



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

# **Schools Review Unit Review Report**

**Karzakan Primary Boys School  
Karzakan – Northern Governorate  
Kingdom of Bahrain**

**Date Reviewed: 5 – 7 April 2010**

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## The Schools Review Unit

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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**

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### **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 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: 559

Age range: 6 -12 years

### **Characteristics of the school**

Karzakan Primary Boys School is one of the Northern Governorate's schools. It was founded in 1952. The age range in the school is from 6 to 12 years, and there are 559 students. Most students come from middle-income families. Students are distributed across 22 classes: 12 classes for the first cycle and 10 for the second. The school classified 10 students as gifted and talented, 157 outstanding and 69 as having learning difficulties. The Principal is in his first academic year at the school. There are 43 teachers and six administrative staff. The school has staff shortage such as assistant principal, senior teachers for Mathematics, Science and English, a second social guidance specialist and a secretary. The school also lacks some facilities, such as a sports hall and a science laboratory.

## Overall effectiveness

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

### **Grade: 4: (Inadequate)**

The overall effectiveness of Karzakan Primary Boys School is inadequate. Students and their parents, however, are satisfied with the school.

Students' academic achievement is inadequate. Although most students achieve high success rates in most subjects, this achievement is not matched by their actual levels of understanding and knowledge. Attainment and proficiency levels vary in most lessons, where, with only some exceptions, teaching methods are ineffective. The level of progress of students declines over time in most subjects, particularly when they move from the first to the second cycle. Students do not make progress appropriate to their different academic abilities; their individual differences are not taken into account in lessons. Some students with learning difficulties make a little progress following programmes offered to them by the learning difficulties specialist. Gifted and outstanding students, however, are not given suitable programmes and activities and do not reach standards appropriate to their abilities.

Students' personal development is inadequate. Most students attend regularly and punctually. A few students take part enthusiastically in some extra-curricular activities. Students show little enthusiasm in most lessons, however, where the uninspiring teaching methods give few opportunities for students to participate and express their views or take on leadership roles; the teaching methods limit students' opportunities to develop self-confidence, or an ability to work independently and take on responsibility. Students' analytical thinking skills are not developed sufficiently; questioning tends to measure simple thinking skills in most lessons. Most students respect each other's views, feelings and values. A few examples of students behaving with less awareness were observed during the Review, such as minor graffiti on walls, but the school has taken decisive action in such cases. Some students reported instances of fighting between students and dropping litter.

The effectiveness of the teaching and learning processes is inadequate. Most teachers have subject knowledge but do not reflect it in effective teaching strategies in most lessons. Most teachers use a lecturing style that lacks interest and excitement; students are left as information recipients and play little part in the lessons. This approach lessens students' enthusiasm to participate and holds back their achievement, which is inadequate in most lessons. Students are given few opportunities for collaborative learning and insufficient opportunities to learn from each other. Teachers rarely use effective assessment methods to measure students' achievement of lessons objectives and consequently do not meet their

educational needs. Assessment methods are largely limited to oral questioning. Homework activities are assigned to students and referred to in some lesson plans but most assignments do not account for students' individual differences and are not being regularly followed up.

The quality of curriculum presentation and enrichment is inadequate. The school develops students' understanding of their rights, duties and responsibilities through participation in some school committees such as the school broadcast committee, and emphasises the development of citizenship through participation in the National Day festivals and some field visits to Bahrain's attractions. The school offers very few extra-curricular activities, such as sports competitions, and these are restricted to a small number of students; the varied interests of most students are not adequately developed or widened. The school seeks to enrich the environment by celebrating students' work in some dedicated areas and in murals. Enrichment of the classroom environment varies between cycles, being better in the first cycle. The school's method of presenting the curriculum does not help students to acquire the basic skills they need. Subjects are not appropriately linked in the first cycle.

The effectiveness of support and guidance for students is inadequate. The school provides suitable induction programme for students who join the school, which helps them to settle in easily. Students are ineffectively prepared for the next phase of education, with no preparation programmes being offered and so do not acquire the skills they will need. The school meets students' personal needs satisfactorily; their learning needs are not effectively met and support provided in most lessons is inappropriate. The specialist adviser does give satisfactory support to students with learning difficulties. The school keeps parents informed of their sons' progress but this has not had any positive effect on students' academic progress. The school seeks to provide staff and students with a healthy and safe learning environment but some risks remain, such as not enough drinkable water and the busy road opposite the school.

The effectiveness of leadership and management is inadequate. The school has a vision and mission statement, but it is not well understood by most teachers and not reflected in most practices and outcomes, particularly in students' academic achievement and personal development. The school has a strategic plan but it is not based on accurate self-evaluation of the school's current position and has had no impact on improving overall performance in the school. The school does not use its self-evaluation results effectively. To cover staffing shortages, the school's management has delegated responsibilities among some staff in order to facilitate the school's work; this has helped to promote a sense of teamwork. The school uses its available facilities appropriately to serve the learning process. It does, however, suffer shortages in resources and educational facilities such as a sports hall, science laboratory and computers for the e-classroom and the administrative and teaching staff. The school seeks the views of students and parents and responds to them when it can; an example of this is its response to requests to enrich the school environment.

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

**Grade: 4: (Inadequate)**

The school has inadequate capacity to develop and improve. Students' academic achievement and personal development are inadequate. The results of self-evaluation are not used effectively and the strategic plan is not based on an accurate analysis of the school's current situation; these factors have a negative impact on the overall performance of the school. The school also faces challenges such as its poor teaching and learning processes, staff shortages and lack of some facilities and learning resources. There is instability at senior management level: four Principals have taken office during the last four academic years. The school's self-evaluation results are clearly inconsistent in all aspects with the findings of this Review.

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

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### **Main Strengths**

- Standards in school examinations
- Attendance and punctuality
- Students' relationships with each other.

### **Areas for development**

- Self-evaluation
- Strategic planning
- Basic skills
- Teaching and learning strategies
- Assessment in lessons
- Higher thinking skills
- Challenging students' abilities
- Taking individual differences into account
- Collaborative learning
- Support for students in the classroom
- Extra-curricular activities.



## What the school needs to do to improve

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

- Ensure the provision of necessary support and guidance.
- Fill shortages in human and physical resources in order to improve the school's overall performance.
- Develop the self-evaluation process and make use of its results to create a strategic plan.
- Develop teaching and learning strategies through:
  - Employing assessment during lessons and making use of its results
  - Helping students to acquire basic skills.
  - Developing higher thinking skills and challenging students' abilities
  - Providing opportunities for students to work together and learn collaboratively
  - Considering individual differences during lesson planning and when assigning homework.
- Provide support and guidance for all categories of students in and outside lessons.
- Provide extra-curricular activities that broaden students' experience and meet their different interests.

## Overall judgements

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Aspect	Grade: Description
<b>The school's overall effectiveness</b>	<b>4: Inadequate</b>
The school's capacity to improve	4: Inadequate
Students' academic achievement	4: Inadequate
Students' progress in their personal development	4: Inadequate
The quality and effectiveness of teaching and learning	4: Inadequate
The quality of the curriculum delivery	4: Inadequate
The quality of guidance and support for students	4: Inadequate
The quality and effectiveness of leadership and management	4: Inadequate