



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

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

**Omar Bin Al-Khattab Primary Intermediate Boys School  
Muharraq – Muharraq Governorate  
Kingdom of Bahrain**

**Date of Review: 26-28 March 2018  
SG115-C3-R171**

## Introduction

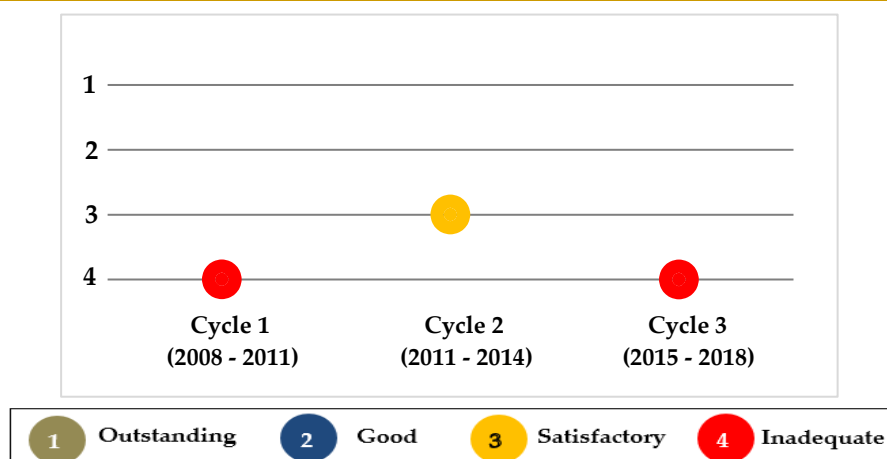
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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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	3	3	-	3
Quality of processes	Teaching and learning	4	4	-	4
	Students' support and guidance	3	3	-	3
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

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### 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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• The implementation and monitoring mechanisms of the school plans lack effectiveness and a focus on the main areas for improvement.</li> <li>• Students' basic skills in core subjects are weak, matching their inadequate standards in lessons and written work, particularly in English and mathematics. Their academic levels are in line with their low and very low proficiency rates in most subjects.</li> <li>• Teachers use ineffective teaching and learning strategies in more than one-third of the core subjects' lessons, mainly in English and mathematics. These lessons are negatively impacted by poor utilisation of time, lack of use</li> </ul> | <ul style="list-style-type: none"> <li>of assessment results in meeting students' different academic needs, and limited effectiveness of the academic support provided to students, particularly low achievers, in and outside of lessons. Marking of most written work is inaccurate.</li> <li>• Students' behaviour is good and they get along with each other in school life despite their multi-cultural backgrounds.</li> <li>• The school activities are appropriate, as they enhance students' experiences and interests. Students and their parents are satisfied with the school's provision.</li> </ul> |
|--|---|

## Main positive features

- Students' good behaviour and their good relationships with each other despite their multi-cultural backgrounds.
- The extracurricular activities that enhance most students' experiences and interests.

## Recommendations

- Make use of the self-evaluation results to develop the strategic and departmental plans, focussing on addressing areas for improvement and developing performance with accurate implementation and monitoring mechanisms.
- Raise students' academic achievement and develop their basic skills in all subjects, particularly in English and mathematics.
- Monitor the impact of teachers' professional development programmes on improving teaching and learning process, focussing on:
  - assessment for learning, using the results to meet the academic needs of all categories of students, and accuracy in marking students' written work
  - productive management of learning time in lessons
  - providing academic support to all students in lessons, written work and school programmes, especially the low achievers.
- Develop the school's facilities in order to accommodate the student numbers, and address the shortfall in human resources represented by senior teachers for Arabic, English and science, a second social worker, and a learning resources centre specialist, and the material resources represented by a gymnasium, a learning difficulties class and atelier and décor workshops.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• The school's performance has regressed from 'Satisfactory' in the last review to 'Inadequate' in most aspects, including its overall effectiveness and capacity to improve, and from good to satisfactory in the personal development aspect.</li><li>• The strategic and action plans do not focus on improvement and development priorities, and</li></ul> | <p>implementation and monitoring mechanisms are ineffective. This has limited the positive impact on improving schoolwork aspects.</p> <ul style="list-style-type: none"><li>• The impact of professional development programmes is limitedly showing in most teachers' performance, particularly in the inadequate lessons.</li></ul> |
|--|--|

- The school's evaluation of its performance provided in the Self-Evaluation Form (SEF) is not in line with the judgements reached by the review team in all aspects.
- The school faces a number of challenges, namely:
  - students' poor basic skills
  - the shortfall in middle leadership, the social guidance team and lack

- of a learning resources centre specialist
- lack of educational facilities such as a gymnasium, a learning-difficulties class, and atelier and décor workshops
- the number of toilets and classrooms is insufficient for the number of students.

## Appendix: Characteristics of the school

Name of the school (Arabic)	عمر بن الخطاب الابتدائية الإعدادية للبنين												
Name of the school (English)	Omar Bin Al-Khattab Primary Intermediate Boys												
Year of establishment	1951												
Address	Building 298, Sheikh Khalifa Bin Mohammad Avenue, Block 203												
Town / Village / Governorate	Al-Muharraq/ Al-Muharraq												
School's Contacts	17322436	17322485	Fax	17323858									
School's e-mail	omar.in.b@moe.gov.bh												
School's website	-												
Age range of students	12-15 years												
Grades (e.g. 1 to 12)	Primary			Middle				High					
	6			7-9				-					
Number of students	Boys	505			Girls	-			Total	505			
Students' social background	Most students are from limited to average income families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	4	4	4	4	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	4 administrative and 5 technicians												
Number of teaching staff	48												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	2 and a half years												

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE examinations for the Intermediate stage and Grade 6 mathematics and English.</li> <li>• BQA National examinations.</li> </ul>
<b>Accreditation (if applicable)</b>	-
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• New appointments in the school year 2017-2018: <ul style="list-style-type: none"> <li>- senior teacher for mathematics</li> <li>- nine teachers for core subjects: 4 for Arabic, 4 for English and 1 for science.</li> </ul> </li> </ul>