



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

# **School Review Unit**

## **Review Report**

**Hamad Town Primary Boys School**  
Hamad Town - Northern Governorate  
Kingdom of Bahrain

**Date Reviewed: 11 - 13 May 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:

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**

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### **Scope of the review**

This Review was conducted over three days, by a team of five 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: 484

Age range: 6 – 9 years

### **Characteristics of the school**

Hamad Town Primary Boys School was established in 1985 and is located in the Northern Governorate. The school has 484 students enrolled, ranging between 6-9 years old. The majority of students are local. Most students belong to families that come from middle to limited income economic backgrounds. The students are organised in 18 classes (six for grade 1, five for grade 2, six for grade 3, and one integrated class which currently includes 8 students). 44 students are categorized as gifted and talented, 121 students are categorized as outstanding and 20 students are categorized as students with learning difficulties. The principal of the school has been in post for two years. The school has 11 administrative staff, 30 teaching staff, 2 senior teachers and 3 substitute teachers enrolled. The school teaches English as a basic subject in grade 1 for the academic year 2008/2009 whilst Information Technology is taught in grade 3 only.

## Overall effectiveness

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

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

The effectiveness of Hamad Town Primary Boys School is good with some outstanding aspects. Also, the school has received outstanding satisfaction from parents and students.

Students' academic level of achievement is good. This is a result of the teachers' use of various teaching methods in most lessons. The students' success rates reflect the level of proficiency in most subjects. Students show progress in most subjects and in class work assigned to them. This is mainly because of the teaching methods used which takes the students' individual differences into consideration. This has enabled most students to progress according to their levels.

Students' personal development is good as most students take part in class work and internal and external activities. Students' level of awareness is reflected on their regular attendance, punctuality and good manners towards each other regardless of their backgrounds. This reflects the school's efforts to strengthen good behaviour, develop self-confidence, self-motivation and sense of responsibility amongst students. Opportunities were provided in some lessons to promote students' analytical thinking skills. However, these were insufficient and inconsistent.

The effectiveness of the teaching and learning process is good. The teachers' good subject knowledge, good presentation of lessons, and adaptation of various teaching strategies contribute to motivating and driving students towards learning. This is clearly reflected in the students' interest level, effective participation and good academic achievement. Homework is given to students and is being followed up but it does not take into account students' individual differences and is not always well planned. Teachers use a variety of evaluation methods that contribute to ensuring the extent of achieving the lesson objectives and meeting the students' educational needs.

The provision and enrichment of curriculum is good. The school makes excellent use of its environment and classrooms. This is mainly achieved by celebrating the students' work within and outside the classrooms. The extracurricular activities enhance some of the students' experiences and various interests. The curriculum is presented in a way that enables the students to transfer skills as well as knowledge from one subject to another as a direct result of cross curricular links between most areas. Students' acquisition of basic skills was good which is a direct result of the teaching methods used that enabled students to

acquire such skills. However, students' handwriting skills in Arabic and English language skills were only satisfactory.

The support and guidance is good. The school identifies the students' personal and educational needs and meets them effectively. The school also focuses on enhancing the students' behavioural values which has reflected positively on the students' level of awareness and sense of responsibility. In addition, the school has an open communication channel with the students' parents and is keen on promoting a safe environment through posting awareness signs and evaluating risks. The school's efforts have reflected positively on the students' sense of security and safety.

The effectiveness of leadership and management is outstanding. The school has a shared vision and mission that is clearly reflected on the majority of the school's practices. The school has a clear improvement plan focusing on development and majority indicates consistent signs of improvement. The school carries out careful evaluation of most of the school's work which positively reflects on the performance of the school. Although the school lacks some personnel, it has not disrupted the school's workflow. This is mainly due to the highly effective use of the human resources scheme by the senior management, the encouragement of teamwork along with strengthening the school staff enthusiasm and motivation.

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

### **Grade: 1 (Outstanding)**

The school's capacity to improve and develop is outstanding. The school's leadership demonstrate strong cooperative decision-making and the commitment to development. In addition, such views are shared by an ambitious educational and administrative staff which believes in teamwork. Further, the school made excellent improvements such as the development of a general business plan focusing on development and improvement as well as its continuous assessment. In addition, the school conducts a detailed self evaluation of most of its work and benefits from the results in improving the school's operations. This is done through the preparation and implementation of clear and appropriate plans, as well as monitoring of the continuous improvement of the students' behaviour and academic achievement. The impact of school leadership is clearly evident in the practice of the school.

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

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### **Main strengths**

- Academic achievement.
- Leadership and management.
- Students' behaviour.
- Identification and meeting of students' personal and academic needs.
- Varied teaching and learning strategies.
- Open communications with students' parents.
- Health and safety measures.
- School's environment for learning.

### **Areas for development**

- Analytical thinking skills.
- Extracurricular activities.
- Homework.
- Arabic handwriting and English skills.

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

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

- Improve homework to match the students' individual educational needs.
- Give more attention to the development of the students' analytical thinking skills, English language skills and Arabic hand-writing skill.
- Improve opportunities for students' various interests and preferences in extra-curricular activities.



## 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	1: Outstanding
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	1: Outstanding