



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

Directorate of Government Schools Reviews

Short Review Report

**Al-Razi Primary Boys School
Al-Daih - Northern Governorate
Kingdom of Bahrain**

Date of Review: 8-10 May 2017

SG083-C3-R122

Introduction

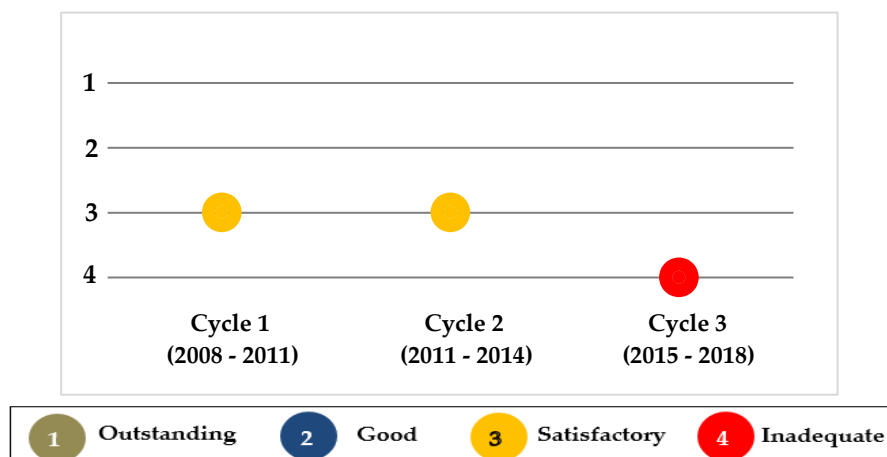
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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

- The school's performance has declined in all aspects from satisfactory to inadequate.
- The self-evaluation is inconsistent, with limited use of its results in identifying development priorities or constructing both the strategic and departmental action plans. Monitoring mechanisms are ineffective, particularly by the middle management.
- Teaching and learning processes are poor in more than one-third of the lessons, these being affected by the ineffective teaching strategies and assessment tools used in meeting the learning needs of all categories of students. Management of learning time is unproductive.
- Students' acquisition of basic skills is poor in the majority of the core subjects and the impact of support programmes on the achievement and progress of the different categories of students is limited, in and outside lessons as well as in their written work.
- Students' confident and enthusiastic participation in the majority of lessons is limited. There are insufficient opportunities for them to assume leadership roles or to take on responsibility for their own learning.

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|---|---|
| <ul style="list-style-type: none"> • Extracurricular activities are adequate in enriching the interests of the majority of students. • The majority of students behave well. They are committed to both citizenship and Islamic values as a result of the | <p>school's adequate behaviour enhancement programmes, and its support of students when they face problems. Students and their parents are satisfied with school's provision.</p> |
|---|---|

Main positive features

- The majority of students show positive behaviour and commitment to both citizenship and Islamic values.
- The extracurricular activities meet the interests of the majority of the students.

Recommendations

- Raise students' academic achievement and their acquisition of basic skills in core subjects.
- Ensure greater accuracy in self-evaluation processes and make use of its results to improve the strategic plan according to development priorities, with clear performance indicators that are monitored in a more effective manner.
- Monitor the impact of professional development programmes on the implementation of effective teaching and learning strategies that focus on:
 - assessment for learning, and make use of its results to meet the academic needs of the different categories of students
 - productive use of lesson time
 - providing opportunities for students to assume leadership roles and take on responsibility, in order to reinforce their self-confidence.
- Provide support to the different categories of students, in and outside lessons as well as in their written work.
- Address the shortage in human resources represented by:
 - Assistant Principal
 - senior Arabic teacher
 - social counselor.

□ Capacity to improve 'Inadequate'

Judgement justifications

- | | |
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| <ul style="list-style-type: none"> • The school's actions in maintaining the overall performance of the school have led to the decline in all school aspects. | <p>Improvements have mainly been focused on organising students' dismissal, enhancing the school</p> |
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environment and providing extracurricular activities.

- The senior and middle managements' awareness of the school's strengths and areas for improvement varies, which has led to the inconsistent accuracy of the self-evaluation and consequently affected the identification of school work priorities.
 - Both the strategic and departmental action plans are ineffective in achieving any expected improvement. The performance indicators are unclear and implementation and monitoring mechanisms are weak.
- Middle management performance is weak, with a lack of a senior teacher for Arabic.
 - The impact of professional development programmes on teachers' performance is poor in the majority of lessons, as is the feedback provided to teachers to enable them to improve and students' acquisition of basic skills.
 - Insufficient support is provided to all categories of students, in and outside lessons.
 - The school's judgements in the self-evaluation form vary from those reached by the review team.

Appendix: Characteristics of the school

Name of the school (Arabic)	الرازي الابتدائية للبنين													
Name of the school (English)	Al-Razi Primary Boys													
Year of establishment	1980													
Address	Building 320 - Road 1410 - Block 414													
Town / Village / Governorate	Al-Daih/ Capital													
School's Contacts	17551930	17551963	Fax		17552931									
School's e-mail	razi.pr.b@moe.gov.bh													
School's website	-													
Age range of students	6-12 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				-				-					
Number of students	Boys	720			Girls	-			Total	720				
Students' social background	Most students are from average income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	4	3	3	3	7	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	10													
Number of teaching staff	57													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	5 years													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations in mathematics in Cycle 2 and English in Grade 6. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in 2015-2016: <ul style="list-style-type: none"> - Assistant Principal - 2 senior teachers, one for class teaching and one for English. • New appointments in 2016-2017: <ul style="list-style-type: none"> - a class teaching teacher - an English teacher. • Retirement of the senior teacher for Arabic, with no replacement.