bh												
School's website	www.alimans.com												
Age range of students	6 - 17 years												

Grades (e.g. 1 to 12)	**Primary**	**Middle**	**High**
	1 - 6	7 - 9	10 - 12

Number of students	**Boys**	-	**Girls**	749	**Total**	749

Students' social background	Most students come from average socio-economic backgrounds

Classes per grade	**Grade**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
	Classes	3	3	3	3	3	3	3	3	3	2	2	2

Number of administrative staff	33
Number of teaching staff	78
Curriculum	• Saudi curriculum for Arabic and Islamic subjects. • British curriculum for English. • Ministry of Education (MoE) curriculum for remaining subjects.
Main language(s) of instruction	Arabic and English
Principal's tenure in the school	22 years
External assessment and examinations	• BQA National Examinations. • Trends in International Mathematics and Science (TIMSS). • Progress in International Reading Literacy Study (PIRLS).

Accreditation (if applicable)	-
Major recent changes in the school	- Changing the English curriculum. - Constructing a new building for the Primary stage and its management. - Appointing a Principal for the Primary stage. - Appointing an educational supervisor for the school.