



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

# **Schools Review Unit Review Report**

**Toobli Primary Boys' School  
Toobli - Central Governorate  
Kingdom of Bahrain**

**Date of Review: 26 - 28 December 2011**

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## The Schools Review Unit

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The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent national authority, attached to the Cabinet and set up under Royal Decree No. 32 of 2008, amended by the Royal Decree No. 6 of 2009. 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:

<b>Grade description</b>	<b>Interpretation</b>
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

<b>School's name</b>	Toobli Primary Boys School												
<b>School's type</b>	Government												
<b>Year of establishment</b>	1952												
<b>Age range of students</b>	6 - 10 years												
<b>Grades (e.g. 1 to 12)</b>	<b>Primary</b>				<b>Middle</b>				<b>High</b>				
	17				-				-				
<b>Number of Students</b>	<b>Boys</b>	455	<b>Girls</b>	-	<b>Total</b>	455							
<b>Students' social background</b>	Most students belong to middle-level income families												
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	4	5	4	4	-	-	-	-	-	-	-	-
<b>Town /Village</b>	Toobli												
<b>Governorate</b>	Central												
<b>Number of administrative staff</b>	15												
<b>Number of teaching staff</b>	40												
<b>Curriculum</b>	Ministry of Education												
<b>Main language(s) of instruction</b>	Arabic												
<b>Principal's tenure</b>	Two years												
<b>External assessment and examination</b>	QAAET national examinations												
<b>Accreditation (if applicable)</b>	-												
<b>Number of students in the following categories according to the School's classification</b>	<b>Outstanding</b>	<b>Gifted &amp; Talented</b>			<b>Physical Disabilities</b>			<b>Learning Difficulties</b>					
	129	10			2			54					
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Changing school principal in the academic year 2009-10</li> <li>• Adding a new class in 2010-11.</li> </ul>												

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	2	-	-	2
Students' personal development	2	-	-	2
The quality and effectiveness of teaching and learning	2	-	-	2
The quality of the curriculum implementation	2	-	-	2
The quality of support and guidance for students	2	-	-	2
The quality and effectiveness of leadership, management and governance	2	-	-	2

### Key:

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

## Review judgements

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### Overall effectiveness

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

#### Grade: 2 Good

The school's overall effectiveness improved from satisfactory in 2008 to good in this review. The school is judged to be good in all areas, which can be attributed to several important factors. The strategic plan is based on an accurate self-evaluation of the school's priorities, such as raising the professional competency of the teaching and administrative staff, which is improving the effectiveness of teaching and learning and students' achievement. Significant efforts have been made in turning the school environment into a safe one and using it to enrich the curriculum. This in turn has improved students' personal development and encouraged their participation in school life. Students' and parents' good approval for the school has been gained.

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

#### Grade: 2 Good

The school's capacity to improve and develop has improved from satisfactory in the previous review to good in this one. This is attributed to the more effective senior leadership, which believes in change and is aware of the areas of strength and those that need improvement. The school has a shared strategic plan, which focuses on the correct priorities for improvement and the recommendations in the previous review. The impact of the implementation of this plan is reflected in the school's overall performance, especially in the areas relating to students' achievement, their personal development and support, and the effective use of a variety of appropriate teaching and learning strategies, especially well deployed in the first cycle.

## **Students' achievement**

### **□ How well do students achieve in their academic work?**

#### **Grade: 2 Good**

Students achieve high pass rates in the first cycle classes, and Grade 4 in the core subjects. The pass rates range between 81% and 100% and are commensurate with the proficiency rates which are high in these classes. These rates reflect students' true levels of comprehension, knowledge and skills, especially for the first cycle. The students' acquisition of reading and writing skills in Arabic and English are good and proportionate to the learning skills for this age range. However, the reading and writing skills in English and the skills in science for Grade 4 are not at the same level, while students' acquisition of the basic skills in mathematics is good.

Students' results are monitored and when compared over the past three years it is evident that students make good progress in mathematics and Arabic. They make progress in most lessons, especially in the first cycle, which shows in their acquisition of skills, such as adding two numbers in mathematics in Grade 2 and listening and reading in Arabic in Grade 1. This good progress is due to the teaching methods used, and the variety of class activities and written work that meet students' educational needs and which contribute to improving their academic achievement. However, the limitation in challenging students' abilities in a limited number of lessons reduces their chances of gaining further progress.

Low achievers and students with learning difficulties achieve good progress based on their abilities as a result of the effective remedial programmes and various activities they are given, such as 'The bright pearls'. Outstanding and talented students make good progress due to the opportunities the school provides represented in talent programmes and competitions, which have a positive impact on students' academic achievement in lessons.

The students' levels attained in the first cycle of Arabic and mathematics in the national examinations for the years 2009-11 were slightly below the national average. Overall, the students' achievement is better than these results suggest.

### **□ How good is the students' personal development?**

#### **Grade: 2 Good**

Most students attend school, lessons and the morning assembly regularly and punctually. The school uses the students' discipline board effectively to monitor cases of students coming late and takes necessary measures.

Most students contribute enthusiastically in school life by participating in lessons, committees, activities and internal and external school events. These include the discipline and environment protection committees, Students' Council and the morning broadcast, in addition to several competitions such as 'Loving Bahrain' and the dental health week, which gives many students the opportunity to take responsibility outside classes. In good and excellent lessons, students are helped to develop their personalities and self-confidence. However, implementation of teaching strategies in satisfactory lessons varies in quality and limits the opportunities for students to take responsibility for their own learning.

Students have good relations with each other and their teachers, based on mutual respect. Citizenship is promoted through the students' commitment to good values and their participation in various activities such as 'My values reflect my character' programme and the 'I love my country' festival. Most students show responsibility by preserving school property. However, some cases of bullying by a few students still exist. The school is taking necessary measures the effectiveness of which is reflected in the students' increasing sense of security and feeling free of intimidation.

## **The quality of provision**

### **□ How effective are teaching and learning?**

#### **Grade: 2 Good**

Teachers have good subject knowledge, which is clearly reflected in their ability to sequence thinking and show enthusiasm in their teaching. This results in positive interaction with most students during lessons. Most teachers use a variety of teaching and learning strategies such as discussion, cooperative learning, and learning by playing in addition to singing and acting. These methods motivate students towards learning and participation and contribute to them gaining needed concepts, knowledge and skills. Most of the lessons are planned and managed in an organised and effective manner, which contributes to adjusting students' behaviour appropriately, attracting their attention and increasing their participation.

Challenging students' abilities is good in the first cycle's lessons, especially in Arabic and mathematics in Grade 4. However, it is not at the same level in English and science lessons. The students' higher level thinking skills are developed in good and excellent lessons by using analytical questions, deduction, justification and analysing arithmetic problems. Students in the first cycle are given enough opportunities for cooperative learning in most lessons. These enable students to directly interact with each other and reinforce their ability to organise their independent learning. However, using such strategies varies in Grade 4 and in some classes' practices are weaker than in others. Teachers use teaching aids such as



the data-show, educational cards, and the smart board in most lessons, which contribute to students' interests and, getting their attention and increasing their interaction and participation.

Students are given homework that is indicated in daily lesson plans, and presented in training memos prepared by the teachers. Homework usually requires appropriate written activities. However, individual differences are not taken into consideration especially for Grade 4, which results in students' progress varying. Homework is regularly followed up with correction and feedback, which guides students on how to improve their work and finish incomplete parts.

The teachers use effective assessment in most lessons, such as formative assessment in the first cycle to measure students' comprehension and performance and meet their educational needs, which results in them making considerable progress. However, the impact of assessment is not evident enough in a few lessons in Grade 4.

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

#### **Grade: 2 Good**

The students' practical and theoretical experiences are developed beyond the content of the prescribed textbook. The curriculum is enriched by using enrichment activities, talent programmes and extra-curricular activities. In addition, students participate in competitions, such as the young agriculture researcher, which has an impact on meeting students' interests and expanding their knowledge. Linking subjects is good, such as between mathematics and Arabic in the first cycle.

The curriculum is reviewed by analysing content, as in the case of Arabic and mathematics for Grade 4. Additionally, meetings are held with parents to familiarise them with the curriculum, assessment, and the basic skills needed in Arabic and mathematics, which enhance the good implementation of the curriculum. Teachers are introduced to modern programmes which support the curriculum and how it might be considered in lessons, such as in the 'Appreciating the behavioural characteristics of outstanding and talented students' workshop.

Students' understanding of their rights, duties and citizenship are promoted through their participation in several projects, such as 'Fruits of good doing' and 'Knights of creativity'. The school also uses morning broadcast and holds several festivals, events and field visits, such as the one to Al-Jasrah Handcraft Centre. The school environment is enriched by using

guidance boards and classrooms with display corners. However, special facilities are not used enough by the students.

### **□ How well are students guided and supported?**

#### **Grade: 2 Good**

New students, with their parents, are given induction programmes that include meeting other students and introducing them to the staff, school rules and the accommodation. Guidance is given to Grade 4 students at the beginning of the year, which reflects on students' feeling stable at the school.

The school identifies and meets students' personal needs by providing in-kind provisions in cooperation with some of the local community institutions. Students' are provided with good support in most lessons. This includes activities and intensive lessons in which all the Grade 4 students participate, whatever their abilities. Furthermore, students are given opportunity to take part in extra-curricular activities such as the book borrowing, which results in students achieving levels that are commensurate with their abilities. However, in some lessons the support provided in Grade 4 is too varied. The social counselling and administration departments offer students considerable support by providing individual and group programmes and meetings.

The school communicates well with parents which they appreciate.

The safety and security committee assesses dangers and follows up with training to raise students' awareness through awareness such as 'the colour week', the health related lectures such as the one about importance of breakfast in the morning, presented by the 'Talent knight' and evacuation procedures. This positively reflects on students' feeling safe and secure.

### **Leadership, management and governance**

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

#### **Grade: 2 Good**

The school's shared vision correctly focuses on raising students' academic achievement and improving their personal development. This is interpreted into effective practices. The

school is fully aware of the areas of strength and those that need improvement due to its clear diagnoses of the school's situation. The strategic plan and action plans are regularly evaluated and updated based on the priorities for improvement.

The school regularly performs an accurate, comprehensive self-evaluation of all school areas. The middle and higher leadership assesses and monitors teachers' performance during lessons, which is reflected in the improvement of most of the teachers' practices.

The school leadership inspires and motivates staff to contribute to improvement. It reinforces the principle of shared decision-making and delegation of responsibility, as in assigning a coordinator for the English department. This has had a positive impact on generating a single team spirit in order to achieve the school's objectives.

The school uses its educational resources effectively. However, the use of its facilities varies. The e-learning class is used well, but the learning resources centre, science laboratory and the design and technology class are not used as effectively. Efforts have been made to raise the professional competency of the teaching staff and meet their training needs through participation in workshops on cooperative learning, e-learning and the workshop on creative thinking and individual differentiation. In addition, exchange visits are arranged and educational publications prepared, which clearly impact positively on most of the teachers' performance.

The school explores the opinions of students and their parents and responds to suggestions. Examples include the adding of sunshades in the school yard, updating the weekly publication and adding games for the students to play during recess periods. This results in gaining parents support for the school.

The school board and the technical committee contribute to developing the work of the school by addressing the issues relating to student issues and examination results, raising professional competency of staff and setting recommendations and seeing them through. However, the Students' and Parents' Councils are not as effective as they might be. The external school improvement team has played a significant role in improving the overall performance at the school. This is evident in teachers' evaluation visits and in their support for the strategic planning process.

## The school's main strengths

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- The strategic plan that is based on accurate self-evaluation and focuses on improvement and development based on correct priorities
- Students' sense of security and their enthusiastic contribution to the school life
- Professional competency-raising programmes for teachers, and their impact on the variety of teaching and learning strategies used
- Celebrating students' work inside and outside classrooms
- The use of the external support provided by the improvement and development team to improve the school's overall performance.

## Recommendations

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### **In order to improve, the school should:**

- share and extend further the good practices in the school
- focus on developing teaching and learning strategies to ensure:
  - students' acquisition of basic skills in science and English, especially in Grade 4
  - the development of skills of creativity, critique and analysis
  - challenge of students' abilities according to their different levels
  - evaluation leads to teaching that meets students' different needs in Grade 4.
- activate educational facilities to ensure the optimal benefit from these resources for students.