



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

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

**Salahuddeen Alayyoubi Primary Boys School
East Riffa - Southern Governorate
Kingdom of Bahrain**

**Date of Review: 11-13 April 2016
SG112-C3-R061**

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 eight 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

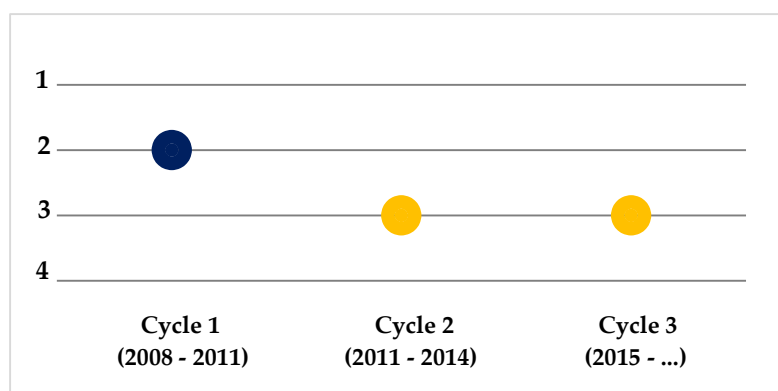
Good 2

Satisfactory 3

Inadequate 4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	3	-	-	3
	Students' personal development	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 methods of the school's work vary, as does their use of the outcomes in determining development priorities and the various departments' strategic and action plans. This influences the school's focus on general objectives, especially regarding the need to raise students' personal development, academic achievement and improve the effectiveness of teaching and learning processes. • Students' proficiency rates vary and reflected in their standards, which are positive in one third of lessons, especially Grade 2 in class-teaching | <p>and to an appropriate degree in most lessons, whereas they are lower in some English lessons, particularly in Cycle 1.</p> <ul style="list-style-type: none"> • Students report to school regularly and on time. Their behaviour and awareness are adequately improved compared to previous reviews, with very few lessons being affected by students' low awareness and discipline. • The effectiveness of teaching and learning processes is satisfactory in more than half of the lessons due to the well classroom management, teaching methods, assessment |
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techniques and written works that meet the various students' different learning needs. However, differentiation is not taken into account and guidance given to students varies, especially for low achievers.

- Extra-curricular activities, various programmes and events are prominent and help promote students'

different experiences, self-confidence and abilities to assume responsibilities, particularly outside classrooms.

- Personal and learning support and guidance provided to students with special needs in the merged class.
- Students' security is affected on departure time due to some safety issues related to the school gates.

Main positive features

- Support of students' various experiences and interests through the provision of different extra-curricular activities.
- Support and guidance provided to students with special needs in the merged class.
- Students' regular and punctual attendance at school.

Recommendations

- Provide external support and guidance, to include the following:
 - provision of additional safety and security measures at the school gates during students' arrival and departure
 - address the shortage in human resources, mainly in senior teachers for Arabic, English, classroom teaching and mathematics, and in physical resources such as an art and crafts laboratory.
- Use the outcomes of the comprehensive self-evaluation process to set up a new strategic plan focusing on development priorities, especially students' academic achievement and promoting their personal awareness. Implement follow-up mechanisms according to accurate KPIs and a clear action plan that is regularly monitored.
- Raise students' academic achievement and support them in acquiring basic skills in all core subjects.
- Monitor the impact of teachers' professional development programmes on improving teaching strategies, to focus on the following:
 - more effective and productive classroom management

- considering differentiation and challenging students' abilities in lessons and written works
- use of assessment results in supporting and guiding various categories of students, especially low achievers.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- | | |
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| <ul style="list-style-type: none"> • The school leaders are aware of the school's strengths and areas for improvement due to the comprehensive self-evaluation process, though use of the outcomes varies in focusing on development of the school's work aspects and drawing up its plans. • The school's judgments of its overall performance and most aspects in the self-evaluation form (SEF) closely match the review team's judgments. • The school's management inspires and encourages the administrative and teaching staff. This contributes to maintaining the school's overall | <p>effectiveness despite the challenges it faces, which are as follows:</p> <ul style="list-style-type: none"> - variance in the students' academic achievement and personal development, as well as in the effectiveness of educational processes - shortage in the middle management, represented by senior teachers for Arabic, English, classroom teaching and mathematics - shortage in physical resources, such as art and design and technology laboratories. |
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Appendix: Characteristics of the school

Name of the school (Arabic)	صلاح الدين الأيوبي الابتدائية للبنين														
Name of the school (English)	Salahuddeen Alayyoubi Primary Boys														
Year of establishment	1981														
Address	Building 353 - Road 2514 - Block 925														
Town /Village / Governorate	East Riffa - Northern														
School's Contacts	17771552				Fax		17770744								
School's e-mail	salah.pr.b@gov.moe.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	1011				Girls	-				Total	1011			
Students' social background	Most students come from medium-income families														
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12		
	Classes	7	6	7	6	6	-	-	-	-	-	-	-		
Number of administrative staff	13 and 23 technicians														
Number of teaching staff	77														
Curriculum	Ministry of Education (MoE)														
Main language(s) of instruction	Arabic														
Principal's tenure in the school	1 year														
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"> - the Principal of the school - three Assistant Principals - nine teachers (five for English, two for classroom-teaching, one for Arabic and one for science). 														