



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

Directorate of Government Schools Reviews

Short Review Report

**Al-Dair Primary Boys School
Al-Dair - Al-Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 4-6 October 2016

SG081-C3-R072

Introduction

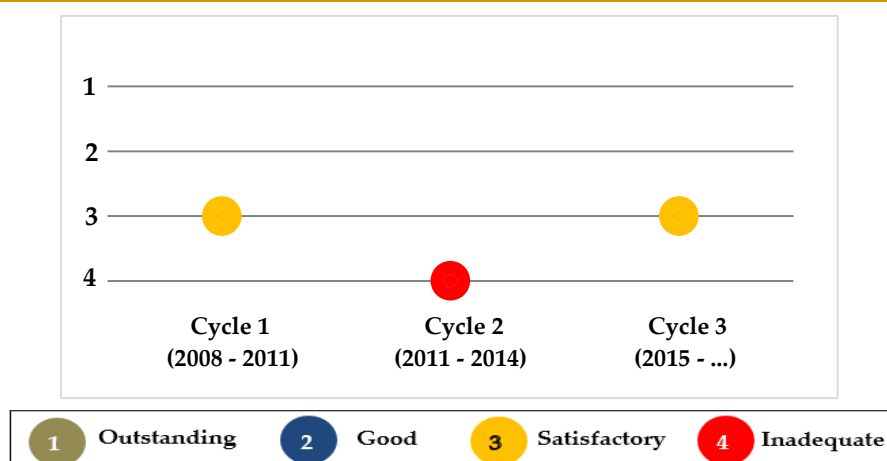
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	2	-	-	2
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

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| <ul style="list-style-type: none"> • The school's performance has improved from 'Inadequate' to 'Satisfactory' overall and in most aspects, while improving to 'Good' in the aspect of students' support and guidance. • The strategic plan includes performance indicators and focuses on raising the academic achievement and improving the teaching and learning processes. However, the implementation of the strategic plan is inconsistent in the educational practices. | <ul style="list-style-type: none"> • Students achieved high pass and proficiency rates in the school examinations in the first cycle and in all core subjects in Grade 4. These rates reflect the actual levels in good and outstanding lessons that form nearly a third of the lessons; however, these rates are not reflected in the remaining lessons, which are mostly satisfactory. • Most students demonstrate positive behaviour, adhere to school rules and policies and show respect to each other and to others' feelings. Behavioural problems are few, |
|--|--|

contributing to the students feeling emotionally secure.

- Implementation of teaching and learning strategies varies but they are mostly teacher-centred. Management of lessons by teachers in terms of productivity, employment of assessment methods and supporting students is satisfactory, especially for low achievers, which results in students' satisfactory acquisition of the basic skills in core subjects.
- The variety of extracurricular activities provided to students during the

school day and in the activity lessons enhance their experiences and interests effectively.

- Students personal needs are met by moral and financial support, as well as the effective support provided to the integration class students and students with speech difficulties.
- Links with local community institutions enrich and enhance the students' experiences. Both students and parents are satisfied with the school's provision.

Main positive features

- Students' demonstrate good behaviour and feel emotionally secure.
- Extracurricular activities are effective and satisfy students' different preferences and interests.
- Support programmes are provided to integration class students and to students with learning and speech difficulties.

Recommendations

- Further make use of self-evaluation results in developing the strategic plan, to ensure raising students' academic achievement and improving the quality of teaching and learning.
- Employ more efficient student-centred teaching and learning strategies, to ensure:
 - productive class management
 - providing students with the basic skills in core subjects
 - that effective assessment methods are used that contribute to supporting students; especially low achievers.
- Provide students with sufficient opportunities to develop their self-confidence and take responsibility for their own learning.
- Address the shortage in human resources represented in senior teachers in the second cycle, particularly for English.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The self-evaluation results are used inconsistently in the strategic planning in respect of raising students' academic achievement and improving teaching and learning.
- The school's overall performance has improved from 'Inadequate' to 'Satisfactory', mirrored in most review aspects but to 'Good' in students' support and guidance.
- The school is making clear efforts to introduce some improvements, such as enhancing the positive behaviour of most students, supporting special categories of students (integration class students and students with learning and speech difficulties) and developing teachers' performance through applying e-learning.
- The school faces a number of challenges, including variation in teachers' use of educational strategies, students' inconsistent acquisition of the basic skills, appointment of new class teachers, and the lack of senior teachers in the second cycle particularly for English.

Appendix: Characteristics of the school

Name of the school (Arabic)	الدير الابتدائية للبنين														
Name of the school (English)	Al-Dair Primary Boys														
Year of establishment	1979														
Address	Building 244 - Arados Street - Block 233														
Town /Village /Governorate	Al-Dair/ Al-Muharraq														
School's contacts	17323818	17470137	Fax		17320051										
School's e-mail	dair.pr.b@moe.gov.bh														
School's website	https://webmail.moe.gov.bh/owa														
Age range of students	6-10 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1-4				-				-						
Number of students	Boys	534				Girls	-				Total	534			
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	5	4	4	-	-	-	-	-	-	-	-		
Tracks	Grades	Distribution of classes on Tracks													
	Grade 10	-													
	Grade 11	-													
	Grade 12	-													
Number of administrative staff	8 administrative, 10 technical														
Number of teaching staff	49														
Curriculum	Ministry of Education (MoE)														
Main language(s) of instruction	Arabic														
Principal's tenure in the school	5 years														

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations in Grade 4 mathematics. • BQA National Examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Appointment of three teachers, Arabic and class teachers, in the academic year 2015-2016. • Appointment of two new class teachers in the current academic year 2016-2017.