



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: 27 February - 1 March 2023
SP041-C3-R029

Introduction

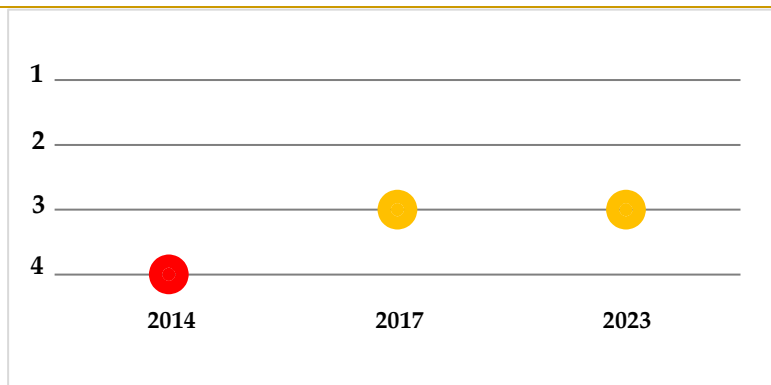
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of nine reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They met with the staff, students and parents. This report summarises their findings and recommendations.

Summary of review judgements

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Academic achievement	3	3	3	3
	Personal development and social responsibility	2	2	2	2
Quality of processes	Teaching, learning and assessment	3	3	3	3
	Empowerment and meeting special needs	2	2	2	2
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 last three reviews.



School Report

□ School's overall effectiveness 'Satisfactory'

Judgement justifications

- Students' standards and progress are secure overall, being better in English and Primary School. However, in Arabic and High School science, standards and progress are affected by some inconsistencies in curriculum implementation within the required depth.
- Teachers use a variety of teaching and learning strategies in the majority of lessons. However, support and challenge provided in lessons and written work vary in catering for students' different needs, along with inconsistencies in managing learning time and using assessment results to support students, particularly low achievers.
- The school conducts self-evaluation of its performance with varying degrees of comprehensiveness. Planning is based on improvement priorities; however, the alignment of school plans and inclusion of key performance indicators are not precise enough to measure the extent of success.
- The school provides effective academic support to students, particularly to those within the Education Support Unit (ESU).
- A positive ethos pervades among staff. Students are well-behaved, embrace local and global citizenship values and their experiences and talents are enriched with a range of extracurricular activities, which contributes to students and parents' satisfaction.

Main positive features

- Support provided to ESU students and enrichment of students' experiences and talents through a range of extra-curricular activities.
- The positive school ethos among staff, and students' behaviour and embracement of local and global citizenship values.

Recommendations

- Improve leadership, management and governance by:
 - implementing a more comprehensive self-evaluation and using its results to inform and align different school plans, focusing on monitoring mechanisms through clear performance indicators

- monitoring the impact of professional development programmes on the performance of teachers, particularly in Middle and High Schools.
- Further raise students’ academic standards and progress, particularly the low achievers, in Arabic and High School science.
- Improve the effectiveness of teaching and learning practices by focusing on:
 - productive use of learning time
 - use of assessment results to support students, particularly low achievers
 - challenging students as per their abilities in lessons and written work to enhance their learning, particularly in Arabic and High school science.

□ Capacity to improve ‘Satisfactory’

Judgement justifications

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| <ul style="list-style-type: none"> • The school maintained its ‘Satisfactory’ overall performance, while improving to ‘Good’ in ‘Personal development and social responsibility’ and ‘Empowerment and meeting special needs’ aspects. • Professional development training is provided, but monitoring the impact on teachers’ performance is inconsistent, particularly in Middle and High Schools. • The school has taken positive steps towards introducing international external benchmarks; however, the demand for enrolment is still considerably low. | <ul style="list-style-type: none"> • Self-evaluation processes are conducted with varying degrees of comprehensiveness, and the alignment of school plans and inclusion of effective monitoring mechanisms are inconsistent. • The school’s judgments of its performance in the Self-Evaluation Form (SEF) differ by one point in the overall effectiveness and ‘Academic achievement’, ‘Teaching, learning and assessment’, and ‘Leadership, management and governance’ aspects. |
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Quality of outcomes

□ Academic achievement 'Satisfactory'

Judgement justifications

- In the 2021/2022 internal examinations, students achieved high pass rates across all schools reaching 99% and 100% in most subjects. Proficiency rates match the high pass rates ranging from 75% in English Grade 1 to 97% in science grades 1 and 2 in Primary School, from 64% in mathematics Grade 8 to 94% in Arabic in Grade 6 in Middle School, and from 56% in Grade 11 physics to 100% in Arabic A in the same grade. The high proficiency rates are reflected in students' standards in the good lessons, which were mainly in Primary School.
- In the 2021 International English Language Testing System (IELTS) the percentage of students attaining minimum expectation is 62% and the percentage of students attaining proficiency rate is 35%, reflecting adequate levels.
- Tracking the performance of students in internal examinations from 2019/2020 to 2021/2022 shows consistent high pass rates in all subjects across the school, while their progress in the majority of lessons varies, particularly in Middle and High Schools.
- In English, the majority of students' exhibit secure reading, writing and speaking skills, such as writing a paragraph about daily routine in Primary School, using the participle form of verbs in writing in Middle School and analysing literary texts in High School.
- In Arabic, the majority of students speak and read with appropriate age fluency; however, their extended writing skills are less secure.
- In science, the majority of students acquire appropriate scientific knowledge, such as distinguishing between states of matter in Primary School, explaining the human body's need for various nutrients in Middle School, but inconsistently in understanding the use of fuses and circuit breakers in High School.
- In mathematics, the majority of students show proper understanding of arithmetic skills, such as substituting values in algebraic formulae in High School, dividing fractions in Middle School and dividing by regrouping in Primary School.
- Across the school, in lessons and written work, the more able students make better progress in comparison to the less able ones, whose progress is affected by inconsistent skills and varying impact of support and feedback. In Arabic and High School science, the progress of students in their written work, particularly the low achieving ones, is affected by some inconsistencies in curriculum implementation within the required depth. ESU students make good progress due to effective personalised teaching and support.
- Student shows adequate learning skills across the school, being better at independent learning and using mind maps, but to a lesser extent in critical thinking such as explaining the use of plurals with different pronouns in Primary School Arabic.

Areas for improvement

- Students' standards and learning skills across the school.
- The progress of low achieving students in lesson and written work, particularly in Arabic and High school science.

□ Personal development & social responsibility 'Good'

Judgement justifications

- Students are well behaved and adhere to good conduct in and out of lessons. Behavioural incidents are minimal and respect for one another and school staff is evident. This is particularly noted in the high sense of inclusion ESU students get from others, which contributes to the overall communal sense of safety and security in the school.
- Students have good awareness of the Bahraini culture and participate in organising the 'National Day Carnival'. They show awareness of local and global citizenship values through participating in various international days like 'Peace Day' and show their social responsibility through supporting the victims of the latest earthquakes in collaboration with charitable organisations.
- Students participate with confidence in the majority of lessons in discussion and activities. In the better lessons, students assume leadership roles, like the 'Little Teacher'; however, assumption of leadership roles is less prominent in the less effective lessons. Most students enthusiastically participate in extracurricular activities and school clubs, such as the 'Art Fair' and 'Taekwondo' club.
- Students work together in harmony, showing good collaborative and communication skills during lessons. These skills are further developed in activities such as the Model United Nations (MUN), school assemblies and 'Student Council', which plays an active role in voicing students' opinions and suggestions like the suitability of some field trips.
- Students show good interest in their physical health, personal appearance and school environment. They participate in various health and environmental awareness activities, such as 'Save the Planet' committee activities for the most environmentally sustainable classes, and planting trees in collaboration with STC company.
- Students show their sense of competitiveness and innovation through participating in various competitions like the 'Nasa Space App Hakathon' and 'Kids' Endurance Race'; however, their competitiveness and innovation are less evident in lessons.

Areas for improvement

- Students' ability to compete, innovate and assume leadership roles in lessons to a larger extent.

Quality of processes

□ Teaching, learning & assessment 'Satisfactory'

Judgement justifications

- In most lessons, teachers use adequate strategies such as discussion, questioning for learning and group work. In the better lessons, particularly in Primary School and in English, these strategies engage most students in learning and help develop their knowledge and understanding. However, in the less effective lessons, excessive focus on procedures limits students' progress and development of learning skills.
- Available resources such as educational videos on photosynthesis, projectors and worksheets are adequately utilised to attract students' attention, enhancing their participation and promoting their active learning in the majority of lessons.
- Across the school, teachers manage students' behaviour well; lessons are planned adequately, and the majority of teachers deliver sessions with clear instructions and motivate students to participate through verbal reinforcement and clapping for peers. However, time management is inconsistent, particularly in the less effective lessons, as introductory activities take longer at the expense of assessment tasks and feedback time, which are done at a faster pace without ensuring the achievement of objectives, due to the focus on procedures.
- The majority of teachers implement verbal and written assessment in lessons that match curriculum expectations; however, the quality of feedback and support provided to students with low abilities is less sufficient, which limits their performance and progress in lessons and written work.
- In the better lessons, particularly in the Primary School, students are challenged, such as when analysing texts in English, and identifying different methods of calculating perimeter of simple shapes in mathematics. However, in the majority of lessons and written tasks, though teachers attempt to challenge students, the responses are limited to some high achieving students, while the inconsistent implementation of curriculum further hinders the opportunities for challenge, particularly in Arabic and High School science.
- Teachers use digital technology such as 'Nearpod', 'Wordwall' and 'Plickers' to engage students adequately in learning activities. Students are referred to 'Google Classroom' for activities, and research opportunities are provided, such as gathering information about authors and in High School English.
- In the majority of lessons, learning is differentiated by tasks and outcomes. Better practices include collaborative work with differentiated group tasks, such as in High School. However, in the less effective lessons, tasks are unified with focus on the more able students, and the generic nature of feedback does not meet the needs of students of different abilities, particularly low achievers.

Areas for improvement

- More productive use of learning time.
- Effective use of assessment results to support students of different abilities, particularly the low achievers.
- Challenging students as per their abilities in lessons and written work to enhance their learning, particularly in Arabic and High School science.

□ Empowerment & meeting special needs 'Good'

Judgement justifications

- The school offers effective academic support programmes, conducting diagnostic tests, classifying students into categories and rigorously monitoring their progress. ESU students are offered good academic support in their individualised programme, while low achieving students are offered effective free-of-charge after-school support sessions in core subjects. Some outstanding students participate in competitions like the 'Ozone Challenge' in science, yet the academic enrichment programmes provided for them are less consistent.
- Most students' personal needs are well addressed through the provision of moral and financial support, such as collaborating with the 'Royal Humanitarian Foundation' to sponsor some orphans and conducting workshops on topics like 'Say No to Exam Stress'. Special cases are addressed, and new students are provided effective orientation sessions to help them settle in school.
- The school efficiently reinforces students' experience and talents by providing a range of extracurricular activities and clubs, such as '3D Design' and 'Mental Math' clubs, along with the 'Senior BBQ Night' and '2022 World Cup Cinema' events. The talents of gifted students are effectively honed through their participation in local and regional competitions such as 'Triathlon Gulf Competition' in Saudi Arabia in which they ranked first place. Induction for all stages is organised such as introducing High School students to the requirements of international programmes and hosting a 'University Conference'.
- The school provides a safe and secure environment, which is augmented by the accreditation from the 'World Disability Union'. Students' arrival and dismissal procedures are well organised and nurses follow-up on students with chronic diseases. Health and environmental awareness events are conducted, including the 'Anti-Smoking Campaign' and 'Health Days'.
- The school effectively caters for students with disabilities through the ESU programme. They are well integrated in school life and excel in activities such as ranking first place in 'Reach Autism Got Talents' contest.

Areas for improvement

- The academic enrichment programmes for the outstanding students.

Quality assurance of outcomes and processes

□ Leadership, management and governance ‘Satisfactory’

Judgement justifications

- The school evaluates its situation through various means including SWOT/TOW analysis. General improvement priorities are adequately identified; however, the scope of self-evaluation is inconsistent in covering all aspects of schoolwork, particularly those related to students’ standards, and impact of teaching on students’ progress. This is reflected in the one-point judgment difference in the school’s Self-Evaluation Form (SEF) in comparison to the findings of the team in the above-mentioned aspects.
- The senior leadership has an appropriate awareness of improvement priorities including the introduction of international external benchmarks, despite the low demand for enrolment. Priorities are adequately imbedded in the school’s strategic and annual action plans. Departmental plans set adequate procedures but are not directly aligned with the overall action plan, and monitoring mechanisms through clear key performance indicators across school plans are not precise enough to measure the extent of success. Consequently, their impact on the quality of teaching and learning, and students’ academic achievement is inconsistent.
- The school adequately implements its curriculum in compliance with curricula requirements; however, further attention is required to the implementation of Arabic and High School science to meet the desired educational standards.
- Teachers’ training needs are identified, and professional development training is aptly provided, such as ‘Google Classroom Features’, external IB and IGCSE courses and ‘Rethinking Teaching and Learning’ by the US embassy. Follow up on teachers’ performance is done through classroom observations, the findings of which vary in accuracy level due to focus on procedures over impact. In the majority of lessons, the impact of professional development is adequately observed, while being less evident in others, due to variation in time management, and challenge and support provided to students of different abilities, particularly in Middle and High Schools.
- The school maintains a positive ethos among staff through the ‘Kudos’ sheet for appreciation, and ‘Social Committee’ activities like ‘World Cup Matches’ gatherings, contributing to the satisfaction of staff.
- The school ensures the availability of facilities like a gymnasium and section-wise laboratories. In majority of lessons, teachers appropriately use resources like educational videos and tangible materials.
- The school establishes good links with the local community like cooperation with ‘Bahrain Institute for Special Education’ and being a centre of ‘Association of

chartered certified accountants' (ACCA), and (IELTS) examinations. Effective communication with parents is maintained through 'Open Days' and school portals.

- Clear and respected roles are identified between school leadership and board

members. Periodic meetings are held to discuss school's performance and leadership are held accountable. Adequate financial support is provided like the expansion of facilities and classes.

Areas for improvement

- Implementing a more comprehensive self-evaluation and using its results to inform and align different school plans, focusing on monitoring mechanisms through clear performance indicators.
- Further monitoring the impact of teacher's professional development programmes on the performance of teachers particularly in Middle and High Schools.
- Implementation of curriculum to further meet educational standards in Arabic and High School science.

Appendix 1: 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													
City/ Town / Governorate	West Riffa, Southern Governorate													
School's telephone	13666555	-	fax	13666554										
School's e-mail	info@hawarschool.com													
School's website	www.hawarschool.com													
Age range of students	6-18													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	559				485				402					
Number of Students	Boys	859			Girls	587			Total	1446				
Students' social/ economical background	Average													
Classes per grade in Primary and Intermediate Stages	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	7	6	5	5	5	5	5	5	5	5	5	4	
Number of administrative staff	84													
Number of teaching staff	113													
Curriculum	Cambridge + International Baccalaureate Diploma Programmes (IBDP) + Ministry of Education (MoE)													
Main language(s) of instruction	English & Arabic													
External assessment and examinations	International language testing system (IELTS)													
Accreditation (if applicable)	Cambridge k - Gr.10 (IBDP) Middle States Association (MSA)													
Major recent changes in the school	In the academic year 2022/2023: <ul style="list-style-type: none"> Introduction of the Cambridge curriculum for grades 1-10 and the IBDP for grades 11 and 12 													

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| | <ul style="list-style-type: none">• New girls School Science laboratories• New girls School IT laboratory• New girls Canteen• New boys High School classes added. |
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