



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 Governance  
Kingdom of Bahrain**

**Date of Monitoring Visit: 9 October 2023**

Date of last review: 25 - 27 November 2019

SP018-C3-Ma19

## 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 & Kindergartens Reviews (DPS) of the Education and Training Quality Authority (BQA), to verify the improvements that it enacted according to the recommendations of the last review. During the monitoring visit, improvement in students' performance is evaluated through class observations, learning walks, scrutiny of their written work and monitoring of general progress.

### The Previous Judgement

- The school was judged “Inadequate” in the review visit conducted in November 2019, which is why it went through this monitoring visit, to measure progress in performance according to the review recommendations.

### Summary of the monitoring visit results

<b>The recommendations*</b>	<b>The description</b>
Recommendation 1	Insufficient Improvement
Recommendation 2	Insufficient Improvement
Recommendation 3	Insufficient Improvement
<b>The monitoring visit overall judgement</b>	<b>Insufficient 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 report.

### The overall outcomes of the visit

To ensure improvement procedures, the following is required:

- Improve leadership, management and governance by:

- adopting comprehensive and rigorous self-evaluation of all aspects of schoolwork, 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.

## The Progress in the recommendations

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### Recommendation 1:

- Improve leadership, management and governance by:
  - adopting comprehensive and rigorous self-evaluation of all aspects of schoolwork, 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.

**Judgment:** Insufficient Improvement

<b>After reviewing and verifying all school procedures, the team reached the following:</b>
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| <ul style="list-style-type: none"><li>• The school conducts self-evaluation using tools such as (SWOT) analysis and stakeholders' surveys. However, it is neither comprehensive nor rigorous enough to identify improvement priorities related to students' academic standards and personal development.</li><li>• The school's strategic and action plans are not sufficiently aligned and there is little attention to improving students' standards. Success indicators lack clarity, and the majority are not measurable.</li><li>• Professional development programmes are provided based on lesson observations outcomes and the analysis of teachers' individual needs. However, their impact on teachers' performance in most lessons is inconsistent across the school.</li><li>• Despite the school's efforts in offering remedial sessions last year, the results of 2022-2023 indicate inconsistent pass rates and low proficiency rates in most core subjects, particularly in the upper grades. In majority of lessons, appropriate objectives are set, and activities and examinations are in line with curriculum expectations. However, students' weak standards hinder their ability to achieve the targeted objectives.</li></ul> |
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## Recommendation 2:

- 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.

### Judgment: Insufficient Improvement

#### After reviewing and verifying all school procedures, the team reached the following:

- Teachers implement question for learning in most lessons, while using the available resources like worksheets in mathematics, data shows to present slides and educational videos such as in science on the process of dissolving. However, in many lessons, students show inconsistent interest in learning and are not actively engaged due to the unattractive teaching strategies and resources used.
- Students' participation varies in most lessons due to their weak basic skills, particularly in English and Arabic. In few lessons, the more able students assume roles like group representatives, but no opportunities are provided to assume effective leadership roles in the rest of lessons observed.
- Majority of teachers give clear instructions and attempt to deliver content in sequence as planned, however, in many lessons time is not allotted well for some activities, particularly in assessment. Time management is negatively affected by students' weak basic skills.
- Assessment is verbal in most lessons, while written assessment is implemented in a few better lessons such as in mathematics, however, majority of students face difficulties solving word problems. Marking accuracy and feedback provided to students are inconsistent and support provided to low achieving students is ineffective in improving their standards and skills, particularly writing skills in English and Arabic.

### **Recommendation 3:**

- Accurately identify students' learning needs and provide them with targeted support programmes in which students' progress is tracked.

**Judgment:** Insufficient Improvement

**After reviewing and verifying all school procedures, the team reached the following:**

- The school diagnoses students' learning needs in all core subjects at the beginning of the academic year and sets Individual Learning Plans (ILPs) highlighting areas to be improved. Remedial sessions were provided last academic year, and yet to be implemented this year. Students' progress is tracked based on a comparison between their diagnostic results and Term 1 results, all of which indicate some improvement in performance, however, students' results in 2022-2023 show low proficiency rates in most core subjects.
- In lessons, students show inconsistent standards in core subjects and face difficulty in reading comprehension and understanding word problems and scientific terminologies. Students' writing skills in both languages are underdeveloped across the school.

## 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 358												
Town / Village / Governorate	Zinj / Capital Governance												
School's Contacts	17272715				Fax				-				
Grades (e.g. 1 to 12)	Primary			Middle				High					
	1-6			-				-					
Number of students	Boys	33		Girls	27		Total	60					
Students' social background	Most students are from middle income families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	1	1	1	1	1	1	-	-	-	-	-	-
Major recent changes in the school	<ul style="list-style-type: none"> <li>Appointment of a new Vice Principal.</li> </ul>												

## Appendix 2

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

<b>Judgement</b>	<b>Judgement Description</b>
<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 progress in the monitoring visit\***

<b>The Overall Judgement of Progress</b>	<b>Judgement Description</b>
<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/organizational 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.