



Al Manar Private School



28 – 30 October
2024



Location
Sadad



School Type
Private



No. of Students
369



Grade Levels
1-12

Overall effectiveness

Inadequate with Satisfactory Features

Students' Academic
Achievement

Students' Personal
Development and
Wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

Al Manar Private School is evaluated as 'Inadequate' overall while Students' Personal Development and Wellbeing is judged as 'Satisfactory'. Students show satisfactory behaviour and participate well in the extracurricular activities offered. In addition, positive relationships are maintained with parents. In around half of the lessons observed, the quality of teaching and learning needs to improve, especially in mathematics and science. Thus, students make limited progress in acquiring concepts, knowledge and skills. The school should implement a clear vision for improvement and a rigorous self-evaluation process.

Key Positive Features

- Proper teaching practices in Arabic language to ensure students acquire language skills appropriately.
- Students show appropriate behaviour and participate positively in the school's extracurricular activities.
- The school fosters positive relationship with parents by involving them in some school activities.

Recommendations

- Improve students' academic standards and progress, particularly in mathematics and science.
- Provide targeted professional development programmes that address both teachers' individual needs and curriculum requirements.
- Implement interactive teaching strategies to engage students, boost their self-confidence and maximise the use of learning time.
- Provide tailored support to students, both within lessons and through dedicated academic support programmes.

Students' Academic Achievement

Inadequate

- Over the past three years, students' pass rates in internal examinations are consistently high, reaching 100% in almost all core subjects. Performance comparisons between boys and girls revealed minimal differences as girls outperformed boys in grades 5, 6, and 12, while boys performed better in grades 7, 8, and 10.
- In 2023-2024, despite the high proficiency rates across the school, except for Grade 5 Arabic at 52% and Grade 9 mathematics at 24%, the quality of assessment and internal examinations varies across the school in meeting curriculum expectations, particularly in High School.
- Most students show inadequate progress in the majority of lessons, particularly in mathematics, science and some English, while they show satisfactory progress in Arabic across the school.
- Arabic language skills are generally secure, with Primary School students recognising short vowels and High School students analysing texts adequately. In English, speaking and reading skills are adequate, but writing is underdeveloped. Progress is inconsistent across the school. For example, in Middle School, majority of students write stories, while the less able ones find difficulty in completing a story of two paragraphs.
- Mathematical skills are generally weak, though Primary School students can identify 2D shapes, Middle and High Schools students struggle with trigonometry. In Primary School science, students face difficulties in distinguishing types of materials, and in High School, they encounter problems understanding molecular structure analysis. The progress of the more able students is appropriate, while low achieving students' progress is affected by the lack of support and weak basic skills.

Students' Personal Development and Wellbeing

Satisfactory

- The school provides an adequate range of extracurricular programmes and activities that enrich majority of students' experiences and foster their talents. These include the 'Inter-House Football Competition' and educational field trips to places like the 'National Museum'. Talented students participate in external competitions such as 'My Precious Nation' calligraphy contest, and some assume responsibility and leadership roles as demonstrated in the 'Students Council' activities.
- In the better lessons, the more able students often take on leadership roles, such as that of 'Student Teacher'. However, in the less effective lessons, majority of students show less interest in participation, as few opportunities are provided to them to work collaboratively, independently and take on leadership roles, particularly in science and mathematics due to their weak basic skills and the nature of lessons.
- Majority of students are committed to positive behaviour and are appropriately aware of their rights and responsibilities towards the school and others. Their respect to teachers, peers and visitors reflects the positive impact of the personal support programmes provided, such as 'Listen to Us and Learn' in Primary School, and 'With Ethics, We Rise' across the school.
- Students are punctual and attend school regularly. They generally embrace local citizenship as shown in their engagement in national events such as the 'National Day' and contribute to social causes through initiatives like conducting a charity market for 'Cancer Awareness' month. Students uphold Islamic values appropriately through their tolerance with each other, and participation in religious activities, including Quran competitions and 'My Prayer is My Life' programme.

Teaching, Learning and Assessment

Inadequate

- In Arabic lessons, teaching strategies include questions for learning, discussions, and cooperative learning, utilising resources like mini boards and video clips adequately. These factors enable majority of students to progress and develop their linguistic skills. Generally, students' positive behaviour is managed in a conducive learning environment.
- In almost half of the lessons observed, teaching strategies do not engage students in their learning, being mostly teacher-centred with focus on the few more able students. In addition, learning time is not effectively utilised, with the pace of lessons being either too slow or too fast, which negatively impacts students' understanding and acquisition of skills, particularly in science, mathematics and some English lessons.
- Teachers tend to use verbal or group assessment methods that engage only the more able students. Assessment results are not effectively used to inform teaching. Assessment is mostly below curriculum expectations, and rarely challenges students' abilities, except in few cases such as literary analysis in some Arabic lessons.
- The school uses diagnostic tests to identify students' abilities and provides additional support for the low achieving students in grades 1 to 3 through morning lessons for early attendees. However, monitoring and tracking mechanisms are ineffective in identifying achievement gaps and tailoring support to meet the students' needs. Meanwhile, the more able students make use of what is being provided to them, such as participating in a 'Poem' competition to improve their Arabic language skills.

Leadership, Management and Governance

Inadequate

- The school's self-evaluation is not rigorous enough to accurately identify strengths and areas for improvement. Results from the self-evaluation tools, including classroom observations and analysis of students' results are not translated into effective plans for improvement. School's departmental plans are not consistently aligned to the strategic plan. There are no clear mechanisms in place to monitor the implementation of the school's plans and measure their effectiveness.
- The school leadership fosters positive relationship with staff through the 'Happiness' committee, that motivates them with recognition of their efforts. The school faces challenges related to frequent staff turnover and the quality of teaching.
- The impact of the provided professional development sessions, such as 'Effective Classroom Management' workshop, is limited on the quality of teaching. Lesson observations are conducted by Heads of Departments, however, the process is not effective enough to improve teachers' performance in lessons due to lack of constructive feedback that focuses on students' learning.
- Effective communication is maintained with parents regarding their children's progress, and the 'Parents Council' properly participates in school activities, such as the celebration of 'Teachers' Day'. Few parents volunteer to give lectures for students and staff on topics like 'Breast Cancer'. Furthermore, the school communicates with the local community to enhance students' experiences such as attending Art Exhibitions at Avenues Mall. The Board of Directors provides financial support, however, its involvement in setting the strategic direction for the school is not clear.

Next Actions

The school must submit an Action Plan to implement the review recommendations four weeks after receiving the draft report. The school will be scheduled for a Monitoring Visit.