



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Government Schools Reviews

Short Review Report

**Um Alhassam Primary Boys School
Um Alhassam – Capital Governorate
Kingdom of Bahrain**

**Date of Review: 30 October – 1 November 2017
SG096-C3-R138**

Introduction

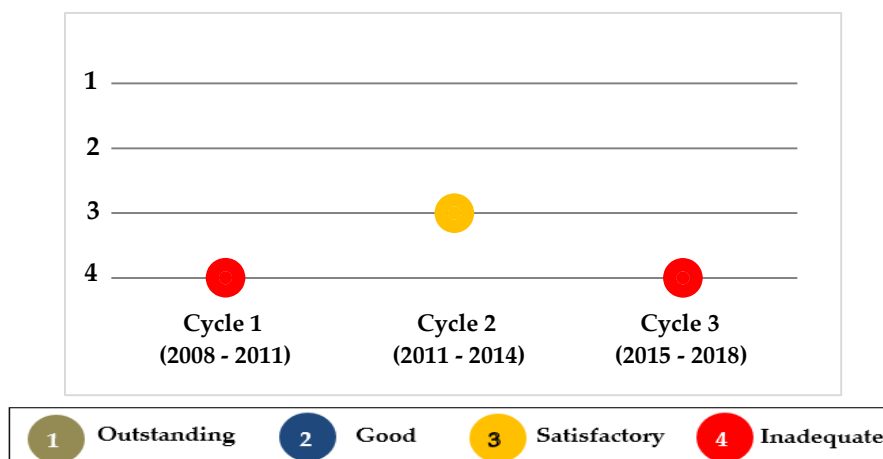
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	4	-	-	4
	Students' personal development	4	-	-	4
Quality of processes	Teaching and learning	4	-	-	4
	Students' support and guidance	4	-	-	4
Quality assurance of outcomes and processes	Leadership, management and governance	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

- Assessment and planning processes are poor in terms of inaccurate identification of work priorities and preparation of strategic and action plans based on unrealistic indicators. Implementation and monitoring mechanisms have limited effectiveness in improving schoolwork aspects.
- Students' have a lack of awareness and low motivation towards learning, with improper behaviour in school especially in lessons. This affects their feeling of psychological security.
- There is inconsistency between the high proficiency rates in core subjects and the actual low standards of students in most lessons and written work.
- Teaching and learning strategies in more than half the lessons is ineffective, as their productivity varies in terms of students' acquisition of the core subjects' basic skills. It is evident that class and time management are poor, while assessment methods are ineffective and fail to meet the academic needs of all categories of students.
- School programmes are ineffective in terms of developing students' positive behaviour and providing sufficient academic support to all of them, especially non-native speakers of Arabic and low achievers.

Main positive features

- None.

Recommendations

- Seek immediate intervention by the relevant parties at Ministry of Education (MoE) in order to raise the school's overall performance level and to address the shortfall in human resources represented by senior teachers for Arabic, English and science departments, a speech and communication specialist and a learning resources centre specialist.
- Conduct a comprehensive and accurate self-evaluation and benefit from its results in developing a strategic plan that focuses on improvement priorities, with accurate work indicators and clear implementation and monitoring mechanisms.
- Raise students' awareness, manage their behaviour in and out of lessons, and ensure their feeling of psychological security.
- Raise students' academic achievement and apply effective teaching and learning strategies that ensure:
 - students' acquisition of basic skills in the core subjects
 - students' motivation towards learning
 - organised and productive lesson management
 - utilisation of effective assessment methods and benefiting from their results in meeting students' different academic needs.
- Support all categories of students and assist them in meeting their personal and academic needs in and out of lessons.

Capacity to improve 'Inadequate'

Judgement justifications

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• The school's performance level has declined from satisfactory to inadequate in all aspects when compared to the previous review.• The self-evaluation lacks accuracy, thereby affecting the strategic planning processes and work priorities.• Although the senior leadership is new and is working to enhance communication with parents and strengthen relationships among school | <ul style="list-style-type: none">members, the improvements made are insufficient in controlling students' behaviour and promoting teaching and learning processes.• The school's evaluations as provided in the self-evaluation form are greatly inconsistent with the judgements reached by the review team.• The school faces challenges in:<ul style="list-style-type: none">– The instability of school leadership. |
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- Students' low awareness and motivation to learn.
- The shortfall in human resources, namely senior teachers for Arabic, English and

science departments, a speech and communication specialist and a learning resources centre specialist.

Appendix: Characteristics of the School

Name of the school (Arabic)	أم الحصم الابتدائية للبنين													
Name of the school (English)	Um Alhassam Primary Boys													
Year of establishment	1958													
Address	Building 142, Road 3703, Block 337													
Town / Village / Governorate	Um Alhassam/ Capital													
School's Contacts	17720519	17741602	Fax		17720778									
School's e-mail	hassam.pr.b@moe.gov.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	287			Girls	-			Total	287				
Students' social background	The majority of students belong to middle-income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	2	2	2	2	2	-	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	12													
Number of teaching staff	38													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 months													
External assessment and examinations	<ul style="list-style-type: none"> MoE examinations for Grades 4 and 5 mathematics. BQA national examinations. 													

Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none">• The succession of three school Principals over two academic years.• Appointing a new school Principal in the current academic year 2017-2018.