



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

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

**A'ali Primary Boys School  
A'ali - Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 29 September - 1 October 2015**  
SG001-C3-R021

## Introduction

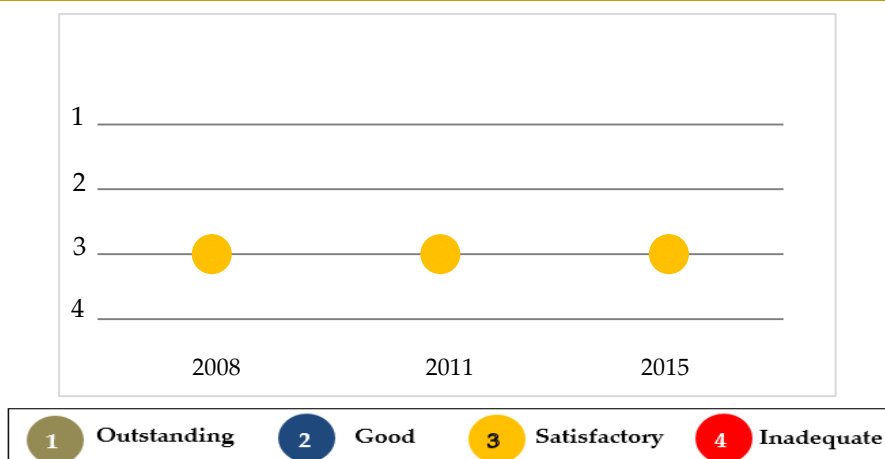
The Directorate of Government School Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	3	-		3
	Students' personal development	3	-		3
Quality of processes	Teaching and learning	3	-		3
	Students' support and guidance	3	-		3
Quality assurance of outcomes and processes	Leadership, management and governance	3	-		3
Capacity to improve		3			
The school's overall effectiveness		3			

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 'Satisfactory'

#### Judgement justifications

- Students' satisfactorily acquire basic skills in most lessons, particularly in Cycle 1 and Grade 4, though to an inadequate level in Grade 4 mathematics.
- Students emotionally feel safe at school, live in harmony and respect each other's feelings.
- Teachers use variable teaching strategies in lessons, though the majority of these are teacher-centred, and time is not adequately utilised in some lessons, affecting students' productivity.
- Use of assessment results to meet students' learning needs and support them according to their different abilities is inconsistent in and outside lessons, especially for the low achievers.
- Educational support programmes and activities, which promote positive behaviour among students are provided; however, these require more enriched.
- The school's strategic planning for its growth and development, is based on (SWOT) analysis that adequately considers all aspects of schoolwork.
- Variable opportunities are provided for students to participate in school

<p>life, take leadership roles and develop self-confidence.</p> <ul style="list-style-type: none"> <li>• The school leadership continuously motivates the administrative and teaching staff in a social and professional environment.</li> <li>• The school promotes the students' sense of belonging and citizenship,</li> </ul>	<p>developing their understanding of Bahrain's heritage and culture through various programmes.</p> <ul style="list-style-type: none"> <li>• Students and parents are satisfied with the services provided by the school.</li> </ul>
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## Main positive features

- The school leadership consistently motivates the administrative and teaching staff and supports human relationships among them.
- The school promotes the students' sense of belonging and citizenship and develops their understanding of Bahrain's heritage and culture.

## Recommendations

- Monitor the impact of professional development programmes on the teachers' performance and develop teaching and learning strategies to ensure that:
  - basic skills are developed in core subjects, particularly mathematics
  - better use of assessment results to meet students' teaching needs, particularly for low achieving students
  - optimal use of time in lessons, to ensure higher productivity.
- Provide opportunities for students to participate in school life and improve their self-confidence.
- Continue to provide educational support programmes to promote positive attitudes and meet students' learning needs more effectively.
- Address the shortfall in material resources: a science lab, a human-economy lab, and two rooms for social counselling administrative supervision.

## ☐ Capacity to improve 'Satisfactory'

### Judgement justifications

<ul style="list-style-type: none"> <li>• Review the appropriateness of self-evaluation to the school situation and the adequate use of its results to determine work priorities and form the</li> </ul>	<p>strategic plan, as its implementation is inconsistently monitored and followed up. This reflects satisfactorily on all aspects of the schoolwork, as is the</p>
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variable monitoring of the impact of professional development programmes on teachers' performance.

- The school makes efforts to accomplish improvements, such as promoting the positive attitude shown by the majority of students, through support programmes and nurturing positive relationships among school members.
- The school faces several challenges, represented by:
  - instability of teaching staff, especially in Cycle 1

- the teachers' inconsistent implementation of teaching and learning strategies
- the students' variable acquisition of basic skills, particularly in mathematics
- the shortage in material resources, i.e. educational facilities.

- There is variation between the school's own judgments in the self-evaluation form (SEF) and the judgements given by the review team, which reflects the variable accuracy of the school's assessments.

## Appendix: Characteristics of the school

Name of the school (Arabic)		عالي الابتدائية للبنين												
Name of the school (English)		A’ali Primary Boys School												
Year of establishment		1985												
Address		Building 1579 – Road 326 – Block 732												
Town /Village / Governorate		A’ali/ Northern												
School’s Contacts		17640084					Fax		17642906					
School’s e-mail		aali.pr.b@moe.gov.bh												
School’s website		-												
Age range of students		6-10 years												
Grades (e.g. 1 to 12)		Primary				Middle				High				
		1-4				-				-				
Number of students		Boys	671			Girls	-			Total	671			
Students’ social background		Most students come from average and low income families												
Classes per grade		Grade	1	2	3	4	5	6	7	8	9	10	11	12
		Classes	5	5	5	6	-	-	-	-	-	-	-	-
Number of administrative staff		8 administrative and 8 technicians												
Number of teaching staff		59												
Curriculum		Ministry of Education (MoE)												
Main language(s) of instruction		Arabic												
Principal’s tenure in the school		3 years												
External assessment and examinations		MoE mathematics examination for Grade 4 and QQA National Examinations.												
Accreditation (if applicable)		-												
Major recent changes in the school		<ul style="list-style-type: none"><li>• New appointments in 2014-2015, namely:<ul style="list-style-type: none"><li>– a second Assistant Principal</li><li>– 2 teachers, for Arabic and Islamic Studies</li><li>– head of administrative and financial affairs</li><li>– speech therapist.</li></ul></li></ul>												