



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

School Review Unit

Review Report

Barbar Primary Boys School

Barbar -Northern Governorate

Kingdom of Bahrain

Date reviewed: 24-26 December 2008

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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. 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:

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

This Review was conducted over three days, by a team of seven 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: Boys

Number of students: 544

Age range: 6-12 years

Characteristics of the school

Established in 1970/71, Barbar Primary School for Boys is one of the schools in the Northern Governorate. The age range in the school is from 6 to 12 years. Most of the 544 students come from middle or upper-middle income families in the Barbar area.

Overall effectiveness

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

Grade: 3 (Satisfactory)

Barbar Primary School for Boys is, overall, a satisfactory school. It is satisfactory in the main areas of academic achievement, personal development, teaching and learning, curriculum reinforcement, quality of support and school leadership and management.

Students' achievement is generally satisfactory. Students achieve high success rates in tests but this achievement is not mirrored in classes, where students' skills and understanding are generally no more than satisfactory. Students' written work is also no more than satisfactory.

Students' personal development is satisfactory. Their attendance record is good and they generally behave well both in and outside classes. Some students take part in activities that enhance their personal development, such as internal and external competitions and activities associated with the school radio. Not enough students are given these opportunities however. Some teachers work on students' personal development in classes and give them the chance to improve their self-confidence and take on responsibilities in a satisfactory manner, but there are not enough such opportunities. The teaching strategies used by the school are not developing adequately the students' abilities to work independently and think analytically.

The quality of teaching and learning are satisfactory overall. In good classes, a variety of teaching methods and materials were used to cater for students' different needs. Activities such as role-playing and games maintained students' interest and had a positive effect on achievement. The weaker lessons showed little variety in teaching methods, which were often ineffective. Some lessons are uninteresting and insufficiently challenging for students, who are not involved in setting learning objectives and are given little opportunity to work together or learn from each other. Individual differences are not taken into account in these lessons. Overall, the assessment of students' needs and how they are met is satisfactory. The school does not set enough homework for its students.

The curriculum is presented and enriched satisfactorily. The curriculum prepares students adequately to acquire basic skills and develop an understanding of their rights and duties. Subjects are not, however, integrated well, except in a few lessons in the first cycle.

The students' support and guidance programmes are generally satisfactory. They prepare students adequately to join the school and diagnose and meet their personal and educational needs in a satisfactory way. Students have appropriate access to support from teachers and administrative staff if they have problems. The school appropriately defines acceptable behaviour. It updates parents on their sons' progress adequately.

Leadership and management are generally satisfactory. Although the school principal and assistant principal are new to the school, they have improved the school's performance within a short period of time by devising the school's new vision and mission, preparing the strategic plan and setting up a self-evaluation committee. The school's staff and students are inspired and motivated by this leadership.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has a satisfactory capacity to improve. The principal has made considerable efforts to create and reinforce good relationships between administrative staff and teachers, and improve the school's physical and human resources. He has set about developing a new strategic plan and setting up a self-evaluation committee. The school has the capacity to overcome challenges on the ground.

The school's main strengths and areas for development

Main Strengths:

- Students' attendance.
- Behaviour in class and around school.
- Extracurricular activities.
- Induction programmes.
- School environment.
- Meeting students' personal needs.

Areas for development:

- Planning for differentiation.
- Higher order thinking skills.
- Homework.
- Links across the curriculum in cycle two.
- Use of assessment.
- Basic skills in Arabic, English and IT.
- Self-evaluation.

What the school needs to do to improve

In order to improve further, the school should:

- Extend the use of self-evaluation and base the strategic plan on evaluation results, setting clear and measurable performance targets.
- Widen the range of teaching and learning strategies to better meet the full range of students' needs and develop their communication and information technology skills.
- Pay greater attention to the setting and marking of homework so that students know better how to improve their work.
- Provide better support in the classroom to ensure that the learning needs of students of all levels are met.

Overall judgement

Aspect	Grade
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	3: Satisfactory
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	3: Satisfactory
The effectiveness and quality of teaching and learning	3: Satisfactory
Quality of curriculum	3: Satisfactory
Guidance and support for students	3: Satisfactory
The effectiveness and quality of leadership and management performance	3: Satisfactory