



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

Directorate of Government Schools Reviews Short Review Report

**Sar Primary Boys School
Sar - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 10-12 May 2016
SG063-C3-R069**

Introduction

The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of five 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

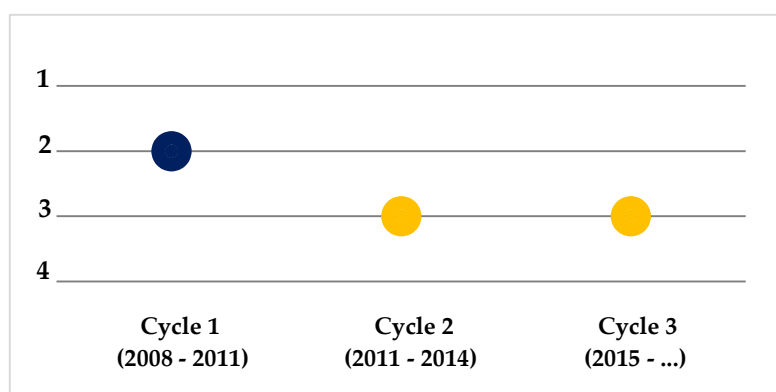
Good 2

Satisfactory 3

Inadequate 4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	-	-	3
	Students' personal development	2	-	-	2
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	2	-	-	2
Quality assurance of outcomes and processes	Leadership, management and governance	2	-	-	2
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"> • Students' academic achievement and teaching and learning processes are satisfactory, while other aspects are judged as good. • The self-evaluation process is accurate and comprehensive, and its outcomes are used in setting up the strategic plan with clear KPIs focusing on the schoolwork priorities. • Teaching and learning strategies vary and are mostly teacher-centered. This affects students' academic achievement, which is also varied, especially in the satisfactory and inadequate lessons which represent more than half of all lessons. | <ul style="list-style-type: none"> • Students' acquisition of basic skills varies, being graded satisfactory in half of the lessons in the classroom-teaching and Grades 4 and 5 Arabic and English, while being judged inadequate in English in Cycle 1, but better in the remaining lessons, especially science and mathematics. • Most teachers use different assessment techniques. These vary in terms of follow-up mechanisms and use of their outcomes and the feedback provided to students, also in differentiation and the varied accuracy in marking activities and written |
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works as in classroom-teaching, Arabic and English.

- Lesson productivity varies in terms of investment of learning time, especially in the satisfactory and inadequate lessons. This affects the educational support provided to students, particularly the low achievers. However, the support and effective guidance offered given outside classes to different categories of students when they encounter problems is good, particularly for students with special educational needs (SEN).
- Most students are aware of the required standards and are well-

behaved. This is enhanced by the school's programmes and projects such as 'the King of Morals' and 'By our morals, we rise', as well as students' national spirit, and understanding of Bahraini culture and identity. All the above factors contribute to students working together in harmony and reflected in their feeling of psychological security at school.

- Relationships among the school leadership and members of staff are positive. Students and parents are highly satisfied with the school's provision.

Main positive features

- The accurate and comprehensive self-evaluation process and use of its outcomes in setting up the strategic plan and raising the school's overall performance.
- Students are aware of the required standards and are well-behaved. They work together in harmony and participate in school life confidently and enthusiastically.
- Support and guidance offered to the various categories of students through remedial and enrichment programmes is effective, particularly for handicapped students.

Recommendations

- Further enhance students' basic skills in subjects, especially in English.
- Follow up the impact of teachers' professional competency programmes in developing teaching and learning strategies to a greater extent, to include the following:
 - supporting students, especially the low achievers
 - using the assessment outcomes in meeting the learning needs of the various categories of students
 - productive time management
 - challenging students' abilities, taking into account differentiation in lessons, written works and homework.

- Address the shortage in human resources mainly in senior teachers for English and science.

□ Capacity to improve 'Good'

Judgement justifications

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| <ul style="list-style-type: none"> • There has been improvement in the areas of students' personal development, support, and guidance, from satisfactory to good. This is a result of the school's implementation of several programmes and projects that contribute to the development of students' confidence, promote their positive behaviour, and enrich their various experiences, tendencies and interests. The support programmes provided for students of different categories outside lessons are also effective. • There is an accurate comprehensive self-evaluation process and | <p>continuous follow-up of strategic planning items and departments' operational plans, comparing their performance over regular time intervals.</p> <ul style="list-style-type: none"> • There is agreement between the review team's judgments and the school's judgments of most schoolwork aspects and overall performance in the self-evaluation form (SEF). • The school overcomes the shortage in human resources, mainly in senior teachers for English and science. |
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Appendix: Characteristics of the school

Name of the school (Arabic)	سار الابتدائية للبنين													
Name of the school (English)	Sar Primary Boys													
Year of establishment	1993													
Address	Building 304 - Road 3213 - Block 523													
Town /Village / Governorate	Saar - Northern													
School's Contacts	17790420			17790617			Fax			17790982				
School's e-mail	saar.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		478		Girls		-		Total		478			
Students' social background	Most students come from limited-income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	3	3	3	3	-	-	-	-	-	-	-	
Number of administrative staff	11													
Number of teaching staff	48													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	3 years													
External assessment and examinations	MoE examinations in mathematics for Cycle 2 - QQA National Examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> The most important appointments in the school year 2015-2016: <ul style="list-style-type: none"> - three teachers, one for each classroom-teaching, Arabic and mathematics. 													