



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

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

**Askar Primary Intermediate Boys School
Asker – Southern Governorate
Kingdom of Bahrain**

**Date of Review: 23-25 December 2013
SG187-C2-R145**

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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 six 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		Askar Primary Intermediate Boys School											
School's type		Government											
Year of establishment		1953											
Age range of students		6-15 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				7-9				-			
Number of students		Boys	208	Girls	-	Total		208					
Students' social background		Most come from good income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	1	1	1	1	1	1	1	1	1	-	-	-
Town /Village		Askar											
Governorate		Southern											
Number of administrative staff		3											
Number of teaching staff		33											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		One semester											
External assessment and examinations		MoE Examinations 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		
		17			15			-			4		
Major recent changes in the school		Appointments in 2013-2014: <ul style="list-style-type: none"> • Principal • a social worker. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	3	-	3
Students' personal development	2	2	-	2
The quality and effectiveness of teaching and learning	3	3	-	3
The quality of the curriculum implementation	2	2	-	2
The quality of support and guidance for students	2	2	-	2
The quality and effectiveness of leadership, management and governance	3	3	-	3

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: 3 Satisfactory

Overall effectiveness is satisfactory, down from good in the October 2010 review. While some aspects remain good, leadership and management retreated from outstanding to satisfactory. This is mainly due to inconsistent follow up of the strategic plan, impacting teaching and learning and students' academic achievement. Proficiency levels of basic skills in most subjects, and support particularly for low achievers, are inconsistent. This is attributed to the varied impact of professional development programmes on teachers' performance, with unstable time management and use of assessment to meet students' learning needs. The school encourages and motivates its stakeholders, offering extracurricular activities and support and enrichment programmes to enhance students' educational experiences. Most students show remarkable embracement of Bahrain's culture and Islamic values. Students and parents are well satisfied with the school's provision.

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

Grade: 3 Satisfactory

The school's capacity to improve is satisfactory, down from outstanding in the previous review. Results of comprehensive self-evaluation are neither rigorously used nor effectively monitored or followed up on to inform strategic planning. The result is inconsistency in the school's performance. Teaching and learning and students' academic achievement are satisfactory. The school faces many challenges, mainly the instability of administrative and teaching staff and the lack of the middle management, limiting its capacity to improve and shifting it from outstanding to satisfactory. The school makes efforts to train and develop teachers in order to increase their performance, to improve the school's environment and to enhance students' experiences with varied and supportive programmes, resulting in their enthusiasm and confidence.

The school's main strengths

- Students' clear understanding of Bahrain's heritage and embracement of Islamic values, and their remarkable participation with enthusiasm and confidence in national and Islamic events
- A wide range of extra-curricular activities which enrich students' different experiences and interest
- Effective support and guidance programmes offered to students, particularly those for remedial and enrichment purposes.

Recommendations

In order to improve, the school should:

- make use of self-evaluation results to set a comprehensive strategic plan, focusing on raising students' achievement and monitoring the impact of implementation
- monitor the impact of professional development programmes on teaching and learning, to include:
 - developing basic skills in core subjects
 - making use of assessment results to further meet students' learning needs, particularly for low attaining students
 - managing time more effectively in lessons.
- fill the shortage of middle management.