



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

Schools Review Unit

Review Report

Al-Jazeera Primary Boys School
Al-Nabeeh Saleh – Central Governorate
Kingdom of Bahrain

Date reviewed: 31 May – 2 June 2010

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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 seven 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: 91

Age range: 6-11 years

Characteristics of the school

Al-Jazeera Primary Boys School is located in Al-Nabeeh Saleh Island, Central Governorate. It was founded in 1963. The age range in the school is from 6 to 11 years. The 91 students are distributed across five classes: three for the first cycle and two for the second. The school categorised 12 students as talented and gifted, 27 as outstanding and 18 as having learning difficulties. Most students belong to limited-income backgrounds. There are six administrative staff and 13 teachers. The Principal is in her first academic year at the school. The school has some staff vacancies, such as an administrative supervisor. It has no sports hall or laboratories for design and technical work, science or computer studies. The school is part of the fifth 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: 2 (Good)

The overall effectiveness of Al-Jazeera Primary Boys School is good. Students and their parents are very satisfied with the school.

The students' level of academic achievement is good. Students achieve high success rates in school examinations in most subjects. Their levels of knowledge and understanding are equally good in most lessons. Success rates are consistent with proficiency rates in most subjects in both cycles, where effective and varied teaching and learning strategies, such as problem solving techniques, are used. Students also make good progress in most lessons and assignments; their individual differences are taken into account in classroom and extra-curricular activities, which helps them to make progress in line with their abilities. Students who have learning difficulties also make good progress, aided by the activities given to them by the learning difficulties specialist. The participation of talented and outstanding students in a variety of programmes, competitions and enrichment activities contributes to them making good progress in and outside classes.

Students' personal development is good. The majority of students are punctual and the school encourages their punctuality by organising an "early attendance competition". In addition, most students enthusiastically take part in lessons and different extra-curricular activities. The school develops students' self-confidence well and increases their ability to take on responsibilities by encouraging them to take on leadership roles, such as the "young teacher". Students show awareness and responsibility: they behave well inside and outside the classroom, look after school property and have few behavioural problems. The school makes good efforts to reinforce positive values by running awareness programmes and taking appropriate disciplinary action in the few instances of poor conduct by a few fifth grade students. Students feel safe and secure in the school. Students are generally given opportunities to develop their analytical thinking skills in most lessons.

The effectiveness of teaching and learning processes is good. Teachers have good subject knowledge and reflect this in their use, in most lessons, of effective and varied teaching and learning strategies such as problem-solving, brainstorming, fact-finding and self-motivation.

These strategies are of positive benefit to students' academic achievement. Students are given some opportunities to learn from each other through learning in pairs or groups and the use of the "young teacher" initiative. Although students are assigned homework activities and regularly given feedback, some of the assignments do not sufficiently take into account their individual differences. The school carries out appropriate assessments to ensure students achieve lesson objectives. Assessment results are used to identify students' main strengths and areas for development and their development needs are met through various activities.

The provision and enrichment of the curriculum is good. The school enhances the students' sense of belonging and citizenship by organising a number of internal and external activities and events, celebrating national festivals and setting up citizenship corners inside and outside classrooms. This has had a clear effect on students' behaviour and responsibility. The school makes its limited facilities as attractive as possible with displays and educational aids to create a motivating learning environment. It also supplies educational aids in corridors and corners and celebrates students' work well. The school provides a stimulating environment for learning. Various school committees, such as those dedicated to culture, e-learning and the morning broadcast, organise a good variety of educational games and cultural competitions during breaks; these activities aid students' personal development and strengthen their sense of belonging to the school. Subjects are effectively and logically linked in the first cycle. Teaching methods, in most lessons, focus appropriately on students' acquisition of basic skills and students gain good reading, writing and numeracy skills.

The quality of support and guidance given to students is good. Induction programmes and educational meetings are organised for new students when they initially join the school and this helps them easily settle in school. For grades 3 and 5 students who are moving to the next levels of education, the school organises useful visits to grade 4 classes and field visits to schools in the next stage, as well as advisory lectures. The school identifies and meets students' personal and educational needs well; it offers appropriate remedial classes, tutorial classes and enrichment activities to various student groups. Opportunities are also given to talented students to take part in extra-curricular activities to enhance and develop their experience and talents. The school offers suitable support to any students who have behavioural or psychological problems. Students feel secure in the school and they are effectively given support, guidance, advice, encouragement and motivation inside classes. The school effectively communicates with parents to keep them informed of their children's progress by organising educational meetings, making telephone calls and sending regular academic and behavioural reports. It also assesses security and health hazards properly, giving training on evacuation procedures, organising health lectures and monitoring the quality of school food. This effectively creates a healthy atmosphere and secure environment for all staff and students.

The effectiveness of leadership and management is good. The school has a shared vision focused on achievement that is effectively translated in most lessons. The school also sets a strategic plan, based on careful analysis of the school's position, which focuses appropriately on the improvement and development of identified areas. The plan, however, lacks some performance indicators. The school assessed most aspects of its work accurately. It motivates, inspires and raises the professional competency of most staff by organising workshops and setting up exchange visits. All these actions have had a positive effect on the school's overall performance. The school's managers effectively cover for shortages in human resources by delegating powers to some teachers and distributing roles. The views of students and their parents are sought and the school responds to suggestions when it can; examples of this include the programme of school trips and changes to examinations schedules. Parents and students appreciate the responsiveness of the school.

□ Does the school have the capacity to improve?

Grade: 2 (Good)

The school has a good capacity to develop and improve. The school has a strategic plan, based on a careful analysis of the school's position, which focuses on achievement. The school's leaders are committed to shared decision-making and work hard to promote development and improvement. Managers are aware of the school's main strengths and areas for development. A comprehensive self-evaluation of the school's work has been used to set, plan and devise programmes to improve the school's overall performance. These actions have been of clear benefit to students' personal development and academic achievement. The school works effectively to form committees and organise various activities and events, as well as improving the learning environment, in order to create a motivating educational environment. The school makes appropriate use of its learning facilities, although it lacks some human and physical resources.

The school's main strengths and areas for development

Main Strengths

- Self-evaluation
- Strategic planning
- Students' standards in school examinations and lessons
- Development of citizenship
- Enrichment of the school environment
- Diversity of teaching and learning strategies
- Basic skills in reading, writing in Arabic, English and numeracy
- Students' behaviour
- Support and guidance
- Security and safety
- Links between subjects in the first cycle.

Areas for development

- Developing higher thinking skills
- Developing more accurate and measurable performance indicators for the strategic plan
- Differentiation in homework assignments.

What the school needs to do to improve

In order to improve further, the school should:

- Develop a strategic plan with more accurate and measurable performance indicators
- Develop teaching and learning strategies that focus on:
 - Developing higher thinking skills to a greater degree
 - Giving students more opportunities to work together and learn from each other
 - Catering for individual differences in homework activities to a greater extent.
- Fill the gaps in human and physical resources to ensure continuity of improvement and development.

Overall judgements

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