



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  
Al-Mugshaa – Northern Governorate  
Kingdom of Bahrain**

**Date of first monitoring visit: 2 May 2017**

**Date of last review: 13-15 December 2015**

**SP019-C2-Ma003**

## 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 verify the improvements that it enacted according to the recommendations of the last review visit. During the monitoring visit, improvement in students' performance was evaluated during the class observation, the learning walk, scrutiny of their written work and monitoring of general progress.

### The Previous Judgement

- The school was judged "Inadequate" in the review visit which was conducted in December 2015.

### Summary of the first monitoring results

<b>The recommendations*</b>	<b>The description</b>
Recommendation 1	Sufficient improvement
Recommendation 2	Partial improvement
Recommendation 3	Partial improvement
Recommendation 4	Partial improvement
<b>The monitoring visit overall judgement</b>	<b>In progress</b>
<ul style="list-style-type: none"><li>• The school needs a second monitoring visit after six months.</li></ul>	

\* The phrasing of the recommendations appears in the report section below.

## **The overall outcomes of the visit**

**In order to make the necessary improvements the following measures are required:**

- 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.

## **Additional remarks**

- None.

## The Progress in the recommendations

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### Recommendation (1):

- Ensure students' safety during dismissal from school.

#### Judgement: Sufficient improvement

The procedures	The Impact
<ul style="list-style-type: none"> <li>• The school has changed the timing of dismissal for the different school stages. Primary students (Class I – V) leave earlier than students in higher grades.</li> <li>• The school has installed a fence to separate students using the buses from those using their own transportation. More staff are assigned to supervise the gates during arrival and departure of students. Additionally, two security guards are employed to ensure students' smooth dispersal.</li> </ul>	<ul style="list-style-type: none"> <li>• Congestion during dismissal is highly reduced due to the effectiveness of having two different timings for students' dismissal.</li> <li>• The actions taken regarding safety are proving to be effective measures in keeping both students who use buses and those who use their own transportation adequately safe.</li> </ul>

### Recommendation (2):

- 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.

#### Judgement: Partial improvement

The procedures	The Impact
<ul style="list-style-type: none"> <li>• The school has carried out self-evaluation, involving its stakeholders by conducting surveys among students, parents, teachers and members of the Board. The results of these surveys have been analysed and used</li> </ul>	<ul style="list-style-type: none"> <li>• The school's five-year strategic plan and departmental action plans are based on the priorities identified through its comprehensive self-evaluation. However, these plans lack clarity on details, such as</li> </ul>

<p>to inform strategic and departmental planning.</p> <ul style="list-style-type: none"> <li>• The school has identified its priorities for development in line with the self-evaluation results and has carried out improvements in the dismissal of students, while brought in external support to provide professional development programmes for teachers.</li> <li>• The training sessions for teachers, such as 'Effective Classroom Management', 'Differentiation in Instruction', 'Visual Learning' and 'Strategies for Teaching English', are linked to the results of lesson observations to determine targeted individual and whole school needs.</li> <li>• Written job descriptions for staff, including senior leadership and middle management, are in place. Roles and responsibilities of the school's senior leadership and the Board are clearly specified and Board members play a role in overseeing the fulfilment of these responsibilities.</li> <li>• The school has sought an external consultant's support to measure its performance and to work towards the overall school improvement.</li> </ul>	<p>the criteria by which their impact might be measured, specific responsibilities and time frames.</p> <ul style="list-style-type: none"> <li>• The professional training sessions provided for teachers show a positive impact on classroom management and teaching strategies in the better lessons. However, there isn't sufficient improvement in the performance of a few teachers, particularly in Arabic.</li> <li>• Clear separate roles are established between the responsibilities of the school's senior leadership and those of the Board.</li> </ul>
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### **Recommendation (3):**

- 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 learning time, and encouragement for students towards learning
  - providing sufficient support to low achieving students.

**Judgement: Partial improvement**

The procedures	The Impact
<ul style="list-style-type: none"> <li>The school has maintained detailed analysis of students' performance in examinations. Teachers are encouraged to use this analysis in their planning and teaching. Students are classified according to their abilities and provided with opportunities to develop their knowledge, understanding and skills.</li> <li>Assessment in lessons is mainly oral, with few occasions where attempts are made by the teacher to use assessment as a tool for improving students' performance.</li> <li>Differentiation of activities in lessons is a developing feature in the school, with teachers delivering their lessons using differentiation as one of the identifiable changes in approach in their classes, alongside providing sufficient support to all students. Teachers are motivated to use productive time management and encouragement styles. Reward charts, PowerPoint presentations, experiments and fun activities are encouraged to help students stay engaged and make lessons more student-centred.</li> </ul>	<ul style="list-style-type: none"> <li>The majority of teachers focus on developing students' knowledge, understanding and skills, particularly in science. However, students' understanding and basic skills in Arabic are underdeveloped across the school.</li> <li>The effectiveness of differentiation is inconsistent as it is productively used in science and mathematics but not implemented in Arabic.</li> <li>Support provided to low-achieving students varies across all grades, which affects those students' progress in lessons.</li> <li>Encouragement styles are in place, particularly in Primary School. However, the productivity of lessons is inconsistent due to either their slow or fast pace.</li> <li>The effective use of assessment or its results to support students falls short of supporting students appropriately or meeting their different learning needs.</li> </ul>

**Recommendation (4):**

- 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.

**Judgement: Partial improvement**

The procedures	The Impact
<ul style="list-style-type: none"> <li>The school has taken specific actions to meet the needs of both low and high</li> </ul>	<ul style="list-style-type: none"> <li>The impact of these support programmes provided is evident in meeting the</li> </ul>

<p>achievers. The programmes for low achievers are:</p> <ul style="list-style-type: none"> <li>- peer teaching and collaborative learning in lessons, done by higher achievers</li> <li>- remedial lessons on Saturdays</li> <li>- providing extra worksheets and support material to practice on</li> <li>- individualised target setting agreements with individual plans for each student in science.</li> </ul> <ul style="list-style-type: none"> <li>• For higher achievers, the school has organised: <ul style="list-style-type: none"> <li>- higher order thinking skills incorporated in lessons in the form of exercises and worksheets</li> <li>- inquiry based learning through conducting research, exhibiting their work in exhibitions, and presentations during school days</li> <li>- participation in interschool competitions and quizzes such as Olympiads.</li> </ul> </li> </ul>	<p>academic needs of the less able students through the remedial programmes and the majority of high achievers through the extracurricular activities. However, as these programmes are not focused on improving core subjects' skills, particularly in Arabic, students' learning needs in Arabic are not sufficiently met.</p>
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## Appendix 1: Basic Information about the School

<b>The school name (Arabic)</b>		مدرسة ابن الهيثم الاسلامية													
<b>The school name (English)</b>		Ibn Al-Haytham Islamic School													
<b>Year of establishment</b>		1989													
<b>Address</b>		Building 30, Road 26, Block 450													
<b>Town / Village / Governorate</b>		Al-Muggsha / 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>	1,033			<b>Girls</b>	1,101			<b>Total</b>	2,134				
<b>Students' social background</b>		Most students are from lower to 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>		4	4	6	6	7	8	8	9	8	9	9	9
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>• Changing the dispersal timing of the school into two shifts.</li> <li>• Fencing in the ground to separate students using their own transport during dismissal time.</li> <li>• Shading provided for the parents' waiting area. A ramp has been constructed for the movement of wheel chairs.</li> </ul>													



## Appendix 2

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**Table 1: Judgement on how sufficient are the improvements in the recommendation**

Judgement	Judgement Description
<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 has not achieved sufficient improvement in the recommendation. It was not 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 progress in the monitoring visit\***

The Overall Judgement of Progress	Judgement Description
<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 one or more recommendations.

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