



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

Directorate of Government Schools Reviews

Short Review Report

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

**Date of Review: 16-18 April 2018
SG076-C3-R180**

Introduction

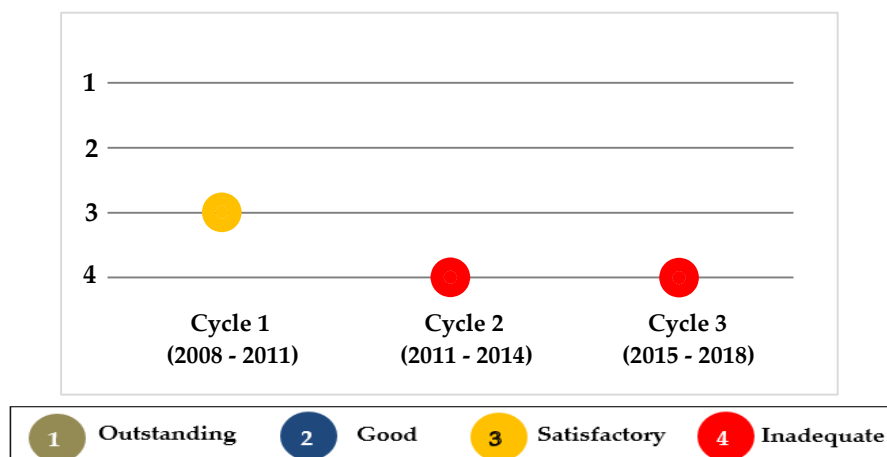
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

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

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 strategic planning processes lack effectiveness, including the self-evaluation, identification of priorities, particularly related to students' psychological safety, and the inconsistency in the accuracy of the strategic plan's performance indicators. There is disparity in the level of awareness among the new middle management regarding the positive areas, the areas that need improvement and the impact of all of this. Planning requirements, therefore, do not reflect all aspects of schoolwork.
- Students' sense of safety and psychological security is weakened due to some teachers' use of non-pedagogical methods in dealing with them, despite the measures taken regarding this issue.
- Students have poor academic standards, and inadequate progress is achieved in half of the lessons due to their weak basic skills and the lack of learning support provided.
- The effectiveness of the teaching process is limited by the poor management of learning time, employment of unproductive assessment methods in catering for the students' learning needs, and the

- disparity in the accuracy of marking and correction.
- The effectiveness of the personal support and guidance programmes provided to students of all learning categories, especially outside lessons, is low.
- Students' participation in lessons is low, so are the opportunities provided to reinforce their self-confidence and assume leadership roles. Their participation is better in the extracurricular activities, particularly in sports.

Main positive features

- Students' participation in the extracurricular activities, especially sports activities in which they have achieved of a number of high positions across Bahrain.

Recommendations

- Provide support to the school from the relevant parties at the Ministry of Education in order to improve its overall performance, and take the necessary measures regarding the following:
 - limit the problems related to students' security and their psychological and physical safety
 - study the situation of the school's educational cycle structure, which is currently limited to Grades 5 and 6
 - ensure the stability of both administrative and teaching staff.
- Ensure the rigour of the self-evaluation, and benefit from its results in building the school's strategic plan and departmental action plans which focus on development priorities, based on clear performance indicators and accurate implementation and monitoring mechanisms.
- Raise the standard of students' academic achievement, and their acquisition of the basic skills in all subjects.
- Develop teachers' performance, and monitor the impact of professional development programmes to ensure:
 - utilisation of effective teaching and learning strategies
 - management of learning time in an orderly and productive manner
 - students' enthusiastic participation in lessons, providing them with opportunities to take responsibility for their own learning, reinforce their self-confidence, and assume leadership roles
 - employment of effective assessment methods, monitor the accuracy of marking and benefiting from the results to cater for all students' learning needs, and considering their different learning categories.
- Provide academic and personal support and guidance to students of all categories in the school programmes.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school has retained the previous 'Inadequate' judgement in the overall effectiveness and in all schoolwork aspects.
 - The effectiveness of the school's self-evaluation and planning operations is low, particularly in focusing on performance improvement priorities which the new school leadership focuses on, including handling the low motivation of some teachers, developing positive relationships among staff, and the ineffectiveness of measures taken to deal with students' poor basic skills and their low sense of psychological safety.
 - The school's judgements of its effectiveness and work aspects in the Self-Evaluation Form (SEF) are inconsistent with the judgements reached by the review team.
 - Insufficient measures are taken to improve teachers' performance and
- improve the effectiveness of the teaching and learning processes, due to lack of accuracy in class visits evaluation.
- The huge challenges the school faces hinder the improvement of its overall performance, namely:
 - the school's educational cycle structure and the unavailability of an academic cohort, due to the limitations of Grades 5 and 6
 - the instability of administrative and teaching staff, especially the senior management
 - students' poor basic skills, as new students account for more than two third of the yearly number of students in both grades in the school.

Appendix: Characteristics of the school

Name of the school (Arabic)	الإمام الطبري الابتدائية للبنين													
Name of the school (English)	Al-Imam Al-Tabary Primary Boys													
Year of establishment	1989													
Address	Building 288, Road 1313, Block 813													
Town / Village / Governorate	Isa Town/ Capital													
School's Contacts	17689679				Fax				17685051					
School's e-mail	tabery.pr.b@moe.gov.bh													
School's website	-													
Age range of students	11-12 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	5-6				-				-					
Number of students	Boys		574		Girls		-		Total		574			
Students' social background	The majority of students are from middle income families													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		-	-	-	-	6	13	-	-	-	-	-	-
Tracks	Grades		Distribution of classes on Tracks											
	Grade 10		-											
	Grade 11		-											
	Grade 12		-											
Number of administrative staff	11 administrative, 4 technical													
Number of teaching staff	49													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One semester													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for mathematics Grades 5 and 6, and English for Grade 6. • BQA National Examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Main appointments in the school year 2017-2018: <ul style="list-style-type: none"> - Principal at the end of the first semester - three senior teachers, for the departments of: mathematics, science and English - two social counsellors - three teachers: 2 for computer science, 1 for English - a specialist for the gifted and talented students.