



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

# Directorate of Private Schools & Kindergartens Reviews

## Monitoring Visit Report

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

**Date of second monitoring visit: 23 April 2018**

Date of first monitoring visit: 2 May 2017

Date of last review: 13-15 December 2015

SP019-C2-Mb002

## Introduction

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The monitoring visit of the school took place over one day, by a monitoring team from the Directorate of Private Schools and Kindergarten Reviews (DPS) of the Education & Training Quality Authority (BQA) to determine the improvements that have been made according to the overall outcomes of the first monitoring visit. During the monitoring visit the improvements in students' performance were evaluated during class observations, the learning walk, scrutiny of their written work and monitoring of general progress.

### The Previous Judgement

- The school was judged as 'In progress' in the first monitoring visit in May 2017.

### Summary of the second monitoring results

<b>The recommendations*</b>	<b>The description</b>
Recommendation 1	Partial improvement
Recommendation 2	Partial improvement
Recommendation 3	Partial improvement
<b>The monitoring visit overall judgement</b>	<b>In Progress</b>
<ul style="list-style-type: none"><li>• The school will be scheduled within the regular reviews as per BQA policy.</li></ul>	

\* The recommendations are included within the following report.

### The overall outcomes of the visit

- Further improve the effectiveness of leadership, management and governance by providing effective professional development programmes that meet teachers' individual needs, then rigorously measure their impact on classroom practices.
- Further 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 meet students’ different learning needs
  - productive use of learning time, and encouragement for students to learn
  - providing sufficient support to low achieving students.
- Make further use of students’ data analysis and evaluation, as in science, throughout the school to meet the needs of the different groups of students.

## The Progress in the recommendations

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### Recommendation 1:

- Further improve the effectiveness of leadership, management and governance by providing effective professional development programmes that meet teachers' individual needs, then rigorously measure their impact on classroom practices.

**Judgement:** Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> <li>• The school assesses teachers' training needs through regular class observations and surveys. The subject coordinators conduct class observations, provide feedback for individual teachers and recommend training requirements based on these observations.</li> <li>• The school has sought external support to assist it in improving the overall performance, including conducting workshops. Lesson observations are also conducted to measure the impact of training on teachers' classroom practices.</li> <li>• Professional development programmes are provided based on the identified teaching needs, including training sessions for teachers on 'Classroom Management and Effective Planning', 'Assessment for Learning', 'Lesson Objectives' and 'Differentiation'.</li> </ul>	<ul style="list-style-type: none"> <li>• The professional training sessions provided for teachers show a positive impact on students' learning in the better lessons, particularly in mathematics and science where teachers use effective strategies and assessment methods to meet the different learning needs of the majority of students.</li> <li>• In the less effective lessons, the impact of the training sessions is not evident in classroom teaching. The effectiveness of lessons is reduced because teachers set low expectations for students and do not sufficiently focus on developing their understanding and skills, particularly in Arabic and English.</li> </ul>

### Recommendation 2:

- Further 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 meet students' different learning needs
- productive use of learning time, and encouragement for students to learn
- providing sufficient support to low achieving students.

**Judgement:** Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> <li>• Students achieved high pass rates in the 2017-2018 internal examinations, but their proficiency rates are inconsistent in most subjects.</li> <li>• The school has conducted diagnostic tests and maintains analysis of students' performance in examinations to determine what support is needed.</li> <li>• In almost all lessons, teachers conduct oral assessments, and frequently written assessments, to measure students' understanding.</li> <li>• A classroom management workshop has been conducted for teachers to better enable them to present and sequence activities.</li> <li>• Teachers use various teaching and learning strategies, such as questioning for learning, experimental study, group activities and discussion, using various resources to assist students in their understanding.</li> <li>• Teachers encourage students to participate in lessons through group work and various activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The teaching strategies implemented in the better lessons develop students' understanding and skills effectively, particularly in mathematics and science.</li> <li>• In Arabic lessons, teachers focus on discussion and question for learning as the main teaching strategies, which have an inconsistent impact on students' learning and skills development.</li> <li>• Support provided to low-achieving students varies across all grades, affecting their progress in lessons.</li> <li>• Encouragement methods are used, particularly in Primary School. However, the productivity of lessons is inconsistent in the remaining lessons due to the use of activities that do not sufficiently match students' interests and the less effective support offered to students who face difficulties.</li> <li>• Assessment results are used inconsistently to support students of different learning needs, with better use of results observed in the more effective lessons such as mathematics.</li> </ul>

**Recommendation 3:**

- Make further use of students' data analysis and evaluation, as in science, throughout the school to meet the needs of the different groups of students.

**Judgement:** Partial improvement

The procedures	The Impact
<ul style="list-style-type: none"><li>• Students' learning needs are identified through examination results and teachers' observations. Students are set target scores in core subjects accordingly.</li><li>• The school continues to implement several support programmes that include providing remedial lessons for the low achievers on Saturdays and during break times, and extra worksheets and support material for more practice in lessons.</li><li>• High achievers are encouraged to participate in the 'Gulf and Green' Olympiads in different subjects, particularly in science, to measure their progress. They are also provided with opportunities for peer teaching and collaborative learning to support the low achievers in lessons.</li><li>• To improve writing skills in Arabic, the school encourages students to work on book summaries during the library periods. Additionally, they work on writing assignments and develop their presentation and reading skills in lessons. The Arabic department has also established links with a government school to benefit from their experience in teaching non-native speakers of Arabic.</li></ul>	<ul style="list-style-type: none"><li>• A proportion of students show improved performance when comparing 2017-2018 examinations results over the two terms. However, students still underperform in Arabic.</li><li>• The majority of low achieving students attend remedial sessions on Saturdays, but the impact of this support is inconsistent in the majority of lessons. Students taking Arabic remedial sessions are less punctual to attend these, which lessens the impact on their performance.</li><li>• In most of the lessons observed, the high achievers assist and support some of their low achieving peers. However, the teachers' role is mainly limited to monitoring students while working, without providing effective support to meet the learning needs of all students.</li></ul>

## Appendix 1: Basic Information about the School

<b>The school name (Arabic)</b>	مدرسة ابن الهيثم الإسلامية												
<b>The school name (English)</b>	Ibn Al-Haytham Islamic School												
<b>Year of establishment</b>	1989												
<b>Address</b>	Building 30, Avenue 26, Block 450												
<b>Town / Village / Governorate</b>	Al Mugsha / Northern												
<b>School's Contacts</b>	17591449					<b>Fax</b>			17595422				
<b>Grades (e.g. 1 to 12)</b>	<b>Primary</b>				<b>Middle</b>				<b>High</b>				
	1-5				6-8				9-12				
<b>Number of students</b>	<b>Boys</b>	1,021			<b>Girls</b>	1,086			<b>Total</b>	2,107			
<b>Students' social background</b>	Most students come from lower middle-income families.												
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	8	10	9	9	8	8	7	7	6	6	2	2
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>The development of a learning resources centre for teachers in 2017-2018.</li> </ul>												

## Appendix 2

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**Table 1: Judgement on how well the school has met the recommendations.**

<b>Judgement</b>	<b>Judgement Description</b>
<b>Sufficient Improvement</b>	The school is making significant progress in addressing the recommendation. It has taken measures which have achieved great improvement linked to the recommendation which have clearly resulted in improved performance, and positively impacted the outcomes.
<b>Partial Improvement</b>	The school is making inconsistent progress in addressing the recommendation. It has taken positive actions, which have led to varying improvements in performance, and partially affected the outcomes.
<b>Insufficient Improvement</b>	The school is not achieving sufficient improvement in the recommendation. It has not been successful in taking actions leading to appropriate improvement. There is a notable weakness that needs to be effectively and urgently addressed.

**Table 2: The overall judgement of the school's progress in the monitoring visit\***

<b>The Overall Judgement of Progress</b>	<b>Judgement Description</b>
<b>Sufficient Progress</b>	The school has taken effective measures to bring about sufficient improvement in all of the recommendations.
<b>In Progress</b>	The school has taken several measures to bring about at least partial improvement in all of the recommendations. There are no recommendations with insufficient improvement
<b>Insufficient Progress</b>	The school has not brought about sufficient improvement in a single recommendation or more.

\* In case of insufficient measures linked to the recommendations related to the licensing/organisational body, and with the school taking the appropriate measures on its part, the overall progress judgement will not be affected, except with the issues related to health and safety.