



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

# Directorate of Government Schools Reviews Short Review Report

**Safra Primary Intermediate Boys School  
Safra – Southern Governorate  
Kingdom of Bahrain**

**Date of Review: 6-8 November 2017**  
SG105-C3-R141

## Introduction

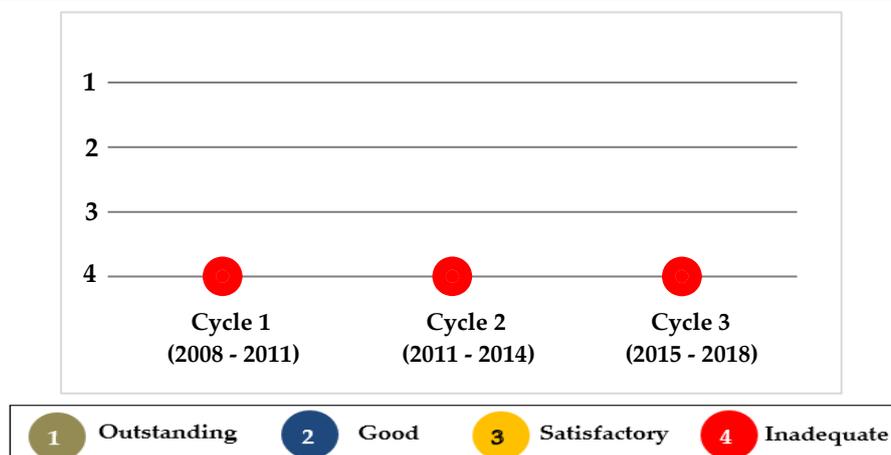
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	4	4	-	4
	Students' personal development	4	4	-	4
Quality of processes	Teaching and learning	4	4	-	4
	Students' support and guidance	4	4	-	4
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

---

## 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

- The school has retained its inadequate overall performance over the three review cycles. This is due to the ineffectiveness of the strategic planning processes, including the self-evaluation, and the lack of focus on development priorities alongside the weakness of monitoring mechanisms, especially in relation to academic achievement and teaching and learning.
- The utilisation of teaching and learning strategies is inadequate in more than half of the core subjects' lessons. These are teacher-centred, particularly in English lessons in general and most mathematics and science lessons in the second cycle and Intermediate Stage.
- Class management is poor in terms of organisation, learning time management and failure of assessments to meet students' academic needs.
- Students have low proficiency rates and poor basic skills, especially in the second cycle and Intermediate Stage.
- Students' motivation towards learning is low, with poor self-confidence and limited enthusiasm for participating in lessons. However, the majority behave

well and embrace the citizenship values which the school clearly enhances through various programmes and efforts.

- Poor academic support is provided to all groups of students in lessons and school programmes.

- The school adequately communicates with the local community. Students and parents are satisfied with the school's provision.

## **Main positive features**

- The citizenship and moral values development programmes provided to students, contributing to most of them behaving well.
- The adequate communication with local community institutions.

## **Recommendations**

- Provide the necessary support from the relevant parties at Ministry of Education (MoE) to support the management efforts, to ensure the development of the school's overall performance and the implementation of an accurate and comprehensive self-evaluation while benefiting from its results to develop a strategic plan that focuses on improvement priorities and includes clear performance indicators, followed by accurate monitoring mechanisms.
- Raise students' academic achievement and develop their basic skills.
- Monitor the impact of teachers' professional development programmes on improvement of teaching and learning processes, to include:
  - utilisation of effective teaching and learning strategies
  - managing learning time in an organised and productive manner
  - assessment for learning, and benefiting from its results to meet all students' educational needs
  - development of students' self-confidence, as well as motivating and encouraging them towards learning.
- Support all groups of students in and outside lessons.
- Address the shortfall in human resources represented by senior teachers for core subjects, a class teacher and a social guidance specialist.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

- The school appears unable to bring about sufficient improvements to raise its overall performance – over the three reviews – in all aspects of schoolwork, except for some programmes that focus on students' positive behaviour and improvement of the school environment.
  - The self-evaluation processes are weak, inaccurate and are not comprehensive. This negatively impacts on the development of the strategic plan, which does not equate with the school's real situation.
  - Monitoring of the impact of professional development programmes on teachers' performance is insufficient, thus impacting on students' achievements which are inadequate in most core subjects' lessons.
- The school faces many challenges, most importantly:
    - students' poor basic skills in all core subjects
    - low motivation of some students towards learning
    - instability of teaching staff
    - the high number of non-native speakers of Arabic, who need support and assistance
    - the shortfall in human resources represented by senior teachers for all core subjects and a social guidance specialist.
  - There is inconsistency between the school's evaluation of its real situation, as provided in the self-evaluation form, and the judgements reached by the review team.

## Appendix: Characteristics of the school

Name of the school (Arabic)	سافرة الابتدائية الإعدادية للبنين													
Name of the school (English)	Safra Primary Intermediate Boys													
Year of establishment	1999													
Address	Building 1975, Road 4438, Block 944													
Town / Village / Governorate	Safra/ Southern													
School's Contacts	17750876				Fax		17750877							
School's e-mail	safra.in.b@moe.gov.bh													
School's website	-													
Age range of students	6-15 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				7-9				-					
Number of students	Boys		536			Girls		-			Total		536	
Students' social background	Most students are from limited and middle income families													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		3	3	2	3	2	2	2	2	2	-	-	-
Number of administrative staff	9													
Number of teaching staff	51													
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"> <li>MoE examinations for the Intermediate Stage, second cycle mathematics and Grade 6 English.</li> <li>BQA national examinations.</li> </ul>													
Accreditation (if applicable)	-													

**Major recent changes in the school**

- Appointment of 22 new teachers throughout the academic year 2017-2018, including 6 for class teacher system, 5 for Arabic, 1 for mathematics and 2 for science.