



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-Sehlah Primary Intermediate Boys School
Buquwah - Northern Governorate
Kingdom of Bahrain**

Date of Review: 29 September - 1 October 2014
SG199-C2-R190

Table of Contents

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

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 eight 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-Sehla Primary Intermediate Boys School															
School's type		Government															
Year of establishment		1988															
Age range of students		6-15 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		1-6				7-9				-							
Number of students		Boys	849	Girls	-				Total	849							
Students' social background		Most students come from average-income families															
Classes per grade		Grade		1	2	3	4	5	6	7	8	9	10	11	12		
		Classes		2	2	2	2	2	2	5	5	5	-	-	-		
Town /Village		Buquwah															
Governorate		Northern															
Number of administrative staff		11 administrative, 5 technicians															
Number of teaching staff		76															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		3 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				Gifted & Talented				Physical Disabilities				Learning Difficulties			
		200				23				3				29			
Major recent changes in the school		<ul style="list-style-type: none"> New assistant principal appointed in 2013-2014. 															

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	-	4
Students' personal development	4	4	-	4
The quality and effectiveness of teaching and learning	4	4	-	4
The quality of the curriculum implementation	4	4	-	4
The quality of support and guidance for students	4	4	-	4
The quality and effectiveness of leadership, management and governance	4	4	-	4

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: 4 Inadequate

The school's performance has changed from 'satisfactory' in the November 2010 review to 'inadequate' this time. Academic achievement is inadequate in almost 50% of the lessons observed in cycles 2 and 3. Reasons include students' low level of basic skills, limited effectiveness of teaching strategies, assessment techniques that do not meet different categories of students' needs, and poor classroom management. Students' self-confidence and ability to take responsibility in and outside classes are limited. A remarkable number of students misbehave, including fighting and vandalism. Self-evaluation varies, but is neither accurate nor comprehensive. The strategic plan is not accurately followed up, adversely impacting on the school's work. Positive points include students' attendance and communication with the local community. Students and parents are satisfied with the school's provision.

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

Grade: 4 Inadequate

The school's capacity to develop and improve has changed from 'good' in the previous review to 'inadequate'. Self-evaluation is not comprehensive or accurate. The strategic plan does not focus on essential problems, particularly the impact of teachers' professional development programmes and improving teaching practices in lessons to raise students' academic achievement, especially in mathematics and science in cycle 2, and English and mathematics in cycle 3. Students' awareness and attitudes need to be improved. Challenges facing the school include lack of facilities such as an art room and workshops, shortfall of social workers, and the annual increase in student numbers negatively impact the teaching process. Those issues the school faces, form serious challenges that cannot be overcome unless administrative measures in coordination with the concerned parties are taken to ensure provision of better educational services.

The school's main strengths

- Communication with the local community and seeking both students' and parents' opinions.

Recommendations

In order to improve, the school should:

- track the impact of teachers' professional development programmes on students' academic achievement, and develop teaching and learning strategies, to focus on:
 - developing students' basic skills especially in cycles 2 and 3
 - managing classes effectively to achieve learning objectives
 - implementing effective assessment techniques and making use of results to meet students' categories different needs.
- develop awareness and positive conduct among students, reinforcing their self-confidence and ability to take responsibility in and outside classes
- ensure accurate and comprehensive self-evaluation, utilising results in developing the strategic plan and following up its implementation accurately to develop all school's work aspects
- coordinate with the MoE to achieve a better educational provision, taking into consideration the student numbers, to:
 - increase the number of social workers
 - provide educational facilities such as art and home-economy rooms and workshops.