



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

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

**Al-Dheya Primary Boys School  
A'ali - Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 6-8 April 2015  
SG090-C3-R003**

## Introduction

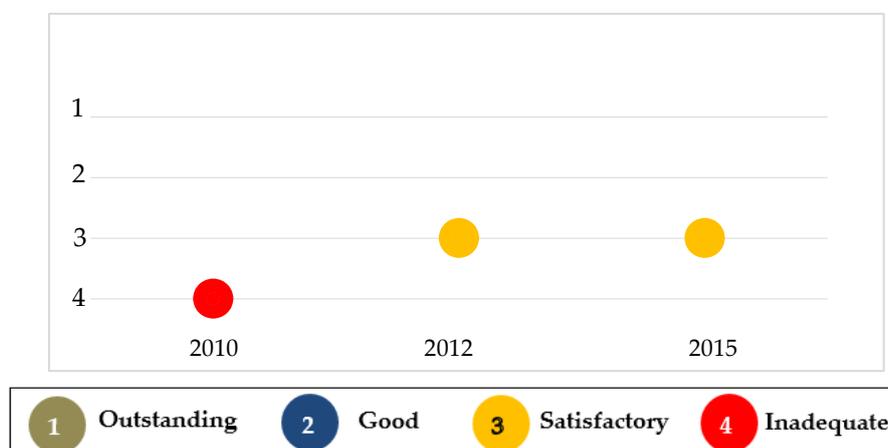
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, 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

<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	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

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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 'Satisfactory'

#### Judgement justifications

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• The school's performance is appropriate in all review aspects.</li> <li>• Effectiveness of strategic planning is erratic, particularly regarding the comprehensiveness of self-evaluation and the use of its results for improvements, and monitoring the impact of professional development programmes on teachers' performance in lessons.</li> <li>• Students' acquisition of basic skills in core subjects is satisfactory, whereas their English skills are inadequate.</li> <li>• Despite the use of various teaching and learning strategies, their</li> </ul> | <ul style="list-style-type: none"> <li>effectiveness is inconsistent and time management is erratic.</li> <li>• Implementation of assessment methods and use of their results to support the different categories of students varies. This reflects as satisfactory on outstanding students, and to a lesser extent on low achievers.</li> <li>• Students' participation in lessons, assuming roles and developing self-confidence, is erratic.</li> <li>• Students with learning difficulties make good progress in the programme provided, and support is available for those with disabilities.</li> </ul> |
|--|---|

- Students participate appropriately in extra-curricular activities and work in harmony with each other.
- Despite the low response from parents in the electronic online questionnaire,

those who responded and most students are satisfied with the school's provision.

### **Main positive features**

- The progress achieved by students with learning difficulties in the programme provided, and the support available for those with physical disability.
- Students' appropriate participation in the extra-curricular activities.

### **Recommendations**

- Implement more rigorous self-evaluation and use its results to improve the overall performance of the school.
- Raise students' academic achievement and develop their basic skills in core subjects, particularly in English.
- Follow up the impact of professional development programmes to improve the quality of teaching and learning strategies, to focus on:
  - providing educational support to all groups of students, particularly low achievers
  - productive time management
  - students assuming effective roles and developing their self-confidence
  - implementing effective assessment techniques and using the results in planning and modifying teaching to cater for all students' different learning needs.

### **□ Capacity to improve 'Satisfactory'**

#### **Judgement justifications**

- The strategic plan has success indicators and its effectiveness is satisfactorily reflected in the overall performance.
- Self-evaluation is inconsistent, particularly concerning class observations.

- Progress made by students in lessons in core subjects and in their written work is at the expected level.
- Students' acquisition of basic skills in core subjects is inconsistent, except for English which is inadequate, particularly in their writing skills.

- The effectiveness of implementing teaching and learning strategies varies, despite the stability of the staff at school.
- The school faces challenges through the short period of time that students remain at school, where half of them

change every year. The school is working appropriately on facing such challenges, using diagnostic tests and tracking students' progress individually during their stay at the school.

## Appendix: Characteristics of the school

Name of the school (Arabic)	الضياء الابتدائية للبنين														
Name of the school (English)	Al-Dheya Primary Boys School														
Year of establishment	2004														
Address	Building 1590 - Road 3445 - Aali 734														
Town /Village / Governorate	Aali - Northern														
School's Contacts	17642297				Fax				17640753						
School's e-mail	deyaprb@moe.gov.bh														
School's website	-														
Age range of students	11-12 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	5-6				-				-						
Number of students	Boys	309				Girls	-				Total	309			
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	-	-	-	-	5	5	-	-	-	-	-	-		
Number of administrative staff	7														
Number of teaching staff	30														
Curriculum	Ministry of Education (MoE)														
Main language(s) of instruction	Arabic														
Principal's tenure in the school	4 years														
External assessment and examinations	QQA's National examinations														
Accreditation (if applicable)	-														
Major recent changes in the school	<ul style="list-style-type: none"> <li>Appointment of an assistant principal in 2014/2015.</li> </ul>														