



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 - Riffa Branch
East Riffa – Southern Governorate
Kingdom of Bahrain**

Date of Review: 5-7 December 2022
SP056-C3-R025

Introduction

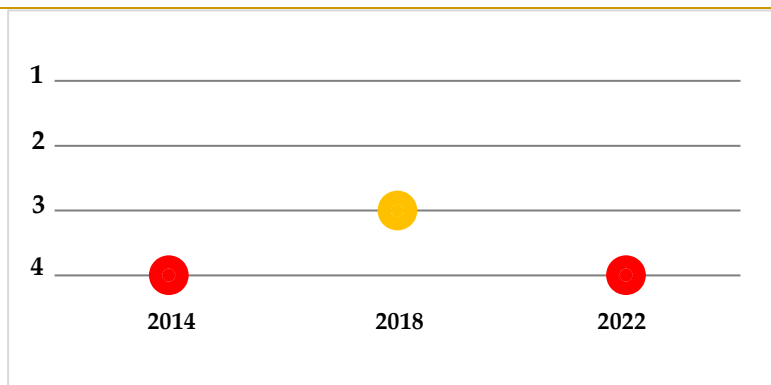
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works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

Summary of review judgements

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Academic achievement	4	-	-	4
	Personal development and social responsibility	4	-	-	4
Quality of processes	Teaching, learning and assessment	4	-	-	4
	Empowerment and meeting special needs	3	-	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	4	-	-	4
Capacity to improve		4			
The school's overall effectiveness		4			

The chart demonstrates the school's overall effectiveness throughout the last three reviews.



School Report

□ School's overall effectiveness 'Inadequate'

Judgement justifications

- Students' standards in internal examinations, lessons and written work are meeting expectations in the majority of English, mathematics, and science lessons. However, their progress in most lessons is inadequate.
- Although students' behaviour and commitment to Islamic and citizenship values are adequate, their self-confidence, communication and leadership skills are not sufficiently developed, particularly in lessons.
- The majority of students participate appropriately in the school's extracurricular activities. However, their participation in lessons is limited due to inadequate teaching, learning and assessment. This is mainly because of the use of ineffective strategies, classroom management, assessment for learning, and the limited support provided to students, particularly the low achieving.
- Systematic measurements and procedures are in place to identify and support the different categories of students. Learning support programmes are adequately provided to meet their different learning needs, particularly the low achieving and those with special needs.
- The strategic plan generally focuses on school improvement. However, school's plans are not linked to the results of a rigorous self-evaluation, nor are they monitored efficiently for impact.
- Teachers' professional development programmes are ineffective as their impact on teachers' performance is inadequate in half of the lessons, particularly in science and Arabic.
- The school has adequate links with the local community and communicates regularly with parents which results in their satisfaction.

Main positive features:

- The suitable range of learning support programmes and extracurricular activities provided to students to enhance their interests and support them academically.
- The school links with the local community.

Recommendations:

- Implement a comprehensive and rigorous self-evaluation process to identify improvement priorities and use its results to develop school's plans and ensure the monitoring of their impact.

- Raise students' academic achievement in core subjects.
- Monitor the impact of professional development programmes on teachers' performance, with focus on:
 - implementing effective strategies to engage students in learning and develop their self-confidence and communication skills.
 - classroom management and productive utilisation of learning time.
 - effective use of assessment methods to measure students' progress and support their different learning needs, particularly the low achieving.

□ Capacity to improve 'Inadequate'

Judgement justifications

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| <ul style="list-style-type: none"> • There is a significant difference between the school's judgements in the Self-Evaluation Form (SEF) and those reached by the review team, which are higher by two grades in most aspects and by one grade in 'Empowerment and meeting special needs' aspect. • The school is currently facing challenges related to the high turnover of teachers, which affects the quality of teaching and learning provided, and even the progress | <p>made by the different categories of students in lessons.</p> <ul style="list-style-type: none"> • Although strategic planning is in place, it is not sufficiently based on accurate improvement priorities due to the lack of a rigorous self-evaluation and monitoring of performance by the school leadership. Professional development training is not based on teachers' actual needs and lacks significant impact on classroom practices. |
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Quality of outcomes

□ Academic achievement 'Inadequate'

Judgement justifications

- In the 2021-2022 internal examinations, students achieve high pass rates in all core subjects ranging between 97% in Grade 5 Arabic and science, and 100% in majority of subjects.
- Students achieve high proficiency rates, ranging from 71% in Grade 6 English and science, to 96% in Grade 1 science. However, in the majority of lessons observed, students' standards are inconsistent, particularly in English and Arabic.
- Tracking data of the same cohort over the past three years from 2019-2020 to 2021-2022 shows that students maintain high pass rates in all core subjects.
- Students' acquisition of knowledge and development of skills in all core subjects is inconsistent, as follows:
 - In English, students show appropriate basic skills both verbally and in reading about global celebrations in Cycle 2. However, their writing skills are below expectations in most lessons.
 - In Arabic, students' standards are secure in reading. However, their writing and grammatical skills are below expectations. For example, they have difficulty in identifying male and female nouns in Cycle 2.
 - In mathematics, the majority of students acquire adequate arithmetic skills, such as counting in descending and ascending order in Cycle 1 and understanding capacity and volume in Cycle 2. However, they have difficulty in calculating the volume by converting measurement units in Cycle 2.
- In science, students demonstrate inconsistent standards. They have adequate grasp of key scientific concepts, such as identifying animals' movement. However, they are unable to identify how to separate solutions in reversible process in Cycle 2.
- In lessons and students' written work, students make limited progress in developing understanding and skills in most subjects, particularly the low achieving, due to the teacher-centred approach implemented and the limited support provided to them. Adequate progress is made by the high achievers in few lessons, while students with learning difficulties make inconsistent progress in the 'EDUcare' programme.
- In general, students' written work across the school, shows satisfactory standards, though it is less secure in English and Arabic, particularly in writing.
- Students' learning skills are inadequate in the majority of the lessons, particularly in working independently on tasks and assessments. However, students' presentation skills in English and problem solving in mathematics are appropriate.

Areas for improvement

- Students' writing skills in Arabic and English.
- Students' progress based on their abilities in most subjects, particularly for low achieving students.
- Students' acquisition of learning skills across the school.

□ Personal development & social responsibility 'Inadequate'

Judgement justifications

- Majority of students are well behaved. They show respect to their peers and teachers. However, frequent incidents of misbehaviour are noticed in some lessons, particularly in lower grades due to teaching strategies and weak classroom management.
- Students show appropriate understanding of Islamic values and Bahraini heritage and culture, that are developed through morning assembly activities, celebrations of national and religious events such as 'Bahrain National Day' and 'Prophet Mohammed's Birthday'. Furthermore, students contribute to voluntary work such as visiting 'Al Hekma Retirees Society' and raising donations for 'Tree of Life' orphans.
- Students' participation in most lessons is limited to the more able students. Meanwhile, insufficient opportunities are provided for students to assume leadership roles in lessons like 'little teacher' due to teacher-centred strategies implemented. Opportunities are provided for students to participate in school life activities where they assume some leadership roles, mainly through being members of the 'Students' Council' and in leading the morning assembly.
- Students' communication skills are underdeveloped, particularly in lessons, due to minimal opportunities for collaborative work. Outside lessons, students communicate and collaborate better in the few opportunities provided such as designing school boards and in Inter-house Competitions like 'Poetry Recitation'.
- Students show adequate health and environmental awareness. They take care of their personal appearance and school's facilities. Students participate in health awareness activities, such as 'Bahraini Sports Day' and 'World Health Day', along with environmental competitions, like the 'Recycling Competition'.
- Limited opportunities are provided to students to compete internally such as through the sports and 'Inter-House Competitions'. However, their sense of competitiveness and innovation is less evident in lessons.

Areas for improvement

- Students' confident participation and assumption of leadership roles in lessons.
- Students' collaborative work and development of communication skills in school life.

Quality of processes

□ Teaching, learning & assessment 'Inadequate'

Judgement justifications

- In half of the observed lessons, teaching strategies are ineffective in engaging students and developing their skills, particularly in science and Arabic across the school. The strategies are mostly teacher centred including question for learning and discussions that involve the more able students. In few better lessons, such as in English and mathematics in Cycle 2, teachers use adequate strategies such as 'little teacher' and independent learning.
- Learning resources are used adequately in few better lessons, such as educational videos, flash cards, worksheets and modules. However, resources used in the less effective lessons are not encouraging students' engagement and participation.
- In few lessons, teachers' plan lessons and manage student's behaviour appropriately. However, in majority of lessons, a significant number of students are not provided with sufficient opportunities for active learning, and some are distracted from learning due to behavioural issues, particularly in some lower grades' lessons. Learning time is not effectively utilised in majority of lessons, with the pace of lessons being either too fast at times or slow while allowing limited opportunity for the completion of final written assessment. Moreover, activities mostly revolve around easy tasks which do not contribute to students' progress.
- Assessment methods are not effectively used to measure students' learning as assessment activities focus on verbal and easy written assessment, and mainly targeting the few high achievers. Moreover, teachers' feedback is generic, and support provided to all categories of students is limited, thus copying answers is noted in some lessons. Although correction of students' work is mostly regular, it is sometimes inaccurate and mistakes are overlooked, particularly in Arabic.
- In few lessons, students are given opportunities to think critically, such as problem-solving in mathematics. However, in most lessons, opportunities are limited, and a significant number of students are insufficiently challenged to think analytically and justify their views. In most lessons, written activities and homework are unified and lack effective differentiation that caters to students' different learning needs.
- In few adequate lessons, particularly in mathematics, teachers appropriately use smartboards' features and the 'Prodigy' application. However, students are rarely encouraged to use the available technological resources, like the smart TVs, to develop their skills.

Areas for improvement

- Effectiveness of teaching and learning strategies that engage students and develop their skills.

- Use of assessment methods to support students of all categories and measure their progress in learning.
- Classroom management and productive use of learning time.

□ Empowerment & meeting needs ‘Satisfactory’

Judgement justifications

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| <ul style="list-style-type: none"> • The school has an adequate system to diagnose students, track and analyse their academic progress through ‘My School Portal’, which is also used to share students’ results and progress reports with parents. • The school provides appropriate academic support to students based on their needs as well as programmes targeting all students, such as revision during summer holiday and at the beginning of the school year, as well as weekly scheduled reinforcement lessons in all core subjects. These enhance majority of students’ basic linguistic and mathematical skills and have positive impact on students’ standards in lessons. However, implementation requires effective monitoring to reach the targeted impact on all categories of students. • High achieving students are provided with opportunities to enhance their skills through participating in some activities such as ‘Inter-House Competitions’ like debates. Although the school offers ‘Reach for the Stars’ programme, its implementation is inconsistent. • Low achievers are provided with adequate support through the provision | <p>of ‘Pull-out’ lessons which is reflected positively on their progress in these lessons; however, students with learning difficulties are inconsistently supported through their dedicated ‘EDUcare’ programme.</p> <ul style="list-style-type: none"> • The school supports students personally by addressing their individual and behavioural problems, providing counselling sessions and programmes such as ‘Early Birds’ and ‘Al Mahd Star’ to encourage positive behaviour. • Students’ experiences and talents are adequately reinforced through a suitable range of extracurricular activities which meets their different needs and interests. This includes field trips and activities such as ‘Virtual Science Exhibition’ and ‘English Week’. The school has suitable orientation and transition activities which help students settle adequately. • Students’ safety is ensured through the designation of the ‘Health and Safety Committee’ to monitor safeguarding throughout the school day, in addition to conducting regular evacuation drills and maintenance of school’s facilities. |
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Areas for improvement

- Further monitoring the implementation and impact of the academic support programmes provided to all categories of students.

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Inadequate'

Judgement justifications

- The school implements self-evaluation using resources such as the previous BQA review report, examination results, parents' surveys and staff's 'SWOT' analysis. The school leadership is aware of the school's situation, such as the need to develop student's academic and personal skills. However, the self-evaluation is not sufficiently rigorous to identify improvement priorities, particularly those related to teaching and learning provision.
- The school's three-year strategic plan aims for school improvement but is not linked to the current priorities. The school's implemented curriculum is adjusted by introducing reinforcement and 'EDUcare' programmes in line with students' needs and their expected competencies. However, follow-up procedures on school plans are ineffective.
- An adequate range of professional development programmes are provided to teachers on various topics including 'Active Inspire', and 'Teaching Strategies'. The quality manager and the principal conduct regular lesson observations and follow up on teachers' performance in lessons. However, teachers' individual training needs are not sufficiently met nor rigorously monitored; hence these procedures have little impact on teachers' performance, and students' progress in most core subjects.
- Relations among staff are positive. Leaders show support and care to staff through the open-door policy, mentoring new teachers and 'Staff Welfare Committee' activities such as celebrations and social events. Roles and responsibilities are delegated to staff members such as subject coordinators and the newly recruited quality manager.
- Sufficient facilities and resources are provided, including computer and science laboratories, and smart TVs in classrooms. However, these resources are not used adequately to engage students actively and productively in learning and develop their understanding and skills in a majority of lessons.
- The school uses 'My School' portal for communication with parents, and their voices are heard through surveys and Saturday meetings such as setting particular dismissal timings for lower and upper-grade students. Adequate links are developed with the local community, such as INJAZ Bahrain.
- The Board of directors is informed of the school's main activities and day-to-day events and provides support in relation to the school's financial matters. The roles and responsibilities between the Board and the school's senior leadership are clear. However, school senior leaders are not sufficiently held accountable for the school's performance, particularly in relation to teaching and learning provision.

Areas for improvement

- Rigorous self-evaluation to identify improvement priorities, and their inclusion in strategic planning, particularly on teaching and learning provision and the follow-up procedures.
- Impact of professional development programmes on teachers' performance in lessons.
- Effective use of learning resources to actively and productively engage students in learning.

Appendix 1: Characteristics of the school

Name of the school (Arabic)	مدرسة المهدي الداخلية - فرع الرفاع														
Name of the school (English)	Al Mahd Day Boarding School - Riffa Branch														
Year of establishment	2011														
Address	Building 471, Road 4114, Block 941														
City/ Town / Governorate	East Riffa / Southern														
School's telephone	17620730	-				Fax				-					
School's e-mail	amdb.s.riffa@gmail.com														
School's website	www.almahdschool.com														
Age range of students	6 – 11 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1 - 6				-				-						
Number of Students	Boys	207				Girls	216				Total	423			
Students' social/ economical background	Most students are from average economic families.														
Classes per grade in Primary and Intermediate Stages	Grade	1	2	3	4	5	6	7	8	9	10	11	12		
	Classes	5	5	3	3	1	1	-	-	-	-	-	-		
Number of administrative staff	9														
Number of teaching staff	37														
Curriculum	Cambridge Primary (British) leading to IGCSE qualifications and Ministry of Education (Arabic subjects)														
Main language(s) of instruction	English / Arabic														
External assessment and examinations	NA														
Accreditation (if applicable)	NA														
Major recent changes in the school	<ul style="list-style-type: none"> • New Principal appointed in September 2021. • Upgraded internet and technology resources. 														