



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

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

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

**Date of second monitoring visit: 14 March 2018**

Date of first monitoring visit: 4 May 2017

Date of last review: 11-13 January 2016

SP018-C2-Mb001

## 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 had enacted according to the recommendations of the overall outcomes of the first monitoring visit. During the monitoring visit, improvement in students' performance was evaluated during the class observation, the learning walk, scrutiny of their written works and monitoring of general progress.

### The Previous Judgement

- The school was judged as 'In Progress' on the first monitoring visit, which was conducted in May 2017.

### Summary of the second monitoring results

The recommendations*	The description
Recommendation 1	Partial improvement
Recommendation 2	Partial improvement
Recommendation 3	Partial improvement
<b>The monitoring visit overall judgement</b>	<b>In Progress</b>
<ul style="list-style-type: none"><li>• The school is going to be scheduled within the regular reviews as per BQA policy.</li></ul>	

\* The recommendations are included within the following report.

### The overall outcomes of the visit

In order to have sufficient measures and improvements, the school is required to:

- 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 monitoring systems

- implement effective professional development programmes based on teachers' training needs and 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.

## The Progress in the recommendations

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### Recommendation 1:

- 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, and measuring their impact on classroom practices.

**Judgement:** Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"><li>• The strategic plan is based on a clear SWOT analysis and the BQA's review and monitoring visit recommendations, as well as on the views of parents, students and staff.</li><li>• The school has formed a new School Improvement Team (SIT) to align the school processes and monitor the overall performance and implementation of the strategic plan.</li><li>• Planning outlines include the different responsibilities, time frames and appropriate performance indicators, which are linked to students' results.</li><li>• Teachers' training needs are identified through surveys and several external workshops and have been conducted on different topics like differentiation and classroom management.</li><li>• Regular lesson observations are carried out by the school Principal and the SIT to measure the impact of training and track improvements in performance.</li></ul>	<ul style="list-style-type: none"><li>• Strategic planning is appropriate and contains 5 goals that focus on all aspects, including students' achievement and improving teaching and learning. Planning is shared, and through the collaboration of staff in the implementation, the impact has been positive in improving students' attainments in the internal examinations of 2016-2017. However, the impact is still inconsistent in supporting the different categories of students effectively and rigorously monitoring how their learning needs are met as per the strategic goals set by the school.</li><li>• The impact of the professional development programmes varies, being more evident in Arabic and science lessons. The impact of professional development programmes in the remaining lessons is insufficient in developing students' skills, such as writing skills in English and basic skills in mathematics.</li></ul>

## Recommendation 2:

- 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>• Teachers use differentiated activities in lessons, targeting the different categories of students based on their attainment results. Teachers also use this information to provide differentiated worksheets in lessons.</li><li>• In most lessons, teachers use teaching strategies such as questioning, discussions and group work to develop students' understanding and skills.</li><li>• Teachers conduct oral and written assessment in lessons to measure students' understanding.</li><li>• Teachers are trained in class management. They motivate students through different approaches, including the use of learning resources such as pictures and videos to attract their attention and engage them in lessons.</li></ul>	<ul style="list-style-type: none"><li>• Students' internal examination results showed improvement in the year 2016-2017. However, the high marks indicated in most subjects are not reflected in students' performance in the majority of lessons or in their written work.</li><li>• In the better lessons, the teaching strategies implemented develop students' understanding and skills, particularly in Arabic and Science. However, the majority of students across the school do not make sufficient progress in their writing skills in English and problem-solving skills in mathematics.</li><li>• In the better lessons, teachers' use of time is appropriate and assessment is successful in meeting the learning needs of the different groups of students, including through the use of differentiated worksheets. However, in the less effective lessons, expectations of activities are low and the assessment does not sufficiently challenge students' abilities.</li><li>• Teachers generally motivate students towards learning, and lessons are orderly. However, in a significant proportion of</li></ul>

	lessons, across all subjects, low achievers are not given enough time and are not sufficiently supported to progress in their understanding and skills.
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### Recommendation 3:

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

**Judgement:** Partial Improvement

The procedures	The Impact
<ul style="list-style-type: none"> <li>• The school conducts diagnostic tests to identify and classify the different categories of students. Students' academic and personal performance is tracked through an automated system that shows students' different examinations results.</li> <li>• Teachers are trained to use differentiation to support students, using suitable activities in lessons.</li> <li>• The social counsellors identify students' personal needs, particularly those with behavioural problems, as well as students with learning difficulties.</li> <li>• The school provides a range of extracurricular activities on Tuesdays, including students' clubs for the talented students.</li> <li>• Outstanding students are given opportunities to participate in competitions with other schools. The school pays attention to the few non-native speakers to help them improve their language standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular report cards are sent to parents, which highlight students' performance and provide guidance for improvement.</li> <li>• Non-native speakers of Arabic are supported, but the impact is not yet evident as they just recently joined the school.</li> <li>• The enrichment activities provided for the outstanding and gifted students enable them to develop their personal skills and meet their needs. These activities include trips to a garden exhibition and participation in the morning assembly.</li> <li>• Support provided to the low achievers is inconsistent in lessons and there is no specific programme for them out of lessons, which affects their overall progress.</li> </ul>

## 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 1999, Road 5833, Block 583											
Town / Village / Governorate		Zinj / Capital											
School's Contacts		17 272715			-			Fax			17 272710		
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1 - 6				-				-			
Number of students		Boys		74		Girls		38		Total		112	
Students' social background		Most students come from average income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	1	1	2	1	1	1	-	-	-	-	-	-
Major recent changes in the school		<ul style="list-style-type: none"><li>• The Middle and High Schools have been closed.</li><li>• A new Principal has been appointed in the current year.</li></ul>											

## Appendix 2

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**Table 1: Judgement on how well the school has met the recommendations.**

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 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 led to varying improvements in performance, and partially affected the outcomes.
<b>Insufficient Improvement</b>	The school does not achieve 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's 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 a single recommendation or more.

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