



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

Schools Review Unit Review Report

**Khalid Bin Al-Waleed Primary Boys School
Isa Town - Central Governorate
Kingdom of Bahrain**

Date Reviewed: 2 - 4 November 2009

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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 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 four 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: Boys

Number of students: 462

Age range: 6 -12 years

Characteristics of the school

Khalid Bin Al-Waleed Primary Boys School, located in Isa Town, is one of the Central Governorate's schools. It was founded in 1978. The age range in the school is from 6 to 12 years old. The total number of students is 462; most of them live in areas close to the school and come from middle-income families. The school has identified 92 students as gifted and talented, 104 as outstanding and 137 as students with lower ability. The students are distributed among 17 classes: ten classes for the first cycle, six for the second cycle and one combined class. The Principal and the assistant principal are in their first academic year at the school. The school employs 53 members of administrative and teaching staff, of whom 44 are teachers.

Overall effectiveness

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

Grade: 2 (Good)

The effectiveness of Khalid Bin Al-Waleed Primary Boys School is good. The school gains good satisfaction ratings from parents and students.

Students' academic achievement is good. The high success rates attained by students are consistent with their proficiency in basic skills, particularly Arabic, Mathematics and Information Technology (IT). Students make clear progress appropriate to their abilities in written work and lessons. Gifted students and those with lower ability make progress appropriate to their abilities in all lessons whereas outstanding students make progress according to their abilities only in good and outstanding lessons.

Students' personal development is good. Students' attendance and punctuality are good. They contribute enthusiastically and actively in school life through participating in internal and external activities that are clearly focused on enriching their experiences. Teachers seek to develop students' self-confidence by giving them tasks that encourage them to take on responsibility. The friendly relations between teachers and students encourage them to respect each other. Students are not, however, given sufficient opportunities to develop analytical thinking.

The quality of teaching and learning is good. The teachers' clear subject knowledge is reflected in their effective use of teaching and learning strategies. They focus on students as the centre of the learning process, motivate them well and give them enough opportunities to express their ideas. This has a positive impact on students' acquisition of skills and knowledge in most subjects, especially Arabic. Teachers assess students through regular continuous assessment tests during the academic year, and use various assessment activities to get to know their students' standards. Students are given regular homework but some activities do not cater for individual differences.

The provision and enrichment of the curriculum are good. The school's extra-curricular activities have had a great impact on students' enthusiasm; likewise its participation in local and international activities create a spirit of citizenship and sense of responsibility. The curriculum is presented in a way that helps students acquire basic skills but it is less effective in developing students' English language skills. The school celebrates and displays

students' work on the walls of its corridors and buildings. This encourages students to respect and appreciate their surroundings and enhances their self-confidence. The school employs its educational facilities in a way that supports the curriculum.

Support and guidance for students are good. The school runs effective induction programmes at the beginning of the school year for new students to help them settle. Students' educational and personal needs are evaluated appropriately in order to classify student groups, combine them in programmes that fit their educational and personal needs, and provide them with support inside classrooms. The school communicates well with parents about their children's progress through various channels, which helps develop parents' sense of responsibility towards the school. The school's health and safety committee works effectively to ensure a safe and secure environment for everyone.

The quality and effectiveness of leadership and management are good. The school's mission and vision focus appropriately on achievement and acquisition of skills and how this reflects on the school's staff performance. The school's strategic plan focuses on improvement and areas for development, which are identified through accurate self-evaluation and analysis of its strengths and weaknesses. This has helped the school to identify challenges and meet them. The school develops the professional skills of its administrative and teaching staff through training workshops and internal and external programmes, using well-structured mechanisms to identify needs and meet them. It measures the impact of such programmes on students. The school seeks and responds to parents' and students' views as far as possible and parents are keen to communicate with the school.

Does the school have the capacity to improve?

Grade: 2 (Good)

The school has a good capacity to develop and improve. There are many positive developments in the overall performance of the school, such as developing a strategic plan based on the results of a rigorous self-evaluation. This has given the school a good platform from which to identify and meet teachers' training needs, and communicate effectively with parents. Actions such as these are reflected positively in students' achievements and behaviours. Most of the administrative and teaching staff are strongly convinced of the importance of improving performance and their determination has contributed to raising the school's capacity to a good level. The school's self-evaluation results are consistent in most areas with the results of this Review.

The school's main strengths and areas for development

Main Strengths

- Self-evaluation
- Strategic planning
- Professional development of the teaching staff
- Students' standards in school examination and lessons
- Consistency between success rates and students' proficiency, and the reflection of this in students' performance
- Security and safety
- Students' self-confidence and their ability to work together and take on responsibility
- Respect among most students for others' views, feelings and values inside and outside classrooms
- Diverse teaching and learning strategies
- Basic skills in Arabic
- Induction programmes
- Keeping parents informed of their sons' progress

Areas for development

- Analytical thinking skills
- Individual differences

What the school needs to do to improve

In order to improve further, the school should:

- Ensure continuity of the administration staff in the school to maintain development and progress
- Diversify teaching and learning strategies to ensure that:
 - individual differences in different categories of students are catered for
 - students' analytical thinking skills are developed more effectively
- Make the most of the skills that exist among staff in the school to raise the level of performance.

Overall judgement

Aspect	Grade: Description
The school's overall effectiveness	2: Good
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