



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

Schools Review Unit

Review Report

Abu Bakher Al Seddiq Primary Boys School
Capital Governorate
Kingdom of Bahrain

Date Reviewed: 24-26 May 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 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 five Reviewers. 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: 558

Age range: 6-11 years

Characteristics of the school

Abu Bakher Al Seddiq Primary Boys School is one of the Capital Governorate schools, situated in Manama, and was founded in 1928. The age range in the school is from 6 to 11 years. The school's 558 students are distributed across three classes for the first cycle and 17 for the second cycle (one class for the fourth grade, six classes for the fifth grade and 10 classes for the sixth grade). Most students come from middle-income families. The school categorises 39 of its students as talented and creative, 75 as outstanding and 46 as having special educational needs; two students are physically disabled. More than 10% of the students do not have Arabic as their mother tongue. There are four administrative staff and 44 teaching staff. The Principal is in his first year at the school. The school does not have senior teachers for class management, English and Science and has no assistant principal. The school also has vacancies for administrative positions such as special education and education technology specialists and information and computer technicians. The school is with phase three 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: 4 (Inadequate)

The overall effectiveness of Abu Bakher Al Seddiq Primary Boys School is inadequate. The personal development of students and the quality of curriculum enrichment and delivery are satisfactory. Students and their parents are satisfied with the school.

The students' academic achievement is inadequate. Students achieve high pass rates in most subjects but these rates do not match students' proficiency in some subjects and their attainment in most lessons, where instructional teaching methods are used. Students' pass rates over the past three years have fallen in the first cycle and some subjects of the second cycle. Students make inadequate progress in most lessons; their individual differences are not considered and they do not make progress in line with their abilities. The school provides some intensive lessons and programmes for student groups, based on the results of diagnostic tests. This is a recent initiative, however, and has had little impact on students' progress in most lessons; the school is not closely monitoring its effect on students' academic progress.

The students' personal development is satisfactory. Most students attend school regularly and punctually. They participate enthusiastically in extra-curricular activities, school committees and in some lessons, all of which helps to reinforce their self-confidence; they show less enthusiasm in lessons where the teacher is the centre of the educational process. Students are given some opportunities to take responsibility through the morning broadcast and some committees but they are not given enough opportunities in most lessons. Students' higher thinking skills are developed in a few lessons by their participation in some competitions but in most lessons there are not enough opportunities for developing those skills. Most students behave appropriately and take care of the school environment. Students' relations with each other and with most of their teachers are generally good and students feel safe and secure in the school. The school is taking suitable measures in a few cases of inappropriate conduct by teachers and students.

The quality of teaching and learning processes is inadequate. Although most teachers know the study materials well this is not reflected in the teaching and learning strategies used in most lessons, especially in the second cycle. Most lessons are based on an instructional method that does not help students to acquire skills, concepts and knowledge. Students participate by asking questions in some lessons but their abilities are insufficiently challenged and generally they do not develop their higher thinking skills. Students are given

opportunities for cooperative learning in a few lessons but roles are seldom distributed effectively to ensure that students learn from each other. Assessment methods are limited to verbal questions that do not give an accurate picture of the extent to which students have achieved the lesson goals; additionally, students are not provided with suitable feedback to help them make progress.

The quality of curriculum enrichment and delivery is satisfactory. Students' understanding of their rights and duties is developed appropriately. The school promotes a spirit of citizenship by encouraging participation in different national events and activities as well as through what is presented in the morning broadcast. Curriculum enrichment is done through a range of committees, different internal activities and participation in external competitions that meet students' interests and broaden their experience. The school and classroom environment is used adequately to enrich the school curriculum and celebrate students' work, which makes it a suitable environment in which to learn. Students' acquisition of basic skills in Mathematics and Information Technology (IT) is satisfactory, but less in Arabic and English as teaching methods do not focus sufficiently on them in some lessons.

The quality of guidance and support for students is inadequate. The school inducts new students before they join the school, as well as students who join during the school year and students moving from the first cycle to the second, which helps them to settle easily. The school arranges a guidance lecture to introduce students to their next educational stage in addition to teaching them some of the needed skills for that stage. Students' personal needs are evaluated and met. Although the school evaluates students' educational needs individually it does not meet them adequately in most lessons, where individual differences are generally not considered. The school runs some intensive programmes for lower-achieving students in core subjects and programmes for developing the talents of students; these programmes are new and their effectiveness is not being monitored properly. Advice and guidance for students are limited to some unorganised classroom observations and the morning broadcast. The school does not adequately monitor aspects of safety and health in the school; some risks exist in the school canteen, for example. Although the school takes measures to regulate the arrival and departure of students, the school gate also presents a major safety risk.

The quality of leadership and management is inadequate. The school has a vision that focuses on producing a creative and well-developed generation of students, but it has had little impact on the school's practices and activities. The school also has an operational plan based on general objectives for improvement, but the plan does not focus enough on the development priorities and challenges faced by the school. Performance indicators in the plan are unclear and the absence of suitable monitoring mechanisms has reduced its effectiveness in improving students' performance and increasing their academic achievement. A self-evaluation committee has recently been formed and has evaluated some

aspects of the school's work but the findings of the evaluation have not been used sufficiently to develop plans and programme to raise the school's performance. Most school staff appreciates the work that leaders have done to strengthen human relations, share decision-making and delegate authority, especially in light of the shortage in human resources. Some training workshops are provided for teachers but they have had little effect on the quality of the educational processes at the school. The school uses its educational resources and most of its facilities appropriately but the learning resources centre and electronic classroom are not used sufficiently. The school seeks the views of students and their parents and responds to their suggestions when it can.

□ Does the school have the capacity to improve?

Grade: 4 (Inadequate)

The school's capacity to develop and improve is inadequate. Despite the improvements achieved by the current administration in the school environment and students' personal development, the school still faces many challenges related to raising academic achievement and improving the teaching and learning processes. The school's current operational plan has not focused enough on the areas that need to be developed. The findings of self-evaluation have not been used sufficiently to develop plans and programme to improve the school's performance. The school faces staff shortages; its facilities are old; and it is unable to provide a safe and healthy environment for students: all these factors leave the school unable to develop without external support and guidance.

The school's main strengths and areas for development

Main Strengths

- School examination results
- Regular attendance and punctuality
- Extra-curricular activities
- Using the school and classroom environment.

Areas for development

- Individual differences in teaching and learning
- Using assessment and its findings
- Basic skills, especially in Arabic and English
- Higher thinking skills
- Challenging students' abilities
- Strategic planning
- Self-evaluation
- Cooperative learning
- Homework
- Safety and security.

What the school needs to do to improve

In order to improve further, the school should:

- Draw on external support to deal with the major challenges and contribute to improving performance
- Fill the vacancies for senior teachers of English and Science, an assistant principal and specialists in special education and education technology
- Deal immediately with safety and security issues, particularly those related to the school's main gate and canteen
- Develop the strategic plan by using the findings of a comprehensive self-evaluation and introduce measurable performance indicators
- Develop teaching and learning strategies, to include:
 - The development of basic skills, especially in Arabic and English
 - The consideration of individual differences in lessons, activities and homework
 - Using the findings of assessment to meet students' educational needs
 - The development of higher thinking skills
 - Challenging students' abilities
 - Providing students with opportunities to learn together and use cooperative learning.
- Monitor and assess the effect of professional development programmes to develop teachers' performance and raise students' academic achievement.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	4: Inadequate
The school's capacity to improve	4: Inadequate
Students' academic achievement	4: Inadequate
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	4: Inadequate
The quality of the curriculum delivery	3: Satisfactory
The quality of guidance and support for students	4: Inadequate
The quality and effectiveness of leadership and management	4: Inadequate