



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

Schools Review Unit Review Report

**Al Dair Primary Boys School
Al Dair – Muharraq Governorate
Kingdom of Bahrain**

Date Reviewed: 26 – 28 October 2009

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The Schools Review Unit

The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 as amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for student

Introduction

Scope of the Review

This Review was conducted over three days, by a team of four Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Boys

Number of students: 478

Age range: 6 -10 years

Characteristics of the school

Al Dair Primary Boys School, one of Muharraq Governorate's schools, was established in 1979. The age range in the school is from 6 to 10 years. The school has 478 students, who are distributed among 16 classes (12 classes in the first cycle and four classes only at grade 4 in the second cycle). The school categorised 82 students as gifted/talented, 220 students as outstanding and 47 students as having learning difficulties. Most students come from middle-income backgrounds. It is the Principal's fourth year in the school. There are 11 administrative staff and 46 teaching staff. The school is part of King Hamad's Schools of the Future project.

Overall effectiveness

How effective is the school in meeting the needs of students and their parents?

Grade: 3 (Satisfactory)

Al Dair Primary Boys School is a satisfactory school with some good aspects in its provision of the curriculum, the support and guidance for students, and its leadership and management. Parents and students are well satisfied with the school.

The students' level of achievement is satisfactory. Although students achieve high success rates and levels of proficiency in school examinations their attainment in lessons was only satisfactory. Students make satisfactory progress in lessons, where most teaching methods are satisfactory; they make better progress in the first cycle lessons. Students' individual differences are taken into account in some class activities and work and in programmes offered to various groups of students outside classes. Students generally make satisfactory progress appropriate to their abilities.

Students' personal development is satisfactory. Students actively and enthusiastically take part in most lessons, committees and school activities. Some students are given opportunities to play leadership roles and take responsibilities in events or committees, which develops their self-confidence; opportunities are also given in some lessons, but not widely. Students are given the chance to develop their analytical thinking skills through taking part in some competitions; some lessons offer similar opportunities but in others there are few. Students enjoy good relationships with their classmates and teachers. Most students behave responsibly, although a few instances of bad behaviour were observed. The school deals appropriately with misconduct.

The effectiveness of teaching and learning processes is satisfactory. Teachers involve and motivate students' satisfactorily in most lessons. Teaching and learning strategies were better in the first cycle than the second. In good lessons, teachers encouraged students to work cooperatively to good effect. Collaborative learning was not planned well enough in other lessons, however, to ensure that all students learned. First cycle students are assigned homework in which individual differences are taken into consideration and teachers check the work appropriately but this does not happen to such an extent in the second cycle. Some teachers challenge students' abilities and develop students' higher thinking skills by means of varied questions and activities, whereas in the rest of the lessons teachers rely mainly on direct questioning. Teachers are keen to use varied assessment methods to gauge whether

learning objectives are being met; the results of assessment, however, are not regularly used to help meet students' educational needs.

The provision and enrichment of the curriculum is good. The school develops students' sense of citizenship effectively through participation in national events and school committees. It also works hard to develop students' understanding of their rights, duties and responsibilities, making good use of the school environment and diverse activities and events. The school uses its corridors, walls and classrooms well to enrich the curriculum and offer students an attractive learning environment. The extra-curricular activities provided by the school foster students' different interests and broaden their experience. Linking between subjects is maintained well in the first cycle. The students acquire better skills in Arabic and numeracy than in English language.

The quality of support and guidance given to students is good. The school inducts new students well through class visits and educational meetings, which help them to settle in easily. It offers similar class visits, and guidance programmes, for students preparing for their next educational phase. Students' educational needs are assessed by diagnostic tests and they are given good support in a number of remedial and enrichment programmes, as well as plenty of motivation and encouragement in lessons. In a few lessons, students' educational needs are not met by the class activities.

The effectiveness of leadership and management is good. The school's leadership has a clear vision focusing on development. It has a strategic plan that is continuously monitored.

The school's leadership is fully aware of its strengths and the areas it needs to improve. The school seeks to evaluate all aspects of its work and involves parents in the evaluation. The impact of the school's development activities can be seen in the performance of the first cycle, the improvement in the school environment, the work of the school committees and the use of school facilities. The school works to inspire, motivate and develop its staff; the performance of second cycle teachers, however, particularly in English, does not reflect the development activities. The school regularly seeks the opinions of students and parents and responds to them whenever possible to improve the educational process.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has a satisfactory capacity to develop and improve. It produces a comprehensive and succinct self-evaluation of performance and has a strategic plan based on clear objectives that it monitors appropriately. The school has made a number of improvements in

previous years in the areas of the school environment and use of facilities. The school faces significant challenges to further improvement, however: the effect of its professional competency programmes are not evident in some second cycle teachers' performance; there is a high turnover of second cycle teachers; and the students' acquisition levels, particularly in the second cycle, are no more than satisfactory.

The school's main strengths and areas for development

Main Strengths

- Leadership and management
- Standards in school examinations
- Standards in lessons in the first cycle
- Attendance and punctuality
- Extra-curricular activities
- Use of school environment
- Promoting students' sense of citizenship.

Areas for improvement

- Use of assessment
- Differentiation in teaching and learning in the second cycle
- Development of higher thinking skills
- Standards in lessons in the second cycle
- Basic skills in English
- Cooperative learning
- Homework in the second cycle.

What the school needs to do to improve

In order to improve further, the school should:

- Spread good practices, in particular those that take into account students' individual differences in all educational situations

- Develop teaching and learning through:
 - Developing basic skills in English language
 - Developing higher thinking skills and challenging of abilities
 - Using cooperative learning and encouraging students to learn from each other
 - Assigning homework activities, particularly in the second cycle.

- Use assessment results to plan learning and gauge educational support needs.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve.	3: Satisfactory
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum delivery	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good