



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

# **School Review Unit**

## **Review Report**

**Ahmed Al Omran Secondary Boys School**  
Manama - Capital Governorate  
Kingdom of Bahrain

**Date Reviewed: 20 -22 April 2009**

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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 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**

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### **Scope of the review**

This Review was conducted over three days, by a team of seven 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: 732

Age range: 15 – 17 years

### **Characteristics of the school**

Ahmad Al-Omran Boys Secondary School is located in the Capital Governorate. It was established in 1962. The school has 732 students, ranging in age between 15-17 years old. Most of the students belong to middle or limited income families. The school classifies 58 students as gifted and talented, 81 as outstanding, and 56 have learning-difficulties. The students are distributed between 26 classrooms. The schools' administrative and teaching staff consists of 115 members. The school is one of the first schools to implement King Hamad's "Schools of the Future" Project.

## Overall effectiveness

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

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

Ahmad Al-Omran Boys Secondary Schools' performance is satisfactory. Parents and students' are generally satisfied with provision.

In general, students' academic achievement is satisfactory in spite of high academic success rates in Ministry exams in all subjects. These rates do not accurately reflect students' actual level of skills and understanding during lessons. The progress made by students in lessons is satisfactory overall. However, teaching methods do not consider the individual differences between students enough, and as a result, this hinders achievement. Proficiency in basic skills was as expected.

The students' personal development is satisfactory. Most students are punctual and their behaviour is characterized by friendliness and mutual respect. A minority of students are involved in poor behaviour, especially in the corridors. Some pupils participate in activities that support their personal development such as broadcasting, students' council, community service, and other extra-curricular school activities. These opportunities have been provided to help students develop their self-confidence, take on responsibilities and work independently. However, due to teaching strategies where the teacher was the focus of the educational process, these opportunities were not provided at the same level in most lessons.

Teaching and learning are satisfactory overall, with lessons varying between satisfactory and good. In the good lessons, teachers use effective educational strategies that consider the individual differences between students and students increased their knowledge and basic skills. However, in most lessons the teacher dominated the teaching and learning process and students were not challenged enough or participated enough. With the exception of a few lessons, assessment methods are utilized effectively to define student needs and, in good lessons, these needs are met.

The curriculum is enriched through satisfactory use of the school environment and displays in the corridors, as well as workshops, laboratories, student clubs, and different extracurricular activities. However, the classroom environment lacks educational aids to support the curriculum. In addition, the teaching methods did not enable most students to acquire skills and knowledge sufficiently. The resources available for "e-teaching" are not sufficiently utilized.

Students' support and guidance programmes are satisfactory. The school implements programmes to prepare and integrate new students. These programmes had a positive impact on the students' ability to settle in at the beginning of the academic year. The support for students to move on to the next stage of their education was satisfactory. There are limited opportunities provided for them to work and learn together. The students' educational needs are assessed and additional support is provided for students with special needs and low-achievement. They also receive support through remedial lessons or in creativity centres, but the same support was not provided during lessons. The school is working on providing a healthy and secure learning environment.

The quality of leadership and management throughout the school is satisfactory overall. The school has a vision and mission that are focused on achievement. In addition, there are strategic and annual plans with specific objectives to increase the teachers' competencies and skills through a professional development programme as well as students' performance, although these plans lacked performance indicators. The school management has a clear mechanism to inspire and motivate the staff, and to monitor discipline. The effectiveness of the system was reflected in the performance and satisfaction of all the school's staff.

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

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

The school's capacity to improve is satisfactory; there are positive changes and developments on a strategic planning level, in professional development programmes and communication with parents. This was reflected in the growing success rates and a slight increase in the number of high performing students. In addition, there has been improvement in students' behaviour. Confidence in the school is growing. The determination of the school management and the willingness of the administration and teaching staff are also factors indicating that the school will continue to make satisfactory progress to improve satisfactorily. However, the lack of performance indicators in the strategic planning, weak methods of measuring the impact of the programmes and training, and the shortage in some teaching staff remain challenges.

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

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### **Main strengths**

- Standards in Ministry exams
- Attendance and punctuality
- Communication with parents
- Professional development programmes
- Induction programmes

### **Areas for development**

- Standards and achievement in lessons
- Differentiation for teaching and learning.
- Performance indicators to measure the impact of strategic planning.
- Use of resources to develop students' IT skills
- Transition programmes

## What the school needs to do to improve

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

- Improve teaching and learning by:
  - Developing higher order thinking skills.
  - Encouraging more student involvement in learning.
  - Using a wider range of teaching and learning strategies to meet individual needs.
  - Developing students' IT skills
- Introduce a comprehensive system for addressing students' individual differences including the use of assessment data.
- Improve self evaluation through use of a precise system of monitoring and evaluating the teaching and learning process.



## Overall judgements

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Aspect	Grade
<b>The school's overall effectiveness</b>	<b>3: Satisfactory</b>
The school's capacity to improve	3: Satisfactory
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	3: Satisfactory