



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

Schools Review Unit

Review Report

Arad Primary Intermediate Boys School

Al Muharraq Governorate

Kingdom of Bahrain

Date Reviewed: 8-10 November 2010

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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 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 students.

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 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: 776

Age range: 12-15 years

Characteristics of the school

Arad Primary Intermediate Boys School is a school in the Muharraq Governorate and was founded in 2001. The age range in the school is from 12 to 15 years. There are 776 students. Most students come from middle-income families. Students are distributed across 24 classes: five classes for the sixth grade, seven for the first intermediate level, and six for each of the second and third intermediate levels. The school categorises 26 of its students as gifted and 12 as having special educational needs; three students have physical disabilities. The principal is in his third year at the school. There are 71 teaching staff and nine administrative staff. The school is part of King Hamad's Schools of the Future project and joined a project related to the teaching of French at the beginning of the current academic year.

Overall effectiveness

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

Grade: 4 (Inadequate)

The overall effectiveness of Arad Primary Intermediate Boys School is inadequate, despite students and their parents being satisfied with the school overall.

The students' academic achievement is inadequate. Students achieve high pass rates in school examinations but their proficiency rates in most subjects, especially at the third intermediate level, do not match these rates. Nor do students' levels in lessons reach this standard; one-third of the lessons observed were inadequate. The teaching methods used and written work presented do not meet students' needs or consider their individual differences. Students' acquisition of the basic skills in core subjects is poor, especially in English, mathematics and science, which limits their achievement and progress in these subjects. Outstanding and talented students achieve levels appropriate to their abilities through their participation in some programmes and competitions, such as a "Proud to be talented" programme. Most students, however, do not achieve levels that match their abilities, in lessons or in support programmes provided; adequate use is not made of support programmes.

Students' personal development is inadequate. Most students attend school regularly; cases of lateness and dropouts are followed up by the school. The school gives students some opportunities to contribute to school life through, for example, a committee for talented students and other activities; however, only a small group of students are involved. Students are not motivated to participate effectively in some lessons: they are given limited opportunities to participate or to learn cooperatively; their self-confidence is not boosted; and their higher thinking skills are insufficiently developed. All these factors limit their academic and personal development in these lessons. Some students behave with awareness, especially in their relationships with each other and their teachers. There have been instances of teachers using inappropriate measures against students to frighten them but the school investigated these cases and took the necessary action.

The quality of the teaching and learning processes is inadequate. Teachers have satisfactory knowledge of the study materials but this is not reflected in their performance in most lessons. Most teachers used an instructional method in observed lessons that did not give students opportunities to contribute, except for a small group who answered some of the

questions. The abilities of students are insufficiently challenged and teachers do not introduce sufficient variety in teaching strategies or in the educational resources they use; this has a negative effect on students' motivation and on their acquisition of skills, understanding and knowledge. Few opportunities for cooperative learning were presented and in those that were, ineffective planning meant that tasks and roles were not allocated efficiently. All students are given the same homework that does not consider their individual differences and is not followed up regularly. The school carries out assessments but makes limited use of the results. Most teachers rely on verbal assessments only and some lessons end without assessment stops, which contributes to students' low achievement.

The quality of curriculum delivery is inadequate. The curriculum is enriched by some extracurricular activities but only a small group of students take part in them. The students' sense of citizenship is promoted through their participation in some committees, the school broadcast and celebrating some national events; these aspects are not sufficiently reinforced in lessons, however, because of the limited opportunities given to students for participation. There are some boards and displays to enrich the curriculum outside classrooms but inside some classrooms there are no such educational displays or areas set aside. Students' level of basic skills in the core subjects is inadequate overall and particularly low in English, mathematics and science.

The quality of support and guidance programmes is inadequate. New students are inducted before joining the school and are given comprehensive programmes to prepare them for the next stages of education but their preparation in terms of acquiring the personal and educational skills they need is insufficient. The students' personal needs are identified and met according to the available resources. Their educational needs, however, are met inadequately in lessons and programmes provided. The findings of assessments are not used in planning support for students. The school has made various efforts to limit behavioural problems but although the seriousness of some such problems has lessened, such problems continue to exist. The school's communication with parents is disorganised and parents recognise this. The school generally provides a healthy and safe environment for everyone by carrying out regular checks; there were some concerns, however, about the opening of gates before the official departure time without sufficient supervision.

The quality of the leadership and management is inadequate. The school has an old vision and mission that were developed collaboratively but have had little impact on the school situation. The school has a procedural plan that is not in line with the school priorities and which has not improved overall performance, especially in lessons. The school lacks a system for self-evaluation; most of the school's work is not evaluated, which reflects negatively on the school performance, especially in relation to students' personal and academic progress. The school builds good relations among staff, which helps create a family spirit in the school. The school organises some programmes to raise the professional

competency of staff; however, this has not had an impact on the performance of most teachers. The school has made attempts to seek the views of students and their parents but its response to them has been limited; it has not made use of Students' and Parents' Councils and has only distributed questionnaires related to the school open day. The lack of engagement of parents and students by the school is reflected in parents' and students' poor contribution to school life.

□ Does the school have the capacity to improve?

Grade: 4 (Inadequate)

The school's capacity to improve is inadequate. The school has a procedural plan but it is not suited to the school's situation and not linked with individual departments' plans; its effect on the school's overall performance has been limited. The school's self-evaluation process is inadequate; it has no evaluation and follow-up mechanisms through which to identify development priorities and build future plans. Students' low achievement levels and poor personal development, the ineffectiveness of teaching and learning processes and students' low levels of basic skills represent significant challenges to the school's capacity to improve.

The school's main strengths and areas for development

Main Strengths

- High pass rates
- Regular attendance
- The school environment.

Areas for development

- Security and psychological safety
- Strategic planning
- Self-evaluation
- Students' levels of basic skills in core subjects
- Considering students' individual differences in lessons and written work
- Higher thinking skills
- Challenging students' abilities
- Collaborative work
- Using assessment and its findings effectively
- Raising teachers' professional competency
- Students' opportunities to participate in school life.

What the school needs to do to improve

In order to improve further, the school should:

- Continue with the procedures adopted to increase students' awareness and make them feel more secure.
- Set a comprehensive strategic plan, based on an accurate self-evaluation according to the school's priorities; establish clear performance indicators that are followed up regularly.
- Develop teaching and learning strategies to ensure:
 - Students acquire basic skills in English, mathematics and science
 - Students develop higher thinking skills and their abilities are challenged
 - Cooperative learning is more effective and better planned
 - Assessment is used to diagnose and meet students' educational needs.
- Provide different groups of students with support inside and outside classes
- Raise teachers' professional competency and monitor the impact of training
- Provide students with opportunities to contribute effectively in lessons and school activities.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	4: Inadequate
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