



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

Directorate of Government Schools Reviews

Short Review Report

**Al-Imam Ali Primary Intermediate Boys School
Al-Ma'amir - Capital Governorate
Kingdom of Bahrain**

Date of Review: 17-19 April 2017

SG077-C3-R117

Introduction

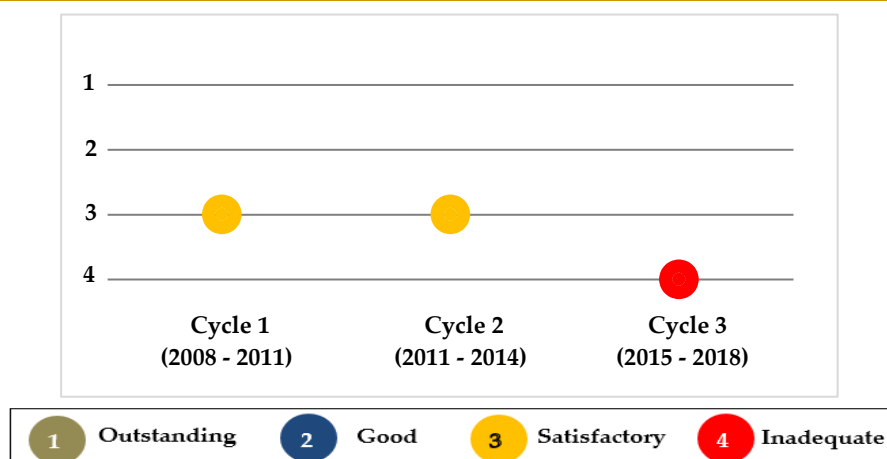
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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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

- | | |
|---|---|
| <ul style="list-style-type: none"> • Strategic planning processes are poor, including self-evaluation, with a lack of focus on development and improvement priorities in the school plans. Insufficient efforts are made in terms of implementation and monitoring mechanisms, which are poor and ineffective. All this has caused a decline in performance in all reviewed aspects, which are inadequate. • Implementation of teaching and learning strategies is ineffective and teacher-centred, being inadequate in almost half the lessons of core subjects. This is concentrated in most lessons of the | <ul style="list-style-type: none"> Intermediate Stage and Cycle 2 of the Primary Stage. • Class and time management are poor in most lessons, and assessment is inadequate in terms of meeting the educational needs of all groups of students. • The basic skills of most students in the Intermediate Stage and Cycle 2 are weak, particularly in English and mathematics, which adversely affects their standards in lessons. • Students' lack self-confidence and enthusiasm to participate in curricular and extracurricular activities, with a low motivation to learn. |
|---|---|

- Ineffective educational support is provided in lessons and school programmes to all groups of students, particularly the low achievers.
- Students and parents are satisfied with the school's provision.

Main positive features

- Appropriate support is provided to students with disabilities.

Recommendations

- The intervention by the relevant parties in the MoE, to support administrative efforts in order to ensure the improvement of the school's overall performance, conduct accurate and comprehensive self-evaluation and use its results in developing the strategic plan while focusing on improvement priorities and defining clear performance indicators and accurate monitoring mechanisms.
- Improve students' academic achievement, particularly in Cycle 2 and Cycle 3 mathematics, and develop their basic skills in core subjects, particularly in English.
- Monitor the impact of teachers' professional development programmes on the development of teaching and learning strategies, to include:
 - organised and productive class management
 - implementing assessment for learning and using the results to meet the educational needs of all groups of students
 - developing students' self-confidence, motivating and encouraging them to increase their interest to learn.
- Support all groups of students, both in and out of lessons and in written work, and conduct effective school activities to enhance students' learning experiences and varied interests.
- Address the shortage in human resources, represented by senior teachers for the mathematics and class teaching, and complete the social guidance staff to be in line with the number of students.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school's performance has declined from satisfactory to inadequate in the areas of academic achievement and teaching and learning, and from good to inadequate in the areas of students' personal development, support and

guidance, and leadership, management and governance.

- Self-evaluation processes are poor and inaccurate in defining school work priorities. This adversely affects the development of the strategic plan and results in the declined performance and failure to achieve the desired development, other than the improvements to the school environment.
 - Monitoring the impact of professional development programmes on teachers' performance is inadequate, negatively affecting students' achievement which itself is inadequate in almost half the lessons of core subjects.
- Many challenges are encountered by the school, mainly:
 - weak basic skills of the majority of students in most core subjects
 - students' low motivation to learn
 - shortage in human resources represented by senior teachers for mathematics and class teaching, and insufficient number of specialists in the social guidance department when compared to the number of students.
 - The school's judgements as provided in the self-evaluation form are inconsistent with the judgements reached by the review team, by a rate of two points difference in all aspects of school work.

Appendix: Characteristics of the school

Name of the school (Arabic)	الإمام علي الابتدائية الإعدادية للبنين														
Name of the school (English)	Al-Imam Ali Primary Intermediate Boys														
Year of establishment	1989														
Address	Building 368 - Road 3405 - Block 634														
Town / Village / Governorate	Al-Ma'amir/ Capital														
School's Contacts	17701682	17701632	Fax		17700778										
School's e-mail	alimamali.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	707				Girls	-				Total	707			
Students' social background	Most students come from 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	4	4	4	-	-	-		
Tracks	Grades	Distribution of classes on Tracks													
	Grade 10	-													
	Grade 11	-													
	Grade 12	-													
Number of administrative staff	14														
Number of teaching staff	57														
Curriculum	Ministry of Education (MoE)														
Main language(s) of instruction	Arabic														
Principal's tenure in the school	2 years														

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations in Cycle 2 mathematics and Grade 6 English and Cycle 3 • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Two Assistant Principals appointed in the school year 2015-2016.