



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

Schools Review Unit Review Report

**Toobli Primary Girls School
Toobli - Central Governorate
Kingdom of Bahrain**

Date Reviewed: 5-7 January 2010

Table of Contents

The Schools Review Unit.....	1
Introduction	2
Characteristics of the school.....	2
Overall effectiveness	3
The school's capacity to improve.....	5
The school's main strengths and areas for development.....	6
What the school needs to do to improve	7
Overall judgements.....	8

The School 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 five 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: Girls

Number of students: 653

Age range: 6-12 years

Characteristics of the school

Toobli Primary Girls School is one of the Central Governorate's schools, founded in 1997 and located in Toobli region. The age range in the school is from 6 to 12 years, and there are 653 students. Most students come from limited-income families. Students are distributed among 22 classes: 11 classes for the first cycle and 11 for the second. The school categorises 86 of its students as talented and creative, 99 as outstanding and 36 as having learning difficulties. There are 12 administrative staff and 46 teaching staff. The Principal is in her third month at the school.

Overall effectiveness

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

Grade: 2 (Good)

The overall effectiveness of Toobli Primary Girls School is good, and the quality of its curriculum presentation and enhancement is outstanding. Students and their parents are very satisfied with the school.

The students' academic achievement is good. Students' achieve high pass rates in school examinations, which are consist with their proficiency levels and reflected in the students' good understanding and knowledge in most lessons. The teaching strategies in most lessons help most students make noticeable progress and attain good proficiency in the basic skills of reading, writing, mathematics and information technology (IT), in both cycles. Students' proficiency in the basic skills of reading and writing in English was varied, however, especially for the second cycle. The activities and work set for students in most lessons take good account of individual differences, which helps students achieve levels appropriate to their abilities.

Students' personal development is good. Most students attend regularly and punctually. They show awareness and responsibility through their good conduct inside and outside the classroom and respect their teachers and classmates. They also participate enthusiastically and effectively in most lessons and in the various events and activities of school life, which reinforces their self-confidence and ability to take responsibility. Most students feel safe and secure inside the school. Students are not, however, given enough opportunities to develop analytical thinking skills in some lessons.

The effectiveness of the teaching and learning processes is good. Most teachers have good knowledge of their subjects, which they displayed during observed lessons. The teaching strategies were varied and effective; they motivated students as well as creating an enjoyable atmosphere. The strategies used are reflected positively in the academic achievement and personal development of students. Most teachers correct work accurately, give useful feedback and use various assessment methods to check how well learning objectives have been met. Time management was insufficient in some lessons. In most lessons, teaching focused appropriately on students acquiring basic skills in subjects, which they do well in Arabic, Mathematics and IT but to a lesser degree in reading and writing in English.

The quality of curriculum presentation and enrichment is outstanding. The school promotes a spirit of citizenship, boosts the students' sense of belonging to a community and makes them aware of their rights and duties as individuals in society. Students take part in varied extra-curricular activities, competitions and national festivals. The school has a museum that has several cultural displays. All these activities contribute to students' good conduct and their understanding of the need to look after the school's resources and facilities.

The school pays special attention to decorating its buildings with artistic and educational paintings to create a distinctive educational environment that motivates learning. The school also uses educational displays in the halls and classroom corners. Students' work is also celebrated in a way that makes the school's environment attractive. Students from all different groups get the chance to take part in extra-curricular programmes and activities to improve and develop their talents and experiences. These activities include: the morning broadcast, which hosts interesting cultural and edification programmes; school committees such as those for agriculture or art; and external competitions, in which the school has gained high placing in mathematics and poetry. These activities are in addition to the balanced educational portfolio that suits all educational levels and has a positive effect on students' maturity and life experiences. Subjects are linked effectively in both cycles and both knowledge and basic skills are passed on well to students; this enables students to use knowledge widely in their learning and study a logical, correlated curriculum.

Support and guidance for students are good. Students are inducted when they join the school and the school's systems are clearly explained to them, which help them to settle in. The school diagnoses students' personal and educational needs accurately. It meets these needs, both inside and out of most lessons, although there was insufficient support in some lessons. The school evaluates aspects of safety and security effectively and monitors them appropriately to provide a safe, healthy environment for everyone. Most students are inducted adequately for their transition stages in terms of acquiring basic skills and the school provides guidance lessons for them. The school has channels of communication with parents but it does not keep parents sufficiently updated about their daughters' progress.

The effectiveness of leadership and management is good. The leadership has a clear vision and mission focused on achievement, which is reflected in most of the educational practices. The school also has a strategic plan, based on an analysis of the school's situation that came from self-evaluation in all departments. The school uses its resources and financial capacity well to support the educational process, which clearly affects students' academic achievement. The school motivates and inspires its teachers and raises the professional competency of all its staff. The middle managers play an active role in preparing training programmes to enhance teachers' professional competency. The school, however, suffers

from a shortage of teachers in the English department, which affects students' acquisition of some basic skills in reading and writing in English.

□ Does the school have the capacity to improve?

Grade: 2 (Good)

The school's capacity to improve is good. Its leaders believe firmly in development. The teaching staff contributes fully to the school's development and stay up-to-date with innovations. The school carries out comprehensive self-evaluation of its educational practices, which feeds into strategic planning that produces a plan with clear goals. Achieving these goals has brought about many improvements to the school's environment and the use of its educational facilities; these improvements have had a positive effect on the school's overall performance and the academic achievement of students.

The school's main strengths and areas for development

Main Strengths

- Strategic planning
- Self-evaluation
- Advanced support for students
- Citizenship
- Motivating, enriching educational environment
- Using educational facilities
- Teaching and learning strategies
- Safety and security
- Pass rates in school examinations
- Considering individual differences
- Links between subjects
- Students' conduct
- Written work

Areas for development

- Basic skills in English
- Time management in lessons
- Developing higher-order thinking skills

What the school needs to do to improve

In order to improve further, the school should:

- Draw on competent teachers' experience to help ensure that all teachers can:
 - Develop students' basic skills in English
 - Use time effectively to achieve lesson objectives
 - Develop students' analytical thinking skills

- Address the shortage of English teachers.

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	2: Good
The quality and effectiveness of teaching and learning	2: Good
The quality of the curriculum delivery	1: Outstanding
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good