



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

**Directorate of Government Schools
Reviews
Short Review Report**

**Alzallaq Primary Intermediate Boys School
Zallaq – Southern Governorate
Kingdom of Bahrain**

**Date of Review: 7-9 December 2015
SG006-C3-R042**

Introduction

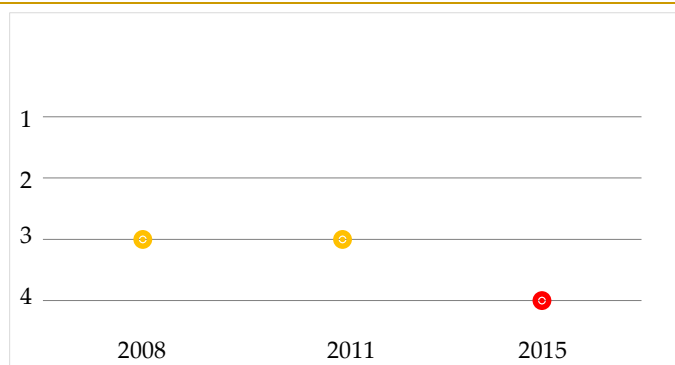
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, 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
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	4	4	-	4
	Students' personal development	3	3	-	3
Quality of processes	Teaching and learning	4	4	-	4
	Students' support and guidance	3	3	-	3
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

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| <ul style="list-style-type: none"> • The school's performance in most aspects of the review has changed from 'Satisfactory' to 'Inadequate', except in two aspects; personal development and support & guidance, which remain 'Satisfactory'. • Lack of commitment towards cooperative leadership in dealing with school management issues and decision-making. • Self-assessment is inaccurate and its results are not used to inform improvement priorities and school planning. • Teaching and learning strategies are ineffective in more than two-thirds of | <ul style="list-style-type: none"> the lessons, which affects the students' low academic standards and their acquisition of basic skills, especially in mathematics and English. • Assessment is ineffective and the use of its results to support students and meet their different learning needs is limited. • Most teachers' classroom management is weak. • Effectiveness of support programmes provided to students of all categories, particularly low achievers, are inconsistent. • Students' adequately understand Bahraini culture, having citizenship and Islamic values. Their participation |
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in school life, particularly in extra-curricular activities enrich their interests, and experiences, and adequately develop their talents.

- Students and parents are adequately satisfied with the school's promise.

Main positive features

- Most students' adequate participation in school life, understanding of Bahraini culture and Islamic values, and adoption of citizenship values.
- The extra-curricular activities, which cater for students' interests, enrich their experiences and develop their talents.

Recommendations

- Apply a shared commitment towards cooperative leadership in dealing with school management issues and decision-making.
- Implement accurate self-evaluation and use its results to inform strategic planning that is based on school priorities with clear performance indicators.
- Raise students' academic achievement, with focus on developing basic skills in all subjects, particularly in mathematics and English.
- Raise teachers' professional competency and monitor its impact on the development of teaching and learning strategies, to include:
 - providing orderly and productive classroom management
 - implementing a variety of assessment techniques and using their results to meet the needs of different categories of students
 - supporting all students in and outside lessons.
- Address the shortage in human resources, namely senior teachers for the class-teaching system and English language, for gifted and talented students specialist, and a social worker.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school's performance has regressed, especially with regard to students' academic achievement and teaching and learning.
- Improvements in the school focused on benefiting from the available appropriate places to meet the shortage in facilities, and on some practices

which impact is not reflected clearly on the effectiveness of teaching and learning, such as the implementation of technology.

- The inaccurate processes of strategic planning, including self-evaluation and follow-up mechanisms, in light of the varied awareness across the higher and middle leaderships in administering some aspects of schoolwork, which affected prioritisation of work and identification of areas for improvement.
- Ineffective professional development programmes and the limited monitoring of its impact on the teachers' performance.

- The school faces challenges, which hinder its progress, including:
 - students' low academic standards, particularly in English
 - some teachers' resistance of change and improvement
 - the shortage in human resources, represented by senior teachers of class-teaching and English language, a specialist for the gifted and talented, and a social worker.
- The school's self-evaluation, as shown in the Self-Evaluation Form (SEF), does not match the team's judgments in all aspects of the review.

Appendix: Characteristics of the school

Name of the school (Arabic)	الزلاق الابتدائية الإعدادية للبنين												
Name of the school (English)	Alzallaq Primary Intermediate Boys												
Year of establishment	1953												
Address	Building 471 – Road 5615 – Block 1056												
Town /Village / Governorate	Zallaq/ Southern												
School's Contacts	17631116				Fax		17631996						
School's e-mail	alzallaq.in.b@moe.gov.bh												
School's website	-												
Age range of students	6-15 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-6				7-9				-				
Number of students	Boys	701			Girls	-			Total	701			
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	2	2	2	2	3	3	3	4	3	-	-	-
Number of administrative staff	12												
Number of teaching staff	65												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	2 years												
External assessment and examinations	MoE mathematics examinations for Cycle 2, and English for Grade 6, and all Cycle 3 subjects. QQA National Examinations.												
Accreditation (if applicable)	-												
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in 2014-2015: <ul style="list-style-type: none"> - Arabic language senior teacher - IT specialist. 												