



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

Schools Review Unit Review Report

**Salahuddeen Alayyoubi Primary Boys School
East Rifa'a - Central Governorate
Kingdom of Bahrain**

Date of Review: 15 - 17 October 2012

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The Schools Review Unit

The Schools Review Unit (SRU) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (NAQQAET) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The SRU is responsible for:

- evaluating and reporting on the quality of provision in all schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for school/kindergarten improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for schools and kindergartens about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

| Grade description | Interpretation |
|--------------------------|--|
| Outstanding (1) | Outcomes or provision are at least good in all areas and outstanding in the majority. |
| Good (2) | Outcomes or provision are at least satisfactory in all areas and good in the majority. |
| Satisfactory (3) | A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good. |
| Inadequate (4) | There are major weaknesses or the majority of areas are inadequate. |

Introduction

This review was conducted over three days, by a team of eight reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

| | | | | | | | | | | | | | | | | | |
|--|--|--|----------|--------------|----------|------------------------------|----------|----------|--------------|------------------------------|----------|-----------|-----------|------------------------------|---|--|--|
| School's name | | Salahuddeen Alayyoubi Primary Boys School | | | | | | | | | | | | | | | |
| School's type | | Government | | | | | | | | | | | | | | | |
| Year of establishment | | 1981 | | | | | | | | | | | | | | | |
| Age range of students | | 6 - 11 years | | | | | | | | | | | | | | | |
| Grades (e.g. 1 to 12) | | Primary | | | | Middle | | | | High | | | | | | | |
| | | 1 – 5 | | | | - | | | | - | | | | | | | |
| Number of students | | Boys | 1074 | Girls | - | | | | Total | 1074 | | | | | | | |
| Students' social background | | Most students belong to middle income families | | | | | | | | | | | | | | | |
| Classes per grade | | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| | | Classes | 6 | 6 | 7 | 6 | 6 | - | - | - | - | - | - | - | - | | |
| Town /Village | | East Rifa'a | | | | | | | | | | | | | | | |
| Governorate | | Central | | | | | | | | | | | | | | | |
| Number of administrative staff | | 13 administrative and 36 technicians | | | | | | | | | | | | | | | |
| Number of teaching staff | | 90 | | | | | | | | | | | | | | | |
| Curriculum | | Ministry of Education (MoE) | | | | | | | | | | | | | | | |
| Main language(s) of instruction | | Arabic | | | | | | | | | | | | | | | |
| Principal's tenure | | 5 years | | | | | | | | | | | | | | | |
| External assessment and examinations | | NAQQAET's national examinations | | | | | | | | | | | | | | | |
| Accreditation (if applicable) | | - | | | | | | | | | | | | | | | |
| Number of students in the following categories according to the school's classification | | Outstanding | | | | Gifted & Talented | | | | Physical Disabilities | | | | Learning Difficulties | | | |
| | | 338 | | | | 75 | | | | 2 | | | | 150 | | | |

| | |
|---|---|
| Major recent changes in the school | <ul style="list-style-type: none">• New appointments in the current academic year 2012-13:<ul style="list-style-type: none">- 32 teachers- A senior teacher of classroom teaching- 3 Arabic language teachers to be classroom teachers.- 2 headmistress' assistants last year. |
|---|---|

Table of review judgements awarded

| Aspect | Grade: Description | | | |
|--|-------------------------|--------------------------|---------------------|---------|
| The school's overall effectiveness | 3: Satisfactory | | | |
| The school's capacity to improve | 3: Satisfactory | | | |
| | Elementary / Primary | Middle / Intermediate | High / Secondary | Overall |
| Students' academic achievement | 3 | - | - | 3 |
| Students' personal development | 3 | - | - | 3 |
| The quality and effectiveness of teaching and learning | 3 | - | - | 3 |
| The quality of the curriculum implementation | 3 | - | - | 3 |
| The quality of support and guidance for students | 3 | - | - | 3 |
| The quality and effectiveness of leadership, management and governance | 3 | - | - | 3 |

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

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

Grade: 3 Satisfactory

The school's performance changed from good in the previous review in December 2009, to satisfactory in this one. It has achieved satisfactory judgements in all aspects. The strategic plan is reflected in the school's satisfactory work. There is inconsistency in teaching and learning, and in the support offered to different categories of students. Nevertheless, students achieve expected standards acquiring basic skills, which are good in mathematics, but weaker in English and science, especially in Grade 4. The school supports students with learning difficulties and those in the merged class. It offers some extra-curricular activities to gifted students, and to those who face problems. The students demonstrate maturity and discipline in most lessons and are punctual due to the school's efforts in managing them. Students and parents expressed their satisfaction with the school's performance.

- How strong is the school's capacity to improve?**

Grade: 3 Satisfactory

The school's capacity to improve changed from being judged good in the previous review to satisfactory in this one. This dip is due to several factors, mainly the inconsistency in teachers' performance, shortages in middle management and the increase in the number of students in relation to the physical capacity of the classes and the school. The leadership is aware of the school's strengths and weaknesses, and has accordingly prepared a strategic plan, with clear objectives based on a comprehensive self-assessment and focusing on improving students' behaviour and the school's environment. Despite the team spirit, the professional development programmes offered and visits to different classes by teachers, the application of strategies in lessons are not effective enough to indicate good capacity to improve.

Students' achievement

□ How well do students achieve in their academic work?

Grade: 3 Satisfactory

Grade 3 students attained levels that are below and well below the national average in the national examinations in Arabic and mathematics during the last three years from 2010 to 2012. In general, their achievement in most subjects is satisfactory. First and second cycle students attained high pass rates between 86% - 99% in the school examinations in the basic subjects in 2011-12. These rates are consistent with their competency rates, especially in Grades 1, 2 and 5 in English and science, while they are inconsistent in most subjects in Grade 4. These high rates broadly reflect the actual levels of understanding and knowledge among students as demonstrated in good lessons, due to the effectiveness of the teaching methods used. However, this is not reflected in the rest of the lessons, due to the inconsistency of support provided, especially in inadequate lessons which represent about 15% of the lessons observed during the review, mostly in Grade 4.

The students' acquisition of the basic skills is inconsistent as well. Their English and Arabic writing and reading skills, and making calculations such as addition and subtraction, are satisfactory in the first cycle, while other mathematical skills, such as arranging and interpreting data are good in the second cycle. Most of Grade 4 students' acquisition of the basic skills in science and reading in English is less than expected.

Over the last three years, there is consistency in the pass rates in Arabic and English, and a slight fall-back in science in the first circle. There is consistency in the second cycle in mathematics and science, with clear improvements in English. Most students in first cycle and in Grade 5 make good progress due to the range of activities that are adjusted to challenge their different levels, especially in mathematics in the second cycle. Most students in Grade 4 do not achieve the expected progress in English and science, due to weak classroom management, and ineffective use of assessment results which fails to identify the students' needs well enough.

Students with learning difficulties, low-achieving and outstanding students receive effective care and support which speeds their progress and achievement, especially in good lessons and in mathematics.

□ How good is the students' personal development?

Grade: 3 Satisfactory

Most students enthusiastically participate in school life, through assemblies, extra-curricular activities, sport competitions and cultural weeks such as 'Let's have fun, and learn'. They show ability in assuming responsibility and taking leadership roles, which develops their self-confidence, especially through their participation in committees and councils, such as the Students' Council. Whilst they show initiative, self-confidence and an interest in self-learning in good lessons, their personal development is not good because these qualities are lacking in many of the satisfactory and inadequate lessons. This is because of the style of the teaching and the limited opportunities for students to pursue challenging work independently and in teams.

Most students are punctual and attend lessons regularly. They are aware of school rules, have good rapport with their teachers and colleagues. They protect school property, and generally show a good sense of responsibility, unlike occasional unacceptable behaviour such as some fighting during the recess. The school has made efforts to strengthen positive values, such as arranging special trips for students with distinguished behaviour. This has resulted in fewer behavioural problems and the feeling of safety among students.

Students demonstrate a good understanding of Bahraini heritage, culture and Islamic values, participating in national events, such as 'Love Your Country Week', and cultural events such as 'Farjan Lawl'. They achieve top rankings in religious competitions.

The quality of provision

□ How effective are teaching and learning?

Grade: 3 Satisfactory

Most teachers have good subject knowledge; however, this is reflected inconsistently in their performance. In the best lessons there is effective classroom management with clear guidelines and organised planning of the various strategies to ensure the participation of most students. These strategies meet students' different needs, match their abilities and challenge them. These strategies include cooperative learning, discussion, question-and-answer and employ the use of different teaching resources, such as smart boards, educational flashcards, and pictures, which enrich the lessons and motivate students to learn. These lessons have helped most students acquire basic skills, concepts and knowledge, especially in mathematics, and have also motivated the high achievers.

However, many lessons do not have teaching and learning of this quality. In these other lessons, such teaching strategies are not prominent, as there is a focus on using discussion, dialogues through verbal questions almost entirely. Teaching does not lead to developing higher order thinking skills among the able students, and there is only slight challenge for them. The participation of low-achievers is less than it should be due to them receiving too little support. Deductive questions are used to develop preliminary skills of analysis and synthesis in mathematics in Grade 3, while that is not demonstrated in English and science to a similar degree. The efforts of some teachers are directed towards managing the students' behavior more than providing opportunities for their learning, and this affects their ability to achieve the lessons' objectives.

Most teachers provide the students with an adequate amount of practice and homework that are regularly followed up through systematic marking and feedback. Individual differences are considered effectively in the first cycle only. Activities are mostly pitched at the same level, without consideration of the different levels of the students' prior learning in most lessons in the second cycle, especially in Arabic and English. Such a lack of differentiation means that teaching is not good because it fails to meet the students' different learning needs.

Teachers apply different assessment techniques, such as direct observation, verbal and written evaluation, sometimes individually and in groups. Nevertheless, these are often not sufficiently effective because teachers make inconsistent use of the results of such assessments in identifying the students' needs and the next steps of teaching that will effectively raise the students' academic achievement.

□ How well does the implementation and enrichment of the curriculum meet the educational needs of the students?

Grade: 3 Satisfactory

The school implements the curriculum in ways that develop the students' understanding of their rights and responsibilities by providing them with appropriate opportunities to participate in class and extra-curricular activities. These include religious competitions, such as the 'Quran Oasis' and different activities, such as sporting games and athletics. The students are successful in these competitive enrichment activities which appeal to their different experiences and interests.

Curriculum implementation is supported, reviewed, and enriched through notes and activities, especially in Arabic. Material in the school textbooks is extended through enrichment classes. The extra-curricular activities provided for the students, especially the

talented ones, are focused mainly on sporting competitions. These programmes, therefore, do not target all student groups, especially those who achieve less well. This limits the impact of the curriculum in meeting their needs, expanding their experiences, and acquisition of the appropriate skills for the next stage of their education. Links across subjects are too limited, especially in the second cycle.

The curriculum is enriched through the use of the school's facilities, such as the resources centre and the gymnasium. The school environment is made appealing through educational bulletin boards, such as the displays of prints, and heritage and Islamic artifacts, but the curriculum is not sufficiently celebrated through displaying students' work in the classes of the second cycle.

□ How well are students guided and supported?

Grade: 3 Satisfactory

Effective induction programmes support new students and help them settle quickly. The school offers advice and counselling to students when they move to the next stage of education through arranging class visits and lectures, and setting educational meetings for parents. It identifies the students' personal needs and meets them sensitively by providing help in terms of money or in kind. The students' educational needs are met adequately through support in lessons. Programmes for students in the integration class, those with learning difficulties and those with special talents are appropriate and meet their needs and interests, participation in cultural competitions, such as the 'Online Cultural Competition in English' is an example. Nevertheless, the low-achieving students do not receive enough support in the remedial lessons and this affects their achievement adversely.

Students receive support and guidance when they face problems, especially those related to behaviour, through programmes such as 'Respecting the Ideas and Feelings of Others'. Such activities help reduce the behaviour-related problems.

The school regularly and effectively communicates with parents regarding the academic and personal development of their children, through open days, text messages, reports, and meetings. The school controls the safety and security aspects through regular maintenance and carrying out evacuations. Nevertheless, the procedures taken to ensure the students safety during the recess and on leaving the school require further care.

Leadership, management and governance

- **How effective are leadership, management and governance in promoting high achievement, strong personal development and school improvement?**

Grade: 3 Satisfactory

The school's vision focuses correctly on students' high academic achievement and personal development. It was collaboratively set. However, leadership towards the accomplishment of that vision is no better than satisfactory. The school also has a strategic plan, based on the results of the self-evaluation, designed through analysis of the results in questionnaires from stakeholders to identify the strengths and points of weakness in the school's performance. The action plan for development has been set based on the strategic plan. The school's leadership has observed and evaluated the plan's effectiveness. This is deemed satisfactory, mainly because the school has concentrated more on programmes for behavioural improvement.

The senior leadership encourages the staff to foster social relationships, and supports them in using 'The Log of Golden Discipline'. It adopts a collaborative approach to making decisions and has wisely authorised some teachers as coordinators in Arabic and mathematics to cover the shortage in senior teachers. The effect of all this is reflected in the satisfactory teaching practices. Although the school offers some professional development programmes through workshops, such as those on classroom management and collaborative learning, their effect is inconsistent across lessons, as some teachers are not adhering to the basics and principles of applying the methodologies taught.

The school deploys most of its facilities to support the learning and teaching process appropriately. The gymnasium and the teaching resources centre are well used, the shared science laboratory and home economics classroom less so. Moreover, there are shortages in laboratory tools, computers and design and technology rooms for the first cycle.

The school's management council and technical committee discuss issues and contribute appropriately. The School Improvement Partner (SIP) provides class visits and suggestions, but the impact of these has not been seen in improved teaching practices. The school communicates with the local community, in order to enrich the students' experiences, such as participating in national celebrations and annual events organised by the municipality council, and enhancing the students' skills in reciting the Quran in cooperation with Al-Islah Society. The school seeks the opinions of students and their parents through questionnaires,

and responds to their suggestions through the mothers' and students' councils, such as activating the free lessons in memorization of the Quran. These actions help ensure their satisfaction with the school's general performance.

The school's main strengths

- Students' basic skills in mathematics
- Students' attendance, discipline and punctuality
- Support offered to students with learning difficulties and in the integration class.

Recommendations

In order to improve, the school should:

- raise the students' academic achievement and develop their basic skills, especially in science and English in Grade 4
- raise the professional competency of the teachers in order to make the learning and teaching strategies more effective, through:
 - better class management, to ensure students' participation, and careful use of time to achieve the lessons' objectives
 - making use of assessment techniques and results in lesson planning to meet the needs of different groups of students.
- cover shortages in material resources in the science and computer laboratories, the design and technology room, and those in human resources represented in shortages of classroom teachers and senior teachers of Arabic and mathematics.