



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

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

**Al-Yarmook Primary Boys School  
Sitra – Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 16-18 November 2015  
SG050-C3-R035**

## Introduction

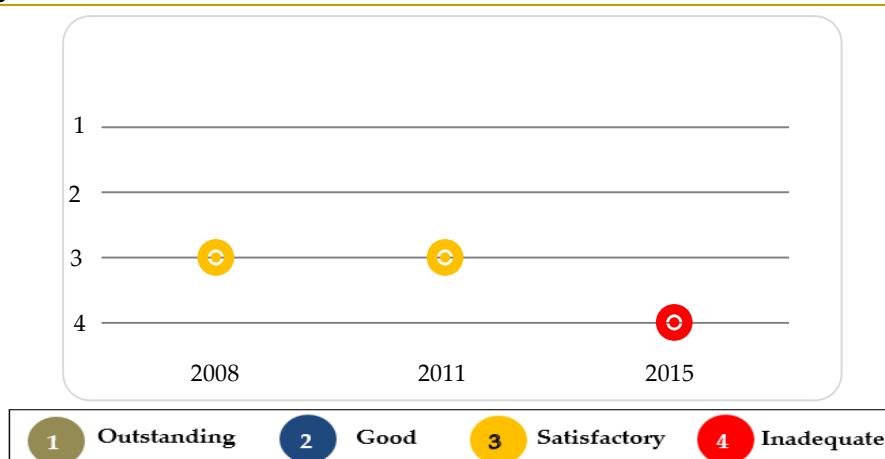
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, 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

<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	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

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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 'Inadequate'

#### Judgement justifications

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Implementation of self-evaluation, strategic planning processes and monitoring mechanisms is inaccurate.</li> <li>• Most students are punctual, but their motivation and awareness are limited. They act and behave irresponsibly due to a lack of active monitoring and behavioral enhancement programmes. This negatively affects students' feelings of being psychologically safe and secure.</li> <li>• Teaching and learning strategies are ineffective, and some teachers' motivation towards teaching is limited, particularly in inadequate</li> </ul> | <ul style="list-style-type: none"> <li>• lessons in core subjects in Cycles 1 and 2.</li> <li>• Students' acquisition of skills in core subjects is weak, negatively affecting their educational standards.</li> <li>• Class room management is poor, as is time management in during lessons. Assessment techniques are insufficient to meet the needs of the various categories of students. Students are not offered sufficient opportunities to participate in school life or develop their self-confidence and sense of responsibility.</li> </ul> |
|---|---|

- Taking action and following up procedures to ensure students' safety and create a safe healthy environment are insufficient. This is particularly the case when students encounter problems, at departure time and on school buses.
- Teaching support provided to various categories of students in lessons, written work and school programmes and activities is weak. However, students and parents are satisfied with the school's provision.

## Main positive features

- Most students are committed to arrive to school on time.

## Recommendations

- Urgent external intervention is needed to support all levels of the school's leadership in taking the necessary actions to ensure students' sense of security, develop their behaviour and awareness, minimise and document their problems, and create a safe healthy environment, especially on students' departure and on using school buses.
- Implement an accurate, comprehensive self-evaluation and utilise its results to set schoolwork priorities, developing and monitoring implementation of the strategic plan in a manner that ensures the development of overall performance.
- Improve students' academic achievement and enable them to acquire basic skills in all subjects.
- Ensure the quality of education provided to students and develop teaching and learning strategies, to include:
  - managing classroom situations and investing learning time to ensure higher productivity
  - employing assessment for learning techniques
  - developing all students' self-confidence and increasing their motivation to participate in school life in a manner that enhances their attitudes towards learning
  - supporting students of all categories in lessons, written work and school programmes and activities.
- Address the shortage in human resources represented by senior teachers of English and science and a social worker.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

- The school appears unable to maintain and improve its overall performance, particularly with respect to academic achievement standards, students' personal development and teaching and learning effectiveness. Improvements are limited to providing classrooms with data display equipment and improving the school's environment, with some additions that endangering students' safety such as the fence that is inserted in the schoolyard.
  - Strategic planning processes are ineffective and do not maintain an adequate level of monitoring or achieving the desired changes. This is due to inaccurate and flawed self-evaluation, which negatively affects identifying priorities of schoolwork. Performance indicators are vague and monitoring mechanisms of schoolwork are weak.
  - The school leadership's judgements of all review aspects in the self-evaluation (SEF) differ from those taken by the review team.
- Inaccurate assessment of teachers' performance during lesson observations affects the identification of teachers' training needs. Teachers' professional development programmes are limited to electronic training. Following up on the impact of such programmes is poor. This negatively affects teachers' performance in more than half of the lessons.
  - Many challenges are encountered by the school, the most important being:
    - lack of effective communication between the school's leadership and the teaching staff.
    - a shortfall in human resources represented by senior teachers of English and science, and a social worker.
  - Lack of a safe healthy environment to ensure students' safety and security, due to poor follow up and monitoring programmes.

## Appendix: Characteristics of the school

Name of the school (Arabic)	اليرموك الابتدائية للبنين													
Name of the school (English)	Al-Yarmook Primary Boys School													
Year of establishment	1984													
Address	Building 1293 – Road 732 – Block 607													
Town /Village / Governorate	Sitra - Capital													
School's Contacts	17731747				Fax				17730261					
School's e-mail	yarmook.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		433		Girls		-		Total		433			
Students' social background	Most students come from limited income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	2	2	2	3	2	3	-	-	-	-	-	-	
Number of administrative staff	8 administrators and 2 technicians													
Number of teaching staff	40													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One year													
External assessment and examinations	MoE examinations for Cycle 2 in mathematics and for Grade 6 in English - QQA National Examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	-													