



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

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

**Sa'ad Bin Abi-Waqqas Primary Boys School  
Hamad Town - Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 21-23 April 2014  
SG167-C2-R177**

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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:

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 seven 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>		Sa'ad Bin Abi-Waqqas Primary Boys School															
<b>School's type</b>		Governorate															
<b>Year of establishment</b>		1996															
<b>Age range of students</b>		6-11 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>	611	<b>Girls</b>	-				<b>Total</b>	611							
<b>Students' social background</b>		Majority of students come from middle income families.															
<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>	4	4	4	4	4	-	-	-	-	-	-	-				
<b>Town /Village</b>		Hamad Town															
<b>Governorate</b>		Northern															
<b>Number of administrative staff</b>		10 administratives and 17 technicians															
<b>Number of teaching staff</b>		51															
<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>			
		204				19				3				56 and 6 integrated students			

<b>Major recent changes in the school</b>	<ul style="list-style-type: none"><li>• New appointments in the current year of 2013/14:<ul style="list-style-type: none"><li>- new assistant principal</li><li>- learning resources centre specialist</li><li>- head of financial and administrative affairs</li><li>- 2 administrative supervisors.</li></ul></li><li>• Last year's appointments include:<ul style="list-style-type: none"><li>- school principal</li><li>- a third social worker.</li></ul></li></ul>
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## 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**

School's performance changed from satisfactory in May 2010 to inadequate in this review. Students' achievement in around one third of lessons is inadequate reflecting low basic skills especially in English in the two cycles and in science and mathematics in the second cycle. This is associated with ineffective teaching and learning strategies and unproductive class management with insufficient use of assessment results in meeting students' educational needs in lessons, activities and homework. The school's self-evaluation of some projects lacks accuracy and comprehensiveness. Results are not used sufficiently in planning to raise students' academic achievement and enhance their mature and positive behaviour. The school communicates with the local community and seeks opinions of students and parents. It consistently monitors students attendance achieving both students' and parents' satisfaction.

- 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 is attributed to the lack of focus on school's work priorities in both its self-evaluation and its strategic plan. These improvement priorities include students' academic achievement specifically in the second cycle, their personal development, and the numerous behavioural problems which are considered as a big challenge. Moreover, there are no solid plans for improving the school's general performance, as well as the instability in the higher leadership and shortage in the middle leadership in most of the school's main sections other than Arabic and class teaching which leads to inconsistency in following up the effect of professional development programmes on teachers' performance as one third of whom are newly appointed and some lack self-motivation. The school is therefore unable to improve needing external assistance to enable it to move forward and achieve its vision.

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

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- School's communication with local community and its efforts to seek students' and their parents' opinions
- Most students attend school regularly.



## Recommendations

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

- obtain immediate external support to assist the school's improvement and address the shortage in human resources represented in English, science and mathematics senior teachers
- improve awareness and positive behaviour among students and take effective measures to correct unacceptable behaviour
- improve the school's leadership and management processes in order to include:
  - effective self-evaluation of the school making it accurate and comprehensive
  - use its results in planning and improvement in general school performance, specifically in students' academic achievement and their personal development
  - accurate follow up of the impact of teachers' professional development programmes and monitoring their direct effect on performance.
- improve teaching and learning processes through applying effective strategies that focus on the following:
  - improving students' basic skills especially in English in both cycles science, and mathematics in the second cycle
  - implementing accurate assessment and benefiting from its results in fulfilling the educational needs of students during lessons, activities and homework
  - achieving effective and productive class management.