Schools Review Unit
Review Report

Salahudin Al-Ayoubi Primary Boys School
East Riffa – Central Governorate
Kingdom of Bahrain

Date Reviewed: 7 – 9 December 2009

Table of Contents

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 as 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 student

Introduction

Scope of the Review

This Review was conducted over three days, by a team of seven 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: 902
Age range: 6 -11 years

Characteristics of the school

Salahudin Al-Ayoubi Primary Boys School, founded in 1981, is located in the Central Governorate, East Riffa. The school has two academic buildings; one of them was recently constructed in 2005. The age range in the school is from 6 to 11 years old. The total number of students is 902. The school categorises 279 students as outstanding, 61 as gifted/talented, and 58 as having learning difficulties. Eighteen students have minor disabilities. Students are distributed across 28 classes. There are 12 administrative staff and 70 teaching staff. It is the Principal's second academic year in the post. The school is part of the fourth stage 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: 2 (Good)

The overall effectiveness of Salahudin Al-Ayoubi Primary Boys School is good. The school gains good satisfaction ratings from parents and students.

Students achieve good levels in their academic achievement. Most students achieve high pass rates and good proficiency in most subjects. Students' attainment in most lessons is also good. They acquire a good level of basic skills in Arabic, Mathematics and the use of Information Technology (IT), but their skills are weaker in English language. The students' levels of proficiency are high in comparison with their levels when they first joined school. Students' progress well in the good lessons; the teaching methods and varied activities provided cater for the different abilities of students and most of them achieve their learning objectives. In the rest of the lessons, however, class activities, homework assignments and written work are presented at the same level for all students.

Students' personal development is satisfactory. Most students attend school regularly. Most of them contribute actively and enthusiastically to school life by taking part in school committees. They display self-confidence and the ability to take on responsibility in most lessons. Although teachers use varied and effective teaching strategies in most lessons, students' analytical thinking skills are not developed effectively. The school works to create an environment of harmony and friendly relationships among students. Some fighting among students during breaks and littering of the school were observed, however. The school takes appropriate action in such cases of which parents and students approve.

The effectiveness of teaching and learning processes is good. Teachers' good knowledge of their subjects is reflected in their use of effective and varied teaching and learning strategies, such as collaborative learning, learning by playing, and role playing. Most students achieve levels appropriate to their abilities. Students are also provided with different activities that challenge their abilities in most lessons. Some teachers give students opportunities to learn from each other. Most students acquire the basic skills. In some of the satisfactory lessons, however, individual differences are not effectively taken into consideration. Students are assigned homework activities but most of them are based on textbooks and individual differences are not taken into account. The school uses various assessment methods to measure students' achievement of lesson objectives. Teachers give immediate feedback to

meet students' learning needs and help them improve, which helps them make good progress.

The provision and enrichment of the curriculum is good. The school develops students' sense of citizenship and loyalty, as well as their understanding of their rights and duties, by encouraging participation in activity lessons, national programmes and school activities. The school creates a motivating and inspiring school environment that encourages students to keep their classrooms clean and respect their surroundings. Students' mastery of basic skills such as literacy in Arabic, numeracy skills and using IT, is good, but their English language skills are less well developed. Links between curriculum subjects are made well and students, with good support in lessons, are able to transfer knowledge to different situations. The school environment motivates students to learn; it is rich with educational aids and drawings and displays guidelines that affirm Islamic values. The school also celebrates students' work appropriately inside and outside the classrooms. The students feel proud of their school's provision.

The quality of support and guidance for students is good. The school organises effective programmes for new students and their parents at the beginning of the academic year. The school also prepares the students well for their next educational stage by ensuring that the majority of students acquire the necessary educational and personal skills. The school assesses students' educational needs by diagnostic testing in core subjects and uses the results well to meet the needs of different categories of students; daily remedial lessons, extra-curricular activities, a special educational programme and the support provided to the combined class all help students make appropriate progress. The impact of support and guidance is tangible in most lessons and enables most students to acquire basic skills. Students and their parents are pleased with the various channels the school uses to communicate with parents and the community. The school seeks to provide a safe and healthy environment for students and staff, although students use the same gate on foot as is used by teachers in vehicles. The school carries out suitable emergency planning and training, which students and staff appreciate.

The effectiveness of leadership and management is good. The school has a clear vision and mission focusing on achievement and most teachers are committed to this aim. The school's strategic and business plan has a good impact on most of the school's practices. The school conducts self-evaluation of all its educational practices and has good evaluation mechanisms. The senior and middle management work together to diagnose teachers' training needs, based on their class visits. The school runs good training programmes and workshops to raise teachers' professional competency, especially for newly appointed teachers. The impact of such programmes is clear in most lessons. The school makes effective use of its educational facilities, although it is lacking some facilities. The school communicates with parents effectively and responds to some of their proposals. It also regularly informs them of their children's progress and what is provided for them.

☐ Does the school have the capacity to improve?

Grade: 2 (Good)

The school has a good capacity to develop and improve. The school's leaders and managers carry out their tasks effectively and collaboratively. They also work openly and transparently with all the school staff. The school's strategic planning and self-evaluation are accurate and comprehensive, covering all the school's departments and facilities. The results of planning and evaluation can be seen in the school's performance, students' academic achievement and the personal progress of students in the classrooms. In most areas, the school's self-evaluation form is consistent with the judgments of the review team. The school has brought about a number of improvements, such as better student behaviour by implementing a behavioural values project. Although the school lacks sufficient resources, it applies modern teaching technology, implements the programmed reading project in English language and runs a programme to monitor new teachers. These actions have a positive effect on most lessons.

The school's main strengths and areas of development

Main Strengths

- Standards in examinations
- Basic skills in Arabic, Mathematics and IT
- Teaching and learning strategies
- Developing citizenship
- Strategic planning
- Self-evaluation
- Extra-curricular activities
- Professional development programmes for newly appointed teachers

Areas for improvement

- Basic skills in English
- Analytical thinking skills
- Differentiation in lessons and homework.
- Collaborative learning
- Behaviour of a minority of students

What the school needs to do to improve

In order to improve further, the school should:

- Develop teaching and learning through:
    - Paying greater attention to individual differences in lessons and homework activities
    - Providing more effective opportunities for students to work together and learn from each other
    - Challenging students' abilities to achieve the expected level of progress
    - Developing students' analytical thinking skills

- Raise students' attainment in English language skills

- Enhance students' personal development in terms of:
    - Showing respect for opinions and feelings of others
    - Ensuring that the students behave with awareness and responsibility.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	**2: Good**
The school's capacity to improve	2: Good
Students' academic achievement	2: Good
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	2: Good
The quality of curriculum delivery	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good