



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

Schools Review Unit

Review Report

Fatima Bint Al Khattab Primary Girls School
East Riffa - Central Governorate
Kingdom of Bahrain

Date Reviewed: 10-12 May 2010

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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 seven 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: 1,029

Age range: 6-12 years

Characteristics of the school

Fatima Bint Al Khattab Primary Girls School is a Central Governorate school, in the East Riffa region, and was founded in 1997. The age range in the school is from 6 to 12 years, and there are 1,029 students. Most students come from limited-income families. Students are distributed across 34 classes: five classes for each level in the first cycle, six classes for each level in the second cycle and one merged class. The school categorises 386 of its students as high achievers, 284 as talented and creative and 87 as having learning difficulties; three students have Down's Syndrome. The headmistress is in her fifth year at the school. The number of teaching staff is 62 and there are 12 administrative and technical staff. The school has no computer laboratory, design and technology room or drawing room and there is a vacancy for a laboratory technician. The school is part of King Hamad's School of the Future project.

Overall effectiveness

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

Grade: 3 (Satisfactory)

The overall effectiveness of Fatima Bint Al Khattab Primary Girls School is satisfactory. Students and their parents are very pleased with the school.

Students' academic achievement is satisfactory. Students achieve high pass rates in core subjects, especially in the first cycle and in the fifth grade of the second cycle; these rates match students' proficiency rates. Those rates are also mirrored in students' actual understanding and knowledge in most lessons, except English lessons in the second cycle. In good lessons, and in the work assigned to students in the first cycle, varied activities that cater for students' different levels are provided; most students make better than expected progress in these lessons. In most lessons, however, especially in the second cycle, there is little variety in the activities and written work assigned to students, and they make no more than the expected progress. Students with special educational needs make satisfactory progress, helped by the remedial programmes provided for them. Talented and outstanding students reach levels in line with their abilities in those lessons where they are given a range of activities that meets their needs and in the extra-curricular activities made available to them.

Students' personal development is satisfactory. Most students attend school regularly and punctually. They participate enthusiastically in the morning assembly and school activities and, in the good lessons observed, were eager to learn. Students show self-confidence and the ability to take responsibility and assume leadership roles in cooperative learning activities, especially in the good lessons. They also show leadership in the Students' Council and in disciplinary groups. All these personal qualities are less apparent in the satisfactory lessons. Students develop their higher and analytical thinking skills in good lessons but not in the others. Students respect each other and their teachers, show care for the feelings and opinions of others and act responsibly. Most students feel safe and secure at the school, although a few are concerned about the poor discipline of some students in the canteen and their failure to keep the toilets clean.

The effectiveness of teaching and learning processes is satisfactory. Most teachers know the study materials well; in the good lessons, this is reflected in their effective teaching and learning strategies, such as learning through playing and cooperative learning, and in their use of educational resources. Most students made progress in the good lessons. Most teachers organise their lessons well to ensure that students are taught skills, knowledge and

concepts. Time management is ineffective in some lessons, however, and students are not given enough opportunities to work together and learn from each other. In most lessons, teachers vary the extra-curricular activities according to the students' categories. They also use observation and written and verbal questions as evaluation methods in most lessons although they do not give sufficient feedback to meet the educational needs of lower-achieving students. First cycle students are given homework that takes into account their individual differences, especially in the written work, but students' individual differences are not considered enough in the second cycle. Most homework is marked regularly, but feedback is not consistently provided and missing work is not always followed up.

The quality of curriculum enrichment and delivery is satisfactory. The school develops students' understanding of their rights and duties and enhances their sense of citizenship through activities such as setting aside corners for citizenship and arranging field trips to historical landmarks in the Kingdom. The teaching strategies focus on activities that develop the basic skills of learning in most core subjects and in Information Technology (IT). The teaching methods in some observed lessons, however, do not enable some lower-achieving students in the second cycle to acquire some of the basic skills of Arabic, Mathematics and English. Good lessons in the first cycle are characterised by effective linking between the subjects but that was not the case in the second cycle. The curriculum is enriched by some extra-curricular activities and remedial programmes in Arabic and English. Students' talents are developed through the Talents Committee and most students get the chance to participate in external competitions and school committees. The school environment is appropriately enriched by effective use of the school facilities, making classrooms conducive to learning and setting aside a corner for creativity in each building where the work of outstanding students is celebrated.

The effectiveness of guidance and support for students is satisfactory. The school inducts new students at the beginning of the school year, and those transferring to the intermediate level, in a satisfactory manner. There are no programmes provided to help students who join the school during the school year to settle easily. The school supports the educational needs of lower-achieving students appropriately in good lessons but the support is insufficient in most other lessons. The school's remedial programmes satisfactorily help to meet the needs of students with learning difficulties. Outstanding students are appropriately supported in activity lessons; the school also arranges for them to participate in external competitions. The school provides suitable guidance and advice for most students to help solve their problems. It communicates with parents to inform them about their daughters' progress. The school creates a safe environment for staff and students by monitoring safety and security aspects and arranging awareness weeks.

The effectiveness of leadership and management is satisfactory. The school has a shared vision that has had an impact on the performance of most teachers and the academic achievement of most students. The school also has a comprehensive annual plan and

operational plans for departments that were based on an analysis of the school's position. Some of the performance indicators in these plans are unclear, however, and some departmental plans do not include clear monitoring procedures. The school evaluates its work by analysing reports and questionnaires; this evaluation does not, however, cover all aspects of the school's work and the results have not been used in setting development plans. The school's managers inspire their staff, which has had a positive effect on their discipline and enthusiasm to work as a team. They also allocate duties and delegate powers appropriately. Departments vary in their success in organising workshops and monitoring visits designed to evaluate and improve teachers' performance; this variation is mirrored in teachers' performance in lessons. The school employs most of its facilities adequately to serve the educational process and cover the shortage in school facilities. The school communicates with parents and students regarding the services it provides and responds to their views as best it can.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school's capacity to develop and improve is satisfactory. The school's leadership is aware of the school's strengths and areas for development. It has brought about improvements in the school in terms of translating the school vision into reality, especially in its creation of a motivating environment for learning, which has contributed to students making some progress in their academic achievements. The school's managers inspire their staff, which has had a positive effect on their discipline and enthusiasm for team working. The school still faces challenges, however, such as the inconsistency in teachers' performance, the absence of a strategic plan, an incomplete self-evaluation process and shortages in human and physical resources.

The school's main strengths and areas for development

Main Strengths

- Inspiration and motivation of staff
- Regular attendance
- Meeting students' personal needs
- Extra-curricular activities
- Enriching the school environment
- Seeking and listening to the opinions of students and their parents.

Areas for development

- Self-evaluation
- Strategic planning
- Basic skills in English
- Working together and cooperative learning
- Higher thinking skills
- Challenging students' abilities
- Considering individual differences in lessons
- Using assessment results.

What the school needs to do to improve

In order to improve further, the school should:

- Use the findings of a comprehensive self-evaluation to develop an annual plan and set a strategic plan with key performance indicators
- Develop teaching and learning strategies to include:
 - Providing students with basic skills, especially in English
 - Considering individual differences in lesson planning and homework
 - Benefiting from assessment results
 - Providing opportunities to develop higher thinking skills
 - Giving opportunities to challenge students' abilities
 - Giving more opportunities for students to work together and learn from each other
 - Providing support to all student categories in lessons.
- Develop professional development programmes for teachers and monitor their effect in raising students' academic achievement and enhancing their personal development
- Ensure there are enough educational and material resources for the number of students in the first cycle and fill the vacancy for a laboratory technician.

Overall judgements

Aspect	Grade: Description
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 quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum delivery	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory