



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

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

**Karzakan Primary Boys School
Karzakan - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 17-19 February 2014
SG163-C2-R150**

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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		Karzakan Primary Boys School															
School's type		Government															
Year of establishment		1952															
Age range of students		6-12 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		1-6				-				-							
Number of students		Boys	688	Girls	-				Total	688							
Students' social background		Majority of students come from middle-income families															
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12				
	Classes	5	3	4	4	3	4	-	-	-	-	-	-				
Town /Village		Karzakan															
Governorate		Northern															
Number of administrative staff		10															
Number of teaching staff		51															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		One semester															
External assessment and examinations		MoE English examination for Grade (6) 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			
		253				196				7				73			
Major recent changes in the school		<ul style="list-style-type: none"> A principal appointed in 2013-2014. 															

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	4	-	-	4
Students' personal development	3	-	-	3
The quality and effectiveness of teaching and learning	4	-	-	4
The quality of the curriculum implementation	3	-	-	3
The quality of support and guidance for students	3	-	-	3
The quality and effectiveness of leadership, management and governance	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: 4 Inadequate

Overall effectiveness is inadequate, matching the judgement of April 2010, despite two monitoring visits where 'in progress' was obtained in the second. In a quarter of the lessons observed, students' academic achievement is inadequate, with ineffective teaching strategies and assessment for learning techniques. Inconsistencies in time management and in activities and support provided to low-achievers, negatively impact students' acquisition of Arabic and English basic skills in both cycles, similarly affecting their achievement in some class lessons. The leadership develops and enhances teachers' performance, but follow-up on the impact of professional development programmes is poor. Most students enthusiastically participate in school life, acting maturely and taking responsibility as a result of the guidance programmes offered and communication with their parents. Students and parents are quite satisfied with the school's provision.

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

Grade: 3 Satisfactory

The school's capacity to improve has advanced to satisfactory, attributed to self-evaluation and the implementation of the previous review recommendations. Better strategic planning is evident in most of the school's work. Obvious success is achieved in personal development, support and guidance programmes and curriculum enrichment. The environment is attractive and conducive for learning, due to the managements' efforts in sharing and delegating authority and inspiring and motivating the staff. Development projects such as the 'Bahraini School of Excellence' are in place. However, efforts to improve teaching and learning remain inconsistent. The school faces significant challenges such as ineffectiveness of teaching and learning methods in most core subjects, shortages in middle management, especially in English and science, the limited facilities and the old building.

The school's main strengths

- Support, inspiration and motivation offered to the staff, enabling them to implement development projects
- Students' behaviour and their ability to take responsibility, in an enriched environment by activities.

Recommendations

In order to improve, the school should:

- follow up the impact of professional development programmes on teachers' performance, in order to raise students' academic achievement and promote their personal development
- develop teaching and learning strategies to motivate students' towards learning, including:
 - developing basic English and Arabic skills in both cycles
 - implementing effective assessment techniques and using the results to meet different categories of students' needs
 - managing time in lessons.
- further support the different categories of students, particularly low achievers
- fill the shortages in the middle management in English and science.