



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

# **Schools Review Unit Review Report**

**Al Diya Primary Boys School  
A'ali - Central Governorate  
Kingdom of Bahrain**

**Dates Reviewed: 18 – 20 January 2010**

## **Table of Contents**

---

<b>The Schools Review Unit.....</b>	<b>1</b>
<b>Introduction .....</b>	<b>2</b>
Characteristics of the school .....	2
<b>Overall effectiveness .....</b>	<b>3</b>
The school's capacity to improve .....	5
<b>The school's main strengths and areas for development.....</b>	<b>6</b>
<b>What the school needs to do to improve .....</b>	<b>7</b>
<b>Overall judgements.....</b>	<b>8</b>

## 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:

<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**

---

### **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: 286

Age range: 11 - 12 years

### **Characteristics of the school**

Al Diya Primary Boys School, located in A'ali village, is one of the Central Governorate's schools. It was established in 2004. The school caters for students between 11 and 12 years old. Its 286 students are distributed across 10 classes for grades 5 and 6. Students belong to varied economic backgrounds ranging from middle- to limited-income families. The school classified 40 of its students as outstanding, 23 as gifted and talented and 61 students as having learning difficulties. The Principal is running the school for the first year. The teaching staff comprises one senior teacher for Arabic language and 29 teachers, and there are seven administrative staff. The school has some shortages in staffing, such as a learning resources specialist, laboratory technician and a nurse. The school joined phase 4 of King Hamad's Schools of the Future project in the academic year 2008-09.

## Overall effectiveness

---

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

#### Grade: 4 (Inadequate)

The overall effectiveness of Al Diya Primary Boys School's is inadequate. Parents and students are, however, satisfied with the school.

Students' academic achievement is inadequate. Students achieve high pass rates in most subjects but this is not reflected in lessons, where students' performance was inadequate. Students do not make progress in most lessons, where the teaching methods were narrow in range. Students' progress is also hampered by ineffective homework activities and a lack of consideration of individual differences in most lessons. The school provides some remedial lessons to support students with learning difficulties in Arabic and these students make progress appropriate to their abilities; the school also provides appropriate support for a small group of gifted students by engaging them in competitions. Most students, however, do not achieve standards appropriate to their abilities in most lessons.

Students' personal development is inadequate. Most students attend school regularly, and some students participate in some lessons and extra-curricular activities. In most lessons, however, students are not given sufficient opportunities to participate and the teacher is at the centre of the educational process; students' development and academic achievement are held back by this teaching method. Students do not have appropriate opportunities to develop their self-confidence and higher thinking skills or to work effectively together. Different academic abilities are not considered sufficiently when tasks are assigned to students. Many teachers rely on questions that only measure lower thinking skills. They do not use group work in a well-planned manner to identify and distribute roles and responsibilities. This reduces the opportunities for students' participation and their motivation to learn. Behaviour of most students in the school is inadequate. This is clear in their lack of discipline in the classrooms and care for the school environment and facilities. They also lack appropriate respect for their teachers. In addition, there is some unacceptable behaviour by some students. Such behaviour contributes to students' feeling that they are insecure in school and are not free from intimidatory behaviour.

The effectiveness of the teaching and learning process is inadequate. Teachers have subject knowledge but this is reflected only in a few lessons. Most teachers use unstimulating teaching strategies and assign a narrow range of tasks to students. Teachers focus on presenting the content of the textbooks and offer few opportunities to challenge students' abilities or broaden their horizons. Teachers concentrate on simple thinking skills such as

recall and retrieval. Some strategies of group work are used in some lessons without identifying or distributing roles and responsibilities. Most teachers rely on using the board and the textbooks, which affects students' motivation and enthusiasm for learning. Although a very few teachers manage lessons well, most lessons are poorly managed in terms of students' conduct and timing; this hinders teachers' attempts to cover lesson objectives or finish classes on time. Assessment methods in most lessons are limited to verbal questions and some written individual activities; assessment results are not used to plan further learning. Students are given homework but it does not take individual differences into account. Some homework activities are not coordinated between subjects and homework is not being corrected regularly.

The quality of curriculum presentation and enrichment is inadequate. Teachers rely on presenting the content of textbooks and the teaching strategies do not focus on activities that develop basic skills in lessons. The school develops students' understanding of their rights, duties and citizenship through some school broadcasts and extra-curricular activities, although these activities are only available to a minority of students. The school and classroom environment is adequately enriched through displays of students' work inside classrooms, educational aids and murals.

The effectiveness of support and guidance given to students is inadequate. The school provides induction programmes at the beginning of the school year for new students to help them settle. Students are not, however, provided with programmes that prepare them for the intermediate stage. The school identifies students' personal needs and meets them adequately. It identifies students' learning needs through diagnostic testing in some subjects. However, the results of these are not used sufficiently, particularly in lessons. It provides support for a few students with learning difficulties but not enough to the majority of the rest of students.

The school provides some programmes and activities for students and their parents to encourage positive behaviour but the impact of these programmes is not reflected in students' personal development. The school organises educational meetings for parents and directly communicates with some of them, but these are not enough. The school monitors security and safety matters such as maintenance checks and evacuation drills.

The effectiveness of leadership and management is inadequate. The school has a shared vision and mission statement but it does not clearly reflect the school's plans, programmes and staff performance. The school's three-year strategic plan does not accurately identify objectives and priorities; it also lacks accurate performance indicators and follow-up mechanisms. Although the school has unified the mechanisms for setting action plans for some activities, the absence of accurate performance indicators and regular monitoring has limited their effectiveness. The school has no regular procedures for self-evaluation. Although staff members are encouraged and offered incentives, this motivation has little

positive effect on middle management's enthusiasm or on teaching practices in most lessons. The school's management distributes roles and delegates some powers to make up for some staff shortages. The school's staff are given opportunities to participate in professional development programmes; there are no clear mechanisms to diagnose their training needs, however, or to gauge the impact of such programmes on their professional development. The school satisfactorily uses learning resources to enhance the learning process. The school communicates with some parents and students, and responds to their views when possible. One example of this is that the school agreed to let students set the timetable for final examinations.

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

**Grade: 4 (Inadequate)**

The school has inadequate capacity to develop and improve. The school has a three-year strategic plan but several factors restrict the school's potential to bring about the required improvements without external support. For example, the school fails to use the results of self-evaluation and has not focused on priorities for improvement such as providing a safe environment for students, enhancing their achievement and furthering their personal development. The school's plans and programmes lack performance indicators and regular follow-up mechanisms. It does not gauge the impact of professional development programmes on teachers and particularly on classroom practices, which are currently variable. The school also lacks some important facilities and has staff shortages.

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

---

### **Main Strengths**

- Attendance and punctuality
- Meeting students' personal needs

### **Areas for development**

- Health and safety
- Student behaviour management
- Self-evaluation and strategic planning
- Teaching and learning strategies
- Basic skills in core subjects
- Individual differences when planning class activities and homework
- Higher thinking skills and challenging students' abilities
- Assessment in classrooms
- Working together and learning collaboratively
- Teachers' professional development programmes

## What the school needs to do to improve

---

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

- Seek external support to improve the school's overall performance
- Take necessary actions to ensure a safe environment for students
- Develop student behaviour management strategies
- Develop students' awareness of their rights and duties and respect for their surroundings
- Build up a new strategic plan, based on an accurate self-evaluation, with clear performance indicators and regular monitoring mechanisms
- Develop teaching and learning processes through:
  - Helping students to acquire basic skills
  - Employing effective teaching and learning strategies
  - Taking into account individual differences in class activities and homework
  - Employing assessment in classrooms and using its results
  - Developing students' higher skills and challenging their abilities
  - Giving students opportunities to work together and learn from each other.
- Develop professional training programmes, and monitor their impact, particularly in classroom practices.

## Overall judgements

---

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