



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-Rawdha Primary Boys School  
Hamad Town - Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 5-7 May 2014  
SG149-C2-R183**

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## Directorate of Government Schools Reviews

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The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for government schools about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

<b>Grade description</b>	<b>Interpretation</b>
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

## Introduction

This review was conducted over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

### Characteristics of the school

<b>School's name</b>		Al-Rawdha Primary Boys School											
<b>School's type</b>		Government											
<b>Year of establishment</b>		1994											
<b>Age range of students</b>		6-11 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		1-5				-				-			
<b>Number of students</b>		<b>Boys</b>	414	<b>Girls</b>	-				<b>Total</b>	414			
<b>Students' social background</b>		Most students come from middle-income families											
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	3	3	3	3	3	-	-	-	-	-	-	-
<b>Town /Village</b>		Hamad Town											
<b>Governorate</b>		Northern											
<b>Number of administrative staff</b>		8 administrative and 17 technicians											
<b>Number of teaching staff</b>		44											
<b>Curriculum</b>		Ministry of Education (MoE)											
<b>Main language(s) of instruction</b>		Arabic											
<b>Principal's tenure</b>		6 years											
<b>External assessment and examinations</b>		QQA national examinations											
<b>Accreditation (if applicable)</b>		-											
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>			<b>Gifted &amp; Talented</b>			<b>Physical Disabilities</b>			<b>Learning Difficulties</b>		
		149			44			14			29		
<b>Major recent changes in the school</b>		New appointments in 2013-2014: <ul style="list-style-type: none"> <li>6 teachers: 2 for English, 1 for mathematics, 1 for computers, 1 for social studies, 1 for home economics.</li> </ul>											

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	4: Inadequate			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	4	-	-	4
Students' personal development	4	-	-	4
The quality and effectiveness of teaching and learning	4	-	-	4
The quality of the curriculum implementation	4	-	-	4
The quality of support and guidance for students	4	-	-	4
The quality and effectiveness of leadership, management and governance	4	-	-	4

### Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

## Review judgements

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### Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

#### Grade: 4 Inadequate

Overall performance has changed from 'Satisfactory' in the April 2010 review to 'Inadequate' this time. All aspects are 'inadequate'. This is attributed to students' low academic standards, poor acquisition of basic skills in all subjects, ineffectiveness of assessment techniques and limited support offered to students within lessons and during activities. Therefore, students are held back from achieving a level that matches their abilities and various needs. They are not offered sufficient opportunities to develop self-confidence and take responsibility. Students' limited awareness and commitment to school rules affect their educational progress. Teachers' poor management of lessons, ineffectiveness of planning, procedures, and actions taken by the school management all negatively impact students' attitudes. Teachers' performance must be developed in order to improve students' personal and academic standards.

- How strong is the school's capacity to improve?**

#### Grade: 4 Inadequate

The capacity to improve has changed from 'Satisfactory' in the previous review to 'Inadequate' this time. Self-evaluation outcomes are not utilised to develop the strategic plan and focus on priorities. There are no clear follow up mechanisms for implementing the plan. Despite improvements made in providing a safe and secure environment and offering autism students adequate support, the school faces significant challenges. These include students' low standards, support for their acquisition of basic skills, and limited effectiveness of teaching and learning, especially classroom management. Students are neither fully aware of their responsibilities nor committed to positive attitudes at school. Shortage of English and mathematics senior teachers limits the school's capacity to improve. External support in cooperation with parents is required to improve school's overall performance.

## **The school's main strengths**

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- Support and guidance offered to autism students, and the progress they achieve according to their abilities.

## Recommendations

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### **In order to improve, the school should:**

- get urgent external support to develop students' awareness and enhance their positive attitudes by:
  - raising teachers' competency, especially in managing lessons
  - setting effective programmes and procedures to develop students' positive attitudes and reduce their problems
  - developing cooperation with parents and the local community.
- utilise self-evaluation outcomes in developing the strategic plan, in order to focus on work priorities through accurate performance indicators and clear follow up mechanisms
- raise students' academic achievement by developing teaching and learning strategies, to include:
  - enabling students to acquire the basic skills in all subjects
  - offering students opportunities to actively participate within lessons, developing their self-confidence and their ability to take responsibility
  - utilising effective assessment techniques to diagnose and meet students' different learning needs.
- address the shortage in human resources, mainly in English and mathematics.