



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

Directorate of Private Schools & Kindergartens Reviews Monitoring Visit Report

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

Date of first monitoring visit: 12 March 2018

Date of last review: 24 – 26 April 2017

SP038-C2-Ma007

Introduction

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 and 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 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 'Inadequate' in the last review, conducted in April 2017.

Summary of the first monitoring results

The recommendations*	The description
Recommendation 1	Sufficient improvement
Recommendation 2	Sufficient improvement
Recommendation 3	Sufficient improvement
Recommendation 4	Sufficient improvement
The monitoring visit overall judgement	Sufficient Progress
• The school is qualified to rejoin the regular reviews	

* The recommendations are included within the following report.

The overall outcomes of the visit

- Continue implementing all the measures and positive practices that will continue raising the overall performance of the school.

The Progress in the recommendations

Recommendation 1:

- Raise students' academic achievement by developing their knowledge and skills effectively, particularly in Middle Stage.

Judgement: Sufficient Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The school has maintained a detailed analysis of students' performance in examinations. Students are categorised into high, average and low achieving groups according to their abilities in core subjects, and provided with support according to their specific needs. • The school has motivated students to participate in the Cambridge Checkpoint examinations and has introduced continuous assessments through class tests and assignments. • The school has introduced subject specific programmes such as 'King of the Unit', 'Study Ladder' and 'Author of the Month' in English, and 'Why Read' in Arabic. • In mathematics and science, the school has implemented the 'Mental Maths', 'Maths Genius' and 'Budding Scientist' assessment programmes. 	<ul style="list-style-type: none"> • Students have attained high pass and proficiency rates in core subjects in the 2016-2017 results, particularly in Arabic, mathematics and science. However, their performance in English is average across most grades. • In the Cambridge Checkpoint examinations, students' participation rate has increased from 51.2% in 2015-2016 to 65.8% in 2016-2017. The school's average score has improved in English from 3 to 3.2 and in mathematics from 3.4 to 3.7 in 2017, though it has declined in science. • In lessons, the majority of students develop their knowledge and skills in core subjects in the Middle Stage adequately. For example, in mathematics the majority of students can convert units of mass correctly, in science students can explain the laws of reflection, and in English they can discuss future events using the correct tense forms in sentences. However, students' reading skills in Arabic and inquiry skills in science are inconsistent across the school.

Recommendation 2:

- 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.

Judgement: Sufficient Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • The school has formed an Improvement Team to monitor and track performance. • The school has conducted rigorous self-evaluation, involving both students and parents through questionnaires and bearing in mind BQA’s previous review recommendations. • An action plan has been created and subsequently modified based on the feedback of the monitoring process. • Frequent classroom observations are conducted by external and internal bodies, and one-on-one feedback sessions are provided. Peer observations and mock lessons are also held. • Professional development programmes are regularly provided to teachers including topics such as ‘Students’ Academic Achievement’, ‘Steps to an Effective Lesson’, and ‘Assessment for Learning’. • A reward and retraining system for teachers has been established, based on their performance. 	<ul style="list-style-type: none"> • Self-evaluation and action planning are in place which include performance indicators. Execution of the plans is closely monitored by the school’s Improvement Team according to their assigned responsibilities and modifications are made accordingly. • The existing professional development programmes and the feedback provided to teachers have a positive impact on students’ academic achievement, and meeting the needs of the different categories of students. • The results of the professional development programmes show in teachers’ improved practices in the majority of lessons.

Recommendation 3:

- 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.

Judgement: Sufficient Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • Students are classified based on examination results according to their abilities, and the different groups are considered in planning and teaching. • Teachers use a range of teaching and learning strategies such as pair work, group activities and discussions. They utilise resources appropriately, such as video clips and models. • The training of teachers is based on the requirements for motivating and supporting students of different abilities, especially the low achievers and those with learning difficulties. • External training has been conducted for all teachers on the productive use of learning time. Lesson plans were reviewed to ensure that lesson activities are timed well and lessons are monitored for the impact of the training. Follow up workshops have been arranged for teachers who needed further training on time management. • Teachers are trained on assessment for learning and how to cater to students’ different needs. They use differentiated worksheets and activities in lessons according to students’ different abilities. 	<ul style="list-style-type: none"> • The teaching and learning strategies implemented develop students’ understanding and skills adequately in the majority of lessons across the school, particularly in English and mathematics. However, there is limited focus on developing reading skills in Arabic and inquiry skills in science. • Teachers motivate students towards learning through a variety of approaches, including the use of attractive resources such as posters, videos and interactive boards. However, in a few of the less effective lessons, low achievers are less engaged and productive due to the limited support provided to them when facing difficulties. • In most lessons, learning time is used productively and the differentiated written activities cater to students’ varied learning needs appropriately. • Teachers test students’ understanding adequately and use the results to inform teaching and meet the needs of the majority of students.

<ul style="list-style-type: none"> • Oral and written formative assessments are used to measure students' understanding, and feedback is provided accordingly. 	
---	--

Recommendation 4:

- Rigorously identify students' learning needs and then meet them through appropriate support and enrichment programmes.

Judgement: Sufficient Improvement

The procedures	The Impact
<ul style="list-style-type: none"> • Students' academic needs are identified through diagnostic tests, teachers' observation and their examination results. They are grouped according to their abilities based on these findings. • Teachers and support staff are trained on support and guidance mechanisms for low achievers and students with learning difficulties. • Support programmes are developed to cater for the students' needs through the 'Helping Hand' programme and individualised education plans (IEP). These address specific weaknesses and provide a daily two-hour support session. • Low achievers are involved in speech competitions to encourage them and build their confidence. They are supported by higher achievers and attend daily reinforcement sessions, with additional remedial classes on Saturdays and after school hours during the end of term examinations. Additional online monitoring programmes have been set up to monitor low achievers' progress. 	<ul style="list-style-type: none"> • Daily reinforcement and support classes are positively affecting students' knowledge and skills development. They enable students to acquire the standards needed to engage in lessons. The number of low achievers has decreased from 12.9% in 2016-2017 to 8.7% in the first term of this year. • Students with learning difficulties receive one-on-one support in the core subjects during the daily reinforcement sessions. Reinforcement sessions help low achievers to focus on the basic skills, particularly writing, reading and collaborative skills. Students' and parents' satisfaction is regularly gauged and they are satisfied with the support provided. However, support provided to the low achievers during regular classes is inconsistent. • High achievers are celebrated and their abilities are developed and challenged in class, with differentiated work and leadership roles such as that of 'student teacher' to support their colleagues. Talented and gifted students are

<ul style="list-style-type: none"> • High achievers are awarded certificates and medals for high performance in Cambridge Primary Checkpoint. They are also encouraged to take leadership roles in supporting students in lower grades and give guidance to those with learning difficulties, and receive further reinforcement activities to provide more enrichment and challenge. • Talented and gifted students are identified through a number of events and activities such as the talent show, internal and inter house competitions, and through the counsellor's reports. They take part in different activities to develop their talents. 	<p>developed through taking part in various internal and external sports and cultural activities, in which they achieve high positions such as the second place in the interschool junior debate competition, plus table tennis, football, Holy Quran, and the interschool programme 'The World in my Country' on National Charter Day.</p>
---	---

Appendix 1: Basic Information about the School

The school name (Arabic)	مدرسة المهد الخاصة – فرع سماهيج												
The school name (English)	Al Mahd Day Boarding School – Samaheej Branch												
Year of establishment	2007												
Address	Compound 74, Samaheej Avenue, Block 233												
Town / Village / Governorate	Samaheej / Muharraq												
School's Contacts	17479040			-			Fax			17479020			
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-3				4-8				-				
Number of students	Boys		270		Girls		164		Total		434		
Students' social background	The vast majority of students are from middle socio-economic backgrounds												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	4	4	3	3	3	3	2	2	-	-	-	-
Major recent changes in the school	<ul style="list-style-type: none"> The introduction of the 'Helping Hands' programme for students with learning difficulties and the online low achievers monitoring programmes. 												

Appendix 2

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

Judgement	Judgement Description
Sufficient Improvement	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.
Partial Improvement	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.
Insufficient Improvement	The school has not achieved sufficient improvement in the recommendation. It has not been 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
Sufficient Progress	The school has taken effective measures to bring about sufficient improvement in all of the recommendations.
In Progress	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
Insufficient Progress	The school has not brought about sufficient improvement in a single recommendation or more.

* In case of insufficient measures linked to the recommendations relating 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.