



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

# **Schools Review Unit Review Report**

**Al-Khawarezmi Primary Boys School  
Arad - Muharraq Governorate  
Kingdom of Bahrain**

**Date Reviewed: 26 - 28 October 2009**

## **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 .....	4
<b>The school’s main strengths and areas of developments.....</b>	<b>5</b>
<b>What the school needs to do to improve .....</b>	<b>6</b>
<b>Overall judgements.....</b>	<b>7</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 as 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 student

## **Introduction**

---

### **Scope of the Review**

This Review was conducted over three days, by a team of five Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written work, analysed the school's performance data and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

### **Information about the school**

Gender of students: Boys

Number of students: 607

Age range: 6 -11 years

### **Characteristics of the school**

Al-Khawarezmi Primary Boys School is located in Araad, which is one of Muharraq governorate's schools and was established in 1994. The school caters for students aged between 6 and 11 years old, and the total number of students is 607. Most students come from good cultural and economic backgrounds. Students are distributed among 20 classrooms, 11 for first cycle students and 9 for second cycle students; in addition, the school has a combined class supporting 11 students with special needs. The school categorized 49 students as gifted and 276 as outstanding. The Principal is in post for the third year. The number of administrative staff is 16 members and teaching staff is 37.

## Overall effectiveness

---

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

### **Grade: 3 (Satisfactory)**

The effectiveness of Al-Khawarezmi Primary Boys School is satisfactory. It has good aspects of personal development and guidance and support as well as areas of leadership and management. The school gains good satisfaction from pupils and their parents.

Students' academic achievement is only satisfactory as high success rates do not reflect their levels during lessons. Students show progress in their results over the last two years. Nevertheless their progress during lessons is satisfactory as a result of the teaching methods used. The school provides distinct care for the combined classes, which is reflected in the progress of this group. The school extends care for gifted and outstanding students in various extra-curricular activities; nevertheless, they do not get the necessary care through class activities except in some lessons.

Students' personal development is good. They demonstrate awareness and a sense of responsibility through their behaviour inside and outside classrooms, and commitment to attending school regularly. In addition, students contribute enthusiastically in various extra-curricular activities, which have a good impact on their self-confidence, ability to take on responsibilities, and feeling safe and secure at school.

The teaching and learning processes are satisfactory. Most teachers have good subject knowledge; and some of them use varied teaching strategies in some good lessons, which results in a sense of enjoyment and excitement and stimulates students' motivation to learn.

The use of didactic teaching, the taking little account of individual differences when presenting activities and homework; and the limiting verbal assessment methods on measuring knowledge and memorizing – affected students in acquiring the necessary skills and knowledge.

The curriculum is enriched and presented satisfactorily. The school seeks to develop students' sense of patriotism through organizing events and festivals; this has an impact on their sense of loyalty to the country. Moreover, the school and class environment is effectively used to enrich the curriculum through classroom displays and guidance material. Nevertheless, subjects are not linked together, particularly in the second cycle, and students do not sufficiently acquire basic skills as a result of the teaching method used by teachers.

Students receive good guidance and support. The school provides induction for students in Grade 1 through induction programmes, which help them to settle. Moreover, the school diagnoses their personal and learning needs and meets them; offers support to solve their behavioural problems; and provides effective support for the combined class; this has had an impact on the progress of this group. However, support offered to students in classrooms is insufficient, and so is the induction for transitional stage, in respect of the acquisition of skills. The school is keen to assess areas related to health and safety and follow them up in order to maintain a healthy and secure environment for staff and students. The school also provides channels of communication with parents to inform them about the progress of their children.

The leadership and management are good. The school has a clear vision and mission statement which is shared with staff, and a strategic plan which focuses on improvement and development. The school employs self-evaluation for most aspects of the school's work. Furthermore, the school sets programmes on raising the professional competency of teachers, and follows up the work across various departments. The school also seeks to take advantage of the views of pupils and their parents and responds where it can to suggestions to modify behaviour; the proposal for community police; and creating satisfaction of the school by students and their parents.

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

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

The school has good capacity to improve as its leadership is well aware of the school's strengths and areas for development. The school also has a clear strategic plan focusing on improvement and development; in addition to the self-evaluation carried out by the school covering all aspects of the work; a fact that is reflected in students' academic achievement and personal development. Moreover, the management has noticeable efforts in establishing human relations among the staff and eliminates most of the students' misbehaviour; management attempts to bring about improvements to create an educational environment that stimulates learning and to enhance students' achievement.

## **The school's main strengths and Areas of developments**

---

### **Main Strengths**

- Strategic plan
- Self-evaluation
- Support to students group in combined classes
- Develop a spirit of citizenship
- The majority of students feel safe and secure
- Students' progress over the last two years

### **Areas for development**

- Students' high success rates do not mirror their levels
- Students do not receive necessary care in some lessons
- Limited opportunities given to students to develop their analytical thinking ability
- Didactic method used by some teachers
- Acquisition of basic skills
- Links across the curriculum

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

---

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

- Make use of good educational practice
- Develop teaching and learning strategies by:
  - Focusing on students as the centre of the learning process
  - Developing high thinking skills
  - Challenging students' abilities
  - Developing students' basic skills
  - Using assessment to identify and meet students' needs
- Take account of individual differences in works and activities assigned to students.

## Overall judgements

---

Aspect	Grade: Description
<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	2: good
The quality and effectiveness of teaching and learning	3: satisfactory
The quality of the curriculum delivery	3: satisfactory
The quality of guidance and support for students	2: good
The quality and effectiveness of leadership and management	2: good