



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

School Review Unit

Review Report

A'ali Primary Boys School

A'ali - Central Governorate

Kingdom of Bahrain

Date reviewed: 27-29 October 2008

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The School Review Unit

The School 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 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 drive up standards.

Review grades are awarded 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 students.

Introduction

This Review was conducted over three days, by a team of five Reviewers led by a Lead Reviewer.

During the Review, Reviewers observed lessons and other activities, examined students' written and other 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: 475 students

Age range: 6-10 years

Characteristics of the school

A'ali Primary Boys School is one of the Central Governorate's schools. The age range in the school is from 6 to 10 years, and the number of students is 475. While most students live in areas close to the school, others come from blocks which are not attached to the school's area according to their parent's wishes. Most students come from mid-level income families. The school applies (CORT) project and has a special education class.

Overall effectiveness

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

Grade: 3 (Satisfactory)

A'ali Primary Boys School is a satisfactory school overall. Students are achieving satisfactory standards academically even though the high pass rates in exams did not reflect the actual students' standard of competency and understanding. This is largely down to traditional teaching which fails to meet the needs of learners of all abilities.

Students' personal development is satisfactory. There is good attendance which is supported by the procedures taken by the school. And some teachers build positive relationships with students. Students participate effectively in a good range of extracurricular activities. However, during lessons there are not enough activities to improve independent learning skills or to develop students' self-confidence and analytical thinking.

Teaching and learning is satisfactory overall. However, in general, teachers employ a limited range of teaching methods. As a result, good lessons succeed in exciting and energising the students. One major weakness in teaching is the lack of considering the individual differences. Also, few teachers encourage group activities which promotes collaborative learning assessment inside the classes often concentrates on simple oral questions and monthly tests, hence students do not receive valuable feedback.

The quality of provision and support for the curriculum is generally satisfactory. There are some opportunities to develop a sense of patriotism and responsibility through national events and the internal and external competitions, in which students achieve high positions. The curriculum is presented in a traditional way, except in some good lessons. Links between subjects to provide a coherent curriculum or cross curricular skills are insufficient.

Support and guidance programmes provided for the students are satisfactory overall. The school plays an active role in meeting the needs of students. However, because of a lack of differentiation in classes, the various students' educational needs are not always met. Parents are well informed about their sons' progress. There are some programmes presented by the school to prepare students for the next educational phase. The school, through the school's Health and Safety Committee offers a range of mechanisms to assess the risk to students' health and safety issues in the school.

The leadership and management are satisfactory. The school principal has a vision for the school which has been shared with the staff; however, the vision has not yet been translated

into a strategic plan. The principal has managed the school well but there is a lack of rigour in many of the school's procedures for monitoring and evaluation. Thus, whilst the school collects information and carries out monitoring activities, the results of these are not leading to enough improvement. A good example of this is the provision of professional programmes for teachers, which, although numerous, rarely make a difference because their impact is not measured to ensure that implementation and developments are taking place.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has a satisfactory capacity overall to develop and improve. There is a clear vision and mission and whilst this has yet to be translated in to a strategic plan, the school is moving forward, albeit slowly. Self evaluation is satisfactory and there is a one year improvement plan which has made use of the outcomes of self-evaluation. The school leadership is relatively new and is bringing about change and beginning to tackle the challenges faced. Whilst the school collects and records performance data, further analysis of this data is needed to move the school forward and raise student achievement.

The school's main strengths and areas for development

Main Strengths:

- Students' attendance.
- Meeting students' personal needs.
- Support provided for students with learning difficulties.
- Health and safety procedures.
- Extracurricular activities.

Areas for development:

- Planning for differentiation.
- Use of assessment.
- Higher order thinking skills.
- Basic skills in Arabic and English.
- Links across the curriculum.
- Students' behaviour.
- Self-evaluation.
- Strategic planning.

What the school needs to do to improve

In order to improve further, the school should:

- Develop a strategic plan, focusing on:
 - Raising students' achievement.
 - An accurate self-evaluation of the school's strengths and areas of improvement.
 - Clear and measurable targets for improvement.
- Introduce formative assessment methods so that at all times students know how well they are doing and what they need to do to improve.
- Improve teaching and learning by:
 - Introducing new methods that engage students.
 - Promote greater participation by students in their own learning.
 - Ensure that teachers take care of individual differences among students.
- Take measures to improve the behaviour of some students so that all students feel safe at school.

Overall judgement

Aspect	Grade
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	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory