



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

School Review Unit Review Report

Sheikh Mohammed Bin Issa Primary Boys School
Al-Muharraq - Muharraq Governorate
Kingdom of Bahrain

Date Reviewed: 24-26 March 2009

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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 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: Male

Number of students: 177

Age range: 9 – 11 years

Characteristics of the school

Sheikh Mohammed Bin Issa Al Khalifa Primary School is located in the Muharraq province of Bahrain. It was founded in 1981. It contains 6 classrooms: 3 for the fourth grade and 3 for the fifth grade. The school lacks a number of basic necessary facilities. Computer education was introduced to the school in the 2004/2005 school year. The school takes in students between the ages of 9-11 years. There are 177 students enrolled at the school, most of whom come from stable families of mid economic backgrounds. 12 students have learning difficulties, 12 are gifted and talented. The administrative staff is made up of 5 members, and there are 17 teachers. The school is managed by a principal who was appointed last year.

Overall effectiveness

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

Grade: 4 (Inadequate)

The overall effectiveness of Sheikh Mohammed Bin Issa Primary School is inadequate. Nevertheless, students and parents reported that they are satisfied with the school.

Students' academic achievement is inadequate because their proficiency rates were low and their performance level within classes is not consistent with their high pass rates in the basic subjects. This is a result of the teaching methods followed that do not account for individual differences between students. Consequently, not every ability group makes progress in accordance with their expected academic level.

The students' personal development is inadequate despite the students' good levels of attendance. Some teachers have resorted to inappropriate behaviour management methods, and this has negatively affected their personal development. Students work together well, but the school lacks the necessary activities to develop the spirit of leadership among them. Students' participation in school life is very limited due to the lack of availability of sufficient extra curricula activities to give students opportunities to boost their self confidence and take on responsibility.

Teaching and learning is inadequate. Most teachers do not use assessment to inform learning and it was not effective in most of the lessons observed. Individual differences are not catered for when planning lessons and as a result of this students do not make the expected progress according to their different academic abilities. Students of different abilities are not well challenged and their higher order thinking skills are not promoted sufficiently. As a result, most students are not doing their best. Most lessons lack effective class management or motivation for learning.

The quality of curriculum enhancement is inadequate. The school provides very limited extra curricula activities for students which does not often match the wide range of student interests. The school environment does not enrich the curriculum and does not have a good range of educational displays to motivate students. The way that the curriculum is delivered does not develop basic skills sufficiently. Added to this, there are very limited opportunities to link subjects together which does not enable students to experience a coherent curriculum.

The quality of support and guidance is inadequate. Students' personal needs are met but their educational needs are not supported enough either inside or outside the classes and those who have special needs are not well supported in class. There are no induction programmes to enable students to settle quickly and easily in to school life. Parents are not kept well informed about their sons progress.

The effectiveness of leadership and management is generally inadequate. The school's budget is spent appropriately. The school lacks effective methods of planning or realistic self-evaluation that focuses on development and achievement. The school does not provide opportunities to develop teachers' skills. School facilities are used to support learning but the learning resource centre is not effective enough. Teachers' training needs are not met which negatively affects their performance in lessons.

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

Grade: 4 (Inadequate)

The school's capacity to improve is inadequate. This is largely due to the absence of good methods of planning and effective self-evaluation, the deficiency of resources and facilities and inefficient use of time. Further, the lack of team spirit, the low level of student academic acquisition and the lack of tangible improvement in teaching and learning do not give confidence in the school's ability to improve without significant support.

The school's main strengths and areas for development

Main strengths

- Attendance and punctuality.

Areas for development

- Strategic planning.
- Self-evaluation.
- Differentiation for teaching and learning.
- Basic skills in Arabic and English Languages.
- Higher order skills
- Variety of methods of assessment.
- Homework

What the school needs to do to improve

In order to improve further, the school should:

- Build a strategic plan with defined goals and procedures that focus on constant evaluation.
- Develop teaching and learning strategies taking into consideration:
 - Developing higher order thinking skills among students.
 - Considering individual differences when planning lessons and homework.
 - Employment of effective evaluation.
 - Providing feedback that is beneficiary to students when correcting their works so that this helps them advance.
 - Work on the acquisition of basic skills students.
 - Support for all categories of students.
- Take necessary procedures to maintain the safety of students.
- Enrich the school environment so that it is a motivating educational environment emphasising on displaying the students' work.
- Analyse the students' exam results and use the information to improve students' performance.

Overall judgements

Aspect	Grade
The school's overall effectiveness	4: Inadequate
The school's capacity to improve	4: Inadequate
Students' academic achievement	4: Inadequate
Students' progress in their personal development	4: Inadequate
The quality and effectiveness of teaching and learning	4: Inadequate
The quality of the curriculum	4: Inadequate
The quality of guidance and support for students	4: Inadequate
The quality and effectiveness of leadership and management	4: Inadequate