



هيئة جودة التعليم والتدريب  
Education & Training Quality Authority  
Kingdom of Bahrain - مملكة البحرين

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

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

**Date of Review: 5-7 March 2018  
SG195-C3-R165**

## Introduction

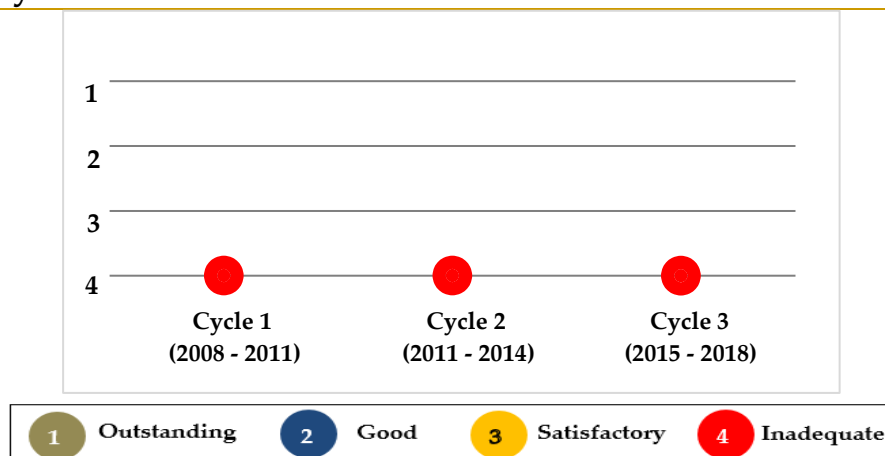
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	4	4	-	-
	Students' personal development	4	4	-	-
Quality of processes	Teaching and learning	4	4	-	-
	Students' support and guidance	4	4	-	-
Quality assurance of outcomes and processes	Leadership, management and governance	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

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## 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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• The strategic planning processes are weak and the school is incapable of introducing effective improvements on its performance as it has remained 'Inadequate' over the three review cycles. The self-evaluation is inaccurate and the strategic plan is not based on accurate work priorities, while the mechanisms for its implementation and monitoring are ineffective.</li> <li>• Students' levels are very low and their acquisition of the basic skills in all core subjects is poor.</li> <li>• Teaching and learning are ineffective, being inadequate in more than half of</li> </ul> | <p>the core subjects' lessons due to the poor utilisation of teaching strategies and learning time and inadequate classroom management. Assessment techniques and use of the results do not meet students' different learning needs. Marking of students' written work is inaccurate.</p> <ul style="list-style-type: none"> <li>• Opportunities available for students to participate in lessons are insufficient, and their self-confidence and ability to take responsibility are not sufficiently developed.</li> <li>• Students of the different groups receive poor academic support, though</li> </ul> |
|--|---|

learning-difficulties students achieve adequate progress, and merged-class students achieve good progress.

Students and their parents are satisfied with the school's provision.

## Main positive features

- The progress achieved by learning-difficulties and merged-class students in the school programmes.

## Recommendations

- Seek intervention by the relevant parties at the Ministry of Education (MoE), to improve the school's overall performance through:
  - establishing an effective mechanism for carrying out an accurate self-evaluation, benefiting from its results in identifying schoolwork priorities, and developing the strategic plan with clear performance indicators while accurately monitoring its activities and programmes
  - addressing the shortfall in human resources, represented by a senior science teacher.
- Raise students' academic achievement and develop their skills in core subjects.
- Develop professional development programmes and monitor their impact on teaching and learning, focussing on:
  - use of effective teaching strategies
  - organised and productive lesson management
  - assessment for learning and benefiting from the results to meet the different academic needs of all students, and achieve accurate marking of students' written work
  - developing students' self-confidence, and encouraging them to participate in lessons' activities.
- Support all students and assist them to meet their academic needs outside classrooms.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

- The strategic planning fails to improve the school's overall performance according to work priorities, due to the inaccuracy of self-evaluation, the inaccurate performance indicators and weakness of implementation and monitoring mechanisms.
  - The school has many challenges to overcome in order to improve its performance, namely:

- students' poor basic skills in all core subjects
- limited impact of teachers' professional development programmes in improving teachers' performance and the poor monitoring of that performance
- the shortfall in human resources represented by a senior science teacher, and the fact that the senior teacher of English has only recently joined the school.
- The school is incapable of introducing sufficient initiatives to improve its

overall performance level, especially with regards to raising the academic achievement level and developing teaching and learning. What improvements have been made have focused on improving the school environment and decreasing the rate of students' morning delays.

- The school's assessment of its performance as provided in the Self-Evaluation Form (SEF) is inconsistent with the judgements reached by the review team in all aspects.

## Appendix: Characteristics of the school

Name of the school (Arabic)	عراد الابتدائية الإعدادية للبنين												
Name of the school (English)	Arad Primary Intermediate Boys												
Year of establishment	2001												
Address	Building 398, Road 4505, Block 245												
Town / Village / Governorate	Arad/ Muharraq												
School's Contacts	17466789	17466784	Fax	17465622									
School's e-mail	arad.in.b@moe.gov.bh												
School's website	-												
Age range of students	12-15 years												
Grades (e.g. 1 to 12)	Primary			Middle				High					
	6			7-9				-					
Number of students	Boys	747		Girls	-			Total	747				
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	-	-	-	-	-	5	5	6	6	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	13 administrative and 3 technicians												
Number of teaching staff	64												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	3 years												

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE examinations for Grades 7, 8 and 9 and English and mathematics for Grade 6.</li> <li>• BQA National Examinations.</li> </ul>
<b>Accreditation (if applicable)</b>	-
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Major appointments in the current school year 2017-2018: <ul style="list-style-type: none"> <li>- Assistant Principal.</li> <li>- senior English teacher.</li> </ul> </li> </ul>