



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

**Directorate of Government Schools
Reviews
Short Review Report**

**Abdul Rahman Al-Nassir Intermediate Boys School
Al-Muharraq - Al-Muharraq Governorate
Kingdom of Bahrain**

**Date of Review: 10-12 May 2016
SG039-C3-R070**

Introduction

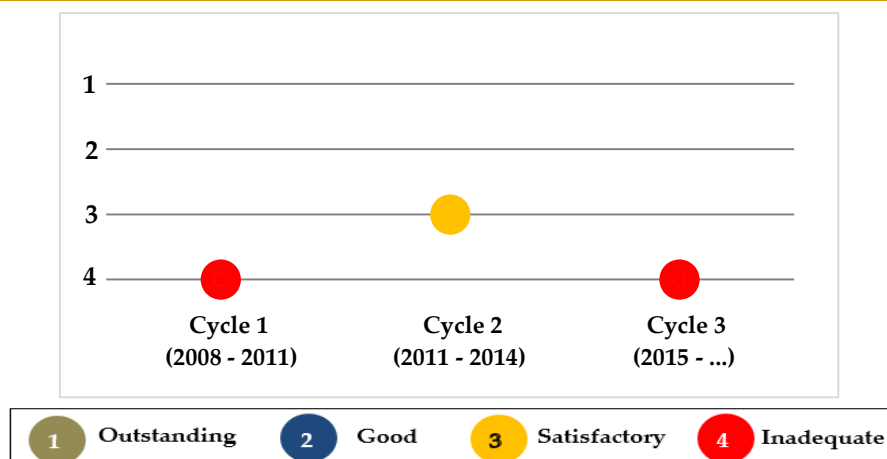
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the school's performance data and other documents. They met with staff, 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	Students' academic achievement	-	4	-	4
	Students' personal development	-	3	-	3
Quality of processes	Teaching and learning	-	4	-	4
	Students' support and guidance	-	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 review cycles.



School Summary 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

- | | |
|---|--|
| <ul style="list-style-type: none"> • Implementation of the self-evaluation mechanisms, strategic planning processes and the follow-up procedures lack accuracy. • Proficiency rates are low in the majority of core subjects, particularly mathematics and science, as is students' acquisition of basic skills in core subjects, negatively impacting their educational standards. • Teaching and learning strategies in most core subjects are ineffective and teacher-centered, while class management is poor in the majority of lessons. Time management is not effective. Assessment results are not | <p>used to support students and meet the learning needs of the various categories of students. Differentiation is not considered in the learning activities.</p> <ul style="list-style-type: none"> • Students respect each other notwithstanding their different cultures and uphold Bahraini and citizenship values. • An appropriate variety of internal and external extra-curricular activities are provided. Merged-class students and students with disabilities are provided with good support. • Students and parents are satisfied with the school's provision. |
|---|--|

Main positive features

- Students respect each other's backgrounds and uphold Bahraini culture and citizenship values.
- Opportunities are provided to students to take part in internal and external extra-curricular activities. Merged-class students and students with disabilities are provided with good support.

Recommendations

- External support should be provided to the school in order to raise students' academic achievement and improve teaching and learning processes.
- Develop an accurate and comprehensive self-evaluation process and use its results to inform the school's strategic plan and improve the school's overall performance.
- Raise students' academic standards and enable them to acquire basic skills in core subjects.
- Follow up on the impact of the professional development programmes on developing teachers' performance and improving teaching and learning strategies, focusing on :
 - using effective teaching strategies which are student-centred
 - developing effective assessment for learning
 - supporting students and meeting the needs of their various categories
 - implementing productive class management.
- Address the shortage in resources:
 - human resources: a learning resource centre specialist, a science laboratory technician and a social worker
 - physical resources: a gymnasium, and increase the number of toilets and shaded areas.

□ Capacity to improve 'Inadequate'

Judgement justifications

- | | |
|---|---|
| <ul style="list-style-type: none">• The school's overall performance in all aspects have regressed as the judgements for students' personal development and students' support | and guidance have changed from 'Good' to 'Satisfactory,' and the judgements for leadership and management, students' academic |
|---|---|

achievement and teaching and learning strategies have changed from 'Good' and 'Satisfactory' to 'Inadequate'.

- The school appears unable to introduce sufficient improvements to maintain its overall performance or develop it further, since the only improvements made have been limited to providing classrooms with projectors, improving the school's environment and behaviour management.
- The self-evaluation process is inaccurate and incomprehensive, leading, to ineffective strategic planning, which negatively impacts the identification of school work priorities and development of the strategic plan, aggravated by poor follow-up mechanisms.
- Strategic planning processes vary, as does the use of the self-evaluation

outcomes in translating the strategic plan into plans for each academic department.

- The school's self-evaluation of all its work aspects in the self-evaluation form (SEF) differs from the judgements reached by the review team.
- The school has many challenges, the most important being:
 - poor students' standards when they join the school
 - students come from different backgrounds
 - shortage in physical human resources represented by: a learning resource centre specialist, a science laboratory technician and a social worker
 - physical resources represented by: the lack of a gymnasium, insufficient toilets, shaded areas, and the old buildings.

Appendix: Characteristics of the school

Name of the school (Arabic)	عبد الرحمن الناصر الإعدادية للبنين															
Name of the school (English)	Abdul Rahman Al-Nassir Intermediate Boys															
Year of establishment	1960															
Address	Building 762 - Road 1045 - Block 210															
Town /Village / Governorate	Al-Muharraq - Al-Muharraq															
School's Contacts	17341411			17342734			Fax		1345833							
School's e-mail	alnassir.in.b@moe.gov.bh															
School's website	-															
Age range of students	13-15 years															
Grades (e.g. 1 to 12)	Primary				Middle				High							
	-				7-9				-							
Number of students	Boys		702				Girls		-				Total		702	
Students' social background	Most students come from average-low income families															
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12		
	Classes		-	-	-	-	-	-	9	8	7	-	-	-		
Number of administrative staff	7 administrative & 3 technicians															
Number of teaching staff	79															
Curriculum	Ministry of Education (MoE)															
Main language(s) of instruction	Arabic															
Principal's tenure in the school	2 years															
External assessment and examinations	MoE examinations - QQA National Examinations															
Accreditation (if applicable)	-															
Major recent changes in the school	<ul style="list-style-type: none"> Key changes in the school year 2015-2016: <ul style="list-style-type: none"> change of the school from a primary-intermediate school to an intermediate school only. 															