



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

Directorate of Government Schools Reviews Short Review Report

**Isa Town Primary Boys School
Isa Town - Central Governorate
Kingdom of Bahrain**

Date of Review: 8-10 April 2013

Table of Contents

The Directorate of Government Schools Reviews	1
Introduction	2
Characteristics of the school	2
Table of review judgements awarded	3
Review judgements	4
Overall effectiveness	4
The school's main strengths	5
Recommendations	6

The Directorate of Government Schools Reviews

The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for government schools about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

This review was conducted over three days, by a team of seven reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

School's name		Isa Town Primary Boys School												
School's type		Government												
Year of establishment		1970												
Age range of students		6-12 years												
Grades (e.g. 1 to 12)		Primary				Middle				High				
		1-6				-				-				
Number of students		Boys	533		Girls		-				Total	533		
Students' social background		Most students come from middle-income families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	2	2	2	2	5	8	-	-	-	-	-	-	
Town /Village		Isa Town												
Governorate		Central												
Number of administrative staff		11												
Number of teaching staff		55												
Curriculum		Ministry of Education												
Main language(s) of instruction		Arabic												
Principal's tenure		3 years												
External assessment and examinations		QQA national examinations												
Accreditation (if applicable)		-												
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented			Physical Disabilities			Learning Difficulties		
		64				51			-			77		
Major recent changes in the school		- Appointing an assistant school principal in the current academic year 2012-2013 - Changed the class-teacher's senior teacher, appointed a senior teacher for English and a senior teacher for social studies in the past academic year.												

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	-	-	3
Students' personal development	3	-	-	3
The quality and effectiveness of teaching and learning	3	-	-	3
The quality of the curriculum implementation	3	-	-	3
The quality of support and guidance for students	3	-	-	3
The quality and effectiveness of leadership, management and governance	3	-	-	3

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

- ☐ **How effective is the school in meeting the needs of students and their parents?**

Grade: 3 Satisfactory

The school's overall performance has changed from inadequate in the previous review in January 2010 to satisfactory in this review following two monitoring visits (MVs), achieving 'sufficient progress' in the second. This improvement is attributed to leaderships' awareness, with participatory decision making, planning and motivation of school members. Significant improvements are shown in the quality of provision, especially in meeting students' personal needs and supporting them when they face problems. This reflects significant improvement in students' behaviour, discipline and their participation in school life. Students' and parents' approval ratings of the school are satisfactory. However, despite relative improvement in school and national examination results in the past couple of years, students' competency rates in English basic skills remain low, as do assessment techniques, time management and support provided for low achieving students.

- ☐ **How strong is the school's capacity to improve?**

Grade: 3 Satisfactory

The school's capacity to develop and improve has changed from inadequate to satisfactory. This is due to leadership's awareness of the school's strengths and areas needing improvement. Rigorous self-evaluation is used to develop a strategic plan whose implementation is monitored regularly. The school, when determining work priorities, focuses on the recommendations of the previous review visit, MVs, and on the outcomes of performance discussions. Despite instability of the teaching and administrative staff in recent years, the school has made visible efforts to improve teachers' professional competence. This is supported by the external improvement team and the school's "Teaching for Learning" team, offering many workshops and reflecting positively on the school's overall performance. Improvements include some classroom educational practices, students' behaviour and the creation of an appropriate educational environment.

The school's main strengths

- Participatory planning and decision making, leadership's awareness of the school's strengths and areas needing improvement, and efforts to motivate teachers
- Improving students' behaviour, their participation in school life and their regular attendance
- Meeting students' personal needs and supporting them when they face problems.

Recommendations

In order to improve, the school should:

- raise students' competency rates in basic skills, especially in English
- implement effective teaching and learning strategies which consider:
 - applying effective assessment methods and using the findings to meet the different categories of students' learning needs in lessons and homework
 - supporting low achieving students in lessons
 - using time effectively to ensure achieving learning objectives.
- monitor more closely the impact of professional development programmes on lessons.