



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

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

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

Date of Review: 23-25 December 2013

SG096-C2-R143

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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 six 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		Um Alhassam Primary Boys School											
School's type		Government											
Year of establishment		1958											
Age range of students		6-11 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-5				-				-			
Number of students		Boys	275	Girls	-				Total	275			
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	2	2	-	-	-	-	-	-	-
Town /Village		Um Alhassam											
Governorate		Manama											
Number of administrative staff		10 administrative and 8 technicians											
Number of teaching staff		30											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		10 years											
External assessment and examinations		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		
		92			57			-			41		
Major recent changes in the school		<ul style="list-style-type: none"> Appointments in 2012-2013: <ul style="list-style-type: none"> - assistant principal - 6 teachers: 3 home-rooms, 2 for English and 1 for mathematics. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	-	-	3
Students' personal development	3	-	-	3
The quality and effectiveness of teaching and learning	3	-	-	3
The quality of the curriculum implementation	3	-	-	3
The quality of support and guidance for students	3	-	-	3
The quality and effectiveness of leadership, management and governance	3	-	-	3

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: 3 Satisfactory

Overall effectiveness is satisfactory, improved from inadequate in December 2009 review, following two monitoring visits with sufficient progress in the second. The school achieves satisfactory in all aspects, attributed to the leadership's efforts to ensure that the majority of students meet expected standards in lessons and acquire skills in core subjects. Although teachers demonstrate adequate teaching and learning strategies, their performance in time management, offering guidance and support for low achieving students, and applying effective assessment techniques are inconsistent. The school provides a safe and attractive environment which motivates students and promotes learning. Most students feel safe, respect their teachers, observe Islamic values and understand Bahraini culture and heritage. The school keeps parents informed of their children's progress. Students and parents are well satisfied with the school's provision.

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

Grade: 3 Satisfactory

The capacity to improve and develop is satisfactory, against inadequate in the previous review. This is attributed to identifying work priorities and leadership's awareness of the school's strengths and areas for improvements. The school uses rigorous self-evaluation in developing its strategic plan and activating committees and councils. Improvement in the school's work is particularly reflected in improved performance of some teachers, implementation of teaching and educational projects, and diverse programmes and activities offered to students. These enhance the curriculum, enrich the educational environment and control misbehaviour. Nevertheless, students' academic achievement, their acquisition of basic skills, which are inconsistent, shortages in middle management, represented in senior teachers of mathematics and science, instability of teaching staff and insufficient monitoring of the impact of professional development programmes on teachers' performance remain as challenges.

The school's main strengths

- Effectiveness of the induction programmes, which help students settle in quickly and easily, and the communication with parents to inform them of their children's personal and academic progress
- Students' understanding of Bahraini culture and heritage, their observance of Islamic values, and respect for teachers
- A healthy, safe, attractive environment which supports and promotes students' learning.

Recommendations

In order to improve, the school should:

- raise students' academic achievement in core subjects
- improve teaching and learning processes, to include:
 - using effective, student-centred teaching and learning strategies
 - using assessment for learning
 - providing academic support for all students, especially low achievers
 - managing classes more effectively to ensure learning objectives are achieved.
- monitor the impact of professional development programmes on teachers in general, and recently appointed ones in particular
- meet the shortages in human resources, mainly mathematics and science senior teachers and a learning resource centre specialist.