



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

Directorate of Government Schools Reviews Short Review Report

Confidential

**Al-Razi Primary Boys School
Al-Daih - Northern Governorate
Kingdom of Bahrain**

Date of Review: 8-10 April 2013

SG083-C2-R100

Table of Contents

The Directorate of Government Schools Reviews	1
Introduction	2
Characteristics of the school	2
Table of review judgements awarded	3
Review judgements	4
Overall effectiveness	4
The school’s main strengths	5
Recommendations	6

The Directorate of Government Schools Reviews

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:

Grade description	Interpretation
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 seven 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

School's name		Al-Razi Primary Boys School											
School's type		Government											
Year of establishment		1980											
Age range of students		6-12 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				-				-			
Number of students		Boys	601	Girls	-	Total		601					
Students' social background		The majority of students come from middle-income families.											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	3	3	3	4	6	-	-	-	-	-	-
Town /Village		Al-Daih											
Governorate		Northern											
Number of administrative staff		7											
Number of teaching staff		57											
Curriculum		Ministry of Education											
Main language(s) of instruction		Arabic											
Principal's tenure		2 years											
External assessment and examinations		QQA national examinations											
Accreditation (if applicable)		-											
Number of students in the following categories according to the school's classification		Outstanding			Gifted & Talented			Physical Disabilities			Learning Difficulties		
		319			42			2			50		
Major recent changes in the school		<ul style="list-style-type: none"> Appointing an assistant principal in the current academic year 2012-2013. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	-	-	3
Students' personal development	3	-	-	3
The quality and effectiveness of teaching and learning	3	-	-	3
The quality of the curriculum implementation	3	-	-	3
The quality of support and guidance for students	3	-	-	3
The quality and effectiveness of leadership, management and governance	3	-	-	3

Key:

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

Review judgements

Overall effectiveness

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

Grade: 3 Satisfactory

The school's overall performance in this review matches that in the previous review in January 2010. Strategic planning is based on analysis, which varies in both self-evaluation and monitoring though all areas of the review are satisfactory. Overall, students' academic achievement is good in most lessons in the first cycle and varies in other lessons, especially in English in both cycles, attributed to variation in teaching and learning strategies and limited support provided for students, especially low achievers. Most students demonstrate self-confidence and understanding of Bahraini culture and heritage. Leaderships' efforts focus on improving the school environment to support the curriculum, motivate students, and encourage staff members in a stimulating work environment. Parents and students express good satisfaction levels with the school.

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

Grade: 3 Satisfactory

The school's capacity to develop and improve in this review is the same as in the previous review. Leadership focuses on improving students' behaviour and discipline, enriching the school environment with corners and murals which support the curriculum, motivate students, and create a positive work environment by motivating staff. Strategic planning is achieved through analysis of the school situation, with limited effectiveness of school work monitoring mechanisms reflecting satisfactorily on students' academic achievement. The school faces several challenges, represented in variation in teachers' performance and students' standards in basic skills, especially in English, and the shortage in human resources represented in an English senior teacher and a school counsellor. The school's capacity to develop and improve is therefore satisfactory.

The school's main strengths

- Leadership motivates and supports staff members to develop
- The school develops students' self-confidence, ability to take responsibility and understanding of Bahraini culture and heritage
- Leadership improves the school environment and enriches it with educational corners and teaching aids.

Recommendations

In order to improve, the school should:

- implement rigorous self-evaluation of all aspects of school work and use the findings in developing strategic planning
- raise students' academic achievement, especially in English
- develop teaching and learning strategies to ensure:
 - the findings of assessments are used to meet students' different educational needs
 - better learning support is provided in lessons for all student categories
 - differentiation among student levels in class activities and homework assignment is considered.