



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

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

**Samaheej Primary Intermediate Boys School
Samaheej - Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 23-25 December 2013

SG169-C2-R144

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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		Samaheej Primary Intermediate Boys School															
School's type		Government															
Year of establishment		1951															
Age range of students		11–15 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		5–6				7-9				-							
Number of students		Boys	619	Girls	-				Total	619							
Students' social background		Most students come from middle-income families															
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12				
	Classes	-	-	-	-	4	4	4	4	4	-	-	-				
Town /Village		Samaheej															
Governorate		Muharraq															
Number of administrative staff		9															
Number of teaching staff		43															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		One Semester															
External assessment and examinations		MoE examinations and 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			
		251				17				-				37			
Major recent changes in the school		<ul style="list-style-type: none"> Changes in 2013-2014: <ul style="list-style-type: none"> appointing a principal and an assistant principal constructing a new academic building and multi-purpose hall. 															

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

Overall effectiveness is inadequate, matching the previous judgement in March 2010, despite two monitoring visits where it obtained sufficient progress in the second. Students' achievement is inadequate in one third of lessons, with a lack of motivation, inconsistency in teaching strategies, poor classroom management, and ineffective assessment techniques and activities to meet students' educational needs or provide special needs students with the assistance required, especially low-achievers. This negatively impacts students' acquisition of basic skills, especially in English and mathematics. Management's attempts to enhance teachers' professionalism are insufficient. Students' participation and their attitudes are unacceptable in some lessons, despite guidance programmes and communication with parents in a way that gains their satisfaction. The school's environment is unsafe, with constant water leakage in its grounds which requires urgent external intervention.

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

Grade: 4 Inadequate

The school's capacity to develop and improve is inadequate, matching its judgement in the previous review. Concerns include inaccurate employment of self-evaluation results, inefficiency in implementing the strategic plan, and poor monitoring of the impact of professional development programmes on teachers' performance. The school does build good relationships with the administrative and academic staff, delegating authority and attempting to create a motivational environment. Efforts to achieve school work priorities, especially those regarding learning and teaching, raising students' academic achievement and promoting personal development are still inadequate. This is attributed to the students' lack of enthusiasm and motivation towards learning, low achievement and the shortage in middle leadership, particularly in the English language department.

The school's main strengths

- The social counselling and management roles in solving students' problems and meeting their personal needs
- Communication with parents and keeping them informed of their children's academic and personal progress.

Recommendations

In order to improve, the school should:

- obtain urgent external intervention to take immediate action regarding the school's premises, in order to ensure its members' safety
- raise students' academic achievement in all core subjects, especially in English and mathematics
- develop learning and teaching strategies, to include:
 - utilizing assessment for learning
 - supporting different groups of students, especially low-achievers
 - effective class management to achieve the highest level of productivity
 - developing students' self-confidence and their responsible behaviour and attitudes in lessons.
- make accurate use of self-evaluation results and implement the strategic plan to achieve improvement in the school's overall performance
- monitor the impact of professional development programmes on teachers' performance in order to improve the students' academic and personal achievement.