



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

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

**Al-Monthir Bin Sawa Al-Tamimi Primary Boys School  
Al-Aker – Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 19-21 March 2018**  
SG205-C3-R170

## Introduction

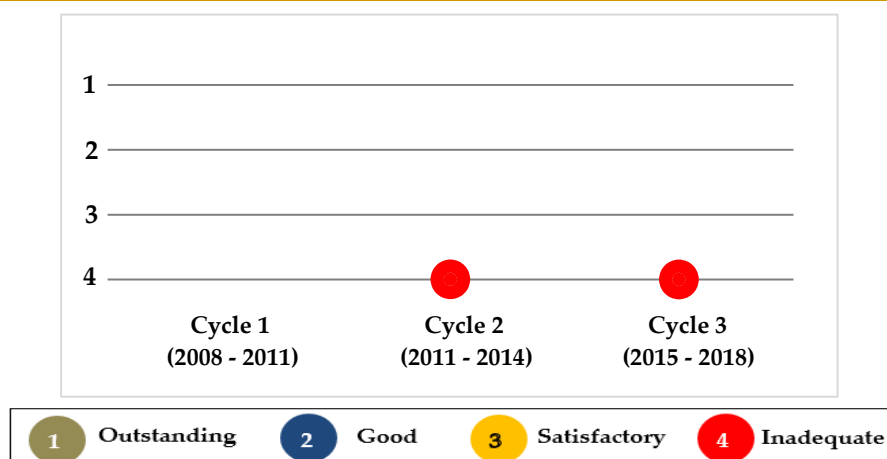
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

<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	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

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• The school's self-evaluation is inaccurate, which has a negative impact on identifying improvement priorities and building a robust strategic plan. Implementation mechanisms and follow up are weak, which has resulted in the decline of the school's overall performance.</li> <li>• Students' basic skills in all subjects are weak, which hinders them from achieving the expected progress in more than one third of the lessons observed.</li> <li>• Teachers' professional competency is inconsistent, which negatively impacts</li> </ul> | <p>the teaching and learning processes in terms of:</p> <ul style="list-style-type: none"> <li>- employing effective learning strategies</li> <li>- utilising assessment results to meet students' different learning needs</li> <li>- productive management of learning time.</li> </ul> <ul style="list-style-type: none"> <li>• Limited opportunities are offered for students to develop their self-confidence, contribute to school life, take responsibility and assume leadership roles.</li> <li>• Insufficient academic support is provided for students of different</li> </ul> |
|---|---|

categories, in and outside lessons. However, the support offered to students with speech difficulties and hearing impairment within their programme is effective.

- The school communicates positively with the local community, and parents contribute to school life which results in parents' and students' satisfaction.

## Main positive features

- The support offered for students with speech difficulties and those with hearing impairment within their special programme.
- The school's positive communication with local community organisations.

## Recommendations

- Immediate intervention by the concerned authorities at the Ministry of Education to raise the school's overall performance and support the school's leadership through:
  - applying an accurate and comprehensive self-evaluation and benefiting from its results to build a robust strategic plan based on improvement priorities, with clear performance indicators and accurate implementation and monitoring mechanisms
  - addressing the shortfall in human resources represented by a science senior teacher and a gifted and talented specialist.
- Raise students' academic achievement and their basic skills in all core subjects, focussing on:
  - improving teachers' professional competencies and following the impact of this on their implementation of effective teaching and learning strategies which focus on assessment for learning, and benefiting from its results to meet students' different learning needs
  - productive classroom management
  - developing students' self-confidence, providing them with opportunities to contribute actively in lessons and assume leadership roles.
- Support students of different academic needs in lessons, programmes, activities, and in their written work.

## Capacity to improve 'Inadequate'

### Judgement justifications

- The school's overall performance in all aspects remains 'Inadequate' over two review cycles, with improvements mainly being in improving the school

environment and celebrating students' work.

- The school's self-evaluation is weak, and strategic planning fails to accurately identify improvement priorities and performance indicators. Implementation and monitoring mechanisms are poor.
- The school faces many challenges, such as:
  - low students' standards
  - poor acquisition of basic skills in core subjects
  - constant change in the senior leadership

- lack of a senior science teacher
- the constant increase in student numbers.

- The professional development programmes are not related to teachers' actual needs, hence the impact on their performance is limited and the monitoring of this is weak.
- The school's self-evaluation in the Self-Evaluation Form (SEF) does not match the judgements reached by the review team in any of the review aspects.

## Appendix: Characteristics of the school

Name of the school (Arabic)	المنذر بن ساوى التميمي الابتدائية للبنين													
Name of the school (English)	Al-Monthir Bin Sawa Al-Tamimi Primary Boys													
Year of establishment	2011													
Address	Building 90, Road 2403, Block 624													
Town / Village / Governorate	Al-Aker/ Capital													
School's Contacts	17700494			17703920			Fax			17702315				
School's e-mail	monthir.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		800		Girls		-		Total		800			
Students' social background	The majority of students are from average income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	5	4	4	4	4	4	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	10													
Number of teaching staff	55													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	6 Weeks													

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• Ministry of Education (MoE) examinations in mathematics for Cycle 2 and in English for Grade 6.</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>• A succession of three Principals of the school since 2015-2016.</li> <li>• New recruitments in 2017-2018 include: <ul style="list-style-type: none"> <li>- the school Principal</li> <li>- a second Assistant Principal</li> <li>- a senior teacher for English</li> <li>- a speech therapy specialist.</li> </ul> </li> <li>• A steady increase in the number of students: 798 in 2017-2018 compared to 800 in 2015-2016.</li> </ul>