



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Government Schools Reviews Short Review Report

**Al-Salmaniya Intermediate Boys School
Al-Manama - Capital Governorate
Kingdom of Bahrain**

**Date of Review: 29 November - 1 December 2016
SG030-C3-R089**

Introduction

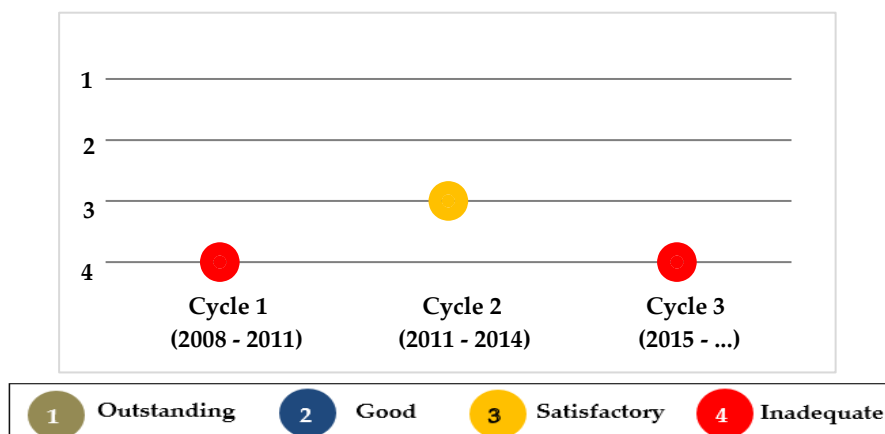
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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
	Students' personal development	-	4	-	4
Quality of processes	Teaching and learning	-	4	-	4
	Students' support and guidance	-	4	-	4
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

- Strategic planning is poor, and inaccurate in specifying schoolwork priorities. The school's vision is incompatible with its situation, with limited self-evaluation mechanisms in place. Monitoring mechanisms on different levels are poor, especially regarding the aspects of students' academic achievement and teaching and learning.
- Students' inconsistent levels in the Ministerial and external examinations in the core subjects, with low proficiency rates in most of them and limited progress in most lessons.
- Employment of teaching strategies is poor in most lessons and they do not contribute to students' acquisition of basic skills, knowledge and concepts. Classroom management and assessment techniques are also inadequate, failing to achieve learning objectives and meet students' different educational needs.
- Limited supporting extra-curricular activities and programmes provide scarce opportunities for all groups of students to actively participate in school life and assume leadership roles.
- Most students demonstrate good behaviour and are committed to Islamic

values and Bahraini culture, despite their various cultural backgrounds.

- Students' personal needs are monitored and met. They are adequately supported

when they face problems, achieving the satisfaction of students and their parents.

Main positive features

- Students' behave well and have good relationships among themselves, despite their various cultural backgrounds.
- Students' personal needs are adequately met and they are supported when they face problems.

Recommendations

- Carry out a more accurate comprehensive self-evaluation and benefit from its results to develop a strategic plan that focuses on improvement priorities.
- Raise students' academic achievement and empower them with the basic skills in core subjects.
- Conduct effective personal development programmes to raise teachers' competency, monitoring the impact on the development of teaching and learning strategies that focus on:
 - assessment for learning, and benefiting from its results to meet the educational needs of students of different levels
 - productive lesson management.
- Support all groups of students and provide them with sufficient opportunities to participate in lessons, school activities and programmes in order to boost their self-confidence, assume leadership roles and take responsibility.
- Maintain and equip school facilities to accommodate the number of students, especially the classrooms, workshops and labs, and ensure a more secure of students' departure.
- Address the shortage in human resources represented by senior teachers for mathematics and science and a learning resources centre specialist.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school is incapable of introducing sufficient improvements to maintain or elevate its overall performance. It even

regressed in all work aspects from 'Satisfactory' to 'Inadequate'.

- The self-evaluation mechanisms are ineffective and their results are not used to specify improvement priorities in strategic planning. Monitoring mechanisms of departments' operational plans are ineffective, resulting in inconsistency between the procedures determined therein and the actual implementation thereof.
- The school's assessments of its work aspects, as provided in the self-evaluation form (SEF), are inconsistent with the judgments reached by the review team.
- The school faces a number of challenges, namely:
 - low students' levels upon their enrollment
 - shortfall in middle leadership in the science and mathematics departments and poor technical and administrative performance of the existing senior teachers. A learning resources centre specialist is needed
 - because of ineffective monitoring of students' departure, they are not safe, as it is concurrent with teachers' departure from the school parking lots in their cars
 - the school buildings are old and capacity of some school facilities are inadequate, considering the student numbers. There is no gymnasium.

Appendix: Characteristics of the school

Name of the school (Arabic)	السلمانية الإعدادية للبنين													
Name of the school (English)	Al-Salmaniya Intermediate Boys													
Year of establishment	1957													
Address	Building 316 - Lulu Avenue - Block 311													
Town / Village / Governorate	Al-Manama/ Capital													
School's Contacts	17252306				Fax		17261027							
School's e-mail	alsalmaniya.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		309		Girls		-		Total		309			
Students' social background	Most students are from middle-income backgrounds													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		-	-	-	-	-	-	3	3	4	-	-	-
Tracks	Grades		Distribution of classes on Tracks											
	Grade 10		-											
	Grade 11		-											
	Grade 12		-											
Number of administrative staff	6													
Number of teaching staff	33													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 months													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations. • BQA National Examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in the school year 2016-2017: <ul style="list-style-type: none"> - School Principal - Assistant Principal.