



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

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

**Tubli Primary Boys School
Tubli - Capital Governorate
Kingdom of Bahrain**

**Date of Review: 6-8 April 2015
SG018-C3-R002**

Introduction

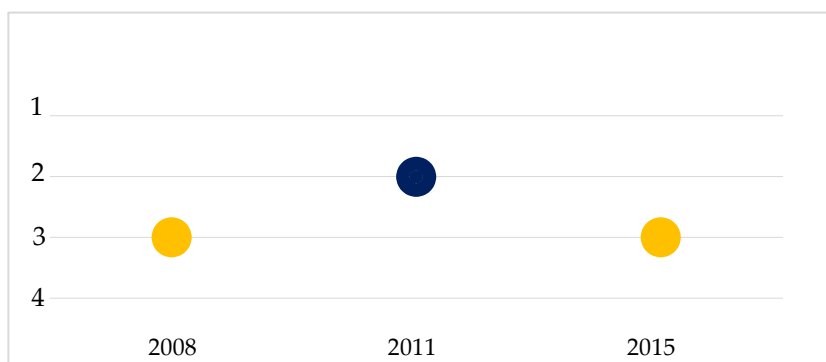
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, 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
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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

- | | |
|---|--|
| <ul style="list-style-type: none"> • The school's performance is adequate in all review aspects. • The strategic plan is based on the results of clear and comprehensive self-evaluation and focuses on improvement priorities. Impact of the activities and programmes of the plan is evident in the schoolwork at a satisfactory level. • Students' acquisition of basic skills in most subjects is inconsistent, but weakest in English in both Cycles 1 and 2. • The effectiveness of teaching and learning strategies varies. This includes classroom management and | <ul style="list-style-type: none"> assessment techniques that meet various groups of students' learning needs. • A few students behave irresponsibly in and outside classes. • Students' interests and experiences are enhanced through the extra-curricular activities and programmes, particularly those targeting the gifted and talented students. • The majority of students are self-confident and take on responsibility during events and extra-curricular activities. • There is partnership with parents and the local community. |
|---|--|

- Responses to the parents' online questionnaire, though of limited

number, indicate students' and their parents' satisfaction with the school.

Main positive features

- The range of programmes that enhance most students' experiences, and various extra-curricular activities that meet their interests.
- Various means of communication with parents and the local community.

Recommendations

- Raise students' academic achievement and develop their basic skills in core subjects, especially in English in both Cycles 1 & 2.
- Further follow up the impact of professional development programmes on teaching and learning strategies, to include:
 - classroom management to be organised and productive
 - effective use of assessment results to meet students' different learning needs.
- Ensure that the support and guidance programmes are impacting on students' behaviour in and outside classes.
- Address the shortage in:
 - human resources, namely senior teachers of Arabic, English, science and an articulation specialist
 - facilities: a gymnasium and workshop rooms such as an art room.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The school faces some challenges that influence its capacity to improve:
 - shortage of senior teachers in core subjects; Arabic, English and science
 - inconsistent performance of teachers, with the better performance being in class

- teaching and the weaker performance being in English lessons
- lack of classrooms and facilities and erratic utilisation of those available, which are of small size and need constant maintenance
- shortage of an articulation and communication specialist,

though there are few students who need one.

- The leadership is aware of and believes in the need to develop the school's performance. Team work has been established within the school.
- The school adequately uses the results of the comprehensive self-evaluation in identifying

improvement priorities and for strategic planning.

- The school environment is safe and attractive, making students feel secure.
- Induction programmes offered to newcomers and graduates prior joining the next stage of education are effective.

Appendix: Characteristics of the school

Name of the school (Arabic)	توبلي الابتدائية للبنين													
Name of the school (English)	Tubli Primary Boys School													
Year of establishment	1952													
Address	Building 74 - Road 5 - Block 709													
Town /Village - Governorate	Tubli - Capital													
School's Contacts	17784815				Fax				17785472					
School's e-mail	tubli.pr.b@moe.gov.bh													
School's website	-													
Age range of students	6-10 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-4				-				-					
Number of students	Boys		343		Girls		-		Total		343			
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	3	3	3	3	-	-	-	-	-	-	-	-	
Number of administrative staff	8 administrative and 5 technicians													
Number of teaching staff	33													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	4 months													
External assessment and examinations	QQA's National examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> Appointment of a school Principal in December 2014/2015. 													