



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

Schools Review Unit Review Report

**Religious Primary Boys Institute
Juffair - Capital Governorate
Kingdom of Bahrain**

Date Reviewed: 27 - 29 December 2010

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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 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: 434

Age range: 6-12 years

Characteristics of the school

The Religious Primary Boys Institute is a Capital Governorate school, based in Juffair. It was founded in 1890 and moved to the current building in 2007. The age range in the school is from 6 to 12 years. The school's 434 students come from a range of different economic, social, and cultural backgrounds. Students are distributed across 15 classes: two classes for each of the first cycle levels and three classes for each of the second cycle levels. The school categorises 32 of its students as talented, eight as outstanding and 13 as having learning difficulties. The principal is in his fourth year at the institute. There are 41 teaching staff and eight administrative and technical staff. The institute follows a religious curriculum and is implementing 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 the Religious Primary Boys Institute is satisfactory. The aspects of students' personal development, guidance and support, leadership and management and capacity to improve are good. Students and their parents are exceptionally satisfied with the school.

The students' academic achievement is satisfactory. Most students achieve high success rates in core subjects in the school examinations, especially in the first cycle students. Their performance in written work, and in the observed lessons, was not as good. Students' levels of skills in the different core subjects, including the religious subjects, vary. Students' overall performance levels over the past three years have remained steady and high. Students make satisfactory progress in line with their abilities; they receive varied support during lessons and specific programmes.

Students' personal development is good. Most students attend school and lessons regularly and on time. They contribute enthusiastically to school life, especially during morning assembly. Their level of enthusiasm and contribution varied during lessons, however. Students have good self-confidence, can take responsibility and are able to work on their own; examples of this included: students leading prayers and expressing their opinions freely. Students gain good benefit from the opportunities they are given to learn together and take leadership roles, in activities such as 'the young teacher' Students are, however, given few opportunities to develop their analytical thinking skills, these opportunities being largely confined to the excellent and good lessons. Most students behave responsibly inside and outside the classroom. They also enjoy good relations with each other and are treated well by their teachers; this helps to make them feel secure in the school and proud of being part of it.

The quality and effectiveness of the teaching and learning processes is satisfactory. The teachers know the study materials; this was evident in students' good acquisition of concepts, skills and knowledge in the excellent and good lessons observed but not as marked in other lessons. Some teachers organise and manage their lessons effectively, using interesting and engaging teaching methods that place the student at the centre of the teaching and learning process; some also make effective use of learning resources such as the smart board; this helps increase students' motivation and enthusiasm to achieve the lesson objectives. Students' abilities are not sufficiently challenged, however, and they are

not given enough opportunities to learn from each other, which reduces the progress of some of them during lessons. The teachers give students appropriate activities and homework, but the level to which students' individual differences are considered and feedback is given varies. Teachers use a variety of assessment methods in some lessons, the results of which they use to meet students' educational and learning needs.

The quality of curriculum delivery is satisfactory. The level to which students' basic skills are developed varies: students are proficient in some skills, such as reading in Arabic, oral expression in English, graphical expressions in mathematics in the first cycle, directed observation and explanation in science, and reading aloud in Arabic in the second cycle but they are less proficient in some other skills, such as writing in English and Arabic, multiplying by the multiples of 10 in mathematics, reciting in religion, and computer skills. Subjects of the first cycle are not consistently linked. The school places special importance on students developing a good understanding of their rights and duties. It also promotes their spirit of citizenship effectively and encourages students to pray on time, which benefits their personal development. The school also provides its students with several extracurricular activities that broaden students' experience, meet their interests and develop their talents. The school environment is used well to enrich the curriculum through attractive displays, Islamic guidance phrases and celebrations of students' work all around the school facilities.

The quality of student guidance and support is good. New students are inducted appropriately when they join, which helps them feel settled quickly. Students are chosen for admission based on criteria such as passing a written test and personal interview. The school carries out introductory programmes for students and their parents and they are prepared well for the next stages of education. The school identifies and meets students' personal needs well, offering a monthly monetary award. Students' educational needs are not met as effectively: the quality of support students receive during lessons varies and there are no programmed remedial lessons for lower-achieving students and those with special educational needs in most subjects because the school's schedule is overloaded with teaching religious materials. Social guidance staff provide students with advice and support that has a positive impact on their personal development. Parents are well informed of their children's progress through various channels of communication, and appreciate the school's efforts. The school administration provides safe and secure conditions for staff and students, making everyone feel safe and secure.

The quality and effectiveness of the leadership and management are good. The school has a vision and mission that focuses on providing students with religious science and instilling loyalty into them; this is well reflected in its educational practices. It also has a comprehensive strategic plan that was prepared after a diagnosis of the school situation. The school has been successful in advancing students' personal development and improving teaching and learning processes compared with previous years. The self-evaluation is comprehensive and includes regular monitoring of educational practices; the results are

used appropriately to increase the quality of work at the school and achieve its goals. The administration inspires and motivates staff well. Staff are treated in a friendly manner and are delegated authority; they are given regular professional development according to their training needs, which has resulted in clear improvements in teachers' performance. The school makes satisfactory use of its facilities, educational resources and buildings; the science laboratories, resources room and gym are used to better effect than the learning resources centre. The opinions of students and their parents are sought and responded to in a good manner, which is reflected in their full approval of the school.

Does the school have the capacity to improve?

Grade: 2 (Good)

The school's capacity to develop and improve is good. The leadership works with professionalism, competence and enthusiasm to achieve the school's vision and mission, which is of an Islamic identity. It operates an effective admission system to differentiate students who apply. It has shaped a comprehensive strategic plan built on identifying aspects of strength and those in need of development. Some positive changes have taken place at the school, related to strengthening the students' positive behaviour and personal development and developing the teaching and learning strategies in a structured way; changes such as these promise further advancement in the future. The school's improvements are founded on its comprehensive self-evaluation and continuous monitoring of school practices, the care given to the effective training programmes for teachers and the use of self-evaluation findings to raise the quality of its work.

The school's main strengths and areas for development

Main Strengths

- Strategic planning
- Comprehensive self-evaluation
- High pass rates in school examinations, especially in the first cycle
- The programmes for talented and outstanding students
- Students' punctuality to school and lessons
- The development of students' self-confidence and ability to take responsibility
- The students' feelings of safety and security
- Teachers' familiarity with the study materials
- Extracurricular activities that enrich students' experiences and interests
- Using the school environment to enrich the curriculum
- Guidance and support programmes.

Areas for development

- Challenging students' abilities
- Considering individual differences
- Developing analytical thinking skills
- Greater linking between subjects of the first cycle
- Teaching students better basic skills, especially in mathematics and English in the second cycle
- Remedial programmes for lower-achieving students
- Professional competency programmes for teachers
- Making better use of some educational facilities especially the learning resources centre.

What the school needs to do to improve

In order to improve further, the school should:

- Develop teaching and learning strategies to include:
 - Challenging students' abilities
 - The consideration of individual differences among students
 - The development of analytical thinking skills
 - Better linking of subjects in the first cycle
 - Better development of basic skills, especially in mathematics and English in second cycle.

- Continue with professional development programmes and monitor the impact of training.

- Make better use of the educational resources and facilities especially the learning resources centre.

- Meet the educational needs of all student groups, especially lower-achieving students.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	3: Satisfactory
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	3: Satisfactory
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good