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

Schools Review Unit
Review Report

Al-Imam Al-Tabary Primary Boys School

Isa Town - Middle 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 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 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: 394
Age range: 11-12 years

Characteristics of the school

Al-Imam Al-Tabary Primary Boys School is one of the central-governorate schools, founded in 1989. The age range in the school is from 11 to 12 years, and the number of students is 394. Students are distributed over 13 classes; four classes for fifth grade and nine for sixth grade. The school categorizes students': 96 who are talented and gifted, and 25 with learning difficulties. Most students come from limited-level income families. The number of administrative staff is 11, while the teaching staff is 40. The school's headmaster is in his second year.

Overall effectiveness

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

Grade: 3 (Satisfactory)

Al-Imam Al-Tabary Primary Boys School is one of the schools that is considered satisfactoryy. It has also gained a satisfying level of admiration at both student and parent levels.

The academic achievement of students is satisfactory, as students achieve high pass rates in school examinations. However, these rates do not reflect their levels of understanding and knowledge in most classes. The students' results improved over the past two years. Their progress in class is satisfactory due to the variation of teaching methods used. The results of examinations analyses are used to enrol the students in remedial and enrichment programmes based on their categories. In addition, the school develops the abilities of talented students by giving them the chance to take part in extra-curricular activities and various competitions. Individual differences, however, rarely taken into consideration in class activities.

Personal development of students is satisfactory. Most students display a sense of responsibility and awareness through their behaviour in and out of class and their regular attendance at school. In addition, some students participate enthusiastically in various extra-curricular activities, which noticeably reflect on their self-confidence and sense of responsibility. Nevertheless, their participation in most lessons was not as enthusiastic and with less motivation. Teaching methods give little space for student analytical thinking. In addition students did not have sufficient opportunity for self-learning. Students feel secure because behavioural problems are scarce due to the measures taken by the school.

Teaching and learning processes are satisfactory. Most teachers are well acquainted with the study material. Some teachers use different strategies; for instance, cooperative learning, utilizing electronic learning in some good lessons, which has contributed to increasing students' level of motivation for learning in those classes, whereas the traditional instructional method prevail in the rest of the classes as well as the lack of consideration for individual differences when presenting class activities; students' capabilities are not challenged sufficiently through the given activities, as most activities are restricted to measuring minimal thinking skills. Additionally, most evaluation methods used in classes are limited to verbal questions that measure the minimal level of knowledge and memorization, which limits students' acquisition of needed skills and knowledge. This

comes in addition to the school applying, since last year, the homework-document policy, which aims to arrange the homework between subjects throughout the week and is assessed regularly, though it does not sufficiently take individual differences into consideration.

Enrichment and presentation of the curriculum are satisfactory. The school develops the students' sense of patriotism through the organization of national festivals, events and competitions, which contribute to developing students' sense of belongingness to their country. The school also provides some various extra-curricular class activities enhancing students' talents, which positively affects their personal development. The curriculum, however, is not enriched with instructions, guidelines, and educational means that enrich the curriculum. In addition, the students' work are neither celebrated nor employed within the school environment. The students are satisfactorily taught the basic skills in reading and writing the two languages, Mathematics and Computer skills, although students have acquired reading and writing skills in Arabic to a better level than those acquired in English.

Support and guidance for students are satisfactory. The school prepares the students through induction programmes, which ensure their stability. It also works on evaluating their personal and educational needs and fulfilling them within accessible resources, in addition to supporting them in rectifying behavioural problems. The support provided to students in most classes is not ample as individual differences are not taken into account. Students are also inducted into the transitional stage of education through organizing instructive guidance lectures and communicating with the school nearby. Nevertheless, they are not adequate with regard to acquiring the basic skills in reading and writing. The school makes sure the buildings and classes are maintained and checked on a daily basis, but it does not have an evacuation plan. Security and safety issues are not followed up in the school.

Performance of leadership and management is satisfactory. The school has a collaborative vision and an operational plan based on diagnosing the school's reality which focuses on development and improvement. This has led to having a regulated workflow for the school. It is lacking, however, some performance indicators. It also does not consist of a strategic plan stemming from the school's self-evaluation. The school undertakes evaluating most of the school-work aspects, except that the level of self-evaluation varied in some of the activities and events. Programmes for raising professional competency and its impact on some teachers' performance are provided; these programmes are followed through by the different departments. The school also seeks to investigate the students' and their parents' opinions about the services it offers, and responds accordingly within the boundary of what is available, such as collaborating with the Royal Charity Organization to help the orphan students, and organizing educational lectures about domestic violence, which had a clear effect on their satisfaction with the school.

☐ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has a satisfactory capacity to improve and develop because it has a leadership aware of the school's main strengths and areas for development. The school makes developmental enhancements to the educational process, in terms of teachers' approaches to cooperative learning and following the homework-document policy, which made a little progress in the students' academic achievement. In addition, the school has a clear operational plan that concentrates on improvement and development and the fruitful cooperation and the human relations among the school's members. However, the variation in teachers' performance, the scarcity of financial and human resources, the absence of a strategic plan and the variation in the level of self-evaluation of some events, all pose challenges for the school management to face.

The school's main strengths and areas for development

Main Strengths

- High pass rates in school examinations

- Personal needs of students

- Developing sense of patriotism

- Notifying parents of their children's progress

- Electronic learning

- Homework-document Policy

- Regulation of students' attendance

Areas for development

- Strategic planning

- Self-evaluation

- Teaching and learning strategies

- Student support inside classrooms

- Higher thinking skills

- Providing students with basic skills

- Considering individual differences within lessons

- In-class evaluation methods

What the school needs to do to improve

In order to improve further, the school should:

- Develop the operational plan into a strategic one based on the results of self-evaluation, with the following taken into consideration:

    - defining performance indicators
    - monitoring plan execution according to clear mechanisms

- Adapt teaching and learning strategies to students' needs, with focus on:

    - developing basic skills especially in English
    - considering individual differences during presentation
    - developing and challenging higher potentials
    - employing evaluation methods to provide for students' needs.

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