



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

Directorate of Private Schools & Kindergartens Reviews Review Report

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

**Date of Review: 19-21 September 2022
SP019-C3-R019**

Introduction

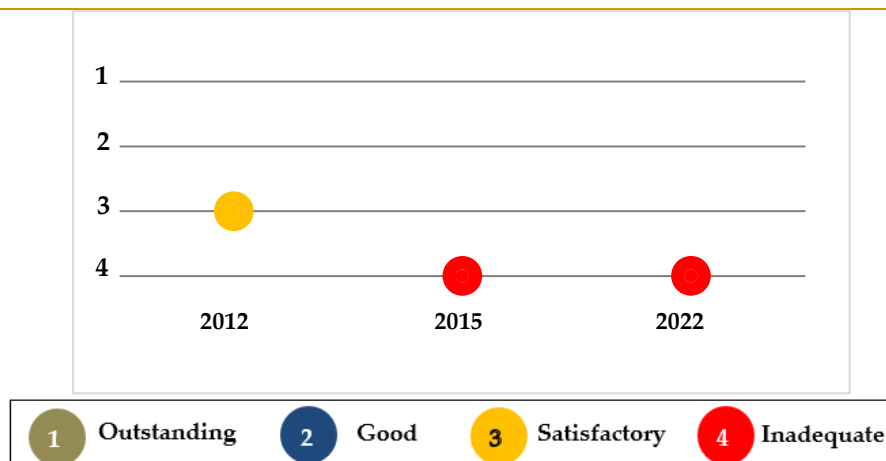
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of sixteen reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They met with the staff, 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	Academic achievement	4	4	4	4
	Personal development and social responsibility	4	4	4	4
Quality of processes	Teaching, learning and assessment	4	4	4	4
	Empowerment and meeting special needs	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 last three reviews.



School Report

□ School's overall effectiveness 'Inadequate'

Judgement justifications

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| <ul style="list-style-type: none">• Students' attainment is inconsistent in both internal and external examinations. Their standards, progress and learning skills are inadequate across the school, particularly in mathematics and Arabic.• Although students' behaviour and commitment to Islamic values are adequate, their self-confidence and leadership skills are not sufficiently developed.• The quality of teaching, learning and assessment is inadequate across the school. This is mainly due to ineffective | <p>use of strategies, assessment and low expectations, which limit students' active participation and progress.</p> <ul style="list-style-type: none">• While students' personal needs are sufficiently met, their academic needs are not, particularly for low achieving students.• Although the school conducts self-evaluation, the findings are not adequately reflected in school plans. Teachers' individual training needs are neither sufficiently met nor rigorously monitored. |
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Main positive features:

- Students' positive behaviour and self-discipline.
- The school's links with the local community.

Recommendations:

- Improve the effectiveness of leadership, management and governance by:
 - ensuring regular update of school's improvement plans, and aligning them with the strategic plan to enhance the school's improvement processes
 - rigorously monitoring the impact of teachers' professional development programmes on students' progress in lessons.
- Improve the effectiveness of teaching, learning, and assessment by:
 - implementing effective strategies that impact students' progress and develop their self-confidence and leadership skills
 - using efficient assessment methods and their results to support students of different learning needs
 - raising learning expectations in lessons and activities to meet curriculum competencies
- raise students' standards and skills in core subjects by ensuring the provision of more effective academic support programmes.

□ Capacity to improve 'Inadequate'

Judgement justifications

- Students' standards and basic skills in core subjects are weak and have not noticeably improved since the last review visit.
 - The school is currently facing challenges regarding students' learning gaps in core subjects, following the change in the mode of learning. The 'Bridge Course' programme is initiated to raise students' standards. However, its impact is yet to be seen.
- The school improvement plan is not updated or aligned to its strategic plan. The school's judgments in the Self-Evaluation Form (SEF) are higher than that reached by the review team by two points in 'Academic Achievement' and 'Personal Development and Social Responsibility' aspects and one point in all the other aspects.

Quality of outcomes

□ Academic achievement 'Inadequate'

Judgement justifications

- In the 2021-2022 internal examinations, students achieved high pass rates in core subjects, though their proficiency rates varied. Pass rates range between 98% in Grade 6 Arabic and 100% in most subjects across the school. Proficiency rates in the Primary School range between 65% in Grade 3 Arabic and 99% in Grade 1 mathematics and science. In the Middle School, the range is between 14% in Grade 8 mathematics and 65% in Grade 7 English, and in High School, it ranges between 11% in Grade 11 applied mathematics and 88% in Grade 11 English.
 - In the 2022 external examinations, pass rates range between 94% in mathematics (basic) and 100% in the majority of subjects in Grade 10 'All India Secondary School Examination' (AISSE), and between 92% in accountancy and 100% in the majority of subjects in Grade 12 'All India Senior School Certificate Examination' (AISSCE). However, the percentage of students attaining B1 or above was inconsistent, ranging from 19% in mathematics (basic) to 81% in Urdu in AISSE, and from 15% in accountancy to 40% in applied mathematics in AISSCE.
 - Although students' standards are secure in their written work in core subjects, this is not reflected in lessons, particularly in mathematics and Arabic. In the majority of lessons, students' standards, progress based on their abilities and basic skills are below expectations, particularly for low-achieving students.
- In mathematics, students' progress is mostly affected by weak basic skills, for example, in subtracting 3-digit numbers by regrouping in Primary School and applying laws of exponents in High School.
 - In science, students' standards and progress are inconsistent. They show poor understanding of scientific concepts such as parts of plants in Primary School, and colloidal suspension in High School. However, in a few better lessons, such as High School physics, students develop adequate understanding of Faraday's law of induction.
 - In English, while basic skills are adequate across the school, progress in lessons is inconsistent. In the better lessons, such as literary analysis in High School, the majority of students show adequate progress, while in some others, such as designing cards over developing creative writing skills progress is affected due to low expectations.
 - In Arabic, students' basic skills and standards are below expectations, which affects their progress in areas such as reading and applying grammatical rules. However, in Hindi, the majority of students' standards, progress and skills are adequate.
 - Learning skills, such as working independently during assessments, problem solving and critical thinking, are below expectations for most students.

Areas for improvement

- Students' standards and progress based on their abilities in core subjects, particularly for low achieving students.
- Students' acquisition of learning skills across the school.

□ Personal development & social responsibility 'Inadequate'

Judgement justifications

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| <ul style="list-style-type: none">• Students show positive behaviour, self-discipline and respect for their teachers and classmates. They feel safe and comfortable in school. Most of them attend school regularly and are punctual to lessons. However, students' ability to take responsibility of their own learning is inconsistent, particularly in lessons.• Students demonstrate sufficient understanding of Islamic values, appreciation of Bahrain's culture and tolerance with peers of diverse backgrounds. These are developed through thematic morning assemblies and celebration of national events and religious festivals such as the 'National Day of Bahrain', 'Indian Republic Day' and 'The Prophet's Birthday'.• Students' participation is limited in the majority of lessons across the school due to the teacher-centred approach adopted and insufficient provision of the assigned leadership roles. Although some students actively participate in extracurricular activities, such as 'Spectra' and 'Youth Day Symposium', the majority of them are inactive attendees in most events. | <ul style="list-style-type: none">• Students participate in committees, such as 'Volunteer Group' and 'Student Council', particularly in Middle and High Schools; and in the better lessons, they work together adequately. However, in the majority of lessons, collaboration and development of communication skills of the majority of students are affected by the more able students dominating their large groups.• Students show adequate health and environmental awareness. They maintain good hygiene and keep school facilities in appropriate condition. Students participate in health and environmental awareness activities and campaigns, such as the 'Mental and Health Awareness' campaign, 'World Earth Day' and 'No Tobacco Day'.• Some students participate in activities that reinforce their competitiveness and innovation, such as 'Math Olympiad' competitions. However, in lessons, students' initiative to present ideas and their spirit of competitiveness are limited. |
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Areas for improvement

- Students' self-confidence and assuming leadership roles in school life.
- Students' communication skills and their sense of competitiveness.

Quality of processes

□ Teaching, learning & assessment 'Inadequate'

Judgement justifications

- In the majority of lessons across the school, teachers use ineffective teaching and learning strategies with low expectations, which do not attract students' or engage them productively and hinders their progress and acquisition of basic skills, particularly in Arabic and mathematics. However, in some better lessons in English and science, engaging methods are used such as learning through play and experimentation, which adequately promote students' learning.
- Although some resources like worksheets, flash cards and projectors are used, they have limited impact on developing students' knowledge and skills in the majority of lessons, as teaching does not ensure students' active participation due to its teacher-centred nature.
- Classroom management is ineffective in a significant number of lessons, due to unclear instructions, extended introductory activities and focus on easier learning objectives. However, behaviour management is appropriate across the school being well supported by students' self-discipline.
- Assessment for learning is ineffective in the majority of lessons as tasks are below expectations. In most lessons, teachers focus on group assessments; where more able students dominate the task, limiting the effectiveness in measuring individual students' progress. Assessment results are not effectively used to support students' different learning needs, particularly the low-achieving ones. Feedback in lessons and written work is generic, which does not support students' progress.
- Teaching does not focus on challenging students' abilities to develop their higher order thinking skills apart from a few opportunities in the better lessons, such as creative role-play writing in Middle School English.
- Teachers use technological resources such as laptops and projectors in the majority of lessons. However, the recurrent technical issues and lack of clarity of the projected digital content limit their effectiveness and hinder students' productive learning.
- Although differentiated activities are provided in lessons, the impact on students' progress according to their ability is limited. This is due to the lack of support and sufficient challenge as per curriculum expectations, particularly in mathematics and Arabic.

Areas for improvement

- Use of effective teaching and learning strategies and resources in lessons.

- Utilisation of assessment to measure individual students' progress and provide support in lessons.
- Challenging students' abilities and raising learning expectations to meet curriculum competencies.

□ Empowerment & meeting needs 'Inadequate'

Judgement justifications

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| <ul style="list-style-type: none"> • The school collates data from diagnostic tests, periodic assessments and direct observations in lessons to identify students' academic levels and basic skills. The data is used to classify students into different categories. Academic support programmes, such as 'Saturday classes' for High School students and the recently initiated 'Bridge Course' programme are provided. However, these are not consistently implemented across the school to raise students' standards and skills in core subjects, particularly for low-achieving students. • The school provides appropriate programmes, such as 'Moon and Stars of the Month', to foster students' positive behaviour. It also supports some students by providing laptops for remote learning and waving school fees for those in need. Additionally, the school adequately supports students to settle in school campus after the change in learning mode, by conducting the 'Orientation Week' and | <p>offering personal support to students when needed.</p> <ul style="list-style-type: none"> • Some opportunities are provided for students to attend virtual activities, such as creating a poster for 'Labour Day' and celebrating 'Teachers' Day'. However, the level of students' participation and the range of activities to meet their varying needs, interests and talents are below the expected level across the different school stages. • The school appropriately ensures the provision of a safe risk-free learning environment to all stakeholders by maintaining its facilities and following up on students with chronic diseases, such as diabetes, and providing appropriate care for them. Students' arrival and dismissal are appropriately organised, and the use of school transportation is sufficiently monitored. Additionally, virtual events to develop students' environmental awareness are provided on topics like the importance of natural resources. |
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Areas for improvement

- Effectiveness of academic support programmes, especially for low-achieving students.
- Provision of the range of extracurricular activities to enhance students' experiences and meet their interests and talents.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Inadequate'

Judgement justifications

- The school implements self-evaluation by making use of different resources including the previous BQA review report, recommendations from an external consultant and surveys of students, parents and staff. However, the outcomes of recent self-evaluations are not sufficiently used to update or amend the improvement plans to focus on the changed situation.
- The school's three-year strategic plan aims for school improvement but is not linked to the current priorities. Departmental plans and school improvement plans are not consistently aligned to the strategic plan in terms of focusing on school's identified needs, and current priorities.
- The school leadership is aware of the school's situation, such as students' learning gaps, for which it initiated the 'Bridge Course' remedial programme.
- Relations among staff and leadership are positive. Leaders show support to staff through the open-door policy and rewards for long service and punctuality. Roles and responsibilities are delegated to staff members through committees, such as the 'Discipline Committee'. Open communication and coordination among school staff have a positive impact on smooth functioning of school, when all students are back to campus for learning.
- Several online professional development programmes are provided to teachers on various topics including 'Classroom Management' and 'Effective Lesson Planning'. Subject coordinators and senior leaders conduct regular lesson observations and follow up on teachers' performance in lessons. However, teachers' individual training needs are not sufficiently met, nor rigorously monitored, hence these procedures have little impact on teachers' performance and students' progress in core subjects, particularly in mathematics and Arabic.
- The school has sufficient facilities and infrastructure, including laboratories, a library and a resource centre. However, these resources are not used appropriately to engage students productively, enrich their learning and develop their knowledge in the majority of lessons.
- Adequate links are developed with the local community, such as collaborating with schools following the 'Central Board of Secondary Education' (CBSE) curriculum and charitable institutions, such as 'Eslah' and 'Janosan' societies. Parents' voices are heard through the 'Parents' Council', and the school offers the use of its auditorium for local charity events such as mass weddings.
- The Board of Trustees provides support in relation to school's financial matters and planning for improvement. The roles and

responsibilities between the Board and the school's senior leadership are clear. It holds the senior leaders accountable for the school's performance. However, the impact of the Board's efforts to improve

school's performance and students' standards is insufficient.

Areas for improvement

- Regular updates of school's plans to address current improvement priorities.
- Follow-up on the impact of professional development programmes on teaching and learning processes.
- Effective use of learning resources that actively and productively engage students in learning.

Appendix 1: Characteristics of the school

Name of the school (Arabic)	مدرسة ابن الهيثم الإسلامية														
Name of the school (English)	Ibn Al Hytham Islamic School														
Year of establishment	1989														
Address	Building 30, Road 26, Block 450, Al Maqsha														
City/ Town / Governorate	Al- Maqsha – Northern Governorate														
School's telephone	17591449	-				Fax				17595422					
School's e-mail	secretaryihis@gmail.com														
School's website	www.ihisbahrain.com														
Age range of students	6-17 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1-5				6-8				9-12						
Number of Students	Boys	905				Girls	994				Total	1899			
Students' social/ economic background	Students come from low-income families.														
Classes per grade in Primary and Intermediate Stages	Grade	1	2	3	4	5	6	7	8	9	10	11	12		
	Classes	7	7	5	6	6	7	6	6	5	5	4	4		
Number of administrative staff	19														
Number of teaching staff	121														
Curriculum	Central Board of Secondary Education (CBSE)														
Main language(s) of instruction	English														
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"> • Appointed a new section head for the Primary School. • Equipped the learning resource centre with 40 laptops and internet connection. • Added a shaded area. • Added sports facilities. • Installed smart boards in some classrooms. 														