



Schools Review Unit

Review Report

**Al-Hidd Primary Intermediate Boys School
Al-Hidd – Muharraq Governorate
Kingdom of Bahrain**

Date Reviewed: 22 - 24 December 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 six 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: 739

Age range: 11 -15 years

Characteristics of the school

Al-Hidd Primary & Intermediate Boys School is one of Muharraq Governorate's schools. It was established in 1956. The age range in the school is from 11 to 15 years. The school has 739 students, who are distributed across 25 classes. Most students come from middle-income backgrounds and reside in Al-Hidd and Qalali areas. The school categorises 13% of students as outstanding, 9.7% as gifted or talented and 3.8% as having learning difficulties. There are 69 administrative and teaching staff. The Principal of the school has been in the school for four years and has two Assistant Principals. The school is part of the second phase 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)

The effectiveness of Al-Hidd Primary & Intermediate Boys School is satisfactory. Parents and students are very satisfied with the school.

The students' academic achievement is satisfactory overall. Most students achieve high success rates in school examinations. This performance is consistent with the good understanding and proficiency observed in good lessons. In more than half the lessons, however, and in most written work, students' proficiency and progress were only satisfactory, particularly in Arabic and Mathematics. Students make satisfactory progress in homework and in the majority of lessons. Although success rates for grade 8 have risen, the success rates have slightly declined for grade 9 compared with the previous academic year. Talented and gifted students achieve high rankings in external competitions, but the lack of differentiation and insufficient support given to them, and to low achievers, in some lessons and homework, limits their progress and holds them back from achieving according to their abilities.

Students' personal development is satisfactory. Most students attend school regularly and punctually. They show respect to teachers and each other, which creates a respectful and harmonious atmosphere in the school. Some students effectively participate in committees and extra-curricular activities, and play a full part in good lessons, which helps to develop their personalities and enhance their self-confidence. These qualities and this level of enthusiasm were not developed to the same degree in the satisfactory and inadequate lessons; collaborative work was not used sufficiently and students' analytical and higher thinking skills were not developed sufficiently. In these lessons, the teaching focused on accumulating knowledge rather than developing personal qualities.

The effectiveness of the teaching and learning process is satisfactory. Most teachers have good subject knowledge and manage lessons well. In good lessons, they use a variety of effective teaching and learning strategies, such as electronic presentations. Students' attention was held in these lessons and they were encouraged to participate. These methods were less evident in satisfactory and inadequate lessons. Assessment methods were varied in the good lessons and there were appropriate remedial plans and programmes for those students who find learning difficult. In other lessons, assessment relied on oral questions.

Students' individual differences were not taken into account in these lessons, or in some homework, and they were not challenged enough. These weaker practices hold back students' progress.

The provision and enrichment of the curriculum are satisfactory. The school is keen to develop students' understanding of their rights and duties, and their sense of citizenship, through involving them in extra-curricular activities and events. Students' responsibilities and roles are not sufficiently clear in some lessons, however, particularly in relation to teamwork. The school's facilities and buildings are used to serve the educational process appropriately, although some classrooms and corridors are less attractive as they have no educational displays. Most students acquire basic computer skills but they find difficulty in some of the basic skills in writing Arabic and English and some basic mathematical skills.

The effectiveness of support and guidance is satisfactory. The school prepares new students and their parents effectively by introducing them to the school rules and regulations, which helps students to settle. The school identifies and meets students' personal needs adequately and it gives financial and health support to students. Students are pleased with the support they get when they encounter problems. The school does not, however, give adequate educational support. Although evening remedial classes and some programmes to develop talented and outstanding students are offered, all students, in particular those of lower ability, receive inadequate support in lessons to help them make the progress expected of them. The school provides a secure and healthy environment for students and staff by regularly assessing security and safety risks.

The effectiveness of leadership and management is satisfactory. The school has a clear vision and mission statement focused on achievement and development, which is shared with most school staff. This vision is not, however, translated into practice consistently in lessons. The school implements operational plans in each department, which have brought about improvements in some areas, notably the behaviour of students. Some of the plans, however, contain no clear performance indicators. The school's self-assessment methods are not comprehensive enough to assess the school as a whole educational institution. The school's managers show strong decision-making and encourage cooperative working to develop the school's overall performance. They motivate and inspire staff well and work to raise their professional competencies. The impact of management actions is evident in the way the school uses its educational facilities and resources to enhance the educational process. The school communicates appropriately with parents and has responded to a number of their proposals.

Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has a satisfactory capacity to develop and improve. The school has made improvements in some subjects as well as clear improvements in the school environment and to students' behaviour. The performance of teachers, however, is inconsistent and school departments vary in how they carry out operational plans and use self-evaluation results. The school still has challenges to overcome, such as raising students' achievement levels and ensuring that the educational needs of different categories of student are met. The school's self-evaluation findings differed from the judgements of the Review team in most areas.

The school's main strengths and areas for development

Main Strengths

- Attendance and punctuality
- Induction programmes for new students
- Inspiration and motivation of the school staff
- Students' respect for their teachers and their peers
- Meeting students' personal needs
- Health and safety procedures.

Areas for development

- Self-evaluation mechanisms
- Strategic planning
- Teaching and learning strategies
- Support for special needs students
- Taking the students' individual difference into account in lessons and homework
- Collaborative learning
- Higher thinking skills
- Basic skills in core subjects
- Use of assessment to meet educational needs.

What the school needs to do to improve

In order to improve further, the school should:

- Develop a self-evaluation mechanism focused on the school as an educational institution and use the results in:
 - Setting a strategic plan with accurate and clear performance indicators
 - Introducing a system to monitor the implementation of the plan.
- Use teaching and learning strategies appropriate to students' needs to:
 - Develop basic skills, particularly in writing in Arabic and English and basic mathematical skills
 - Take students' individual differences into account in planning lessons and assigning homework
 - Introduce collaborative learning
 - Challenge students' abilities
 - Develop students' analytical thinking skills
 - Use assessment to diagnose and meet students' individual needs.
- Provide support and guidance to low achievers, as well as more support to the talented and outstanding students in lessons.

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