



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

Directorate of Government Schools Reviews Short Review Report

Confidential

**Al-Khwarizmi Primary Boys School
Arad - Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 8-10 April 2013

SG080-C2-R099

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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		Al-Khwarizmi Primary Boys School											
School's type		Government											
Year of establishment		1994											
Age range of students		6-11											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-5				-				-			
Number of students		Boys	435	Girls	-				Total	435			
Students' social background		Most students come from high-income families.											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	3	3	3	4	-	-	-	-	-	-	-
Town /Village		Arad											
Governorate		Muharraq											
Number of administrative staff		6 administrative and 19 technicians											
Number of teaching staff		43											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		2 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	
		204				94			7			40	
Major recent changes in the school		<ul style="list-style-type: none"> The school joined the improvement projects in the current academic year 2012-2013. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	1: Outstanding			
The school's capacity to improve	1: Outstanding			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	1	-	-	1
Students' personal development	1	-	-	1
The quality and effectiveness of teaching and learning	1	-	-	1
The quality of the curriculum implementation	1	-	-	1
The quality of support and guidance for students	1	-	-	1
The quality and effectiveness of leadership, management and governance	1	-	-	1

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: 1 Outstanding

Overall effectiveness of the school has changed from satisfactory in the previous review in October 2009 to outstanding this time. The school's ambitious leadership and cooperation with stakeholders has greatly improved all aspects of school work through strategic planning based on rigorous self-evaluation. Students show outstanding ability to take responsibility, assume leadership roles inside and outside classrooms and achieve exceptional levels of performance in both school and national examinations in all subjects. This is attributed to varied, effective teaching and learning strategies, enrichment of the curriculum with extra-curricular activities and the strong support provided for students, especially merged-class students and those with learning difficulties. Students' and parents' are very satisfied, appreciating the outstanding services offered by the school.

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

Grade: 1 Outstanding

The school's capacity to develop and improve has changed from good in the previous review to outstanding. This is attributed to effective strategic planning based on rigorous self-evaluation which determines the main priorities. These reflect in the school's operational plans and educational practices. The school's senior and middle leadership are effective and skilful, clearly reflected in preparing outstanding leaders among the staff to constitute a second leadership line and professionally developing the teaching staff through the "Time is an Investment" project; this inspires and encourages initiative and team-working in an educational environment where all facilities are deployed optimally. The school offers many ambitious programmes and supports creative students' work in order to achieve desired progress, sustain outstanding performance and develop students both personally and academically.

The school's main strengths

- Rigorous self-evaluation and analysis in setting the strategic plan
- Students' outstanding ability to take responsibility and assume leadership roles inside and outside the classrooms
- The use of varied, effective teaching strategies that enable students' to achieve competency in basic skills and maintain their high performance levels in all core subjects
- Outstanding extra-curricular programmes and activities which enrich the curriculum and enhance the experiences of the different categories of students
- Outstanding, consistent support programmes that meet students' personal and educational needs and the exemplary support provided for merged-class students and those with learning difficulties.

Recommendations

In order to improve, the school should:

- spread outstanding practices within the school and among educational institutes in Bahrain, thereby sustaining outstanding performance and enhancing learning outcomes.