



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

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

**Ammar Bin Yasser Primary Boys School
Isa Town - Capital Governorate
Kingdom of Bahrain**

**Date of Review: 29 February - 2 March 2016
SG114-C3-R047**

Introduction

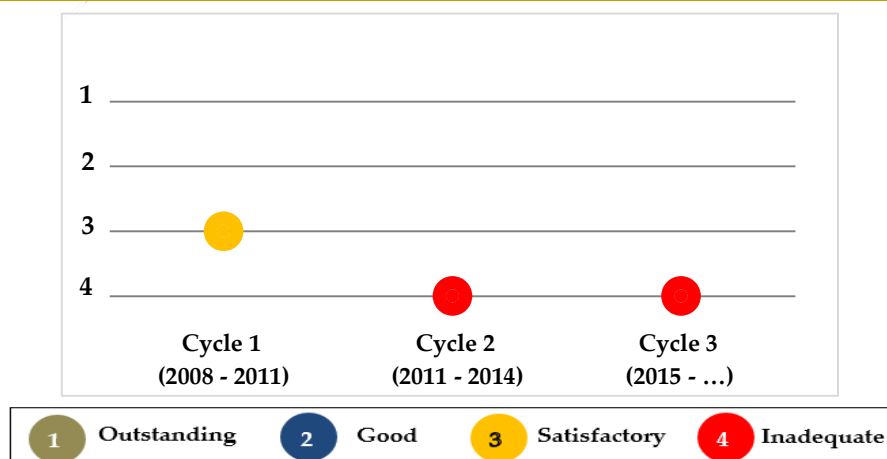
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, 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
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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"> • The school's overall effectiveness remains unchanged as 'Inadequate', the same as at the previous review, despite conducting two monitoring visits where it was graded 'In Progress' in the second. • The school's self-evaluation is inaccurate and not comprehensive, while the strategic planning and follow-up processes are poor. • Students' standards in acquisition of basic skills are low in all core subjects. • Assessment techniques are ineffective, and use of their outcomes in meeting students' various learning needs is limited. Marking of students' written work is inaccurate. | <ul style="list-style-type: none"> • Classroom and time management of most teachers is poor. • Guidance and support offered to students are insufficient, as is differentiation in various lessons and in their written work. • Students' participation in lessons and extra-curricular activities is limited. They fail to assume leadership roles or take responsibility. This negatively affects development of their self-confidence. • Students are well behaved and feel safe and secure at school. Parents and students are satisfied with the school's provision. |
|--|---|

Main positive features

- Most students are well behaved and they feel psychologically safe and secure at school.

Recommendations

- External intervention is necessary; offering support and guidance in order to raise the school's overall effectiveness by developing self-evaluation processes and strategic planning, and specifying the schoolwork priorities and follow-up processes.
- Raise students' academic achievement and develop their basic skills in all core subjects.
- Develop teachers' competency through professional development programmes and following up their impact on teaching and learning processes, focusing on:
 - applying effective assessment techniques for learning, as well as accurate marking of students' written work
 - applying effective classroom and time management
 - activating students' of various categories roles to enable them to participate in learning activities and promote their self-confidence
 - offering guidance and support to students as well as considering differentiation in lessons and in written work.
- Address the shortage in human resources, mainly in senior teachers for Arabic, English and science and a learning resources specialist.

□ Capacity to improve 'Inadequate'

Judgement justifications

- | | |
|---|---|
| <ul style="list-style-type: none">• The strategic planning required to develop the school's overall performance according to work priorities is inappropriate. This is due to the inaccurate self-evaluation process, unclear Key Performance Indicators (KPIS), and poor mechanisms for following up.• Monitoring processes for teachers' professional development programmes, that would raise their competency, meet their training needs | <ul style="list-style-type: none">and measure their impact on teaching performance, are inaccurate.• The school faces various challenges that impede improvement in performance. These mainly are:<ul style="list-style-type: none">- instability in the senior leadership over the last four school years- instability in the teaching staff- a shortage in human resources, mainly in senior teachers for Arabic, English and science, as well as a learning resources specialist. |
|---|---|

- some class-teaching teachers are not specialised in classroom teaching.
- The school is unable to take the necessary actions to make the required improvements in raising overall performance. Particular needs include raising the students' academic achievement and developing teaching

- and learning processes. Improvements have focused on improving students' behaviour through enhancement of educational projects.
- The school's judgments in the Self-Evaluation Form (SEF) are inconsistent with those reached by the review team.

Appendix: Characteristics of the school

Name of the school (Arabic)	عمار بن ياسر الابتدائية للبنين														
Name of the school (English)	Ammar Bin Yaser Primary Boys														
Year of establishment	1997														
Address	Building 810 - Road 1530 - Block 815														
Town / Village / Governorate	Isa Town / Capital														
School's Contacts	17622502				Fax		17625090								
School's e-mail	amm.pr.b@moe.gov.bh														
School's website	http://webmail.moe.gov.bh/owa														
Age range of students	6-10 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1 - 4				-				-						
Number of students	Boys	384				Girls	-				Total	384			
Students' social background	Most students come from middle-income families														
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12		
	Classes	3	4	3	3	-	-	-	-	-	-	-	-		
Number of administrative staff	12 and 16 technicians														
Number of teaching staff	27														
Curriculum	Ministry of Education (MoE)														
Main language(s) of instruction	Arabic														
Principal's tenure in the school	One semester														
External assessment and examinations	(MoE) examinations in mathematics for Grade 4 - QQA National Examinations.														
Accreditation (if applicable)	-														
Major recent changes in the school	<ul style="list-style-type: none"> Appointing four school Principals over four consecutive years, and the current Principal in October 2015. 														