



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

Schools Review Unit

Review Report

Omar Ibn Abdul Aziz Primary Boys School
Muharraq – Muharraq Governorate
Kingdom of Bahrain

Date Reviewed: 13 – 15 December 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 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 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: 699

Age range: 6 – 11 years

Characteristics of the school

Located in Muharraq, Omar Ibn Abdul Aziz Primary for Boys is one of Muharraq Governorate's schools and was established in 1962. There are 699 students and the age range in the school is from 6 to 11 years. Most students come from limited-income families. The school classified 6% of students as gifted, 34% as outstanding and 8% as having learning difficulties. There are 24 classes in the school: 14 classes for the first cycle and 10 for the second cycle, which includes grades 4 and 5.

There are 53 teachers in the school, of whom five are substitute teachers, and eight administrative and technical staff. It is the Principal's first academic year at the school. The school is part 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 effectiveness of Omar Ibn Abdul Aziz Primary Boys School is satisfactory. Students and their parents are very satisfied with the school.

Students' academic achievement is satisfactory. They achieve high pass rates in school examinations but this is not reflected in students' actual levels of understanding and knowledge except in some lessons, particularly in the first cycle.

Students show varied rates of progress in most lessons, as students' individual differences are not taken into account and their abilities are not sufficiently challenged. Although outstanding and gifted students and those with lower ability make appropriate progress in extra-curricular activities, such as sports activities and cultural programmes, they do not make progress appropriate to their abilities in most lessons. The teaching methods used and activities offered in most lessons do not take students' individual differences into account.

The students' personal development is satisfactory. Most students attend school regularly and punctually. Some students participate, actively and enthusiastically, in extra-curricular activities, sports and cultural contests. Some students also participate effectively in good lessons and in some satisfactory lessons. In these lessons, the teaching and learning techniques have a positive effect on their personal development. Students are given insufficient opportunities to take on responsibility, work together and adopt leadership roles, except in a few lessons. This affects their confidence and ability to express their opinions and limits their opportunities to show their capabilities and life skills. Most students behave with awareness and responsibility. Students feel secure in the school. Most students show respect to their schoolmates and teachers and there are few behavioural problems inside or outside the classrooms.

The effectiveness of teaching and learning processes is satisfactory. Some teachers manage lessons effectively in terms of time allocation, involving students in the lesson's objectives and using appropriate motivational methods. In some lessons, teaching strategies and learning resources are used effectively to gain students' interest and motivate them to learn. In most lessons, however, teachers do not sufficiently develop students' higher thinking skills or challenge their abilities. When students are given the chance to work collaboratively the tasks and roles given to students are poorly defined, which lessens the effectiveness of

the activities. Students are given homework but it tends to be the same work for all students. Most teachers employ varied assessment methods during lessons, such as observation and other assessment activities, to measure students' achievement of lesson objectives. In some lessons, however, assessment is limited to general questions for all students, which does not provide an accurate diagnosis or meet various educational needs.

The curriculum enhancement and presentation are satisfactory. The school develops students' sense of citizenship and strengthens their understanding of their rights and duties well through various activities that have had a clear impact on their behaviour and sense of responsibility. The school provides some extra-curricular activities that enrich the curriculum but has no proper system to distribute students according to their interests. Educational facilities are used appropriately and the school environment is well cared for, which makes it stimulating to learning. Links across subjects are made only in the first cycle and in a few lessons. Students acquire most basic skills, but their writing skills in Arabic and their speaking and writing skills in English are insufficiently developed.

The quality of support and guidance are satisfactory. The school offers satisfactory induction programmes for new students but these programmes are less effective for students who move on to the next stage of education. The school meets most students' personal needs through practical help and support in solving problems, which has had a positive effect on the behaviour of most students. Students with learning difficulties and lower ability students are appropriately supported by a learning difficulties specialist to help them acquire basic skills in Arabic. This support helps these students to progress satisfactorily. Individual differences between students are not taken into account, however, when assigning written and homework activities or in assessment methods in most lessons. The school communicates with parents satisfactorily. It appropriately assesses security and safety risks, which helps students to easily settle in the school.

The effectiveness of the leadership and management is satisfactory. The school has a statement of its vision and mission but the new management is currently working, collaboratively, on rephrasing it to focus on achievement. The school has a strategic plan that is focused on improvement and development and based on the results of a comprehensive self-assessment. Actions from the strategic plan have been realised in some aspects of the school's work, particularly in some good classroom practices such as engaging students with learning difficulties in dialogue and discussions during lessons. Enhancements to the school's environment and improvements in students' behaviour and discipline are also linked to the strategic plan. The school inspires and motivates staff, through some training workshops and programmes, which are satisfactorily reflected in students' academic achievement and the teaching and learning processes. The school employs most of its resources appropriately but lacks some facilities. The school makes some effort to seek the views of students and their parents and responds to their proposals as far as possible.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has a satisfactory capacity to improve. It has a strategic plan based on the results of a comprehensive self-evaluation of its current situation; the school is fully aware of its strengths and the areas that need improvement. The school's operational plans focus on raising the level of achievement, boosting the school's efficiency, enhancing the school environment and creating an environment that motivates learning. Although the school management has only been in the school a short time, it has been able to focus on students with learning difficulties and inspire and motivate the staff. This is reflected in the educational process in some lessons. The school still has challenges to overcome, such as the lack of some educational facilities (the school has no science laboratory or craft and design room), variations in teachers' performance and the variable levels in students' progress and academic achievement.

The school's main strengths and areas for development

Main Strengths

- Students' behaviour
- Support for students
- Developing citizenship
- Security and safety
- The school environment
- Relations between school staff.

Areas for development

- Teaching and learning strategies
- Planning for individual differences when assigning homework and activities
- Analytical thinking skills
- Challenging students' abilities
- Linking across subject in the first cycle
- Collaborative work
- Basic skills in English language and writing skills in Arabic
- Assessment in lessons
- Monitoring teachers' performance and the impact of training.

What the school needs to do to improve

In order to improve further, the school should:

- Develop the teaching and learning processes in order to:
 - Take individual differences between students into account
 - Challenge students' abilities
 - Develop students' analytical thinking skills
 - Develop basic skills in English and Arabic writing skills
 - Allow opportunities for students to work together and learn from each other
 - Link between subjects in the first cycle.
- Employ assessment effectively in all lessons and make use of its results to measure progress.
- Follow up the impact of professional development programmes, achieve the strategic planning goals and translate them into effective practices in the classrooms.

Overall judgements

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