



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

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

**Abu Alaala Almaari Primary Boys School  
Muharraq – Muharraq Governorate  
Kingdom of Bahrain**

**Date of Review: 20-22 November 2017  
SG130-C3-R147**

## Introduction

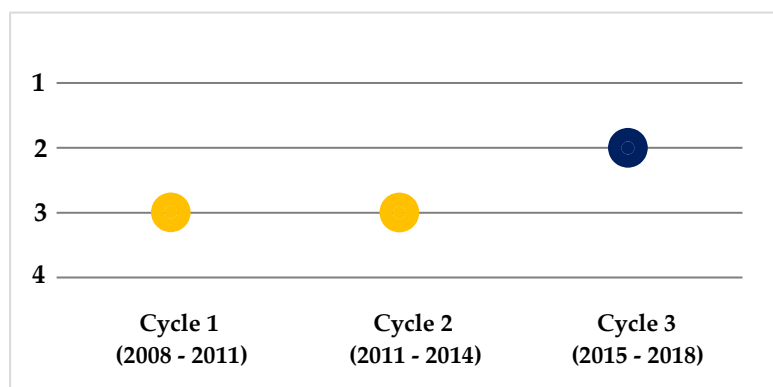
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	2	-	-	2
	Students' personal development	1	-	-	1
Quality of processes	Teaching and learning	2	-	-	2
	Students' support and guidance	1	-	-	1
Quality assurance of outcomes and processes	Leadership, management and governance	2	-	-	2
Capacity to improve		1			
The school's overall effectiveness		2			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



# School Summary Report

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## 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 'Good'

#### Judgement justifications

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• The strategic planning processes, including the accurate and comprehensive self-evaluation, are solid, focussing on improvement and development priorities.</li> <li>• Students are highly self-confident and keen to contribute to school life, this being evident from their ability to assume leadership roles. They communicate effectively with each other in the various extracurricular activities.</li> <li>• Teaching and learning strategies are effective and centre on improving students' achievement. Students'</li> </ul> | <p>performance is good in more than two-thirds of the lessons observed, as is in their written work. These strategies are apparent in most Grade 3 and English lessons. However, the effectiveness of some otherwise satisfactory lessons is affected by erratic management of learning time and the lack of support offered to low-achievers, including challenging their abilities.</p> <ul style="list-style-type: none"> <li>• The academic and personal support programmes provided to students of all abilities are outstanding. Students and their parents are satisfied with the school's provision.</li> </ul> |
|---|---|

## Main positive features

- The school leadership's awareness of its points of strength, areas for improvement, quality of its strategic planning processes including self-evaluation, and its systematic management of schoolwork aspects.
- Students' enthusiasm and their highly confident contribution to school life, and their significant ability to assume leadership roles and communicate effectively in the various extra-curricular activities.
- The outstanding academic and personal support programmes provided to students of all abilities.

## Recommendations

- Promote teaching and learning to ensure that students' academic achievement levels are raised, focussing further on:
  - supporting low-achieving students and challenging their abilities in lessons and written work
  - optimising the use of learning time.
- Address the shortfall in human and material resources represented by:
  - senior teachers for English, science and class teaching
  - a gymnasium, learning resources centre and other necessary facilities such as laboratories.

### Capacity to improve 'Outstanding'

## Judgement justifications

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• The self-evaluation process is accurate and constant, and the strategic plan benefits from its results in focussing on schoolwork priorities, accompanied by clear organised mechanisms for implementation and monitoring.</li><li>• The school leadership is aware of the requirements and improvement priorities, resulting in conformity between the assessments provided in the self-evaluation form (SEF) and the review team's judgements in most aspects.</li></ul> | <ul style="list-style-type: none"><li>• The school's success is in the face of the various challenges, represented by:<ul style="list-style-type: none"><li>– the old school building that has few emergency exits</li><li>– the shortage of facilities such as a gymnasium, learning resource centre and laboratories</li><li>– the shortfall in senior teachers for the English, science and class teaching departments.</li></ul></li><li>• The school's introduction of many positive improvements has led to improving its overall performance,</li></ul> |
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reaching a good level in teaching and learning processes that consider the learning patterns and are student-centred, and raising students' academic achievement levels especially in relation to raising pass and

proficiency rates in mathematics. In addition, an outstanding level has been achieved in the students' personal development aspect and in the strong support and guidance provided by the school.

## Appendix: Characteristics of the school

Name of the school (Arabic)	أبو العلاء المعري الابتدائية للبنين														
Name of the school (English)	Abu Alaala Almaari Primary Boys														
Year of establishment	1968														
Address	Building 275, Khalifa Street, Block 210														
Town / Village / Governorate	Muharraq/ Muharraq														
School's Contacts	17344363				Fax		17342570								
School's e-mail	maari.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		386			Girls		-			Total		386		
Students' social background	Most students are 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	2	2	-	-	-	-	-	-	
Tracks	Grades		Distribution of classes on Tracks												
	Grade 10		-												
	Grade 11		-												
	Grade 12		-												
Number of administrative staff	4 administrative and 3 technicians														
Number of teaching staff	42														
Curriculum	Ministry of Education (MoE)														
Main language(s) of instruction	Arabic														
Principal's tenure in the school	3 years														

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• (MoE) examinations for Cycle 2 in 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>	-