



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

# **School Review Unit Review Report**

**Al-Zallaq Primary Intermediate Girl School**  
Al-Zallaq - Southern Governorate  
Kingdom of Bahrain

**Date Reviewed: 30 March – 1 April 2009**

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## The School Review Unit

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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 on a four point scale:

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

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### **Scope of the review**

This Review was conducted over three days, by a team of four 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: Female

Number of students: 314

Age range: 6 – 15 years

### **Characteristics of the school**

Al-Zallaq School is a Primary and Intermediate School. It was originally founded in 1960 as a Primary school and in 2007 was transformed into an intermediate and primary school. A new academic building was opened in 2007. The school is included in His Majesty King Hamad's 'schools for the future' project. The school includes three cycles for basic education and takes in students of 6-15 year old. The number of students is 314. The students are distributed among 12 classes (4 in the first cycle, 4 in the second and 4 in the third). Most of the students are from middle social and economic backgrounds.

## Overall effectiveness

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

### **Grade: 3 (Satisfactory)**

The overall effectiveness of Al-Zallaq Primary Intermediate Girls' School is satisfactory in general. The school obtained good satisfaction from the students and their parents in relation to the service it provides.

Students achieve satisfactory academic standards. Students achieve high rates in school exams, especially in the first and second cycles. However, their proficiency level was low particularly in the Arabic and English subjects in cycle three. Students generally make progress in most subjects over time. In lessons, students make satisfactory progress as a result of the teaching methods which generally cater for their different learning needs, except in cycle three where individual differences are not always met.

Students' personal development is generally satisfactory. Students are organized and punctual to lessons. They respect the feelings and beliefs of each other. The students' participation in school life is satisfactory, and their self-confidence is apparent through the expression of their opinions. However, assigning them with leadership roles is limited and providing them with opportunities to develop higher level thinking skills are too few.

The teaching and learning process is satisfactory. Some lessons are well organized and productive and especially the lessons in the first cycle. A small number of teachers work hard to challenge the students' abilities and make them think. Yet the teaching methods in some lessons are not varied and not pitched to the students' knowledge level except in good lessons. Most of the teachers solely rely on rapid oral questioning to assess the extent of students' achievement of lessons objectives.

The quality of curriculum presentation and enhancement is satisfactory. The curriculum is enhanced through extracurricular activities, numerous events, and participation in various school committees, celebrating students' work inside classes and providing an encouraging educational environment. However this is less evident in the third cycle classes. Also, the level of skills of the second and third cycle students in some basic subjects is not well enough developed. There is no logical integration of subjects or use of cross curricular skills, and most teachers' plans do not cater for this.

The support and guidance of students is satisfactory. The school offers guidance programmes for students and their parents which help to settle students in school. The school takes the necessary measures to provide a safe and healthy environment. The school

offers some additional educational programmes to meet students' learning needs. However, supporting students in lessons is only satisfactory due to the teaching methods that do not cater for students individual differences, except in a few good lessons especially in cycles one and two. Students' acquisition of the basic skills is better in the first and second cycles than in the third cycle, whereas Information Technology skills are satisfactory in both the second and third cycles.

The quality of leadership and management is satisfactory. The school has a clear vision but this is not reflected in achievement in some lessons except in some good lessons, especially in the first and second cycles. It also has a strategic plan based on self evaluation results but this does not take into consideration all the right priorities, in particular, the issues in the third cycle. The school monitors the impact of training courses on the level of teachers' performance but the impact of the training on some of the third cycle teachers is not clear.

□ *Does the school have the capacity to improve?*

**Grade: 3 (Satisfactory)**

The school has a satisfactory capacity to develop and improve. The school knows its strengths and weaknesses well. The lack of resources and recent addition of the third cycle present significant challenges to the school, yet these are being overcome. There is a shared vision and mission and a strategic plan based on self-evaluation, which is changing the culture of the school although there is not yet enough focus on cycle three in the plan. Training workshops are being held to improve teacher and staff performance, in addition to the monitoring of the teaching and learning process.

## **The school's main strengths and areas for development**

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### **Main strengths**

- Standards in school exams.
- Attendance and punctuality.
- Relationship between students.
- Extracurricular activities.
- Class environment in the first and second cycle.

### **Areas for development**

- Differentiation for teaching and learning, especially in cycle three.
- Basic skills in Arabic and English in the third cycle.
- Use of assessment.
- Higher order thinking skills.
- Cross curricular links.

## **What the school needs to do to improve**

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

- Develop teaching and learning strategies, especially in cycle three through:
  - Using a wider range of teaching and learning strategies to meet and suit learning needs.
  - Taking individual differences into account when planning lessons
  - Implementing strategies to develop higher level skills of thinking.
  - Based on the assessment of students' learning needs, provide appropriate support for students in the classroom.
  
- Raise the level of achievement of students through effective assessment, planning and monitoring.
  
- Use information from rigorous self evaluation to set priorities and measure improvement



## Overall judgements

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Aspect	Grade
<b>The school's overall effectiveness</b>	<b>3: Satisfactory</b>
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