



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

School Review Unit Review Report

**Arad Primary Boys School
Arad - Muharraq Governorate
Kingdom of Bahrain**

Date Reviewed: 20 - 22 April 2009

Table of contents

The School Review Unit	1
Introduction.....	2
Characteristics of the school	2
Overall effectiveness	3
The school's capacity to improve.....	4
The school's main strengths and areas for development	5
What the school needs to do to improve.....	6
Overall judgement	7

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 four 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: 177

Age range: 6-11

Characteristics of the school

Arad Primary Boys School was established in 1957 and is located in the Muharraq Governorate. The school accommodates students from the neighbouring residential compounds. The students range from 6-11 years. It has 177 students enrolled, and they are distributed among 9 classrooms in the first cycle, and the fourth and fifth grades in the second cycle. Most students come from families of a limited economic background. The school has 19 teachers on the staff.

Overall effectiveness

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

Grade: 2 (Good)

Arad Primary Boys School's effectiveness is good. The parents and students expressed their good satisfaction with the school.

The students' academic achievement is good. They make progress in their work in lessons. The students' general success rates indicate progress in most subjects and in their written work. These success rates were reflected in actual performance in the lessons. The diverse range of teaching and learning strategies, as well as the leadership roles that students take on inside and outside the classrooms have a positive impact on achievement.

The students' personal development is good. Students actively participate in school life, and in committees. Students show their self-confidence and leadership abilities. The students also show mutual respect when working with each other and distribute roles and responsibilities amongst each other. They benefit from a sense of security in school which is conducive to learning.

The teaching and learning process is good. The strategies applied in the outstanding and good lessons as well as some satisfactory lessons engaged students' interest. This in turn led to the development of their academic achievement through assuming leadership roles and sharing objectives and the impact of this was reflected on their academic and personal achievement. In the best lessons, students acquired the basic skills, and different measures of assessment were employed effectively which helped diagnose their educational needs and address them. However, assessment was not used systematically to inform planning and teaching. Students' higher level thinking skills were not consistently developed and opportunities for cooperative learning were limited.

The quality of curriculum presentation and enrichment is good. The school makes considerable efforts to enrich and beautify the classrooms and the school environment so that they support learning. The school enhances the students' experiences through the different extracurricular activities it offers, in addition to the daily activities during break time, about which most students were enthusiastic.

The quality of the students' support and guidance is good. The school identifies students' learning and personal needs, and meets them as much as possible. This has a positive impact on the academic achievement of students in the classrooms as the school is able to handle

most of their personal and academic problems. The school communicates with parents and informs them of their childrens' progress. The school has given guidance to fifth grade students but there is no regular programme to help them to make the transition to the next stage of their education.

The leadership and management are good. There is a shared vision and mission statement that has been shared with all staff, and is reflected in school practices. The school has made a significant effort to raise the students' academic achievement, as well as improve the general behaviour of the students and continuously encourage them. The administrative and teaching staff are commended by parents. The school assessed its current situation and formulated a new strategic plan based on the results of the self-assessment, and also evaluated the schools practices. However, the evaluation of the school practices is not accurately monitored using success indicators.

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

Grade: 2 (Good)

The school's capacity to improve and develop is good. This is due to the efforts of the leadership over a short period of time. The new shared vision and the strategic plan are based on the results of the school's self-assessment, and take account of student performance during the last three years. The biggest challenge facing the school is the enhancement of teaching and learning strategies, in particular the e-teaching, which the school has already started to apply to meet the needs of students of different abilities.

The school's main strengths and areas for development

Main strengths

- Leadership and management
- Student achievement
- Extracurricular activities
- Students' behaviour
- Use of school environment to enhance learning

Areas for development

- Higher order thinking skills
- Cooperative learning
- Transition programmes.

What the school needs to do to improve

In order to improve further, the school should:

- Improve the quality of the teaching and learning process by:
 - Challenging students' higher-order thinking skills.
 - Providing more opportunities for students to work together and learn from each other.
 - Making better use of homework.
 - Implementing a consistent system for using assessment data

- Prepare and provide students with the skills needed for the next stage of their education.

Overall judgements

Aspect	Grade
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	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good