



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

# **Directorate of Private Schools & Kindergartens Reviews Monitoring Visit Report**

**The New Horizon School  
Jannusan – Northern Governorate  
Kingdom of Bahrain**

**Date of first monitoring visit: 19 November 2018**

Date of last review: 22-24 May 2017

SP040-C2-Ma011

## Introduction

---

The monitoring visit of the school took place over one day, by a monitoring team from the Directorate of Private schools and Kindergarten Reviews (DPS) of the Education & Training Quality Authority (BQA), to verify the improvements that the school had made according to the recommendations of the last review visit. During the monitoring visit, improvements in students' performance were evaluated during class observations, the learning walk, scrutiny of their written work, and monitoring of general progress.

### The Previous Judgement

- The school was judged 'Inadequate' in the May 2017 review visit.

### Summary of the first monitoring results

<b>The recommendations</b>	<b>The description</b>
Recommendation 1	Sufficient improvement
Recommendation 2	Sufficient improvement
Recommendation 3	Sufficient improvement
<b>The monitoring visit overall judgement</b>	<b>Sufficient progress</b>
<ul style="list-style-type: none"><li>• The school is qualified to rejoin the regular reviews schedule</li></ul>	

\* The recommendations are included within this report.

### The overall outcomes of the visit

- Continue implementing all measures and positive practices that ensure raising the overall performance of the school.

## The Progress in the recommendations

---

### Recommendation 1:

- Raise students' standards, particularly in Arabic and mathematics.

**Judgement:** Sufficient Improvement

The procedures	The Impact
<ul style="list-style-type: none"> <li>• The school is conducting diagnostic tests to assess students' levels. Results are analysed and students are categorised according to their abilities, based on their performance.</li> <li>• Extra classes and remedial lessons in core subjects are provided for low achievers.</li> <li>• Enrichment materials have been devised for high achievers. Teachers are encouraged to use varied teaching strategies and provide more challenging activities.</li> <li>• Activities are in place to raise students' standards in Arabic, such as establishing the Arabic language club, organising language week, conducting Arabic sessions in the morning assemblies and publishing monthly class magazines.</li> </ul>	<ul style="list-style-type: none"> <li>• Students attained high pass and proficiency rates in core subjects in the 2017-2018 internal examinations.</li> <li>• In lessons, the majority of students develop their knowledge and skills in core subjects adequately. For example, in mathematics, students are able to calculate the HCF (highest common factor) of the given numbers and find equivalent ratios. In science, students can explain the different means of transport and develop a good understanding of the types of root systems of plants.</li> <li>• In English, students' basic language skills are adequate. They learn new vocabulary, read and analyse texts in lessons and apply grammar appropriately in sentences while writing. In Arabic, they speak and read text with age-appropriate fluency. However, their writing skills are less well developed across the school.</li> </ul>

### Recommendation 2:

- Improve the effectiveness of teaching and learning by:
  - implementing a range of teaching and learning strategies
  - challenging students of all abilities
  - using the assessment results to inform teaching and meet the needs of all students.

**Judgement:** Sufficient Improvement

The procedures	The Impact
<ul style="list-style-type: none"><li>• Training programmes on varying teaching and learning strategies have been implemented, including problem solving, collaboration skills and assessments for learning.</li><li>• The impact of training on teachers' performance is tracked through regular lesson observations and the most effective strategies to use are agreed on.</li><li>• Teachers use different and effective teaching strategies in lessons, such as roleplay, brainstorming and peer work.</li><li>• A holistic plan for lessons has been formed, providing students with hands-on activities and worksheets that are based on higher order thinking skills.</li><li>• Students are categorised according to their abilities and provided with different levels of activities to challenge their abilities as well as promoting presentation skills.</li><li>• An individual educational programme is in place for slow learners and their progress is tracked.</li><li>• The school uses the concept of 'student teacher' to challenge high achievers in presenting and helping other students.</li><li>• All teachers are trained and monitored on the use of effective assessment for learning tools in lessons, where special emphasis is given to low achieving students.</li></ul>	<ul style="list-style-type: none"><li>• In the better lessons, teachers use a variety of effective teaching and learning strategies, such as questions for learning, discussion, presentations, group work and problem solving. Resources are also appropriately used, including models and videos. This has helped in adequately developing students' understanding and skills in the majority of lessons across the school, particularly in Arabic and mathematics. However, in a minority of lessons teaching remains teacher-centered.</li><li>• Challenge is adequately used through providing high achievers with enrichment activities during lessons and questions which promote higher order thinking skills, such as justifying and predictions in science and mathematics.</li><li>• Assessment is varied, including verbal, written, individual and group activities. Assessment results are used in the majority of lessons to provide constructive feedback to students in lessons and provide further support to low achievers.</li><li>• High achieving students are given opportunities to present their work and have more challenging worksheets, while low achievers get more support through remedial lessons which help in raising their standards.</li></ul>

**Recommendation 3:**

- Improve the effectiveness of leadership, management and governance by:

- developing a rigorous self-evaluation system
- providing customised professional development programmes to teachers and monitoring their impact on classroom practices.

**Judgement:** Sufficient Improvement

The procedures	The Impact
<ul style="list-style-type: none"> <li>• The school has conducted and analysed surveys of the different stakeholders to identify areas for improvement.</li> <li>• An action plan is in place to address the review recommendations and concerns expressed by the stakeholders, focussing on teachers’ professional development training and students’ academic achievement.</li> <li>• Teachers’ performance is assessed regularly through termly lesson observations, and different training workshops are conducted on topics such as problems solving and collaborative learning to improve classroom practices.</li> </ul>	<ul style="list-style-type: none"> <li>• The action plan is clear and sets steps, timelines, responsibilities and resources needed. However, some success criteria that relate to measuring teaching and learning and academic achievement are generic, and don’t show specific areas of improvement in teaching or in core subjects.</li> <li>• Teachers’ performance has improved in most lessons observed, which enables students to achieve objectives and make the expected progress.</li> <li>• Analysis of the leadership’s lesson observations shows their awareness and rigour in evaluating classroom practices.</li> </ul>

## Appendix 1: Basic Information about the School

<b>The school name (Arabic)</b>	مدرسة الآفاق الحديثة ذ.م												
<b>The school name (English)</b>	The New Horizon School W.L.L.												
<b>Year of establishment</b>	2000												
<b>Address</b>	Building 921, Road 431, Block 504												
<b>Town / Village / Governorate</b>	Jannusan / Northern												
<b>School's Contacts</b>	17595372			-			<b>Fax</b>			17595374			
<b>Grades (e.g. 1 to 12)</b>	<b>Primary</b>				<b>Middle</b>				<b>High</b>				
	1-6				-				-				
<b>Number of students</b>	<b>Boys</b>		573		<b>Girls</b>		530		<b>Total</b>		1103		
<b>Students' social background</b>	Most students are from middle income 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>	9	9	9	6	6	4	-	-	-	-	-	-
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>New appointments in 2017-2018 include: <ul style="list-style-type: none"> <li>Two heads of departments, for mathematics and Arabic</li> <li>13 teachers (1 English, 2 Arabic, 3 Hindi, 3 class teachers, 4 mathematics).</li> </ul> </li> </ul>												

## Appendix 2

---

**Table 1: Judgement on how well the school has met the recommendations.**

<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 have 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.