



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

# **Schools Review Unit Review Report**

**Fatima Bint Asad Primary Girls School  
Al-Hajar – Northern Governorate  
Kingdom of Bahrain**

**Date Reviewed: 18 - 20 January 2010**

## Table of Contents

---

<b>The Schools Review Unit.....</b>	<b>1</b>
<b>Introduction .....</b>	<b>2</b>
Characteristics of the school .....	2
<b>Overall effectiveness .....</b>	<b>3</b>
The school’s capacity to improve .....	5
<b>The school’s main strengths and areas of development .....</b>	<b>6</b>
<b>What the school needs to do to improve .....</b>	<b>7</b>
<b>Overall judgements.....</b>	<b>8</b>

## 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 as 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 student

## **Introduction**

---

### **Scope of the Review**

This Review was conducted over three days, by a team of six Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written 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: 388

Age range: 6 -12 years

### **Characteristics of the school**

Fatima Bint Asad Primary Girls School, located in Al Hajer Town, was founded in 1972 and is one of the Northern Governorate's schools. The age range in the school is from 6 to 12 years and there are 388 students. Students belong to limited-income families. The students are distributed across 13 classes (seven classes for the first cycle and six for the second.) The school categorises 26 students as talented and gifted, 90 as outstanding and 51 as having learning difficulties. It is the school Principal's tenth academic year in the school. There are 13 administrative staff and 42 teaching staff. The school is in the fourth stage 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: 2 (Good)

The overall effectiveness of Fatima Bint Asad Primary Girls School is good. Parents and students are very satisfied with the school.

The students' level of academic achievement is good. They achieve high pass rates in most subjects. The varied and effective teaching methods used help ensure that students show equally high levels of understanding and knowledge in most lessons. Teachers do not focus sufficiently on students' acquisition of basic English skills, however, and students' understanding of English is inadequate. Students' success and proficiency rates are appropriate to their level of performance in most lessons. Students also make progress in line with their abilities in good lessons, where their individual differences are taken into account, and in class activities. Students with learning difficulties are helped to make good progress by appropriate support programmes.

Students' personal development is good. Most students show awareness that is reflected in their punctuality at school, their behaviour inside and outside classes and their care for the school environment. Most students play a full part in various extra-curricular activities. In good lessons, the varied and engaging teaching methods provide most students with opportunities to participate in activities, express their ideas and take on leadership roles such as playing the role of 'the little teacher'. These opportunities lead students to gain self-confidence, become capable of independent learning, and enhance their abilities to plan and assume responsibilities. Students are given fewer opportunities to develop their analytical thinking skills, particularly in satisfactory lessons, where teachers focus on questions that measure only the lower thinking skills.

The overall effectiveness of teaching and learning processes is good. Most teachers have good knowledge of their subjects. In the good lessons observed, this knowledge was reflected in the varied teaching methods and strategies, such as investigation, discussion and presentation. Teachers effectively use learning resources, such as learning cards, projectors and smart boards. Students show interest and motivation, participate effectively and have good academic achievement in lessons where teaching strategies and resources are used effectively. In some lessons, unclear allocation of roles reduced the effectiveness of collaborative learning opportunities given to students. Teachers use varied assessment

methods, especially in good lessons. The use of such assessment methods helps teachers to gauge whether students achieve their lesson objectives and whether their learning needs are met; in lessons that lacked varied assessment, these aspects were not measured effectively. The outstanding and talented students are assigned varied and rich homework activities, but homework activities are less well chosen for other academic categories of student.

The provision and enrichment of the curriculum is good. The school develops students' understanding of their rights and duties and enhances their sense of citizenship by setting up citizenship corners inside and outside classes and encouraging students' singing of the national anthem and participation in national events. Most students take part in extra-curricular activities that take their various interests into account and contribute to their personal development. The school also enriches the curriculum by making good use of the school and classroom environment to celebrate students' work and setting up displays and educational aids. Effective teaching methods enable students to acquire good basic skills, except in English language. Teachers make links between different subjects to enable students to study a logical curriculum, but only do so to limited extent in some of the first cycle lessons.

The quality of support and guidance given to students is good. Induction programmes for new students are well organised and help students settle easily in the school. The school also runs appropriate transition programmes to give students the necessary skills to prepare them for their next educational phase. The school effectively identifies and meets students' educational needs in good lessons; support programmes for students with learning difficulties are also good and have a clear impact on their progress. The school gives advice and guidance to students and takes appropriate measures to solve their problems. It maintains suitable communication channels with parents to keep them informed of their daughters' progress. The school provides a safe environment by posting guidance signs, organising students' departure from school in an excellent manner and evaluating risks thoroughly. This has a positive impact on students' feeling of safety and security.

The effectiveness of leadership and management is good. The school has a shared vision that is reflected in most of the school's practices and has a good effect on students' academic achievement and personal development in most lessons. The school also has a strategic plan focused on improvement and development. It seeks to achieve its strategic plan's objectives through action plans that it monitors regularly. The strategic plan lacks clear performance indicators, however, to measure its impact on academic achievement and teaching and learning processes. The school is aware of its strengths and areas for improvement, and evaluates most aspects of its work. It seeks to identify and meet the teachers' training needs through training programmes, although the impact of such programmes is not clear in the English department. The school encourages parents' participation in the educational process by actions such as forming the parents' council. It seeks parents' views and responds to

them according to its available resources; one example of this is the opening of the northern gate to the school.

## Does the school have the capacity to improve?

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

The school has a good capacity to develop and improve. The well-established school leadership has managed to achieve the objectives set out in the school's vision and mission and is aware of its strengths and areas for improvement. The leaders believe in sharing decisions with aspiring administrative and teaching staff. Managers work hard to make best use of available resources and inspire and encourage the administrative and teaching staff; these actions are reflected in the good levels of performance among staff. In addition, the school has a strategic plan focused on improvement and development, conducts self-evaluation of most aspects of its work, analyses performance results and sets priorities based on the latest developments. The school has brought about improvements, particularly in the students' behaviour, the performance of teachers and the obvious rise in students' achievement over the past three years.

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

---

### **Main Strengths**

- Standards in examinations and lessons
- Basic skills in Arabic, numeracy and IT
- Students' behaviour
- Diagnosing and meeting students' personal and educational needs
- Teaching and learning strategies
- Safety and security
- Extra-curricular activities
- Use of school's environment.

### **Areas for improvement**

- Basic skills in English
- Higher thinking skills
- Performance indicators in the strategic plan
- Collaborative work
- Linking between subjects in the first cycle.



## **What the school needs to do to improve**

---

### **In order to improve further, the school should:**

- Spread the good teaching and learning strategies taking into account:
  - Developing students' higher thinking skills
  - Using collaborative learning
  - Linking between subjects in the first cycle
- Make students acquire basic skills in English
- Set clear performance indicators for the strategic plan.

## Overall judgements

---

Aspect	Grade: Description
<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 delivery	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good