



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

Directorate of Private Schools & Kindergartens Reviews Review Report

**Al Mahd Day Boarding School – Samaheej Branch
Samaheej – Muharraq Governorate
Kingdom of Bahrain**

**Date of Review: 24-26 April 2017
SP038-C2-R038**

Introduction

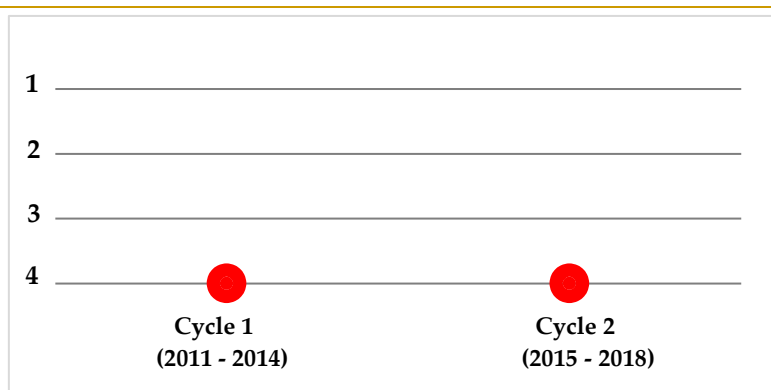
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the 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	3	4	-	4
	Students' personal development	3	3	-	3
Quality of processes	Teaching and learning	3	4	-	4
	Students' support and guidance	3	4	-	4
Quality assurance of outcomes and processes	Leadership, management and governance	3	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

- Strategic and action plans are based on self-evaluation. However, they lack rigour in measuring performance and monitoring the teaching and learning processes, particularly in Middle Stage which limit the impact of the professional development programmes provided.
- Students achieve high pass rates in school examinations but their proficiency rates are inconsistent, being appropriate in the majority of subjects in Primary Stage (Grades 1-3), but mostly low in Middle stage (Grades 4-8), particularly in Grades 7 and 8.
- Although the majority of the students in Primary Stage progress appropriately in most core subjects, in Middle Stage their progress is mostly inadequate in nearly half of the lessons.
- The majority of teachers use a range of teaching and learning strategies that do not successfully encourage and motivate all categories of students in the less effective lessons, particularly in Middle Stage. Learning time is not used well to ensure individual progress, and assessment is not used to inform and modify teaching.

- | | |
|---|--|
| <ul style="list-style-type: none"> • The school monitors the students' academic results. However, the identification of learning needs lacks rigour, which limits the effectiveness of the support programmes and reinforcement lessons. | <ul style="list-style-type: none"> • The majority of students participate appropriately in the better lessons and take part in many extracurricular activities. They are in general well behaved. |
|---|--|

Main positive features

- Students' behaviour and their participation in extracurricular activities.

Recommendations

- Raise students' academic achievement by developing their knowledge and skills effectively, particularly in Middle Stage.
- Improve the effectiveness of leadership, management and governance by:
 - developing self-evaluation mechanisms to rigorously monitor the overall school's performance
 - conducting rigorous lesson observations, with more detailed and critical feedback
 - ensuring the impact of the professional development programmes on students' outcomes in lessons.
- Improve the effectiveness and range of teaching and learning strategies, with a focus on:
 - productive use of learning time to ensure students' individual progress
 - motivation and support to students, particularly low achievers
 - assessment for learning, to inform teaching and meet the needs of students of all abilities.
- Rigorously identify students' learning needs and then meet them through appropriate support and enrichment programmes.

Capacity to improve 'Inadequate'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none"> • The school self-evaluation is based on a SWOT analysis and the opinions of stakeholders. The school's plans are focused on improving overall performance. However, measuring | <p>students' achievement is inaccurate, as well as the monitoring of implementation of plans, which negatively affect their impact.</p> |
|--|---|

- The absence of rigor in evaluating the performance of teachers, particularly in Middle Stage.
- Teaching practices are ineffective in the majority of lessons in Middle Stage, thereby limiting students' individual progress, particularly the low achievers.
- The impact of reinforcement sessions and support programmes is not enough to

- improve students' basic skills, particularly in English and mathematics.
- The school has made improvements in upgrading school facilities and eliminating safety hazards within the premises. However, it still faces challenges in the continuous turnover of teachers and improving students' achievement, particularly proficiency rates.

Quality of outcomes

□ Students' academic achievement 'Inadequate'

Judgement justifications

- Primary students achieved high success rates in the 2015-2016 academic year, ranging from 88% in science in Grade 3 to 100% in Arabic and mathematics in Grades 1 and 2. They also achieved high proficiency rates in most core subjects, such as 95% in Grade 1 mathematics and 85% in Grade 2 Arabic.
- Students in Middle Stage achieve high success rates in almost all subjects, ranging from 83% in science in Grade 7 to 100% in mathematics, Arabic and English in Grade 8. However, in English Grade 7 students' attainment is only reaching 73%. Proficiency rates are highly inconsistent, particularly in mathematics which range between 81% in Grade 4 and 33% in Grade 7 while it is low across almost all grades in science, ranging from 0% in Grades 7 and 8 to 26% in Grade 6. In English, proficiency rates range from 9% in Grade 6 to 47% in Grade 4.
- Pass rates are inconsistent and proficiency rates are low. Performance is better in the Primary Stage, particularly in English and science, but is inadequate in Middle Stage in nearly half of the lessons of the core subjects across the Grades and especially in Grades 7 and 8.
- The majority of students in Primary Stage acquire basic skills satisfactorily, for example:
 - developing appropriate reading and listening skills in English and analysing reading texts in Arabic, though their writing skills and reading comprehension are still less developed
- acquiring knowledge of ordinal numbers in mathematics and classification and characterisation of objects and materials in science.
- Students acquisition of basic skills in Middle Stage is inconsistent and mostly inadequate, such as:
 - reading aloud in English and text analysis in Arabic are appropriate, but extended writing skills are not developed as per curriculum expectations
 - understanding arithmetical application in calculating an area. However, applications in statistics problem solving are less secure, as is the development of problem solving skills.
- Tracking the data of a cohort over the last three years from 2013-2014 to 2015-2016 indicates that performance in core subjects is mostly stable, though with some decline in English in Grades 3 and 7.
- Students' standards in their written work and internal examinations are per curriculum expectations in Primary Stage, however, they are below expectations in Middle Stage.
- Most students in Primary Stage progress appropriately in most core subjects. However, in Middle Stage their progress in half of the lessons is mostly inadequate mainly due to the teaching strategies that do not cater for the different categories of students.

- The more able students show better progress in the majority of lessons while the low achieving make limited progress,

particularly in English and mathematics and a significant proportion of Arabic lessons.

Areas for improvement

- Students' standards and progress in lessons and written work, particularly in the Middle Stage.
- Proficiency rates in internal examinations.
- Writing skills both in Arabic and English, particularly in Middle Stage.
- Problem solving skills.

□ Students' personal development 'Satisfactory'

Judgement justifications

- In the better lessons, the majority of students participate appropriately and show interest in learning, particularly the more able students. Outside classrooms the students take part in many extracurricular activities such as leading morning assembly and assuming leadership roles in the Students' Council and Student Leadership Team (SLT). They also participate in school house (Tylos, Dilmun, Awal, Aradous) and inter-house activities such as debates, and external participation in events such as International 'Peace Day' and 'World Children Day'.
- Students behave well, respect their peers and teachers, and interact in a harmonious atmosphere which reflects on their feeling safe and secure in lessons and during break times. The school takes appropriate measures to deal with the few misbehaviour incidents.
- Students show appropriate understanding of Islamic values and

Bahraini culture and are committed to the values of citizenship. This is evident in their taking first place in the Quran Recitation of the Islamic Foundation Society and their participation in the Bahrain First Festival and Bahraini Women's Day. They also take part in charity work by visiting the elderly and cleaning Al Saya Beach, alongside visiting historical sites such as Bahrain Fort and Bahrain National Museum.

- Most students attend school regularly and punctually and attend classes on time after breaks.
- In few lessons, students develop their independent learning skills such as using dictionaries in Arabic and performing scientific experiments. However, the current teaching approach in most lessons does not promote such skills and are mostly teacher dependent.
- Collaborative work is not well developed in the majority of lessons as students do not demonstrate the ability to

communicate and debate effectively. This is mainly due to lack of sufficient opportunities provided to them. Outside lessons, students enjoy few opportunities

to work together through different activities such as taking part in the 'Cleanliness Campaign'.

Areas for improvement

- Students' active participation in school life, particularly in lessons across the school.
- Students' ability to learn independently and take more responsibility for their own learning.
- Opportunities for students to work together and develop communication skills.

Quality of processes

□ Teaching and learning 'Inadequate'

Judgement justifications

- In the majority of lessons in Primary Stage teachers use educational resources adequately, such as smart boards and video clips, and employ teaching and learning strategies that include question for learning, discussion and cooperative learning. This succeeds in achieving adequate progress of the majority of students.
- In Middle Stage, and despite the use of resources such as worksheets and flashcards, teaching strategies used are mostly unsuccessful in engaging students or facilitating learning, being mostly teacher-centred, which negatively impacts on the development of students' understanding and skills, particularly in English and mathematics.
- Class management is appropriate in terms of behaviour management, but poor in management of learning time. This affects productivity in the majority of lessons, particularly in Middle Stage. Examples include having extended starters, rapid transition between activities without ensuring that the learning targets have been achieved, and failure to complete the lesson's goals as in mathematics.
- In the few better lessons in Primary Stage, teaching encourages and motivates students towards active learning by providing opportunities to discuss and present their work in front of their peers. However, in the majority of lessons teachers focus on the more able students while the rest are not adequately motivated or encouraged, particularly the low achievers.
- In the majority of lessons, particularly in Arabic, mathematics and English, teachers use ineffective assessment methods where written assessment is often undifferentiated and individual differences are not catered for. Students are assessed either orally or as a whole class and receive insufficient feedback. Assessment is not used effectively to judge progress or diagnose and support all categories of students, as consequent adjustments to teaching and learning activities are not made.
- Across the school, in a few better lessons students are provided with some opportunities to justify, analyse, compare and reflect on their responses. However, across the school higher order thinking skills are not developed.
- Teaching provides insufficient challenge to students of all abilities in most lessons, as students of different abilities are not catered for in modifying teaching or different activities being assigned.

Areas for improvement

- Productivity of teaching and learning strategies, particularly in Middle Stage, in terms of management of learning time.
- Challenge to all categories of students across the school.
- Effective use of assessment results to provide support to the different groups of students.
- Motivation of students, especially to the low achievers.

□ Students' support and guidance 'Inadequate'

Judgement justifications

- The school monitors students' academic progress by analysis of their attainment data from unit tests and end of the term examinations, using an automated system. However, the identification of the different categories of students, particularly the less able students and the ones with learning difficulties, lacks rigour. Consequently, the effectiveness of support extended to those students to meet their learning needs, particularly through reinforcement lessons, is limited in the Middle Stage.
- The few gifted, talented and outstanding students identified are provided with an adequate range of programmes to cater to their different learning needs, such as a debate competition.
- The school is successful in providing effective guidance and sensitive support to students to help them overcome their challenges, through counselling sessions by the social counsellor, talks and workshops. Parents and students praise the efforts of the social counsellor to support students when they face personal problems. Thus, the issues related to unacceptable behaviour are rare, and positive relationships exist among students.
- The school provides an acceptable range of extracurricular activities to promote students' interests and experiences. These include celebration of national and international days and school activities organised by the Student Leadership Team (SLT), such as the morning assembly. Trips to historical sites and educational visits to Civil Defence and Coast Guard facilities are also arranged.
- The school provides a healthy and safe learning environment through eliminating safety hazards within the premises, regular maintenance of premises, adequate monitoring by staff, traffic monitoring by the Community Police Officer during entry and exit of students, evacuation drill and first aid support by the school nurse.
- New students are inducted through an introductory gathering for parents and students at the beginning of the academic session. However, due to the ineffective academic support provided to a significant proportion of students leading to inadequate development of essential

academic skills in the Middle Stage, they are not sufficiently prepared for their next stage of education.

- Outside the lessons the school provides adequate leadership roles through the Student Leadership Team and Student

Council, which organise events for students. However, in lessons the opportunities for students to develop life skills, such as independence in learning, ICT and communication skills, are limited.

Areas for improvement

- Identification and support to students of all abilities to meet their learning needs, mainly in Middle Stage.
- Preparation of students for the next stage of their education, particularly in Middle Stage.
- A wider range of extracurricular activities that meet their different interests and develop their life skills, in and out of lessons.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Inadequate'

Judgement justifications

- Strategic and action plans are based on self-evaluation, which is built on a SWOT analysis, seeking stakeholders' opinions, and the BQA's second monitoring visit recommendations. However, measuring performance is not rigorous enough, particularly with regards to students' outcomes and monitoring the effectiveness of teaching and learning.
- The school plans focus on raising students' achievement, personal development and providing staff with professional development programmes, these have adequately impacted Primary Stage. However, monitoring the implementation of the action plan is inconsistent between Stages which negatively impacted teachers' performance in Middle Stage.
- Relationships among staff and leadership are positive. The leadership supports teachers by creating management teams, inducting new teachers and providing continuous professional development in different topics such as 'Cambridge Curriculum', 'Classroom Management' and 'Lessons Planning'. However, teachers' yearly turnover is a significant challenge and reduces the impact of training on classrooms practices, particularly in measuring and ensuring students' individual progress in lessons, mainly in Middle Stage.
- Roles and responsibilities are delegated through promoting teachers to be subject coordinators and section heads. Class observations are conducted periodically, but a significant proportion of these lack rigour in judging classroom practices and feedback provided to teachers is not effective in raising their performance, particularly in English and mathematics.
- The school facilities have been upgraded and equipped with science and ICT laboratories, library, multipurpose hall and audio/visual rooms. Classrooms are equipped with smart TVs and Interactive White Boards (IWBs). The impact is adequate in Primary Stage, in Middle Stage it is inadequate as they are not used effectively to engage students and ensure their learning, which negatively affect lesson productivity
- The school has established adequate links with the local community. These enhance students' personal experiences as they participate in internal and external activities such as cleaning campaigns and visiting local historical places such as A'ali Pottery
- The schools' Board of Directors provides financial direction, has a role in updating and selecting curriculum, staff recruitment and school's expansion plans. It holds the school management responsible for the overall performance.

Areas for improvement

- The rigour of monitoring performance and implementation of plans across the school.
- The impact of professional development programmes and Robustness of feedback provided to teachers on lessons observations, particularly in Middle Stage.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة المهد الخاصة – فرع سماهيج													
Name of the school (English)	Al Mahd Day Boarding – Samaheej Branch													
Year of establishment	2007													
Address	Compound 74, Samaheej Avenue, Road Al Dair 233													
Town / Village / Governorate	Samaheej / Muharraq													
School's Contacts	17479040				Fax		17479020							
School's e-mail	almahdschoolsamaheej@gmail.com													
School's website	www.almahdschool.com													
Age range of students	6 – 14 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-3				4-8				-					
Number of students	Boys		267		Girls		186		Total		453			
Students' social background	Most students are from average income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	5	4	4	3	3	2	2	1	-	-	-	-	
Number of administrative staff	8													
Number of teaching staff	38													
Curriculum	Cambridge, Ministry of Education (MoE)													
Main language(s) of instruction	English, Arabic													
Principal's tenure in the school	3 years													
External assessment and examinations	Cambridge checkpoint for Grade 6, Trends in International Mathematics and Science Study (TIMSS), BQA National Examinations for Grades 3 and 6													
Accreditation (if applicable)	-													
Major recent changes in the school	<p>In the academic year 2016-2017:</p> <ul style="list-style-type: none"> subject coordinators appointed. use of 'educational city' to support and extend students' learning. 													

	<ul style="list-style-type: none">• smart TVs installed for Grades 1 to 3, smart boards for Grades 4 to 8. <p>In the academic year 2015-2016:</p> <ul style="list-style-type: none">• School Management System implemented.• a new football field and a science laboratory established.
--	--