



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

School Review Unit

Review Report

Ahmed Al Fateh Primary Intermediate Boys School
Riffa - Southern Governorate
Kingdom of Bahrain

Date Reviewed: 27 - 29 April 2009

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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 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 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: 689

Age range: 11 – 15 years

Characteristics of the school

Ahmed Alfateh Primary Intermediate Boys School is located in Riffa, the Southern Governorate. It was established in 1963 and has 689 students ranging in age between 11-15 years. Most students come from good social and economic backgrounds. This is the first year for the school's senior management. The teaching staff consists of 51 teachers. The school buildings lack facilities such as a sport hall. There is currently some construction work taking place in the school to add academic buildings.

Overall effectiveness

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

Grade: 3 (Satisfactory)

Ahmed Alfateh Primary Intermediate Boys School's overall effectiveness is satisfactory. The school enjoys the satisfaction of both students and parents.

Students' academic achievement is satisfactory. The students achieve high success rates in most subjects. These rates, however, do not reflect the actual level of the students' ability. During lessons their performance was only satisfactory. In general, students demonstrate satisfactory progress in lessons, but excel in Arabic and Science classes, during good lessons. However, their performance in English was less than satisfactory. The teaching methods used do not consider individual differences between students or challenge their abilities; therefore, students do not always achieve the progress appropriate to their abilities.

The students' personal development is satisfactory. The students respect the feelings and beliefs of their peers and teachers. Their level of awareness and sense of responsibility was demonstrated by their good behaviour during lessons. There was very little damage and littering outside the classroom. Also, students are punctual, and respect class timings. The students' participation in the school's activities and committees is good. Their enthusiasm, however, when participating in lessons was less. This was due to the teaching methods employed which do not provide opportunities for the students to participate enough, except in some good lessons.

The teaching and learning process is satisfactory. The teaching methods used fail to sufficiently challenge students' abilities to achieve the expected progress required of them, except in the good lessons where there was a variety of teaching methods that engaged students helped them to progress. Students are assigned homework, but the homework is the same for all students' regardless of individual abilities and they repeat the questions from the textbook. Different assessment methods are used to make sure the students achieve the lesson objectives but the results are not used effectively to inform lesson planning or the preparation of activities that consider individual differences and meet students' needs.

Curriculum enhancement and enrichment is satisfactory. In most lessons, the way in which textbook content is presented does not make any cross-curricular links or have relevance to students' experiences. This had a negative impact on the development of the students' achievement as well as their acquisition of basic skills. The students' sense of citizenship was

developed through the different committees. The school's environment is sufficiently used to enrich the curriculum.

Support and guidance of students is satisfactory. Advice and guidance is given to the students through lectures and meetings. However, students receive insufficient support during lessons. This is due to the fact that assessment results are not used to inform planning and activities that meet individual learning needs. The students' personal and learning needs are met outside the classroom through support, evening lessons, and programmes for raising standards. However, there are no induction or transition programmes offered to students.

The quality of leadership and management is good overall. The new top management has brought fresh energy to tackle issues and has a clear vision and mission focusing on development and improvement. In addition, the management is fully aware of the schools' strengths, the areas that need improvement and the improvement priorities. The management designed clear plans and programmes that address these priorities, which has led to positive results within a short period of time since the implementation of the plan.. Even though the school does not have a strategic plan, it is fully knowledgeable of the need to prepare one, but is working on its priorities identified earlier.

□ *Does the school have the capacity to improve?*

Grade: 2 (Good)

The school's capacity to improve is good. The new management has quickly evaluated school priorities and has a clear vision, is determined to achieve development and is fully aware of the strengths and areas which need improvement. This has helped the management to prioritise, plan and develop programmes that aim to achieve progress in a challenging context of having students of different social and cultural backgrounds, old buildings and a shortage of supplies. The school has prepared an effective action plan, in which its activities are monitored and evaluated most regularly. The school made improvements in the areas deemed as priorities. Within a short period of time, the students' personal development in terms of behaviour and values was improved. In addition, there were improvements in the launch of a programme designed to increasing the students' achievement in the different subjects.

The school's main strengths and areas for development

Main strengths

- Leadership and management.
- Standards in school exams.
- Achievement in Arabic and Science.
- Attendance and punctuality.
- Meeting students' personal needs.

Areas for development

- Differentiation for teaching and learning.
- Use of assessment.
- Basic skills in English.
- Induction and transition programmes.

What the school needs to do to improve

In order to improve further, the school should:

- Ensure the continuity of the present management in the school to ensure achieving the desired development and progress of the plans and programmes.
- Develop teaching and learning strategies by:
 - Paying attention to students' individual needs.
 - Developing students' skills and challenging their abilities.
 - Developing basic English Language skills.
 - Focusing on assessment for learning.
- Implement a rigorous approach to self-evaluation and strategic planning which
 - Focuses on raising achievement and personal development
 - Uses robust procedures for monitoring and evaluation.
- Implement induction and transition programmes.

Overall judgements

Aspect	Grade
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	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	2: Good