



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

# **School Review Unit**

## **Review Report**

**Sitra Primary Boys School**

Sitra - Central Governorate

Kingdom of Bahrain

**Date reviewed: 17 -19 February 2009**

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## The School Review Unit

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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:

<b>Grade description</b>	<b>Interpretation</b>
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**

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### **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: 406

Age range: 6-12 years

### **Characteristics of the school**

Sitra Primary Boys School, a government school located in the Central Governorate was established in 1943. The total number of students is 406. The students' age range is from 6 to 12 years. The backgrounds of most of the students are economically and socially stable. The students are distributed in 15 classes, six of which are in the first cycle and nine in the second cycle. There are 41 students with learning difficulties and eight identified as gifted and talented. The principal is in his second year in the school. There are 11 administrative staff and 38 academic staff. The most significant project in the school is the "King Hamad project of future schools."

## Overall effectiveness

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

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

The school's overall performance is satisfactory. Students and parents are generally satisfied. The students' level of academic achievement in lessons is satisfactory despite high examination results. The students' progress in lessons and the work set is only satisfactory. This is as a result of not paying sufficient attention to individual students' academic abilities in a way that enables all students to achieve the levels of progress that match their abilities. There are effective programmes for children with learning difficulties and these students also make adequate progress.

Students' personal development is good, and this was particularly evident in their regular attendance, good behaviour in and outside the classroom and their contribution to class activities. Nevertheless, the same enthusiastic participation in good lessons was not evident in satisfactory lessons. Students also showed a good degree of self-confidence as well as the ability to work alone and to take on responsibility.

The learning and teaching process is satisfactory. As a result of an overly traditional teaching style in most of the lessons, in which the teacher is the centre of the educational process rather than the students, with little effective participation from the students. Good lessons observed during the review however, did feature these key elements, which included employing different strategies and styles of teaching that proved to be effective in retaining students' attention and encouraging their participation.

The provision and enrichment of the curriculum is satisfactory. The limited range of teaching strategies promotes the acquisition of basic skills satisfactorily. As is their development and understanding of rights and duties through participation in national festivals. There was little evidence seen of linking subjects across the curriculum, except in a small number of lessons, mainly in the first cycle due to lack of coordination between the teachers and leaders.

The support and guidance provided for students is good. The school provides a good induction programme for new students. The learning difficulties specialist diagnoses and meets students' special educational needs and effectively tracks their progress. Students are given opportunities to speak to an adult when they encounter any problems. The school has good follow up mechanisms for assessing health and safety risks and the school updates the

parents with their children's progress through meetings, semester reports and through weekly newsletters in the first cycle.

The leadership and management of the school are good. There is a clear strategic plan that focuses on improvement and areas for development. The school assesses well most aspects of its work and accurately analyses its strengths and weaknesses, which informs strategic plans. The principal and senior teachers inspire and motivate the administrative and teaching staff, which has led to the development of a strong and unified team spirit.

## Does the school have the capacity to improve?

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

The school has good capacity to improve and develop further. This is due to the very effective administration team and their collective belief in the value of continuous development and sharing the decision making process. The school has seen important changes since the appointment of the current principal last year. These changes include the preparation of a three-year strategic plan that focuses on improvement, development and self-evaluation in all aspects of the school's work.

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

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### **Main Strengths**

- Self-evaluation.
- Strategic planning.
- Standards in school exams.
- Achievement in the first cycle.
- Attendance and punctuality.
- Behaviour.
- Induction and transition programmes.
- Motivating staff.
- Extracurricular activities.
- Meeting students' personal and educational needs.

### **Areas for development**

- Planning for differentiation.
- Higher order thinking skills.
- Use of assessment.
- Basic skills in Arabic language and Mathematics in the second cycle.
- Collaborative learning.
- Cross curriculum links.

## What the school needs to do to improve

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In order to improve further, the school should:

- Develop learning and teaching strategies by:
  - Increasing opportunities to develop higher thinking skills.
  - Allowing more opportunities for students to work together.
  - Taking individual difference into consideration in lessons and homework.
  - Developing basic skills in reading, writing and maths, particularly the second cycle.
  
- Use evaluation to diagnose the students' needs, programmes used and lesson planning.
  
- Integrate core subjects to ensure that students are capable of using basic skills in different situations.



## Overall judgements

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Aspect	Grade
<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	2: Good
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	2: Good
The quality and effectiveness of leadership and management	2: Good