



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

# **Schools Review Unit Review Report**

**Ammar Bin Yasir Primary Boys School  
Sanad - Central Governorate  
Kingdom of Bahrain**

**Date Reviewed: 2 - 4 November 2009**

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## The Schools Review Unit

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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**

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### **Review Scope**

This Review was conducted over three days, by a team of eight 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, students and parents. This report summarises their findings and recommendations.

### **Information about the school**

Gender of students: Boys

Number of students: 399

Age range: 6 -10 years

### **Characteristics of the school**

Ammar Bin Yasir Primary Boys School is a school in the central Governorate and was established in 1997-98. The school caters for boys aged between 6 and 10 years old. It has 399 students distributed among 15 classes: 11 for the first cycle and 4 for the second. Most pupils come from middle- to higher-income families. There are 35 teachers in the school. The Principal and the assistant principal are in their second year at the school. The school suffers from a high turnover of teachers, a shortage of senior teachers and shortages in resources and computers. A nurse was appointed recently. The school is involved in many developmental projects, most notably introducing English curricula to the first grade and joining phase four of King Hamad's Schools of the Future project.

## Overall effectiveness

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

### **Grade: 3 (Satisfactory)**

The overall performance of Ammar Bin Yasir Primary Boys School is satisfactory. The school provides good support and guidance to students, and the leadership and management of the school is also good. The school gains good satisfaction ratings from students and their parents.

Academic achievement is satisfactory overall; students achieve high success rates in their school examinations which clearly reflect the good levels of understanding and proficiency observed in good lessons. About half of the observed lessons were satisfactory and students show satisfactory progress in their written work. Students with learning difficulties and of lower ability make appropriate progress in the remedial and enrichment activities offered to them outside the classroom, and also in some good lessons. In the satisfactory and inadequate lessons however, as well as in homework and extracurricular activities, the school does not consider the individual differences of students sufficiently and offers insufficient support to less able students. Some students are not making the progress they should.

Students' personal development is satisfactory overall. Most students attend school regularly; they show good respect to their teachers and schoolmates and most of them enjoy psychological stability. Students' personal qualities, such as taking on responsibility and self-confidence, are improved and developed by their participation in committees and various extra-curricular activities, and also through opportunities given during good lessons. The satisfactory and inadequate lessons were less successful at developing these qualities, particularly in respect of cooperative work and the development of analytical thinking. In such lessons, greater focus was given to the quantity of knowledge gained rather than personal development.

Teaching and learning processes are satisfactory overall. In the good lessons, teachers showed mastery of their subject and managed class activities well. They use varied teaching and learning strategies to challenge students' abilities and stimulate their engagement and learning. These good practices are less evident in the satisfactory and inadequate lessons; for example, students are given insufficient opportunities to develop higher-order skills and

there is little use of assessment results to provide support for various categories of students. The levels of teachers' general performance vary across the school.

The quality of the provision and the enrichment of the curriculum are satisfactory. The school develops students' understanding of their rights and duties, and reinforces their sense of patriotism through engagement in extracurricular activities and a variety of school events. The school makes reasonable use of educational facilities to serve the learning process but links across subjects in the curriculum vary; this was clear to a greater extent in the second cycle lessons. Some students show weak ability in basic competences such as writing in Arabic and English, and in specific skills related to solving mathematical problems verbally.

The quality of guidance and support for students is good. The school provides a good induction for new students, as well as appropriate support and advice when needed. It meets students' personal and educational needs, and communicates with parents to keep them well informed about their sons' progress. The school also assesses security and safety issues rigorously and follows them up to ensure a healthy and secure environment for all staff and students.

The leadership and management of the school are good. Since taking over last year, the school's senior managers have taken positive steps to improve students' academic and personal success by inspiring staff, developing teachers' performance and adopting the principle of sharing at work. They ensure that the school's vision and mission are successfully put into practice, carefully oversee the implementation of the strategic plan and conduct comprehensive self-evaluation of the school's work.

### **□ Does the school have the capacity to improve?**

#### **Grade: 2 (Good)**

The school has good capacity to improve. The school's leaders are ambitious for the school and believe in development. They have made a number of improvements since assuming responsibility for the school, including developing the teaching and learning processes and raising students' academic and personal standards. Their actions are based on good strategic planning, driven by the results of comprehensive and accurate self-evaluation of the school's performance. The school faces challenges to its success, such as a shortage of middle managers and a high turnover in areas of the teaching staff. These are problems that the school's leadership is working hard to deal with by delegating responsibilities to cover the shortages.

## **The school's main strengths and areas for development**

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### **Main Strengths**

- Strategic planning
- Self-evaluation
- Extra-curricular activities
- Induction programmes for new students
- Assessing and meeting students' personal needs
- Security and safety
- Inspiring and motivating leadership

### **Areas for development**

- Taking individual differences into account when presenting lessons and homework
- Developing analytical thinking and higher-order thinking skills
- Activating cooperative work strategy in lessons
- Developing basic skills in core subjects, such as written composition in English and Arabic, and mathematical competencies
- Using assessment results

## What the school needs to do to improve

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In order to improve further, the school should:

- Employ teaching and learning strategies appropriate to students' needs through:
  - developing analytical thinking and higher-order thinking skills
  - activating cooperative learning strategies in lessons to a greater extent
  - taking account of individual differences when giving homework and presenting lessons
- Develop basic skills, particularly in core subjects such as written composition in Arabic and English , and mathematical competencies
- Use assessment results to offer more support for gifted and talented students and for less able students, especially during lessons, to ensure they make sufficient progress.



## Overall judgements

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Aspect	Grade: Description
<b>The school's overall effectiveness</b>	<b>3: Satisfactory</b>
The school's capacity to improve.	2: Good
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	2: Good
The quality and effectiveness of leadership and management	2: Good