



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

Directorate of Government Schools Reviews Short Review Report

Confidential

**Omar Ibn Abdul Aziz Primary Boys School
Muharraq - Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 28-30 April 2013

SG116-C2-R108

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The 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 eight 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 Ibn Abdul Aziz Primary Boys School											
School's type		Government											
Year of establishment		1962											
Age range of students		6-11 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-5				-				-			
Number of students		Boys	693	Girls	-				Total	693			
Students' social background		Most students come from low-income families.											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	4	4	4	5	5	-	-	-	-	-	-	-
Town /Village		Muharraq											
Governorate		Muharraq											
Number of administrative staff		11											
Number of teaching staff		66											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		4 years											
External assessment and examinations		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	
		216				54			2			38	
Major recent changes in the school		<ul style="list-style-type: none"> The school joined the improvement projects in the current academic year 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
Students' personal development	3	-	-	3
The quality and effectiveness of teaching and learning	3	-	-	3
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: 3 Satisfactory

The school's satisfactory performance in all aspects of the review matches the previous review in December 2009. Students acquire basic skills unevenly. In mathematics in the second cycle their acquisition of skills is low because of the variation in teaching and learning strategies, class management, academic support and using the findings of assessment in lessons. However, some positive aspects stand out, such as the progress of students with learning difficulties in the special education programme, developing students' belonging and citizenship values, the advice and guidance programmes provided for students when they have problems and the school's efforts to communicate with parents and the local community. This gains the school good satisfaction levels by students and parents. However, inconsistent implementation and monitoring of plans limits further development.

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

Grade: 3 Satisfactory

The school's satisfactory capacity to improve and develop agrees with the outcome of the previous review. The school has a strategic plan based on self-evaluation and the outstanding Bahraini school project; however, the mechanism to monitor outcomes and carry out procedures varies in all aspects of school work. Good social relations and effective communication are promoted. Coordination tasks are delegated to some teachers. Levels of reading and speaking skills in English and the school environment are improved, with provision for behaviour adjustment and some professional development programmes. Students are supported when they face problems. However, the varied effectiveness of the teaching and learning and the support provided for low achieving students and those whose mother tongue is not Arabic limits the students' personal and academic progress.

The school's main strengths

- The improvement of belonging and citizenship values among students, and the diversity of school activities
- The progress achieved by students with learning difficulties in the special education programme
- Advice and guidance programmes provided for students when they have problems, and the effective communication with parents and the local community.

Recommendations

In order to improve, the school should:

- develop operating and monitoring mechanisms to ensure the implementation and assessment of the strategic plan, action plans and development programmes
- improve students' academic achievement and enhance basic skills in core subjects, especially mathematics in the second cycle
- develop teaching and learning to include:
 - effective class management
 - using the findings of assessment in lessons
 - supporting low achieving students and those whose mother tongue is not Arabic.
- meet the shortage in human resources in the assistant principal, senior class and science teachers and provide practical educational facilities such as a science lab and technical class room for the first cycle.