



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

School Review Unit Review Report

Al Khamis Primary Boys School
Al Khamis - Northern 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: 430

Age range: 6 – 12 years

Characteristics of the school

Al Khamis Primary Boys' School is one of the Northern Governorate's schools. It was established in 1926. It caters for students ranging between 6–12 years old. Students come from various social and economic backgrounds. Most of the parents are secondary school graduates and are from limited-income families. The school principal is currently in his first year in office at the school. The school employs 62 teachers. There are 430 students enrolled at the school and they are distributed amongst 19 classes (9 in the first cycle and 10 in the second). The school is one of His Majesty King Hamad's "Schools of the Future" projects for the second year.

Overall effectiveness

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

Grade: 3 (Satisfactory)

Overall, Al Khamis Primary Boys' School performance is satisfactory overall. Parents and students are satisfied with the school's provision.

Achievement levels of students in their academic work are satisfactory. Although there are high pass rates in Ministry exams in the first and second cycles, and high levels of proficiency in the first cycle, when compared to previous years, these rates are declining. This is most noticeable in the second cycle and in some basic subjects. Progress in lessons is only satisfactory in most lessons. Individual differences including special needs and gifted and outstanding students are often not given enough attention, except in the best lessons.

The personal development of students is satisfactory. Students attend lessons regularly but some students arrive late for morning assemblies. Students participate satisfactorily in good or satisfactory lessons. Moreover, students are enthusiastic and take part in internal and external competitions which offer them opportunities to develop self-confidence and work independently. However, the development of analytical thinking skills is rare during lessons. The overall relationships at school are based on caring and mutual respect, although there are some instances of misbehaviour among a minority of students, particularly outside the classrooms.

The teaching and learning process is generally satisfactory. The teachers generally manage lessons effectively and engage as many students as possible to participate in class activities, although they do not always adequately challenge students' higher order thinking skills. Although, some teachers use varied strategies, they mostly rely on conventional teaching methods. Despite the fact that assessment techniques are used, they are limited to general oral questions and do not take into consideration the individual differences amongst students. Teachers also correct students' written work, but the feedback to students is limited to corrections without giving useful comments to help improve the student's performance in the future.

Curriculum enhancement is satisfactory. Students are given sufficient opportunities to participate in some extracurricular activities. However, students are not given sufficient opportunities to develop their sense of citizenship inside and outside the classroom. There are some opportunities to make links between subjects in the first cycle and these are limited in the second cycle. The curriculum is enhanced through resources in some classes and

corridors. Students' acquisition of the basic skills is generally satisfactory although they are not consistently developed across the curriculum.

Support and guidance is satisfactory. The school conducts induction sessions for new students in cycle 1. Students' personal needs are generally met although support in lessons is inadequate as students' individual differences are not usually catered for. The school provides advice and guidance, when needed through workshops and seminars. The school informs parents of their sons' progress in school. The school seeks to maintain a safe and healthy environment for its students although there are some risks which were raised with the principal.

The leadership and management are satisfactory. The school has a vision and mission statement focused on quality and excellence and a general improvement plan but which lacks clear procedures for monitoring and evaluation. The school provides professional training opportunities for staff, however, the impact of these workshops on teaching is not evident in the performance of all teachers. The school consults parents and students and responds well to their views and suggestions.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has a satisfactory capacity to improve. Students' are making satisfactory progress. There is a vision and mission that places an emphasis on excellence and the quality of education. Self evaluation is developing as well as improvement planning. In addition to this, the principal has created a positive atmosphere for learning and working. Management roles have been distributed, especially in taking responsibility for monitoring teaching and learning.

The school's main strengths and areas for development

Main strengths

- High proficiency rates in the first cycle.
- Punctuality to lessons.
- Induction programmes.
- Meeting students' personal needs.
- Communication with parents.

Areas for development

- Differentiation for teaching and learning.
- Basic skills across the curriculum
- Higher order thinking skills.
- Use of assessment.
- Development of citizenship.

What the school needs to do to improve

In order to improve further, the school should:

- Develop self evaluation and use the results more rigorously to inform strategic planning, focusing on improvement and development with measurable objectives.
- Extend teaching and learning strategies in order to:
 - Develop higher order thinking skills and challenge students' abilities.
 - Take individual differences into account for lessons and homework activities
 - Develop students' basic skills across the curriculum.
 - Spread the good teaching practices in the first cycle to the second cycle.
- Ensure that the school is a safe place for students and teachers.

Overall judgements

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