



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

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

**Omar Bin Al-Khattab Primary Intermediate Boys School
Al-Muharraq - Al-Muharraq Governorate
Kingdom of Bahrain**

**Date of Review: 10-12 March 2014
SG115-C2-R159**

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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		Omar Bin Al-Khattab Primary Intermediate Boys School												
School's type		Government												
Year of establishment		1951												
Age range of students		12-15 years												
Grades (e.g. 1 to 12)		Primary				Middle				High				
		6				7-9				-				
Number of students		Boys	438	Girls	-				Total	438				
Students' social background		Most students come from middle/limited-income families												
Classes per grade		Grade	1	2	3	4	5	6	7	8	9	10	11	12
		Classes	-	-	-	-	-	3	4	4	4	-	-	-
Town /Village		Al-Muharraq												
Governorate		Al-Muharraq Governorate												
Number of administrative staff		9												
Number of teaching staff		48												
Curriculum		Ministry of Education (MoE)												
Main language(s) of instruction		Arabic												
Principal's tenure		4 years												
External assessment and examinations		MoE examination 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			
		87	65				-				28			
Major recent changes in the school		<ul style="list-style-type: none"> Joining the fifth group of Future Schools in 2012-2013. 												

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	3	3	-	3
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, improving from inadequate in the January 2010 review following two monitoring visits with 'Sufficient Progress' in the second. A strategic plan is in place, based on inclusive self-evaluation. This reflects positively on some areas of performance. Students' personal development and implementation and enrichment of the curriculum are both good, with students' participating in school activities which reinforce their interests, good behaviour and commitment to Islamic values. The impact of professional development programmes and time management within lessons are inconsistent, affecting teaching and learning, particularly in Grade 6 lessons and cycle 3 English and science lessons. Students' acquisition of basic skills is satisfactory, with English being weaker. Assessment results are not sufficiently used to meet students' needs, particularly low achievers. Students and parents are satisfied with the school.

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

Grade: 3 Satisfactory

The school's capacity to improve remains satisfactory, matching the previous review. The strategic plan has clear performance indicators, focusing on improving school work and being based on inclusive self-evaluation. Priorities are listed, with practical application leads to improvements in some aspects of the school's work, including students' positive behaviour. It adequately meets the needs of outstanding and gifted students. The curriculum is reinforced and enriched, utilising the school's environment to celebrate students' work and creating educational and heritage corners. Professional development programmes show positive impact in the third cycle in Arabic, science and mathematics but are less effective in English lessons in both cycles. More effort is required in following up the impact of strategic planning on school work, particularly in academic achievement and teaching and learning.

The school's main strengths

- Activities and programmes that meet students' interests, particularly in sports and arts
- Students' respectful behaviour, moral commitment and ability to work together in harmony and care for the fabric of the school
- Support and guidance provided to students with problems.

Recommendations

In order to improve, the school should:

- improve students' academic achievement in core subjects, particularly in English
- develop teaching and learning strategies to include:
 - improving students' acquisition of basic skills particularly in English
 - making use of assessment results to meet students' different learning needs
 - supporting students, particularly low achievers
 - effective time management to ensure learning objectives are achieved.
- make more effort to follow up the impact of strategic planning on school work.