



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

Directorate of Government Schools Reviews

Short Review Report

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

Date of Review: 9-11 October 2017

SG120-C3-R131

Introduction

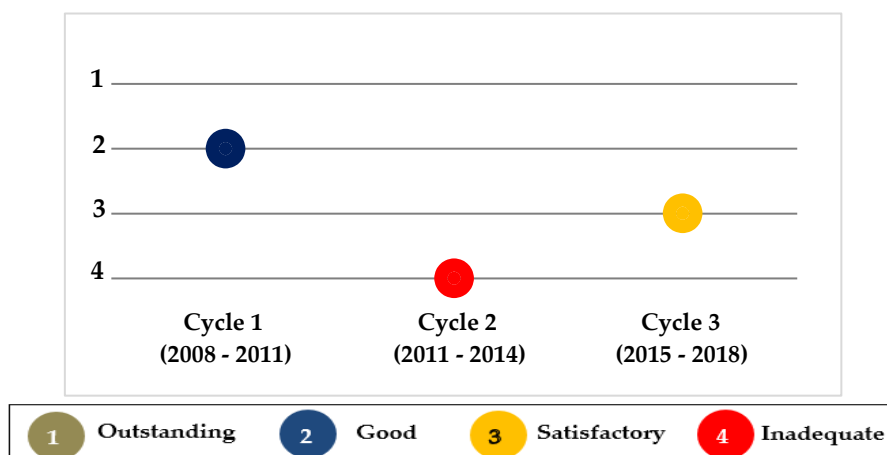
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	3	-	-	3
	Students' personal development	3	-	-	3
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	3	-	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	3	-	-	3
Capacity to improve		2			
The school's overall effectiveness		3			

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 'Satisfactory'

Judgement justifications

- | | |
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| <ul style="list-style-type: none"> • The school's performance levels have improved from 'inadequate' to 'satisfactory' in all schoolwork aspects, gaining students' and parents' satisfaction. • Students' levels in lessons vary, being good and outstanding in half of Cycle 1 lessons but less so in Grades 5 and 6 mathematics, Grade 4 Arabic and Grade 5 English. • Students' acquisition of the core subjects' basic skills is uneven, appearing to be satisfactory and good by Cycle 1 students, but satisfactory | <ul style="list-style-type: none"> and inadequate by Grades 4 and 5 students. • The personal characteristics of most students, in terms of confidence and enthusiasm in their contribution to school life, are inconsistent. Most of them show a greater ability to bear responsibility and assume leadership roles in the morning assembly in comparison to their participation in lessons. • Most students embrace citizenship and Islamic values and are punctual. • The effectiveness of teaching strategies is inconsistent, including class |
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management and the implementation of assessment methods while benefiting from their results to support all groups of students.

- The varied extracurricular programmes and activities are appropriate in enhancing the experiences and interests of most

students and providing them with life skills.

- The support programmes provided are inconsistent, being more effective for talented and outstanding students than for those provided to low-achieving students.

Main positive features

- Most students' embracement of citizenship and Islamic values and their understanding of Bahraini culture.
- Most students' regular attendance at school and their punctuality during the school day.
- The extracurricular activities that support most students' interests and requirements.

Recommendations

- Raise students' academic achievement in lessons and develop their basic skills, especially in Grades 4 and 5.
- Monitor the impact of professional development programmes on the employment of effective teaching and learning strategies that focus on the student role, while including the following educational processes:
 - lesson management, to ensure quality productivity
 - utilisation of assessment for learning and benefiting from its results to meet the educational needs of all students
 - providing more opportunities to enhance students' self-confidence in assuming leadership roles.
- Support all groups of students in a way that meets their academic needs outside lessons, especially for low-achieving students.
- Address the shortfall in human resources represented by senior teachers for Arabic and English and a Learning Resources Centre specialist.

□ Capacity to improve 'Good'

Judgement justifications

- The effectiveness of the school's performance and all aspects of its work

has improved from 'inadequate' to 'satisfactory'.

- The school has developed its performance using clear work priorities that reflect the school's accurate and comprehensive self-assessment on which the strategic plan with clear performance indicators is based, which adequately covers schoolwork aspects.
 - Productive motivation strategies focus on performance and provide support through role models, such as the role model teacher who instills values within students and joins them in the national oath and saluting the flag.
 - The support of professional learning communities reflects adequately on teaching and learning.
- The school's evaluation of its situation as stated in the self-evaluation form is consistent with the judgements reached by the review team in all aspects except students' personal development and leadership and management.
 - The senior leadership has succeeded in changing the administrative and regulatory culture, implementing work mechanisms and procedures that contribute to and monitor the stability of workflow.
 - The school has taken the necessary measures to overcome the shortfall in human resources represented by senior teachers for Arabic and English and a Learning Resources Centre specialist.

Appendix: Characteristics of the school

Name of the school (Arabic)	قلالي الابتدائية للبنين													
Name of the school (English)	Qalali Primary Boys													
Year of establishment	1961													
Address	Building 186 - Road 12 - Block 254													
Town / Village / Governorate	Qalali/ Muharraq													
School's Contacts	17671242				Fax		17676136							
School's e-mail	qalali.pr.b@moe.gov.bh													
School's website	-													
Age range of students	6-11 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				-				-					
Number of students	Boys		436			Girls		-			Total		436	
Students' social background	Most students come from middle and good income families													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		3	3	3	3	3	-	-	-	-	-	-	-
Tracks	Grades		Distribution of classes on Tracks											
	Grade 10		-											
	Grade 11		-											
	Grade 12		-											
Number of administrative staff	6 administrative and 13 technicians													
Number of teaching staff	51													
Curriculum	Ministry of Education (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 Grades 4 and 5 mathematics. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Appointed 6 new teachers in school year 2017-2018, including a science teacher.