



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

Directorate of Government Schools Reviews

Short Review Report

**Al-Khaleej Al-Arabi Primary Intermediate Girls
School
Riffa - Southern Governorate
Kingdom of Bahrain**

Date of Review: 18-19 and 22 November 2018
SG186-C3-R204

Introduction

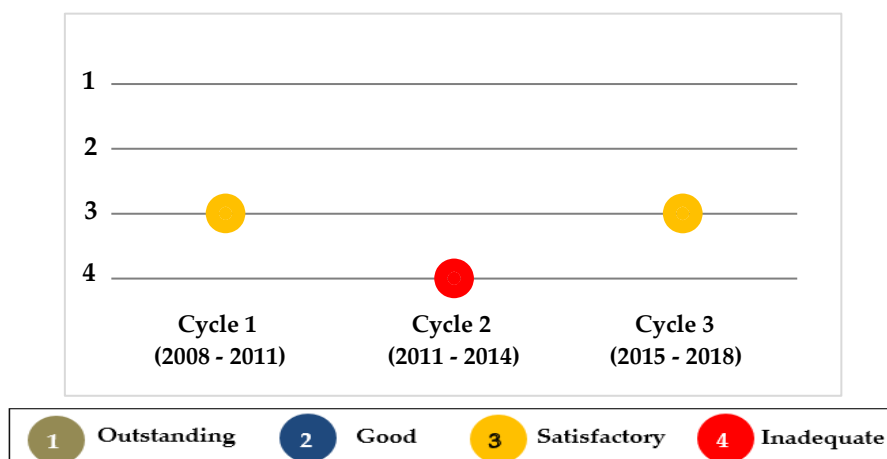
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of nine reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed 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	-	3
	Students' personal development	3	3	-	3
Quality of processes	Teaching and learning	3	3	-	3
	Students' support and guidance	3	3	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	3	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

- The school is inconsistent in its use of the results of the self-evaluation in developing the strategic plan. The strategic plan which includes adequate performance indicators is based on some development priorities such as improving school work aspects, especially regarding academic achievement. However, its implementation appears to be inconsistent in educational practices.
- Students achieve high pass rates in the school and ministerial examinations in most subjects, but these are inconsistent with their proficiency rates which reflect their satisfactory levels and basic skills.
- Their acquisition of the basic skills is inconsistent, least so in English.
- The performance of most teachers varies in terms of providing students with opportunities for active roles, enhancing their self-confidence, utilisation of learning time, and use of assessment methods and their results to support all categories of students in lessons and school programmes, especially low achievers.
- Students behave well and feel psychologically safe. Their personal needs are supported through physical and moral support, which enhances students' and parents' satisfaction.

Main positive features

- Students' positive behaviour and their psychological security and harmonious relationships.
- Meeting students' personal needs.

Recommendations

- Develop the self-evaluation processes and benefit from their results in further identifying school work priorities, developing the strategic plan and setting monitoring mechanisms.
- Monitor the impact of professional competency raising programmes on the development of teachers' performance, raising students' academic achievement in both cycles and developing their basic skills in English, focussing on:
 - using effective teaching and learning strategies
 - employing effective assessment for learning and benefiting from its results in supporting all categories of students in lessons and written work
 - managing learning time to ensure better productivity
 - activating students' roles and boosting their self-confidence.
- Support students and consider their academic levels in school programmes, especially low achievers.
- Address the shortfall in human resources represented by a senior teacher for mathematics, and full maintenance of the school building.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- | | |
|---|---|
| <ul style="list-style-type: none">• The school's overall performance has improved from inadequate to satisfactory in all review aspects.• The self-evaluation is consistent with the school's situation, though benefiting from its results in strategic planning and its monitoring mechanisms are inconsistent. The self-evaluation failed to focus sufficiently on raising students' academic achievement and developing their basic skills, particularly in English. | <ul style="list-style-type: none">• The school clearly seeks to bring about some improvements; it enhances students' positive behaviour, meets their physical and moral personal needs and develops teachers' performance by implementing digital empowerment tools.• The impact of professional development and training programmes is better in some teachers' performances in the second cycle than in the third cycle, where their performances have varied. |
|---|---|

- The school's assessments of its performance, as provided in the Self-Evaluation Form (SEF), are consistent with the judgements reached by the review team in the majority of school work aspects.
- The school faces a number of challenges, including the number of new teachers,

especially for English and mathematics, the lack of a senior teacher for mathematics, the urgent need for maintenance of the school building, and the constant need to ensure safe dismissal of students.

Appendix: Characteristics of the school

Name of the school (Arabic)	الخليج العربي الابتدائية الإعدادية للبنات												
Name of the school (English)	Al-Khaleej Al-Arabi Primary Intermediate Girls												
Year of establishment	1980												
Address	Building 573, Road 1412, Block 914												
Town / Village / Governorate	Riffa / Southern												
School's Contacts	17663725			Fax			17650914						
School's e-mail	khaleej.in.g@moe.gov.bh												
School's website	-												
Age range of students	11-15 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	5-6				7-9				-				
Number of students	Boys		-		Girls		1,010		Total		1,010		
Students' social background	Most students are from middle income families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	4	3	11	8	8	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	20 administrative and 17 technical												
Number of teaching staff	103												
Curriculum	MoE												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	4 years												
External assessment and examinations	<ul style="list-style-type: none"> MoE examinations for the intermediate stage, Grades 5 and 6 mathematics and Grade 6 English. BQA national examinations. 												

Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments at the beginning of the current school year 2018-2019: <ul style="list-style-type: none"> - 2 Assistant Principals - 3 senior teachers, for Arabic, English and Islamic education departments - 18 teachers, including 2 for science, 4 for English and 3 for mathematics - 3 social counsellors, one of whom is a senior specialist.