



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

# **Schools Review Unit Review Report**

**Qalali Primary Boys School  
Qalali – Muharraq Governorate  
Kingdom of Bahrain**

**Date Reviewed 9 – 11 November 2009**

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## The Schools Review Unit

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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:

1. Evaluating and reporting on the quality of provision in schools
2. Establishing success measures
3. Spreading best practice
4. Making recommendations for schools' 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:

<b>Grade description</b>	<b>Interpretation</b>
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 students' results.

## **Introduction**

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### **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: 316

Age range: 6 -11 years

### **Characteristics of the school**

Qalali Primary School for Boys, founded in 1961, is located in Qalali area in the Muharraq Governorate. The school caters for students in the age range of 6 to 11 years, and it has 316 students who are distributed among 12 classes (seven classes in the first cycle and five classes in the second). There are 144 students categorised as outstanding, 24 as students with learning difficulties and 58 as gifted/talented students. There are 41 administrative and teaching staff, including six new teachers. The Principal of the school is in her first year in this post, having been an assistant principal at the same school.

## 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 Qalali Primary Boys School is good. The school gains good satisfaction ratings from parents and students.

The students' level of academic achievement is good. The students' high success rates and proficiency in all subjects are effectively reflected in the majority of lessons. Most of the students acquire basic skills in the majority of subjects but less so in English. Students' individual differences are taken into account in most lessons and effective programmes and class activities are organised for various categories of students. Students make progress appropriate to their abilities.

Students' personal development is good. Most students follow rules and regulations and are punctual. They effectively take part in the school's various internal and external activities as well as the students' council. Students show self-confidence and take responsibility in most lessons, responding well to teachers' use of various teaching strategies consistent with the students' age group. Students' analytical skills are not developed to such an extent. All students feel safe in school, and respect their surroundings. The school encourages positive behaviour through the "Enhancement of Islamic Values Project", which is significantly mirrored in students' behaviour. Students benefit from a sense of security in the school that is conducive to learning.

The effectiveness of the teaching and learning process is good. Teachers use a variety of effective teaching and learning strategies that reflect their mastery of subject knowledge. They manage lessons well, make effective use of ICT resources and involve most students in lessons. The majority of students acquire the basic skills in their subject. Teachers use various evaluation methods and give students different activities to enable every category of student to progress according to their level. Students are given homework in various subjects but most of the home activities are complementary to textbooks and give limited consideration to individual differences.

The provision and enrichment of the curriculum are good. The school seeks to develop a spirit of citizenship in students and promote their sense of national identity through involving them in national programmes and events. The curriculum is enhanced by artistic displays across the school and educational aids in corridors and most classrooms. Most of the first cycle teachers were able to link between subjects, which enabled most students to use their basic skills across subjects and master skills such as reading and writing in Arabic and numeracy skills in mathematics.

The quality of support and guidance given to students is good. The school inducts the students and their parents by conducting effective induction programmes at the beginning of the academic year, which help students to easily settle in. The school prepares students appropriately for the next educational stage, enabling them to acquire personal and life skills. Students' needs are evaluated well and different categories of students are provided with support and guidance, particularly students with special needs. The impact of support and guidance is clear in most lessons and is evident in students' improved academic achievement and attainment. The school also has various appropriate communication channels with parents and the community, which are appreciated.

The effectiveness of leadership and management is good. The school has a clear vision and mission statement focusing on achievement, which most teachers are keen to implement. The school also has a strategic plan, the positive impact of which can be seen in most school practices. In addition, the school evaluates its activities, programmes and events using clear and accurate mechanisms. The school's leaders are forward thinking. They inspire the staff through a number of workshops and training programmes and use the school's resources and facilities effectively. The school seeks feedback from students and their parents through the parents' council, distributing questionnaires and holding open educational meetings, and responds well to their proposals to develop the school's activities. Parents are kept appropriately informed about any issues relating to their sons' progress and the educational services the school provides.

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

**Grade: 2 (Good)**

The school has a good capacity to develop and improve. Its leaders and managers work well as a team to create and maintain an atmosphere of care and respect. The school operates an accurate observation system for teachers and students that provides support for all school members and contributes to making the school environment educationally distinct. The school's comprehensive strategic planning and accurate self-evaluation mechanism are reflected in the development of students' academic attainment. The school's self-evaluation results are consistent with the results of this Review in most areas. The school has also successfully launched a programme designed to reinforce students' Islamic values and positive behaviours, which has a positive effect on behaviours and levels of achievement in the school.

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

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### **Main Strengths**

- Students' standards are consistent with their abilities
- Helping students to acquire the basic skills in Arabic, Mathematics and the use of IT
- Range of effective teaching and learning strategies
- Developing the students' sense of citizenship
- Use of school's environment in enriching the curriculum
- Strategic planning
- Self-evaluation
- Inspiring the school staff by organising workshops and training programmes.

### **Areas for development**

- Developing analytical thinking skills
- Basic skills in English
- Taking individual differences into account when assigning homework.



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

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In order to improve further, the school should:

- Focus on helping students to acquire basic skills in English
  
- Improve the teaching and learning process so as to:
  - Develop students' analytical thinking skills
  
- Apply effective and integrated mechanisms to ensure that students' individual differences are taken into account in assigning homework activities.

## Overall judgements

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Aspect	Grade: Description
<b>The school's overall effectiveness</b>	<b>2: Good</b>
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