



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

# Directorate of Private Schools & Kindergartens Reviews Monitoring Visit Report

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

**Date of Monitoring Visit: 11 October 2023**

Date of last review: 19-21 September 2022

SP019-C4-Ma20

## 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 & Kindergartens Reviews (DPS) of the Education and Training Quality Authority (BQA), to verify the improvements that it enacted according to the recommendations of the last review. During the monitoring visit, improvement in students' performance is evaluated through class observations, learning walks, scrutiny of their written work and monitoring of general progress.

### The Previous Judgement

- The school was judged “Inadequate” in the review visit conducted in September 2022, which is why it went through this monitoring visit, to measure progress in performance according to the review recommendations.

### Summary of the monitoring visit results

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

\* The recommendations are included within the report.

### The overall outcomes of the visit

To ensure sufficient improvement procedures, the following is required:

- Continue to implement all measures and positive practices that ensure raising the overall performance of the school.

## The Progress in the recommendations

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### Recommendation 1:

- 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.

**Judgment:** Sufficient Improvement

**After reviewing and verifying all school procedures, the team reached the following:**

- The school updates its self-evaluation using different tools to collect evidence. It identifies the majority of its improvement priorities based on BQA report and different stakeholders' surveys. School's strategic and improvement plans are adequately aligned to enhance targeted improvement in its performance.
- These plans are generally monitored through regular weekly meetings of the senior and middle leadership to measure progress against the set Key Performance Indicators (KPIs). However, more attention is required to bring about improvement of the academic subjects where students' performance is weaker, particularly in mathematics.
- Teachers' training needs are identified based on class observation reports, learning walks and teachers' self-evaluation. Internal and external professional development programmes are provided to staff on topics such as 'Assessment for Learning' and 'Differentiation'. The impact of those programmes in lessons is sufficiently monitored and leads to improvement in students' progress, particularly in the better lessons. However, the impact is inconsistent in some lessons, especially in mathematics.

### Recommendation 2:

- 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.

**Judgment:** Sufficient Improvement

**After reviewing and verifying all school procedures, the team reached the following:**

- Majority of teachers implement student-centred teaching and learning strategies, such as question for learning and collaborative work, which promote students' active and confident participation, independent learning and assumption of some leadership roles, such as 'Little Teacher'. The academic progress of students in the majority of lessons is positively impacted, such as in literary analysis in English, use of prepositions in Arabic, and the understanding of refraction in science. However, progress of students in some lessons, particularly mathematics, is less due to unclear instructions, ineffective use of learning time and lack of participation from some students.
- In the majority of lessons, teachers implement various assessment methods, including written, verbal, individual and group assessment most of which are within curriculum expectations. Sufficient time is allotted for majority of tasks and followed up by adequate support and feedback. High achievers' abilities are challenged as they are provided with extension tasks such as differentiated analytical activities in English, solving word problems in mathematics and scientific justification in physics. However, assessment and support are less effective in some lessons, particularly to low achievers, due to insufficient time allocated for assessment, limited support procedures and provision of easy tasks.

### **Recommendation 3:**

- Raise students' standards and skills in core subjects by ensuring the provision of more effective academic support programmes.

**Judgment:** Sufficient Improvement

**After reviewing and verifying all school procedures, the team reached the following:**

- Dedicated support sessions are positively affecting students' knowledge and skills' development. They enable students to acquire the standards needed to engage in lessons such as literary analysis in English, use of grammatical knowledge to write sentences in Arabic, recall symbols and atomic mass of elements in science and find surface area of objects in mathematics.
- In the 2022-2023 internal examinations, students achieve high pass rates. In the external 'All India Secondary School Examination' (AISSE) Grade 10 results, students show progress between 2021-2022 and 2022-2023 in the majority of subjects, while in Grade 12 'All India Senior School Certificate Examination' (AISSCE) progress is inconsistent.
- In lessons, majority of students receive adequate support from teachers and 'Little Teachers'. Teachers ensure students achieve the learning objectives by providing support and feedback, as well as implementing differentiated tasks. High achieving students' abilities are enriched through extension tasks; however, low achievers in some lessons are not sufficiently supported due to inconsistent feedback and insufficient time allocated for activities.

## 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 Hytham Islamic School												
<b>Year of establishment</b>	1989												
<b>Address</b>	Avenue 26, Building 30, Block 450, Al Maqsha, Budaiya Road												
<b>Town / Village / Governorate</b>	Al Maqsha / Northern Governorate												
<b>School's Contacts</b>	17591449				<b>Fax</b>				-				
<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>	930			<b>Girls</b>	1084			<b>Total</b>	2014			
<b>Students' social background</b>	Low to Middle income backgrounds.												
<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	8	7	7	6	6	7	6	6	5	4	4
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Installment of: <ul style="list-style-type: none"> <li>- 13 Smart Boards</li> <li>- cameras in classes</li> <li>- wired network in some parts of the ground floor.</li> </ul> </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 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 led to varying improvements in performance, and partially affected the outcomes.
<b>Insufficient Improvement</b>	The school does not achieve 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\***

<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/organizational 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.