



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

Schools Review Unit Review Report

**Boori Primary Boys School
Boori - Northern Governorate
Kingdom of Bahrain**

Date Reviewed: 31 May – 2 June 2010

Table of Contents

The Schools Review Unit	1
Introduction	2
Characteristics of the school	2
Overall effectiveness	3
The school's capacity to improve	5
The school's main strengths and areas for development	6
What the school needs to do to improve	7
Overall judgements	8

The Schools Review Unit

The Schools 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 raise 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: 297

Age range: 6-12 years

Characteristics of the school

Boori Primary Boys School is one of the Northern Governorate schools. The age range in the school is from 6 to 12 years and there are 297 students. Most students come from middle-income families. Students are distributed across 12 classes, six classes for each cycle. The school categorises 16 of its students as talented and creative, 85 as outstanding, one as physically challenged and 34 as having special educational needs. There are 38 teaching and administrative staff. The Principal is in his third year at the school. The school has no social advisor or an assistant principal. The school is part of King Hamad's Schools of the Future project.

Overall effectiveness

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

Grade: 4 (Inadequate)

The overall effectiveness of Boori Primary Boys School is inadequate. Students and their parents are satisfied with what the school provides.

The students' academic achievement is inadequate. Students achieve high pass rates in school examinations that match their proficiency rates in most core subjects of the two cycles, except in English for the fourth and sixth grades. Students' levels of knowledge and understanding in more than half the observed second cycle lessons, however, did not reflect these high rates. Students in these lessons, where instructional teaching methods are used, students' abilities are not challenged and their individual differences are not properly considered in the work set for them, are held back from progressing in line with their different academic levels. First cycle students make appropriate progress. Students with special educational needs make progress in line with their abilities, especially in the first cycle, although communication between teachers of core subjects and the special educational needs specialists is insufficient. Few programmes are provided for outstanding and talented students. Students are not given suitable support in lessons, which negatively affects their academic achievement and progress.

Students' personal development is inadequate. Most students attend school regularly and punctually and the school takes appropriate measures in cases of absence and frequent lateness. Students are given a few opportunities to develop their self-confidence and ability to take responsibility by taking part in internal activities such as the cleanliness committee and the morning broadcast, but very few students take part, which reduces the usefulness of these activities in developing students' personalities. The teacher is at the centre of the educational process in most lessons: this limits students' participation in those lessons and reduces their motivation for learning and personal development. Students are not given suitable opportunities to develop their analytical thinking skills; in only a few good lessons of the first cycle does this occur. Students fight in and outside the classroom. Some classes are managed ineffectively, supervision is not always available and the school takes limited steps to promote good behaviour. Some students have complained that some teachers use inappropriate disciplinary methods, which makes them feel less comfortable in the school.

The effectiveness of the teaching and learning processes is inadequate. Although teachers have adequate subject knowledge, this is not reflected in most lessons. Most teachers use a narrow range of teaching strategies, often with the teacher as the focus of the process, which

reduces students' motivation for learning and interest in paying attention in lessons; lessons in the first cycle were the exception. Students' abilities are not challenged and their individual differences are not considered, which limits their academic progress. In most observed lessons, class and time management were ineffective and lessons usually ended without covering the lesson goals. Students are given opportunities to learn from each other in groups but this is not done effectively as roles are not distributed appropriately. Teachers seldom break up lessons with assessment activities to check to what extent lesson goals are achieved.

The quality of curriculum enrichment and delivery is inadequate. Although the school provides some extra-curricular activities for students, there are not enough of them and only a small group of students take part, which limits their effectiveness in developing students' different experiences and interests. The school promotes citizenship suitably through the morning broadcast and taking part in national events and festivals. The school environment is enriched through guidance boards and celebrating students' works in the school halls; the classroom environment in the first cycle is better than that of the second cycle. The school does not help students acquire the basic skills in reading and writing in English, Arabic and Mathematics; the instructional teaching methods used focus more on presenting knowledge than acquiring skills. Students' information technology (IT) skills are better developed. Appropriate linking between subjects is made, especially in the first cycle.

The quality of guidance and support for students is inadequate. The school inducts new students properly, which helps them to settle in the school community. Students are not, however, prepared adequately for their next stages of education; the school does not help them acquire the basic skills they need. The school meets students' personal needs appropriately but its assessment of their educational needs and efforts to meet them are insufficient, in and outside lessons. Different student groups are not given enough support; their individual differences are not considered in lessons and the school provides few programmes aimed at different student groups. Students are offered basic guidance and advice through some lectures but these are insufficient and do not contribute to reducing unwanted behaviour among students. The school communicates satisfactorily with parents by means of weekly pamphlets and an open day. It assesses health and safety risks at the school in a suitable way.

The effectiveness of leadership and management is inadequate. The school has a shared vision that focuses on providing an attractive environment for students and producing students who are able to deal with the demands of the job market. This is not in keeping with the school's role as a primary school. The school has a three-year strategic plan but it was not built around the school's development and improvement priorities. Nor does the plan have clear performance indicators against which to monitor achievements accurately. The plan has not helped to improve the school's overall performance. The school has no clear and organised mechanism for self-evaluation, except for some limited practices such as

the senior and middle managers evaluating teachers and the open day for parents. These practices have not helped to create plans and programmes suitable for the improvement of the school's overall performance, especially regarding the teaching and learning processes and students' academic achievement. The school identifies teachers' training needs and provides development workshops but the effect of these workshops on teachers' performance is limited; the benefit can be seen more in the first cycle than in the second. The school makes few attempts to gather the views of students and their parents about the services it provides.

□ Does the school have the capacity to improve?

Grade: 4 (Inadequate)

The school's capacity to develop and improve is inadequate. It has no clear self-evaluation mechanisms, which clearly affect its poor overall performance, especially in the fields of teaching and learning and academic achievement, which were inadequate, especially in the second cycle. The current strategic plan does not reflect the school's development and improvement priorities. The school does not have a unified policy for self-evaluation in its different departments, which negatively affected the overall performance. The school has brought about few improvements over the past three years; these are mainly limited to improvements in the school environment. The school faces significant challenges, notably in raising students' academic achievement and improving their conduct. The school is incapable of making major improvements without external support.

The school's main strengths and areas for development

Main Strengths

- The progress of special educational needs students in the first cycle
- Students' regular attendance
- Linking between subjects
- Meeting students' personal needs.

Areas for development

- Self-evaluation
- Strategic planning
- Basic skills
- Professional development
- Time and class management
- Distributing roles and cooperative work
- Students' conduct
- Teaching and learning strategies
- Considering individual differences
- Challenging students' abilities
- Using assessment and its findings in lessons
- Extra-curricular activities.

What the school needs to do to improve

In order to improve further, the school should:

- Draw on external support to help improve performance
- Fill the staff vacancies
- Devise consistent self-evaluation mechanisms, making sure there are appropriate monitoring and evaluation mechanisms which are implemented regularly
- Build a strategic plan based on the findings of self-evaluation, establish clear and measurable performance indicators for the plan, and monitor its effect on the school's overall performance
- Improve students' conduct and use programmes to promote positive behaviour among students
- Develop the teaching and learning processes, taking into consideration:
 - Developing students' basic skills
 - Considering individual differences in lessons and homework
 - Using appealing methods to attract students' attention and motivate them
 - Time and class management
 - Developing higher thinking skills
 - Challenging students' abilities
 - Distributing roles in cooperative work
 - Using assessment in lessons.
- Develop students' self-confidence and ability to take on responsibility and leading roles in lessons and extra-curricular activities to a greater extent
- Assess students' personal and educational needs more carefully and devise ways to meet them more effectively
- Develop better professional competency raising programmes to ensure improvements in teachers' performance and measure their effect on the teaching and learning processes and students' academic achievement.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	4: Inadequate
The school's capacity to improve	4: Inadequate
Students' academic achievement	4: Inadequate
Students' progress in their personal development	4: Inadequate
The quality and effectiveness of teaching and learning	4: Inadequate
The quality of the curriculum delivery	4: Inadequate
The quality of guidance and support for students	4: Inadequate
The quality and effectiveness of leadership and management	4: Inadequate