



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Al Majd Private School
Zinj – Capital Governorate
Kingdom of Bahrain**

Date of Review: 25-27 November 2019

SP018-C3-R013

Introduction

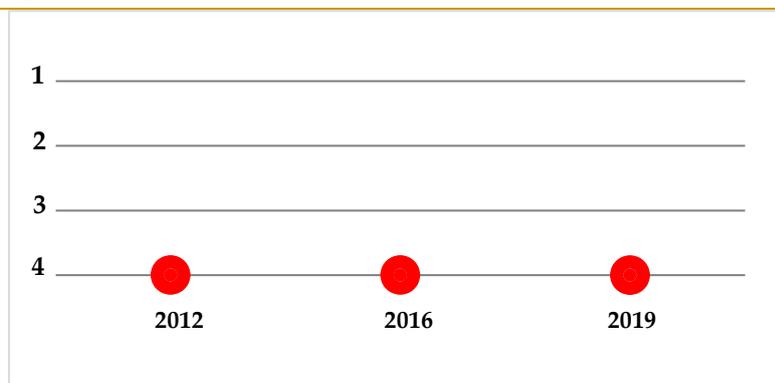
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works 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
--------------------	----------	-------------	----------	---------------------	----------	-------------------	----------

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Academic achievement	4	-	-	4
	Personal development and social responsibility	4	-	-	4
Quality of processes	Teaching, learning and assessment	4	-	-	4
	Empowerment and meeting special needs	4	-	-	4
Quality assurance of outcomes and processes	Leadership, management and governance	4	-	-	4
Capacity to improve		4			
The school's overall effectiveness		4			

The chart demonstrates the school's overall effectiveness throughout the last three reviews.



School Report

□ School's overall effectiveness 'Inadequate'

Judgement justifications

- Students show weak standards in most lessons. This contrasts with the high pass and proficiency rates they achieve in the internal examinations, but aligns with their attainments in the newly introduced external examinations. Progress is limited by ineffective teaching and learning strategies and low expectations.
- Although most students conduct themselves appropriately and respect others, their enthusiasm for learning and school activities is underdeveloped. Opportunities for them to develop their participation, self-confidence and leadership roles in and out of lessons is limited.
- Teaching strategies and resources used in most lessons are ineffective in engaging students or developing their understanding and skills. Lessons are mainly teacher-centred and provide limited opportunities for students' participation or development of their leadership roles. Lesson productivity is frequently hindered due to unclear instructions, poor sequencing of activities and ineffective management of learning time.
- Lesson activities are below curriculum expectations and assessment methods are not used effectively to inform teaching or support learning. Limited feedback is provided on students' work to help them improve their performance and marking lacks accuracy.
- The school lacks accurate mechanisms for identifying students' different learning needs, resulting in ineffective academic support provided to them. Students' progress in the limited generic programmes provided is not rigorously monitored.
- Self-evaluation does not accurately reflect the school's situation and is not used to identify improvement priorities. Planning is generic and lacks the detailed activities, timeframes and key performance indicators that would allow for rigorous monitoring of their effectiveness. Professional development programmes are generic and their impact on teachers' practices in lessons is limited. There is little attention to ensuring that curriculum expectations are adhered to in lessons and internal examinations.
- The school has adequate links with the local community and communicates regularly with parents which results in their satisfaction.

Main positive features

- Adequate communication with parents and the local community.
- Students' appropriate conduct and their respect to each other.

Recommendations

- Improve leadership, management and governance by:
 - adopting comprehensive and rigorous self-evaluation of all aspects of school work, using the results to identify improvement priorities and develop the school plans with clear and measurable success indicators
 - providing targeted professional development programmes that are based on accurate and rigorous lesson observations
 - effective use of data to inform planning for improvement, raising expectations in lessons, activities and examinations to match curriculum expectations and providing effective academic support programmes.
- Raise students' standards through improving teaching and learning, with a focus on:
 - using effective teaching strategies and learning resources that engage students in their learning
 - developing students' active participation in lessons and providing opportunities for assuming leadership roles
 - ensuring lesson productivity through clear instructions, logical sequencing and effective management of learning time
 - effective use of assessment to inform teaching and providing accurate marking, feedback and support that enable students to improve their performance.
- Accurately identify students' learning needs and provide them with targeted support programmes in which students' progress is tracked.

□ Capacity to improve 'Inadequate'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none">• The school plans are not based on the improvement priorities that reflect the school's actual situation and needs. Self-evaluation is not comprehensive nor accurate. There is a two-point difference between the school's judgements in the Self-Evaluation Form (SEF) and the review team's judgements in all aspects.• The school does not use students' data, including their external examination results, to plan effectively to improve their standards and performance. | <ul style="list-style-type: none">• Professional development options are few and generic. Their impact on teachers' classroom practices and students' standards is limited.• Students' standards are weak and below curriculum expectations. They make limited progress due to the ineffectiveness of the teaching and learning strategies.• There is a consistent challenge of very high staff turnover as well as the instability of the senior leadership.• There is little investment in resources that enrich students' learning. |
|--|---|

Quality of outcomes

□ Academic achievement 'Inadequate'

Judgement justifications

- Students have below curriculum expectation standards in almost three quarters of the observed lessons across the core subjects. This is in contrast with the high pass rates that students achieved in the internal examination 2018-2019 which ranged between 83% in mathematics and 96% in English, both in Grade 6.
 - Proficiency rates are high in the 2018-2019 internal examinations, ranging between 80% in mathematics in Grades 4 and 5 and 100% in most core subjects across the grades, except for the very low rate of 10% in Grade 3 science.
 - Students' pass rates are consistently high across the past three academic years. However, scrutiny of internal examinations indicate that these examinations are mostly too direct and cover basic low-level skills, while marking lacks accuracy resulting in inflated marks.
 - Assessment of Scholastic Skills through Educational Testing (ASSET) has been introduced in 2019 as an external benchmark in English, mathematics and science for Grades 3, 4 and 5 and in English for Grade 6. Students' performance was below expected averages in all subjects and grades.
 - Students' performance in the 2019 BQA National Examinations in Grade 6 Arabic was within the national average.
- Students' reading skills in Arabic and English are inconsistent. They are able to read aloud with intonation and recognise the letters in different placement in words in Arabic, for example, but their analytical reading and extended writing skills are below curriculum expectations in both languages across the grades.
 - Students show limited understanding of concepts and experimental skills in science. Although they have basic understanding of 2D shapes in mathematics and decimals, their comprehension of complex shapes and conversions is inadequate.
 - The few high achievers progress appropriately in the better lessons. However, most students make limited progress in most lessons and in their written work due to their weak standards and the ineffective teaching and learning strategies. Moreover, non-native Arabic speaking students make limited progress in most lessons and in the programmes allotted for them.
 - Students' learning skills are very underdeveloped due to the limited opportunities provided for students to develop their critical thinking, problem solving, research and technological skills in and out of lessons.

Areas for improvement

- Students' standards and progress as per curriculum expectations in lessons and written work.
- Students' reading comprehension and extended writing in Arabic and English and their mathematical, scientific and learning skills.
- Students' progress according to their different abilities in and out of lessons.

□ Personal development & social responsibility 'Inadequate'

Judgement justifications

- The majority of students are committed to positive behaviour and are appropriately aware of their responsibilities towards the school and others. They respect their teachers, peers and visitors. The majority of students are punctual to lessons and attend school regularly, though a significant number of students are not punctual to the morning assembly.
 - Students generally embrace local citizenship, showing in their engagement in national events and activities such as the 'Traditional Day' and 'Our Heritage, Our Identity Festival'. Students show appropriate awareness of global citizenship as the majority take part in 'Children's Rights Around the World' event. The majority of students show tolerance and acceptance of different backgrounds as they embrace the minority of students in schools who are from different cultures.
 - Very few opportunities are provided to students in lessons to engage them and ensure their active participation in lessons. Those that are provided mainly focus on the few more able students.
- Opportunities for students to participate in school activities and programmes and their assumption of leadership roles are limited to a minority of students. This negatively affects the development of most students' self-confidence, decision making and leadership roles skills.
- Most students work in harmony in and out of lessons. However, collaborative work and communication skills are underdeveloped as students are not provided with opportunities to contribute or build on each other's ideas and learning.
 - Across the school the majority of students show an adequate awareness of health environment issues. They keep the school clean and are aware of the importance of recycling such as recycling drinking bottles and egg shells for planting.
 - Although a few students participate in interschool activities and competitions such as football matches, their competitive and innovation skills are very underdeveloped. They show insufficient ability to develop ideas and projects.

Areas for improvement

- Students' self-confidence and leadership roles in and out of lessons.
- Students' enthusiasm towards participating in school activities and events.
- Students' communication skills, competitiveness and innovative abilities.

Quality of processes

□ Teaching, learning & assessment 'Inadequate'

Judgement justifications

- The teaching and learning strategies used in more than three quarters of the observed lessons are ineffective in engaging the students and inciting their interest. The strategies are mostly focused on questions and answers and whole class discussions where the teacher is mostly the centre of the teaching and learning procedures.
- In a few lessons, videos, worksheets and mini-boards are used, but they are mainly limited to engaging a small group of the more able students. However, very limited resources are used in most lessons, which fail to develop or expand students' learning, understanding and skills.
- Teachers manage students' behaviour appropriately due to the students' generally adequate conduct. However, managing learning time is less effective with erratic sequencing of lessons in terms of instruction and activities. Activities mostly revolve around easy tasks which do not contribute to students' progress. Lesson pace oscillates between too fast and too slow, affecting lessons' productivity.
- In the majority of lessons, teachers use a number of assessment methods. However, these are largely ineffective as there is a tendency to focus on oral, collective answers which are mainly focused on the more able students or address the easier parts of learning objectives which are below curriculum expectations.
- Assessment feedback, when provided, is generic and lacks accuracy as it overlooks mistakes in class activities, students' written work and examination papers. The assessment results, in and out of lessons, are not effectively used to inform teaching, measure students' progress or provide the required support for their different learning needs.
- Students are insufficiently challenged in most lessons, which hinders the development of their skills. Questions and activities are mainly below expectations and focus on recollection of information, with limited instances of critical or analytical thinking. There is an inclination for teachers to pose questions and provide the answers without encouraging students to deliberate the questions and share their thoughts.
- The use of technology is limited in most lessons, despite a few classrooms being equipped with an interactive whiteboard. Students are rarely encouraged to use the available resources to develop their technological skills.
- Teachers provide different worksheets in the majority of lessons. However, these merely present different types of tasks rather than being differentiated based on meeting students' different learning needs and enabling them to develop their understanding and skills according to their different abilities.

Areas for improvement

- Effective use of teaching and learning strategies and resources including technology to ensure students' engagement and active participation in lessons.
- Productive management of learning time and logical sequencing of lessons' instructions and activities.
- Rigorous assessment for learning in lessons that informs teaching and provides accurate feedback and marking in activities, written work and examination papers.
- Effective differentiation through accurate use of assessment data to meet and support students' varying learning needs, and challenging all students through raising the expectations in lessons and activities.

□ Empowerment & meeting needs 'Inadequate'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none">• The school classifies students based on annual diagnostic test results. However, the classification lacks accuracy in identifying students' actual learning needs to enable the provision of the required academic support programmes.• Both low achievers and students with learning difficulties are often handled as one category despite their differing needs, resulting in the ineffectiveness of the very limited support sessions provided for them, which are therefore not accurately based on their needs. Additionally, their performance and progress in them is not rigorously tracked.• High achievers are given a few opportunities to participate in activities, such as the 'Spelling Bee'. However, their abilities are not systematically challenged in and out of lessons to extend their skills and development.• Non-native Arabic speakers are inadequately supported due to the ineffectiveness of the activities provided | <p>for them out of lessons and insufficient support given to them in lessons.</p> <ul style="list-style-type: none">• The school supports students adequately when they face problems. This is achieved through communication with their parents. Sessions about acceptable behaviour are presented and activities in the morning assembly focus on raising awareness of values such as respect. This is appropriately reflected in most students' behaviour.• The school provides few opportunities for students to participate in extracurricular activities. The school has introduced a few clubs such as the 'Science and Environment' and 'Art and Craft' clubs. However, these are newly introduced and involve a limited number of students which limits their effectiveness in meeting and developing students' different interests and experiences. Talented students are not well identified, and little is provided to extend their gifts and talents. |
|--|---|

- A few field trips are organised such as visiting Arad Fort. Students are given adequate induction when they join the school, but no preparation is provided for the next stages of their education.
- The school facilities are appropriately maintained and adequate risk assessment is carried out. However, more consideration and actions are needed to provide sufficient emergency assembly points, alternative exists for students on upper floors and consistent monitoring of students' dismissal.
- The school adequately monitors students with chronic diseases and holds lectures about 'Breast Cancer' and other illnesses. The school organises an annual health week in which students' teeth and eyes are examined.
- Inadequate support is provided to students with slight mental disability due to lack of identification and overreliance on the external support provided by the parents.

Areas for improvement

- The accurate identification of students' different learning needs and provision of dedicated academic programmes that cater for their different categories, including students with disabilities.
- Developing students' experiences, interests and talents through a variety of activities and programmes.
- Sufficient emergency assembly points and alternative emergency exits for upper floors.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Inadequate'

Judgement justifications

- The school uses stakeholder surveys, SWOT analyses and previous BQA review reports for its self-evaluation. However, the SWOT analysis does not accurately reflect the school's situation and the results of self-evaluation are not rigorously used to identify improvement priorities including teaching and learning. Students' academic data, including the results of the newly introduced external examination, is not effectively used to plan for supporting students' learning.
- The school has a four-year strategic plan with generic goals, and an operational plan that focussed on previous BQA report recommendations. The two plans are not closely aligned, and they lack focus on the current school situation and improvement priorities. Activities, timeframes and key performance indicators are not clearly set to facilitate monitoring and measurement of their impact and success.
- The school provides professional development programmes through an external consultancy. However, the training provided is generic, such as about lesson planning and time management, and is not based on accurate identification of teachers' training needs which should emerge from rigorous monitoring of their teaching practices. The impact of the few training workshops is too limited on teachers' teaching practices.
- A new School Improvement Team (SIT) has been formed to act as middle management. However, the tasks delegated to them are mainly focused on monitoring procedures such as that teachers adhere to maintaining portfolios, which indicates a lack of focus on actual teaching practices and their impact on students' learning. There is insufficient attention on developing a common understanding of effective practices and the direction for improvement. Lesson observations lack targeted feedback to teachers that would help them improve their practices.
- The school leadership maintains good relationships with the staff. However, insufficient delegation of tasks and lack of clarity of the roles of different members of staff negatively affects the monitoring of different aspects of schoolwork, such as the monitoring of low achieving students and teaching and learning practices. Staff turnover is very high, with most of the teachers being new this academic year. Little attention is given to ensuring that curriculum expectations are met in planning for lessons and activities or in setting internal examinations.
- The school uses its available grounds for sports and break-time activities. However, effective resources are scarcely used in lessons to enrich students'

- learning, with little attention to providing appropriate resources in classrooms.
- The school communicates adequately with the local community, such as dental centres to provide health services to students. There is regular communication with parents to involve them in monitoring students' behaviour and to involve them in school activities.
 - Roles between the Board of Directors and the school Principal are clear and respected. The Board meets regularly to oversee the school plans, finances and training needs and provide them accordingly. However, the basis upon which the Board holds the school Principal accountable for the school's performance is unclear.

Areas for improvement

- Comprehensive and rigorous self-evaluation that includes all aspects of school work, using the results including students' data to specify improvement priorities and plan with clear activities, time frames, measurable performance indicators and clear monitoring mechanisms.
- Ensure clear understanding of the characteristics of effective teaching and learning practices across all the school leaders and staff.
- Professional development programmes that are targeted and based on accurate assessment of teachers' training needs that emerge from rigorous lesson observations.
- Availability and utilisation of learning resources that enrich students' learning and experiences and develop their skills.

Appendix 1: Characteristics of the school

Name of the school (Arabic)	مدرسة المجد الخاصة												
Name of the school (English)	Al Majd Private School												
Year of establishment	2004												
Address	Building 1999, Road 5833, Block 358												
City / Town / Governorate	Zinj / Capital												
School's telephone	17272715					Fax		17272710					
School's e-mail	almajdschool@gmail.com												
School's website	-												
Age range of students	6-12 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-6				-				-				
Number of Students	Boys	77			Girls	78			Total	155			
Students' social/ economical background	Most students are from middle income families												
Classes per grade in Primary and Intermediate Stages	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	5	2	1	1	1	1	-	-	-	-	-	-
Number of administrative staff	9												
Number of teaching staff	15												
Curriculum	British and Ministry of Education (MoE) for Arabic, Islamic studies and social studies												
Main language(s) of instruction	English & Arabic												
External assessment and examinations	Assessment of Scholastic Skills through Educational Testing (ASSET)												
Accreditation (if applicable)	None												
Major recent changes in the school	<ul style="list-style-type: none"> The appointment of a new Principal in February 2019. The recruitment of 13 new teachers in the academic year 2019-2020 including 3 for Arabic, 2 for English, 2 for science and 3 for mathematics. 												