



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

Directorate of Government Schools Reviews Short Review Report

**Khalid Bin Alwaleed Primary Boys School
Isa Town – Southern Governorate
Kingdom of Bahrain**

Date of Review: 2-4 April 2018
SG103-C3-R175

Introduction

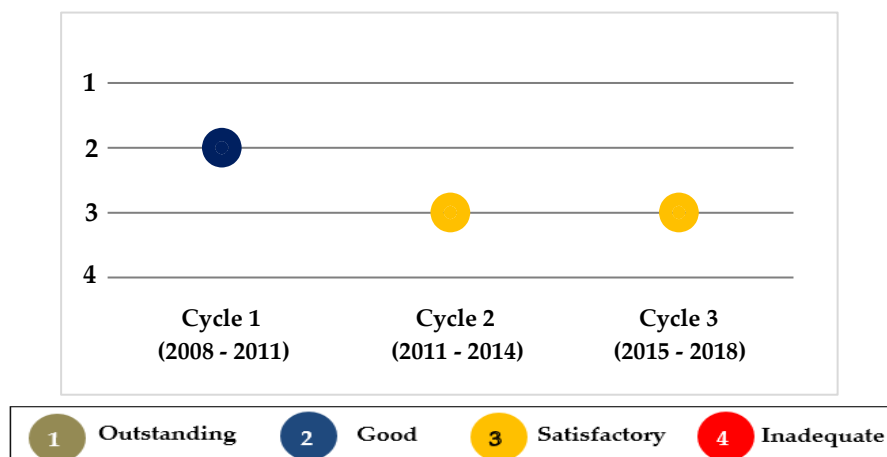
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

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	3	-	-	3
	Students' personal development	2	-	-	2
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	2	-	-	2
Quality assurance of outcomes and processes	Leadership, management and governance	3	-	-	3
Capacity to improve		3			
The school's overall effectiveness		3			

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 'Satisfactory'

Judgement justifications

- The effectiveness of the strategic planning processes is inconsistent, especially with respect to the accuracy of self-evaluation, the rigorousness of lesson observation evaluation, and the focus on priorities such as supporting students in lessons. However, more focus is given to procedures rather than to the quality of monitoring.
- The school's senior leadership works on supporting a teamwork spirit, which contributes to the improvement in some aspects such as the outstanding support provided to the merged class students and the effectiveness of the learning support to students outside lessons.
- The students acquire the basic skills inconsistently, particularly writing skills in both Arabic and English, with inconsistent accuracy of marking and challenging of abilities in the school examinations, which shows in the inflated results and their incompatibility with the standards in the majority of lessons.
- The effective use of teaching and learning strategies is inconsistent despite their wide range. The same applies to managing learning time, using

assessment methods, and supporting students in lessons and their written work, particularly the low achievers.

- Most students participate in lessons with enthusiasm and self-confidence and enjoy taking part in extracurricular activities. They behave well and feel

psychologically comfortable despite coming from different social backgrounds, due to the school's enhancement of values which gained satisfaction with the school from students and their parents.

Main positive features

- The clear efforts of the school's leadership in supporting a spirit of teamwork.
- Most students are well behaved and feel safe and secure, due to their homogeneity, the school's investment in extracurricular activities and support provided to the students through effective programmes to develop their values.
- The outstanding progress achieved by the merged class students in their support programme.

Recommendations

- Implement a more accurate self-evaluation and utilise its results in developing the school plans, focussing more on the priorities and monitoring the quality of implementation.
- Monitor the impact of the professional development programmes on improving teaching and learning by focussing on:
 - raising students' academic achievement, particularly writing skills in Arabic and English
 - managing learning time to ensure better productivity
 - using effective assessment methods to ensure students learning, and further ensure that marking is accurate
 - supporting students and considering their standards in lessons and written work, particularly the low achievers.
- Ensure the stability of the school's senior leadership, while addressing the shortfall in human and material resources represented by:
 - senior teachers for Arabic, mathematics and science
 - talented and gifted specialists, and another specialist for learning difficulties
 - a learning resources centre and a home economics workshop.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- Academic achievement, teaching and learning, leadership, management and governance aspects have been stable at the satisfactory level, while students' personal development and support and guidance aspects have improved from satisfactory to good.
 - A strategic plan is in place with appropriate performance indicators. However, the accuracy of the self-evaluation in determining the students' academic standards and focusing on improvement priorities in the school plans is inconsistent, as are the links between the departments' action plans and the strategic plan.
 - The school's assessments in the Self-Evaluation Form (SEF) are consistent with the judgements reached by the review team in the aspect of personal development and support and guidance, while not matching in the other aspects.
- The school deals appropriately with the challenges it faces, namely:
 - the instability of the senior leadership, as each year of the last three years has seen a different Principal, and Assistant Principal
 - the shortfall in the middle management for the Arabic, mathematics and science departments though recent appointment have helped to correct this
 - although the support provided to students with learning difficulties is effective, their big number and the fact there is only one learning difficulty specialist is a challenge.

Appendix: Characteristics of the school

Name of the school (Arabic)	خالد بن الوليد الابتدائية للبنين													
Name of the school (English)	Khalid Bin Alwaleed Primary Boys													
Year of establishment	1962													
Address	Building 3676, Road 909, Block 809													
Town / Village / Governorate	Isa Town/ Southern													
School's Contacts	17684282				Fax				17680207					
School's e-mail	khalid.pr.b@moe.gov.bh													
School's website	-													
Age range of students	6-11 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				-				-					
Number of students	Boys		397		Girls		-		Total		397			
Students' social background	The students come from limited and middle income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	3	3	3	3	-	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	9 administrative and 14 technical													
Number of teaching staff	46													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	Two years													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations in mathematics for Grades 4 and 5. • BQA National Examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • The school has had three different Principals and Assistant Principals over the past three school years, the latest of which was the appointment of a Principal and Assistant Principal in the school year 2016-2017. • The appointment of two senior teachers, for class teaching and English, in March 2018.