



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

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

**Qalali Primary Boys School  
Qalali - Muharraq Governorate  
Kingdom of Bahrain**

**Date of Review: 28-30 October 2013  
SG120-C2-R137**

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## Directorate of Government Schools Reviews

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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:

<b>Grade description</b>	<b>Interpretation</b>
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 five 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

<b>School's name</b>		Qalali Primary Boys															
<b>School's type</b>		Government															
<b>Year of establishment</b>		1961															
<b>Age range of students</b>		6-10 years															
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>							
		1-5				-				-							
<b>Number of students</b>		<b>Boys</b>	530	<b>Girls</b>	-				<b>Total</b>	530							
<b>Students' social background</b>		Most students are from average and good socio-economic backgrounds.															
<b>Classes per grade</b>		<b>Grade</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>		
		<b>Classes</b>		2	2	2	2	2	-	-	-	-	-	-	-	-	
<b>Town /Village</b>		Qalali															
<b>Governorate</b>		Muharraq															
<b>Number of administrative staff</b>		9 administrative and 13 technical															
<b>Number of teaching staff</b>		30															
<b>Curriculum</b>		Ministry of Education (MoE)															
<b>Main language(s) of instruction</b>		Arabic															
<b>Principal's tenure</b>		2 years															
<b>External assessment and examinations</b>		QQA National Examinations															
<b>Accreditation (if applicable)</b>		-															
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>				<b>Gifted &amp; Talented</b>				<b>Physical Disabilities</b>				<b>Learning Difficulties</b>			
		125				33				-				25			
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>Appointment of a new assistant principal and social worker during the school year 2013-2014.</li> </ul>															

## 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

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### Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

#### **Grade: 4 Inadequate**

Overall effectiveness has changed from good in the November 2009 review to inadequate this time. That is due to the instability of the administrative and teaching staff and the ineffective use of self-evaluation results in setting school priorities and developing a comprehensive strategic plan. Follow-up of teachers' professional development programmes is poor, resulting in ineffective teaching and learning processes. Teaching methods particularly fail to enhance students' enthusiasm and motivation towards learning. Moreover, students acquisition of basic skills is low and their achievement is lower than expected in core subjects in both cycles, especially in grade 2. Support and guidance programmes provided for students are ineffective, leading to poor personal development. However, students understand Bahrain's heritage and culture and the school responds to parents' suggestions as much it can, reflecting in parents and students' satisfaction with the school.

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

#### **Grade: 4 Inadequate**

The school's capacity to improve has changed since the last review from good to inadequate. This is due to inaccurate self-evaluation processes which are inconsistent with the school's actual situation, with ineffective use of its results in determining the school's development aspects. Follow-up mechanisms are inappropriate for ensuring the achievement of goals set in the strategic plan and measurement of teachers' professional development programmes. Further problems include the low level of academic achievement by students, ineffective behaviour improvement programmes that affect their personal development, appointment of new teachers who lack experience and proper qualifications and the unavailability of senior teachers. Educational facilities are insufficient. All these factors represent challenges to the school leadership and the school's capacity to improve and develop.

## **The school's main strengths**

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- Appropriate communications with parents and responding to their views
- Students' understanding of Bahrain's culture and heritage.

## Recommendations

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### **In order to improve, the school should:**

- obtain immediate external support and guidance to ensure raising the school's performance and effective management of staff
- conduct an accurate self-evaluation process reflecting the school's reality and develop a comprehensive strategic plan based on its results
- raise students' academic achievement and develop their basic skills in all core subjects
- follow up the impact of teachers' professional development programmes on teaching and learning processes in order to concentrate on the following:
  - implementation of various teaching strategies
  - effective class management
  - support students of different abilities to meet their learning needs
  - enhancement of students' self-confidence, supporting them in taking responsibility and assuming leadership roles in classes.
- fill the shortage of senior teachers in core subjects in both cycles, clarifying their responsibilities in addition to class-teaching.