



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

Directorate of Government Schools Reviews Short Review Report

**Sh. Mohamed Bin Isa Al-Khalifa Primary Boys School
Muharraq - Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 22-24 February 2016

SG067-C3-R046

Introduction

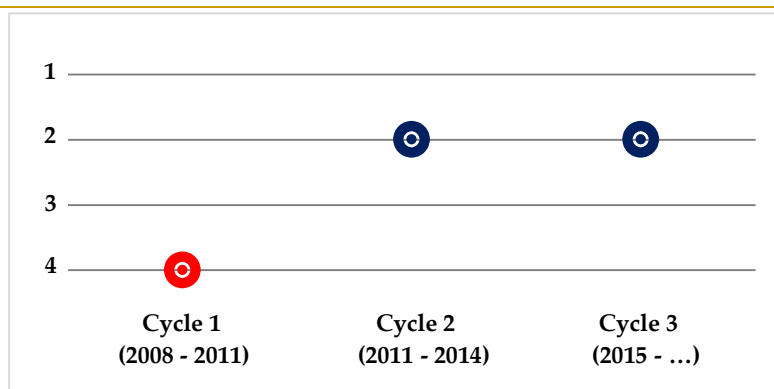
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, 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 | 2 | - | - | 2 |
| | Students' personal development | 1 | - | - | 1 |
| Quality of processes | Teaching and learning | 2 | - | - | 2 |
| | 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 | | 2 | | | |

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 'Good'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none"> • Students achieve high academic levels in school examinations that match their standards in most lessons. • The strategic plan is based on the results of an accurate comprehensive self-evaluation. It focuses on improvement and development priorities, which are reflected in the school's overall performance, particularly students' achievement. Students' personal development exceeds expectations. • The school upholds the values of tolerance and respect for other cultures among students, helping to enhance | <ul style="list-style-type: none"> • their outstanding behaviour in dealing with each other. • Curricular and extra-curricular school activities are effective, enhancing students' personal development and meeting their needs. Students' and parents are satisfied with the school's activities. • Students are highly self-confident during their active participation in school life, which helps them build their characters and assume responsibility for their actions. • Support and guidance programmes provided to different categories of students, particularly those with |
|--|---|

learning difficulties and those whose mother tongue is not Arabic, are effective, as is the enrichment programmes provided for high-achieving and talented students.

- Teachers employ effective teaching and learning strategies and available learning resources in most lessons, helping to develop students' basic skills in the good lessons, which represent

more than three quarters of all lessons. However, this is less effective in satisfactory lessons, due to the varying support provided to low-achieving students and failing to consider differentiation in assignments.

- Communication with parents in regard to students' academic standards and their personal development are varied and effective.

Main positive features

- Accuracy and comprehensiveness of self-evaluation and utilising the results effectively to set improvement priorities, develop aspects of the schoolwork and set the strategic plan.
- Students' high self-confidence, their sense of responsibility during participation in school life and their ability to assume leadership roles.
- Students' sense of security, commitment to good conduct and respect for others' points of view and feelings.
- The broad range of diversified extra-curricular activities, which enrich students' experience and cater for their various interests.
- Effectiveness of teaching strategies and support programmes provided to students of different learning capabilities, which helps in developing their basic skills, particularly in Arabic and mathematics.

Recommendations

- Ensure the constant development of teaching and learning processes, and monitor the impact of professional development programmes on teachers' performance in order to achieve excellence in lessons, while focusing more on:
 - supporting low-achieving students
 - considering differentiation in assignments.
- Address the shortage in human resources represented in senior teachers of English, mathematics and science.

□ Capacity to improve 'Good'

Judgement justifications

- The school has maintained its good performance and achieved excellent progress in terms of students' personal development. This is mainly due to the school leadership's awareness of all points of its strength and areas for improvement, as is adopting the values and principles of transparency, flexibility, participatory decision-making and delegation of authority.
 - The school's self-evaluation and strategic planning processes are accurate and comprehensive. They focus on schoolwork improvement and development priorities, which positively impacts and develops students' personalities to an outstanding level.
 - The school leadership succeeds in creating an educational atmosphere that is based on motivation, encouragement and inspiration. This effectively motivates the staff towards achieving the school's vision and goals.
- The school assessments provided in its self-evaluation form match the judgments of the review team, with the exception of students' personal development, which is assessed as 'Good' by the school and 'Outstanding' by the review team as it is remarkable.
 - Students achieve success rates that match their high and very high proficiency rates, with remarkable progress, particularly in mathematics as compared to the previous year results.
 - External support programmes provided to students of different learning capabilities are effective with good progress being achieved in acquiring basic skills in core subjects, particularly Arabic and science.

Appendix: Characteristics of the school

| | | | | | | | | | | | | | | |
|--------------------------------------|--|----------|-----|---|----------|---|---|---|-------|-----|----|----|----|--|
| Name of the school (Arabic) | الشيخ محمد بن عيسى آل خليفة الابتدائية للبنين | | | | | | | | | | | | | |
| Name of the school (English) | Sh. Mohamed Bin Isa Al-Khalifa Primary Boys | | | | | | | | | | | | | |
| Year of establishment | 1981 | | | | | | | | | | | | | |
| Address | Building 238 – Road 916 – Block 209 | | | | | | | | | | | | | |
| Town / Village / Governorate | Muharraq – Muharraq | | | | | | | | | | | | | |
| School's Contacts | 17330750 | 17332315 | Fax | | 17332150 | | | | | | | | | |
| School's e-mail | shmohd.pr.b@moe.gov.bh | | | | | | | | | | | | | |
| School's website | - | | | | | | | | | | | | | |
| Age range of students | 10-11 years | | | | | | | | | | | | | |
| Grades (e.g. 1 to 12) | Primary | | | | Middle | | | | High | | | | | |
| | 4-5 | | | | - | | | | - | | | | | |
| Number of students | Boys | 150 | | | Girls | - | | | Total | 150 | | | | |
| Students' social background | Most students belong to middle-income families | | | | | | | | | | | | | |
| Classes per grade | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| | Classes | - | - | - | 3 | 3 | - | - | - | - | - | - | - | |
| Number of administrative staff | 2 and 2 technicians | | | | | | | | | | | | | |
| Number of teaching staff | 24 | | | | | | | | | | | | | |
| Curriculum | Ministry of Education (MoE) | | | | | | | | | | | | | |
| Main language(s) of instruction | Arabic | | | | | | | | | | | | | |
| Principal's tenure in the school | 9 years | | | | | | | | | | | | | |
| External assessment and examinations | (MoE) examinations in mathematics for Grades 4 and 5 | | | | | | | | | | | | | |
| Accreditation (if applicable) | - | | | | | | | | | | | | | |
| Major recent changes in the school | <ul style="list-style-type: none"> A teaching technology specialist appointed in 2015-2016. | | | | | | | | | | | | | |