



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

# **School Review Unit**

## **Review Report**

**Bouri Primary Girls School**

Bouri / Northern Governorate

Kingdom of Bahrain

**Date reviewed: 16 -18 March 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 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: Girls

Number of students: 307

Age range: 7-12 years

## Characteristics of the school

Bouri Primary Girls School is situated in the Northern Governorate. It was founded in 1997. It takes in 307 female students between the ages of 7-12 years and most students enjoy economic and social stability. The students are distributed between 12 classes with six in the first cycle and six in the second cycle. There is a class for students with special needs. There are 9 staff and 31 teaching staff. There is one senior teacher for the first cycle. The school has recently joined the King Hamad "Future Schools Project".

## Overall effectiveness

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

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

Bouri Primary Girls School provides a good standard of education for its students and parents and students expressed their satisfaction with the school.

Students' academic achievement is good, and there is a good correlation between the success rates and their proficiency rates in most subjects. This was particularly evident in the good lessons observed. Students make good progress in lessons and this was also clear in their notebooks. Students achieve levels that correspond with their abilities as expected.

Students' personal development is good. Most students attend school regularly and are well behaved in and outside the classroom which reflects their respect for each other. In addition, students participate enthusiastically in class and in extra-curricular activities. Students are confident and are able to work independently and take on responsibilities.

The quality of the teaching and learning process is good. This is evident in the teachers' good subject knowledge, their ability to teach well and use various strategies in teaching that contribute to creating an enjoyable classroom atmosphere and motivating students to learn. Students enjoy lessons and play an active part in them. Students' acquisition of basic skills is good because of the good teaching methods used. Assessment and feedback on students' work is useful and helps to identify their strengths and areas for improvement.

The curriculum is presented and enriched well through many activities and internal and external events that enhance the students' experiences and promote their interests. The school environment is used well. Displays of students' work hang in and outside classes and enrich the curriculum. However, cross-curricular links are insufficient, with the exception of a few lessons in the first cycle. In addition, the curriculum in most lessons helps students to acquire the basic skills needed in reading, writing, mathematics and IT.

Support and guidance are good. Induction programmes are offered to first class students on their first day at school and their personal and educational needs are diagnosed and met. The support given to students with special education needs is good and contributes to their academic progress. Parents are well informed about their children's progress through different communication channels such as regular meeting and phone calls. The school's health and safety committee regularly follow up health and safety issues and students feel safe and secure in school.

Leadership and management are good. The school has a clear vision and mission that are shared with staff, students and the local community, along with a clear development plan that focuses on improvement. The school knows its strength and weaknesses; this is due to good self-evaluation and this has reflected positively on the school's performance. Despite the fact that there are no senior managers in the second cycle of the school, there has been no negative impact on the school's performance.

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

**Grade: 2 (Good)**

The school has a good capacity to improve and develop due to its effective leadership team which is continually striving for improvement. Recent improvements include the development of a common vision that is focused on raising achievement; an accurate self-evaluation in all areas of the school's work that, in turn, has produced a strategic plan which focuses on improvement and development. Other improvements include improving the educational environment to motivate students to learn and improving the quality of teaching and learning, which has had a positive effect on the students' achievement and in internal examination results over the last three years.

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

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### **Main Strengths**

- Standards in exams and in lessons.
- Self-evaluation.
- Range of teaching and learning strategies.
- Use of assessment.
- Attendance and punctuality.
- Behaviour and relationship between students.
- Induction and transition programmes.
- Rich educational environment.
- Communication with parents.
- Development of citizenship.
- Extracurricular activities.

### **Areas for development**

- Planning for differentiation.
- Higher order thinking skills.
- Strategic planning.
- 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:

- Share the best teaching practices in order to improve:
  - Challenge and improve student's critical thinking
  - Planning to meet Individual differences in lessons and homework.
- Ensure the curriculum is presented to students in a coherent way by forming cross-curricular links between subjects.
- Review the strategic plan and clearly identify targets for improvement and so that progress can be monitored.



## Overall judgements

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Aspect	Grade
<b>The school's overall effectiveness</b>	<b>2: Good</b>
The school's capacity to improve	2: Good
Students' academic achievement	2: Good
Students' progress in their personal development	2: Good
The quality and effectiveness of teaching and learning	2: Good
The quality of the curriculum	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good