



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

# **Schools Review Unit Review Report**

**Imam Malik Bin Anas Primary Boys School  
East Riffa - Central Governorate  
Kingdom of Bahrain**

**Date Reviewed: 31 May – 2 June 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 for 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 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 six 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: 626

Age range: 6-12 years

### **Characteristics of the school**

Imam Malik Bin Anas Primary Boys School is a Central Governorate school, situated in East Riffa town, and was founded in 1988. The age range in the school is from 6 to 12 years and there are 626 students. Most students come from middle-income families. Students are distributed across 22 classes: eight classes for the first cycle and 14 for the second, of which 10 classes are for the primary sixth grade as the school receives some 92 students yearly. The school categorises 66 of its students as outstanding, 119 as talented and 40 as having special educational needs. The number of administrative and teaching staff is 63. The Principal is in his fourth year at the school. The school has no senior teacher of English. The school is part of the fourth phase 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: 3 (Satisfactory)**

The overall effectiveness of Imam Malik Bin Anas Primary Boys School is satisfactory. It has good aspects, in the fields of students' personal development, curriculum enrichment and delivery, guidance and support and leadership and management. Students and their parents are very satisfied with the school.

The students' academic achievement is satisfactory. Most students in both cycles achieve high pass rates in most subjects; rates in Mathematics for the second cycle are lower. Proficiency rates vary: they are high in science for both cycles and relatively lower in Arabic, English and Mathematics. Students showed good levels of understanding and knowledge in more than one-third of the observed lessons, despite some of the students' lower proficiency in skills of reading and writing in English. Results in some core subjects, such as Mathematics, have fallen compared with past years but the school has made effective efforts to raise them significantly this year. Students make good progress in the outstanding and good lessons. In other lessons, and in some of their written work, students' progress is no more than satisfactory – few challenging opportunities are given to them and their individual differences are not taken into sufficient account. Special groups, such as the talented and outstanding students and those with learning difficulties, make good progress in the programmes provided outside classes; the support provided for students in the satisfactory and inadequate lessons, however, was insufficient and reduced students' ability to progress according to their abilities.

The students' personal development is good. Most students attend school regularly and punctually. They play a full part in school life through their participation in various extra-curricular activities and committees, such as the order committee. They also participate enthusiastically in good and outstanding lessons, where highly effective strategies are used, but are not as involved in other lessons. Students take leadership roles and responsibility in the Scout group and the Students' Council. They show considerable personal development, self-confidence and motivation to learn in more than half the lessons although they were given fewer opportunities in some lessons to develop these qualities. Students show good awareness. Most of them feel safe at school. The school's behavioural adjustment programme has had a significant role in reinforcing good conduct and promoting positive values among students.

The effectiveness of the teaching and learning processes is satisfactory. Most teachers know the study materials well and use lesson time well. Many, especially in the outstanding and good lessons, used effective teaching and learning strategies such as exploration, storytelling, acting and brainstorming to reinforce students' learning. In the satisfactory and inadequate lessons, which accounted for about one-third of the lessons observed, teachers relied on transferring knowledge and facts, giving students few opportunities to challenge their abilities and develop their higher thinking skills. Some students do not master the basic skills they need, which reduces the productivity of some lessons, such as English. Although students' individual differences are considered in many class activities, most homework assignments are set at the same level for all students. Teachers use a range of assessment methods but do not always use the findings sufficiently to meet students' educational needs.

The quality of curriculum enrichment and delivery is good. Most students have a good understanding of their rights and duties and a strong sense of citizenship: the school has made good efforts to reinforce these values. A variety of extra-curricular activities and committees, such as the library friends committee, help to broaden students' experiences and cater well for their different interests. The school's plan to link curriculum subjects is more effective in the first cycle lessons. The school environment is employed to a considerable extent to create an atmosphere conducive to learning, by means of educational, guidance and learning resources. The school also makes effective use of boards and the school yards to celebrate students' work and the national heritage.

The quality of guidance and support for students is good. The school inducts new students well when they join school and before they go to the next stages of education, which has a positive effect on preparing them psychologically and academically. The school diagnoses and meets students' personal needs appropriately by providing financial aid and taking care of health matters. It also diagnoses and meets their educational needs to a large extent in remedial, good and excellent lessons. Students and their parents acknowledge the role of social guidance in helping to solve students' problems. The school's behavioural adjustment project has had a very positive influence on students' discipline and behaviour, as well as raising their awareness and instilling positive values in them. Communication with parents is done through a range of channels. The school provides a safe and healthy environment for staff and students; it monitors and evaluates safety and security aspects effectively.

The effectiveness of leadership and management is good. The school has a shared vision that has influenced most of its practices. The school involves all staff in its self-evaluation process and produces accurate findings that are used effectively to promote the school's overall performance. The strategic plan was built around identified priorities and focused on improving teaching and learning processes; most of its elements have been effectively implemented. The execution of the plan has brought about a leap in quality in some aspects, such as students' personal development and the school environment, as well as helping to raise students' academic achievement. The school staff feel motivated by their senior

managers, who carefully monitor the effect of professional development programmes. The school uses its educational resources and facilities effectively to serve the educational process. The views of students and their parents about some aspects of the school's work are sought and some of the suggestions are adopted.

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

**Grade: 2 (Good)**

The school's capacity to improve is good. The senior and middle management adopt the principle of shared decision-making and working together as a team. They have managed, with the strong support of an internal improvement team at the school to make major improvements throughout the school year 2009-10, including a significant change in students' conduct. Improvements to the teaching and learning processes and the school environment have also been made. The self-evaluation committee plays a particularly effective role at the school: administrative and teaching staff work well together to assess the school's situation and use the findings to improve aspects of the school's work, such as students' academic achievements and, to an even greater extent, students' personal development. These factors help the school to overcome the challenges it faces, which include: taking in students transferred from other schools in the second cycle; the instability at middle management level because of its shared work with other schools; and a shortage in some human resources, such as a senior teacher of English, a specialist for talented students and an information technician.

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

---

### **Main Strengths**

- Strategic planning
- Self-evaluation
- Students' personal development
- Motivation and inspiration of school staff
- Safety and security
- The school environment
- Students' enthusiastic participation in school life.

### **Areas for development**

- Teaching and learning strategies
- Challenging students' abilities
- Higher thinking skills
- Considering individual differences in homework
- Giving students opportunities to work together
- Using assessment to meet the educational needs of students
- Basic skills in English.



## What the school needs to do to improve

---

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

- Use teaching and learning strategies that include:
  - Benefiting from the excellent and good expertise at the school
  - The development of higher thinking skills
  - Challenging students' abilities in written work to a greater degree
  - The consideration of individual differences when giving homework
  - Giving students more opportunities to work together and learn from each other
  - Using assessment in lessons to diagnose and meet students' needs.
- Monitor more closely the progress of different student groups in lessons, especially the outstanding and talented groups
- Ensure that students master basic skills of English, especially the skills related to oral and written expression
- Fill the shortages in human resources.

## Overall judgements

---

| Aspect   | Grade: Description     |
|--|------------------------|
| <b>The school's overall effectiveness</b>                  | <b>3: Satisfactory</b> |
| The school's capacity to improve                           | 2: Good                |
| Students' academic achievement                             | 3: Satisfactory        |
| Students' progress in their personal development           | 2: Good                |
| The quality and effectiveness of teaching and learning     | 3: Satisfactory        |
| 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                |