



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

Directorate of Government Schools Reviews

Short Review Report

Askar Primary Intermediate Boys School
Askar – Southern Governorate
Kingdom of Bahrain

Date of Review: 27-29 November 2017
SG187-C3-R151

Introduction

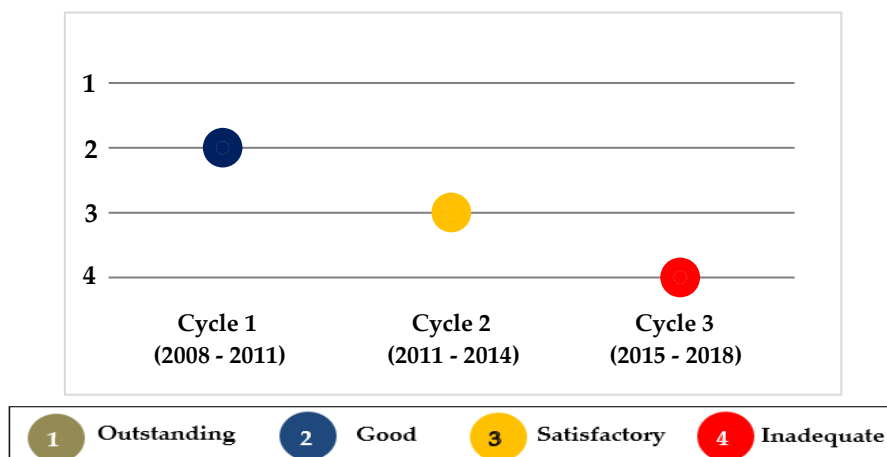
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed 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	4	4	-	4
	Students' personal development	4	4	-	4
Quality of processes	Teaching and learning	4	4	-	4
	Students' support and guidance	4	4	-	4
Quality assurance of outcomes and processes	Leadership, management and governance	4	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 strategic planning processes, including the self-evaluation, are weak and so are the school plans and their implementation and monitoring mechanisms.
- The teaching and learning strategies used by teachers in more than two-thirds of core subjects' lessons are ineffective, especially in English, with poor classroom and time management in some lessons. Motivation and encouragement of students is limited, with ineffective assessment techniques that do not meet students' academic needs.
- Students' acquisition of basic skills is below expected level, being in line with their poor levels in the inadequate lessons and low proficiency rates in core subjects, especially in Cycle 2 and the Intermediate Stage.
- Some students behave improperly, with limited motivation and self-confidence. They feel psychologically insecure due to the use of non-educational methods by some teachers, and there are a few cases of violence among them.
- A lack of educational support is provided to students of different abilities, with insufficient guidance programmes and extracurricular activities. However, students and parents are satisfied with the school's provision.

Main positive features

- None.

Recommendations:

- Seek prompt intervention by the relevant parties at the Ministry of Education (MoE), in order to:
 - support the school’s leadership in all self-evaluation and strategic planning processes in order to raise the overall performance
 - organise administrative work to ensure professional discipline by all school staff
 - address the shortfall in human resources represented by senior teachers for all departments, a learning resource specialist and a nurse.
- Carry out an accurate and comprehensive self-evaluation and benefit from its results in developing the strategic, action and departmental plans, incorporating accurate performance indicators and clear monitoring mechanisms.
- Raise students’ academic achievement levels and provide them with the basic skills in all subjects across all three cycles.
- Provide more effective programmes to raise professional competency and monitor their impact on the improvement of teaching and learning, focussing on:
 - use of effective teaching strategies
 - organised and productive management of lessons
 - use of effective assessment techniques, and benefiting from their results in meeting students’ different academic needs
 - development of students’ self-confidence and enhancement of their motivation to learn.
- Support students of different abilities and levels, academically and personally, in lessons and school programmes.

Capacity to improve ‘Inadequate’

Judgement justifications

- | | |
|--|--|
| <ul style="list-style-type: none">• The school is incapable of introducing sufficient improvements to raise its overall performance level in all aspects of schoolwork. All aspects have regressed to the inadequate grade, significantly so in students’ personal development and | <p>support and guidance which have fallen from ‘Good’ to ‘Inadequate’. What improvements have been made have focused on the school’s environment.</p> <ul style="list-style-type: none">• The strategic plan has failed to improve the overall performance, due to the |
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inaccurate performance indicators and limited self-evaluation. This negatively affects development of the action and departmental plans, which also require robust monitoring mechanisms.

- The school's evaluation grades of its real situation, as provided in the Self-Evaluation Form (SEF), are inconsistent with the judgements reached by the review team in all aspects.
- Professional development programmes are insufficient, and monitoring of their impact on most teachers' performance

is weak, the result of poor administrative organisation regarding professional discipline.

- The school's leadership is incapable of facing the existing challenges, the most important being students' poor basic skills and low motivation towards learning, the instability of senior leadership, and the shortfall in human resources represented by senior teachers for all core subjects, a learning-resource specialist and a nurse.

Appendix: Characteristics of the school

Name of the school (Arabic)	عسكر الابتدائية الإعدادية للبنين													
Name of the school (English)	Askar Primary Intermediate Boys													
Year of establishment	1953													
Address	Building 292, Road 5010, Block 950													
Town / Village / Governorate	Askar/ Southern													
School's Contacts	17830098				Fax				17830346					
School's e-mail	asker.in.b@moe.gov.bh													
School's website	-													
Age range of students	6-15 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				7-9				-					
Number of students	Boys		297		Girls		-		Total		297			
Students' social background	Most students are from good-income families.													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		1	1	1	1	1	1	1	1	1	-	-	-
Tracks	Grades		Distribution of classes on Tracks											
	Grade 10		-											
	Grade 11		-											
	Grade 12		-											
Number of administrative staff	6													
Number of teaching staff	30													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 years													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations in the Intermediate Stage, Cycle 2 mathematics and Grade 6 English. • BQA National Examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Appointed an Assistant School Principal in 2017-2018.