



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Al Iman Schools – Boys Section
Isa Town – Southern Governorate
Kingdom of Bahrain**

Date of Review: 25-27 April 2016

SP023-C2-R022

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 eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work 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

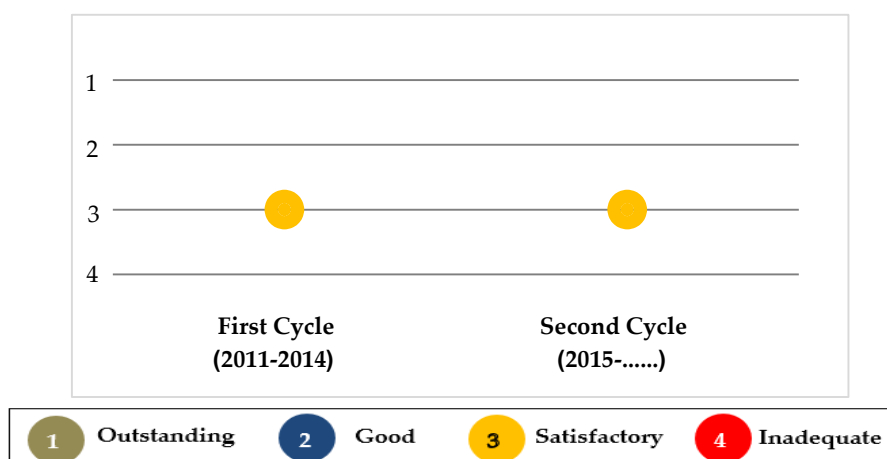
Good 2

Satisfactory 3

Inadequate 4

Aspect		Grade			
		Elementary / Primary	Middle /Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	3	3	3
	Students' personal development	3	3	3	3
Quality of processes	Teaching and learning	3	3	3	3
	Students' support and guidance	3	3	3	3
Quality assurance of outcomes and processes	Leadership, management and governance	3	3	3	3
Capacity to improve		3			
The school's overall effectiveness		3			

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 'Satisfactory'

Judgement justifications

- The school has achieved satisfactory performance levels in all of the review aspects.
 - The strategic planning varies in its effectiveness, especially regarding the accuracy of self-evaluation, the correlation between the plans and development priorities, and the monitoring of implementation through clear performance indicators.
 - Students acquire basic skills in core subjects satisfactorily, especially in the primary and secondary schools though to a lesser degree in the intermediate school in some lessons.
- The effectiveness of teaching and learning strategies is inconsistent, especially in the intermediate school, as is time management and the application of effective assessment methods and use of the results in supporting students. Consideration of students' levels in lessons and written work also varies, especially regarding the low achievers.
 - The school provides good programmes to enhance students' behaviour and instill Islamic values among them. This is in line with the school's mission and shows positively in students' awareness and psychological security.

- | | |
|---|---|
| <ul style="list-style-type: none"> • The effectiveness of the school programmes that meet the educational needs of different categories of students is inconsistent. | <ul style="list-style-type: none"> • Students and parents are satisfied with the school's provision. |
|---|---|

Main positive features

- Students' personal development programmes and those instilling Islamic values.
- The good behaviour of most students and the positive impact on their psychological security.

Recommendations

- Raise students' academic achievement by implementing teaching and learning strategies that focus on:
 - providing students with the basic skills, especially in the intermediate school
 - implementing effective and productive time management
 - employing effective assessment methods
 - supporting students and consider their levels in lessons and written work, especially the low achievers.
- Apply more accurate self-evaluation, using the results to inform school operational plans, and monitor the implementation according to clear performance indicators to ensure improvement and development.
- Support students through programmes and activities that meet their educational needs.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none"> • The performance indicators within the strategic plan vary in clarity. There is inconsistent correlation between the strategic plan and both the school plans and development priorities. The effectiveness of the strategic plan on school work aspects is satisfactory. • The school's judgements within the self-evaluation form (SEF) are inconsistent, especially regarding students' academic | <p>levels and class observations. The school's evaluations differ from all judgements rendered by the review team.</p> <ul style="list-style-type: none"> • The school has maintained its satisfactory level in all of the review aspects since the last review, despite the change of senior leadership. • Students' satisfactory academic achievement and adequate progress in most lessons. |
|---|--|

- The effectiveness of teaching and learning is inconsistent, despite the stability of most of the teaching staff.
 - As recommended by the last review, the school has made clear progress in activating the role of the Board of Trustees in raising staff's motivation towards work and some administrative improvements, such as appointing a Principal for the primary school.
- Evident efforts have been made by the school leadership in raising teachers' professional competency, such as by building up the professionalism of teachers who do not hold educational qualifications through cooperation with an external university.

Quality of outcomes

□ Students' academic achievement 'Satisfactory'

Judgement justifications

- In the academic year 2014-2015, students achieved high pass rates in all subjects, ranging between 89% and 100%.
 - Primary school students achieved proficiency rates that ranged between 42% and 100%, most of which were in line with the high pass rates, particularly in the first cycle that includes Grades 1 and 2. However, some rates varied, particularly in mathematics and English in the second cycle.
 - Intermediate students achieved proficiency rates ranging between 30% and 62%, some of which were in line with the high pass rates, especially in Grade 7, though most of them varied, particularly in Grade 9 and in mathematics.
 - Secondary school students achieved proficiency rates ranging between 18% and 100%, most of which were in line with the high pass rates. However, some of them varied, for example Arabic 705 and English 703 in the literature track.
 - Grade 12 students achieved low pass rates in the 2014-2015 National Examinations in English, Arabic and problem solving, ranging between 9% and 63%.
 - Although the proficiency rates were compatible with the high pass rates in most core subjects in the secondary school and in all core subjects in the first cycle, this is not mirrored by students' levels in lessons, as they appear to be only satisfactory in secondary school and in most first cycle lessons. However, this incompatibility is in line with students' satisfactory levels in most lessons in the intermediate school and in the second cycle of the primary school.
- Students' acquisition of skills and concepts in core subjects varies:
 - Arabic skills are inconsistent. They are satisfactory in reading and comprehension in most lessons in the primary and intermediate schools and in rhetoric and text analysis in the secondary school, and good in reading and writing in Grade 1. Acquisition of grammar is less evident in the intermediate school, as are writing skills in general
 - English skills are satisfactory in reading, listening and speaking, and good in some primary and intermediate schools lessons. However, the acquisition of writing skill is less evident, especially in the intermediate school
 - mathematics skills are inconsistent. Solving of fractions is good in primary school, while solving problems on definite integrals and finding the area of a circle is satisfactory in the intermediate and secondary schools. However, students' acquisition of problem solving skills was less evident in some lessons and written work, especially in the intermediate school

- scientific skills are inconsistent. Students’ acquisition of concepts and conclusion skills are good in biology, while their skills in writing balance equations and calculating focal length in secondary school, calculating speed in intermediate school and identifying types of electricity in primary school are satisfactory. Their skills are lower in defining the concept of energy in primary school. However, their acquisition of scientific experimental skills varies.
 - When tracking students’ results over the academic years 2012-2013 and 2014-2015, it is noted that students’ high pass rates were stable in most core subjects, with some increasing in the second cycle of the primary school and all declining in mathematics in intermediate school.
- Students achieve satisfactory progress in most core subjects, which account for about three quarters of all lessons, and in most written work. They achieve inadequate progress in a few lessons, for example in Grade 9. However, they make good progress in some, such as class teaching lessons in Grade 1 and mathematics in primary school.
 - Outstanding students achieve adequate progress in most lessons, written work and school programmes, while achieving good progress in some of them.
 - Low achieving students make inadequate progress in most lessons but adequate progress in some school programmes.
 - Students with learning difficulties achieve satisfactory progress in primary school but less progress in intermediate school.

Areas for improvement

- Students’ proficiency rates in some core subjects, especially in the intermediate school. The incompatibility of the high and very high proficiency rates with students’ actual levels in lessons, especially in the secondary school.
- The progress students achieve according to their abilities in lessons and written work, especially the low achievers and intermediate school students.
- Students’ writing skills in Arabic and English, as well as their skills in problem solving and scientific experimenting.

□ Students’ personal development ‘Satisfactory’

Judgement justifications

- Students adequately participate in school life, assuming leadership roles in extracurricular activities such as the Students’ Council, Dictionaries League, Ataa’ Voluntary Project, Poetry Reading and Youth Council. However, their

participation in lessons is inconsistent, both verbally and in writing, though they demonstrate self-confidence when presenting and illustrating answers, working independently and taking the lead in groups. However, the participation of low achieving students is less evident.

- Students are aware and are committed to good behaviour. They show respect to their teachers and to each other, work together in harmony, adhere to school regulations and feel psychologically safe. However, there are few behavioural issues such as minor fights and limited cases of teachers beating students; such cases are monitored effectively by the school.
- Students adhere to Islamic values and reflect their understanding of Bahraini culture and heritage through performing congregational prayer '*Salat Aljama'a*' at

school, joining in the project of digging a well for the poor, donating blood, visiting homes for the elderly and taking part in National Day celebrations and 'Bahrain in the Heart' week.

- Most students attend school regularly and punctually, though there are some cases of late arrivals missing the activities of the morning line-up.
- Most students demonstrate adequate abilities to self-learn. They work independently in lessons, have made a 'van de Graaf' electrostatic generator and conduct research on the values of honesty and loyalty.
- Students communicate well when working together, both in lessons and extracurricular activities. In group work, they cooperate, communicate and discuss matters harmoniously.

Areas for improvement

- Students' enthusiastic and confident participation in lessons.
- Students' ability to self-learn and to communicate with each other effectively.

Quality of processes

□ Teaching and learning 'Satisfactory'

Judgement justifications

- Teachers employ teaching and learning strategies that include question for learning, dialogue and discussion and cooperative learning. This is proving adequately effective, ensuring that majority of students learn. The same strategies are used better by some teachers than others, for example in mathematics lessons in primary school in addition to other effective strategies such as learning through exploring. On the other hand, the effectiveness is inadequate in a limited number of lessons where the strategy has failed to ensure learning, particularly in the intermediate school
- Most teachers use educational resources adequately, including smart boards, educational films, work papers and books. They motivate students through verbal encouragement and the Stars Board; however, they fail to engage low achievers in most lessons.
- Most teachers manage their lessons appropriately in terms of presentation, clarity of instructions and providing a peaceful environment. However, a few lessons are affected by poor class management, that fails to control students' chatter, as in English and intermediate school lessons.
- Most lessons are adversely affected by poor time management, particularly in the primary school, with lessons starting late, extended introduction activities, rapid transition between activities without ensuring that the learning targets have been achieved, and the failure to complete the lesson's goals as in science.
- Teachers consider differentiation among students appropriately, in terms of gradual presentation of lessons from the easiest to the hardest, such as in mathematics, and asking verbal and written questions that consider students' levels and challenge their abilities. However, planning for this varies, with little support provided for low achievers and inconsistent enrichment for outstanding students.
- Students' higher order thinking skills are developed adequately, for example in analysis in Arabic and conclusion in physics. Some of these skills are well developed, such as conclusion in biology and using questions for learning to stimulate students' thinking in the first cycle.
- Most teachers use various assessment methods in lessons, including verbal and written, individual, pair and collective. However, the effectiveness appears to be inconsistent, for example focusing on verbal assessment in Arabic and on pair written assessment in mathematics. Moreover, the assessment methods do not ensure the participation of all, the time allocated is not sufficient as in science, or teachers stick to specific examples as in Arabic. Another difficulty is that teachers do not inconsistent ensure

the achievement of learning among students.

- Students are given an appropriate amount of written work and assignments which are irregularly marked. Some of this considers differentiation, while in other cases there is a lack of accurate

marking such as in mathematics. In Arabic in intermediate school, assignments are limited in number and are below the students' age levels. Benefits from such assignments vary in developing writing skills in Arabic and English and in problem solving.

Areas for improvement

- Productive time management.
- The effectiveness of evaluation methods, and the results used to support the different groups of students, especially low achievers.
- Further consideration given to students' levels in lessons and written work and in developing their higher order thinking skills.

□ Students' support and guidance 'Satisfactory'

Judgement justifications

- The school adequately meets students' educational needs through performing diagnostic tests and, based on the results, classifying students into categories. Outstanding students are provided with enrichment programmes such as 'Reading Challenge Project' and Robotic and English Language Competitions. Students with learning difficulties in primary school and, to a lesser degree, in Intermediate school are supported. Low achieving students are supported through evening enrichment classes, Arabic support lessons and mathematical remedial activities, but these do not include all students.
- The school develops and promotes Islamic values among students through engaging them in effective programmes; such as 'Happiness Circle Team for Voluntary Work', 'Lecture on Discipline in Islam' and 'Religious Commitment Week'. The school supports and guides students when they face problems, and deals with special cases like psychological disorder.
- The school enriches most students' experiences and develops their talents through extracurricular activities such as handwriting competitions, sports clubs, discourse training, drawing lessons and visiting the House of Quran. The students achieve high ranking in some external competitions such as the Holy Quran competition.
- The school provides a healthy and safe environment. It maintains the facilities, supervises students' arrivals and dismissals, follows up on students' health issues, performs evacuation drills and has installed security cameras.

- The school inducts new students by organising an entertainment week and introducing them to school facilities. When moving to the next stage of their education students are introduced to the subjects and familiarised with the next educational stage; while Grade 6 students visit intermediate school classes, Grade 9 students attend a tracks consolidation lecture, and Grade 12 students visit Bahrain University.
- The school develops students' life skills inconsistently, offering opportunities to search within learning resources, writing articles in 'Sawt Al Iman' Journal, being involved in voluntary work, the opportunity to be elected to Students' Council, and developing skills like communication in English.

Areas for improvement

- Meeting the educational needs of different groups of students.
- Developing students' life skills.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Satisfactory'

Judgement justifications

- The school evaluates itself by different means, including SWOT analysis, surveys and meetings of the Development and Improvement Committee. Evaluation results are used in identifying priorities on which the new strategic plan is based. This plan considers the achievement of the school's vision which, in line with the mission, focuses on excellence and development of students' characters.
- The self-evaluation varies in its accuracy, especially concerning evaluation of students' academic levels and class observations.
- The departments work according to operational plans that vary in terms of their focus on priorities, compatibility with strategic objectives, accuracy in identifying performance indicators, implementation, and consistency in the monitoring of implementation such as catering for differentiation.
- The school identifies and meets teachers' training needs through intensive class visits, training workshops like 'Teaching Academy' and 'Differentiated Teaching', distributing the 'Teacher's Essential Features' leaflet, cooperating with an external university to better qualify some teachers, and visiting Um Salama Intermediate Girls School. The impact on teachers' performance varies as a result of inconsistent monitoring of teaching and learning, as well as inconsistent accuracy in evaluation of class visits where much of the focus is on procedures rather than on students' achievements.
- The leadership, in cooperation with the Managing Director and the Board of Trustees, inspire and motivate staff and ensure their material and moral stability through wage levels, providing suitable residences and honoring teachers on a weekly basis according to specific criteria. All this contributes significantly to their motivation.
- The school adequately employs its resources and facilities to serve the educational process, including the learning resources centre, English language lab and smart boards. Nevertheless, the shortage of science labs and lack of any in primary school hinders students' acquisition of practical skills.
- The school communicates with the local community through, for example, cooperating with charity societies to organise a fund raising campaign for orphans, cooperating with the Military Hospital in a blood donation campaign, cooperating with Bahrain University to review the English curricula and with Talal Abu-Ghazaleh University to better qualify teachers. The school also supports the Parents' and Students' Councils.
- The Board of Trustees meets annually to consider financial and administrative

matters. Through the Chairman of the Executive Committee, it monitors the progress of work by meeting with the Advisory Committee, reviewing reports and submitting the necessary recommendations to the Board.

Monitoring and accountability procedures are therefore adequate. The Board has improved administrative in the school through actions such as the appointment of a Principal for the primary school, to enhance monitoring.

Areas for improvement

- Accurate self-evaluation and use of its results to develop, activate and monitor school plans.
- Monitoring the impact of professional competency programmes on teachers' performance in lessons.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدارس الإيمان – قسم البنين														
Name of the school (English)	Al Iman Schools – Boys section														
Year of establishment	1992														
Address	Building 201, Road 4012, Complex 841														
Town /Village / Governorate	Isa Town / Southern														
School's Contacts	17684848	17681818	Fax		17680808										
School's e-mail	alimans@batelco.com.bh														
School's website	www.alimans.com														
Age range of students	6-18 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1-6				7-9				10-12						
Number of students	Boys	871				Girls	-				Total	871			
Students' social background	The majority of students come from good income families														
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12		
	Classes	5	5	5	4	4	4	3	3	3	2	3	3		
Number of administrative staff	58														
Number of teaching staff	97														
Curriculum	MoE curriculum for science and mathematics, Saudi curriculum for Arabic and Islamic Education, British curriculum for English language for primary school and Grades 11 and 12, and American curriculum for English for Grades 7-10														
Main language(s) of instruction	Arabic														
Principal's tenure in the school	<ul style="list-style-type: none"> Intermediate and Secondary Schools Principal: 2 years Primary School Principal: 3 years 														
External assessment and examinations	QQA National Examinations														
Accreditation (if applicable)	-														

Major recent changes in the school	<ul style="list-style-type: none">• Appointing a new Principal for the intermediate and secondary schools, two Assistant Principals, academic counsellor for the secondary school, two social advisors for the primary school and an educational supervisor for mathematics,• Adding a sports yard and a lecture hall in year 2014-2015.• Appointing a learning difficulties supervisor for the intermediate and secondary schools in year 2015-2016.
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