



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

Directorate of Government Schools Reviews Short Review Report

Al-Dair Primary Boys School
Al-Dair - Al Muharraq Governorate
Kingdom of

Date of Review: 25-27 March 2013

SG081-C2-R095

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The Directorate of Government Schools Review

The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for government schools about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

This review was conducted over three days, by a team of six reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

School's name		Al-Dair Primary Boys School											
School's type		Government											
Year of establishment		1979											
Age range of students		6-10 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-4				-				-			
Number of students		Boys	464	Girls	-				Total	464			
Students' social background		The majority of the students belong to the families with good-and middle-income.											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	4	4	4	4	-	-	-	-	-	-	-	-
Town /Village		Al-Dair											
Governorate		Al- Muharraq											
Number of administrative staff		7 administrators and 7 technicians											
Number of teaching staff		46											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		2 years											
External assessment and examinations		QQA national examinations											
Accreditation (if applicable)		-											
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented			Physical Disabilities			Learning Difficulties	
		228				18			-			45	
Major recent changes in the school		<ul style="list-style-type: none"> Appointing the acting principal as a principal in the current academic year 2012-2013. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	4: Inadequate			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	4	-	-	4
Students' personal development	3	-	-	3
The quality and effectiveness of teaching and learning	4	-	-	4
The quality of the curriculum implementation	3	-	-	3
The quality of support and guidance for students	3	-	-	3
The quality and effectiveness of leadership, management and governance	4	-	-	4

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

Grade: 4 Inadequate

The school's performance has changed from satisfactory in the previous review in October 2009 to inadequate in this review. Students' achievement appears in more than a quarter of lessons to be inadequate, reflecting the low level of acquisition of basic skills in all core subjects in Grade 4 where students don't achieve anticipated standards compared to those obtained by Cycle 1 students, who mostly succeed at the expected level. There is limited effectiveness of teaching and learning strategies in lessons and in student support, especially for low achievers. This is despite the school's own strategic plan that mainly reflects an improving school environment, supporting students when they face problems, enriching the curriculum with extra-curricular activities and activating students' committees. Students' and parents' satisfaction regarding the school's performance is good.

- How strong is the school's capacity to improve?**

Grade: 4 Inadequate

The school's satisfactory capacity in the previous review is inadequate in this review. The performance in all aspects of school work declined, despite clear efforts to ensure that the school environment is attractive and safe. The school supports students' personal development through extra-curricular activities and guided programmes that enhance good behaviour. However, there is inconsistency in follow-up mechanisms in implementing operational plans and in the accurate assessment of educational situations and practices. A shortage of technical personnel, such as the senior English teacher, clearly affects teachers' performance. Although teachers participate in varied training programmes and workshops, the impact of these is not sufficiently reflected in students' academic achievement in core subjects, especially with fourth grade students. This directly hampers the school's ability to improve.

The school's main strengths

- Clear contribution of students in extra-curricular activities and students' committees
- Provides a variety of projects to promote positive behaviour.

Recommendations

In order to improve, the school should:

- ensure more effective external support and follow-up, in coordination with the school administration, in implementing priorities of the strategic plan, thereby raising the standard of academic achievement
- develop students with basic skills in all core subjects, especially in Grade 4
- develop teaching and learning strategies, taking into consideration:
 - the diversity of evaluation methods and the benefits in planning lessons and homework accordingly
 - the provision of support for students, taking into account their individual differences in order to meet their various educational needs
 - the provision of opportunities for students to work together and actively participate in lessons
 - appropriate classroom management and investment of time, ensuring that the objectives of lessons are achieved.
- fill the gaps in human resources, such as the senior English teacher and specialists in learning difficulties and talented students.