



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

Directorate of Government Schools Reviews

Short Review Report

**Abufiras Alhamadani Primary Boys School
Al-Muharraq - Al-Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 29 September - 1 October 2014

SG181-C2-R191

Table of Contents

Directorate of Government Schools Reviews	1
Introduction	2
Characteristics of the school	2
Table of review judgements awarded	4
Review judgements	5
Overall effectiveness	5
The school's main strengths	6
Recommendations	7

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 five 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		Abufiras Alhamadani Primary Boys School												
School's type		Government												
Year of establishment		1968												
Age range of students		7-9 years												
Grades (e.g. 1 to 12)		Primary				Middle				High				
		1-3				-				-				
Number of students		Boys	346	Girls	-				Total	346				
Students' social background		Most students come from average-income families												
Classes per grade		Grade	1	2	3	4	5	6	7	8	9	10	11	12
		Classes	3	3	3	-	-	-	-	-	-	-	-	-
Town /Village		Al-Muharraq												
Governorate		Al-Muharraq												
Number of administrative staff		13												
Number of teaching staff		31												
Curriculum		Ministry of Education (MoE)												
Main language(s) of instruction		Arabic												
Principal's tenure		1 year												
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		
		175				17			1			27		

Major recent changes in the school	<ul style="list-style-type: none">• New appointments in 2014-2015:<ul style="list-style-type: none">- school principal- an assistant principal.• Changes in 2013-2014:<ul style="list-style-type: none">- class density increased by 13% as a result of merging a group of students from Abu Obieda Bin Al Jarrah Primary Boys School- appointed 5 new teachers, most of which are for class teaching.
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Table of review judgements awarded

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

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

Overall effectiveness is 'satisfactory', matching the May 2010 review. All aspects are satisfactory, attributed to inconsistent self-evaluation that adversely impacts constructing the strategic plan, which also contains unclear performance indicators. The plan is inaccurately followed up, as is the impact of professional development programmes which shows in teachers' performance. Teaching and learning processes are inconsistent, as is class management, educational support offered to students, particularly low achievers, and the use of assessment for learning. Students' acquisition of basic skills in all subjects is varied, especially in science. The school makes efforts to develop citizenship and belonging among students, induct new students to easily settle in school, and support those whose mother tongue is not Arabic. Students and parents are satisfied with the school's performance.

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

Grade: 3 satisfactory

The school's capacity to improve has changed from 'good' in the May 2010 review to 'satisfactory' this time, due to its inability to identify work priorities adequately. The school's management operations, including self-evaluation, strategic and action planning are inconsistent. This impacts areas of school work, particularly students' academic achievement and teaching and learning. The school faces some challenges, such as a shortage in staffing levels, including senior teachers for both class teaching and English and a speech specialist. New class teachers and student density in classes also prevents the school from achieving better performance, though programmes to promote students' behaviour and a variety of communication channels with them and their parents are effective.

The school's main strengths

- Induction programmes that help new students settle in school easily
- Promoting students' sense of citizenship and belonging
- The effective programme for students whose mother tongue is not Arabic.

Recommendations

In order to improve, the school should:

- implement a comprehensive and rigorous self-evaluation, using the results to restructure the strategic plan to include accurate performance indicators with following up mechanisms
- develop teaching and learning strategies, focusing on:
 - productive classroom management
 - students' better acquisition of basic skills in all subjects, particularly in science
 - providing educational support to all categories of students, particularly low achievers
 - using assessment results to meet students' different needs
 - planned link across subjects.
- follow up the impact of professional development programmes on teachers' performance
- address the shortage in human resources, including senior teachers for both English and class teaching, and speech and learning resources centre specialists.