



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

School Review Unit

Review Report

Hassan Bin Thabet Primary Boys School

Muharraq - Muharraq Governorate

Kingdom of Bahrain

Date reviewed: 24 - 26 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: Boys

Number of students: 585

Age range: 6-12 years

Characteristics of the school

Hassan Bin Thabet Primary Boys School is one of Muharraq's schools. The age range in the school is from 6-12 years, and the number of students is 585. Most of the students belong to middle-income families and enjoy social stability. The students were divided into 21 classrooms. 14 classrooms are for first cycle students and 7 classrooms are for second cycle students. There are 47 teachers in the school.

Overall effectiveness

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

Grade: 2 (Good)

The overall effectiveness of the school is good. The school has high quality administrative and teaching staff who support the necessity for change and improvement in order to offer the best education for students. Parents and students are satisfied with the school's provision.

The students' level of achievement is good. This is directly related to the number of good/outstanding lessons and the variety in the teaching methods used. This ensured that students of all abilities made good progress.

Students' personal development is good. The principal has placed a great emphasis on citizenship. Being a part of the school as well as loyal to the country are significant priorities. Students are aware of their rights and responsibilities. Participation in extra-curricular activities is high. Students are confident, assume responsibility and respect each other. Furthermore, teachers are well aware of the characteristics of this age group and this enabled them to build up good relationship with the students.

The quality of teaching and learning is good. Teachers have good subject knowledge and use a varied range of teaching strategies with clear explanations which created a sense of enthusiasm and motivated students to learn. The opportunities offered to students to practice and develop their basic skills in literacy, numeracy and IT are particularly well developed.

The quality of curriculum enrichment is good. The school provides many activities which develop student interests and encourage patriotism and loyalty. The school environment is used to display students' work, educational material and useful guidance material. However, linkage between subjects was not sufficient and was only seen in a few lessons in the first cycle.

Good support and guidance for the students are provided by the school social workers. Induction arrangements are good. Personal and educational needs are diagnosed and appropriate support provided. In addition to this, parents are well informed about their children's progress.

The performance of the leadership and management is generally good. The school has a clear vision and mission statement that intends to spread Islamic ethos and good citizenship. The school's plan is to focus on raising students' personal development and academic achievement and this was clear in school practices.

Does the school have the capacity to improve?

Grade: 2 (Good)

The school has good capacity to develop and improve. There has been good progress in results over the last three years. The principal has made improvements to ensure good academic standards. He is supported by young ambitious staff and administrative staff who have extensive knowledge of the school's strengths and weaknesses. All support the need for change and improvement. There is a general development plan in place with key priorities for improvement. A strategic plan based on self evaluation is in process.

The school's main strengths and areas for development

Main strengths:

- Leadership and management.
- Induction programmes.
- Extracurricular activities.
- Evaluation and meeting of pupils' personal and educational needs.
- Communication with parents.
- Health and safety procedures.

Areas for development:

- Links across the curriculum.
- Analytical thinking skills.

What the school needs to do to improve

In order to improve further, the school should:

1. Share good practices in teaching taking into account:

- Individual differences when planning for lessons and assigning homework.
- Developing students' analytical thinking skills.
- Links between subjects in order to present a coherent curriculum.

2. Improve the current development plan into a strategic plan taking into consideration:

- The results of the school's self-evaluation
- Sharp follow-up procedures to monitor school performance.
- Documenting each stage to inform the next steps.

Overall judgement

Aspect	Grade
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	2: Good
The quality and effectiveness of teaching and learning	2: Good
The quality of the curriculum	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good