



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

Directorate of Government Schools Reviews

Short Review Report

**Saad Bin Abi-Waqqas Primary Boys School
Hamad Town – Northern Governorate
Kingdom of Bahrain**

**Date of Review: 30 April and 2-3 May 2018
SG167-C3-R188**

Introduction

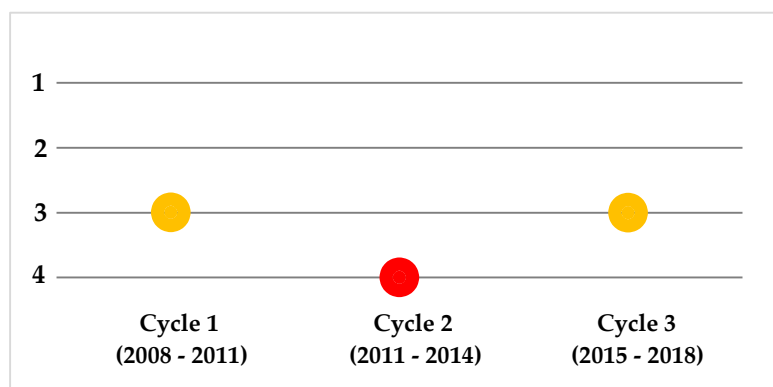
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed 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		3			
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"> • Self-evaluation is comprehensive with multiple tools, but with inconsistent use of its results in specifying the priorities for improvement and building the strategic plan which has varying accuracy in drafting performance indicators and effectiveness of the monitoring and implementation mechanisms. • The effectiveness of the teaching strategies and resources used in the majority of lessons is inconsistent, particularly in the productive use of time and the support for students of different categories, particularly the low achievers. | <ul style="list-style-type: none"> • Limited opportunities are available to build students' self-confidence in assuming tasks and the related responsibility to challenge their abilities further. • The majority of students achieve appropriate standards in most core subjects, except for English where their standards and basic skills are low. They progress satisfactorily in lessons, written work and school programmes. • Students' awareness and behaviour are positive. They are committed to Islamic values and embrace the good citizenship spirit well. |
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| <ul style="list-style-type: none"> • Extracurricular activities and students' committees are effective in enhancing the various interests of most students. | <ul style="list-style-type: none"> • Students' personal needs are catered for and met with care by effective behavioural projects and programmes. • Students and parents are satisfied with the services provided by the school. |
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Main positive features

- The commitment of most students to proper behaviour, and their embracement of Islamic and citizenship values.
- The variety of effective extracurricular activities which enhance students' interests.

Recommendations

- Utilise the results of self-evaluation in determining priorities further, developing the strategic plan with more accurate performance indicators and monitor implementation mechanisms more effectively.
- Monitor the impact of the professional development programmes on improvement of the teaching and learning processes, and raise the standards of students' academic achievement by focussing on:
 - developing the students' basic skills further, particularly in English
 - utilising the assessment results in meeting the different learning needs of students
 - managing learning time more productively
 - providing more opportunities to enhance students' self-confidence in assuming leadership roles and responsibilities
 - challenging students' abilities in lessons, activities and homework.
- Meet the differing learning needs of students outside lessons, particularly the low achievers.
- Ensure the stability of the senior and middle leadership and the teaching staff, to ensure that the performance of the school improves to a better level, while addressing the shortfall in human resources represented by senior teachers for science and class teaching as well as the class teaching teachers.

□ Capacity to improve 'Satisfactory'

Judgement justifications

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|--|---|
| <ul style="list-style-type: none"> • The school's performance in all work aspects has improved from inadequate to satisfactory level. | <ul style="list-style-type: none"> • The self-evaluation and strategic planning process and their impact on the development of the majority of the |
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educational and teaching procedures inside and outside lessons are appropriate, particularly for those procedures related to the support and personal development of students and the activities that enhance and meet their interests.

- Students' acquisition of basic skills in lessons in most subjects is inconsistent, except for English lessons in which their gain was low.
- The school faces various challenges, including:
 - the instability in the positions of members of the senior leadership,

particularly the Assistant Principal

- the shortfall in middle management in the science and class teaching departments
 - the shortfall in the class teaching staff and the high number of new teachers in the various departments.
- The school's assessment of its performance in the self-evaluation form (SEF) is consistent with the judgements reached by the review team in all aspects.

Appendix: Characteristics of the school

Name of the school (Arabic)	سعد بن أبي وقاص الابتدائية للبنين													
Name of the school (English)	Saad Bin Abi-Waqqas Primary Boys													
Year of establishment	1996													
Address	Building 632, Road 911, Block 1209													
Town / Village / Governorate	Hamad Town/ Northern													
School's Contacts	17422503	17422018	Fax		17422591									
School's e-mail	Saad.pr.b@moe.gov.bh													
School's website	-													
Age range of students	6-10 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-4				-				-					
Number of students	Boys	611			Girls	-			Total	611				
Students' social background	Most student are from middle income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	4	4	8	-	-	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	10 administrative and 11 technical													
Number of teaching staff	63													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One and a half years													

External assessment and examinations	<ul style="list-style-type: none"> • Ministry of Education examinations in mathematics for Grade 4. • BQA National Examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • The most important appointments and transfers to the school in the current school year 2017-2018 are: <ul style="list-style-type: none"> - Assistant Principal in December 2017 - senior teachers for Arabic, mathematics and English in December 2017 - 16 teachers, including 4 for class teaching, 3 for Arabic, 3 for English and 1 for mathematics - senior social counsellor - social counsellor - gifted and talented specialist (joint with another school) in January 2018. • Transfer of all Grade 5 students from the school, and an increase in the numbers of Grade 4 students.