



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

School Review Unit Review Report

Al Yarmook Primary Boys School
Sitra - Central Governorate
Kingdom of Bahrain

Date Reviewed: 6 - 8 April 2009

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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 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

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: Boys

Number of students: 396

Age range: 6- 12 years

Characteristics of the school

Al Yarmook Primary School is located in the Central Governorate. It was founded in 1964. There are 396 students on roll, aged 6-12 years. Most of these students come from the village itself. The majority of students did not attend kindergarten and they are from families with limited socio-economic levels. Students are distributed among 13 classes (with two classes for every level and three classes for the sixth grade), in addition to an integrated class in the school which has 6 students. The school has categorized 81 outstanding students and 14 gifted and talented. The principal is in his second year in post at the school. There are two administrative staff and 31 teachers employed by the school.

Overall effectiveness

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

Grade: 3 (Satisfactory)

Al Yarmook Primary School for Boys has satisfactory overall effectiveness. It obtained a satisfactory level of satisfaction from students and their parents.

Students reach satisfactory levels of academic achievement. There is good correspondence between the high results and the proficiency rates in the first cycle. In contrast, the final results and the proficiency rates in the second cycle demonstrate that the success rates have slightly declined in comparison with what the students achieved in the previous academic year. Their progress in lessons and the work assigned to them was only satisfactory due to the fact that individual differences were not taken in to consideration for teaching and learning. Students with special needs made limited progress in their academic achievement.

Students' personal development is inadequate. The students' various life skills are developed through the provision of several internal and external activities that develop self-confidence, taking on responsibility and working independently. However, these activities are not available to the majority of students. There were not enough opportunities to develop their analytical thinking, and a small number of students display inconsiderate behaviour such as quarrelling and littering. Of concern is the inappropriate behaviour management by a small number of teachers which does not effectively support the personal development of students.

The teaching and learning process is satisfactory. Some lessons were good and well planned and this reflected on the levels of students' participation and achievement of lesson goals. Other lessons did not employ effective teaching strategies as the teacher was the centre of the educational process. Students were not taught to use higher level thinking skills necessary for instance to help them with research and deduction. In addition, the teaching methods were limited to testing knowledge orally and through memorisation. Also, these lessons did not consider individual differences when setting activities and homework.

The quality of curriculum presentation and enhancement is satisfactory. The curriculum is enhanced through providing a stimulating educational learning environment. It also offers a broad range of extracurricular activities that help to develop a sense of citizenship among students. However, these activities are not available to all students.

The quality of supporting and guiding students is satisfactory. The school diagnoses the personal and teaching needs of students and meets them in accordance with the available resources. The school takes measures to ensure the health and safety of students and staff. Positive behavioural values are encouraged. Yet the support provided to all students inside classes was only satisfactory.

Leadership and management are satisfactory. The school has a one year development plan based on a comprehensive self evaluation. However, it does not include clear indicators to follow-up how effectively these goals are translated into reality. The management team has worked hard to provide a rich educational environment for learning. The school seeks and responds to parents and students views which have reflected on their overall satisfaction on the school.

Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

Overall, the school has a satisfactory capacity to improve, due to the robust efforts of the school's management to develop an effective team, to create a development plan based on a comprehensive self evaluation, to enrich the school environment and raise academic achievement. The scarcity of resources, the variation in teachers' performance and the inappropriate behaviour management style of certain teachers represent challenges that require further action by the school's management.

The school's main strengths and areas for development

Main strengths

- Achievement in first cycle.
- Use of school environment.
- Self evaluation
- Development of citizenship

Areas for development

- Behaviour management methods
- Strategic planning.
- Range of teaching and learning strategies.
- Differentiation for teaching and learning.
- Higher order thinking skills.

What the school needs to do to improve

In order to improve further, the school should:

- Improve the quality of teaching and learning process by:
 - Providing opportunities to develop higher level thinking skills and challenge students' abilities.
 - Improving student basic skills.
 - Using assessment in lessons to evaluate and meet students needs.

- Use self evaluation by:
 - Rigorously monitoring and evaluating the strategic plan.
 - Utilising the results of self evaluation to improve the performance of the school.

- Provide training and take steps to ensure that all staff are using acceptable and effective methods of behaviour management.

Overall judgements

Aspect	Grade
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	3: Satisfactory
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	4: Inadequate
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