



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

Schools Review Unit Review Report

**Awal Intermediate Boys School
Sitra - Central Governorate
Kingdom of Bahrain**

Date Reviewed: 17-19 May 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 levels 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 six 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: 745

Age range: 13-15 years

Characteristics of the school

Awal Intermediate Boys School is a Central Governorate school in Sitra Island, and was founded in 1980. The age range in the school is from 13 to 15 years. The school's 745 students mostly come from middle-income families. Students are distributed across 23 classes: eight classes for each of the first and third intermediate grades, and seven classes for the second intermediate grade. The school categorises 53 of its students as having special educational needs; four students are physically disabled. The Principal is in his fifth year at the school. There are 63 teaching staff. The school is lacking in some human resources, such as a senior teacher of English and a learning resources technician.

Overall effectiveness

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

Grade: 3 (Satisfactory)

The overall effectiveness of Awal Intermediate Boys School is satisfactory. Its leadership and management are good. Parents are very satisfied with the school and students are satisfied with it.

Students' academic achievement is satisfactory. Students' pass rates and proficiency levels in core subjects vary; the pass rates and proficiency levels are low, for example, in the third intermediate grades. This inconsistency is mirrored in students' performance in lessons, where the teaching methods vary in their effectiveness and the work provided does not always take into account students' different abilities. Students' proficiency in basic skills also varies and is lower than expected in English and Mathematics. Over the past three years, students' results have improved when moving to the second intermediate grade but some of these rates clearly decrease when students move to the third intermediate grade. Students generally achieve levels in line with their abilities: talented and outstanding students participate in programmes and internal and external competitions and the school provides appropriate support for students who are falling behind through special educational needs programmes, remedial lessons and evening classes.

The students' personal development is satisfactory. Most students attend school regularly and punctually. They participate enthusiastically in extra-curricular activities and school committees, which boost their self-confidence and ability to take responsibility. Students' opportunities for participation varied between lessons; most teachers use an instructional style in observed lessons that make the teacher the centre of the educational process. Students' higher thinking skills are developed in only some lessons, which helps account for students' different levels of enthusiasm and motivation to learn. Most students have good relationships, based on mutual respect, with each other and their teachers; they also show discipline in most lessons despite their varied levels of contribution in these lessons. There are only trivial incidences of poor behaviour; students' conduct has shown improvement over time and this contributes to them feeling safe and secure at school.

The quality of the teaching and learning processes is satisfactory. Most teachers know the study materials well. Some teachers used effective strategies and educational resources to give students the skills and knowledge they need; they provided activities that challenged students' abilities and considered their different levels, as well as using a range of assessment methods, all of which helped students make clear progress in those lessons. In

most lessons, however, the focus was on teaching methods that placed the teacher at the centre of the educational process, while the students' role was limited to answering verbal questions that did not challenge their different abilities; students' performance was inconsistent in those lessons. Students are given opportunities to work together in some lessons, although the effectiveness of these activities varied; students' roles and tasks were not clearly defined. Students are assigned homework but most of it is the same for all students, whatever their ability.

The quality of curriculum enrichment and delivery is satisfactory. The school enriches the curriculum with a number of extra-curricular activities that develop students' experiences and talents and reinforce their various abilities. The school develops students' understanding of their rights and responsibilities adequately. It promotes citizenship by encouraging participation in committees, setting up the morning broadcast, celebrating some national events and providing awareness programmes such as "Journey at Home". It also displays guidance boards and public information messages around the school, which helps to reinforce students' awareness about looking after the school environment; these aspects are not as clearly reinforced in the classroom. Students' mastery of basic skills in Arabic and information technology (IT) is satisfactory but their English and Mathematics skills are less well developed.

The quality of guidance and support for students is satisfactory. New students are inducted appropriately before they join the school and at the beginning of the year. The school also arranges visits to secondary schools and provides some programmes to prepare students for their next educational stage; it does not, however, ensure consistent proficiency levels in the skills needed for this stage. The school identifies students' personal needs and meets them satisfactorily. It also identifies students' educational needs by performing diagnostic tests and provides students with support in the form of special educational needs programmes, remedial lessons and evening classes. It also provides support to different groups of students in some lessons. This support varies in its effectiveness in terms of increasing students' achievement and raising their academic level at school. The school has made considerable efforts to identify, and find solutions to, students' behavioural problems; its actions have clearly helped to improve conduct in the school. The school communicates with parents through several channels and parents appreciate the school's efforts to keep in touch with them. The school provides a healthy and safe environment for staff and students by continuously monitoring safety and security aspects.

The quality of leadership and management is good. The school has a vision and mission that most of the school's staff and parents were involved in developing; their participation was reflected in the plans of some of the school's departments. The school has a well-designed strategic plan that was developed after an accurate and comprehensive monitoring of the school's situation. The plan has helped to move the school forward and improve some

aspects of its work. The self-evaluation committee works well; it performs a comprehensive evaluation of the school and uses its findings to improve performance. The senior management inspires and motivates the school staff, which is a positive step towards spreading a culture of development. Although the school accurately identifies the training needs of its staff and meets them as best it can, the performance of some teachers does not reflect these efforts. The school uses its resources effectively. It believes in encouraging parents and students to play an effective part in school life and also responds to some of their suggestions, which has a positive effect on their approval of the school.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school's capacity to develop and improve is satisfactory. The school has a strategic plan that was built on a comprehensive and accurate evaluation of the school's situation and according to the development priorities of the school. The school's implementation of the plan has brought about improvements, such as considerable progress in students' discipline; the spreading of a culture of development among staff; enhancements to the school environment; and encouragement for students' participation in school programmes and activities. The school still faces significant challenges, however, represented by students' weak basic skills and low pass rates in some subjects and by the inconsistent proficiency and performance levels displayed in lessons.

The school's main strengths and areas for development

Main Strengths

- Strategic planning
- Inspiring and motivating the school's staff
- Students' regular attendance
- Safety and security
- Students' participation in school programmes and activities
- Meeting students' personal needs
- Communicating with parents.

Areas for development

- Considering individual differences in lessons and homework
- Developing higher thinking skills
- Challenging students' abilities
- Basic skills in English and Mathematics
- Cooperative work
- Students' motivation and contribution in lessons
- Supporting different student groups
- The effect of professional competency raising programmes.

What the school needs to do to improve

In order to improve further, the school should:

- Develop teaching and learning strategies, to include:
 - Raising students' proficiency in the basic skills of English and Mathematics
 - Considering individual differences in lessons and homework
 - Developing higher thinking skills
 - Challenging students' abilities
 - Using cooperative work more effectively
 - Using assessment findings to meet the educational needs of students.
- Provide better support for different student groups to raise their academic achievement
- Increase students' motivation to contribute more effectively in lessons
- Follow up more effectively the effect of professional competency raising programmes on teachers' performance.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	3: Satisfactory
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 delivery	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	2: Good