



الهيئة الوطنية
للمؤهلات وصمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

**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: 22-24 September 2014
SG180-C2-R187**

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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 nine 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 Malik Bin Anas Primary Boys School											
School's type		Government											
Year of establishment		1988											
Age range of students		6-12 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-6				-				-			
Number of students		Boys	937	Girls	-				Total	937			
Students' social background		Most students come from average income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	3	4	4	4	4	12	-	-	-	-	-	-
Town /Village		East Riffa											
Governorate		Southern											
Number of administrative staff		6 administrative, 2 technicians											
Number of teaching staff		78											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		1 year											
External assessment and examinations		MoE English examination 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	
		53				20			3			48	
Major recent changes in the school		<ul style="list-style-type: none"> • 2 new assistant principals appointed in 2014-2015 • appointing school principal last year • appointing 13 new teachers in core subjects, class teaching and IT. 											

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

Overall effectiveness has changed from 'satisfactory' in the June 2010 review to 'inadequate' this time. Most review aspects were previously 'good', except academic achievement and teaching and learning, which were 'satisfactory', but all are now 'inadequate'. This is attributed to weaknesses in self-evaluation, identifying development priorities, and implementation of the strategic plan. Teaching and learning strategies are inconsistent, and classroom management and support for all categories of students, including those whose mother tongue is not Arabic, are weak. Besides, use of assessment results to meet students' educational needs is ineffective. This impacts acquisition of basic skills, particularly in cycle 1 and in English in cycle 2. Some teachers use inappropriate phrases, adversely impacting students' self-confidence and creating psychological insecurity. Initiatives to raise students' attendance and punctuality are positive. Students and parents are satisfied with the school's provision.

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

Grade: 4 Inadequate

Capacity to improve has changed from 'good' in the previous review to 'inadequate' this time. The school seems to be unable to maintain its previous general performance, especially students' academic achievement and their personal development. Inaccurate self-evaluation results are not used properly to set out work priorities and objectives of the strategic plan are not followed up. Inconsistent monitoring of the impact of professional development activities on teachers' performance leads to students' weak acquisition of basic skills in core subjects. The school faces challenges including shortage in senior teachers of English, mathematics, and science, social workers and instability of administrative and teaching staff. All of this makes the school's capacity to improve 'inadequate' and requires urgent external support.

The school's main strengths

- The efforts to promote students' attendance and punctuality.

Recommendations

In order to improve, the school should:

- obtain immediate external support to ensure raising performance and managing staff effectively, addressing shortage in human resources including, social workers, and senior teachers in mathematics, science and English
- implement an accurate and comprehensive self-evaluation of all school aspects, using the results to develop the strategic plan and monitor its implementation
- raise students' academic achievement, enabling them to acquire basic skills by developing effective teaching and learning strategies that focus on:
 - productive classroom management
 - application of assessment techniques and use of the results to meet students' educational needs
 - promoting students' participation in lessons' activities and developing their self-confidence
 - providing the necessary support to different categories of students, in and outside classes.
- ensure that students' are safe and secure
- develop students' awareness.