



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

Directorate of Government Schools Reviews Short Review Report

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

**Date of Review: 11-12 and 14 February 2018
SG149-C3-R158**

Introduction

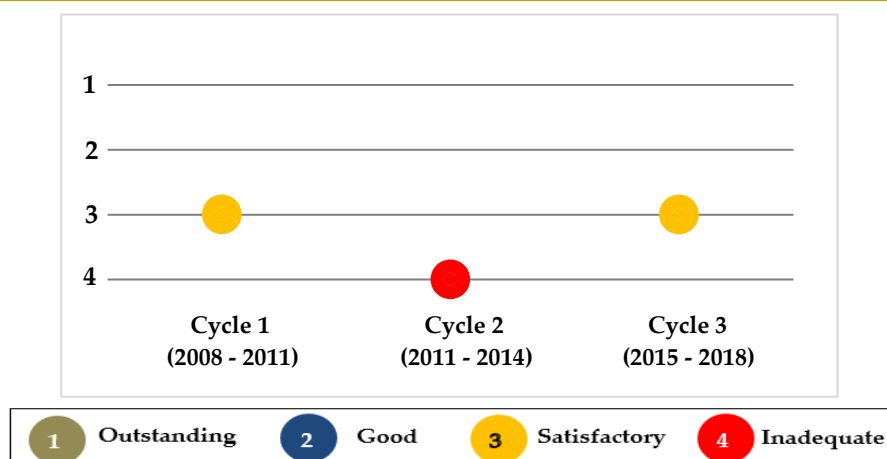
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

- | | |
|--|---|
| <ul style="list-style-type: none"> • The self-evaluation is comprehensive and the strategic planning includes clear performance indicators that are effective in terms of adequately developing the overall performance and gaining students' and parents' satisfaction, despite the short work span of the middle and higher leadership. • Teachers adequately use teaching and learning strategies and resources in almost two-thirds of the lessons, though this varies significantly in some lessons in terms of: <ul style="list-style-type: none"> - students' acquisition of basic skills | <ul style="list-style-type: none"> - learning time management - benefiting from assessment results in supporting all groups of students. • Most students demonstrate good behaviour and contribute to school life, especially in the various school committees and activities, though their self-confidence and ability to assume responsibility varies in lessons. • The school satisfactorily meets students' personal needs through adopting behaviour enhancement programmes and supporting autistic and disabled students. |
|--|---|

- The academic assistance provided to all groups of students is inconsistent, particularly that provided to low achievers in remedial programmes outside classrooms.

Main positive features

- The school leadership’s adequate awareness and vision, which contributes to the development of the different aspects of schoolwork to adequate levels.
- The support provided to students with disabilities, especially autistic students.
- The comprehensiveness of self-evaluation and benefiting from its results in updating the school plans according to development priorities, particularly those related to promoting students’ personal aspects and good behaviour.

Recommendations

- Secure the stability of the school leadership to ensure maintaining and developing performance, and address the shortfall in human resources represented by a senior teacher for class teaching and an excellence and talent specialist.
- Monitor the impact of professional development programmes on teachers’ performance, especially the new teachers.
- Utilise teaching and learning strategies in a way that ensures better:
 - development of basic skills in core subjects
 - productivity of learning time
 - use of assessment results in supporting all students
 - opportunities for students to contribute to lessons and develop their self-confidence and ability to assume responsibility.
- Further support all groups of students, especially low-achievers, in school programmes to meet their academic needs.

□ Capacity to improve ‘Satisfactory’

Judgement justifications

- All schoolwork aspects have developed from an inadequate level in the previous review to a satisfactory level in the current review.
- The self-evaluation is organised and comprehensive, and its results are adequately used in updating and monitoring the implementation of the school’s strategic plan.

- The school's assessments of most aspects, as provided in the Self-Evaluation Form (SEF), are consistent with the judgements reached by the review team. This shows the new leadership's awareness and clear vision in developing work aspects through adopting the principle of shared work and focusing on the recommendations of the previous review.
- The school is capable of introducing positive improvement in students'

awareness and controlling their actions.

- The school successfully overcomes the challenges it faces such as the lack of middle leadership for the Arabic, English and mathematics departments in previous periods, the class teacher that is recently needed and an excellence and talent specialist. There is also the need to constantly train new teachers.

Appendix: Characteristics of the school

Name of the school (Arabic)	الروضة الابتدائية للبنين													
Name of the school (English)	Al-Rawdha Primary Boys													
Year of establishment	1994													
Address	Building 2235, Road 831, Block 1208													
Town / Village / Governorate	Hamad Town/ Northern													
School's Contacts	17420684				Fax		17421301							
School's e-mail	rawdha.pr.b@moe.gov.bh													
School's website	-													
Age range of students	6-11 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-5				-				-					
Number of students	Boys		427		Girls		-		Total		427			
Students' social background	Most students belong to middle income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	3	3	3	3	3	-	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	11 administrative and 15 technical													
Number of teaching staff	39													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 months													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for Grades 4 and 5 mathematics • BQA National examinations
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • The rapidly repeated succession of the school leadership: <ul style="list-style-type: none"> - appointing a temporary school Principal in September 2017 for 3 months to replace the former Principal, who retired at the beginning of the current school year - appointing the current school Principal in December 2017 to replace the temporary Principal, who retired in November 2017. • New appointments in school year 2017-2018, namely: <ul style="list-style-type: none"> - senior teachers for Arabic, English and mathematics departments - senior teacher for class teaching, appointed at the beginning of school year but moved at the beginning of the second semester and not yet replaced - 5 teachers, including 1 for Arabic, 2 for English and 1 for class teaching - a social counsellor for Cycle 1 students.