



# **Directorate of Government Schools Reviews**

## **Short Review Report**

**Arad Primary Intermediate Boys School  
Arad - Al-Muharraq Governorate  
Kingdom of Bahrain**

**Date of Review: 17–19 November 2014  
SG195-C2-R201**

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## Directorate of Government Schools Reviews

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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 seven 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

<b>School's name</b>		Arad Primary Intermediate Boys School											
<b>School's type</b>		Government											
<b>Year of establishment</b>		2001											
<b>Age range of students</b>		12–15 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		6				7 - 9				-			
<b>Number of students</b>		<b>Boys</b>	672	<b>Girls</b>	-				<b>Total</b>	672			
<b>Students' social background</b>		Most students belong to good-income families											
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	-	-	-	-	-	5	5	6	6	-	-	-
<b>Town /Village</b>		Arad											
<b>Governorate</b>		Al-Muharraq											
<b>Number of administrative staff</b>		14 administrative, 3 technicians											
<b>Number of teaching staff</b>		74											
<b>Curriculum</b>		Ministry of Education (MoE)											
<b>Main language(s) of instruction</b>		Arabic											
<b>Principal's tenure</b>		2 months											
<b>External assessment and examinations</b>		MoE examinations and QQA National Examinations											
<b>Accreditation (if applicable)</b>		-											
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>				<b>Gifted &amp; Talented</b>			<b>Physical Disabilities</b>			<b>Learning Difficulties</b>	
		52				48			1			34	
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>Appointing a new principal and assistant principal in 2014-2015</li> <li>The school has had 4 principals and 4 assistant principals from 2011 to 2013.</li> </ul>											

## 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

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### Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

#### Grade: 4 Inadequate

The school's inadequate performance matches the November 2010 judgment, with all review aspects being graded less than expected though it is subjected to two monitoring visits where 'Sufficient Progress' was achieved in the second. This is attributed to inaccurate strategic planning and its mechanisms, and the inconsistent impact of the professional development programmes. Students' basic skills are low, as is their awareness, enthusiasm and self-confidence due to the ineffective teaching methods, weak classroom management, inadequate educational support offered for all categories of students and the insufficient use of assessment for learning. The school does show some positives, mainly the progress made by merged students according to their abilities and the satisfaction of parents and students.

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

#### Grade: 4 Inadequate

The school's capacity to improve is 'inadequate', matching its judgement in the previous review, though it has made some improvements such as the use of educational resources in lessons and communication with parents and the local community. However, this is insufficient to achieve the desired improvement in the school's performance, due to the incomplete and inaccurate self-evaluation, ineffective use of results in developing the strategic plan, and the weak mechanisms for following up on departmental action plans. The impact of professional development programmes, which is below expectations, and the instability of senior leadership from 2011 to 2013 represent major challenges that requires immediate external support to improve the school's performance, particularly students' academic achievement and improving their behaviour.

## **The school's main strengths**

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- The progress made by merged students, which is in line with their abilities, due to the special educational programme.

## Recommendations

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### **In order to improve, the school should:**

- obtain immediate external support to ensure raising effectiveness of performance, particularly students' academic achievement and behaviour
- apply rigorous and comprehensive self-evaluation and use results in developing the strategic plan, with close monitoring of implementation
- develop students' awareness and improve their behaviour, self-confidence, and ability to take responsibility in and outside classrooms
- follow up the impact of professional development programmes and develop teaching and learning strategies, to include:
  - developing students' skills in all core subjects
  - providing support to students, particularly low achievers
  - effective time management to ensure better productivity
  - using effective assessment techniques and utilising the results to meet students' different educational needs.