



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

Directorate of Government Schools Reviews Short Review Report

**Abu Al Aala Al Maari Primary Boys School
Muharraq - Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 6-8 May 2013

SG130-C2-R111

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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		Abu Al Aala Al Maari Primary Boys School											
School's type		Government											
Year of establishment		1968											
Age range of students		6 -12 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1- 6				-				-			
Number of students		Boys	388	Girls	-				Total	388			
Students' social background		Most students belong to average & limited income families.											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	2	2	2	2	2	2	-	-	-	-	-	-
Town /Village		Muharraq											
Governorate		Muharraq											
Number of administrative staff		6											
Number of teaching staff		35											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		3 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	
		138				60			1			26	
Major recent changes in the school		<ul style="list-style-type: none"> • In 2012-2013 a new assistant principal has been appointed • The school joined the schools' improvement project • The numbers of students increased, especially in the second cycle. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	2 : Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	-	-	3
Students' personal development	2	-	-	2
The quality and effectiveness of teaching and learning	3	-	-	3
The quality of the curriculum implementation	2	-	-	2
The quality of support and guidance for students	2	-	-	2
The quality and effectiveness of leadership, management and governance	2	-	-	2

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: 3 Satisfactory

The school's satisfactory performance in this review matches that in April 2010, with aspects such as students' personal development and curriculum enrichment and implementation being good. Performance is improved through a strategic plan based on comprehensive self-evaluation and through continuous motivation of staff. This reflects in students' self-confidence, their enthusiastic contribution in events, level of awareness and feeling safe and secure. Also beneficial are support and guidance programmes and communication with parents. In general, students achieve varying proficiency in core subjects, with levels in mathematics being low as a result of inconsistent learning support, particularly for low achievers. More use should be made of assessment results to inform learning and challenge students' abilities in lessons and homework. The school has good satisfaction from students and parents.

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

Grade: 2 Good

The school's capacity to improve has changed from satisfactory in the previous review to good this time. The leadership is very aware of its strengths and areas for improvement, resulting from a rigorous and comprehensive self-evaluation, on which the strategic plan is based, on operational departmental plans and from previous review recommendations. These all set clear improvement priorities. There is a team spirit and atmosphere of cooperation in the school, with improving performance in students' self-evaluation and curriculum enrichment. All of this assures the school is capable of facing challenges represented in inconsistent students' academic achievement, varying performance by some teachers and shortage of senior teachers in core subjects.

The school's main strengths

- The school's strategic plan is based on rigorous and comprehensive self-evaluation according to improvement priorities, motivating and encouraging school staff
- Most students are self-confident, act maturely and feel safe and secure
- Extra-curricular activities, orientation and communications programmes, learning support programme, and helping students when they face problems.

Recommendations

In order to improve, the school should:

- improve students' academic achievement in core subjects
- develop teaching and learning, with a focus on:
 - developing students basic skills, particularly mathematics
 - use of assessment results to meet the learning needs of students, particularly low achievers
 - challenge students' abilities in lessons and homework and develop critical thinking skills and problems solving.
- meet the shortage in staff represented by: senior teachers for core subjects, and class teaching and a learning resource centre specialist and correct the shortage in facilities, such as a science laboratory.