



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

Directorate of Government Schools Reviews

Short Review Report

**Ahmad Al-Fateh Primary Intermediate Boys School
East Riffa - Southern Governorate
Kingdom of Bahrain**

Date of Review: 14-16 March 2016

SG042-C3-R052

Introduction

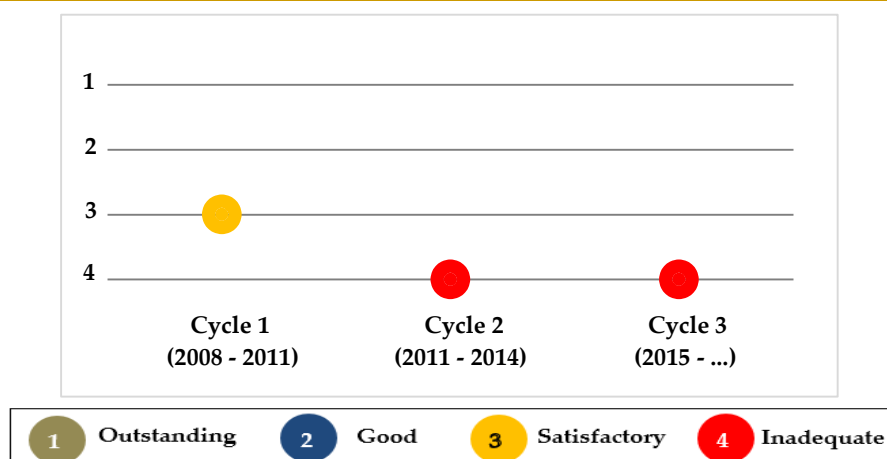
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They spoke to 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	Students' academic achievement	4	4	-	4
	Students' personal development	4	4	-	4
Quality of processes	Teaching and learning	4	4	-	4
	Students' support and guidance	4	4	-	4
Quality assurance of outcomes and processes	Leadership, management and governance	4	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

- Poor strategic planning, including inaccurate self-evaluation that does not reflect the actual school situation and its variables and unclear plans that are not based on accurate work priorities. Implementation and monitoring mechanisms are ineffective.
- Teachers' overall job satisfaction is low. The performance of some is negatively influenced in lessons due to the lack of motivation towards work and the weakness of professional development.
- Teaching and learning are weak in most lessons, with more than two thirds of observed lessons being inadequate, particularly in mathematics, Arabic and English. This can be attributed to the ineffective implementation of the teaching and learning strategies in place, weakness of class-management, poor time management, and insufficient assessment in meeting the students' educational needs.
- Students demonstrate weak basic skills in all subjects, which is in line with their low proficiency rates in core

subjects and negatively affects their levels in lessons.

- Students show lack of awareness, poor behaviour and weak motivation towards learning.
- Some students lack the feeling of psychological security due to the large number of fights among students and the use of non-educational methods by some teachers in dealing with them.
- The school's supervision, for monitoring students during the school

day and at departure time, to ensure an adequate level of safety and security is insufficient.

- A lack of educational assistance is provided to students in lessons and the support programmes, especially to low achieving students and to students whose mother language is not Arabic. However, students and their parents express satisfaction with the school's provision.

Main positive features

- None

Recommendations

- Prompt external intervention is required to provide immediate and essential support to deal with the escalating non-educational situation, especially regarding the students' behaviour and awareness and the weak overall performance in the educational, administrative and pedagogical aspects.
- Take the required measures is necessary to ensure students' safety and security and develop their positive conduct.
- Support and improve all administrative operations is needed to ensure effective supervision and serious monitoring of the progress of school work. This should include a comprehensive self-evaluation and a clear strategic plan in which roles are clearly defined and which is based on the priorities of improvement and development.
- Improve teachers' performance and increasing their motivation towards a fruitful educational process necessary.
- Provide students with the basic skills in all subjects to raise their motivation towards learning, through:
 - varying teaching and learning strategies and implementing them effectively
 - implementing productive class management and optimal utilisation of learning time
 - Employing various and effective assessment methods.
- Address the shortage in human resources represented by the lack of a senior teacher of English and a social counsellor.

□ Capacity to improve 'Inadequate'

Judgement justifications

- | | |
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| <ul style="list-style-type: none">• The school appears unable to make sufficient improvements to raise the overall performance in all aspects of schoolwork. Recent improvements have focused on the maintenance of some school facilities.• The ineffectiveness of strategic planning in improving the school's performance is a result of the inaccuracy and lack of comprehensiveness of the self-evaluation. This negatively affects prioritisation of schoolwork, thus setting of the strategic plan. This is compounded by the weak administrative processes applied by the school leadership in monitoring implementation of the strategic plan.• Professional development programmes are ineffective, leading to poor motivation of some teachers towards improving their performance and creating negative attitudes towards the profession.• The school leadership's evaluation of its situation as provided in the self-evaluation form is inconsistent in all | <p>aspects with the judgments of the review team.</p> <ul style="list-style-type: none">• The school faces many challenges, most importantly:<ul style="list-style-type: none">– students' low motivation towards learning– students' weak basic skills, especially in Arabic and English– instability of the senior leadership throughout the academic years 2012-2013 and 2014-2015– the high number of students in classes, especially in the portable cabins– the shortage in human resources, seen in the lack of a senior teacher of English and a social counsellor– the old school building and the ineffective utilisation of some of its facilities.• All of these concerns & challenges require immediate intervention to deal with the escalated non-educational situation, especially regarding students' behavior and their awareness and the overall weak educational, administrative and pedagogical performance. |
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Appendix: Characteristics of the school

Name of the school (Arabic)		أحمد الفاتح الابتدائية الإعدادية للبنين												
Name of the school (English)		Ahmad Al-Fateh Primary Intermediate Boys												
Year of establishment		1963												
Address		Building 2327 - Road 735 - Block 907												
Town /Village / Governorate		East Riffa / Southern												
School's Contacts		17771251			17770409			Fax		17773183				
School's e-mail		alfateh.in.b@moe.gov.bh												
School's website		www.moe.gov.bh/schools/al-fateh/index.htm												
Age range of students		11-15 years												
Grades (e.g. 1 to 12)		Primary				Middle				High				
		5-6				7-9				-				
Number of students		Boys		1067		Girls		-		Total		1067		
Students' social background		Most students belong to limited-income families												
Classes per grade		Grade	1	2	3	4	5	6	7	8	9	10	11	12
		Classes	-	-	-	-	4	8	7	6	8	-	-	-
Number of administrative staff		14												
Number of teaching staff		95												
Curriculum		Ministry of Education (MoE)												
Main language(s) of instruction		Arabic												
Principal's tenure in the school		One year												
External assessment and examinations		(MoE) Examinations for Intermediate stage, Grades 5 and 6 mathematics and Grade 6 English - QQA National Examinations												
Accreditation (if applicable)		-												
Major recent changes in the school		<ul style="list-style-type: none">• Appointment of a new school principal and an Assistant Principal in the academic year 2014-2015.• Appointment of two more Assistant Principals in the academic year 2015-2016.												