



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

School Review Unit

Review Report

Um Al-Qurra Primary Intermediate Girls School

Al-Aker - Central Governorate

Kingdom of Bahrain

Date reviewed: 3 - 10-11-12 November 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 six 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: Girls

Number of students: 511

Age range: 6-14 years

Characteristics of the school

Um Al-Qurra School is located in the Central Governorate. It was founded in 1990. It has 511 students. The age range in the school is from 6 to 14 years. Most of the students are from middle-income families. The students are distributed among 20 classes: six classes in the first cycle, five in the second and nine in the third.

Overall effectiveness

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

Grade: 3 (Satisfactory)

The Um Al-Qurra School's level of performance is satisfactory in general. The teaching and learning process, academic achievement, personal development, and the presentation and enrichment of the curriculum are all satisfactory. In terms of guidance and support for students and leadership and management, the school is good. Parents and students are very satisfied with the school.

Although students achieve well in their final results, their level of academic achievement overall is no more than satisfactory. They make satisfactory progress in their lessons and assigned work. The school does not consider individual students' needs and abilities sufficiently to ensure that each student makes progress according to their different ability levels. Moreover, sufficient support is given to students with special education needs which enabled them to make good progress.

Students' personal development is satisfactory. The school's principal works hard and effectively to create a positive environment. This is reflected in students' regular attendance and good behaviour, both inside and outside classrooms. Students also participate in curricular and extra-curricular activities though to a lesser extent in the satisfactory lessons. The students display an appropriate level of self-confidence and an ability to work on their own and take on responsibilities. Their capability for analytical thinking is poorly developed in most lessons.

The quality of teaching and learning is generally satisfactory. The satisfactory lessons were characterised by the teacher being at the centre of the educational process and relying on dictation; students did not actively participate in these lessons. In the good lessons, teachers employed other teaching strategies that caught students' interest and encouraged active participation.

The curriculum is presented and enhanced satisfactorily. The curriculum prepares students to acquire basic skills in a satisfactory manner. Students' understanding of their rights and duties is developed well. There was no linking of subjects when presenting the curriculum, except to a certain degree in the first cycle and no coordination between teachers in this regard.

The school's administration team provide good guidance and support programmes to the students. The programmes prepare students well when they join the school and effectively diagnose and meet their personal and educational needs. Students have opportunities to take part in different committees, educational activities and reinforcement programmes. The school keeps parents well informed of their daughters' progress. It also has good mechanisms for evaluating health and safety risks.

Leadership and management is a strong point of the school. The principal has brought about positive change at all personal and professional levels. The school has a shared vision and mission, and a clear strategic plan. The school assesses most aspects of its work well. The administrative and teaching staffs are motivated and inspired by the senior teachers and the principal, who has firmly established an ethos of teamwork, motivated everyone and sponsored professional initiatives.

□ Does the school have the capacity to improve?

Grade: 2 (Good)

The school has a good capacity to develop and improve. Its leadership is committed to development and believes in sharing the decision-making process. These convictions are shared by the youthful and ambitious teaching staff. Improvements have taken place at the school since the principal took charge over two years ago, including the formulation of the strategic plan and the accurate self-assessment of all work aspects. There has been appropriate progress in students' results, and in particular the outputs of the students of Grade 3 intermediate and their achievement of advanced positions in the region's schools.

The school's main strengths and areas for development

Main strengths:

- Leadership and management.
- Support for special needs students.
- Behaviour in class and around the school.
- Extracurricular activities.
- Development of good citizenship.
- Induction programmes.
- Health and safety procedures.

Areas for development:

- Planning for differentiation.
- Links across the curriculum.
- Higher order thinking skills.
- Use of assessment.
- Collaborative learning.

What the school needs to do to improve

In order to improve, the school should:

- Develop teaching and learning strategies that take into consideration individual differences, offers opportunities for collaborative work and help students to gain analytical thinking skills
- Use assessment tools more effectively in lessons to identify students' needs and measure their progress
- Ensure that subjects are integrated more effectively so that students learn to employ skills they have already learnt in different situations

Overall judgement

Aspect	Grade
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	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	2: Good
The quality and effectiveness of leadership and management	2: Good