



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

School Review Unit

Review Report

Toobli Primary Boys School

Toobli -Central Governorate

Kingdom of Bahrain

Date reviewed: 27-29 October 2008

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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 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

This Review was conducted over three days, by a team of four Reviewers led by a Lead Reviewer.

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: .Boys

Number of students: 444

Age range: 6-10 years

Characteristics of the school

Toobli Primary School for Boys is a school in the Central Governorate. It was founded in 1952, and accommodates students between six and ten years old. There are 444 students in all; the majority comes from the areas of Toobli and Salmabad. The majority of students attended kindergartens, and come from socially stable families with average financial means. The students are divided into 16 classes, 4 classes at each level. The school building is old and lacks some of the necessary facilities, such as a gymnasium, and has insufficient rooms for teachers. The sanitary facilities are far from the educational buildings, the classrooms are small, and the school building is unsuitable for those with special needs.

Overall effectiveness

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

Grade: 3 (Satisfactory)

The overall effectiveness of Toobli Primary School for Boys is satisfactory overall.

The students' academic achievement was generally satisfactory. Even though the students achieved high rates of success in exams, this high level did not adequately reflect the true levels of proficiency and understanding which were observed during lessons and which mostly did not exceed satisfactory.

The students' personal development was satisfactory. In good lessons teachers ensured the students' personal development, and provided them with opportunities to develop their self-confidence, to take on responsibilities, and to work both independently and in groups. However, these opportunities were not sufficient in satisfactory and inadequate lessons. There is some poor behaviour and lack of care for the school environment. Some students feel unsafe in the school due to the poor behavior of others.

The quality of the teaching and learning is generally satisfactory. Even though the majority of teachers have a thorough knowledge of their subjects, the use of this knowledge in teaching and learning strategies is insufficient. Some lessons do not engage or interest students enough or involve them in the lesson's objectives. The majority of classes are only satisfactory. They do not give sufficient consideration to individual differences, and do not challenge students' potential. The students are not given sufficient opportunities to work together, or to learn from each other. The evaluation methods for diagnosing and meeting students' needs are not used enough. Lessons were good, where teachers used a variety of teaching methods and teaching resources.

The extent to which the curriculum is presented effectively and supported is satisfactory. The extracurricular activities offered and the school environment, contributed only satisfactorily to the process of enriching the curriculum. The majority of material in the learning resources centre, such as books and resources, were not suitable for the students' age range. The school building is old and lacks some of the necessary facilities.

Students are guided and supported in the school in a satisfactory manner. The school provides good support to students who face family or behavioural problems, and the school maintains regular records of this support.

The effectiveness of the management and leadership is generally satisfactory. The school has a strategic plan based on an analysis of its current situation, reflected in the vision and mission which focus on creating an outstanding educational environment that develops the

behaviour and achievement of the students. The follow-up of the plan and the measurement of its impact on students lack sufficient focus. The management have effective ways of inspiring members of the administrative and teaching staff, motivating and supporting them.

Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has satisfactory capacity to improve. The school building, the lack of resources, a disparity in the quality of teaching, and students' behaviour are all challenging factors that the school's management faces in the current situation. The three year strategic plan has not yet had an impact on performance as it has not been fully put in to practice.

The school's main strengths and areas for development

Main strengths:

- Learning environment in second cycle.
- Relationship between pupils and teachers.
- Induction programmes.
- Communication with parents.

Areas for development:

- Basic skills in English.
- Self-evaluation.
- Planning for differentiation.
- Links across the curriculum.
- Higher order thinking skills.
- Behavior around the school.

What the school needs to do to improve

In order to improve further, the school should:

- Pay attention to using effective teaching and learning strategies that contribute sufficiently to meeting the real needs of students, considering individual differences, and developing higher level and creative thinking skills.
- Find effective remedial programmes for cases of inappropriate behaviour amongst some students, ensure the development of their personalities, and give them sufficient opportunities within the classroom.
- Benefit more from the results of the self-evaluation process for different areas of the school, especially those relating to risks in the school building.
- Monitor professional development within the classroom and learn from best practice in order to develop the performance of some members of the teaching staff.

Overall judgement

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