



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

# **Directorate of Private Schools & Kindergartens Reviews Review Report**

**Hawar International School  
West Riffa – Southern Governorate  
Kingdom of Bahrain**

**Date of Review: 6-8 March 2017**

**SP041-C2-R033**

## Introduction

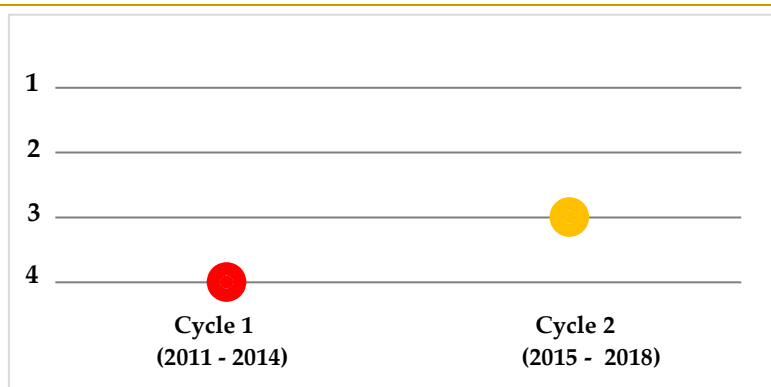
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of nine reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works 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

<b>Outstanding</b> 1	<b>Good</b> 2	<b>Satisfactory</b> 3	<b>Inadequate</b> 4
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	4	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

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### 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

- In internal examinations, students have consistently attained high pass rates in all core subjects. However, proficiency rates are generally inconsistent across the school, being high in Elementary School, low in Middle School and inconsistent in High School.
- Self-evaluation is regularly carried out and the strategic and action plans are sufficiently focused on students' achievement.
- Although the school's curriculum is reviewed regularly it is not well implemented to develop all age-related competencies. Therefore, its overall impact on the level of challenge provided to students and their academic standards across the school is inconsistent.
- Teachers' professional development programmes are provided, but again the impact of these on students' learning is inconsistent, particularly for Special Educational Needs (SEN) in mainstream classes.
- The individual support provided to SEN students in the Educational Support Unit (ESU) lessons helps them to make good progress. However, the school's educational support programmes provided to other categories of students are not systematic enough as they are not customised to meet all their needs.

- The quality of teaching and learning is adequate. However, assessment data is not consistently used to inform planning or support students' learning needs adequately. Higher order thinking skills are major areas for improvement in lessons.
- Students are respectful and have positive behaviour across the school. They participate sufficiently in school activities whenever the opportunity is provided.

However, their engagement in lessons and school life is sometimes hindered, by some demotivating teaching strategies.

- Induction processes and transition from one level of the school to the next are sufficient. Students are provided with strong careers guidance.
- Students and staff are provided with a clean and well-maintained environment which engenders a sense of safety and security.

### **Main positive features**

- The secure, well-maintained and clean school environment.
- Induction processes for new students and for those who are moving through the stages.
- The individual support provided to SEN students outside lessons (ESU).

### **Recommendations**

- Ensure the effectiveness of leadership, management and governance through:
  - more rigorous monitoring of the impact of professional development programmes on students' learning
  - effective professional development of teaching staff to support SEN students in mainstream classes
  - better enrichment and implementation of the curriculum to increase the level of challenge and raise the academic standards across the school.
- Improve the effectiveness of teaching and learning, focusing on:
  - assessment methods that rigorously inform teachers' planning and better support students' different learning needs
  - engaging students in their learning
  - development of higher order thinking skills.
- Provide more support to students through better opportunities to participate in extracurricular activities and personalising the educational support programmes.

## □ Capacity to improve 'Satisfactory'

### Judgement justifications

- The school has managed to achieve improvement in its performance, shown by the qualitative changes seen since the last review.
  - The overall effectiveness is adequate largely due to the school's strategic planning, regular self-evaluation involving all stakeholders, and the positive management of staff.
  - The performance of the same cohort of students in internal examinations over the past three years shows that most students are either maintaining their high performance or making significant progress.
- Teachers' professional development programmes are provided after an analysis of individual training needs. However, implementation of the different professional development programmes on the performance of teachers and the improvement of students' learning is inconsistent across the school.
  - The school has strengthened its senior leadership team by appointing an experienced Vice Principal and a new Principal for Middle and High Schools to ensure better monitoring of the school's performance.

## Quality of outcomes

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### □ Students' academic achievement 'Satisfactory'

#### Judgement justifications

- In internal examinations, students have consistently attained high pass rates in all core subjects, ranging between 94% in mathematics Grade 6 and 100% in most core subjects across all grades.
- The Elementary School students achieve very high proficiency rates in the internal examinations, ranging between 74% in Grade 4 mathematics and 98% in Grade 3 Arabic. However, these rates are low in most core subjects in Middle School, while in High School these rates are inconsistent ranging between 36% in chemistry and 74% in Arabic, both in Grade 10.
- Tracking the performance of the same cohort of students in internal examinations over three years shows that most students are either maintaining their high performance or making substantial progress.
- In the Elementary and High Schools, students demonstrate satisfactory standards, both in lessons and in their written work. However, in Middle School the standards demonstrated by the majority of students are below their age-related expectations.
- In both Arabic and English lessons, students' speaking and reading skills are better developed than their writing skills and the application of grammatical rules.
- In science, students develop an adequate understanding of key scientific concepts, particularly in Elementary and High Schools. However, their practical skills are under-developed across the school.
- Elementary School students demonstrate adequate mathematical skills. Nevertheless, in the Middle and High Schools algebraic skills are inconsistently developed. Across the school, students' problem solving skills are insufficiently developed.
- SEN students achieve well in the Educational Support Unit (ESU) lessons because of the highly personalised teaching. However, when they are integrated into the mainstream classes their progress is adversely affected due to inconsistent educational support.
- Across the school, the more able students make adequate progress in their knowledge and understanding. However, the progress of less able students is inconsistent due to limited support.

#### Areas for improvement

- Students' standards and proficiency rates in the Middle School.
- The progress of all categories of students in the less effective lessons and in their written work.
- Students' writing skills in languages, and practical and problem solving skills in science and mathematics.

## □ Students' personal development 'Satisfactory'

### Judgement justifications

- The majority of students enthusiastically participate in the annual school activities, such as Model United Nations in High School, sports day, free-dress day and the Arts Fair. These activities are run in addition to festivals and various contests and competitions. By contrast, students' self-confidence, and their active participation in lessons is inconsistent.
- Students' attitudes and conduct are positive across the school. They show respect and appreciation to their teachers and fellow students and generally comply with school rules. Behavioural problems are therefore minimised and school property and facilities are maintained in good condition.
- Students feel safe and secure at school and enjoy good relationships with one another. They can express themselves freely.
- Students have adequate understanding of Bahraini culture and heritage. This is developed through projects, celebration of national events and religious festivals, and visits to historic places.
- Students' inconsistent punctuality adversely affects the content of the homeroom period and their progress, as does the significant number of absences before and after official holidays. However, attendance rates have improved from previous years.
- Students develop independent learning skills when teachers promote this approach in a few good lessons. They develop practical skills in science and IT, and research skills across the curriculum. However, limited opportunities are provided across all levels for students to be responsible for their own learning.
- Once students are provided with the right opportunities, particularly in the better lessons, they communicate well and enjoy working collaboratively.

### Areas for improvement

- Students' self-confidence and their active participation in school life, particularly in lessons.
- Students' punctuality and attendance.
- Students' independent learning and their communication skills.

## Quality of processes

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### □ Teaching and learning 'Satisfactory'

#### Judgement justifications

- In the best lessons, teachers use a range of teaching and learning strategies effectively, to stimulate students' interests and promote active learning. These strategies include pair work, group activities, questioning techniques and discussions.
  - In a majority of lessons, particularly in the Elementary School, students receive encouragement and praise; this helps them to focus on developing their understanding and increases their motivation for learning. However, in a number of lessons students are not well encouraged to participate.
  - Resources such as video clippings, active board and activity sheets are used effectively in successful lessons. However, in the less successful lessons, as a result of weak teaching strategies, lesson objectives are not met adequately even when a suitable range of learning resources are used.
  - Classroom management and the use of behavioural strategies are generally appropriate. The majority of lessons are orderly, although a number of them are fast paced with insufficient time for students to think for themselves and respond to questions.
- Even though assessment is a common practice in the school, in the majority of lessons assessment results are not consistently used to inform teaching or planning. In a significant minority of lessons, the more able students dominate during oral questioning, so that assessments are not used consistently to diagnose or meet students' varying learning needs. Additionally, the quality of written feedback provided in students' work is inconsistent, since in a majority of cases across the school it is not informative.
  - In the best lessons, teachers plan for differentiation and accommodate students' varying needs with both challenge and individual support. However, teaching is largely directed at one ability level, with insufficient challenge provided to high achievers and inconsistent support given to students who are experiencing difficulties.
  - In the best lessons, students are given opportunities to think critically and justify their answers. However, across the school, teachers rarely use probing questions and consequently there are very few opportunities for students to develop their higher order thinking skills.

#### Areas for improvement

- Differentiation in planning and implementation.
- Support for less able students in lessons.



- Use of assessment results to inform teaching.
- Challenge to high achievers and development of students' higher order thinking skills.

## □ Students' support and guidance 'Satisfactory'

### Judgement justifications

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| <ul style="list-style-type: none"> <li>• Students' academic progress is documented systematically, but the data collected is not consistently used to inform lesson planning. Access to the school's learning management system, regular reports and formal teacher meetings give parents a clear overview of their child's progress.</li> <li>• Students of different learning needs receive inconsistent support. Low achievers are provided occasional remedial classes, but less academic support is provided to them in lessons. Little is done to challenge the most able students. Gifted and talented students lack provision. Designated SEN lessons in the core subjects help those students to learn well.</li> <li>• Students facing personal challenges are suitably supported. The school has clear expectations of student behaviour and manages misconduct adequately. However, records of students' personal development are not maintained systematically.</li> <li>• The school involves students in community activities such as Universal Children's Day and Bahraini Women's Day. Educational visits are organised, including to the Military Museum and Bahrain National Museum. There is little on offer in terms of weekly extra-curricular activities except for a few sports</li> </ul> | <p>clubs. There is a perceived lack of support from some parents who do not encourage their children to participate in any extracurricular activities.</p> <ul style="list-style-type: none"> <li>• Health and safety standards are good. The school site is secure, clean and well maintained. The cafeteria provides healthy food choices. Students have access to qualified nurses during the school day.</li> <li>• Students are inducted well and orientation is provided as they transfer through the school. Increasing numbers of students are applying to university and studying abroad, including ESU students. New careers programmes involve students in strategic goal setting. Internships are organised annually and a spirit of student enterprise is engendered through well planned business projects.</li> <li>• Generally, students with disabilities receive sufficient support. However, in few cases, inappropriate facilities disadvantage that, for example the furniture in ICT laboratories.</li> <li>• The development of students' life skills is inconsistent as critical thinking, formal communication and problem solving are not sufficiently developed throughout the curriculum. However, students have an opportunity to represent their class as members of the Prefect Committee, the Students' Council and as Class Leaders.</li> </ul> |
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## **Areas for improvement**

- The provision for gifted and talented students, and offering low achievers more support outside lessons.
- The range of extracurricular activities to promote students' life skills and cater to the interests and potential of individual students.

## Quality assurance of outcomes and processes

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### □ Leadership, management and governance 'Satisfactory'

#### Judgement justifications

- The school regularly conducts self-evaluation involving all stakeholders. The results are adequately used to identify the school's strengths and areas for improvement. Strategic and action planning is sufficiently focused on students' achievement. The curriculum is reviewed regularly and appropriately sequenced. However, the curriculum is not implemented with sufficient depth to cater to the development of all age-related competencies and is inconsistently enriched. Consequently, the impact on students' academic achievement and personal development is inconsistent.
- The Performance Management System is sufficiently in place for carrying out training needs analysis of staff, setting professional development targets for individuals and providing a range of programmes on topics like differentiation, classroom management, constructive feedback on students' work and assessment for learning. These programmes are conducted both by in-house experts and by external professionals, but effective implementation in classrooms is inconsistent. For example, the effectiveness of those programmes to improve teachers' performance when supporting SEN students in mainstream classes is not enough.
- Learning resources and facilities such as libraries, science laboratories and information and communication technology (ICT) laboratories are available to students. Each classroom is sufficiently equipped with ICT support. However, the effective and productive utilisation of these resources to support high quality learning varies considerably.
- Generally, the school's leadership encourages a professional and friendly ethos during meetings and social gatherings, resulting in congenial and cordial relations among staff.
- The school has developed significant links with the local and wider communities through various visits such as Ahlia University, Gulf University, Bahrain Cancer Society and the Supreme Council for Women. These links have a positive impact on students' career guidance. The elected Parents' Council is adequately effective in monitoring these links.
- Roles and responsibilities of the school's professional leadership and the Board of Directors are defined, separated and respected. The Board adequately monitors the school's performance and contributes to strategic decisions and policies. They adequately hold the senior leadership accountable for the school's performance.

## **Areas for improvement**

- The enrichment and implementation of the curriculum to have a better impact on students' academic achievement and personal development.
- The effective use of the facilities and learning resources to provide high quality teaching which impacts positively on students' learning.
- The effective translation of the professional development programmes into better classroom practices to improve the quality of learning and academic support provided, particularly to SEN students in mainstream classes.

## Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة حوار الدولية													
Name of the school (English)	Hawar International School													
Year of establishment	2001													
Address	Building 22, Road 42, Block 910,													
Town / Village / Governorate	West Riffa / Southern													
School's Contacts	13666555				Fax				13666554					
School's e-mail	info@hawarschool.com													
School's website	www.hawarschool.com													
Age range of students	6-18 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				6-8				9-12					
Number of students	Boys		459		Girls		357		Total		816			
Students' social background	Most students are from high social economic backgrounds													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		4	4	4	4	4	4	3	3	2	2	2	2
Number of administrative staff	22													
Number of teaching staff	72													
Curriculum	State of Virginia adapted for local contextual purposes and Ministry of Education													
Main language(s) of instruction	English & Arabic													
Principal's tenure in the school	Two and a half years													
External assessment and examinations	Ministry of Education (MoE)													
Accreditation (if applicable)	-													

<b>Major recent changes in the school</b>	<ul style="list-style-type: none"><li>• Appointment of new Middle &amp; High School Principal and a Vice Principal in 2016-2017.</li><li>• The recruitment of 26 new teachers in 2016-2017.</li><li>• Re-structure of Educational Support Unit curricular provision.</li><li>• Saturday and after school support classes.</li><li>• Development of new ICT lab.</li></ul>
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