



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

School Review Unit

Review Report

Abdul-Rahman Al Naser Primary

Intermediate Boys School

Muharraq - Muharraq Governorate

Kingdom of Bahrain

Date reviewed: ١٦- ١٨ March ٢٠٠٩

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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. ٣٢ of ٢٠٠٨ amended by Royal Decree No. ٦ of ٢٠٠٩. 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 (١)	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 (٢)	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 (٣)	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 (٤)	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: ٦٤٧

Age range: ١١-١٥ years

Characteristics of the school

Abdul-Rahman Al Naser Primary-Intermediate Boys School is in the Governorate of Muhraq. The school was established in ١٩٦٠ and accommodates a total of ٦٤٧ students ranging between ١١-١٥ years. There is a new primary Grade ٦ class which has put additional pressure on a challenging school. Most of the students are from low-income families. ٤٨ students are categorized as gifted or outstanding. Students are distributed in ٢٠ classes (٦ in the second cycle and ١٤ in the intermediate stage). The school is led by a new principal for two years assisted by two newly appointed assistants. There are ٥٧ teaching staff.

Overall effectiveness

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

Grade: 4 (Inadequate)

The effectiveness of the school is generally inadequate although it enjoys good satisfaction from the students and parents.

Students' achievement is inadequate overall. Students, particularly those in 7th Intermediate achieve low success rates in the core subjects. The same standards were seen in lessons especially in English and science. Though the school provides adequate care for the gifted and outstanding students outside the classrooms, such care is not equally shown within the classrooms. The different needs of students are not always met in lessons; hence all students do not achieve sufficient progress. In addition, a large minority of students have low attainment when they join the school as they have less experience of education, particularly in English. In general, the performance of the sixth grade students is better than that of the intermediate students.

Students' personal development is variable but satisfactory overall. Most of the students attend school regularly as a direct result of the school's efforts. Many students take part in activities that support their personal development such as the morning assembly programme and the school broadcast. Students are given some opportunities to develop their self-confidence, take on responsibilities, work independently and develop high level thinking skills in good lessons, whereas similar opportunities were insufficient in satisfactory and inadequate lessons.

The effectiveness of the teaching and learning process is inadequate. In most lessons, teachers did not employ their subject knowledge to diversify the teaching methods, challenge the students' abilities, pay attention to the individual academic differences or use assessment to understand and meet their needs. This was reflected in the students' levels of academic achievement and progress. The teacher-centered method limits students' opportunities to work together effectively to gain new skills and understanding. There is a large minority of inadequate teaching and in spite of the principal's efforts to use the professional development route, there has been a lack of progress, particularly in English.

Curriculum enrichment and presentation is generally satisfactory. The school positively encourages the students to take an active part in the morning assembly and in-house and

external competitions. This is a strength of the school. The school environment is used to enrich the curriculum. Students' work is displayed all around the school. The Science and computer laboratories and the learning resource centre are effectively utilized.

Students are provided with satisfactory support and guidance. The well integrated induction programme helps students to easily settle in school which is reflected in their generally good behaviour. Support and guidance for the students is better outside of class rather than in lessons. The school also endeavours to meet the students' personal needs and maintain a safe environment. The school is aware of one area that is difficult to access for cleaning. Arrangements for preparing grade six students for the next stage of education has not been developed.

The effectiveness of leadership and management in the school is generally satisfactory. However the leadership of the principal is good. The principal has achieved considerable progress during his short time in office. This is clear in the quality of the school environment, the students' personal development and the improvement in the school's reputation in the community. In addition, there is positive communication with the parents which keeps them informed of their sons' academic progress. A strategic plan has concentrated on developing teachers professionally. However, the performance of some staff has not been improved which has negatively affected the students' achievement and represented a challenge to the school's administration.

Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The principal's effective leadership and managerial skills are reflected in the positive changes that have been made since his appointment. In particular he has brought about improvements in the learning environment and students' attitudes to school. There is a three year strategic plan based on self-evaluation. It is focussed on raising achievement and improving teacher performance. However, the professional development programme has had limited success so far. He has also improved communication with parents and the community which has improved the school's reputation. Despite the strength of the principal, the school faces a number of challenges including raising standards and improving the quality of teaching.

The school's main strengths and areas for development

Main Strengths

- Attendance and punctuality.
- Behaviour.
- Induction programmes.
- Rich educational environment.
- Development of citizenship.
- Extracurricular activities.

Areas for development

- Planning for differentiation.
- Higher order thinking skills.
- Use of assessment.
- Strategic planning.
- Basic skills in English and science.
- Collaborative learning.
- Range of teaching and learning strategies.
- Homework.
- Cross curriculum links.

What the school needs to do to improve

In order to improve further, the school should:

- Improve the quality of teaching, particularly in English with the Ministry of Education's urgent support.
- Employ teaching and learning strategies that:
 - Develop higher-order thinking skills
 - Develop basic skills
 - Take individual differences into consideration in planning lessons and setting homework.
 - Challenge students abilities
 - Provide more opportunities for students to work together and be involved more in their own learning
- Develop a strategic plan based on an accurate assessment of the school position.
- Use assessment to make sure that: students' academic needs are met; Students make progress and reach their individual targets.

Overall judgements

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