



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

School Review Unit

Review Report

Ruqaya Primary Girls School
Qalaly, Muharraq Governorate
Kingdom of Bahrain

Date reviewed: 17-19 November 2008

Contents

The School Review Unit	3
Introduction	4
Characteristics of the school	4
Overall effectiveness	5
The capacity to improve	6
The school's main strengths and weaknesses	7
What the school needs to do to improve	7
Overall judgement	8

The School Review Unit

The School 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 drive up standards.

Review grades are awarded 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

This Review was conducted over three days, by a team of four Reviewers led by a Lead Reviewer.

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: girls

Number of students: 655

Age range: 6-12 years

Characteristics of the school

Ruqaya Primary School for Girls is one of Muharraq governorate's schools and was established in 1962. The age range in the school is from 6 to 12 years. Most of the 655 students come from middle-income families. Students are distributed among 22 classes. A new facility and classroom have recently been added to the learning resources centre. The school runs some ministerial projects such as teaching English language, teaching an integrated curriculum for the first and second grades and teaching computer skills for the third grades. The school's administrative and teaching staff is supplemented by a learning difficulties specialist, a gifted students specialist and a nurse.

Overall effectiveness

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

Grade: 3 (Satisfactory)

The school's level of performance is satisfactory overall. Most of the Students and parents are satisfied with the school. Most aspects of the school's work are satisfactory except the quality of leadership and management which is good.

Students generally achieve high rates of success. These results mirror the good level of understanding and knowledge observed in good lessons. In satisfactory and inadequate lessons however, these high rates are not an accurate reflection of the actual skills and understanding shown by students. Similarly, students' written work, in the second cycle in particular, is no more than satisfactory. The overall level of academic achievement is satisfactory.

Students' personal development is generally satisfactory. Most students attend school regularly and behave well inside and outside classrooms. They show deep respect for their teachers and for their classmates' opinions. Relations between students and the administrative and teaching staff are friendly. During good lessons and extracurricular activities, students are given good opportunities to increase their self-confidence, assume responsibilities and work together. These areas are not developed well enough in the satisfactory and inadequate lessons, particularly with regard to the development of analytical thinking and group work.

The teaching and learning process is satisfactory. Most teachers know their subject well. In good lessons, teachers confidently presented their material in a structured way, using varied teaching and learning strategies to enhance students' learning. Such practices were not used to best effect in the satisfactory lessons, especially in relation to group work, the stimulation of thinking skills, students' participation, teaching objectives and evaluation methods. Some teachers do not place enough emphasis on students gaining basic skills in subjects.

The school presents the curriculum satisfactorily. The school has good classrooms and educational facilities to support the curriculum and makes particularly good use of its learning resources centre and the design and craft room. Students' work is displayed effectively across the school. Curriculum subjects are linked well in the first cycle, but to a limited extent in the second cycle.

The school's support and guidance for students are satisfactory. The school prepares students well at the beginning of the academic year and helps them to settle in easily. Preparation for the following stage of education is, however, insufficient. The school

diagnoses students' needs and fulfils them sufficiently. The school works hard to create a safe environment for students and staff by following up areas of concern effectively.

The quality of leadership and management are good. There is a clear vision and mission. Teachers, students and parents were all involved in its creation. Since her appointment last year, the school's principal has, in cooperation with the teaching staff, strengthened the school significantly in the areas of strategic planning and self-evaluation. She has supported administrative and teaching staff through professional development programs, encouraged new initiatives and projects and ensured that good use is made of educational resources.

Does the school have the capacity to improve?

Grade: 2 (Good)

The school has a good capacity to develop and improve. The principal and managers believe in development and are realistic and open about the school's strengths and weaknesses. The administrative staff, with the support of young and ambitious teachers, has made many improvements in recent years that have been well received by most students and their parents.

The school's main strengths and areas for development

Main strengths:

- Leadership and management.
- Students' behaviour.
- Induction programmes.
- Self-evaluation.
- School environment.

Areas for development:

- Analytical thinking skills.
- Links across curriculum.
- Extracurricular activities.
- Basic skills in English.
- Transition programmes.

What the school needs to do to improve

In order to improve further, the school should:

- Develop teaching strategies and activities that develop students' higher level thinking skills and basic skills
- Make better use of assessment data to plan and meet the individual needs of students, provide appropriate support and ensure their full participation in lessons' objectives.
- Measuring the impact of professional development activities, plans and programmes on improving students' academic and personal achievement.
- Focus strategic planning on the technical areas of the educational process and translate this into classroom practices which increase student performance.

Overall judgement

Aspect	Grade
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	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	2: Good