



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

Directorate of Private Schools & Kindergartens Reviews Review Report

Noor Al Diyar Private School
Diyar Al Muharraq – Muharraq Governorate
Kingdom of Bahrain

Date of Review: 15 – 17 May 2023

SP071-C3-R033

Introduction

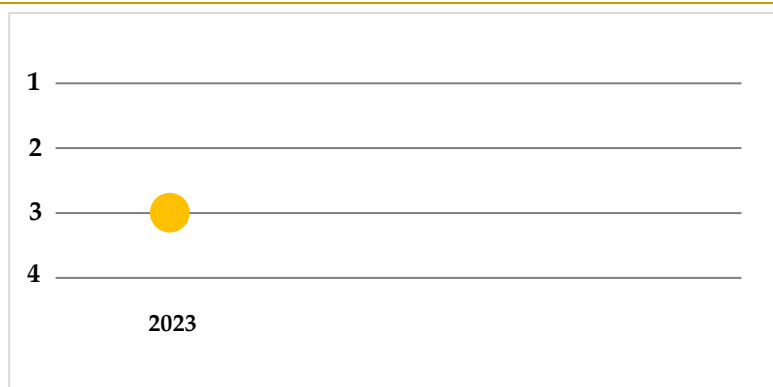
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works 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	3	3	3	3
Quality of processes	Teaching, learning and assessment	3	3	3	3
	Empowerment and meeting special needs	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 last three reviews.



1	Outstanding	2	Good	3	Satisfactory	4	Inadequate
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School Report

□ School's overall effectiveness 'Satisfactory'

Judgement justifications

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| <ul style="list-style-type: none">• Most students show adequate standards in lessons and in the 2021-2022 internal examinations, they achieved high pass rates; however, their proficiency rates are inconsistent, particularly in Middle and High Schools. This is a result of the inconsistent impact of academic support programmes.• Students show proper behaviour in a harmonious and respectful community that is positively promoted by the schools' adequate attention to providing personal support.• The impact of teachers' professional development programmes on their performance in lessons is inconsistent, particularly in Middle School, in terms of implementing effective teaching and | <p>learning strategies that further develop students' self-confidence and assumption of leadership roles, use of assessment results to challenge students and support the low achieving ones, while using learning time productively.</p> <ul style="list-style-type: none">• The school uses different means to identify priorities and develops a three-year strategic plan and an operation plan; however, the plans are mostly generic, and objectives are not clearly linked to the school's self-evaluation outcomes or its identified priorities for improvement.• The school provides students and staff with a safe and healthy environment. |
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Main positive features

- The personal support provided to students that promotes their positive behaviour and harmonious relationships with each other.
- The provision of a safe and healthy school environment.

Recommendations

- Develop the effectiveness of leadership, management, and governance by:
 - improving strategic and action plans based on the identified priorities, while setting specific objectives that are linked to the outcomes of self-evaluation
 - rigorously monitoring the impact of teachers' professional development programmes on their performance, particularly in Middle School.

- Raise students' academic achievement in core subjects by implementing more effective academic support programmes, particularly in Middle and High Schools.
- Improve teaching and learning practices, particularly in Middle School, with more focus on:
 - implementing effective teaching and learning strategies that further develop students' self-confidence and assumption of leadership roles
 - using assessment results to challenge students and support the low achieving ones
 - utilising learning time productively.

□ Capacity to improve 'Satisfactory'

Judgement justifications

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| <ul style="list-style-type: none"> • The school secured an appropriate performance in all aspects in its first review. There is a one-point difference higher in the judgements given by the school in the Self-Evaluation Form (SEF), and that reached by the review team. • The school appropriately identifies areas for improvement and conducts proper curriculum review. However, the link between the self-evaluation outcomes and the planning process is not clearly evident. • Several training workshops are provided for teachers; however, the | <p>impact on their performance in lessons is inconsistent, particularly in Middle School.</p> <ul style="list-style-type: none"> • The school has steady growth in grades and introduced the first full batch of International General Certificate of Secondary Education (IGCSE) students. However, the school still faces challenges in improving students' standards in internal examinations in High School, as well as addressing concerns related to staff stability and recruitment. |
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Quality of outcomes

□ Academic achievement 'Satisfactory'

Judgement justifications

- In the 2021-2022 internal examinations, students achieved high pass rates in all core subjects, ranging between 81% in Grade 8 mathematics and 100% in the majority of subjects across the school. Proficiency rates are high in most subjects in Primary School, ranging from 41% in Grade 2 English and 97% in Grade 3 science; however, those rates are inconsistent in Middle and High Schools, as they range between 17% in Grade 6 mathematics and 83% in English for the same grade. In High School, rates range between 12% in Grade 9 physics and 86% in Arabic in the same grade.
- The majority of students show adequate standards in all core subjects across the school and attain appropriate progress in those subjects, particularly in Primary and High Schools.
- Students achieve high pass rates in the majority of subjects in the last three academic years, between 2019-2020 and 2021-2022.
- In English, students show adequate reading and speaking skills across the school, and they progress appropriately in writing using countable and uncountable nouns in Primary school, as well as using adverbs in Middle School.
- In mathematics, students progress adequately in understanding the direct proportion in Primary School and calculating the area and volume of the pyramid in High School.
- In Arabic, reading and speaking skills are secure. Students adequately identify main ideas of texts in Primary School, while in Middle School they show inadequate use of grammar in writing.
- In science, students show adequate progress in the acquisition of practical experimentation in Primary and High Schools, while they show inadequate understanding of earth layers' characteristics and the mechanism of the reaction between acids and calcium salts in Middle School.
- In lessons and students' written work, the majority of students progress appropriately, particularly the outstanding ones, while the low achieving students and the few non-native speakers of Arabic achieve limited progress due to the ineffective support provided in lessons, and the generic nature of feedback received in their written work.
- Learning skills are adequately developed such as linguistic empowerment skills in Arabic and English, and solving verbal problems in mathematics; however, critical thinking skills are less developed, particularly in Middle School.

Areas for improvement

- Students' acquisition of basic and learning skills, particularly in Middle School.
- The progress of low achieving students and non-native Arabic speakers in lessons and their written work.

□ Personal development & social responsibility 'Satisfactory'

Judgement justifications

- Students show positive behaviour within the school's harmonious and respectful community. Attendance and punctuality levels to school and lessons are high, as they exhibit positive attitudes towards school; however, their sense of responsibility towards learning varies in lessons, particularly in Middle School, due to over dependence on teachers.
- Students have good awareness of Bahrain's culture and positively embrace Islamic values through participating in 'Qattouf Ramadania' speech and 'Quran Programme' activities. They participate actively in national celebrations such as Bahrain and Saudi Arabia's national days.
- Students' self-confidence and assumption of leadership roles are inconsistent in lessons, depending on opportunities provided. In the better lessons, students assume roles such as 'Little Teacher' and 'Group Leader', yet these opportunities are less evident in Middle School. Outside lessons, students develop their character when presenting their work in events such as 'School Exhibition' and Noor Al Diyar (NAD) speech competition.
- Students work collaboratively, showing adequate communication skills such as, conducting assemblies and activities by 'Boys Scouts'. In lessons, students collaborate adequately during group work although roles are not clearly defined. However, in some less effective lessons, work is dominated by the more able students.
- Most students understand the importance of physical and mental health, including dietary choices. They participate in a variety of health events, like 'Personal Hygiene', 'Mental Health Wellness' workshops, and 'Global Sustainability' project.
- Some students participate in competitions like 'Arts', 'Debate' and 'Spelling Bee' and are rewarded for their academic and sporting excellence. In lessons, though some students summarise stories in Arabic and justify solutions in mathematics, their ability to respond to challenge and show innovative skills is less evident.

Areas for improvement

- Students' self-confidence and assumption of leadership roles in lessons, particularly in Middle School.
- Students' ability to compete and innovate, particularly in lessons.

Quality of processes

□ Teaching, learning & assessment 'Satisfactory'

Judgement justifications

- Teachers' use of teaching and learning strategies is appropriate in majority of lessons, such as questions for learning, discussion, group work, experimentation, and brainstorming. Adequate educational resources are utilised including textbooks and videos. However, in the inadequate lessons, specifically in Middle School, strategies are mostly teacher-centred, and the more able students dominate activities which affects others' acquisition of knowledge.
- Teachers manage lessons appropriately, in terms of planning, gradual presentation of parts, linking to previous experiences. Majority of lessons are delivered smoothly with clear instructions and verbal reinforcement of students. However, some lessons are affected by the unclear instructions given, and the inconsistent use of learning time, in terms of prolonged starters and explanation at the expense of proper allocation of time for assessment, or fast pace without rigorously assessing students' learning, especially in the inadequate lessons.
- Most teachers use different assessment methods such as verbal and written, individual and group assessment, all which match curriculum expectations and positively impact students' learning in the better lessons. However, in the majority of lessons, the focus is on verbal or whole class assessment. Feedback in lessons and accuracy in correction of students' written work are inconsistent, adversely affecting the support to students, particularly the low achieving ones.
- Teachers' implementation of differentiation to challenge and support students of different categories varies. Better examples include gradual presentation of content, posing open ended questions that challenge students' abilities, developing higher thinking skills such as literary analysis in Arabic and solving problems in mathematics.
- Teachers' use of technology includes interactive data show, 'Digi Pens', and some applications like 'Maths' Laboratory', with some use of digital tools in lessons like 'Kahoot'. Students are encouraged to produce digital content like PowerPoint presentations on topics such as 'Future Energy Resources' in High School science.

Areas for improvement

- Implementing effective teaching and learning strategies, particularly in Middle School.
- Productive use of learning time.
- Use of assessment results to support students' learning, particularly the low achieving ones.

□ Empowerment & meeting special needs 'Satisfactory'

Judgement justifications

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| <ul style="list-style-type: none">• The school offers adequate academic support programmes, based on baseline tests results, while classifying students into categories and monitoring their progress. In most core subjects, booster lessons are conducted to support the low achieving students; however, students' commitment to attend these lessons is inconsistent, particularly in Middle and High Schools. Support provided for outstanding students is also inconsistent, as they participate mostly in some competitions, such as 'Spelling Bee'. The support provided for the few non-native Arabic speaking students is ineffective, as they are neither being accurately identified nor adequately supported.• Students' personal needs are well addressed, providing them with moral and psychological support through conducting counselling sessions and workshops in collaboration with the Ministry of Interior on 'Cyber-Safety' and 'Anti-Drugs'. Students' positive behaviour is well fostered through programmes like 'Morning Crown' and 'Champions'. | <ul style="list-style-type: none">• The school adequately reinforces students' experience and talents by providing sufficient extracurricular activities, such as the school's 'Football Tournament', the 'Science Day Gallery' and 'Tejaan-Al-Noor' Islamic competition. Gifted students adequately participate in school activities, like the 'Robotics' competition and the 'Smart Investor' workshop. However, the range of targeted extracurricular activities that accommodates the needs of the different categories of students including their talents and interests is inconsistent.• New students are adequately inducted, taken on a school tour and introduced to the faculty. High School's students receive career guidance and are familiarised with the IGCSE requirements, in addition to the hosting of a 'Career Day' and inviting a lecturer from the National Space Science Agency.• The school provides students with a safe and healthy environment. Students' arrival and dismissal procedures are well organised and the school's nurse thoroughly follows-up |
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on students with chronic illnesses. Health and safety related events are conducted, such as evacuation drills,

'Beach Clean ups' and 'Mental Welfare'.

Areas for improvement

- The effectiveness of school's academic support programmes to meet the different educational needs of students, particularly low achieving students and the few non-native speakers of Arabic.
- The range of targeted extracurricular activities to meet students' different talents and interests.

Quality assurance of outcomes and processes

□ Leadership, management and governance ‘Satisfactory’

Judgement justifications

- The school adequately evaluates itself by different means such as ‘SWOT’ analysis, stakeholders’ surveys, internal examinations results and class observations to identify areas for improvement.
- The school has developed a three-year strategic plan and an operational plan for the current academic year. The plan follows the BQA framework; however, the objectives are mostly generic and not clearly linked to the school’s self-evaluation outcomes nor its identified priorities for improvement. Curriculum is regularly reviewed with appropriate yearly plans for implementation. The school directs its efforts in meeting the requirements of the IGCSE in the current academic year.
- Teachers’ training needs are adequately identified and met through regular class observations and staff reflection. Training workshops on topics such as ‘Effective Planning and Setting Smart Learning Objectives’, ‘Classroom Management’ and ‘Differentiated Learning Strategies’ are provided for teachers. The impact of these is adequate on teachers’ performance in majority of lessons observed; however, inconsistent in the rest, particularly in Middle School due to less effective assessment strategies, use of learning time and support to low achieving students.
- The school leadership motivates and supports staff through its open-door policy, one-on-one support and staff appreciations. However, the school currently faces a major challenge related to staff turnover throughout the academic year, which disturbs students’ learning.
- The availability of essential resources and facilities are ensured including science and computer laboratories and library. The school makes significant investment in the constructing of its buildings with excessive number of classrooms, and in lessons, teachers are adequately using the available resources.
- The school adequately communicate with parents through Microsoft Teams, weekly newsletters and termly formal meetings to discuss students’ progress; yet better relationship with parents is needed for a smoother functioning of the school. ‘Parents’ Council’, though active, is not a representative of the whole school parent community. Adequate links are maintained between the school and the local community such as hosting a Summer Camp for students from other local schools.

- Members of the Board meet regularly to discuss school's performance, and the school director provides appropriate guidance to the school's

senior leadership and holds the principal accountable for the school's performance.

Areas for improvement

- The quality of the existing strategic and action plans based on identified priorities for improvement with specific objectives.
- The impact of teachers' professional development programmes on their performance, particularly in Middle School.

Appendix 1: Characteristics of the school

Name of the school (Arabic)	مدرسة نور الديار الخاصة													
Name of the school (English)	Noor Al Diyar Private School													
Year of establishment	2017													
Address	Building 4997, Road 6455 Block 264													
City/ Town / Governorate	Diyar Al Muharraq / Muharraq													
School's telephone	77 50 77 77					Fax		77 30 77 77						
School's e-mail	info@nooraldiyar.com													
School's website	https://nooraldiyarschool.com/													
Age range of students	6 – 16 Years													
Grades (e.g. 1 to 12)	Primary				Middle					High				
	1-5				6-8					9-10				
Number of Students	Boys	175			Girls	144			Total	319				
Students' social/ economical background	Most students are from average to high income backgrounds													
Classes per grade in Primary and Intermediate Stages	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	3	2	2	2	1	2	1	1	1	-	-	
Number of administrative staff	18													
Number of teaching staff	39													
Curriculum	Cambridge's International General Certificate of Secondary Education (IGCSE) & Ministry of Education (MoE) for Arabic, Islamic, Arabic Social Studies & Citizenship.													
Main language(s) of instruction	English & Arabic													
External assessment and examinations	-													
Accreditation (if applicable)	-													

Major recent changes in the school	<p>In the current academic year 2022 – 2023:</p> <ul style="list-style-type: none">• introducing Grade 10, the first IGCSE patch.• recruitment of 14 new teachers, including (2 for English, 3 for mathematics, 2 for science, and 2 for class teaching).• expansion in campus – opening Block 2 for grades (6-10) and locating Block 1 for grades (1-5).
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