



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-Khamis Primary Boys School
Al-Khamis - Capital Governorate
Kingdom of Bahrain**

**Date of Review: 23-25 November 2015
SG049-C3-R038**

Introduction

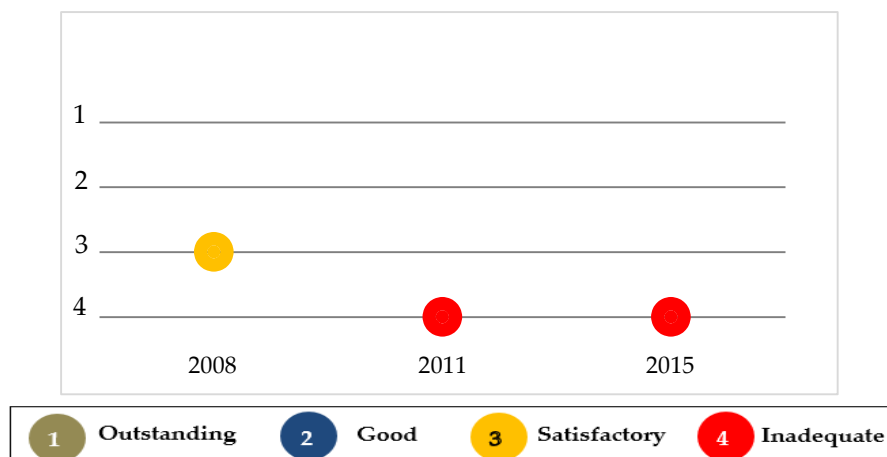
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They 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	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

- Students' academic achievements, and teaching and learning remain 'Inadequate'. While the other three aspects of personal development, support and guidance, and leadership, management and governance have downgraded from 'Satisfactory' to 'Inadequate'.
- There are serious issues threatening students' security and their physical and psychological well-being, such as the dilapidated school building and the use of the schoolyard as a car park, with one gate only, which is used as an entry and exit both for teachers' cars and students. Few teachers use improper techniques when dealing with students. Moreover, most students demonstrate low awareness and fail to abide by the code of conduct.
- Self-evaluation lacks rigour, and its results are not sufficiently used in prioritising school development needs, and building the strategic and the action plans with clear performance indicators. Mechanisms for following up on the progress of planning and the quality of implementation are vague.
- Students' academic standards are low, due to a lack of basic skills in all subjects.

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| <ul style="list-style-type: none"> • The range of teaching and learning strategies used in most lessons lacks effectiveness. • In most lessons, teachers struggle with behaviour and time management. This adversely affects most lessons' productivity. • The effectiveness of assessment techniques and use of their results in supporting and meeting students' different learning needs in lessons and written works are limited. | <ul style="list-style-type: none"> • The contribution of students in lessons is also limited. They lack confidence and enthusiasm; this is being evident from their inability to take on responsibility and leadership roles. • The achievement of students of all abilities, particularly those with disabilities, learning difficulties, and low achievers, is limited due to ineffective programmes to support their needs. • Students and their parents are satisfied with the school's provision. |
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Main positive features

- No positive aspects/ issues have been observed.

Recommendations

- Immediate external intervention offering guidance and support to ensure the upgrading of the school's overall performance, and take the necessary action(s) as follows:
 - assess the security and safety of the premises by technical specialists, particularly the poor condition of the building, the sole school's gate used for both students and for teachers' cars, and the use of the schoolyard as a car park
 - address the shortage in human resources represented in a classroom-teaching senior teacher, a social worker and a learning resources specialist. Also, attend to the lack of school facilities, mainly the gymnasium.
- Develop students' awareness and positive behaviour to ensure their physical and psychological safety.
- Set precise mechanisms for comprehensive self-evaluation, utilising its results in developing a strategic plan that focus on development priorities according to clear performance indicators. Follow-up on the quality of implementation.
- Raise students' academic achievement, enabling them to acquire basic skills in all subjects.
- Develop teachers' performance and raise their efficiency, ensuring the employment of effective teaching and learning strategies and focussing on:
 - effective class management

- productive use of time
- enabling students to contribute in lessons effectively and provide them with opportunities to strengthen their self-confidence, and assuming leadership roles
- employing effective and varied assessment techniques.
- Support students of different categories, personally and academically, in lessons, written work and through special programmes.

□ Capacity to improve 'Inadequate'

Judgement justifications

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| <ul style="list-style-type: none"> • The school's performance has regressed in most review aspects. The leadership has shown its inability to achieve sufficient progress in the two monitoring visits. • The school has failed to make substantial and effective improvements, especially with regard to the development of positive behaviour among the students, raising their level of academic achievement, and developing the teaching and learning processes. • There is great disparity between the school's overall effectiveness indicated in the self-evaluation form and the student's results, and the review team's judgements. | <ul style="list-style-type: none"> • The inaccuracy of the self-evaluation and the limited use of its results in developing the school's plans means that the school does not sufficiently prioritise development, specify clear performance indicators, or follow-up the quality of implementation with accurate mechanisms. • Challenges face the school, particularly in relation to students' safety and security. There is a shortfall in the school's middle leadership namely, a classroom - teaching senior teacher, as well as a need for a social worker and a learning resources specialist. A well-equipped gymnasium is needed. |
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Appendix: Characteristics of the school

Name of the school (Arabic)	الخميس الابتدائية للبنين															
Name of the school (English)	Al-Khamis Primary Boys															
Year of establishment	1926															
Address	Building 769 - Avenue 58 - Block 365															
Town /Village / Governorate	Al-Khamis – Capital															
School's Contacts	17404202-17405346				Fax		17401557									
School's e-mail	Khamis.pr.b@moe.gov.bh															
School's website	-															
Age range of students	6-12 years															
Grades (e.g. 1 to 12)	Primary				Middle				High							
	1-6				-				-							
Number of students	Boys		485				Girls		-				Total		485	
Students' social background	Most students come from limited income families															
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12		
	Classes		3	3	3	3	2	4	-	-	-	-	-	-		
Number of administrative staff	8 administrators, 3 technicians															
Number of teaching staff	43															
Curriculum	Ministry of Education (MoE)															
Main language(s) of instruction	Arabic															
Principal's tenure in the school	6 years															
External assessment and examinations	MoE examinations for Cycle 2 in mathematics and in English for Grade 6 - QQA National Examinations.															
Accreditation (if applicable)	-															
Major recent changes in the school	<ul style="list-style-type: none"> Appointing 5 teachers in 2015-2016: (2 for mathematics, 2 for English and 1 for science). 															