



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

Directorate of Private Schools & Kindergartens Reviews Review Report

Al Majd Private School
Zinj – Capital Governorate
Kingdom of Bahrain

Date of Review: 11-13 January 2016

SP018-C2-R012

Introduction

The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed school's performance data and other documents. They met with staff members, students and parents. This Report summarises their findings and recommendations.

Summary of review judgements

Outstanding

1

Good

2

Satisfactory

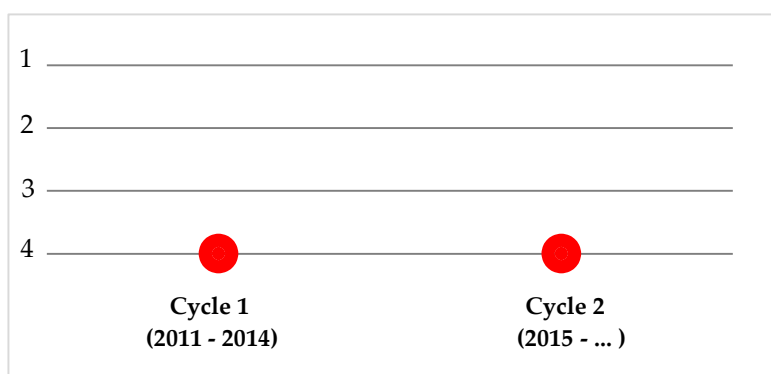
3

Inadequate

4

| Aspect | | Grade | | | |
|---|---------------------------------------|----------------------|-----------------------|------------------|---------|
| | | Elementary / Primary | Middle / Intermediate | High / Secondary | Overall |
| Quality of outcomes | Students' academic achievement | 4 | 3 | 4 | 4 |
| | Students' personal development | 4 | 4 | 4 | 4 |
| Quality of processes | Teaching and learning | 4 | 3 | 4 | 4 |
| | Students' support and guidance | 4 | 4 | 4 | 4 |
| Quality assurance of outcomes and processes | Leadership, management and governance | 4 | 4 | 4 | 4 |
| Capacity to improve | | 4 | | | |
| The school's overall effectiveness | | 4 | | | |

The chart demonstrates the school's overall effectiveness throughout the review cycles.



1

Outstanding

2

Good

3

Satisfactory

4

Inadequate

School Report

Percentile words used in relation to different judgements

| Grade | Relative words used | Interpretation |
|--------------|---|---|
| Outstanding | All / Almost all | Indicates completeness and comprehensiveness/about to reach completeness and comprehensiveness. |
| | The vast majority | Indicates an amount that exceeds most. |
| Good | Most | Indicates an amount that exceeds majority. |
| Satisfactory | Majority / Adequate / Suitable / Variable | Indicates more than average. |
| Inadequate | Minority / Few | Indicates less than average. |
| | Limited | Indicates less than minority. |
| | Very limited | Indicates scarcity/rarity. |
| | None | Indicates unavailability/nothing. |

School's overall effectiveness 'Inadequate'

Judgement justifications

- The school's overall effectiveness is judged as inadequate, with all review aspects being found to be inadequate.
- Although students' pass rates are high in the 2014-2015 internal examinations, this is not reflected in their actual standards in lessons and in their written work. Students' skills are particularly under-developed in Arabic and mathematics. However, their standards are slightly better in middle school.
- A minority of the students take part in a few of the sports activities and the few better lessons. However, most of the students are passive listeners in lessons due to the ineffective teacher-centered strategies and because they are not provided with sufficient opportunities to develop self-confidence. There is a lack of activities provided outside lessons to actively involve students in school life and develop their personalities.
- In the few better lessons, especially in middle school, effective student-centered strategies are used that focus on developing research and independent learning skills. These result in engaging students in their learning and ultimately in their understanding and progress. However, in most lessons excessive teacher talk and closed questions limits the interaction and engagement of most

students. Assessment results are not sufficiently used to support students' learning, particularly in primary and high school.

- Although the school provides Arabic for non-native speakers, identifies low achieving students in some subjects such as Arabic, and provides these students with additional classes, the effectiveness of these programmes on students' progress is too limited. Enrichment and extracurricular activities are also too limited to meet students' different needs and interests. Although the school

monitors students during breaks, risk assessment is not rigorous; toilets hygiene is an issue and fire drills are not taking place.

- The school's strategic plan is too generic and does not link to the school's action plans. Timeframes, roles of responsibilities and success indicators are not clearly identified to enable rigorous monitoring of the plan. Professional development programmes are scarce and are not based on assessment of teachers' actual training needs.

Main positive features

- Students' satisfactory standards and progress in middle school, due to the suitable teaching and learning strategies utilised with them.

Recommendations

- Provide a healthy and safe environment to students and staff by carrying out regular risk assessments and fire drills.
- Improve collaboration and communication between the different levels of the leadership, management and governance to:
 - develop and implement the strategic and action plan based on accurate self-evaluation, with clear responsibilities, time frames and systems for monitoring
 - implement effective professional development programmes based on teachers' training needs, measuring their impact on classroom practices.
- Raise students' achievement in all subjects across the school by implementing effective teaching and learning strategies that focus on:
 - developing students' understanding and skills, particularly in Arabic and mathematics
 - use of assessment to meet the learning needs of different groups of students, particularly low achievers
 - effective lesson management and motivation of students to be active learners.
- Track students' academic and personal progress to provide effective support and enrichment programmes that meet the needs of different groups of students.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school's overall performance is still inadequate, as in the last review, with both students' personal development and support and guidance regressing from satisfactory to inadequate.
 - Although the school carries out a SWOT analysis and uses its results in its strategic plan, planning is too general and lacks rigorous monitoring mechanisms with no clear responsibilities, timeframes or success criteria.
 - Departmental plans do not link with the strategic plan and there is a lack of clear collaboration and coordination between the different departments and levels of leadership when reviewing performance or planning for improvement.
- Although students pass rates are generally high in internal examinations, their proficiency rates are low in core subjects and key stages such as Arabic and science in primary and mathematics and commercial courses in high school.
 - Professional development programmes are too general and are not based on teachers' actual training needs or assessed by monitoring teachers' performance.

Quality of outcomes

□ Students' academic achievement 'Inadequate'

Judgement justifications

- Students' scored high pass rates in the school's 2014-2015 internal examinations, ranging between 100% and 71% in core subjects with the highest being in English and science.
- Students' proficiency rates are at variance with the high pass rates as they range between 96% and 0%. The high proficiency rates are mostly in early primary levels in Grades 1 and 2 and in English in Grade 12. However, proficiency rates significantly decline in Grade 6 mathematics and Arabic and commercial courses in Grade 12.
- Students' Arabic skills are underdeveloped across the school, particularly in primary and high school. For example, their reading and writing skills are weak in primary stage. Students face difficulties in reading comprehension, text interpretation and extended writing in high school. Comprehending and applying grammatical rules is slightly better in middle school.
- Students' English skills are satisfactory. Most students are able to read and interpret the meaning of texts in primary school and use grammatical rules in middle school. However, writing skills are underdeveloped.
- In mathematics, most students across the school demonstrate standards that are below expectations. For example in primary school they cannot convert fractions or measurement units due to their under-developed skills in division.
- Students demonstrate age-appropriate standards in science. They can recognise different animals in primary school and solve chemical formulas in middle school. However, practical skills and scientific concepts in biology and physics in high school are significantly underdeveloped.
- Tracking students' pass rates over the past three years in internal examinations indicates that they are generally stable in Arabic in primary school, have declined in mathematics but progressed in English and science in middle school.
- Students' progress in their written work is inadequate in Arabic and mathematics across the school and in English in high school, with the standards demonstrated in the activities provided being below expectations. However, students' progress in English written work and science in primary and middle school is slightly better.
- Higher ability students make adequate progress in lessons even though they are not catered for out of lessons through any special programmes. However, progress made by low achievers is inadequate due to the insufficient support provided to them in and out of lessons.

Areas for improvement

- Students' standards in Arabic and mathematics, particularly in primary and high school.
- English writing skills and practical skills in science.
- The progress students make according to their different abilities in lessons and in their written work, particularly low achievers.

□ Students' personal development 'Inadequate'

Judgement justifications

- A few opportunities are provided to students in the more effective lessons to participate and develop confidence through initiating ideas, questions and justifying answers. They can also take part in the morning assembly and in a few external competitions such as the basketball competition with Al Wisam School and the Spelling Bee with Al Rawabi School. However, these opportunities are too few, with limited activities and opportunities provided to students in most lessons as a result of the excessive teacher talk and the lack of activities offered to students out of lessons.
- The majority of students behave appropriately and maturely. They adhere to the school rules and maintain the fabric of the school. Most show respect to teachers and peers. Consequently, the most students feel safe and secure in the school. Nevertheless, there are incidents of misbehaviour outside lessons and in a few lessons when students ridicule their peers and make sarcastic and disrespectful comments.
- The majority of students demonstrate an appropriate understanding of Bahraini heritage and Islamic and citizenship values. This is evident through their participation in the different activities such as the traditional festival 'My Home Town Bahrain' and the religious events during Eid and Haj. A classroom citizenship corner has been allocated to enrich the teaching of citizenship.
- Although the majority of students attend school regularly their punctuality at the beginning of the school day and in a few of the lessons is an issue. Moreover, attendance averages tend to drop before public holidays.
- Development of students' independent learning skills is too limited. Few opportunities are provided other than through researching the internet in a very few lessons such as English. However, these are very scarce and insufficient.
- Students work together in an appropriate manner during group activities in the more effective lessons. Nevertheless, opportunities to develop communication skills are rare, with a lack of appropriate opportunities and activities in and out of most lessons.

Areas for improvement

- Students' effective participation and self-confidence in taking responsibility and leadership roles in school life.
- Developing students' independent learning skills and providing opportunities to work together.

Quality of processes

□ Teaching and learning 'Inadequate'

Judgement justifications

- In the few better lessons in primary and middle school the effective use of student-centred strategies, focused on developing understanding as well as independent learning and research skills, engage students productively, leading to their rapid progress including searching the internet in an English lesson. However, in most lessons a teacher led approach and excessive teacher presentation seem to be the main features. Question and answer sessions use mostly closed questioning, with discussions being dominated by the more able students. Textbooks, worksheets, models and charts are commonly used resources. Interactive white boards are used only as data-shows. However, the effectiveness of these strategies and resources to develop understanding and skills is limited.
- Almost all the lessons are orderly and guided by lesson plans. In middle school the majority of lessons are adequately productive. However, in primary and high school lesson productivity is limited due to insufficient time and class management and the provision of activities that are not sufficiently focused on developing understanding and skills.
- In the few better lessons teaching encourages and motivates students towards active learning by providing significant opportunities to discuss, compare and evaluate. However, most lessons teaching is highly inconsistent, with the more able students dominating. Additionally, in a significant minority of lessons, motivation is too limited.
- In the few better lessons assessment for learning is both verbal and written, and is used effectively to identify and support different ability groups of students. However, in most lessons, particularly in primary and high school, the effective use of assessment and its results is insufficient. Activities and homework do not sufficiently develop understanding and skills, with class activities mainly focussing on drilling in the concepts and homework mostly a consolidation of work done in the class.
- Opportunities for students to develop higher order thinking skills are too limited. In the few better lessons students are encouraged to analyse, compare, contrast, justify and critically comment. However, in most lessons teaching involves closed questions, mostly related to consolidating facts.
- Whole-class teaching dominates in most lessons across the school, consequently the more able students are not sufficiently challenged and the less able are not adequately supported. Written activities and homework also lack sufficient and effective differentiation.

Areas for improvement

- Use of a varied range of teaching and learning strategies suited to the learning needs of all groups of students.
- Use of resources and activities to ensure students' active and productive participation in lessons.
- Use of assessment for learning and its results to support all students.
- Time and class management to ensure the productivity of lessons.

□ Students' support and guidance 'Inadequate'

Judgement justifications

- The school provides non-Arabic speakers with a special Arabic programme. However, the impact of this is too limited due to the ineffectiveness of the implementation and teaching strategies used and the lack of proper planning for the programme, which is not based on actual assessment of students' needs.
- Revision and remedial sessions are provided for some subjects, mainly Arabic. However, these are irregular and are not followed up to measure their impact on students' progress. Gifted and talented students are identified but are not provided with any enrichment programmes to develop their talents and experiences.
- The school provides financial support to a few students when deemed necessary. Programmes for raising students' awareness are limited. Measures taken to handle behavioural and personal problems are not followed through to effectively ensure that difficulties are resolved. The few students with physical disabilities are not supported sufficiently as they are not provided with appropriate facilities.
- A few students take part in some external competitions such as the Spelling Bee. However, the school does not provide any regular extracurricular activities and there are no committees that develop students' different interests or experiences.
- Students are monitored during the break times, dismissal and while using the school transportation system. The school nurse follows up on any medical cases in the school and provides the needed care whenever necessary. However, risk assessment is not systematic since regular fire drills have not taken place for the past two years, despite the presence of narrow corridors and limited staircases and exits. Hygiene in the school canteen and toilets is a major issue of concern.
- A general meeting is held for all students and parents at the beginning of each year. However, new students are not provided with an induction programme to help them to settle into the school. Transition programmes that prepare students for the next stage of their education are insufficient. Students in high school are not provided with sufficient information and advice regarding the streams and

specialisation they should choose for progressing through high school and into further education.

- There are too few opportunities to develop life skills such as internet

research skills. Information technology (IT) skills, problem solving and leadership skills are under-developed.

Areas for improvement

- Targeted remedial, enrichment and awareness programmes which meet the academic and personal needs of different groups of students.
- Age-appropriate extracurricular activities that meet students' different interests and develop their life skills and experiences.
- Risk assessment to provide a healthy and safe environment for students and staff.
- Implementation of induction programmes for new students and preparing students for the next stage of their education.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Inadequate'

Judgement justifications

- The school carries out SWOT analysis to evaluate its situation and uses its results to set the strategic plan. However, the strategic plan is too general and lacks any performance indicators, responsibilities and timeframes. The monitoring mechanisms are unclear and departmental action plans do not link to the strategic plan.
- The senior leadership delegates responsibility to middle leadership. However, communication between the senior leadership and middle management is irregular, affecting the sharing of information and ideas for further development of the school. Monitoring performance, sharing practices, planning and collaboration between different levels and departments is not clear. As a result, inconsistencies in practices persist and weaknesses are not effectively resolved through shared planning.
- The school conducts a number of professional development workshops such as teaching strategies and the use of smart boards. Nevertheless, these are too few and are not based on assessment of teachers' actual training needs identified through rigorous monitoring of their performance. There is no systematic approach to following up on the impact of the few training programmes provided on teachers' performance in lessons.
- The school uses the available facilities adequately, such as providing and recently updating the science laboratories and school library and providing smart boards. However, the use of learning resources in lessons is too limited, for example flash cards are used in the better lessons but in most lessons limited resources are used to facilitate students' learning.
- The school has limited links with the local community, being limited to students' visits to nearby schools to join in competitions such as the Spelling Bee.
- The schools' Board of Directors contributes to the school's future expansion plans, and through regular meetings is aware of the school's academic performance. However, it does not hold the school's leadership accountable for students' academic achievement and personal development nor help to develop strategic direction.

Areas for improvement

- Strategic planning with clear key performance indicators, responsibilities and timeframes, and linked to departmental action plans.
- Professional development programmes based on teachers' individual training needs assessed from rigorous monitoring of their performance.
- Utilisation of facilities and resources to facilitate students' learning.
- Links with the local community to enrich students' learning experiences.

Appendix: 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 583, Zinj | | | | | | | | | | | | | |
| Town /Village / Governorate | Zinj - Capital | | | | | | | | | | | | | |
| School's Contacts | 17272715 | | | | Fax | | | | 17272710 | | | | | |
| School's e-mail | almajdschool@gmail.com | | | | | | | | | | | | | |
| School's website | www.almajd.edu.bh | | | | | | | | | | | | | |
| Age range of students | 6-17 years | | | | | | | | | | | | | |
| Grades (e.g. 1 to 12) | Primary | | | | Middle | | | | High | | | | | |
| | 1-6 | | | | 7-9 | | | | 10-12 | | | | | |
| Number of students | Boys | | 233 | | Girls | | 135 | | Total | | 368 | | | |
| Students' social background | Most/majority students come from middle class families | | | | | | | | | | | | | |
| Classes per grade | Grade | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | Classes | | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| Number of administrative staff | 30 | | | | | | | | | | | | | |
| Number of teaching staff | 87 | | | | | | | | | | | | | |
| Curriculum | British | | | | | | | | | | | | | |
| Main language(s) of instruction | English and Arabic | | | | | | | | | | | | | |
| Principal's tenure in the school | 1 year | | | | | | | | | | | | | |
| External assessment and examinations | - | | | | | | | | | | | | | |
| Accreditation (if applicable) | - | | | | | | | | | | | | | |
| Major recent changes in the school | <ul style="list-style-type: none"> Expansion of year level: from Year 10 to Year 12. New Principal appointed in May 2015 | | | | | | | | | | | | | |