



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

Directorate of Private Schools & Kindergartens Reviews Review Report

**Ibn Al-Haytham Islamic School
Al-Mugshaa – Northern Governorate
Kingdom of Bahrain**

Date of Review: 13-15 December 2015
SP019-C2-R011

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 eleven 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
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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	4	4	4	4
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.



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 is inadequate, with all aspects being judged as inadequate except for students' personal development which is judged as satisfactory.
- Despite students' high pass rates in internal examinations and in few subjects in Grades 10 and 12 Board examinations, the percentage of students attaining a grade point 8 and above have declined in mathematics, science and Arabic. In addition, proficiency rates are low in most grades and subjects.
- The majority of students have age expected standards in English, science and Hindi. However, their standards in Arabic are below age expectations at all levels.
- Students show commitment to Islamic values and the understanding of Bahraini heritage and culture. They feel safe and secure at school, a result of their good behaviour.
- Students' independent learning skills are not well developed due to the ineffective teaching strategies implemented in most lessons.
- Most lessons are teacher-centered, with limited use of resources. In Arabic lessons, colloquial dialect is used. Students are encouraged and supported in a minority

of lessons, but their interaction in classes is limited due to the ineffective teaching methods implemented which affect their progress and development of basic skills.

- The school lacks systematic procedures to effectively diagnose and meet students' individual learning needs.

- The school has a five-year strategic plan that aims to improve achievement and facilities, but opportunities for professional development are very few and are not based on staff's individual needs.

Main positive features

- Students' commitment to Islamic values and the understanding of Bahrain's heritage and culture.
- Students are well behaved and respect each other.

Recommendations

- Ensure students' safety during dismissal of school.
- Improve the effectiveness of leadership, management and governance by:
 - implementing a rigorous and systematic self-evaluation process across the school and use its results to develop strategic and departmental plans
 - providing effective professional development programmes that meet teachers' individual needs and rigorously measure their impact on classroom practices and performance
 - having clear, separate and respectful roles between the school's senior leadership and the Board.
- Raise students' academic achievement in all subjects by implementing effective and diverse teaching and learning strategies that focus on:
 - developing students' understanding and skills, particularly in Arabic
 - effective use of assessment results to plan for lessons and to meet students' different learning needs
 - productive use of time, and encouragement for students towards learning
 - providing sufficient support to low achieving students.
- Make effective use of students' data analysis and evaluation in order to provide support and enrichment programmes that meet the needs of different groups of students.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school's capacity to improve is inadequate. There have been major changes in facilities, such as establishing a new block for more capacity, an auditorium and two new ICT laboratories, but the school still faces several challenges including:
 - teachers' continuous turnover, which negatively impacts teaching and learning. The professional development programme is not sufficient to meet teachers' individual needs, particularly those teachers who are new to the school
 - students' low proficiency rates across the school, with students in most lessons making limited progress due to the insufficient support provided.
- Although the school has a general strategic plan, it is not based on rigorous self-evaluation nor on the previous review recommendations. Students' performance in Arabic remains an issue, as it has not improved during recent years.
- Roles and responsibilities between the school senior leadership and the Board representative are neither clear nor respected, which does not support the smooth operation of the school.

Quality of outcomes

□ Students' academic achievement 'Inadequate'

Judgement justifications

- Students' pass rates are high in English, science and Hindi in the 2015 Grade 10 in all India Secondary School Examination (AISSE) of the Central Board of Secondary Education (CBSE). However, the percentage of students attaining a grade point 8 and above has declined in mathematics, science and Arabic.
- In the 2015 Grade 12 AISSCE of CBSE, students' pass rates are high in English, business studies, informatics practice and computer science. However, the percentage of students attaining grades AI to B1 is low in mathematics, physics, biology and accountancy.
- While, in the 2014-2015 internal examinations the pass rates are high in most grades at primary and intermediate stages, including Grade 5 science and Grades 7, 8 and 9 English, the percentage of students attaining 80% and above is low in most grades and subjects.
- The majority of students have age expected standards in English, mathematics, science and Hindi. However, their standards in Arabic are below age expectations at all levels, despite the fact that 25% of students' population study Arabic as a first language and not a foreign language.
- In a few of the better lessons, the progress of high and average ability students is satisfactory. However, less able students do not make adequate progress in the majority of lessons due to insufficient attention and support being provided.
- In English, students' standards are as per age expectations across the school. Primary students can identify nouns; high school students can use metaphors suitably. Students of all age groups use English vocabulary appropriately in conversation. Their listening, reading and speaking skills are as per age expectations across the school. However, their extended and creative writing skills are not sufficiently developed.
- In mathematics, most students have adequate basic arithmetic skills. In primary school, they can identify Roman numerals and write their value in Arabic numerals. In high school, they can calculate the surface area of cubes and cuboids. On the other hand, in a number of lessons, students' progress is insufficient and their reasoning and problem solving abilities are underdeveloped.
- In environmental science at primary level, the majority of students have a basic understanding of the environment around them and can think and reason to a limited degree. Primary students can describe a family and classify it based on size, explain the cause and effect of air pollution and suggest ways of preventing it.
- In science, students' in the better lessons have an adequate understanding of scientific concepts. For example, in middle school chemistry students can

identify the types of extinguishers to be used for different classes of fire. In high school physics students can determine the output waveform for the given logic gates. However, in the less effective lessons students make limited progress due to weak teaching. Furthermore, across all grades, students' investigative and experimental skills are not sufficiently developed.

- In Hindi, the majority of students demonstrate satisfactory reading skills

with adequate comprehension, and in the better lessons, they develop basic understanding of the language. For example, primary students can identify nouns and make plurals of given words and the majority of students in high school use grammar appropriately in sentences.

- Students show inconsistent progress in their written work, mostly copying from the board with little independent work by them.

Areas for improvement

- Students' standards and basic language skills in Arabic across the school.
- Students' progress in lessons and in their written work in core subjects, particularly for students of lower ability.
- Students' ability to apply reasoning and problem solving in mathematics, and their investigative and experimental skills in science.
- Students' skills in writing for different purposes in English and in Hindi across all levels.

Students' personal development 'Satisfactory'

Judgement justifications

- The majority of students participate in most aspects of school life. When given the opportunity they enjoy working together in groups, both in the better lessons and in co-curricular activities such as annual days and participating in various activities in cooperation with the Ministry of Education.
- Involvement in activities such as Students' Council, volunteering to maintain the school, keeping the campus clean and participating in in-house competitions help participating

students to develop leadership qualities appropriately. However, only a minority of students show self-confidence and independence in lessons, and few opportunities are provided for students to be involved in their own learning due to the general teacher-centred approach.

- Students feel safe and secure at school, due to their good behaviour in classrooms and around the school. Despite the students' diverse backgrounds, they show the outmost respect to each other.

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| <ul style="list-style-type: none"> • Across the school, students' attitude is good. They enjoy attending school. • Students demonstrate good understanding of Islamic values and appreciate the Bahraini culture and heritage. These are developed through lessons, morning assembly, celebrating National events and religious festivals, and through taking part in trips to museums and heritage sites. • Students are empathetic and compassionate to the feelings of others. They are involved in charity programmes and community service | <p>activities such as collecting donations for Nepal earthquake victims, and beach cleaning.</p> <ul style="list-style-type: none"> • In some lessons, when given the opportunity, students work collaboratively. For example, social studies elementary school students develop excellent presentation skills following group discussions. • In the few better lessons, students develop independent working skills when provided with an opportunity such as in ICT and conducting laboratory experiments. |
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Areas for improvement

- More opportunities for leadership roles to develop self-confidence.
- Students' independent learning skills, through a variety of methods designed to acquire knowledge and concepts.
- Collaborative work opportunities to develop life skills.

Quality of processes

□ Teaching and learning 'Inadequate'

Judgement justifications

- In the few good lessons teachers apply effective teaching and learning strategies such as questions for learning, brainstorming and discussion, for example in English lessons for elementary students and the use of resources such as ICT and charts. However, most lessons are teacher-centered. In Arabic lessons, colloquial Arabic is used. Teaching strategies are lecture based, with few resources such as textbooks and the whiteboard being used. All of the above limits the students' abilities to gain new knowledge and to progress and develop their basic skills.
- Curricular links are limited to links to previous lessons, and in some cases to life such as the family in English lessons or Sudoku puzzles in Computer lessons.
- In most lessons teachers manage students' behavior well. However, in many lessons, students are passive and are not encouraged or motivated, nor are they given the opportunity to engage sufficiently with their own learning. Time is not used adequately to productively move students between lesson tasks and activities.
- Assessment for learning is ineffective in most lessons since it focuses on oral assessment for the whole class, with no feedback provided or individual written assessment to measure student's learning. Assessment results are not used to diagnose or meet students' different needs.
- Development of higher order thinking skills is limited to the few good lessons, where students are given the opportunity for justification in science lessons and criticism in English lessons. However, in most lessons teaching is very direct and focuses heavily on memorisation and recall.
- Students of all abilities are given the same tasks and activities, more able students are not challenged sufficiently and better lessons, teachers use different verbal and open ended questions to challenge and provoke better students.
- Support is inconsistent in most lessons and is mainly through giving an overall oral statement to the whole class.
- Students' written work is mainly concerned with copying from the white board or from the textbook. This does not indicate students' standards nor what progress they are making. Correction and feedback provided to students is irregular.

Areas for improvement

- Implementation of effective teaching and learning strategies, time management, and the utilisation of educational resource to ensure better productivity.
- Use of effective assessment, homework and activities that meet the different learning needs of all students.
- Means of encouragement and support provided to motivate students toward learning.

□ Students' support and guidance 'Inadequate'

Judgement justifications

- The school does not follow up on health and safety issues regularly. The toilets are not sufficiently hygienic, evacuation drills are not regular, and shaded areas are too limited. The school's efforts in organising students' movement at dismissal times are not secure enough due to the huge number of students and buses entering and leaving the school which represent a potential threat to students' safety.
- The school lacks systematic procedures to effectively diagnose students' individual learning needs. Low achievers sometimes receive help from individual teachers and high achievers are not sufficiently challenged in the majority of lessons. Talented students are enrolled in some competitions such as the science quiz and inter school speech competition.
- Students are adequately supported when they face personal problems. They communicate with their teachers and discipline supervisors, who help them to resolve issues and in certain cases students are financially supported.
- The school provides students with a suitable range of extra-curricular activities such as the literary week, Maths Olympics and through educational trips such as Al Areen Wildlife Park, a pottery factory and Bahrain Fort.
- Induction programmes for new students are not well organised and are ineffective in helping them to settle in school easily. There are no specific programmes to prepare students for their next stage of education, with limited guidance being provided to students and their parents to choose the most suitable stream at secondary level. The school brings a speaker from India to prepare students for university, but currently there is no structured career guidance in place.
- The school offers limited support for students with disabilities, which are not clear and familiar to most staff. Follow up and assistance to these students when in need is therefore insufficient.
- Students' life skills are promoted in a few lessons, for example in high school ICT lessons students show satisfactory programming skills using C++, and research and investigative skills while conducting experiments in the laboratory.

Areas for improvement

- Students' safety, particularly while using the transport during dismissal time.
- Enrichment programmes that target students' different academic needs and meeting them.
- School's induction, transition programmes and preparation for the next stage of education.
- Promoting students' life skills.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Inadequate'

Judgement justifications

- The school has a five-year strategic plan that is set by the senior leadership in discussion within the Board of Directors. It is shared with the school staff, and aims to improve achievement, facilities and health and safety. Its impact on improvement is limited however, as it is not built on comprehensive self-evaluation to identify strengths and areas for improvement.
- The school does not have an action plan that details clear steps and procedures on how the main objectives of the strategic plan will be implemented, nor is there a timeframe for their implementation or a procedure for evaluating their success.
- The school has a staff structure in place that covers the administrative and teaching responsibilities. A few opportunities for professional development are provided in the school, such as a workshop on classroom management and strategies for teaching English. However, these are not built on staff needs nor are they regular; this does not provide staff with the training that meets their individual needs and improves their practices.
- Subject coordinators conduct regular lesson observations and feedback is provided. However, observations are not sufficiently focused on students' learning, and targets for improvement agreed with teachers are not rigorously followed or adequately resolved. The school also faces the issue of high turnover of teachers, which hinders the effective impact of training workshops provided by the school.
- Leaders and staff keep positive social and professional relations. New teachers are mentored and they settle in well. Staff who serve five years at the school are rewarded with certificates and monetary incentives. Nevertheless, these positive social relations are not supported well by an effective professional development programme that focuses on improvement. The impact on staff performance is therefore limited.
- The school uses its limited resources in expanding its facilities to absorb the ever-increasing number of students. This includes the construction of a separate academic building for girls and additional computer and science laboratories, with a well-stocked library. Projectors and smart boards are gradually being introduced into lessons. However, these resources are not used regularly to effectively meet students' needs, particularly within lessons.
- The school has suitable links with the local community. They regularly contribute to local charities and causes that go to needy families and support

international causes such as the victims of the Nepal earthquake. It offers the use of its auditorium for local charity events. Students' experiences and knowledge are also enriched with events such as the Seef Beach clean-up in cooperation with the Northern Governorate Municipality.

- The Board of Trustees, through its executive committee, provides support to the school in relation to financial matters and expansion plans. However, the roles and responsibilities between

the Board representative, who is permanently present on the school grounds, and the school's senior leadership are not always very clear, understood or separated.

- Members of the executive committee are not sufficiently aware of the ongoing work at the school, particularly relating to the teaching and learning process. Thus, they do not sufficiently hold the school's senior leadership to account on the performance of staff and the general achievements of the students.

Areas for improvement

- Comprehensive self-evaluation that informs, guides prioritised strategic, and improvement planning.
- Continuous and rigorous professional development programmes that are closely linked to the results of lesson observations and target individual and whole school needs.
- Effective use of the school's resources and facilities to raise achievement, develop teaching practices and enhance students' experiences and skills.
- Clear separation of roles and responsibilities between the Board representative and the school's senior leadership.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة ابن الهيثم الاسلامية													
Name of the school (English)	Ibn Al-Haytham Islamic School													
Year of establishment	1989													
Address	Building 30, Road 26, Block 450, Al Mugshaa													
Town /Village / Governorate	Al-Mugshaa – Northern Governorate													
School's Contacts	17-591449				Fax		17595422							
School's e-mail	ihis@batelco.com.bh													
School's website	www.ihisbahrain.com													
Age range of students	5-17 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				6-8				9-12					
Number of students	Boys		1137		Girls		1223		Total		2360			
Students' social background	Most come from low and average income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	10	9	9	9	8	8	8	7	6	5	4	4	
Number of administrative staff	3 administrative, 20 technicians													
Number of teaching staff	151													
Curriculum	CBSE (Delhi)													
Main language(s) of instruction	English													
Principal's tenure in the school	11 years													
External assessment and examinations	Grades 10 and 12 CBSE Board examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> Expansion in the school premises in 2014-2015: <ul style="list-style-type: none"> – new well equipped auditorium – newly constructed block of 40 classrooms – two new computer labs. 													