



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

**Directorate of Government Schools
Reviews
Short Review Report**

**Al-Imam Al-Tabary Primary Boys School
Isa Town - Central Governorate
Kingdom of Bahrain**

**Date of Review: 28-30 April 2014
SG076-C2-R179**

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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 six 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-Imam Al-Tabary Primary Boys School															
School's type		Government															
Year of establishment		1989															
Age range of students		11-12 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		5-6				-				-							
Number of students		Boys	601	Girls	-				Total	601							
Students' social background		Most students come from medium-income families															
Classes per grade		Grade	1	2	3	4	5	6	7	8	9	10	11	12			
		Classes	-	-	-	-	5	14	-	-	-	-	-	-			
Town /Village		Isa Town															
Governorate		Central															
Number of administrative staff		8 administrative and 7 technicians															
Number of teaching staff		43															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		7 months															
External assessment and examinations		MoE English examination for Grade 6 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			
		112				38				-				56			
Major recent changes in the school		<ul style="list-style-type: none"> • Annual retention rate of students is 82% • 6 additional classrooms have been provided. 															

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
Students' personal development	4	-	-	4
The quality and effectiveness of teaching and learning	4	-	-	4
The quality of the curriculum implementation	4	-	-	4
The quality of support and guidance for students	4	-	-	4
The quality and effectiveness of leadership, management and governance	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

Overall performance has changed from 'Satisfactory' in the December 2009 review to 'Inadequate' this time. All review aspects are inadequate, attributed to the low standard of students' acquisition of basic skills in all subjects, their limited awareness of their rights and duties, and misbehaviour. Their participation in school life is weak, with few guidance and support programmes available. Most teachers' performance in controlling and managing students' behaviour is also weak, with assessment techniques during lessons and their enrichment of the curriculum being ineffective. The strategic plan is not accurately based on self-evaluation, does not focus on the school's main weaknesses, and lacks clear implementation and follow up mechanisms, but it does impact on students' regular attendance. Parents and students 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. The school evaluates its performance, but inaccurately identifies improvement priorities in its strategic plan, with insufficient implementation procedures and follow up mechanisms. It does focus on raising students' attendance rates and makes efforts to reduce misbehaviour, but does not focus on how to correct this misbehaviour to ensure students' safety. Leadership meets teachers' professional needs through lectures and workshops, but does not set clear mechanisms to follow up their impact on teaching and learning. Middle management shortages, their low performance, and the constant change in staff, adversely influence students' academic and personal development and standards. Students' low achievement and misbehaviour are obvious, requiring immediate external intervention.

The school's main strengths

- Students' regular attendance at school.

Recommendations

In order to improve, the school should:

- obtain immediate external support to manage misbehaviour and ensure students' personal and psychological safety and security
- utilise self-evaluation findings in developing the strategic plan, focusing on improving the teaching and learning process, raising students' achievement and modifying their behaviour
- raise students' academic achievement in all core subjects
- ensure the impact of professional development programmes in developing teaching and learning strategies, to include:
 - utilisation of assessment results to support students of all categories and meet their different educational needs
 - productive class and time management
 - provision of opportunities for students to participate in lessons, promoting their self-confidence and ability to take responsibility.
- address the shortage in human resources represented by mathematics and science senior teachers and a second social worker.