



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

# **Directorate of Government Schools Reviews Short Review Report**

**Al-Imam Malik Bin Anas Primary Boys School  
East Riffa – Southern Governorate  
Kingdom of Bahrain**

**Date of Review: 13-15 November 2018  
SG180-C3-R201**

## Introduction

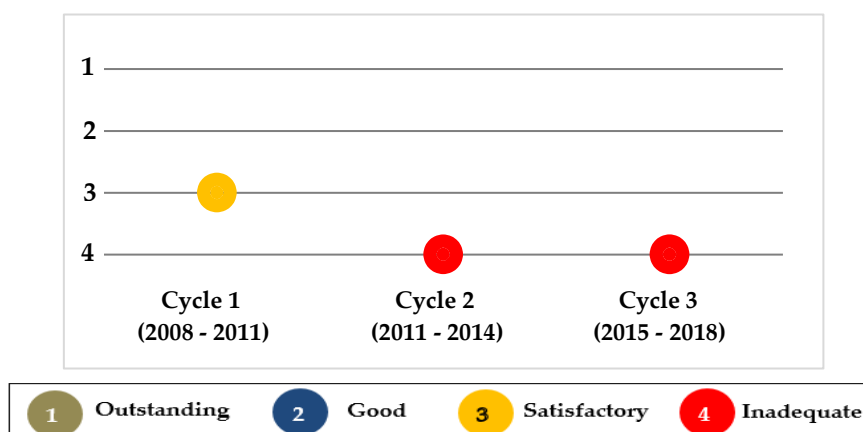
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed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

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	4	-	-	4
	Students' personal development	3	-	-	3
Quality of processes	Teaching and learning	4	-	-	4
	Students' support and guidance	3	-	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	3	-	-	3
Capacity to improve		3			
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 effectiveness of teaching and learning is limited, appearing to be inadequate in almost one-third of the core subjects' lessons. This is due to the ineffectiveness of teaching strategies, poor investment in learning time and limited use of assessment results in meeting the learning needs of all groups of students, especially low achievers.
- Students' acquisition of the basic skills is inadequate, particularly in some lessons in class teaching and their acquisition of English skills in all levels except for Grade 4.
- The accuracy of the self-evaluation is inconsistent and the use of its results varies in the preparation of the action plan, especially with relation to the development of learning situations and enhancement of students' academic achievement.
- The majority of students behave well and participate adequately in school life. They and their parents are satisfied with the school's provision.
- Students are adequately supported morally, physically and when they face problems.

- The learning support provided to all categories of students in their respective programmes is inconsistent, especially for students with learning difficulties.

## Main positive features

- The majority of students contribute to school life and act properly in and out of classrooms.
- Students' personal needs are adequately met, and they receive support when facing problems.

## Recommendations

- Develop the self-evaluation to be more accurate and comprehensive, and benefit from its results in developing the action and departmental plans to focus clearly on development priorities while monitoring the quality of their implementation.
- Provide students with the basic skills in subjects, especially in English and class teaching, and boost their progress in lessons.
- Monitor the impact of professional development programmes on the improvement of teaching and learning processes, in order to focus on:
  - employing effective teaching strategies
  - benefiting from the results of assessment for learning in meeting the needs and supporting all groups of students, especially low achievers
  - managing learning time in an organised manner.
- Further support all groups of students in their respective programmes, particularly students with learning difficulties.
- Address the shortfall in human resources, represented by social counsellors, to accommodate student numbers.

## □ Capacity to improve 'Satisfactory'

### Judgement justifications

- Progress has been achieved in the aspects relating to students' personal development, support and guidance and leadership and management, from inadequate to satisfactory level. However, the school's overall effectiveness has remained inadequate after two monitoring visits, in the second of which it received 'sufficient progress' judgement.
- The school's assessment of its situation is inconsistent, especially with regard to

benefiting from the assessment results in developing the action and departmental plans according to priorities. Monitoring the implementation quality of these plans is also inconsistent.

- Monitoring the impact of professional development programmes on the improvement of teaching and learning and students' progress in lessons is insufficient.
- The school faces a number of challenges, which are:
  - The recent appointment of the middle and senior leaderships

- The school's inability to adequately accommodate the high number of students, especially in cabinet classrooms. Additionally, they are not equipped with electronic devices
- The shortfall in human resources represented by social counsellors.
- There is inconsistency between the school's assessment of its situation as provided in the self-evaluation form and the judgements reached by the review team in most aspects.

## Appendix: Characteristics of the school

Name of the school (Arabic)	الإمام مالك بن أنس الابتدائية للبنين													
Name of the school (English)	Al-Imam Malik Bin Anas Primary Boys													
Year of establishment	1989													
Address	Building 496, Road 37, Block 937													
Town / Village / Governorate	East Riffa/ Southern													
School's Contacts	17624062	17624110	Fax	17622313										
School's e-mail	malik.pr.b@moe.gov.bh													
School's website	-													
Age range of students	6-12 years													
Grades (e.g. 1 to 12)	Primary			Middle				High						
	1-6			-				-						
Number of students	Boys	1,108			Girls	-				Total	1,108			
Students' social background	The vast 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	4	4	4	5	4	11	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	13 administrative and 5 technical													
Number of teaching staff	78													
Curriculum	MoE													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	7 months													

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE examinations for second cycle mathematics and Grade 6 English.</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>• Changes in school year 2017-2018: <ul style="list-style-type: none"> <li>– Retirement of the school Principal at the beginning of the school year, and assignment of the Assistant Principal to take over his duties until the new Principal was appointed in April.</li> <li>– Transfer of the two Assistant Principals while appointing substitutes, and appointing a third Assistant Principal.</li> <li>– Appointing senior teachers for science, English and mathematics departments in June.</li> </ul> </li> </ul>