



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

Schools Review Unit Review Report

**Al-Rasheed Primary Boys School
Manama - Capital Governorate
Kingdom of Bahrain**

Date Reviewed: 24 - 26 March 2010

Table of Contents

The Schools Review Unit	1
Introduction	2
Characteristics of the school	2
Overall effectiveness	3
The school's capacity to improve	5
The school's main strengths and areas for development	6
What the school needs to do to improve	7
Overall judgements	8

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 amended by Royal Decree No. 6 of 2009. It was founded 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 practices among schools
- 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 students.

Introduction

Scope of the Review

This Review was conducted over three days, by a team of five 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, students and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Boys

Number of students: 184

Age range: 6-10 years

Characteristics of the school

Al-Rasheed Primary Boys School is one of the Capital Governorate schools, in Manama town, and was founded in 1956. The age range in the school is from 6 to 10 years, and there are 184 students. Most students come from limited-income families. Students are distributed across eight classes: six classes for the first cycle and two for the second. The school categorises 12 of its students as talented and creative, 45 as outstanding and 39 as having learning difficulties. One-third of the students do not have Arabic as their mother tongue. The headmistress is in her third year at the school. There are 10 administrative staff and 20 teaching staff. The school has no sports hall or science laboratory. The school is in the fifth stage of implementing 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)

The overall effectiveness of Al-Rasheed Primary Boys School is satisfactory. The school has good aspects in the personal development of students, curriculum enrichment, support and guidance, and leadership and management. Students and their parents are very satisfied with the school.

Students' academic achievement is satisfactory. Students achieve high pass rates in most primary subjects, except in the Arabic language. In good lessons, where teaching was effective, students' attainment was also good. In lessons where less effective teaching methods were used, attainment was lower. Students make satisfactory progress in most lessons. Students make good progress in written work in good lessons, where their individual differences are considered. Students with learning difficulties make adequate progress, helped by the remedial activities provided by the learning difficulties specialist. Those students whose mother tongue is not Arabic also make satisfactory progress following the programmes provided for them. Talented and outstanding students make adequate progress by participating in some internal and external programmes, activities and competitions.

Students' personal development is good. Most students attend regularly and punctually. Most students participate actively and enthusiastically in school life. They gain confidence and the ability to work independently and take responsibility through the good opportunities given to them to be part of committees such as the Students' Discipline Committee, which regulates students' behaviour during the school day. The same level of opportunities is available in good lessons and, to a lesser degree, in other lessons. Students' analytical thinking abilities are developed in some lessons by providing them with adequate opportunities to give reasons and explanations. Most students show awareness and responsibility by looking after school property. There are very few behavioural problems. The school has made great efforts to develop good behaviour in students and direct students' energies positively. Students feel safe and secure in the school.

The effectiveness of the teaching and learning process is satisfactory. Most teachers are well acquainted with the study materials, which is reflected in the confidence and enthusiasm shown by some teachers in lessons. Some lessons are good: these lessons are managed well and feature varied active teaching and learning strategies, such as inference and scientific experimentation. Students participate fully in such lessons but are less involved in other

lessons where less effective teaching and learning strategies are used. Students are given some opportunities to learn from one another by effective use of the 'young teacher' scheme and cooperative learning strategies in some lessons. Nevertheless, objectives are not identified nor are roles allocated in many lessons. In some good lessons, teachers use effective assessment methods to ensure that students are achieving lesson objectives, which helps to meet students' educational needs. In other lessons, however, quick verbal assessment methods are used and students do not get the benefit of feedback. Students are assigned an adequate amount of homework. Homework is mostly set at the same level for all groups, although individual differences are considered in some activities. Most teachers regularly grade homework and give feedback in some cases, which helps students to learn from their mistakes.

The quality of curriculum enrichment and delivery is good. The curriculum is enriched through extra-curricular activities that enhance students' various experiences and interests, for example, setting up committees in activity classes such as technical and environment committees. Students' sense of citizenship is also developed by highlighting elements of citizenship in the school environment and through a committee dedicated to community and citizenship. The school environment is also used well to enrich the curriculum, both in and outside classrooms. Students' levels of basic skills vary: their Mathematics and IT skills were better than their English and Arabic skills. Curriculum subjects were linked appropriately in most lessons in the first cycle.

The quality of support and guidance for students is good. The school holds induction meetings for new students at the beginning of the school year to introduce them to the administrative and teaching staff, which helps students settle easily at the school. Students' induction for their next educational stage is less effective as students' acquisition of the necessary skills for this stage is no more than satisfactory. Students' personal needs are assessed and met appropriately; the school provides school bags for students, for example. Educational support for students varies in quality depending on how well students' individual differences are considered. Those students with learning difficulties benefit from specialist support and tutoring lessons and teachers' efforts to support students whose mother tongue is not Arabic help these students make adequate progress. The school also provides useful advice and guidance talks to help solve students' problems, which has had a beneficial effect on students' discipline. The school provides a safe environment for learning, which helps students feel secure. Parents are kept appropriately informed about their children's academic achievement.

The quality of leadership and management is good. The school has a shared vision that focuses on achievement and the personal development of students. It also has a strategic plan, based on an analysis of its situation, which it implements and monitors appropriately. Most aspects of the school's work are assessed using continuous self-evaluation, which is reflected in the improving overall performance in various areas of the school. The school

works to identify and meet teachers' training needs but the impact of its training workshops on teachers' performance in lessons varied. Available teaching facilities and learning resources are used productively to the benefit of the educational process, despite the school lacking a science laboratory and a sports hall. The school has provided shade for part of the school yard to make it fit for exercise. The school also works well to obtain and respond to parents' views within its resources.

□ Does the school have the capacity to improve?

Grade: 2 (Good)

The school has a good capacity to improve and develop. Its leaders are aware of its strengths and areas for development and believe in shared decision-making. Managers work hard to make best use of available resources and to inspire and encourage the administrative and teaching staff. Their efforts are reflected in the teachers' performance in good lessons; in the setting of a strategic plan that focuses on improvement and development; and in the self-evaluation and analysis of most aspects of school work. The school has also brought about some improvements in students' academic and personal achievements during the last three years, and enhanced the school environment to make it conducive to learning.

The school's main strengths and areas for development

Main Strengths

- School examination results
- Leadership and management
- Support for students whose mother tongue is not Arabic
- Regular attendance
- Students' conduct
- Extra-curricular activities
- Development of students' sense of citizenship.

Areas for development

- Considering individual differences in planning for teaching, learning and homework
- Analytical thinking skills
- Use of assessment and benefiting from its results
- Basic skills in Arabic and English
- Challenging students' abilities
- Cooperative learning.

What the school needs to do to improve

In order to improve further, the school should:

- Provide necessary facilities such as a sports hall and a science laboratory, provided that the security and safety of students and administrative and teaching staffs are ensured
- Develop teaching and learning strategies to include:
 - Using assessment in lessons and benefiting from its results
 - Developing analytical thinking skills and challenging students' abilities
 - Considering individual differences when planning lessons and homework
 - More effective planning for cooperative learning.
- Ensure that students gain better basic skills in Arabic and English
- Provide more support in the classroom for different groups of students

Overall judgements

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