



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

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

**Safra Primary Intermediate Boys School  
Safra – Southern Governorate  
Kingdom of Bahrain**

**Date of Review: 14-16 April 2014  
SG105-C2-R174**

## Table of Contents

---

<b>Directorate of Government Schools Reviews .....</b>	<b>1</b>
<b>Introduction .....</b>	<b>2</b>
Characteristics of the school .....	2
<b>Table of review judgements awarded .....</b>	<b>3</b>
<b>Review judgements .....</b>	<b>4</b>
Overall effectiveness .....	4
<b>The school's main strengths .....</b>	<b>5</b>
<b>Recommendations .....</b>	<b>6</b>

## Directorate of Government Schools Reviews

---

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 eight 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

School's name		Safra Primary Intermediate Boys School												
School's type		Government												
Year of establishment		1999												
Age range of students		6-15 years												
Grades (e.g. 1 to 12)		Primary				Middle				High				
		1-6				7-9				-				
Number of students		Boys	608		Girls		-			Total		608		
Students' social background		Most students are from limited and middle-income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	2	2	2	2	2	3	3	3	3	-	-	-	
Town /Village		Safra												
Governorate		Southern												
Number of administrative staff		7												
Number of teaching staff		66												
Curriculum		Ministry of Education (MoE)												
Main language(s) of instruction		Arabic												
Principal's tenure		1 year												
External assessment and examinations		MoE examinations, QQA national examinations.												
Accreditation (if applicable)		-												
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented			Physical Disabilities			Learning Difficulties		
		8				120			-			92		
Major recent changes in the school		Changes in 2013-2014: <ul style="list-style-type: none"><li>• appointment of a principal and 2 assistant principals</li><li>• dividing the premises into two parts, one for Cycles 1 and 2, one for Cycle 3.</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	-	4
Students' personal development	4	4	-	4
The quality and effectiveness of teaching and learning	4	4	-	4
The quality of the curriculum implementation	4	4	-	4
The quality of support and guidance for students	4	4	-	4
The quality and effectiveness of leadership, management and governance	4	4	-	4

### Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

## Review judgements

---

### Overall effectiveness

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

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

The school's overall performance is 'Inadequate', matching the outcome of the December 2009 review, despite two monitoring visits and achieving 'Sufficient Progress' in the second in April 2012. Problems include weak development of students' basic skills, particularly in English and mathematics, ineffectiveness of teaching and learning including classroom management, use of assessment, and limited support provided to low achievers and those whose mother tongue is not Arabic. Students have limited opportunities to participate in lessons, negatively affecting their personal development and resulting in the misbehaviour of some students. The school has managed to raise students' attendance through various programmes and improvement of the school environment, gaining the satisfaction of students and parents.

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

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

The school's capacity to improve is 'Inadequate', matching the previous review. The leadership is aware of the school's strengths and areas for improvement. The strategic plan is based on adequate self-evaluation which forms the basis of departments' plans. However, it does not accurately identify priorities. These include students' low standards, their basic skills in core subjects, the ineffective support provided to low achievers and those whose mother tongue is not Arabic, the weak performance of most teachers in lessons, due to ineffective follow up of professional development programmes, the shortage of senior teachers in most subjects, and instability of the administrative and teaching staff. The school needs more effective external support to overcome these challenges and raise its overall performance.

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

---

- Students' regular attendance at school
- The school environment, enriched with teaching and guidance displays.

## Recommendations

---

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

- provide external support to face the varying challenges, in order to improve overall performance
- raise students' academic achievement and develop their basic skills in all subjects
- manage students' behaviour and develop their level of awareness inside and outside lessons
- develop teaching and learning, to include:
  - implementing effective teaching and learning strategies
  - provision of educational support to all students, particularly low achievers and those whose mother tongue is not Arabic
  - utilisation of assessment results and better use of time in lessons to meet students' different educational needs.
- follow up the impact of professional development and other improvement programmes, with effective mechanisms to raise teachers' performance
- fill the shortage in human resources represented by senior teachers for most core subjects and class teaching.