



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-Qudaibia Primary Intermediate Boys School
Manama - Capital Governorate
Kingdom of Bahrain**

Date of Review: 11-13 May 2015

SG009-C3-R016

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 five 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

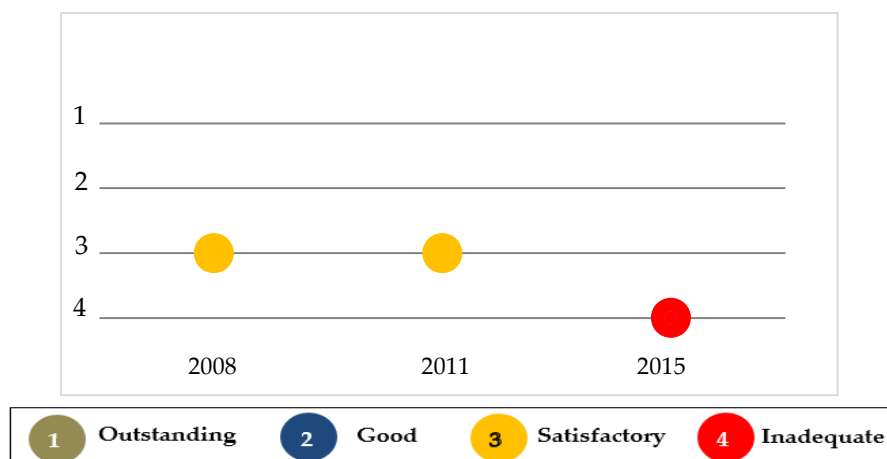
Good 2

Satisfactory 3

Inadequate 4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	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

- | | |
|---|---|
| <ul style="list-style-type: none"> • Strategic planning is weak, as are execution mechanisms and monitoring. The plan lacks focus on priorities for improvement. • Teachers are inconsistent in implementing teaching and learning strategies, which are satisfactory in the majority of lessons but inadequate in some, particularly Arabic in which teachers were the centre of the educational process. • Pass rates are inconsistent, with the lowest proficiency percentages in most core subjects. Students' basic | <ul style="list-style-type: none"> skills are also weak, especially in Arabic. • Class management is weak, with disparity in the use of assessment for learning. • Weak educational support is provided to students of different categories, particularly the low achievers. • A group of teachers use corporal punishment in dealing with students, with insufficient controls to limit this. • Parents' participation in the electronic questionnaire is very low, though participants express their satisfaction with the school's performance. |
|---|---|

Main positive features

- Behaviour of most students and their punctuality in attending school.

Recommendations

- Immediate external intervention is needed to raise the overall performance of the school and limit the use of non-educational techniques when dealing with students.
- Develop a strategic plan that is based on accurate self-evaluation, with a focus on priorities that includes clear performance indicators and monitoring its implementation.
- Monitor the impact of teachers' professional development programmes on developing teaching and learning strategies to include:
 - developing students' basic skills in core subjects, particularly in Arabic
 - effective and productive class management
 - use of assessment to meet the learning needs of students of all categories
 - providing students with educational support, especially the low achievers.

□ Capacity to improve 'Inadequate'

Judgement justifications

- | | |
|---|---|
| <ul style="list-style-type: none">• The school is incapable of initiating sufficient improvements to raise its overall performance, particularly in relation to raising the level of academic achievement and improving teaching and learning processes. Improvements were mainly in increasing extra-curricular activities, raising students' awareness and supplying classes with interactive data displays.• The strategic plan is inappropriate for developing work priorities as it is based on inaccurate self-evaluation. There are unclear performance indicators, weak monitoring | <ul style="list-style-type: none">mechanisms, and poor execution of departmental action plans.• The impact of professional development programmes is not clearly evident on the performance of the majority of teachers, particularly in the inadequate lessons, and there is inconsistent monitoring by the school leadership.• Instability of the assistant principal during academic years 2012 to 2014.• There is disparity in the self-evaluation in all review aspects between the judgements of the school leadership and those of the review team. |
|---|---|

Appendix: Characteristics of the school

Name of the school (Arabic)	القضيبيية الابتدائية الإعدادية للبنين													
Name of the school (English)	Al-Qudaibia Primary Intermediate Boys School													
Year of establishment	1954													
Address	Building 57 - Al-Shuyookh Avenue - Manama 325													
Town /Village / Governorate	Manama - Capital													
School's Contacts	17712465	17715871	Fax		17716519									
School's e-mail	alqudaibiaib@moe.gov.bh													
School's website	-													
Age range of students	12-15 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	6				7-9				-					
Number of students	Boys	440			Girls	-			Total	440				
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	-	-	-	-	-	5	3	3	2	-	-	-	
Number of administrative staff	7 administrative and 3 technicians													
Number of teaching staff	44													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	4 years													
External assessment and examinations	MoE's examinations and QQA's National examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> A school deputy is appointed in 2014/2014. 													