



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

Directorate of Government Schools Reviews

Short Review Report

**Al-Khaleej Al-Arabi Primary Intermediate Girls
School
Riffa - Southern Governorate
Kingdom of Bahrain**

Date of Review: 29 September – 1 October 2014
SG186-C2-R192

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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 nine 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		Al-Khaleej Al-Arabi Primary Intermediate Girls School															
School's type		Government															
Year of establishment		1980															
Age range of students		11-15 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		5-6				7-9				-							
Number of students		Boys	-	Girls	974				Total	974							
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	-	-	-	-	4	4	8	8	7	-	-	-				
Town /Village		Riffa															
Governorate		Southern															
Number of administrative staff		14 administrative, 21 technicians															
Number of teaching staff		99															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		5 years															
External assessment and examinations		MoE examinations and 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			
		137				49				2				31 + (12 in merged class)			
Major recent changes in the school		<ul style="list-style-type: none"> • Main changes in 2014-2015: <ul style="list-style-type: none"> - a new principal on the third day of the review - 2 new assistant principals - adding Grades 5 and 6, comprising 223 students - 31 new teachers, 7 in core subjects. 															

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	4: Inadequate			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	4	4	-	4
Students' personal development	4	4	-	4
The quality and effectiveness of teaching and learning	4	4	-	4
The quality of the curriculum implementation	4	4	-	4
The quality of support and guidance for students	4	4	-	4
The quality and effectiveness of leadership, management and governance	4	4	-	4

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: 4 Inadequate

Al-Khaleej Al-Arabi Intermediate Girls School's overall effectiveness has changed from 'satisfactory' in the 2010 review to 'inadequate' this time, after being transformed into a primary intermediate school. Students' progress in almost half of the lessons observed is inadequate, attributed to students' low basic skills in Arabic, English, and science in cycle 3 and in Grade 6. Ineffective professional development programmes impact on teaching and learning and poor classroom management. Assessment techniques for learning are weak, plans and support programmes for all categories of students are missing, and few opportunities are offered to enhance students' self-confidence. Self-evaluation is neither accurate nor comprehensive and does not focus on improvement priorities in planning, particularly in raising proficiency rates in core subjects in cycle 3. Students show appropriate understanding of Bahrain's heritage and culture. Students and parents are satisfied with the school's provision.

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

Grade: 4 Inadequate

The capacity to improve has changed from 'satisfactory' in the previous review to 'inadequate' this time. This is attributed to lack of comprehensive self-evaluation, which negatively impacts work prioritisation and setting the strategic plan, particularly relating to improving students' academic achievement, raising pass and proficiency rates, and students' personal development. Follow up of professional development programmes' impact on teachers' performance is weak. Challenges include 31 new teachers, being one-third of the total number, and enrolment of students from other schools into the recently created Grades 5 and 6, shortage in middle management for science and mathematics, and changes in senior leadership.

Follow up of the previous review recommendations is not accurate. All these factors affect overall performance and prevent the school from achieving the expected improvements.

The school's main strengths

- Majority of students act maturely and responsibly outside classes.

Recommendations

In order to improve, the school should:

- raise students' academic achievement and develop their basic skills in core subjects in the two cycles
- implement rigorous self-evaluation, using the results to identify work priorities and develop the strategic plan
- follow up the impact of professional development programmes on improving teaching and learning strategies, to include:
 - using assessment for learning
 - effective and productive classroom management
 - offering students more opportunities to participate in lessons and assume leadership roles, thereby developing their self-confidence.
- support the different categories of students to meet their educational needs in lessons, programmes and school activities
- address the shortage in human resources, including senior teachers for mathematics and science.