



New Horizon School



18 – 20 November 2024



Location
Manama



School Type
Private



No. of Students
1006



Grade Levels
1-8

Overall effectiveness

Satisfactory

Students' Academic
Achievement

Students' Personal
Development and
Wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

The school's overall performance has improved since the last review to a satisfactory level across all aspects. Students show proper behaviour and participate adequately in the extracurricular activities offered. Additionally, the school maintains suitable relationships with its stakeholders. Students exhibit proper academic growth as they move from Primary School to Middle School, with their standards and progress in most core subjects being satisfactory, particularly in Middle School with some inconsistencies in Primary School. This is due to the inconsistent effectiveness of the teaching and learning practices used, particularly in terms of implementing interactive and engaging teaching strategies and optimising learning time to enhance students' learning. More targeted professional development programmes are needed to address teachers' individual needs while monitoring their impact on their performance, particularly in Primary School. Tailored academic support programmes are essential to assist low achievers, both within lessons and through the school's dedicated support initiatives.

Key Positive Features

- Optimising Middle School teaching methods: Proper teaching practices in Middle School that ensure students acquire knowledge and skills appropriately.
- Promoting positive students' engagement: Students' positive behaviour and appropriate participation in the school's extracurricular activities.
- Engaging stakeholder relations: School's effective links with its stakeholders.

Recommendations

- Customised professional development for teachers: Provide targeted professional development programmes that address teachers' individual needs and monitor the impact on their performance, particularly in Primary School.
- Interactive teaching techniques: Improve educational practices using more dynamic and engaging teaching strategies to boost students' academic achievement, particularly in Primary School.
- Focused academic support programmes: Provide tailored support to students, particularly to low achievers, both within lessons and through the school's dedicated academic support programmes.

Students' Academic Achievement

Satisfactory

- Over the past three academic years, students have consistently achieved high pass rates across all grades. In the 2023-2024 academic year, proficiency rates are notably high in most subjects and grades, ranging from 57% in Grade 7 mathematics to 100% in Arabic for both grades 1 and 7. Internal school examinations generally align with curriculum expectations and are marked accurately in English, though there are some inconsistencies in Arabic and science. Girls outperform boys in most subjects, except in Grade 2. Externally, in the 2021 Progress in International Reading Literacy Study Examination (PIRLS), students' attainment is at an intermediate level.
- Students show satisfactory progress overall, with good progress in Middle School English. However, inconsistent progress is witnessed in Primary School. The more able students generally progress adequately, while the low achievers' show less progress and their learning skills are less developed, affected by the quality of support provided. English language skills are generally secure as students read and analyse texts with good understanding in Middle School, however, their writing skills are inconsistent in Primary School. In Arabic, while students' reading and speaking skills are satisfactory in Primary School, their grammar and writing skills are less developed in Middle School. In Hindi, students' reading skills are better than their speaking and writing skills. In mathematics, students show adequate basic arithmetic and geometric skills, such as finding perimeter and multiply algebraic expressions, however, their problem-solving skills are inconsistent. In science, students show appropriate knowledge of scientific concepts like sound wave propagation in Middle School. However, in Primary School students struggle with defining and explaining forces.

Students' Personal Development and Wellbeing

Satisfactory

- Students enjoy school life and adequately participate in the extracurricular activities offered such as Arts and Crafts, school's Musical Band and the optional Saturday sessions like: 'Abacus', 'Swimming', and 'Dance'. In the more effective lessons, students develop adequate self-confidence and leadership skills through collaborative group and peer work. However, in the less effective lessons, particularly in Primary School, the limited opportunities offered hinder their development in these areas.
- Students assume adequate leadership roles outside classrooms through their participation in morning assemblies, clubs, and committees such as the 'Nature Club', 'Students' Council', and 'Discipline Committee'. The school provides sufficient orientation programmes to help new students familiarise themselves with the school environment. Gifted and talented students are appropriately recognised through internal events and are given opportunities to showcase their abilities in external competitions such as the 'Mathematical Olympiad', 'Sastra Pratibha', and 'Spectra'. Notably a Grade 5 student authored a storybook and received the 'Youngest Author' award from the Rabaa Book of World Records.
- Majority of students exhibit positive behaviour, attend school regularly and arrive punctually, supported by the school's 'Early Bird' recognition. Self-discipline is fostered and personal problems are effectively addressed through the 'Anger Management' programme and counselling sessions. Despite their diverse backgrounds, students work harmoniously in an inclusive environment. They generally embrace local citizenship as shown in their engagement in national events such as the 'National Day' and field trips to Bahrain National Museum. Students uphold values appropriately through their tolerance with each other, and participation in religious activities such as 'Ramadan' and 'Prophet Mohammed's Birthday'. However, the development of independent learning skills and students' ability to take responsibility for their own learning remain inconsistent across the school.

Teaching, Learning and Assessment

Satisfactory

- A safe and respectful learning environment is promoted in the majority of lessons observed, with teachers employing proper teaching and learning strategies including questioning, discussions, and group activities. Resources like worksheets and dictionaries are used adequately to engage the majority of students in the learning process. In the better lessons, particularly in English Middle School, more engaging strategies such as 'Flip Learning' and 'Role Play' are implemented. Links between topics and real-life experiences are made in some lessons, such as calculating the circumference of a racetrack in Middle School mathematics. However, in the less effective lessons, particularly in lower Primary School, strategies implemented are often teacher-centred and lack students' true engagement. Additionally, inconsistent time management is observed, with more time spent on starters and easier objectives at the expense of individual assessment, all of which impacts lessons' productivity.
- Teachers use a variety of individual and group verbal and written assessments that meet curriculum expectations and effectively challenge students' abilities in the better lessons. Examples include extended writing assignments in Middle School English. However, in the less effective lessons, particularly in Primary School, assessments often lack sufficient challenge, allowing students to finish them quickly without ensuring thorough learning. Additionally, the provision of constructive feedback is inconsistent and does not always identify the next steps required to support students' learning, particularly the low achieving ones. Students receive appropriate academic support through enrichment activities such as the "Challengers" programme for high achievers. However, the support for the low achievers provided during the "Golden Hour" is inconsistent which impacts their progress in lessons.

Leadership, Management and Governance

Satisfactory

- The school's overall effectiveness has improved to a satisfactory level in this review, driven by a shared vision and purpose among staff to promote continuous improvement. The school maintains a secure learning environment and implements an adequate self-evaluation process using 'SWOT' analysis, classroom observations, and analysis of students' results. Such practices guide the school's planning and setting of objectives, however, follow up mechanisms need more rigour to accurately ensure progress.
- Senior and Middle leadership teams utilise data to identify teachers' training needs through lesson observations and offer professional development opportunities through webinars and workshops on topics such as: 'Effective Use of Strategies', 'Feedback' and 'Lesson Planning'. However, the impact on teachers' performance is inconsistent in the observed lessons, particularly in Primary School. The school also promotes a culture of collaboration and strengthens staff relationships through the 'Staff Welfare' committee, intangible motivation by celebrating their birthdays, and the end-of-term ceremony.
- The school adequately manages change and responds to challenges, such as collaborating with Al Ahli Club and Lulu Hypermarket to reduce nearby traffic congestion and pursuing an expansion for higher grades.
- The school maintains proper relationships with parents by involving them in its activities and seeking their feedback through surveys and 'Parent Teacher Association' (PTA). Links with the local community are also fostered through participating in activities such as 'Hair Donation' to the Bahrain Cancer Centre. Additionally, school's Board members meet regularly to discuss its performance, and provide general guidance to the Senior leadership team while holding the principal accountable for the school's overall performance.

Next Actions

The school must submit an Action Plan to implement the review recommendations four weeks after receiving the draft report.