



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

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

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

Date of Review: 29-31 December 2013

SG166-C2-R146

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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 nine 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		Osama Bin Zaid Primary Boys School															
School's type		Government															
Year of establishment		1999															
Age range of students		6-12 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		1-6				-				-							
Number of students		Boys	919	Girls	-				Total	919							
Students' social background		Most students are from limited income families															
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12				
	Classes	1	2	2	4	11	11	-	-	-	-	-	-				
Town /Village		Hamad Town															
Governorate		Northern															
Number of administrative staff		13															
Number of teaching staff		78															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		4 months															
External assessment and examinations		MoE English Examination for Grade 6 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			
		156				203				-				36			
Major recent changes in the school		<ul style="list-style-type: none"> In the academic year 2013-2014: <ul style="list-style-type: none"> appointment of a new principal transferring Cycle 2 students from Shahrakan Primary School to this school. 															

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	4: Inadequate			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	4	-	-	4
Students' personal development	4	-	-	4
The quality and effectiveness of teaching and learning	4	-	-	4
The quality of the curriculum implementation	4	-	-	4
The quality of support and guidance for students	4	-	-	4
The quality and effectiveness of leadership, management and governance	4	-	-	4

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: 4 Inadequate

Overall effectiveness is inadequate, down from satisfactory in the March 2010 review. Problems include weak basic skills of most students, particularly in Arabic and English, and limited progress by low achievers and students with learning difficulties. Over one third of lessons observed are inadequate. Ineffective teaching, poor class management and insufficient use of assessment results in meeting learning needs result in students' lack of engagement and enthusiasm. The school has a strategic plan based on self-analysis. It has links with the local community, maintains cooperation among all stakeholders and responds to most of students and parents' views, who are satisfied, with the school's provision. However, ineffective measures to ensure students' feel safe and secure in school and insufficient follow-up on the impact of professional development programmes on teaching negatively impact overall performance.

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

Grade: 4 Inadequate

The school's capacity to improve has changed from satisfactory in the previous review to inadequate this time. Despite the professional development programmes conducted by the school in an attempt to spread good educational practices, and the utilisation of follow up forms specified by the Outstanding Bahraini School Project, there is little impact on improving teaching practices in most core subjects. Inconsistent self-evaluation procedures and monitoring of the school's performance to achieve strategic goals result in ineffective teaching and learning strategies, restricting students' academic and personal development. The school also faces critical challenges such as, the instability of teaching staff, students' large numbers in classes, behavioural problems, and the lack of middle management for English and mathematics. All this limits the school's capacity to improve.

The school's main strengths

- Enhanced cooperation between school stakeholders and links with the local community
- Seeking and responding to students' and parents' views.

Recommendations

In order to improve, the school should:

- take the required measures to ensure a safe healthy environment and ensure students' feeling safe and secure at school
- ensure the comprehensiveness of self-evaluation and make use of its results to improve the school's performance, particularly relating to students' academic achievement and personal development
- follow up on the impact of professional development programmes in raising students' achievement and developing their basic skills in all core subjects, particularly in English
- develop teaching and learning processes, to include:
 - using various effective teaching strategies
 - using assessment results to meet students' learning needs
 - encouraging, engaging and supporting all student categories, particularly low achievers
 - effective classroom management and best use of time in lessons.