



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

School Review Unit

Review Report

Al- Gudhaybiya Primary Intermediate Boys School

Manamah, Capital Governorate

Kingdom of Bahrain

Date reviewed: 2 - 4 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:

- 1- Evaluating and reporting on the quality of provision in schools
- 2- Establishing success measures
- 3- Spreading best practice
- 4- 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 five 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: 506

Age range: 12-15 years

Characteristics of the school

Established in 1954, Al-Gudhaybiya Primary Intermediate School for Boys is one of the schools in the Capital Governorate. The age range in this school is from 12 to 15 years. Most students come from middle-class families with a minority coming from low-income families. There are 506 students in the school. There are 428 Arabic-speaking. Students are divided into 16 classes. The school employs 48 members of administrative and teaching staff.

Overall effectiveness

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

Grade: 3 (Satisfactory)

Al-Gudhaybiya Primary Intermediate School for Boys is one of satisfactory effectiveness with some good aspects. The school leadership is committed to improvement and stresses performance quality. There is strong follow-up to improve achievement which is recognised by students and their parents.

The students' level of achievement was satisfactory in classes as individual differences are not always sufficiently met. High exam pass rates did accurately reflect actual levels of understanding and knowledge. Nevertheless, the school does recognize the need to broaden students' horizons and challenge their abilities to achieve better results.

Students' personal development is satisfactory overall. Most students maintain a good attendance record and are actively involved in school life through school broadcasts and sports activities as well as competitions where students achieve high positions. Nevertheless, activities do not involve the majority of students. Students maintain good behaviour in classes, though not as good as outside classes for example during breaks.

Teaching is satisfactory overall. Good lessons were characterized by good relationships between teachers and students, enhancing students' motivation for learning and interest in lessons. The general quality of teaching was generally satisfactory despite teachers' mastery of their subjects. Most teachers used traditional teaching methods without challenging students' abilities or adequately taking account of individual differences between students whether during assessment or in tasks.

The development of the curriculum is well supported through several curriculum enrichment activities and scientific and cultural programmes.

The students' support and guidance is good because of the effective practices of members of the school community and the social workers who help students with problems. In addition, student's personal and educational needs are carefully assessed and met.

The effectiveness of leadership and management is generally good, due to the clear vision and mission and its plan which focuses on improvement and development based on its self evaluation. Moreover, top and middle management give encouragement to members of the administrative and teaching staff and ensure there are professional development programmes.

Does the school have the capacity to improve?

Grade: 2 (Good)

The school has a good capacity to develop and improve due to its self evaluation and its improvement plan which is based on the results of its self evaluation. Targets are included in the plan according to priority order and importance to develop further. Added to this is the improvement in students' achievement over the past three years and the leadership's ambitious vision for the school for further improvement.

The school's main strengths and areas for development

Main Strengths:

- Leadership and management.
- Attendance and punctuality.
- Extracurricular activities.
- Communication with parents.
- Relationship between teachers and students.
- Basic skills in Arabic.
- Induction and transition programmes.

Areas for development:

- Planning for differentiation.
- Higher order thinking skills.
- Use of assessment.
- Self-evaluation.
- Strategic planning.
- Links across the curriculum.

What the school needs to do to improve

In order to improve further, the school should:

- **Develop and vary teaching and learning strategies and build on the best teaching practices in the school to:**
 - Develop higher level thinking skills; cater for individual differences when planning lessons; make better use of assessment data to support learning and achievement.
- **Apply a consistent self-evaluation system:**
 - so that it accurately informs strategic planning right across the school as well as the targets set to raise achievement and monitor the impact.
- **Integrate the subjects of the curriculum by:**
 - Making links across the various subjects of the curriculum in order to develop basic skills and present an integrated curriculum.

Overall judgement

Aspect	Grade
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	2: Good
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	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good