



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-Imam Ali Primary Intermediate Boys School
Ma'ameer - Central Governorate
Kingdom of Bahrain**

Date of Review: 4 - 6 March 2013

SG077-C2-R086

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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 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-Imam Ali Primary Intermediate Boys School											
School's type		Government											
Year of establishment		1959											
Age range of students		6-15 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				7-9				-			
Number of students		Boys	534	Girls	-	Total		534					
Students' social background		Most students come from limited and middle-income families.											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	2	2	2	2	1	2	3	3	3	-	-	-
Town /Village		Ma'ameer											
Governorate		Central											
Number of administrative staff		5 administrative and 5 technicians											
Number of teaching staff		54											
Curriculum		Ministry of Education (MOE)											
Main language(s) of instruction		Arabic											
Principal's tenure		4 years											
External assessment and examinations		MoE and 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		
		102			44			2			33		
Major recent changes in the school		<ul style="list-style-type: none"> The school joined the school performance improvement programme in the academic year 2012-13. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	3	-	3
Students' personal development	2	2	-	2
The quality and effectiveness of teaching and learning	3	3	-	3
The quality of the curriculum implementation	2	2	-	2
The quality of support and guidance for students	2	2	-	2
The quality and effectiveness of leadership, management and governance	2	2	-	2

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: 3 Satisfactory

The school's performance in all aspects matches that of the previous review in January 2010. Academic achievement and teaching and learning are satisfactory, with good levels in all other aspects. The school's efforts are reflected in the accuracy of self-evaluation and strategic planning. There is effective support and guidance for students, especially for those with learning difficulties. The students have high self-confidence, outstanding behaviour and an ability to take responsibility. There is also improvement in the effective use of the school environment and the development of teaching and learning strategies in some departments through cooperative learning, rated as good by students and parents. However, variations in the effectiveness of educational practices affect students' performance and their acquisition of basic skills, especially in mathematics and English.

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

Grade: 3 Satisfactory

The school's capacity to improve has changed from good in the previous review to satisfactory in this review. Although the senior leadership is stable and monitors school work closely through comprehensive self-evaluation and uses the results in strategic planning to improve and develop the school's performance. It encourages and supports teachers and delegates responsibilities to some teachers to act as counselors and subject coordinators. This stems from its commitment to provide students with the best educational practices, the continuous challenges the school faces. However, these include new inputs by students, particularly in some second cycle classes and differentiation among newly appointed teachers and department heads, especially mathematics teachers. Wide variations among students' basic skills in some core subjects affect the school's capacity to improve to satisfactory.

The school's main strengths

- The embedding of accurate and comprehensive self-evaluation in strategic planning which is based on school work improvement priorities
- The educational and personal support provided for students outside the classroom, especially those with learning difficulties
- The majority of students' self-confidence, outstanding behaviour and ability to take responsibility and work independently inside lessons and in the varied school programmes.

Recommendations

In order to improve, the school should:

- ensure that students acquire basic skills in English, especially in the second cycle, as well as basic mathematics skills in the third cycle
- use outstanding and good practices to improve teaching and learning, including:
 - effective use of assessment to support low achieving students
 - differentiation among student levels in class activities and homework
 - managing time more effectively in lessons to ensure the achievement of lesson objectives.
- ensure that professional development programmes have more impact on teachers' performance in lessons.