



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

Directorate of Government Schools Reviews Short Review Report

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

**Date of Review: 19-21 February 2018
SG163-C3-R160**

Introduction

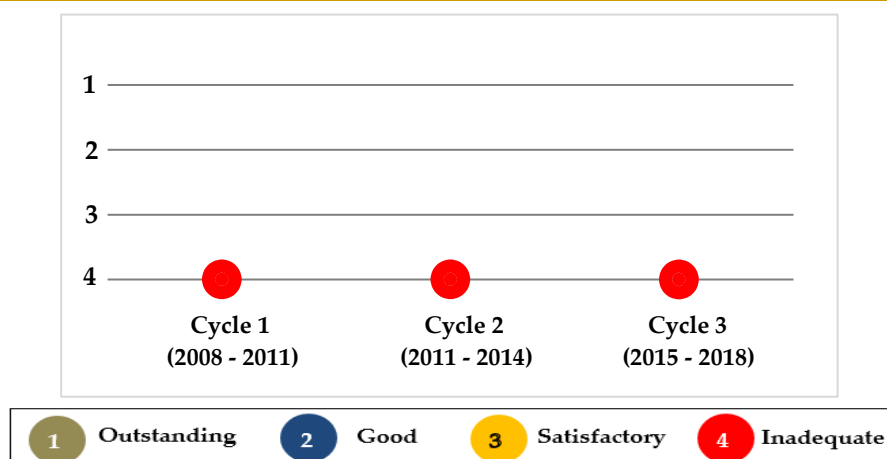
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

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	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

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"> • The effectiveness of strategic planning has regressed, due to the inaccuracy of the self-evaluation processes and failure to use their results in identifying improvement priorities. The effectiveness of implementing the strategic plan is limited and the monitoring mechanisms lack clarity of departmental particulars. • Students' actual standards in the majority of lessons and written work are weak, especially in the second cycle, and their acquisition of the core subjects' basic skills is non-existent, particularly in English. | <ul style="list-style-type: none"> • Teachers use ineffective teaching and learning strategies in almost one-third of the core subjects' lessons, with poor class and time management and ineffective assessment methods for meeting the learning needs of the different categories of students. • The learning support and guidance programmes provided to students, particularly the low achievers, in and out of lessons are inadequate. • The school environment is inappropriate and lacks the necessary facilities to run academic operations in a safe and healthy environment. |
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- The school is keen on promoting communication with the local community and with parents; which has gained their satisfaction.

Main positive features

- The school communicates adequately with local community institutions and cooperates with parents.

Recommendations

- Seek intervention by the relevant parties at Ministry of Education (MoE) to improve the school's overall performance level, through:
 - developing a strategic plan that includes clear performance indicators, monitoring its implementation, and evaluating its activities and programmes
 - preparing and equipping the school building, and including necessary facilities such as: a gym, laboratories and WCs that will accommodate the numbers of students
 - addressing the shortfall in human resources represented by senior teachers for the English, mathematics and science departments, for the social guidance team to accommodate the number of students, and a school nurse.
- Raise students' academic achievement, especially in the second cycle, and develop their skills in the core subjects, particularly in English.
- Provide more effective professional development programmes and monitor their impact on the improvement of the teaching and learning processes, so that they focus on:
 - effective use of teaching strategies
 - productive and organised lesson management
 - employment of effective assessment methods and benefiting from their results in meeting all students' learning needs, in addition to improving the accuracy in marking students' written work.
- Continue to raise students' awareness levels and develop their positive conduct.
- Support all categories of students, considering their academic levels in and out of lessons.

Capacity to improve 'Inadequate'

Judgement justifications

- The school is incapable of bringing about sufficient improvements to elevate the overall performance, especially with regard to raising the academic achievement and developing the teaching and learning processes.

The school's performance has regressed from satisfactory to inadequate levels in the aspects of personal development, support and guidance and leadership and management.

- The self-evaluation is inaccurate and its impact on the development of strategic planning is limited. In addition, the implementation and monitoring mechanisms are weak. The improvements made have been restricted to improving the school environment.
- The professional development programmes are ineffective, and the mechanisms for monitoring their impact on teachers' performance are poor.
- The school faces many challenges, which are:
 - students' poor basic skills in core subjects, particularly in English and Arabic

- the old school building and its need for full renovation
- the number of WCs is insufficient to accommodate the number of students
- the shortage of school facilities, namely a gym and science and computer laboratories
- the shortfall in human resources, represented by senior teachers for English, mathematics and science, a school nurse and a shortage in the social guidance team.

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

Appendix: Characteristics of the school

Name of the school (Arabic)	كرزكان الابتدائية للبنين														
Name of the school (English)	Karzakan Primary Boys														
Year of establishment	1952														
Address	Building 1037, Road 2631, Block 1026														
Town / Village / Governorate	Karzakan/ Northern														
School's Contacts	17600527				Fax		17600904								
School's e-mail	karzakan.pr.b@moe.gov.bh														
School's website	-														
Age range of students	6-12 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1-6				-				-						
Number of students	Boys		937			Girls		-			Total		937		
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		4	5	5	5	5	5	-	-	-	-	-	-	
Tracks	Grades		Distribution of classes on Tracks												
	Grade 10		-												
	Grade 11		-												
	Grade 12		-												
Number of administrative staff	12														
Number of teaching staff	56														
Curriculum	Ministry of Education (MoE)														
Main language(s) of instruction	Arabic														

Principal's tenure in the school	4 years
External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for second cycle mathematics and Grade 6 English. • BQA National Examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Major appointments in the current school year 2017-2018: <ul style="list-style-type: none"> - senior teacher for the class teaching department - social counsellor - speech specialist. • The number of students has increased from 824 to 937 in the current school year.