



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

# Directorate of Private Schools & Kindergartens Reviews Monitoring Visit Report

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

**Date of first monitoring visit: 11 March 2019**

Date of last review: 27-29 November 2017

SP034-C3-Ma015

## 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 Kindergartens Reviews (DPS) of the Education & Training Quality Authority (BQA) to verify the improvements that it enacted according to the recommendations of the last review. During the monitoring visit improvements in students' performance were evaluated during 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 conducted in November 2017.

### Summary of the first monitoring results

<b>The recommendations</b>	<b>The description</b>
Recommendation 1	Partial 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 recommendations are included within the report.

### The overall outcomes of the visit

In order to have sufficient measures and improvements, the school is required to continue to:

- 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 the 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.

## The Progress in the recommendations

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### Recommendation 1:

- 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.

**Judgement:** Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> <li>• A new approach to self-evaluation is adopted by the school with the views of different stakeholders being sought including staff, parents and students. Results are analysed, and improvement priorities are identified.</li> <li>• The school's strategic plan (2018-2021) is based on the identified priorities and the BQA's five review aspects.</li> <li>• Action plans are set in alignment with the strategic plan. The effectiveness of the plans is measured through periodic monitoring of stakeholders' satisfaction and improvements in school performance.</li> </ul>	<ul style="list-style-type: none"> <li>• The goals of the three-year strategic plan are focused on improvement priorities identified from self-evaluation results. However, formal monitoring mechanisms are not implemented consistently to ensure regular measurement of achievement of set goals.</li> <li>• Plans are monitored through key performance indicators (KPIs) to measure their success. However, some of the KPIs are too generic to accurately measure the desired progress.</li> <li>• The set plans and monitoring mechanisms show an inconsistent impact on teaching and learning, which is better in some science and Arabic lessons.</li> </ul>

### Recommendation 2:

- Raise students' academic achievement levels and develop their basic skills acquisition in all subjects.

**Judgement:** Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> <li>• The school conducts diagnostic tests in core subjects regularly and classifies students according to their abilities.</li> <li>• Remedial lessons and activities are provided to develop students' skills.</li> <li>• Outstanding students are supported through reinforcement programmes which challenge their abilities and involve them in activities such as presenting the morning assembly and choosing extended writing topics.</li> <li>• Differentiated activities are used and students' progress is tracked through formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement is noted in pass and proficiency rates in most core subjects when comparing the first term results 2018-2019 to the first term results of 2017-2018.</li> <li>• The majority of students acquire the basic skills in lessons inconsistently. For example, students acquire appropriate skills in analysing poems in Arabic and differentiating between materials in science. However, their skills in mathematics and English are less developed in some lessons.</li> </ul>

### Recommendation 3:

- 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.

**Judgement:** Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> <li>• Teachers have undergone intensive professional development training programmes that focus on different topics which include 'Class and Time Management', 'Assessment for Learning' and 'Motivating Students'.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching strategies used in lessons vary. Most lessons observed focus on question for answer, discussion and group work. However, the use of the available resources is inconsistent.</li> <li>• Class management is adequate, which is supported by students' positive</li> </ul>

<ul style="list-style-type: none"> <li>Teachers' performance is observed and individual feedback is provided. When needed, measures are taken to provide more training sessions to target the areas that need further focus.</li> <li>Students' opinions are surveyed to measure their views on academic provision and teachers' performance.</li> </ul>	<p>behaviour. However, time management is negatively affected in a few lessons by teachers' over-explanation, which affects the achievement of the lesson objectives. In the less effective lessons the individual final assessment is not completed by a number of students, which affects their progress in these lessons.</p> <ul style="list-style-type: none"> <li>The majority of teachers use different assessment methods, either in groups or individually. However, in many lessons, assessment is mostly verbal and collective, failing to rigorously measure students' individual learning.</li> <li>In the better lessons, students are encouraged verbally and awarded sticker stars in lower grades. Roles are given to motivate students, such as group leaders and presenters, which develop and raise their self-confidence. However, students' responses to motivations vary in the Middle and High Schools as the more able students show better and more active involvement in their learning.</li> </ul>
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#### Recommendation 4:

- Provide academic support to all categories of students and meet their learning needs through effective programmes.

**Judgement:** Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> <li>The school classifies students according to their different abilities in order to provide the required support.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting students' learning needs outside lessons varies. Outstanding students make appropriate progress in the Arabic reinforcement programmes. Low achievers make better progress in the</li> </ul>

<ul style="list-style-type: none"><li>• Remedial and reinforcement programmes are provided to support students academically.</li><li>• Various assessment methods are used to measure students' progress in the support programmes.</li></ul>	mathematics and English remedial programmes than they do in the science and Arabic in Middle and High Schools.
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## Appendix 1: Basic Information about the School

<b>The school name (Arabic)</b>	مدرسة المنار الخاصة													
<b>The school name (English)</b>	Al Manar Private School													
<b>Year of establishment</b>	2002													
<b>Address</b>	Building 467, Road 3819, Block 1038													
<b>Town / Village / Governorate</b>	Sadad / Northern													
<b>School's Contacts</b>	17789303			36646599			<b>Fax</b>			17789105				
<b>Grades (e.g. 1 to 12)</b>	<b>Primary</b>				<b>Middle</b>				<b>High</b>					
	1-5				6-8				9-10					
<b>Number of students</b>	<b>Boys</b>	168			<b>Girls</b>	136			<b>Total</b>	304				
<b>Students' social background</b>	Most students are from average background 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>	3	3	3	2	2	2	2	2	1	1	-	-	
<b>Major recent changes in the school</b>	-													



## Appendix 2

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

<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 has not been 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/organisational 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.