



هيئة جودة التعليم والتدريب
Education & Training Quality Authority

Directorate of Private Schools & Kindergartens Reviews Monitoring Visit Report

**Al Mahd School- Riffa Branch
East Riffa – Southern Governorate
Kingdom of Bahrain**

Date of monitoring visit: 12 February 2024

Date of last review: 5–7 December 2022

SP056-C3-Ma23

Introduction

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 during class observations, learning walk, scrutiny of their written work and monitoring of general progress.

The Previous Judgement

- The school was judged "Inadequate" in the review visit conducted in December 2022, which is why it went through this monitoring visit, to measure progress in performance according to the review recommendations.

Summary of the monitoring results

The recommendations*	The description
Recommendation 1	Sufficient Improvements
Recommendation 2	Sufficient Improvements
Recommendation 3	Sufficient Improvements
The monitoring visit overall judgement	Sufficient Progress
• The school is going to be scheduled within the regular reviews as per BQA policy.	

The overall outcomes of the visit

To continue with all the positive practices and procedures taken to ensure the improvement of the overall performance of the school.

The Progress in the recommendations

Recommendation 1:

- 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.

Judgment: Sufficient Improvements

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

- The process of self-evaluation is adequately comprehensive and depends on conducting a shared (SWOT) analysis, reviewing BQA recommendations, and the analyses of students results and lessons observations, as well as surveying the views of parents and students to measure the level of their satisfaction.
- The school action plan properly focuses on addressing the BQA review recommendations by specifying clear improvement objectives and setting appropriate success criteria to be achieved by the end of the academic year, such as raising students' proficiency rates and standards for each core subject. The school improvement committee, in cooperation with departments, monitors the implementation systematically using the Flow plan, regular lessons observation, as well as holding several meetings to discuss progress.
- All the school procedures accounted for improving the level of teaching and learning in the lessons observed, that showed the use of an adequate range of strategies and resources that suitably develop the skills of the majority of students and their acquisition of knowledge.

Recommendation 2:

- Raise students' academic achievement in core subjects.

Judgment: Sufficient Improvements

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

- Proficiency rates in the academic year 2023/2024 indicate improvement in the majority of grades and the examinations are set within curriculum expectations. The school adequately diagnoses students' standards across core subjects and tracks their progress which reflects an increase in the number of students moving out of support classes. Based on the

diagnostic test analysis, the school implements sufficient support sessions across core subjects such as 'Step-by-step' in English and mathematics, and 'Fadha'a Al Lugaty' in Arabic, as well as introducing the 'Golden Hour' special support before exams' days.

- In the observed lessons, learning expectations in core subjects are aligned with curriculum expectations. Students show age-appropriate standards and make adequate progress in achieving learning objectives. Speaking skills are secure for the majority of students while writing skills are inconsistent in English and Arabic. In mathematics, basic concepts like multiplication by repeated addition in Grade 2 are secure for the majority and so is their understanding of scientific concepts such as identifying parts of a plant in Grade 1 and the process of dissolution in Grade 5.

Recommendation 3:

- 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.

Judgment: Sufficient Improvements

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

- The school monitors the progress of teachers through daily walk throughs, lesson observations and peer- observations, with clear criteria that focus on key learning elements. Constructive feedback is provided to teachers accordingly on strengths and areas for improvement. An adequate range of professional development sessions are conducted on topics like, 'Teaching and learning strategies', 'Differentiation' and 'Planning a Good Lesson', as well as conducting orientation programmes for new teachers.
- In lessons, teachers implement a range of strategies such as questions for learning, 'Junior teacher', role-play and discussions, while using relevant resources such as presentations and videos in most lessons. This provides sufficient opportunities for students to participate and develop their self-confidence and communication skills.
- Classrooms are adequately managed as positive behaviour is reinforced through verbal reinforcement, clapping and stickers; however, time management is less consistent with the

majority of lessons having clear instructions and sufficient activity time, while some are more variant in pace, providing inconsistent time for students to complete some activities and receive adequate feedback.

- Assessment is continuous and within curriculum expectations, both verbal and written in the observed lessons. Based on assessment outcomes, feedback and support are provided to students through targeted teacher intervention, sharing of answers and 'Buddy reviews' which helped the majority of students progress within lessons; however, low achievers in some lessons are not sufficiently supported due to inconsistent feedback and insufficient time allocated for tasks.

Appendix 1: Basic Information about the School

The school name (Arabic)		مدرسة المهدي - فرع الرفاع											
The school name (English)		Al Mahd School- Riffa Branch											
Year of establishment		2011											
Address		Building 471, Road 4114, Block 941, Riffa											
Town / Village / Governorate		East Riffa / Southern											
School's Contacts		17620730			-			Fax			-		
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				-				-			
Number of students		Boys		200		Girls		199		Total		399	
Students' social background		Students come from average-income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	5	4	3	2	2	1	-	-	-	-	-	-
Major recent changes in the school		• Appointing new instructional coach.											

Appendix 2

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

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 led to varying improvements in performance, and partially affected the outcomes.
Insufficient Improvement	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*

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 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.