



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

Schools Review Unit Review Report

**Tulaitula Primary Girls School
Hamad Town – Northern Governorate
Kingdom of Bahrain**

Date reviewed: 8 – 10 March 2010

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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 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: 543

Age range: 6 - 12 years

Characteristics of the school

Tulaitula Primary Girls School, founded in 1993, is located in Hamad Town and it is one of the Northern Governorate's schools. The age range in the school is from 6 to 12 years, and there are 543 students. Students come from middle-income backgrounds. The school categorised 15% of its students as talented and gifted, 38% as outstanding and 8% as students with special needs. The students are distributed among 21 classes: nine classes for the first educational cycle, 10 for the second, one learning difficulties class and one for creative students. There are 59 staff, of whom 48 are teachers. The Principal is in her third academic year at the school. The school has shortages in administrative and teaching staff, including an assistant principal and some senior teachers for a number of subjects. The school is part of King Hamad's Schools of the Future project.

Overall effectiveness

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

Grade: 2 (Good)

The effectiveness of Tulaitula Primary Girls School is good overall. The school is outstanding in its approach to students' personal development. The school gained good satisfaction from parents and students.

Students' academic achievement is good. They achieve high success and proficiency rates in most subjects, which reflect their actual levels of understanding and knowledge in lessons. Students make significant progress in most subjects, lessons and written work. They achieve at levels appropriate to their abilities in lessons; their individual differences are taken into account in class activities. Appropriate remedial programmes are provided for low achievers and students with learning difficulties and due care is given to outstanding and talented students.

Students' personal development is outstanding. The vast majority of students are punctual and report to school early. Students clearly show a sense of awareness and responsibility in their behaviour inside and outside the classroom and in the care they take of classrooms and school property. There is an atmosphere of harmony and mutual respect between students and teachers. The quality of teachers' educational practices and strategies has a significant impact on students' personal development. Students are given plenty of opportunity to express themselves, develop their self-confidence and take on responsibility, through varied activities and collaborative work. They are also given numerous opportunities to pursue and develop their interests through participation in various committees, projects and school activities. Students' analytical thinking skills are developed well in outstanding and good lessons and many students show good powers of deduction and analysis.

The effectiveness of teaching and learning processes is good. Most teachers have good subject knowledge, which they use well in varied and interesting teaching and learning strategies that effectively challenge students' abilities and motivate them to participate in lessons. Students are at the centre of the teaching process, which helps them to acquire good basic skills in most core subjects. Students are assigned homework activities, most of which are coordinated between departments and effectively planned. Homework activities are, however, standardised for all students regardless of their individual abilities. Teachers use a good range of assessment methods, such as diagnostic tests, to determine students' standards. They also make good use of oral and written questions, and assessment activities,

to monitor students' progress and measure their achievement of learning objectives. Teachers give feedback to students according to their learning needs.

The provision and enrichment of the curriculum is good. The school enriches the curriculum through appropriate extra-curricular activities. It posts displays of the school's responsibilities, duties and principles to develop students' sense of responsibility and belonging to the community. Students are given opportunities to take part in school programmes, educational trips and competitions that help develop their talents. Educational corners are allocated to celebrate students' achievements, which motivates students to learn. Acquired skills are linked well across subjects, particularly in the first cycle of education. Students acquire appropriate basic skills in reading and writing in Arabic, and in Mathematics. The school's development of these skills in students is well planned and focused; it is less successful, however, in English and IT.

The quality of support and guidance given to students is good. Effective induction programmes are run for new students joining the school, which helps them settle in easily. The school also prepares students well for their next phases of education by helping them to acquire the skills they need. The school largely identifies and meets students' personal needs. It also identifies students' educational needs effectively by carrying out diagnostic tests and analysing the results to ensure that students are placed in programmes appropriate to their educational needs. There is regular communication with parents and they are kept well informed of their daughters' progress, particularly in the second cycle of education. The school also conducts appropriate risk assessment to make sure that all staff work in a healthy and safe environment. The school's efforts in this respect have had a positive effect on the whole school's sense of security and safety.

The effectiveness of leadership and management is good. The school has a vision and mission statement that has been shared with all staff, students and their parents and is greatly reflected in the performance of the school staff. It has a comprehensive strategic plan to achieve its priorities, which are based on the school's continuous, and accurate, self-assessment. The school develops and raises the professional competency of its teaching staff using systematic processes to measure and meet their needs. It has formed a team of teachers to visit classes and monitor the impact of professional competency programmes. The school seeks and responds well to parents' and students' views, which has had a positive effect on students' motivation to learn.

□ Does the school have the capacity to improve?

Grade: 2 (Good)

The school has a good capacity to develop and improve. The school seeks to move forward as a team to carry out the school's comprehensive strategic plan, which is based on its self-assessment and focuses appropriately on its priorities. Its efforts are reflected in the performance of the school's administrative and teaching staff and the quality of teaching methods, which, in turn, raise students' academic achievement and enhance their personal development. The school's managers have brought about many improvements to the school's facilities that have greatly contributed to improving performance in general. The school does, however, face challenges in terms of shortages in administrative and teaching staff. The school uses good assessment methods to assess its own performance and its self-evaluation results are consistent with the findings of the review team.

The school's main strengths and areas for development

Main Strengths

- Leadership and management
- Standards in lessons
- Students' contribution to school life
- Students' self-confidence and sense of responsibility
- Learning and teaching strategies in the first cycle of education
- Assessment methods and the use of their results
- Acquisition of basic skills in Arabic
- Promotion of students' sense of citizenship
- Extra-curricular activities.

Areas for development

- Acquisition of basic skills in English
- Developing higher thinking skills
- Taking individual differences into account in homework.

What the school needs to do to improve

In order to improve further, the school should:

- Develop teaching and learning strategies that focus on the following:
 - wider development of students' higher thinking skills
 - further catering for individual differences in homework
 - acquiring better basic skills, particularly in English language and IT.
- Work to retain the current school management and administrative staff and fill the shortages in human resources, such as the post of assistant principal, in order to continue the development and improvement processes.

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