



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

# **School Review Unit**

## **Review Report**

**Al Khalil Bin Ahmed Intermediate Boys School**  
Karzakan - Northern Governorate  
Kingdom of Bahrain

**Date Reviewed: 4 -6 May 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: 620

Age range: 13- 15 years

### **Characteristics of the school**

Al Khalil Bin Ahmed Intermediate Boys School was established in 1982 and is one of the Northern Governorate schools. The school caters for students ranging in age between 13 – 15 years old. Most of the students belong to families from middle and limited income backgrounds. 98% of the students live in the western area of the northern governorate, and they share the same social background, only 2% of the student population live in Hamad Town. The number of students enrolled at the school is 620, they are distributed among 20 classes, 12 of the students are considered to be gifted and talented, and 3 of them have learning difficulties. The school has 60 members of staff in its administrative team, and it is currently in phase 2 of His Majesty 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)

The overall effectiveness of Al Khalil Bin Ahmed School in meeting the needs of students is satisfactory with good capacity to improve. It has good levels of satisfaction from students and their parents.

Students' level of achievement in their academic work is generally satisfactory. As a result of some good lessons, the students' results and written work have improved in terms of raising the pass rates over the last three years. Students make progress according to their abilities, which is the result of support they receive, particularly during the remedial and after school classes. Despite this, students receive ineffective support in the classroom which is a result of not considering the individual differences between students in class. Students are not always able to achieve the standards expected of them due to inconsistent performance in the classroom. Students possess the basic skills particularly Arabic Language skills, although there is a general weakness in English language skills

The effectiveness of students' personal development is satisfactory. Students' enthusiasm towards learning has been positive which is reflected in their behaviour in terms of their commitment to attendance and punctuality, and the degree of respect they show for their teachers and each other. Students' participation in activities and competitions is reflected positively in the students' development of self-confidence and sense of responsibility. However, not all students are involved in these activities and competitions.

The quality of the teaching and learning processes is satisfactory. This is a result of certain strategies employed that motivate and increase students' enthusiasm towards learning, and contribute to their achievement and personal development. Furthermore, information technology has been utilised effectively. In the best lessons, assessment and graded activities are employed in a way that enables each group to achieve the progress expected of them, however, these strategies are not used consistently in all lessons. In inadequate lessons, assessment was limited to measuring knowledge and recall. Additionally, there is not enough encouragement of collaborative learning or development of higher order thinking skills.

The curriculum is presented and enriched in a satisfactory manner. The school's environment inspires learning and helps students enhance their experiences and develop practical skills. Students' work is celebrated in the school yard. Some classes lack

educational resources. Cross curricular links are not made in an effectively enough. The spirit of citizenship is enriched through the students' active participation in different activities offered by the school, either artistic, literary or athletic.

The level of guidance and support is satisfactory. The school provides students with induction programmes at the beginning of the academic year. The school allocates a portion of its budget to meeting students' personal needs, as well as providing guidance programmes, workshops and holding individual meetings to support students' learning needs. However, the support provided in the classroom is limited. The school has a number of channels of communication with both parents and the local community. This has had a positive impact on students' punctuality and better results.

The quality of the leadership and management is good. The principal and the staff aim at improving the school's performance. The principal has also developed a pledge for students to improve their pass rates, a goal that the school is keen to achieve. The school has a vision and mission statement, as well as a strategic plan. This is reflected in the school's improved performance. The school also has effective staff at middle management level who share and are working towards the same objective to enhance performance. The school devotes most of its facilities and resources to the learning process. Nevertheless, variations in teaching practices across subjects have impacted on students' achievement. Self-evaluation is conducted by use of various mechanisms, and there is no single accurate mechanism in place to evaluate the impact of the workshops and programmes implemented by the school.

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

**Grade: 2(Good)**

The school has a good capacity to develop and improve. This is due to the good leadership and management, which are determined and show a great deal of enthusiasm towards improving the performance of the school, and a desire to change it for the better. This commitment is shared by a pro-active team at middle management level. There is a timely follow up mechanism in place to monitor teachers and students, which is regularly checked by the leadership. The employment of strategic planning has had a positive impact on improving the standard of performance as a result of focusing on important issues at school, and has had a clear effect on the students' level of achievement.

There have been some improvements in the school in terms of changing students' behaviour and attitudes, and their desire to learn, as well as the pledge they made to the principal to achieve better results. Moreover, the improvement in the school's pass rates over the last three years is one indicator that the school is on the right track. All these factors indicate that

the school is determined to increase their level of performance. The school's self evaluation results are consistent with the results of the review conducted by the review team.

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

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### **Main strengths**

- Leadership and management.
- Basic skills in Arabic language.
- Attendance and punctuality.
- Use of school environment.
- Student's behaviour.

### **Areas for development**

- Range of teaching and learning strategies.
- Differentiation for teaching and learning.
- Higher- order thinking skills.
- Basic skills in English language.
- Cross curricular links.



## What the school needs to do to improve

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In order to improve further, the school should:

- Employ teaching and learning strategies in order to:
  - Develop collaborative work.
  - Form cross curricular links.
  - Develop higher-order thinking skills
- Improve students' basic skills in the English language.
- Create a mechanism to make use of good practices by some teachers and spread them among other teachers.
- Focus more on self evaluation to include all elements of the educational provision in the school, particularly those related to measuring and following up on the impact of programmes, workshops and training courses concerned with improving teachers' performance

## 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	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