



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

Schools Review Unit

Review Report

Al-Rowdha Primary Boys School
Hamad Town - Northern Governorate
Kingdom of Bahrain

Date Reviewed: 5-7 April 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 six 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: 526

Age range: 6-11 years

Characteristics of the school

Al-Rowdha Primary Boys School is one of the Northern Governorate schools, in Hamad Town, and was founded in 1996. The age range in the school is from 6 to 11 years and there are 526 students. Most students come from middle-income families. Students are distributed across 19 classes: 11 classes for the first cycle and eight for the second. The school categorises 67 of its students as talented and creative, 153 as outstanding and 42 as having learning difficulties. There are 11 administrative staff and 38 teaching staff. The headmistress is in her second year at the school. The school has no assistant principal and vacancies for senior teachers of Mathematics and English for the first cycle, as well as a supervisor of administrative and financial affairs. The school is part 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 overall effectiveness of Al-Rowdha Primary Boys School is satisfactory. It has good aspects in students' personal development, curriculum enrichment and presentation, student guidance and support, and leadership and management. Students and their parents are very satisfied with the school.

Students' academic achievement is satisfactory. Students achieve high pass rates in school examinations and showed similarly high levels of performance, understanding and knowledge in the good lessons observed. In the other lessons, where teaching methods are instructional and students' individual differences are not always considered, students' attainment is no more than satisfactory. Students' results have improved over the past two years and the first semester of this year, particularly in Mathematics and Science, but they do not make consistent progress in lessons and written work as their different levels of ability are not sufficiently considered in the teaching strategies used and the activities they are given. The school makes use of examination results to identify students who would benefit from remedial programmes; these programmes help students to make progress. The school also develops the abilities of talented and outstanding students through extra-curricular activities, competitions and enrichment programmes, which have a positive effect on their progress. In lessons, however, these groups of students are rarely given the support they need.

Students' personal development is good. Most students attend school regularly. They show respect for each other and to their teachers. They also show awareness and a sense of responsibility through their good behaviour inside and outside lessons. Students participate enthusiastically and effectively in school life and various activities, events and projects such as the Young Nurse, the Young Specialist and the Young Policeman, which reinforce their self-confidence and ability to take responsibility. Most students follow the school's systems and rules. The school provides good educational programmes to encourage good behaviour, respect and tolerance, which benefit students' personal development and contribute to them feeling safe at school. Students are given some opportunities to develop their analytical thinking skills in the better lessons, although the focus is generally on simple thinking skills.

The effectiveness of the teaching and learning processes is satisfactory. Most teachers know the study materials well. In the good lessons, teachers used effective and varied teaching and learning strategies such as role-playing, discussion and conversation, and questioning to

meet students' educational needs. These lessons are managed well and teachers make good use of cooperative work and differentiated activities to challenge students' abilities and encourage them to learn from each other. These teaching strategies have a positive effect on students' achievement and acquisition of skills, concepts and knowledge. Other lessons, however, are instructional and focused on the knowledge aspect. Facts are taught without being connected to the skill aspect, and teachers rely on direct questions that measure only lower thinking skills. In most lessons, students are assigned enriching homework and activities, although their individual differences are not sufficiently considered. In good lessons, teachers use varied verbal and written assessment methods to measure how well students achieved their learning goals and help meet students' educational needs. In most lessons, however, assessment methods do not measure students' achievement effectively or help them reach their learning goals.

The quality of curriculum enrichment and delivery is good. Citizenship is promoted effectively through projects such as the Young Citizen, events and festivals, which reinforce students' feeling of community. The school environment is used effectively to reinforce the school curriculum and celebrate students' achievements, by means of wall displays and posters, creating a motivating environment in which to learn. The school gives students opportunities for extra-curricular activities, both indoor and outdoor, such as the morning broadcast and the garden of values, which help polish students' skills and broaden their experience. Curriculum subjects are linked well in the first cycle, which enables students to study a logical and coherent curriculum. Students acquire no more than satisfactory basic skills in reading and writing in English and Arabic, Mathematics and Information Technology (IT).

The quality of guidance and support for students is good. New students are inducted appropriately through educational meetings and introducing them to the school's facilities, systems and rules, which helps them settle in easily. The school diagnoses and meets the personal needs of students by providing appropriate aids. It meets their educational needs well through various remedial and enrichment programmes and provides support to students in lessons, although the support in some lessons was insufficient. The school keeps parents informed about their children's progress and holds regular educational and individual meetings. The school assesses and monitors safety and security aspects appropriately and provides staff and students with a safe and secure environment. Most students are prepared for their next stage of education appropriately: a series of educational meetings are held for the third grade students and field trips are arranged for fifth grade students. Students acquire the skills they need and the ability to take responsibility and learn independently by participating in individual and group guidance programmes.

The effectiveness of leadership and management is good. The school has a shared vision that focuses on students' achievement and personal development. It has a clear strategic plan that focuses on development and improvement, which is based on an accurate diagnosis of

the school situation. The plan has a strong focus on academic achievement and personal development, and its influence can be clearly seen in the improved conduct of most students. The school uses self-evaluation to assess all aspects of its work and is fully aware of its strengths and areas for development. The school provides various professional development programmes for staff and monitors the work of its divisions regularly. The school delegates work appropriately to cover its staff shortages. It also seeks the opinions of students and their parents and responds to them according to its priorities and capacities; for example, it has provided umbrellas in the school field and set up workshops during holidays, all of which students and their parents appreciate.

□ Does the school have the capacity to improve?

Grade: 2 (Good)

The school's capacity to improve is good. It is pursuing an ambitious policy that relies on development and keeping up with educational updates. Its policy is based on an accurate and comprehensive self-evaluation of all aspects of the school's work. The strategic plan focuses appropriately on students' academic achievement and personal development. The school has brought about several improvements to the school environment, using its educational facilities and buildings effectively. The school has also implemented several programmes to improve students' behaviour, which have had a clear effect on their personal development and increased their motivation to learn. Despite the shortages in human resources, the school manages, by delegating responsibilities appropriately, to maintain the work of the school efficiently.

The school's main strengths and areas for development

Main Strengths

- School examination results
- Strategic planning
- Self-evaluation
- Meeting students' personal needs
- Students' conduct
- Safety and security
- School environment.

Areas for development

- Students' performance in lessons
- Considering individual differences
- Development of higher thinking skills
- Teaching and learning strategies
- Cooperative learning
- Basic skills in reading and writing in English and Arabic, Mathematics and IT
- Using the findings of self-evaluation.

What the school needs to do to improve

In order to improve further, the school should:

- Develop teaching and learning strategies to include:
 - Considering individual differences in activities and homework
 - Developing analytical thinking skills
 - Challenging students' abilities
 - Developing basic skills
 - Giving students more opportunities to work together and learn from each other.

- Use the findings of self-evaluation to effectively meet the educational needs of students

- Fill the staff vacancies.

Overall judgements

Aspect	Grade: Description
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	2: Good
The quality and effectiveness of teaching and learning	3: Satisfactory
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