



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

Directorate of Government Schools Reviews Short Review Report

**Al-Sehlah Primary Intermediate Boys School
Bu Quwah – Northern Governorate
Kingdom of Bahrain**

**Date of Review: 27-29 November 2018
SG199-C3-R205**

Introduction

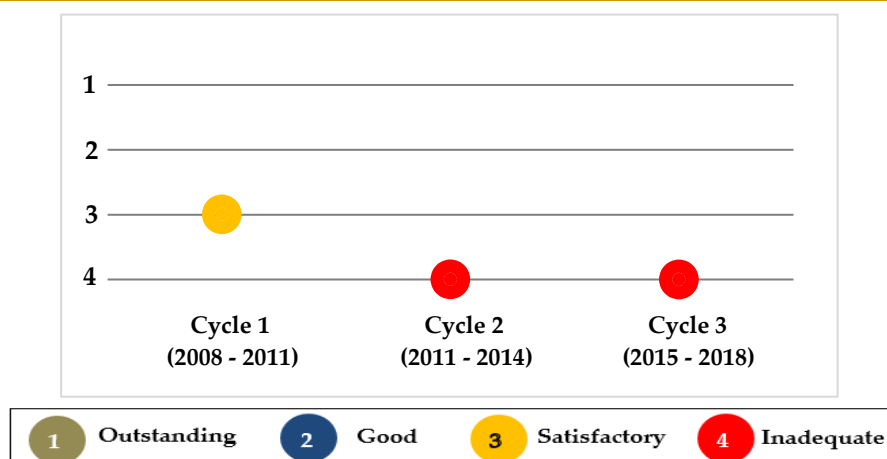
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the school's performance data and other documents. They 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	3	3	-	3
Quality of processes	Teaching and learning	4	4	-	4
	Students' support and guidance	3	3	-	3
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

- The self-evaluation is inaccurate and incomprehensible, having a negative effect on strategic planning which fails to focus on the improvement priorities that are needed, especially in relation to students' academic achievement, and lacks clarity of department needs. The performance indicators are generalised and there is a lack of clarity in implementation and monitoring mechanisms.
- Students' basic skills are poor and their academic standards are low. Their progress is inadequate in more than one-third of the core subjects' lessons, particularly in the second and third cycles.
- Students' awareness has improved and the majority of them behave well. They feel secure and psychologically safe and participate in the extracurricular activities and in internal and external competitions, in which they achieve high ranking. Students and their parents express their satisfaction with the school's provision.
- The educational process is affected by the poor use of strategies in lessons and utilisation of learning time, ineffective assessment methods that fail to

sufficiently meet students' different academic needs, and the lack of

opportunities provided to students in lessons to participate actively.

Main positive features

- Students' awareness, the good behaviour of the majority of them and their feeling of security and psychological safety.
- Students' participation in the extracurricular activities and in the internal and external competitions, in which they achieve high places.

Recommendations

- Seek the necessary support from the relevant parties at the MoE and work on retention of the administrative staff in the school to ensure raising the overall performance level, focussing on:
 - accurate and comprehensive self-evaluation, benefiting from its results in developing the strategic, action and departmental plans so that they focus on improvement priorities, and monitor their implementation through clear and rigorous mechanisms
 - address the shortfall in human resources represented by additional social counsellors, and in physical resources represented by an additional computer laboratory.
- Raise students' academic achievement levels and provide them with the basic skills in core subjects, especially in the second and third cycles.
- Monitor the impact of professional development programmes on the improvement of teachers' performance and teaching and learning, focussing on:
 - implementing effective teaching and learning strategies
 - making learning time orderly and productive
 - providing students with more opportunities to contribute actively in lessons and assume leadership roles
 - employing effective assessment methods and benefiting from their results in meeting students' different academic needs.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school has retained the 'inadequate' judgement on most of its review aspects, except for students' personal development and support

and guidance, which are at a better level.

- The strategic and action plans have limited effect in bringing about the desired improvements, particularly in relation to students' academic achievement and the quality of teaching and learning. The plans fail to consider the school's true situation and improvement priorities due to the poor accuracy of self-evaluation processes and lack of monitoring the impact of training on teachers' performance.
- The school's assessments of its effectiveness and most of its work aspects, as provided in the self-evaluation form, are inconsistent with the judgements reached by the review team, with a one-degree difference.

- The school fails to face the challenges it faces, which are:

- instability of its administrative staff, namely the senior and middle leaderships
- ineffectiveness of teachers' professional development programmes
- density of students inside classrooms and their constantly increasing numbers, especially in the intermediate stage
- shortfall in the social counsellors' team, and in physical resources represented by an additional computer laboratory.

Appendix: Characteristics of the school

Name of the school (Arabic)	السهلة الابتدائية الإعدادية للبنين													
Name of the school (English)	Al-Sehlah Primary Intermediate Boys													
Year of establishment	1988													
Address	Building 92, Road 39, Block 455													
Town / Village / Governorate	Bu Quwah/ Northern													
School's Contacts	17400043				Fax		17404573							
School's e-mail	alsehlah.in.b@moe.gov.bh													
School's website	-													
Age range of students	6-15 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				7-9				-					
Number of students	Boys		880			Girls		-			Total		880	
Students' social background	Most students are from middle income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	2	2	2	3	3	4	4	4	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	6 administrative and 4 technical													
Number of teaching staff	67													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One year													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for second cycle mathematics and Grade 6 English. • MoE examinations for Intermediate stage. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Appointments in academic year 2018-2019: <ul style="list-style-type: none"> - 4 Senior teachers for the Arabic, English, science and mathematics departments - 4 Teachers, 2 for Arabic and 2 for mathematics.