



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

# **Directorate of Private Schools & Kindergartens Reviews Monitoring Visit Report**

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

**Date of first monitoring visit: 4 May 2017**

**Date of last review: 11-13 January 2016**

**SP018-C2-Ma004**

## Introduction

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The monitoring visit of the school took place over one day, by a monitoring team from the Directorate of Private Schools and Kindergarten Reviews (DPS) of the Education & Training Quality Authority (BQA) to verify the improvements that it enacted according to the recommendations of the last review visit. During the monitoring visit, improvement in students' performance were evaluated during the class observation, the learning walk, scrutiny of their written work and monitoring of general progress.

### The Previous Judgement

- The school was judged "Inadequate" in the review visit which was conducted in January 2016.

### Summary of the first monitoring results

<b>The recommendations*</b>	<b>The description</b>
Recommendation 1	Sufficient improvement
Recommendation 2	Partial improvement
Recommendation 3	Partial improvement
Recommendation 4	Partial improvement
<b>The monitoring visit overall judgement</b>	<b>In progress</b>
• The school needs a second monitoring visit after six months	

\* The phrasing of the recommendations appears in the report section below.

## **The overall outcomes of the visit**

**In order to make the necessary improvements, the following measures are required:**

- Continue to 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 the different groups of students.

## **Additional remarks**

- None.

## The Progress in the recommendations

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### Recommendation (1):

- Provide a healthy and safe environment to students and staff by carrying out regular risk assessments and fire drills.

### Judgement: Sufficient improvement

The procedures	The Impact
<ul style="list-style-type: none"> <li>• The school has formed different committees to monitor safety, health and security.</li> <li>• It has implemented a fire drill and an evacuation planned exercise with the assistance of the Civil Defense, which also provides the school with a report about the necessary changes and improvements to ensure the school's safety. These include the exit plan, assembly points and distribution points for fire extinguishers and has been put into effect.</li> <li>• The school has taken various measures to maintain its facilities and ensure safety and cleanliness. A schedule has been implemented for regular washrooms cleaning and provision of soap and tissue. An extra exit has been opened for the Middle and High School building to ensure smooth and safe students' entry and exit. Additionally, the school ground has been paved and the shaded area has increased.</li> </ul>	<ul style="list-style-type: none"> <li>• An adequate culture of awareness of health and safety measures is present between staff and students due to the awareness sessions and activities conducted, as well as fire and evacuation drills conducted around the school.</li> <li>• The environment is safe and healthy, with no apparent dangers present for students and staff.</li> </ul>

### Recommendation (2):

- 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 and measuring their impact on classroom practices.

**Judgement: Partial improvement**

The procedures	The Impact
<ul style="list-style-type: none"> <li>• A SWOT analysis has been conducted to identify the school's strengths, areas for improvement and the opportunities available. This involved students, parents and the school's staff.</li> <li>• A self-evaluation is used to gauge and monitor the school's practices and procedures, using surveys for both students and parents to identify their needs and satisfaction with the services provided, and surveys for teachers to identify their training needs.</li> <li>• Lessons are monitored regularly by the School Improvement Team (SIT) and the school leadership to evaluate the effectiveness of the teaching and learning practices.</li> <li>• Strategic and action plans are activated with achievement indicators which are monitored by the SIT.</li> <li>• Teachers' training needs are provided through external consultants on lesson planning, student assessment, health and safety and differentiated instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation and action planning are in place. Plans have achievement indicators and their execution is monitored by the school improvement team according to their assigned responsibilities. However, the existing development programmes have inconsistent impact on raising students' academic achievement and supporting and meeting the needs of the different categories of students.</li> <li>• Teachers are benefitting from the professional development programmes as well as from the feedback provided from the SIT as a result of their monitoring of teaching practices. However, this is inconsistent across the subjects.</li> </ul>

**Recommendation (3):**

- 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.

**Judgement: Partial improvement**

The procedures	The Impact
<ul style="list-style-type: none"> <li>• In most lessons teachers use a range of teaching and learning strategies such as pair work, group activities and discussion, using various resources. However, there is too little focus on developing students' writing skills in Arabic and problem solving skills in mathematics.</li> <li>• The school analyses students' examination results and categorises them into high, average and low achieving groups. Based on this classification, teachers provide differentiated worksheets to students, with tasks matching their abilities.</li> <li>• Teachers receive specific training on differentiated instruction and lesson management.</li> <li>• In almost all lessons, teachers conduct oral and written formative assessments to test students' understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• The teaching strategies implemented in the better lessons develop students' understanding effectively, particularly in Arabic and English. However, the majority of students across the school do not sufficiently progress in their writing skills in Arabic or problem solving skills in mathematics.</li> <li>• In a significant proportion of lessons, the oral assessment for learning either targets the more able students or students who volunteer to participate. This adversely affects the less able students and fails to meet their learning needs.</li> <li>• Lessons are generally orderly. Teachers encourage and motivate students toward learning. However, in a few less effective lessons the productivity is low due to activities that do not sufficiently match students' interests and the less effective support offered to students who face difficulties.</li> <li>• In the better lessons, teachers provide differentiated written activities, particularly in English.</li> </ul>

**Recommendation (4):**

- Track students' academic and personal progress to provide effective support and enrichment programmes that meet the needs of different groups of students.

**Judgement: Partial improvement**

The procedures	The Impact
<ul style="list-style-type: none"> <li>• A diagnostic test in English, mathematics and science is conducted for all grades at the beginning of the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• The diagnostic tests facilitate the identification of different ability groups of students. However, this identification is</li> </ul>

<ul style="list-style-type: none"> <li>• The academic progress of students is tracked through an automated system that records students' attainment in term-based assessments in all the core subjects.</li> <li>• The school provides remedial classes to the less able students during the regular school hours.</li> <li>• A range of opportunities is provided to different groups of students to satisfy their needs, such as leadership roles to the outstanding students and a number of off-campus activities to the gifted and talented students. These include participation in a stage play, photography competition, amateur painting and poster design competitions and various contests.</li> <li>• The school is maintaining the log with records of unacceptable behaviour cases. The social counsellors are conducting meetings with students and their parents with proposed remedial measures.</li> <li>• The school extends financial support to students in need, to facilitate their academic progression.</li> <li>• Inside the lessons, differentiated activity sheets are provided to students with different abilities to meet their learning needs.</li> </ul>	<p>not rigorous. Outstanding students are supported well, with ample opportunities to participate in class activities and with differentiated work being given, while for the less able students one-on-one support is inconsistently provided inside the lessons.</p> <ul style="list-style-type: none"> <li>• The provision of opportunities to different ability groups of students enables them to develop their confidence and life skills. However, the impact, particularly in lessons, is inconsistent. Consequently, the active and productive participation of students in lessons varies.</li> <li>• The school's efforts are adequately effective in limiting the incidents of unacceptable behaviour. Students therefore feel safe and secure in school.</li> </ul>
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## Appendix 1: Basic Information about the School

The school name (Arabic)	مدرسة المجد الخاصة												
The school name (English)	Al Majd Private School												
Year of establishment	2004												
Address	Building 1997, Road 5834, Block 583												
Town / Village / Governorate	Zinj / Capital												
School's Contacts	17272715	-	Fax	17272710									
Grades (e.g. 1 to 12)	Primary			Middle				High					
	1-6			7-9				10-12					
Number of students	Boys	173	Girls	103	Total	276							
Students' social background	The majority of students are from middle income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	2	2	2	1	2	1	1	1	1	1	1	1
Major recent changes in the school	<ul style="list-style-type: none"> <li>Newly appointed acting School Principal.</li> <li>Implementation of Life Skills syllabus in Grades 4 and 5.</li> </ul>												



## Appendix 2

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**Table 1: Judgement on how sufficient are the improvements in the recommendation**

Judgement	Judgement Description
<b>Sufficient Improvement</b>	The school is making significant progress in addressing the recommendation. It has taken measures which have achieved great improvement linked to the recommendation which have clearly resulted in improved performance, and positively impacted the outcomes.
<b>Partial Improvement</b>	The school is making inconsistent progress in addressing the recommendation. It has taken positive actions, which have led to varying improvements in performance, and partially affected the outcomes.
<b>Insufficient Improvement</b>	The school has not achieved sufficient improvement in the recommendation. It was not successful in taking actions leading to appropriate improvement. There is a notable weakness that needs to be effectively and urgently addressed.

**Table 2: The overall judgement of the school progress in the monitoring visit\***

The Overall Judgement of Progress	Judgement Description
<b>Sufficient Progress</b>	The school has taken effective measures to bring about sufficient improvement in all of the recommendations.
<b>In Progress</b>	The school has taken several measures to bring about at least partial improvement in all of the recommendations. There are no recommendations with insufficient improvement
<b>Insufficient Progress</b>	The school has not brought about sufficient improvement in one or more recommendations.

\* In the case of insufficient measures linked to the recommendations being related to the licensing/organisational body, but with the school taking the appropriate measures on its part, the overall progress judgement will not be affected, except with issues related to health and safety.