



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

# **School Review Unit**

## **Review Report**

**Al Salmaniya Intermediate Boys School**

Al Salmaniya - Capital Governorate

Kingdom of Bahrain

**Date reviewed: 2 -4 March 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:

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**

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### **Scope of the Review**

This Review was conducted over three days, by a team of four 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: 303

Age range: 13 -15 years

### **Characteristics of the school**

Al Salmaniya Intermediate Boys School is one of the Capital Governorate schools. It was established in 1957. The students' age range in the school is 13 – 15 years distributed in 11 classrooms, 4 in the first level, 4 in the second level, and 3 in the third level. The school has 303 students most of them come from modest social and economical background. There are 29 teachers and 6 other staff. The school's buildings are old and lack facilities such as a sport hall and practical studies workshops. In addition, there is a shortage in the technical positions such as science laboratory technician, IT technicians and learning difficulties specialist in spite of having 21 students with learning difficulties.

## Overall effectiveness

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

#### **Grade: 4(Inadequate)**

The performance of Al- Salmaniya Intermediate Boys School is inadequate. All review aspects were found to be inadequate in spite of having the satisfaction of parents and students

Student's academic achievement is inadequate. Although they scored high exam pass rates in most subjects, these did not reflect students' proficiency levels in class which were low in most subjects. In addition, the high pass rates did not reflect standards in the lessons which were inadequate in almost half of observed lessons. This was largely due to teaching methods that do not take account of individual differences and which ultimately hinder the students' achievement of standards appropriate to their abilities.

Students' personal development is inadequate. Students are not given sufficient opportunities to develop their self-confidence through activities. In addition, they are not given enough opportunities to participate, discuss and express opinion in the classrooms. Some students expressed their concern about bullying by older students. In addition, students express concern about some teachers' use of unacceptable behaviour management methods. Although the school takes action these issues have not been resolved.

The teaching and learning process is inadequate because teachers fail to engage learners or provide work which stimulates learning or meets students' individual needs. Most teachers fail to provide opportunities to students to work together in groups. Because of this, students are excessively passive and are not given the opportunity to develop the skills needed for independent learning. Whilst teachers regularly set tests for students to measure their progress, the results of these tests are not being used to plan lessons or set work of the appropriate level for individual students. Furthermore, apart from the tests, there is very limited ongoing assessment during lessons to judge students' understanding or give them feedback.

The quality of the curriculum enhancement and presentation is inadequate as most lessons were focused on presenting books content rather than helping students to acquire the basic skills in Arabic, English, mathematics and IT skills. Furthermore, no integration was noticed between any of the observed study subjects. The extracurricular activities were confined to a certain group of the students. The school environment was not well used to enrich the curriculum as classrooms lacked educational and stimulating displays, as well as the school corridors and yards, except for some corners and simple murals.

Support and guidance in the classrooms are inadequate as the teachers do not give individual support to students according to their needs. Although the school meets the

students' personal needs, it does not use assessment to meet their individual educational needs.

Leadership and management are inadequate because of insufficient use of self-evaluation results in developing plans that focus on increasing students' achievement and personal development. There is a lack of clear mechanisms to follow up on the teachers' performance and measure the impact of the professional development programmes on their practices in the classroom. The use of resources and accommodation is satisfactory taking account of the challenges facing the school in terms of the old buildings and lack of financial resources.

## Does the school have the capacity to improve?

### **Grade: 4(Inadequate)**

The school's capacity to improve is inadequate. There is a three year strategic plan which is in its final year. There are no procedures in place for monitoring the plan or activities in school, including teaching and learning and therefore it is difficult to assess if the objectives have been met. There is a lack of use of self evaluation and this hinders the school's ability to accurately plan for improvement. There has been no recent significant improvement, particularly in student achievement.

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

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### **Main Strengths**

- High exam results.
- Attendance and punctuality.
- Meeting students' personal needs.

### **Areas for development**

- Planning for differentiation.
- Higher order thinking skills.
- Use of assessment.
- Self-evaluation.
- Strategic planning.
- Standards in lessons.
- Behaviour.
- Basic skills in Arabic and English.
- Collaborative learning.
- Range of teaching and learning strategies.
- Homework.
- Extracurricular activities.
- Cross curriculum links.

## What the school needs to do to improve

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In order to improve further, the school should:

- Improve self evaluation and use it to build a strategic plan that focuses on improvement and progress in students' achievement.
- Develop teaching and learning by:
  - Considering individual differences.
  - Developing higher order thinking skills.
  - Encouraging cooperative work.
  - Developing students' basic skills in Arabic and English.
  - Linking between subjects.
- Use assessment in classrooms and tests analysis to diagnose students' learning needs and plan to improve their achievement.
- Improve student behaviour by establishing clear, fair and consistently applied rules for behaviour
- Provide greater opportunities in lessons and through extracurricular activities to develop the students' independence and self-confidence.



## Overall judgements

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Aspect	Grade
<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	4: Inadequate
The quality of guidance and support for students	4: Inadequate
The quality and effectiveness of leadership and management	4: Inadequate