



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

# **School Review Unit**

## **Review Report**

**Othman Bin Affan Intermediate Boys School**

Isa Town - Central Governorate

Kingdom of Bahrain

**Date reviewed: 23 -26 February 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 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: 868

Age range: 13 – 15 years

### **Characteristics of the school**

Othman bin Affan Intermediate Boys School, established in 1979, is one of Isa Town, Central Governorate's schools. The age range in the school is from 12-16 years; the school population is 868 students distributed into 28 classes. Most students in the school experience family breakdown and low economic and living conditions. The school has 81 members of teaching and administrative staff. This is the principal's third year at school. The school is one of His Majesty King Hamad's Schools of the Future for e-learning.

## Overall effectiveness

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

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

The school is not providing a satisfactory standard of education. Students fail to make satisfactory progress because of inadequate teaching and learning, and the poor behaviour and attitudes of students is not conducive to learning..

The standards reached by students are low and most students make inadequate progress in lessons because teachers fail to give them work appropriate to their abilities. Work is often too hard for some and too easy for others.

Most Students attend school regularly but their attitudes outside the classrooms and during lessons are unsatisfactory. The school does not provide enough opportunities for students to take part in school life or to take responsibility. Moreover, because of the traditional teaching, students are too passive and as such their self-confidence and social skills are not being developed. There is a lack of targeted and planned group work in the classrooms which is clearly reflected in their inadequate personal development.

The learning and teaching process is inadequate. Most lessons observed were inadequate. Teachers do not make enough effort to bring lessons to life. Most teachers work directly from the textbook, talk too much and fail to engage the students actively. In addition, teachers do not differentiate between students who all get the same work regardless of their ability; hence few make the expected progress. Most teachers have good subject knowledge but they do not use this knowledge to develop interesting activities for students. Also, few teachers provide students with any feedback or assessment of their work; therefore, students do not know how well they are doing or what they need to do to improve.

The curriculum is inadequately enhanced and presented. The provision is traditional and does not respond to the students' different needs or adequately develop their basic skills. No links are made across subjects. In addition, extra-curricular activities do not adequately enhance students' experiences or promote their interests as they are limited to a small group of students and there are not enough opportunities for students to select activities assigned.

The school provides limited support to the students. Induction arrangements for new students on entry to the school are weak. Students' medical and personal needs are met but not their educational needs as the school does not have robust or comprehensive assessment

procedures. There are behavioural problems in the school which are not dealt with effectively or appropriately by teachers. This makes students feel insecure and they do not really know to whom they can go to seek advice.

Leadership and management are inadequate. The school has an ambitious vision and a detailed strategic plan; however, there is little evidence that the school is making any progress in addressing its' serious weaknesses. The leadership is not rigorously evaluating the school's performance and the lack of any systematic monitoring means that the strategic plan is not being consistently implemented.

## ☐ Does the school have the capacity to improve?

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

Given the extent of the problems facing the school and the inability of the leadership and management to tackle them, the judgement of the review team is that the school does not have the capacity to improve. There is currently no coherent strategy for addressing the weak teaching, poor personal development, unacceptable behaviour and lack of personal support and guidance. Without significant external support the school is unlikely to improve.

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

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### **Main Strengths**

- Standards in Ministry exams.
- Meeting students' personal needs.

### **Areas for development**

- Planning for differentiation.
- Higher order thinking skills.
- Use of assessment.
- Self-evaluation.
- Strategic planning.
- Standards in lessons.
- Students' behaviour.
- Basic skills in Arabic, English and Mathematics.
- Teaching and learning strategies.
- Homework.
- Cross curriculum links.

## What the school needs to do to improve

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In order to improve further, the school should:

- Take immediate measures to improve student behaviour
- Adopt a policy on behavior management; ensure that teachers use a range of suitable behaviour management strategies and take action where teachers fail to observe the policy.
- Improve the teaching and learning process by:
  - Improving students' basic skills in reading ,writing and maths
  - Developing students' high order thinking skills
  - Challenging students abilities
  - Making lessons more interesting and interactive
- Improve leadership and management by:
  - Focusing on standards
  - Developing robust systems for monitoring and evaluating the school's performance
  - Using policies to set standards and expectations right across the school.

## 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