



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 Maamoon Primary Boys School
Manama - Capital Governorate
Kingdom of Bahrain**

Date of Review: 22-24 April 2013

SG203-C2-R106

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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 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 Maamoon Primary Boys School													
School's type		Government													
Year of establishment		1957													
Age range of students		6-11 years													
Grades (e.g. 1 to 12)		Primary				Middle				High					
		1-5				-				-					
Number of students		Boys	210	Girls	-	Total		210							
Students' social background		The majority of the students belong to families with middle to low-incomes.													
Classes per grade		Grade		1	2	3	4	5	6	7	8	9	10	11	12
		Classes		2	2	2	2	2	-	-	-	-	-	-	-
Town /Village		Manama													
Governorate		Capital													
Number of administrative staff		8 administrators and 2 technicians													
Number of teaching staff		21													
Curriculum		Ministry of Education (MoE)													
Main language(s) of instruction		Arabic													
Principal's tenure		One semester													
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							
		52		8		-		9 merged students & 87 learning difficulties							

Major recent changes in the school	<ul style="list-style-type: none">• The school's re-opening in the academic year 2010-2011 after being closed for four years• The change of the school's principal annually over the past three years.
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Provisional

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	3	-	-	3
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	3	-	-	3
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

The overall effectiveness of the school is judged inadequate. It is so in most areas apart from support and guidance, and students' personal development which are satisfactory. Despite the efforts of the school in building bridges to improve communication with students and their parents, to support them and to ensure harmony within social diversity, these have had insufficient impact. However there is limited impact of the school-based programmes for non-native Arabic speakers, who form more than half of the student population. Lack of effective teaching in lessons is reflected in the low levels of the majority of students in all subjects, especially Arabic. The impact of self-assessment and planning is improving, but is too limited due to its lack of comprehensiveness and accuracy. Students and their parents are satisfied with the school.

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

Grade: 4 Inadequate

Under current circumstances, the school's, capacity to improve is inadequate. Though the school is safe, the efforts of the current leadership in diagnosing and analysing the actual situation do not promote direct development priorities, nor provide enough academic support for non-native Arabic speakers. Although the school has sought to improve communication with parents and the local community, introduce development projects on values and behaviour, and beautify the school environment, its efforts have not sufficiently focused on the development of teachers' performance. This has limited the impact on improving levels of the majority of students' acquisition of basic skills, which are much lower than expected. The school faces challenges in the shortages of middle management and specialists for learning difficulties, high achievers and talented students. The school needs more external support for its improvement and development.

The school's main strengths

- Students' awareness and respect for each other in a healthy and safe school environment
- Support students when facing problems and communication with their parents.

Recommendations

In order to improve, the school should:

- use self-assessment results in shaping development priorities and in building a strategic plan with specific goals, coupled with clear performance indicators to measure improvement
- enhance and promote the school programmes for non-native Arabic speakers
- provide students with basic skills in all subjects, especially in the Arabic language
- develop teaching and learning strategies, to include:
 - diversification in evaluation methods and the use of outcomes in the planning of lessons and homework
 - support for students of different categories, taking into account their differing educational needs.
- fill the gaps in human resources such as for the senior teachers for all core subjects, class-teachers and specialists for learning difficulties, high achievers and talented students.