



**Al Manar Private
School**



17 November 2025



Location
Sadad



School Type
Private



No. of Students
340



Grade Levels
1 - 12

Overall Judgement

Insufficient Progress

Review Summary:

The school received an 'Inadequate' judgement in its last review visit, conducted in October 2024, which subjected it to this visit. This current visit aims to verify the progress in its performance according to the review's recommendations and the improvements made in them.

Visit Outcomes

Based on the findings of the Monitoring Visit, the school must address the recommendations listed below to achieve the desired improvement, as follows:

- 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.



Recommendation (1): Improve students' academic standards and progress, particularly in mathematics and science.

'Insufficient Improvements'

After reviewing and verifying all the procedures carried out by the school, the team reached the following conclusions:

- The school administers baseline diagnostic tests to identify students' strengths and areas for development and grouping them accordingly. In September 2025, it transitioned from the Singapore Mathematics series to the Cambridge Mathematics series for grades 1 to 6 and revised the assessment framework for semester tests.
- Despite these measures, the impact on students' standards and progress remains limited in most observed lessons. Many students exhibit basic skills below expected standards, inadequately affecting their progress in most subjects, particularly in mathematics and Arabic. For example, they struggle with solving simple equations and have difficulty reading and writing basic sentences in Arabic.
- In contrast, in a few other lessons, specifically in Primary School science, students demonstrate better progress, such as identifying body organs and classifying producers and consumers.

Recommendation (2): Provide targeted professional development programmes that address both teachers' individual needs and curriculum requirements.

'Insufficient Improvements'

After reviewing and verifying all the procedures carried out by the school, the team reached the following conclusions:

- The school has offered external training opportunities for teachers on topics such as lesson planning, assessment, learning enforcement and classroom management. In addition, the leadership team has conducted classroom observations to identify teachers' training needs, complemented by peer observations within the departments and post-professional development surveys.
- However, the impact of these initiatives on teachers' performance in mathematics and Arabic in Middle and High Schools remains limited, with only marginal improvement observed in science and English lessons across the school.

Recommendation (3): Implement interactive strategies to engage students, boost their self-confidence and maximise the use of learning time.

'Insufficient Improvements'

After reviewing and verifying all the procedures carried out by the school, the team reached the following conclusions:

- In the few better lessons, some positive teaching strategies are notable, such as discussions, group work, and role play. However, in the majority of lessons observed, the strategies implemented are mostly teacher-centred, relying heavily on lecturing. This limited students' self-confidence and reduced their active involvement and interactive engagement in the learning activities.
- While lessons' plans generally align with curriculum competencies and provide clear instructions, especially in the science lessons, their implementation is below expectations, across the school, as learning time is often not well utilised due to lengthy procedures or excessive focus on the first objective at the expense of the subsequent ones .

Recommendation (4): Provide tailored support to students, both within lessons and through dedicated academic support programmes.

'Insufficient Improvements'

After reviewing and verifying all the procedures carried out by the school, the team reached the following conclusions:

- The school has introduced remedial support sessions to address students' different learning needs, specifically for high-achieving (HA) and low-achieving (LA) students in mathematics and Arabic. In addition, clubs in all core subjects are open to all students, aiming to enhance their basic skills.
- Despite these initiatives to support students academically, students' enrolment in the sessions is an area for improvement, and their impact on students' standards in classrooms has proven to be below expectations.
- The school has expressed a commitment to differentiated instruction to cater for diverse abilities and learning needs of students. While a few high achieving students receive some better support in lessons through feedback, most lessons observed provide insufficient differentiation. This has adversely affected students' progress, particularly considering that their basic skills are below standards.