



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

# Directorate of Government Schools Reviews

## Short Review Report

**Al Maamoon Primary Boys School  
Al-Hoorah - Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 27 February-1 March 2017**  
SG203-C3-R100

## Introduction

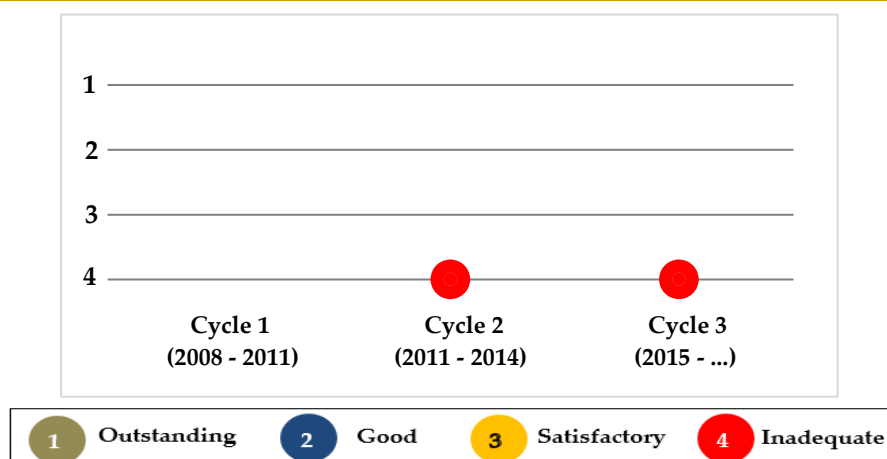
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	4	-	-	4
	Students' personal development	4	-	-	4
Quality of processes	Teaching and learning	4	-	-	4
	Students' support and guidance	4	-	-	4
Quality assurance of outcomes and processes	Leadership, management and governance	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

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### 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

- The self-evaluation is inaccurate and not comprehensive of school work, resulting in its failure to specify improvement priorities and support the strategic plan, which does not include accurate performance indicators. Implementation and monitoring mechanisms are poor, particularly affecting students' academic achievement, teaching and learning and students' personal development.
- The poor employment of teaching and learning strategies are inadequate in more than half of the lessons in core subjects, most evidently in Grades 4 and 5 in Arabic, English and science.
- There is poor investment of learning time, ineffective learning support programmes provided to different groups of students, and limited effectiveness of assessment and the lack of use of its results to support students and meet their different learning needs in lessons and written work, especially non-Arabic speaking students who represent the largest segment at the school.
- Students' basic skills are weak in most core subjects, especially Arabic, resulting in their low levels in lessons.

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| <ul style="list-style-type: none"> <li>• Students' self-confidence and motivation towards learning is low, with a lack of opportunities provided to them to participate in and out of lessons.</li> <li>• The old school building and its need for constant maintenance, especially</li> </ul> | <p>the WCs, constitutes a concern for students' safety and security.</p> <ul style="list-style-type: none"> <li>• The conduct of most students is good and their relationships are harmonious, achieving students' and parents' satisfaction.</li> </ul> |
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## Main positive features

- The appropriate conduct of most students and the harmony among them.

## Recommendations

- Obtain prompt intervention by the relevant parties at the Ministry of Education (MoE), to develop the school's overall performance including:
  - supporting the school leadership to achieve accurate and comprehensive self-evaluation and build a strategic plan that focuses on development priorities and includes clear performance indicators including the implementation of rigorous monitoring mechanisms
  - the safety and security of the school building
  - addressing the shortage in human resources represented in senior teachers for Arabic, English and mathematics and two specialists for learning resources and excellence and talent.
- Enable students to acquire the basic skills in all core subjects, especially Arabic.
- Implement effective learning and personal support programmes, in and out of classrooms, for different groups of students, especially non-Arabic speaking students.
- Raise teachers' professional competency and monitor their performance, to ensure the employment of effective teaching and learning strategies that focus on:
  - building students' self-confidence and raising their motivation towards learning
  - employing effective and varying assessment methods and benefiting from their results in lesson activities and homework
  - productive management of learning time
  - supporting different groups of students and considering differentiation among them in order to meet their learning needs.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

- The inaccuracy of strategic planning and the poor mechanisms of implementation and monitoring prevent the school from achieving sufficient improvement to improve overall performance, especially with regards to raising the academic achievement and developing teaching and learning processes.
- The school has regressed in its performance in the aspects of personal development and support and guidance from 'Satisfactory' to 'Inadequate'.
- Support programmes provided to students of different learning groups is ineffective, unlike the positive-behaviour-enhancing programmes that have a good impact on the harmony among students despite their different cultures.
- Professional development programmes provided to teachers are ineffective, with insufficient monitoring of their impact on the improvement of teaching and learning processes.
- The most important challenges facing the school are:
  - students' weak basic skills in all core subjects, especially Arabic
  - most students' low motivation and enthusiasm towards learning
  - the ineffective employment of the school's facilities to enrich students' learning experiences
  - the lack of senior teachers for Arabic, English and mathematics.
- The school's assessment of its situation, as provided in the self-evaluation form, is inconsistent with the judgements reached by the review team.

## Appendix: Characteristics of the school

Name of the school (Arabic)	المأمون الابتدائية للبنين												
Name of the school (English)	Al Maamoon Primary Boys												
Year of establishment	1957												
Address	Building 306 - Road 709 - Block 307												
Town / Village / Governorate	Al-Hoorah/ Capital												
School's Contacts	17255796				Fax		17254452						
School's e-mail	maamoon.pr.b@moe.gov.bh												
School's website	-												
Age range of students	6-11 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1-5				-				-				
Number of students	Boys	228			Girls	-			Total	228			
Students' social background	Most students are from middle income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	2	2	2	2	2	-	-	-	-	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	10 administrative and 3 technical												
Number of teaching staff	31												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	3 years												

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE examinations for Grades 4 and 5 mathematics.</li> <li>• BQA national examinations.</li> </ul>
<b>Accreditation (if applicable)</b>	-
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• None.</li> </ul>