



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

Schools Review Unit

Review Report

Bilad Al Qadeem Intermediate Boys School
Bilad Al Qadeem - Capital Governorate
Kingdom of Bahrain

Date Reviewed: 5 - 7 January 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: 516

Age range: 13 -15 years

Characteristics of the school

Bilad Al Qadeem Intermediate Boys School is one of the Capital Governorate schools. It was established in 1977. The students range in age from 13 to 15 years. There are 516 students, distributed across 19 classes. The school categorised 24 students as outstanding, 12 as having learning difficulties, six as talented and gifted students and eight with Down's syndrome. Most students come from middle and limited social and economic backgrounds. The Principal of the school and the assistant principal are in their fourth academic year at the school. There are 55 teachers and administrative staff. In addition, there is a specialist adviser for outstanding and talented students and two specialists in mental disability and Down's syndrome. The school has joined the fourth stage of King Hamad's Schools of the Future project.

Overall effectiveness

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

Grade: 4 (Inadequate)

The overall effectiveness of Bilad Al Qadeem Intermediate Boys School is inadequate. Parents and students, however, find the school satisfactory.

The students' level of academic achievement is inadequate. Their attainment in lessons is inadequate. Most students make limited progress in lessons and written work. A narrow range of teaching methods is used that do not take students' individual differences into account or challenge their abilities. Talented and outstanding students, low achievers and students with learning difficulties make limited progress; the remedial programmes and activities inside and outside classes do not meet their needs adequately.

Students' personal development is inadequate. Most students are punctual but few of them effectively and enthusiastically take part in lessons or in school life. They are given limited opportunities to assume leadership roles and responsibility by taking part in school committees, scoutmasters and sports competitions. Students are given inadequate opportunities to develop their higher thinking skills. The teaching strategies used do not place the student at the centre of the learning process. Most students have relationships with their fellow students and teachers that are based on caring and mutual respect, although there is some misbehaviour. Some students complained that a number of teachers use inappropriate behaviour management methods. The students show limited awareness of their responsibilities towards their school.

The overall effectiveness of teaching and learning processes is inadequate. Most teaching lacks variety and students acquire a limited range of skills, understanding and knowledge. Students are not properly motivated to learn. Although a few teachers run lessons effectively, students' abilities generally are not challenged adequately; class activities do not require students to use their higher abilities. Collaborative learning is seldom used effectively. Students are assigned adequate homework activities but their individual differences are not taken into account. Assessment is not used effectively to meet the students' needs and identify areas that need improvement. Most students do not achieve the levels expected of them, in most lessons.

The provision and enrichment of the curriculum is inadequate. The school makes little use of its environment and facilities. It develops students' sense of belonging and citizenship, and their understanding of their rights and duties, to a limited extent through some programmes in the school broadcast and participation in national festivals. Some students get the chance to enhance their experiences through extra-curricular activities such as taking part in the linked classes' project or cultural and sports competitions. Most students are not guided towards extra-curricular activities based on their interests and desires. Students acquire basic skills to a limited extent, particularly numeracy and English language skills, as teaching methods do not concentrate on developing these skills.

The quality of support and guidance given to students is inadequate. Induction programmes for new students are appropriate but students are prepared inadequately for their next educational phase. The school adequately supports and meets students' personal needs but does not meet their academic needs properly. The school organises some lectures and meetings to raise students' behavioural awareness but these have little effect on students' personal development. The school assesses security and safety hazards appropriately.

The effectiveness of leadership and management is inadequate. The school has a clear vision and mission statement focusing on achievement, but the aims are not effectively translated into the school's practices and activities. The school prepares an annual business plan but it is not based on an accurate diagnosis of the school's situation and is not based on systematic assessment. Although the school makes some effort to assessing some of its business aspects, it has no clear and accurate self-evaluation methods. The school's management gives personal and practical encouragement to motivate some of its staff but the impact of such motivation is not effectively reflected in the educational practices in lessons. The school uses its buildings and educational resources effectively to serve the educational process. Some staff take part in professional competency programmes but the school has no clear methods to monitor the effect of such programmes on teachers' professional development or on teachers' performance in lessons.

□ Does the school have the capacity to improve?

Grade: 4 (Inadequate)

The school has an inadequate capacity to develop and improve. Although the school has an overall annual business plan, the plan is not based on any system of self-evaluation and has no clear performance indicators. The school does not measure the impact of professional development programmes on raising teachers' competency or students' academic performance. The school's students have made no academic progress over the past years. The statements on the school's self-evaluation form are inconsistent with the results of this review in all areas.

The school's main strengths and areas for development

Main Strengths

- Meeting students' personal needs
- Attendance and punctuality.

Areas for development

- Self-evaluation
- Strategic planning
- Professional development programmes
- Standards in lessons
- Range of teaching and learning strategies
- Taking individual differences into account
- Basic skills in basic subjects
- Use of assessment results
- Challenging students' abilities
- Use of school's environment
- Higher order thinking skills
- Student's behaviour management
- Collaborative learning
- Extra-curricular activities
- Induction for the next educational phase.

What the school needs to do to improve

In order to improve further, the school should:

- Develop a strategic plan with specific objectives that is based on accurate self-evaluation and focuses on students' academic achievement and personal development
- Develop professional competency programmes and measure their impact on raising students' academic achievement
- Develop teaching and learning strategies that take the following into account:
 - Improving students' basic skills, particularly in English and numerical skills
 - Effective use of assessment to diagnose and meet students' needs
 - Taking individual differences into account in planning lessons
 - Using collaborative learning
 - Developing students' higher thinking skills
 - Providing students with more opportunities to challenge their abilities.
- Develop support and guidance programmes to:
 - Effectively manage students' behaviour
 - Promote students' self-confidence and ability to take responsibility
 - Induct students properly for the next phase of education.
- Use the school's environment to enrich the curriculum, develop students' sense of citizenship and promote students' understanding of their rights, duties and responsibilities.

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