



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-Salmaniya Intermediate Boys School
Al-Salmaniya - Capital Governorate
Kingdom of Bahrain**

Date of Review: 18-20 March 2013

SG030-C2-R091

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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 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

| | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|-----|--------------|---|---------------|------------------------------|----|--------------|-------------|---|------------------------------|----|----|--|--|------------------------------|----|--|--|--|
| School's name | | Al- Salmaniyia Intermediate Boys School | | | | | | | | | | | | | | | | | | | |
| School's type | | Government | | | | | | | | | | | | | | | | | | | |
| Year of establishment | | 1957 | | | | | | | | | | | | | | | | | | | |
| Age range of students | | 13-15 years | | | | | | | | | | | | | | | | | | | |
| Grades (e.g. 1 to 12) | | Primary | | | | Middle | | | | High | | | | | | | | | | | |
| | | - | | | | 7-9 | | | | - | | | | | | | | | | | |
| Number of students | | Boys | 296 | Girls | - | | | | Total | 296 | | | | | | | | | | | |
| Students' social background | | Most students come from middle-income families. | | | | | | | | | | | | | | | | | | | |
| Classes per grade | | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | |
| | | Classes | - | - | - | - | - | - | 4 | 3 | 3 | - | - | - | | | | | | | |
| Town /Village | | Al-Salmaniya | | | | | | | | | | | | | | | | | | | |
| Governorate | | Capital Governorate | | | | | | | | | | | | | | | | | | | |
| Number of administrative staff | | 7 | | | | | | | | | | | | | | | | | | | |
| Number of teaching staff | | 32 | | | | | | | | | | | | | | | | | | | |
| Curriculum | | Ministry of Education (MoE) | | | | | | | | | | | | | | | | | | | |
| Main language(s) of instruction | | Arabic | | | | | | | | | | | | | | | | | | | |
| Principal's tenure | | 2 years | | | | | | | | | | | | | | | | | | | |
| External assessment and examinations | | MoE and QQA national examinations | | | | | | | | | | | | | | | | | | | |
| Accreditation (if applicable) | | - | | | | | | | | | | | | | | | | | | | |
| Number of students in the following categories according to the school's classification | | Outstanding | 30 | | | | Gifted & Talented | 12 | | | | Physical Disabilities | - | | | | Learning Difficulties | 20 | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| Major recent changes in the school | | <ul style="list-style-type: none"> Changes in the current academic year 2012-2013: <ul style="list-style-type: none"> changing the school day to consist of 7 classes instead of 6 appointing a new assistant principal appointing a science lab technician. | | | | | | | | | | | | | | | | | | | |

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 performance has changed from inadequate in the previous review in March 2009 to satisfactory. A strategic plan is followed which includes clear performance indicators based on comprehensive self-evaluation to determine priorities effectively and use facilities and teaching resources to enrich the curriculum. Students achieve average pass rates in both the MoE and school's examinations. Student performance levels are as expected, with varying acquisition of basic skills, most effectively in science and least effectively in English and mathematics. This is attributed to the varied support provided for students, especially low achievers. Majority of students participate enthusiastically in class activities and school events, show self-confidence and behave maturely and responsibly except for a small number of Grade 9 students. The school achieves satisfactory levels of approval by students and parents.

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

Grade: 3 Satisfactory

The school's capacity to improve has changed from inadequate in the previous review to satisfactory. Strategic planning includes clear performance indicators, based on recommendations of the previous review and self-evaluation. Development programmes such as the Outstanding Bahraini School have been adopted to improve teaching and learning processes and raise academic achievement. School members embrace a culture of change, development and cooperative work and apply effective teaching strategies, helping the school overcome some of the challenges facing it, including students' low proficiency levels in basic skills and the small, old buildings. The school succeeds in providing a motivating learning environment, improving the level of most students' progress and raising their academic performance in lessons to satisfactory levels. The school is capable of continuing to improve its level of performance.

The school's main strengths

- The use of effective teaching aids and strategies by the majority of teachers and good linking between academic subjects and real life
- The majority of students' self-confidence and their enthusiasm to participate in the varied school activities, developing their experiences and interests
- Cooperation with the local community and the use of available school facilities to enrich the curriculum.

Recommendations

In order to improve, the school should:

- raise students' academic achievement and develop their basic skills in mathematics and English
- develop teaching and learning processes at the school by focusing on:
 - using class activities and assessing them effectively in order to meet the learning needs of the different categories of students
 - effective class and time management.
- continue to monitor the impact of behavioural adjustment programmes on students' maturity, especially Grade 9 students.