



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

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

**Al Wadi Primary Boys School
Hamad Town - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 27-29 April 2015
SG005-C3-R010**

Introduction

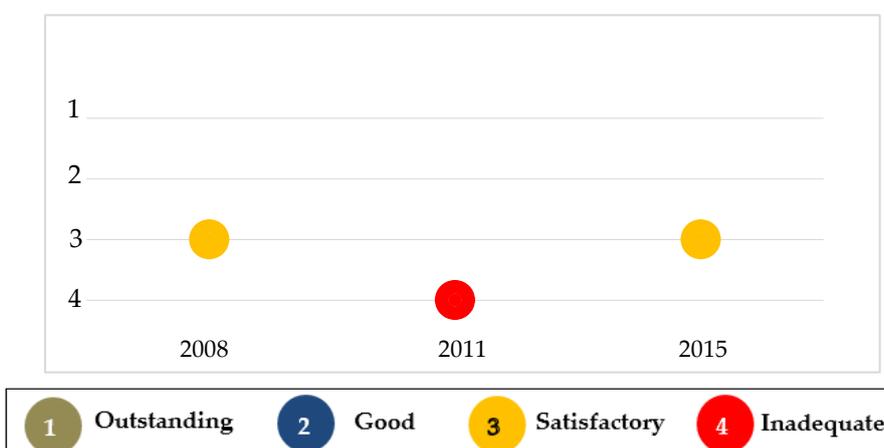
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities,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

- | | |
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| <ul style="list-style-type: none"> • The school's performance has improved to satisfactory in students' academic achievement and teaching and learning, while maintaining the same level of performance in the remaining aspects. • The school benefits from the rigorous and comprehensive self-evaluation results in identifying improvement priorities and setting strategic and action plans. However, implementation and follow up of these plans is inconsistent. • Support and care provided to different categories of SEN students including physical disabilities, speech difficulties, | <ul style="list-style-type: none"> inclusion students, and those with learning difficulties through various programmes is sound. • Students' personal needs are met through behaviour improvement programmes. • Students are punctual in arriving at school and show understanding of citizenship and Islamic values and Bahraini culture. This is evident in their conduct and participation in school activities. • Following up the impact of professional development programmes on teachers' performance and their use of teaching and learning strategies is inconsistent. |
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This shows in students' satisfactory acquisition of skills, knowledge and understanding in most core subjects, but with English skills being at a lower level.

- Time management in lessons is inconsistent, affecting productivity and use of assessment for learning to meet students' different learning needs, particularly low achievers.
- Students especially distinguished ones and, those of Grades 3 and 4, are inconsistently offered opportunities to develop self-confidence and take on responsibility at school.
- Positive relations prevail among the school community. Links with the local community are effective. Students and parents are satisfied with the school provision even though the responses to the parents' e-questionnaire are low.

Main positive features

- Students' understanding of citizenship and Islamic values, Bahraini culture and their regular attendance to school.
- Support provided to students when they face problems and to those with physical disabilities.
- Links with the local community and the positive relations among the school stakeholders.

Recommendations

- Implement rigorous mechanisms to follow up action plans, to ensure further improvement in overall school performance.
- Follow up on the impact of professional development programmes in developing teaching and learning to raise students' academic achievement, to include:
 - students' acquisition of basic skills in core subjects, especially English
 - assessment for learning and use of its results to meet various categories of students' different learning needs
 - time management to ensure productivity within lessons
 - providing learning support to different groups of students, particularly low achievers.
- Provide more opportunities to develop students' self-confidence and their ability to take on responsible roles in school life.
- Fill the shortage in human resources, namely senior teachers for English language and science.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The review team's judgements in the review match the school's own judgments of its performance in the self-evaluation form (SEF), especially regarding students' academic achievement and teaching and learning.
- The majority of the school stakeholders are aware of their role in improving and developing the school's performance through collaboration, resulting in progress in teaching and learning, academic achievement, and students' behaviour.
- The school's strategic planning for improvement and development is based on comprehensive self-evaluation that appropriately identifies strengths and areas for improvements. This is clearly impacting most of the students' behaviour and their regular attendance.
- Following up on mechanisms of the plans derived from the strategic plan, particularly those related to enabling students to acquire skills, knowledge, and understanding in lessons, is inconsistent.
- The school adequately faces various challenges including:
 - the large student population, especially in Grade 2 that exceeds capacity
 - instability of teachers during the academic year, particularly in Cycle 1
 - recently-appointed teachers joining the school
 - a shortage in middle leadership, specifically senior teachers for English and science.

Appendix: Characteristics of the school

Name of the school (Arabic)	الوادي الابتدائية للبنين															
Name of the school (English)	Al-Wadi Primary Boys School															
Year of establishment	1994															
Address	Building 1627 - Road 1123 - Block 1211															
Town /Village / Governorate	Hamad Town - Northern															
School's Contacts	17430409				Fax				17430687							
School's e-mail	wadi.pr.b@moe.gov.bh															
School's website	-															
Age range of students	6-9 years															
Grades (e.g. 1 to 12)	Primary				Middle				High							
	1-4				-				-							
Number of students	Boys		558				Girls		-				Total		558	
Students' social background	Most students come from limited and middle-income families															
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12		
	Classes		6	5	5	3	-	-	-	-	-	-	-	-	-	
Number of administrative staff	8 administrative and 8 technicians															
Number of teaching staff	42															
Curriculum	Ministry of Education (MoE)															
Main language(s) of instruction	Arabic															
Principal's tenure in the school	A year and half															
External assessment and examinations	MoE's mathematics examinations for Grade 4 and QQA's National examinations															
Accreditation (if applicable)	-															
Major recent changes in the school	<ul style="list-style-type: none"> • 13 teachers joined the school in 2014/2015, of which 10 are newly appointed. • Classroom density has increased this academic year to become 35 students in each class instead of 29. • Some school facilities have been changed into classrooms such as the music, home economy, and the art rooms. 															