



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

Schools Review Unit

Review Report

**Sheikh Mohammed Bin Khalifa A'Al Khalifa Primary
Intermediate Boys School
Al-Budaiya – Northern Governorate
Kingdom of Bahrain**

Date Reviewed: 16 – 18 November 2009

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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, students and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Boys

Number of students: 774

Age range: 6-15 years

Characteristics of the school

Sheikh Mohammed Bin Khalifa Primary Intermediate Boys School is one of the Northern Governorate schools. It is located in the Al-Budaiya area and was established in 1997. The school accommodates a total of 774 students ranging in age between 6-15 years old. The majority of students live in areas near to the school and belong to good or average economic backgrounds. The students are distributed among 27 classrooms, 9 of which are for the first cycle, 8 for the second cycle, and 10 for the intermediate stage. Students are classified by the school as 0.90% with talent and creativity, 0.26% with disabilities, 9.4% with excellence and 6.5% with learning difficulties. The school Principal is currently serving his second year and has two assistant principals. The number of the administrative and educational staff in the school is 81.

Overall effectiveness

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

Grade: 3 (Satisfactory)

Sheikh Mohammed Bin Khalifa Primary Intermediate Boys School is considered one of the schools that have a satisfactory effectiveness, with some good aspects of personal development, support and guidance, leadership and management, and good capacity to improve. The school also has a good level of satisfaction from parents and students.

The students' level of academic achievement is satisfactory. Students achieve high levels in the school examinations and Ministry examinations. This complies with their performance in lessons of the first cycle. However, it is less than their performance level in the second cycle and intermediate stage, as students achieve levels slightly lower than the national average in most of the subjects, while they achieve levels largely lower than the national average in the Arabic language in the third and sixth grades. The percentage of success rates is in proportion to their level of proficiency in the basic subjects in the first cycle, but gradually declined in the second cycle and intermediate stage. The different groups achieve levels that effectively comply with their abilities through a range of programmes and extra-curricular activities more than in the lessons. This is due to lack of planning to adequately meet the needs of these groups by some teachers.

The personal development of students is good. Most of the students are committed to regular attendance in a timely manner. Most of them act consciously and responsibly in the classroom and around the school. Furthermore, the good relationships between teachers and students and among students themselves reflect a clear sense of security and safety and freedom of undesired behaviours. This is as a natural outcome of the efforts exerted by the school to control behaviours and disseminate values and principles. Moreover, this positive environment contributes to the students' progress in satisfactory levels of academic achievement. Further, their interests are promoted through the provision of a number of internal and external activities in which students contribute enthusiastically. This reflects positively on students developing of self-confidence, taking responsibility, and working independently. However, there are insufficient opportunities for the development of analytical thinking.

Effectiveness of teaching and learning is satisfactory, where most teachers have a good command of their subjects and this is reflected on the employment of various teaching methods and strategies in outstanding and good lessons to enable all students to acquire knowledge, understanding and skills effectively. Although planning is conducted for some homework provided for students, they often do not take into account individual differences. Furthermore, the assessment methods in outstanding and good lessons are diverse (oral and written) and less diverse in other lessons that do not contribute significantly to the expected achievement by students. Students are not challenged sufficiently.

The provision and enrichment of the curriculum is satisfactory. The school seeks the development of students' understanding of the rights and responsibilities through the development of the sense of citizenship and their participation in national events and extracurricular activities. Moreover, the school is interested in the aesthetic aspects and the enrichment of the classroom and school environments with educational means. However, this is particularly so among the classes in the first cycle. Students are provided with basic reading and writing skills in the Arabic language, in addition to mathematical skills. Such skills are reflected in good level of mastery of the efficiencies and a lesser level of English language skills.

The support and guidance provided for students is good. The school organizes effective induction programmes for students upon joining the school at the beginning of the school year. Such programmes contribute to the stability of these students. The school also assesses the risks related to security and safety, hygiene, evacuation, and specifying fire exits. This reflects on the students having a sense of security and safety in the school. The personal needs of students are assessed well by providing in-kind assistance. As for meeting the educational needs, the school conducts diagnostic tests and analyzes results to identify the groups of students' needs and integrate them in programmes consistent with their educational needs. This has student's needs an impact on the provision of their needs and enhances their progress. Communication with parents is conducted on a regular basis, through quantitative reports, on the progress of their children.

The quality of leadership and management is good, as the school has a clear vision and mission focusing on achievement. They are prepared in a shared manner and translated on the ground. The school has a sound strategic plan focusing on improvement and development in several areas. This strategic plan has been based on a survey of the reality of school. This is reflected on the everyday practice of a large number of the school's staff. Moreover, it is monitored carefully and continuously. The administration is also working to raise the professional competency of the staff and meet their training needs. This is reflected positively on improving the performance of a large group of teachers and making progress

in their performance. The administration of the school responds in an outstanding way to the suggestions of students and their parents, within the limits of available resources.

□ Does the school have the capacity to improve?

Grade: 2 (Good)

The school has good capacity for improvement, since there is an effective leadership which managed, in a short period, to bring about positive changes in the behaviour of students and their levels of achievement, as well as improving the performance of teachers. As a result, the overall performance of the school has improved. The leadership has a good knowledge of the school through the study of the school's reality, which is reflected in an effective strategic plan focusing on meeting the educational and personal needs of students and developing their levels. The implementation of the plan is followed-up on a regular basis. Furthermore, the school applies a self-assessment for all its activities and benefits from results.

The school's main strengths and areas for development

Main Strengths

- Most of the students contribute to the school life with enthusiasm and effectiveness
- A sense of security by students within the school
- Citizenship and development of the sense of belonging
- Extracurricular activities
- Induction programmes at the beginning of the school year
- Support and guidance for students
- Strategic planning

Areas for development

- Teaching and learning strategies
- Basic skills in the English language
- Preparation for the following stages of Education

What the school needs to do to improve

In order to improve further, the school should:

- Develop teaching and learning strategies in terms of:
 - Using assessment to meet the needs of students on a larger scale
 - Applying a mechanism that takes into account individual differences on a regular basis
 - Developing higher-order thinking skills
 - Challenging capacities
 - Planning homework
 - Activating the linkage between subjects in the first cycle
- Benefit from existing competencies in the school in raising the level of performance through the dissemination of good practices
- Develop the basic skills of students, particularly in the English language in the third cycle.

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