



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-Monthir Bin Sawa Al-Tamimi Primary Boys School
West Ekr - Central Governorate
Kingdom of Bahrain**

**Date of Review: 7–9 April 2014
SG205-C2-R171**

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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 seven 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-Monthir Bin Sawa Al-Tamimi Primary Boys School											
School's type		Government											
Year of establishment		2011											
Age range of students		6–12 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				-				-			
Number of students		Boys	640	Girls	-				Total	640			
Students' social background		Most students come from middle class families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	4	3	4	4	3	3	-	-	-	-	-	-
Town /Village		West Ekr											
Governorate		Central											
Number of administrative staff		8											
Number of teaching staff		50											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		Two years											
External assessment and examinations		MoE English examinations for Grade 6, 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	
		86				15			1			48	
Major recent changes in the school		-											

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

The school's overall effectiveness is 'Inadequate', with all aspects being inadequate. This is due to students' weak basic skills and ineffective teaching and learning, particularly in the second cycle where teaching strategies fail to motivate students or cater for their individual needs. Students have insufficient opportunities to participate actively in lessons, and assessment is not used to inform teaching. Many lessons reflect students' lack of awareness and adherence to school rules, with no positive efforts to improve their behaviour. Although the leadership evaluates overall performance, the results are not used in defining improvement priorities, particularly in developing teachers' professionalism based on their actual needs and following up the impact on their performance. Parents and students are satisfied with the school as it communicates with them and responds to their suggestions.

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

Grade: 4 Inadequate

The school's capacity to improve is 'Inadequate' since its vision is not reflected properly in its performance, particularly in students' academic achievement and personal development. The strategic plan is based on inaccurate self-evaluation, lacking clear performance indicators and follow up mechanisms. The school has made some improvements regarding its learning environment, encouraging positive relations between teaching and administrative staff. However, it still faces many challenges which include students' weak standards, ineffective development of basic skills, particularly in the second cycle, students' misbehaviour and lack of awareness and adherence to rules and regulations. All these problems limit the school's capacity to improve and require external support to overcome them.

The school's main strengths

- Communication with parents, and responding to parents' and students' suggestions.

Recommendations

In order to improve, the school should:

- obtain greater external support to ensure improvement in the overall performance of the school
- improve students' behaviour and awareness, with effective correction programmes
- implement comprehensive and rigorous self-evaluation and use the results to improve strategic planning through clear performance indicators and improvement priorities while following up regularly and efficiently
- raise students' achievement by improving teaching and learning, with more focus on:
 - students' acquisition of basic skills in all core subjects, particularly in the second cycle
 - effective lesson and time management to increase productivity
 - providing opportunities for students to actively participate in lessons, thereby developing self-confidence and their sense of responsibility
 - using various assessment for learning methods.
- support the different categories of students in order to meet their educational needs in lessons and school programmes
- implement effective professional development programmes based on teachers' needs, with regular follow up of their impact in lessons.