



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. Mohd Bin Khalifa Al-Khalifa Primary
Intermediate Boys School
Budaiya – Northern Governorate
Kingdom of Bahrain**

**Date of Review: 5-7 October 2015
SG109-C3-R024**

Introduction

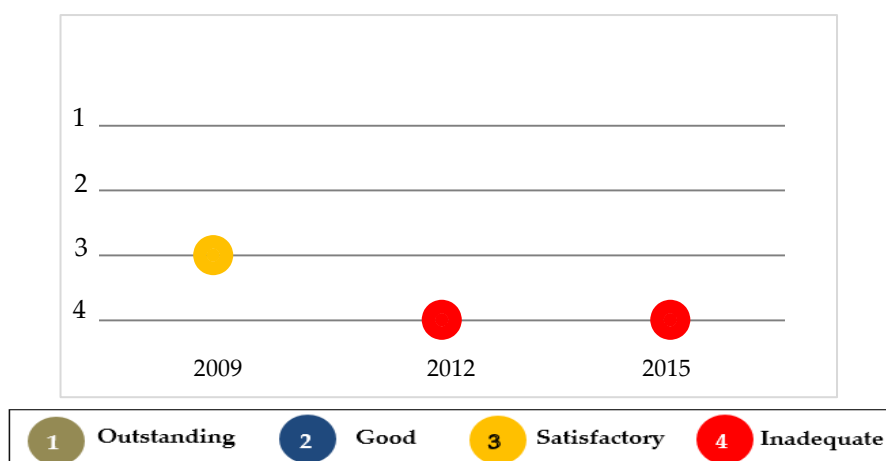
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, 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 | 4 | 4 | - | 4 |
| | Students' personal development | 4 | 4 | - | 4 |
| Quality of processes | Teaching and learning | 4 | 4 | - | 4 |
| | Students' support and guidance | 4 | 4 | - | 4 |
| Quality assurance of outcomes and processes | Leadership, management and governance | 4 | 4 | - | 4 |
| Capacity to improve | | 4 | | | |
| The school's overall effectiveness | | 4 | | | |

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 'Inadequate'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none"> • Strategic planning in terms of determining school work priorities is inaccurate and insufficient, with poor follow-up mechanisms at all levels, particularly relating to students' academic achievement and personal development. • Students' pass rates and proficiency levels in the second and third cycles are low, with poor progress in lessons and written work and acquisition of basic skills, particularly in Arabic, English and mathematics. • Student's motivation and passion for participation in school life is low, with poor self-confidence. Few leadership | <ul style="list-style-type: none"> • roles are available to them owing to the limited number of school activities provided. • Students' lack awareness, some behave improperly, and use of non-educational methods of dealing with students by teachers has a negative impact on their morale. • Utilisation of teaching and learning strategies is poor, and ineffective in providing students with the opportunity to participate in learning activities and enhancing their self-confidence. Class management is poor, with assessment methods' being |
|--|---|

ineffective in meeting the educational needs of students of all levels.

- Insufficient educational support is provided to students of all categories in lessons and support programmes.
- Community communication activities are adequate. Appropriate programmes are provided to induct

new students, and students moving to their next stage of education. Quality of support for students with disabilities is appropriate.

- Students' and parents' are satisfied with the services provided by the school.

Main positive features

- Appropriate support to students with disabilities
- Appropriate communication with the local community, which contributes to the development of certain students' interests and talents.

Recommendations

- Provide the necessary external intervention at all levels to support the school's leadership in developing and improving the school's overall performance according to the requirements of each educational cycle.
- To improve the procedures in order to ensure the students' sense of psychological security and increase their motivation to learn. Continue with the programmes and projects aimed at raising their awareness and enhancing their positive behaviour.
- To improve students' academic achievements in core subjects, particularly in English in general and mathematics in the second and third cycles.
- To develop the teaching and learning strategies already in place to ensure:
 - variation in the methods of assessment for learning, using assessment results to support and meet the needs of students of all levels
 - well-structured and productive class and time management
 - participation of students of all levels in learning activities in order to build their self-confidence.
- Address the shortfall in human resources, namely senior teachers for English and mathematics.

□ Capacity to improve 'Inadequate'

Judgement justifications

- Performance indicators in the strategic plan are inaccurate, and monitoring mechanisms in the plan's implementation insufficient.
- The school's capacity to achieve progress in students' academic achievement is poor, leading to insufficient improvement in students' personal development.
- The many challenges encountered by the school include:
 - the constant changes in school leadership at all levels in recent years, and the current leadership represented by the Principal and most senior teachers
 - the existence of three different educational cycles
 - instability of the teaching staff
 - the lack of senior teachers for English and mathematics
 - students' poor education levels
 - the lack of awareness and improper behaviour by some students.
- Monitoring of the impact of professional development programmes on teachers' performance is inaccurate.
- There is inconsistency between the school's performance assessment using the self-assessment form and the judgments of the review team which rated all aspects as 'Inadequate'.

Appendix: Characteristics of the school

| | | | | | | | | | | | | | | |
|--------------------------------------|--|----------|-----|----------|--------|---|---|---|-------|-----|----|----|----|--|
| Name of the school (Arabic) | سمو الشيخ محمد بن خليفة آل خليفة الابتدائية الإعدادية للبنين | | | | | | | | | | | | | |
| Name of the school (English) | Sh. Mohd Bin Khalifa Al-Khalifa Primary Intermediate Boys School | | | | | | | | | | | | | |
| Year of establishment | 1997 | | | | | | | | | | | | | |
| Address | Building 1230 – Road 5239 – Block 552 | | | | | | | | | | | | | |
| Town /Village / Governorate | Budaiya/ Northern | | | | | | | | | | | | | |
| School's Contacts | 17699085 | 17699084 | Fax | 17699610 | | | | | | | | | | |
| School's e-mail | shmohdkhalifa.in.b@moe.gov.bh | | | | | | | | | | | | | |
| School's website | - | | | | | | | | | | | | | |
| Age range of students | 6-15 years | | | | | | | | | | | | | |
| Grades (e.g. 1 to 12) | Primary | | | | Middle | | | | High | | | | | |
| | 1-6 | | | | 7-9 | | | | - | | | | | |
| Number of students | Boys | 759 | | | Girls | - | | | Total | 759 | | | | |
| 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 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 3 | 4 | - | - | - | |
| Number of administrative staff | 8 administrative and 6 technical staff | | | | | | | | | | | | | |
| Number of teaching staff | 81 | | | | | | | | | | | | | |
| Curriculum | Ministry of Education (MoE) | | | | | | | | | | | | | |
| Main language(s) of instruction | Arabic | | | | | | | | | | | | | |
| Principal's tenure in the school | 3 weeks | | | | | | | | | | | | | |
| External assessment and examinations | MoE examinations for the Intermediate stage, second Cycle, mathematics and Grade 6 English and QQA examinations. | | | | | | | | | | | | | |
| Accreditation (if applicable) | - | | | | | | | | | | | | | |
| Major recent changes in the school | <ul style="list-style-type: none"> Main appointments during the current school year 2015-2016: <ul style="list-style-type: none"> new Principal senior science teacher seven teachers: 4 mathematics – 1 English – 1 Islamic studies – 1 computer. Spatial separation between the Primary and Intermediate stages. | | | | | | | | | | | | | |