



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

# **School Review Unit**

## **Review Report**

**Bait Al-Hikma Primary Girls School**

**Isa Town - Central Governorate**

**Kingdom of Bahrain**

**Date reviewed: 1-3 December 2008**

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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 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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This Review was conducted over three days, by a team of five Reviewers led by a Lead Reviewer.

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: Girls

Number of students: 603

Age range: 6-14 years

### **Characteristics of the school**

Bait Al-Hikma Primary Girls School, founded in 1984, is located in the Central Governorate, Isa Town. The school serves 603 students. Most of them come from middle class families. The students are distributed in 20 classes from grade 1 to grade 6, three groups in grades 1-4 and 4 groups in each of grade 4 and 6. The number of teachers is 57 teachers. The school has two academic buildings, one for the school administration and a sports hall.

## 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 effectiveness of Bait Al-Hikma Primary Girls School is satisfactory, where most students achieve satisfactorily in their academic work. Teaching and learning, personal development, curriculum enrichment programs, support and guidance programs and leadership and management are all satisfactory. However, students' and their parents' satisfaction are good.

Students' achievement is satisfactory. Most students reach the expected standards satisfactorily in lessons and make satisfactory progress. However achievement of both outstanding and less able students is not in line with their potential mainly as a result of lesson activities that do not sufficiently meet their different needs.

Students' personal development is satisfactory. They attend regularly and punctually. They participate in school life which develops their self-confidence, allows them to take on responsibility and work with each other satisfactorily. However the development of their analytical thinking skills is inadequate.

The effectiveness of teaching and learning is satisfactory but more consistent in the first cycle. Most teachers manage their lessons well and encourage their students' participation. They employ diagnostic assessment and respond to the needs of the students satisfactorily. However, the degree to which students are challenged is inadequate.

Curriculum enrichment programmes are satisfactory. Students' experience is enriched through a range of extracurricular activities and use of the school environment. However, links between subjects are inadequate.

Students' guidance and support programs are satisfactory. The school provides a satisfactory induction programmes and assesses students' personal and learning needs, and offers support when they face difficulties. They work in a safe and healthy environment. However, the preparation of students for the next phase of their education is inadequate.

The effectiveness of leadership and management are satisfactory. The school's vision has been established and shared with staff. Self-evaluation is carried out in order to develop an action plan for improvement satisfactorily. Management uses incentives to motivate teachers appropriately and makes good use of resources. The school responds well to the opinions of both parents and students.

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

**Grade: 3 (Satisfactory)**

The school has satisfactory capacity to improve. There have been significant recent improvements in the school's environment, which was a priority. Over the last three years, students' progress has been satisfactory. The school knows its strengths and weaknesses. It has made a SWOT analysis for many aspects of performance, which provides a good basis for moving the school forward. The school is using this self-evaluation to build up their strategic plan. There is a staff development programme to improve the performance of teachers. However, addressing inconsistencies in teaching especially in the second cycle remains one of the biggest challenges facing the school.

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

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### **Main strengths:**

- Students' attendance.
- Extracurricular activities.
- Induction programmes.
- Meeting students' personal needs.
- Health and safety procedures.
- School environment.

### **Areas for development:**

- Basic skills in Arabic and English.
- Planning for differentiation.
- Higher order thinking skills.
- Links across the curriculum.
- Use of assessment.
- Strategic planning.

## What the school needs to do to improve

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In order to improve further, the school should:

- Develop basic reading and writing skills, particularly in the Arabic and English.
- Develop a range of teaching and learning strategies that:
  - Challenge the students' individual abilities.
  - Focus on learning skills.
  - Use assessment for learning.
  - Provide students with feedback on how to improve.
- Develop a strategic plan based on self-evaluation. Define the priorities for the school improvement plan and monitor and evaluate the effectiveness of the plan on a regular basis.
- Reinforce guidance and support to meet the educational needs of students and provide adequate support for students in and outside classrooms.

## Overall judgement

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Aspect	Grade
<b>The school's overall effectiveness</b>	<b>3: Satisfactory</b>
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