



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Al Manar Private School
Sadad – Northern Governorate
Kingdom of Bahrain**

**Date of Review: 27–29 November 2017
SP034-C2-R044**

Introduction

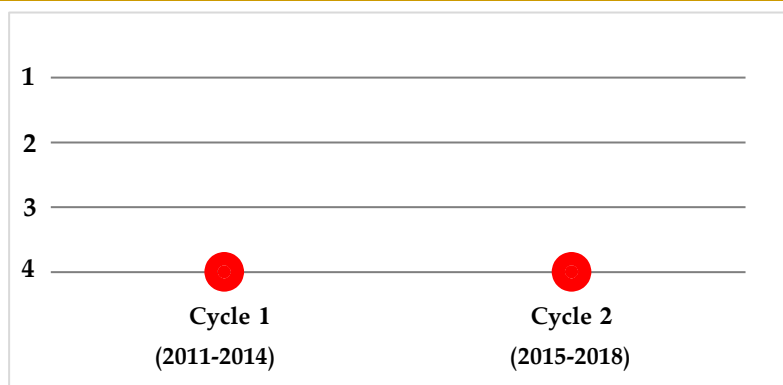
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinized students' written works 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	4	4	4	4
	Students' personal development	4	4	4	4
Quality of processes	Teaching and learning	4	4	4	4
	Students' support and guidance	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 review cycles.



1	Outstanding	2	Good	3	Satisfactory	4	Inadequate
----------	--------------------	----------	-------------	----------	---------------------	----------	-------------------

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 'Inadequate'

Judgement justifications

- Strategic planning processes are poor, including self-evaluation, lack of focus on development and improvement priorities in school plans, unclear performance indicators and inadequate implementation of monitoring mechanisms.
- The teaching and learning strategies are ineffective as they are teacher-centred and inadequately employed in more than one-third of lessons in core subjects, mainly in Grades 2, 6 and 9, most science and Arabic lessons and some mathematics and English lessons.
- Most students' basic skills are poor in most core subjects, which results in their inconsistent proficiency rates in school examinations for Grades 4 and 5, and low rates in the Intermediate Stage and Grade 9, in addition to their low levels in external examinations, which has an adverse impact on their progress in lessons.
- The management of the classroom and learning time is ineffective in the majority of lessons, and assessment is inadequate in meeting the learning needs of all categories of students.
- Students' participation in activities in and out of lessons is limited, due to their lack of motivation, enthusiasm and self-confidence and their inability to work independently.

- Academic support is provided to students of all categories in lessons and school programmes.
- The majority of students demonstrate positive behaviour and feel secure in the

school, as a result of appropriate behavioural values development programmes, which results in students' and their parents' satisfaction with the school's provision.

Main positive features

- The positive behaviour demonstrated by the majority of students, and their sense of security.

Recommendations

- Implement an accurate and comprehensive self-evaluation, and benefit from its results in restructuring the strategic plan, so that it focuses on development priorities with clear performance indicators, thorough implementation mechanisms and monitoring of impact to ensure a better overall performance.
- Raise students' academic achievement levels and develop their basic skills acquisition in all subjects.
- Implement effective and sufficient training programmes in order to raise teachers' professional competency and monitor their impact on teaching and learning, so as to focus on:
 - employing effective teaching and learning strategies
 - productive classroom management and optimal utilisation of learning time
 - employing effective assessment methods and using their results in meeting the learning needs of all students
 - developing students' self-confidence and encouraging them to increase their motivation to learn.
- Provide academic support to all categories of students and meet their learning needs through effective programmes.

Capacity to improve 'Inadequate'

Judgement justifications

- The school's performance level has declined to inadequate in the aspects of students' personal development, support and guidance and leadership,

management and governance, while academic achievement, teaching and learning and the overall effectiveness remained inadequate.

- The self-evaluation does not reflect the school's situation, which has an adverse impact on the identification of schoolwork priorities and development of the strategic plan resulting in an ineffective implementation of desired improvements.
 - Professional development programmes are inadequate and have limited impact on teachers' performance in more than one-third of lessons, and on students' acquisition of basic skills.
- The school's evaluation of its situation in the self-evaluation form (SEF) is inconsistent with the judgements rendered by the review team in all aspects.
 - The school's environment improved after relocation and diversification of facilities and resources, such as the computer laboratory, reading room and data show projector.

Quality of outcomes

□ Students' academic achievement 'Inadequate'

Judgement justifications

- In school examinations for the academic year 2016–2017, students achieved high pass rates in most core subjects, ranging between 81% and 100% with the exception of their low pass rates of 71% in Arabic for Grade 7, 76% in English for Grades 6 and 7 and 75% in chemistry for Grade 9.
- Primary Stage students in Grades 1 to 3 achieved high and very high proficiency rates, ranging between 66% and 100%, while students in Grades 4 and 5 achieve inconsistent proficiency rates ranging between 28% and 62%, with the lowest being in English for Grade 5.
- Intermediate Stage students achieve low proficiency rates in core subjects, ranging between 21% and 41%, with the lowest being in English for Grade 6, except for the high proficiency rate of 50% in science for Grade 8.
- Grade 9 students achieve low proficiency rates in most subjects ranging between 0% and 25%, with the lowest being in chemistry. However, students achieve a high proficiency rate of 50% in mathematics.
- The low proficiency rates reflect students' levels in the inadequate lessons, which count for more than one-third of lessons of core subjects, which are mainly in lessons of Grades 2, 6 and 9, the majority of science and Arabic lessons and some mathematics and English lessons.
- In the 2015 national examinations, Grade 3 students achieved levels that are much higher than the national average in English and lower than the national average in Arabic. In 2016, Grade 6 students achieved levels that are much higher than the national average in English and within the national average in Arabic. On the other hand, Grade 4 students achieved levels that are far below average in mathematics and science in 2015 TIMSS examinations.
- In 2017 Cambridge Checkpoint Exams, students in Grades 6 and 8 achieved low levels in English, mathematics and science.
- The majority of students in all stages acquire inadequate basic skills, such as speaking and writing skills in Grade 2, and Arabic grammar rules application in Grades 6 and 9. Although students acquire basic knowledge in mathematics and science, they demonstrate low standards in arithmetic skills, as in solving exercises on percentages in Grade 6, simplifying algebraic amounts in Grade 8 and scientific concepts and experimentation in most science lessons.
- The majority of students vary in their acquisition of English skills, such as speaking, reading aloud and comprehension, whereas their writing skills are inadequate.
- By tracking student's results in the academic years from 2014 – 2015 to 2016 – 2017, students' pass rates remain high in Arabic, mathematics and science for all grades, but decline in English as students move from Grade 5 to Grade 6.
- The majority of students make limited progress in the inadequate lessons and

most written work. Likewise, low-achieving students progress inadequately in lessons and the limited remedial programmes, while outstanding students – who are few, progress appropriately in

line with their abilities in most lessons and written work.

Areas for improvement

- Students' basic skills and their levels in all subjects.
- Students' progress in line with their abilities in lessons and written work.

□ Students' personal development 'Inadequate'

Judgement justifications

- The majority of students show limited interaction in curricular activities, a lack of self-confidence in assuming responsibility for their learning and to their low motivation to learn, particularly in inadequate lessons. Students are not given the opportunity to assume leadership roles, with the exception of the appropriate confidence and enthusiasm demonstrated by certain outstanding students through answering and asking questions.
- Students participate in school activities and programmes in a limited fashion, as in presenting some morning assembly programmes, the few break time activities, some internal sports competitions and school committees, such as the Order Committee and Students Council and their limited participation in external competitions, such as 'My Colours' competition.
- The majority of students demonstrate acceptable behaviour, observe school's regulations and demonstrate appropriate

awareness in preserving school's facilities. They respect their teachers and fellow students and show harmony between them both in and out of classrooms, which enhances their sense of security, with the exception of some inappropriate behaviours demonstrated by some students in few lessons, particularly in some Primary Stage lessons, such as causing disruption and lack of respect for classroom rules. This is mainly due to poor classroom management and the teaching methods which do not engage students.

- Students demonstrate an appropriate understanding of Bahrain's culture and heritage and observe the values of citizenship, by participating in national events, such as: The 'National Day' and National Charter Day, in addition to visiting heritage sites, such as Bahrain National Museum, Military Museum and Beit Al Quran (The House of Quran). Furthermore, the school promotes Islamic

values among students by implementing the 'Our Values, Our Life' project.

- The majority of students attend school and lessons regularly and punctually, and appropriate action is taken in cases of repeated absenteeism.
- Students demonstrate limited independent learning skills in lessons and school activities, as in web-based reports

and 'I read, I Grow' project for reading and summarising stories

- When working together, students demonstrate limited communication skills as they lack the skills to discuss, debate and express views and make suggestions.

Areas for improvement

- Students' participation with confidence and enthusiasm, and their assumption of leadership roles in lessons and school activities.
- Students' independent learning skills and their acquisition of communication skills.

Quality of processes

□ Teaching and learning 'Inadequate'

Judgement justifications

- Teachers employ teaching strategies ineffectively in the inadequate lessons, particularly in the Primary Stage and Grade 9. Teaching strategies are mainly dictation, unorganised group work, questions for learning and teacher-centred. This has an adverse impact on students' acquisition of basic skills and knowledge. On the other hand, some teachers employ appropriate teaching and learning strategies in the satisfactory lessons, such as learning through play and 'Think-Pair-Share', in which they appropriately utilise available learning resources, such as pictures, data show projector and mini boards, particularly in the Intermediate Stage and English lessons in general.
- Most teachers motivate students through encouragement, such as applause and praise, in satisfactory lessons, particularly those directed to outstanding students. However, in the inadequate lessons, these methods are insufficient to enhance other student's motivation to learn and ensure their effective participation in the learning process.
- The majority of teachers manage their lessons in an unorganised and unproductive manner, with unclear instructions and guidance on how to solve questions in the learning activities, the fast transition between activities without ensuring learning, and prolonged activities, as in mathematics.
- In the majority of lessons, teachers focus on oral assessment, which is limited to outstanding students. In few occasions, group written assessment is given, in which students copy each other's answers, or simple individual written assessment the levels of which do not match curriculum's competencies, as in mathematics and science lessons. In addition, feedback is insufficient to make the desired improvement in students' achievement, and the assessment results are not properly used to meet the learning needs of students of all categories.
- Learning activities and homework do not cater for differentiation, as they focus on low levels of knowledge and do not sufficiently challenge the abilities of students of all categories. Furthermore, teachers vary in their follow-up on, and accurate marking of, written work, and feedback provided on such work is insufficient.
- Teachers develop student's higher order thinking skills in a limited manner in the majority of lessons, such as imaginative expression in English, while most of them focus on developing memorizing and recalling skills.

Areas for improvement

- Employing teaching strategies to help students acquire basic skills in subjects.
- Productive and organized classroom management.
- Employing effective assessment and using its results in supporting students of all categories.
- Motivating, encouraging students and increasing their motivation to learn.
- Catering for differentiation in curricular activities and homework, and providing accurate and regular follow-up.

□ Students' support and guidance 'Inadequate'

Judgement justifications

- Meeting the academic needs of students of all categories is insufficient, due to limited enrichment activities and programmes, such as the 'Arabic Reading Challenge' competition for outstanding students, 'Photography' and 'Free Drawing' competitions for talented students, and the recently conducted remedial lessons for low achievers which are ineffective in supporting them.
- The school enriches students' experiences and interests with few extracurricular activities, as in the morning assembly, some break time activities and student committees, which are variably activated by students, such as the School Band. Some internal and external competitions are offered which mainly focus on sports and arts, such as sport leagues, 'Poetry Recitation' competition and 'Offbeat Music' festival.
- The school supports the personal needs of students in an appropriate manner by providing material support, following up on special cases, providing advice and counselling on how to overcome problems and conducting counselling sessions, in addition to 'Class Cup' and 'Our Values, Our Life' projects which focus on enhancing positive behaviour.
- The school monitors safety and security issues appropriately, conducts evacuation drills, identifies health conditions and carries out health awareness raising projects, such as 'Healthy Breakfast' and the 'World Diabetes Day' event. The school also monitors student's entry, departure and use of buses. The number of WCs is insufficient, as students were seen in lines waiting for their turns, laboratories vary in their appropriateness and equipment and there is no gym in the school, which might negatively affect students' safety and security.
- The school inducts new students appropriately by receiving them with cartoon figures, desserts and gifts and introducing them to the facilities and laws and regulations. An educational meeting with parents is conducted. However, school's efforts in preparing students for the next stage of education are insufficient, particularly in relation to preparing them for the Secondary Stage,

introducing them to IGCSE system and allowing them to choose between various learning tracks within the curriculum.

- The school develops students' life skill insufficiently, such as IT skills, map reading and leadership skills in the School Radio Committee.

Areas for improvement

- Meeting the academic needs of students of all categories through remedial and enrichment programmes.
- Enhancing students' experiences, interests, talents and life skills with various extracurricular activities.
- Preparing students for the next stage of education, and providing them with more options in terms of curricula and tracks.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Inadequate'

Judgement justifications

- The school's vision focuses on the quality of learning outcomes, but it is not clearly reflected in the school's actual situation in all aspects.
 - The school assesses its reality using SWOT analysis, school examinations results analysis and classroom visits. However, this evaluation is not sufficiently accurate and comprehensive; therefore, its results are not used as desired in determining schoolwork priorities.
 - The school sets its strategic plan based on its self-evaluation which is unrealistic and does not reflect its situation, particularly in relation to developing students' basic skills in core subjects and addressing the low proficiency rates in the Intermediate Stage and Grade 9. Performance indicators are unclear and implementation of plan's actions and monitoring mechanisms are poor, which does not contribute to the school's overall development and led to its regress in performance in the areas of personal development and support and guidance from satisfactory to inadequate.
 - The school's assessments of its situation as provided in the self-evaluation form (SEF) does not align with the judgements rendered by the review team in all aspects, reflecting the school's inaccuracy in identifying areas for improvement.
- The school meets teachers' training needs by conducting classroom visits and providing an insufficient number of internal and external workshops, such as 'Teaching Academy 1-2', 'Assessment for Learning' and 'Digital Empowerment'. Mechanisms to monitor the impact on teachers' performance to improve students' standards are inadequate.
 - School's leadership motivates teachers by honouring competent ones with certificates of appreciation and material gifts, as well as delegating responsibilities to some teachers, such as educational supervision and administrative coordination of academic departments. However, this does not achieve sufficient improvement in the quality of teaching and learning.
 - The school uses its educational facilities such as the shaded school playground, computer laboratory, reading room and in-class data show projector in an appropriate manner in terms of operation. However, the effectiveness of the utilisation of these facilities in enhancing student's learning and enriching their experiences is limited.
 - The school communicates with parents through the Parents Council and cooperates with certain community-based organizations, such as the Royal Charity Organisation, Al Sanabel Orphans Care

Society and Muharraq Social Welfare Centre, and a number of recreational and educational trips are conducted, which do

not sufficiently contribute to broadening students' minds and enriching their experiences.

Areas for improvement

- Accurate and comprehensive self-evaluation and using its results in developing a strategic plan that includes clear performance indicators, implementation monitoring mechanisms and focuses on improvement and development priorities of all aspects of schoolwork.
- Professional development programmes, and monitoring their impact on the improvement of teaching and learning and students' academic achievement.
- Utilisation of learning resources and facilities to enhance students' learning experiences.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة المنار الخاصة													
Name of the school (English)	Al Manar Private School													
Year of establishment	2002													
Address	Building 467, Road 3319, Block 1038													
Town /Village / Governorate	Sadad / Northern													
School's Contacts	17789303	36429966	Fax	17789105										
School's e-mail	almanarschool199@yahoo.com													
School's website	-													
Age range of students	4 – 16 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1 - 5				6 - 8				9					
Number of students	Boys	153	Girls	122	Total	275								
Students' social background	Most students come from middle income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	3	2	2	2	2	2	1	1	-	-	-	
Number of administrative staff	7													
Number of teaching staff	33													
Curriculum	<ul style="list-style-type: none"> British curriculum Ministry of Education (MoE) curriculum for Arabic, Islamic education, social studies and citizenship. 													
Main language(s) of instruction	English and Arabic													
Principal's tenure in the school	5 years													
External assessment and examinations	<ul style="list-style-type: none"> BQA national examinations. Cambridge Checkpoint Exams for Grades 6 and 8. TIMSS. 													
Accreditation (if applicable)	-													

Major recent changes in the school

- In the academic year 2016 – 2017:
 - moving to the new location in Sadad
 - implementing IGCSE.
- New appointments of 13 teachers in the academic year 2017–2018, including: 5 teachers for Arabic, 2 teachers for mathematics and 1 teacher for English.