



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

# **Schools Review Unit Review Report**

**Abdulrahman Al Dakhel Intermediate Boys School  
Capital Governorate  
Kingdom of Bahrain**

**Date Reviewed: 17-19 May 2010**

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## The Schools Review Unit

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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:

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**

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### **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 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: 371

Age range: 13-15 years

### **Characteristics of the school**

Abdulrahman Al Dakhel Intermediate Boys School is a Capital Governorate school, in Al-Manamah town, and was founded in 1976. The age range in the school is from 13 to 15 years. There are 371 students, of whom 58 do not have Arabic as their mother tongue. Students are distributed across 12 classes: four classes for each the first, second and third grades. The school categorises 20 of its students as talented and creative, 57 as outstanding and three as having special educational needs. Most students come from middle-income families. There are 50 teaching and administrative staff. The Principal is in his first year at the school. Over the past two years, five Principals have been in charge.

## Overall effectiveness

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

#### Grade: 4 (Inadequate)

The overall effectiveness of Abdulrahman Al Dakhel Intermediate Boys School is inadequate. Students and their parents are satisfied with the school.

Students' academic achievement is inadequate. Students' pass rates in core subjects vary, with standards being low in most lessons. Proficiency rates are also low. Most students make limited progress during lessons, where the teaching methods used are ineffective and do not consider their individual differences. Neither do students show clear progress in their written work; the activities provided do not consider students' individual differences or challenge their abilities. The talented, outstanding and lower-achieving students, as well as those students whose mother tongue is not Arabic, make little progress as their individual differences are not considered in most of the educational practices in lessons.

Students' personal development is inadequate. Most students attend school regularly and punctually, although a few of them arrive late to school. A few students take part in some extra-curricular activities. These students participate enthusiastically in school life, have self-confidence and show the ability to work independently, take responsibility and assume leading roles. Students' analytical thinking skills were not developed sufficiently in most observed lessons. Most class activities were narrow in their focus and most class discussions relied on students memorising answers, which limited their development of interpretation and critical thinking skills. Most students have good relations with each other and with their teachers and feel safe and secure in the school. Some students behave unacceptably, showing little awareness and responsibility; this behaviour includes writing graffiti, throwing litter, smoking and leaving the school without permission.

The overall effectiveness of teaching and learning processes is inadequate. Teachers have a satisfactory knowledge of the study materials and this knowledge is reflected in effective teaching and learning strategies that motivate students in the good and satisfactory lessons. The rest of the lessons, however, are characterised by ineffective teaching methods that prevent most students from making progress. Few teachers run their lessons effectively, which limits most students' achievements. Students' abilities are not challenged properly in most lessons. Cooperative learning is not used effectively; roles and responsibilities within activities are not properly allocated. Most teachers assign homework that complements what is taught during lessons but it does not meet the needs of different groups of students. Only

a few teachers use assessment effectively to measure the achievement of lesson goals, which has a negative impact on the progress of students.

The quality of curriculum enrichment and delivery is inadequate. Most students are lacking in basic skills, particularly in Arabic, English and Mathematics; this affects their academic achievement, especially in the core subjects. The school environment is well cared for and used appropriately to enrich the curriculum. Students' sense of citizenship and community is developed through some extra-curricular activities but their understanding of their rights and duties as part of the community is not developed as effectively. The school offers only a few extra-curricular activities, which reduces the school's ability to enhance students' positive conduct and enrich their experience.

The quality of support and guidance for students is inadequate. The school inducts new students appropriately to help them settle; it also provides a suitable social guidance programme for students of the third intermediate grade who are moving to the secondary level. It does not, however, provide students with the everyday skills they need for their next educational stage. The school properly evaluates and meets students' personal needs but their varied educational needs are not met sufficiently during lessons. The social guidance office gives advice and guidance and presents some programmes that help to limit some unwanted behaviour. The school informs parents about their children's academic achievement appropriately. It also evaluates health and safety risks satisfactorily.

The effectiveness of leadership and management is inadequate. The school has a vision that focuses on achievement but this has had little impact on most aspects of the school's work. It has also a strategic plan, the execution of which will be completed by the end the current year. Although the plan was based on an analysis of most aspects of the school's work it has not had sufficient impact on the practices used in classrooms. The school carries out occasional self-evaluation of its educational practices and events but the findings are inaccurate and are not used appropriately to plan improvement. The school managers inspire and motivate their staff satisfactorily by working to strengthening their social and professional relationships. The school provides some professional development programmes but these programmes have been ineffective in improving teaching and learning processes in lessons. The school uses its resources and facilities appropriately to meet students' and teachers' educational needs. It communicates with parents and students adequately and responds to their suggestions when it can; one example of this was the students' input into arranging the examination schedule.

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

### Grade: 4 (Inadequate)

The school's capacity to develop and improve is inadequate. The school has a three-year strategic plan that will be fully implemented by the end of the current year but which has brought about very little improvement in the overall performance of the school. The school's self-evaluation processes are weak and it has no effective mechanisms for monitoring the implementation of its plans and programmes. Neither does it have clear mechanisms to measure the impact of professional development programmes on teachers' performance in the classroom. Programmes for students whose mother tongue is not Arabic, and who form 15% of the school's students, are ineffective. Factors such as these have had a negative effect on students' academic achievement and personal development in recent years. In addition, the school has experienced significant instability in its senior leadership over the past two years. It is unlikely that the school can develop and improve without external support.

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

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### **Main Strengths**

- Regular attendance
- Induction programmes
- Enhancing citizenship
- Using the school environment.

### **Areas for development**

- Self-evaluation
- Strategic planning
- Teaching and learning strategies
- Basic skills
- Professional development programmes for teachers
- Assessment and using its results
- Considering individual differences in lessons and homework
- Higher thinking skills
- Challenging students' abilities
- Extra-curricular activities
- Cooperative learning
- Students' conduct
- Support for students, especially those whose mother tongue is not Arabic.



## What the school needs to do to improve

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

- Draw on external support to help overcome challenges and improve the performance level
- Develop a new strategic plan with specified goals, based on the results of self-evaluation; include clear and accurate performance indicators and focus on students' academic achievement and personal development
- Work to improve students' conduct and raise their awareness in and outside lessons
- Establish programmes that ensure the development of teachers' performance, and monitor their impact on raising students' academic achievement
- Develop teaching and learning strategies to include:
  - Providing students with basic skills
  - Developing students' higher thinking skills
  - Considering individual differences in lessons and homework
  - Challenging students' abilities
  - Giving students opportunities to work together and learn from each other
- Apply effective assessment methods and use the results to plan lessons
- Provide varied extra-curricular activities that enhance students' experiences and develop their self-confidence.

## Overall judgements

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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