



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 Alaa Alhadhrami Primary Boys School  
Suqaya - Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 20-22 April 2015**

SG035-C3-R008

## 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 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

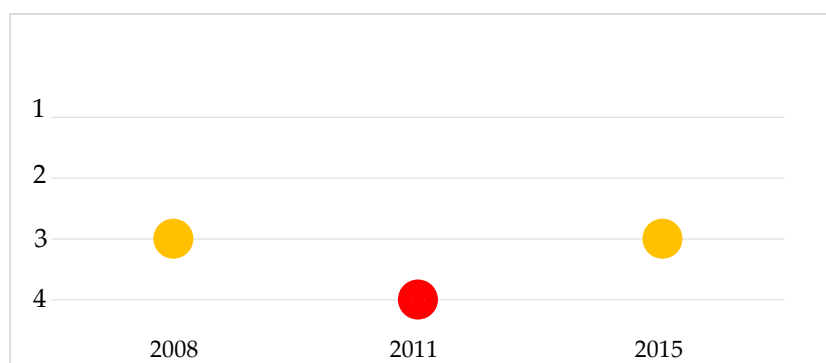
3

Inadequate

4

Aspect	Grade				
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall	
Quality of outcomes	Students' academic achievement	3	-	-	3
	Students' personal development	3	-	-	3
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	3	-	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	3	-	-	3
Capacity to improve		3			
The school's overall effectiveness		3			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



1

Outstanding

2

Good

3

Satisfactory

4

Inadequate

## School Summary Report

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### 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 'Satisfactory'

#### Judgement justifications

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• The school has built its strategic plan on an accurate and comprehensive self-evaluation, focusing on priorities for improvement. This successfully impacts on schoolwork.</li> <li>• There is an obvious improvement in students' behaviour, an increase in the majority's self-confidence and their ability to take on responsibility, being supported through the school's programmes and projects, which develop their personalities.</li> <li>• The clear role of the senior leadership shows in spreading the culture of change among teachers, developing teamwork and raising their</li> </ul> | <p>professional competence. Nevertheless, following up on the impact of professional development programmes on teachers' performance is inconsistent, being poorest in English lessons.</p> <ul style="list-style-type: none"> <li>• The majority of teachers employ effective teaching strategies, as in some class teaching and Arabic lessons. However, the education and assessment activities set to meet the needs of the majority of students are inconsistent. Developing students' higher order thinking skills and challenging their abilities is erratic.</li> </ul> |
|---|---|

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Teachers adequately manage lessons, but time management by some of them is insufficient especially during educational activities.</li> <li>• Students' acquisition of basic skills is better in some of the class teaching and Arabic, but inconsistent in mathematics and science lessons and least in English.</li> </ul> | <ul style="list-style-type: none"> <li>• Appropriate support and guidance is offered to talented students and those with learning difficulties, as well as those whose mother tongue is not Arabic and generally to autistic students.</li> <li>• Parents' participation in the electronic questionnaire is low. Most students and their parents are satisfied with the school's provision.</li> </ul> |
|--|--|

### **Main positive features**

- Support and guidance provided to the majority of students in the different categories, especially those with autism.
- Behaviour modification programmes which contributed to developing students' personalities.
- The widespread culture of change among the school's stakeholders, and the spirit of teamwork.

### **Recommendations**

- Make further use of self-evaluation results in raising students' academic achievement.
- Implement further monitoring of the impact of professional development programmes in developing teaching and learning strategies, to include:
  - developing basic skills in core subjects, especially in English
  - taking into account differentiation in the assessment and educational activities
  - providing educational support to low achievers
  - improving time management to ensure better productivity.
- Continue enhancing students' behaviour in school.
- Address the shortage in human resources represented in a classroom teacher and English, mathematics and science senior teachers.

### **□ Capacity to improve 'Satisfactory'**

#### **Judgement justifications**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Clarity of the school's vision and its accurate and comprehensive self-evaluation.</li> </ul> | <ul style="list-style-type: none"> <li>• The school's assessment of its current situation through adequate self-evaluation that reflects the leaderships' awareness and</li> </ul> |
|--|--|

knowledge of the school's strengths and areas for improvement.

- The school leadership's adoption of participative dogma and an open door policy.
- The school leadership faces challenges appropriately, demonstrated by:
  - raising teachers' competency, especially those with variable experience
  - delegating some responsibility to a few teachers to address the shortage of a classroom teacher and senior teachers of English, mathematics and science.

- Teachers are receptive to change and participate in developing the general performance of the school.
- Appropriate support is provided for improving the majority of educational practices in lessons, activities and the various extra-curricular programmes, resulting in:
  - developing students' behaviour and personalities
  - support for the majority of different categories of students and enhancing their experience, especially those with autism.

## Appendix: Characteristics of the school

Name of the school (Arabic)	العلاء الحضرمي الابتدائية للبنين													
Name of the school (English)	Al-Alaa Alhadhrami Primary Boys School													
Year of establishment	1963													
Address	Building 889 - Road 2819 - Block 328													
Town /Village - Governorate	Al-Suqia - Capital													
School's Contacts	17275721				Fax				17276599					
School's e-mail	alaaprb@moe.gov.bh													
School's website	-													
Age range of students	6-11 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				-				-					
Number of students	Boys		208		Girls		-		Total		208			
Students' social background	Students belong to various social and cultural backgrounds													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	1	1	2	2	2	-	-	-	-	-	-	-	
Number of administrative staff	8													
Number of teaching staff	31													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	3 years													
External assessment and examinations	MoE's mathematics examinations for Grades 4 and 5, and QQA's National examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> <li>• Newly appointed staff in 2013/2014: <ul style="list-style-type: none"> <li>- school's assistant principal</li> <li>- learning difficulties specialist</li> <li>- mathematics teacher as a substitute to a classroom teacher.</li> </ul> </li> </ul>													