



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

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

**Khalid Bin Al-Waleed Primary Boys School
Isa Town – Central Governorate
Kingdom of Bahrain**

**Date of Review: 17-19 March 2014
SG103-C2-R163**

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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 seven 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		Khalid Bin Al-Waleed Primary Boys School											
School's type		Government											
Year of establishment		1962											
Age range of students		6-11 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-5				-				-			
Number of students		Boys	439	Girls	-				Total	439			
Students' social background		Most students come from limited-income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	3	3	3	4	-	-	-	-	-	-	-
Town /Village		Isa Town											
Governorate		Central											
Number of administrative staff		8 administrative, 20 technicians											
Number of teaching staff		47											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		3 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	
		163				34			6			27	
Major recent changes in the school		New appointments in 2013-2014: <ul style="list-style-type: none"> • new assistant principal • head of administrative and financial affairs • 15 teachers in different subjects. 											

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

The school's performance has changed from good in the 2009 review to satisfactory this time. All review aspects are satisfactory. This regression is attributed to students' inconsistent acquisition of basic skills in most subjects, inconsistency in teaching and learning strategies, classroom management, support for students, especially low achievers, utilisation of assessment results, students' participation, and their self-confidence in lessons. Arabic and English writing and mathematical skills in Cycle 2 are particularly weak. Progress has been achieved by inclusive students. Newcomers' induction programmes, developing sense of citizenship and belonging, communication with parents and the local community, and good social relations among the school's stakeholders are positive characteristics.

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

Grade: 3 Satisfactory

The school's capacity to improve has changed from good in the previous review to satisfactory. The strategic plan is based on analysis of the school's current situation with reference to 'Bahraini Distinguished School' criteria. Comprehensive self-evaluation identifies strengths and areas for improvement. The senior and middle leadership are aware of the need for development. Improvements are evident in providing some projects and training workshops to raise teachers' competency, especially recent arrivals, and improve students' behaviour. However, the impact of these efforts is inconsistent in almost all school aspects. Lack of middle leadership, instability of staff and appointment of new teachers adversely impacts students' progress and achievements, preventing the school from developing further.

The school's main strengths

- Developing students' citizenship and their understanding of Bahrain's heritage and culture
- Induction programmes offered to new students
- Effective communication with parents and the local community to enrich and enhance students' experiences.

Recommendations

In order to improve, the school should:

- raise students' academic achievement and develop basic skills, especially in mathematics, and English and Arabic writing skills
- develop teaching and learning to include:
 - effective classroom management
 - utilising various assessment techniques to diagnose and meet students' different needs
 - offering students opportunities to further promote self-confidence and increase participation in lessons.
- support students in and outside lessons, especially low achievers
- address the shortage in human resources, mainly the school's middle leadership.