



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

Directorate of Government Schools Reviews Short Review Report

**Arad Primary Boys School
Arad – Muharraq Governorate
Kingdom of Bahrain**

**Date of Review: 10-12 May 2016
SG052-C3-R068**

Introduction

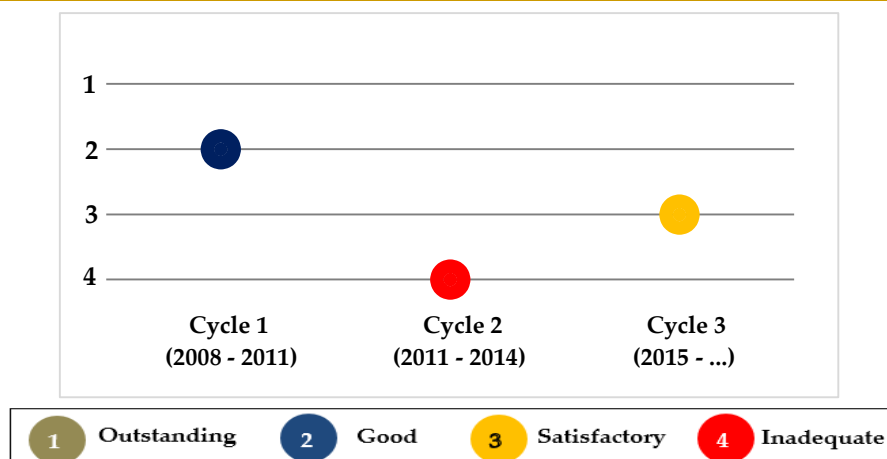
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the school's performance data and other documents. They met with 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	3	-	-	3
	Students' personal development	3	-	-	3
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	3	-	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	3	-	-	3
Capacity to improve		3			
The school's overall effectiveness		3			

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 'Satisfactory'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none"> • The school made progress in its overall performance and in most aspects, improving from 'Inadequate' to 'Satisfactory'. • Students achieve high standards in the school examinations in most core subjects, mirroring their standards in most class teaching lessons. • The school uses clear self-evaluation mechanisms. However, the use of their outcomes is inconsistent in arranging the school's developmental priorities in the strategic plan and in translating the specific goals of the academic departments. | <ul style="list-style-type: none"> • Teaching and learning strategies are inconsistent in terms of the following: <ul style="list-style-type: none"> - the effectiveness of assessment techniques towards learning and considering differentiation among students - productive time management - support provided to the different categories of students - building students' self-confidence in taking up leadership roles and assume responsibility for their own learning. • Support of students' personal needs is effective both morally and physically, as is guidance for merged-class |
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students and students with speech and communication difficulties.

- Various extra-curricular activities are available to students during the school day, and their participation in such activities appropriately enhances their experiences and interests.

- The school has various community links with parents and local organisations, thereby enriching and enhancing students' experiences. Students and parents are highly satisfied with the school's provision.

Main positive features

- Physical and moral support to meet students' personal needs, support of merged-class students, and students with speech and communication difficulties through their special programmes.
- Use of extra-curricular activities to enhance students' experiences and interests.

Recommendations

- Use self-evaluation outcomes in setting up the school's strategic and action plans according to the schoolwork priorities, along with accurate follow-up of their implementation.
- Follow up teachers' professional development programmes in developing teaching and learning strategies, which are student-centred, focusing further on the following:
 - students' acquisition of basic skills in core subjects
 - provision of educational support and guidance to the various categories of students
 - use of effective assessment techniques and utilising their results in lesson plans and meeting students' learning needs
 - time management for better productivity.
- Provide more opportunities to enhance students' self-confidence when taking up leadership roles and assuming responsibility in school life.
- Address the shortage represented by:
 - human resources: senior teachers for English, mathematics and science
 - educational facilities: gymnasium and family education laboratory.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- Strategic planning processes are inconsistent, as is the use of the self-evaluation outcomes in determining the school's development and improvement priorities. This inconsistently affects translating the strategic plan into the academic departments' plans.
- The school adequately faces its challenges. These are shortages in the middle leadership of some main departments, being senior teachers for English, mathematics and science. In addition, educational facilities are required, particularly a gymnasium and a family education laboratory. Translating the school's vision into tangible results is erratic between the senior and middle leadership.
- Follow-up of teachers' professional development programmes is inconsistent in improving teachers' performance and teaching practices in the majority of lessons.

Appendix: Characteristics of the school

Name of the school (Arabic)	عراد الابتدائية للبنين													
Name of the school (English)	Arad Primary Boys													
Year of establishment	1957													
Address	Building 216 - Road 28 - Block 242													
Town /Village / Governorate	Arad/ Muharraq													
School's Contacts	17671238			17465295			Fax			17676114				
School's e-mail	arad.pr.b@moe.gov.bh													
School's website	-													
Age range of students	6-11 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				-				-					
Number of students	Boys		276		Girls		-		Total		276			
Students' social background	Most students come from limited-income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	2	2	2	2	2	-	-	-	-	-	-	-	
Number of administrative staff	5 and 12 technicians													
Number of teaching staff	33													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	6 years													
External assessment and examinations	MoE examinations in mathematics for Cycle 2 - QQA National Examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> Appointment of a new Assistant Principal in the school year 2015-2016. 													