



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

Directorate of Government Schools Reviews

Short Review Report

**Osama Bin Zaid Primary Boys School
Hamad Town – Northern Governorate
Kingdom of Bahrain**

Date of Review: 4-6 December 2017

SG166-C3-R153

Introduction

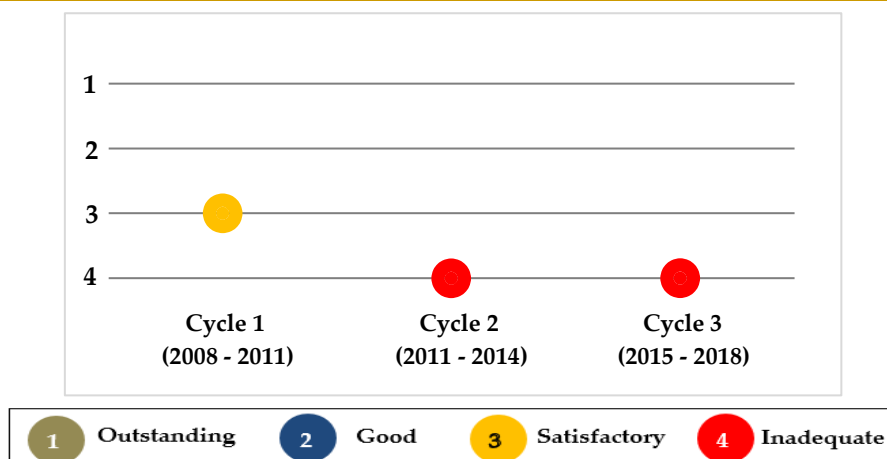
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

- The self-evaluation is inaccurate in identifying improvement priorities and the impact of these on the development of the strategic plan, with weakness in implementation and monitoring mechanisms.
- Students' skills in the core subjects are poor and they make insufficient progress in almost two thirds of the lessons.
- Teaching and learning processes are weak in terms of ineffective employment of teaching and learning strategies, limited efficiency of assessment for learning in meeting students' academic needs, and poor class and time management.
- Limited opportunities are provided to students to develop their self-confidence and take responsibility in their assumption of roles in and outside lessons.
- The awareness of students is low in terms of committing to positive behaviour in school.
- Support programmes and the academic assistance in and outside lessons is ineffective in raising students' achievements and developing their personal aspects.
- Students and parents are adequately satisfied with the school.

Main positive features

- None.

Recommendations

- Seek intervention by the relevant parties at the Ministry of Education (MoE) to improve the school's overall performance level in terms of:
 - adopting effective mechanisms for carrying out an accurate self-evaluation and benefiting from its results in identifying school work priorities and using this to develop the strategic plan with clear performance indicators then precisely monitoring and evaluating its implementation, activities and programmes
 - raising students' awareness and developing their positive behaviour.
- Raise students' academic achievement and develop their basic skills in subjects.
- Provide more effective programmes to raise teachers' professional competency, and monitor the impact of these on the improvement of teaching and learning, to focus on:
 - utilising effective teaching strategies
 - managing lessons in an organised and productive manner
 - employing effective assessment methods and benefiting from their results in meeting the academic needs of all students, while ensuring accuracy in the correction of written work
 - enhancing students' self-confidence, stimulating their leadership roles, and encouraging and motivating them towards learning, especially in lessons.
- Support all categories of students and consider their academic levels in lessons, written work and school programmes.

□ Capacity to improve 'Inadequate'

Judgement justifications

- | | |
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| <ul style="list-style-type: none">• The strategic planning processes, including the self-evaluation and work priorities identification to build a strategic plan that reflects the school's situation with clear implementation and monitoring mechanisms, are weak.• Despite the improvements the school has made with regards to some aspects, such as arranging weekly meetings with parents and improving the school | <p>environment, the school faces significant challenges, namely:</p> <ul style="list-style-type: none">– students' low standards and acquisition of the basic skills– teachers' low performance levels in most lessons– instability of the senior leadership, and recent recruitment of most teachers in the middle leadership of |
|---|---|

- the mathematics, science and English departments.
- The effectiveness of teachers' professional development programmes is reduced, aggravated by poor monitoring of the impact of these on the development of teachers' performance,
 - to the levels needed to develop students' personal and academic levels.
 - There is inconsistency between the school's assessments of its situation as provided in the Self-Evaluation Form (SEF) and the judgements reached by the review team in all aspects.

Appendix: Characteristics of the school

Name of the school (Arabic)	أسامة بن زيد الابتدائية للبنين													
Name of the school (English)	Osama Bin Zaid Primary Boys													
Year of establishment	1999													
Address	Building 2380, Road 1036, Block 1210													
Town / Village / Governorate	Hamad Town/ Northern													
School's Contacts	17421912				Fax				17422195					
School's e-mail	osama.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		688		Girls		-		Total		688			
Students' social background	Most students belong to middle income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	2	2	2	6	6	6	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	11 administrative and 2 technical													
Number of teaching staff	62													
Curriculum	MoE													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	1 year													
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"> • Succession of three school Principals since school year 2014-2015. • New appointments in school year 2016-2017: <ul style="list-style-type: none"> - School Principal - Assistant Principal. • Changes in the current school year 2017-2018: <ul style="list-style-type: none"> - appointment of an Assistant Principal - appointment of senior teachers for the mathematics, science and English departments - drop in the number of students from 1,091 to 688, due to redistributing students across the schools to the localities in which they live.