



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

# **School Review Unit**

## **Review Report**

**Al-Wadi Primary Boys School**

**Hamad Town - Northern Governorate**

**Kingdom of Bahrain**

**Date reviewed: 3-5 November 2008**

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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 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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This Review was conducted over three days, by a team of eight 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: 381

Age range: 6-13 years

### **Characteristics of the school**

Al-Wadi Primary Boys School is located in Hamad Town, in the Northern Governorate. It serves 381 students from limited income families. They are distributed into 14 groups from first elementary to fourth elementary class (3 groups in the first, 3 in the second, 4 in the third, and 4 in the fourth). The number of teachers is 31. The school has two academic buildings in addition to the management building and the sports hall. The school has a combined class supporting 3 special educational needs students.

## 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-Wadi Primary Boys School is satisfactory, where most students achieve satisfactorily in their academic work. Teaching and learning, personal development, curriculum enrichment programs and support and guidance programs are all satisfactory. However, leadership and management and the students' and their parents' satisfaction are good.

The achievement of students is satisfactory. Most of them accomplish the expected objectives in lessons, and make satisfactory progress. Gifted and talented students reach standards appropriate to their abilities through some extracurricular activities, but not enough in most lessons since activities are the same for all students. Special educational needs students (in the combined class) make good progress due to effective teaching from special needs specialists.

The personal development of students is satisfactory. Attendance is good because parents make sure their sons go to school. Students feel safe and their behaviour is satisfactory which is reflected in their contribution to school life and their ability to work independently, take on responsibilities, work together, and respect each other. However, their analytical thinking skills are inadequately developed because of insufficient activities to develop this aspect.

Teaching and learning are satisfactory. Most teachers have good subject knowledge, but use traditional methods rather than a range of strategies to meet students' learning needs. Teachers involve students through questioning and support and guidance for learning, they use assessment satisfactorily to diagnose and meet learning needs. However, there are not always enough opportunities are provided for students to work together and learn from each other.

The curriculum is enriched and presented satisfactorily. The school develops students' understanding of their rights and responsibilities, through extracurricular

activities. The school environment is used to enrich the curriculum, through classroom displays. Subjects are not linked together enough. Basic skills are developed satisfactorily.

Support and guidance programmes are satisfactory. New students are well inducted in to the school, and an evaluation of personal and educational needs is satisfactory, as well as providing support and advice when they need it. However, the school does not prepare students adequately for the next phase of education.

Leadership and management are good. The school has good self-evaluation and a clear vision with a good development plan. The principal inspires and motivates the teachers well and their professional development is satisfactory.

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

#### **Grade: 2 (Good)**

The school's capacity to improve is good due to the principal's and the assistant principal's efforts, cooperation and good communication with all staff. There is good development planning based on accurate self-evaluation which has resulted in significant recent improvement to the school's performance. The professional development program is making a difference to the quality of teaching.

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

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### **Main strengths:**

- Attendance and punctuality.
- Induction programmes.
- Support for special needs students.
- Leadership, management and development plan.

### **Areas for development:**

- Use of assessment.
- Higher order thinking skills.
- Planning for differentiation.
- Links across the curricular.
- Education transition programmes.

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

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

- Use a range of effective and diverse teaching and learning strategies which:
  - Focus on students at the centre of the learning process.
  - Take account of individual differences.
  - Make links between subjects so that a coherent curriculum is presented to students
  - Concentrate on developing basic skills in reading and writing.
- Use assessment to identify the needs of students and ensure that teaching clearly addresses them.
- Provide programmes which prepare students for the next phase of their education.

## Overall judgement

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Aspect	Grade
<b>The school's overall effectiveness</b>	<b>3: Satisfactory</b>
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	3: Satisfactory
The quality and effectiveness of leadership and management	2: Good