



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

Schools Review Unit

Review Report

Duraz Intermediate Boys School
Duraz - Northern Governorate
Kingdom of Bahrain

Date of Review: 30-31 December 2012 - 2 January 2013

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The Schools Review Unit

The Schools Review Unit (SRU) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (NAQQAET) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The SRU is responsible for:

- evaluating and reporting on the quality of provision in all schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for school/kindergarten improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for schools and kindergartens about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

| Grade description | Interpretation |
|--------------------------|--|
| Outstanding (1) | Outcomes or provision are at least good in all areas and outstanding in the majority. |
| Good (2) | Outcomes or provision are at least satisfactory in all areas and good in the majority. |
| Satisfactory (3) | A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good. |
| Inadequate (4) | There are major weaknesses or the majority of areas are inadequate. |

Introduction

This review was conducted over three days, by a team of eight reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

| | | | | | | | | | | | | | |
|--|----------------|---|----------|--------------|----------|------------------------------|----------|----------|------------------------------|-------------|-----------|------------------------------|-----------|
| School's name | | Duraz Intermediate Boys School | | | | | | | | | | | |
| School's type | | Government | | | | | | | | | | | |
| Year of establishment | | 1977 | | | | | | | | | | | |
| Age range of students | | 13-15 years | | | | | | | | | | | |
| Grades (e.g. 1 to 12) | | Primary | | | | Middle | | | | High | | | |
| | | - | | | | 7-9 | | | | - | | | |
| Number of students | | Boys | 940 | Girls | - | | | | Total | 940 | | | |
| Students' social background | | Most students come from middle income families. | | | | | | | | | | | |
| Classes per grade | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | Classes | - | - | - | - | - | - | 9 | 9 | 10 | - | - | - |
| Town /Village | | Duraz | | | | | | | | | | | |
| Governorate | | Northern Governorate | | | | | | | | | | | |
| Number of administrative staff | | 14 administrative and 2 technicians | | | | | | | | | | | |
| Number of teaching staff | | 70 | | | | | | | | | | | |
| Curriculum | | Ministry of Education (MoE) | | | | | | | | | | | |
| Main language(s) of instruction | | Arabic | | | | | | | | | | | |
| Principal's tenure | | 6 years | | | | | | | | | | | |
| External assessment and examinations | | MoE and NAQQAET examinations | | | | | | | | | | | |
| Accreditation (if applicable) | | - | | | | | | | | | | | |
| Number of students in the following categories according to the school's classification | | Outstanding | | | | Gifted & Talented | | | Physical Disabilities | | | Learning Difficulties | |
| | | 132 | | | | 40 | | | 1 | | | 37 | |

| | |
|---|--|
| Major recent changes in the school | <ul style="list-style-type: none">• Appointment of a new assistant principal in the past academic year 2011-12• The school joined the MoE's development and improvement programmes, in addition to implementing the school development programme in the past academic year. |
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Table of review judgements awarded

| Aspect | Grade: Description | | | |
|--|-------------------------|--------------------------|---------------------|---------|
| The school's overall effectiveness | 4: Inadequate | | | |
| The school's capacity to improve | 3: Satisfactory | | | |
| | Elementary / Primary | Middle / Intermediate | High / Secondary | Overall |
| Students' academic achievement | - | 3 | - | 3 |
| Students' personal development | - | 4 | - | 4 |
| The quality and effectiveness of teaching and learning | - | 3 | - | 3 |
| The quality of the curriculum implementation | - | 3 | - | 3 |
| The quality of support and guidance for students | - | 3 | - | 3 |
| The quality and effectiveness of leadership, management and governance | - | 3 | - | 3 |

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

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

Grade: 4 Inadequate

The school's inadequate overall performance is similar to that in the previous review in April 2010, despite improvements and those reported at the school's more recent monitoring visits. This is attributed to a significant number of students' serious misbehaviour, which negatively affects their personal development and in turn the school's overall effectiveness. Strategic planning builds progressively on school self-assessment and reflects the other satisfactory aspects of the school. School leadership motivates its staff. The majority of students achieve expected academic standards and make good progress in science but only adequate progress in mathematics and Arabic. This is because of the inconsistent quality of teaching and some ineffective classroom management. Students' standards in English are below average. The school inducts students well and promotes their learning experiences through extra-curricular activities, which enable the school to secure parents' and students' satisfaction.

- How strong is the school's capacity to improve?**

Grade: 3 Satisfactory

The school's capacity to improve has changed from inadequate in the previous review to satisfactory in this one. Recent improvements in strategic planning, self-evaluation and assessments of teachers have a satisfactory impact on their performance. The school's participation in the 'School Improvement Project' has an obvious impact in improving most aspects of teaching and learning. This, in turn, enables the school to score a better position among other intermediate boys' schools, as it moves forward to seventh instead of the tenth position. Although the school offers various satisfactory support and guidance programmes to meet students' needs and improve their behaviour, the impact of these efforts has been insufficient to bring students' personal development to a satisfactory level.

Students' achievement

□ How well do students achieve in their academic work?

Grade: 3 Satisfactory

Grade 9 students performed poorly in the national examinations in all core subjects from 2010 to 2012. Students attained levels that were well below the national average in Arabic in 2011 and 2012 and in English in 2012. Moreover, students' performance levels in the majority of English lessons matched their low attainment in the national examinations. However, their levels of achievement in lessons are better than their attainment in the national examinations in other academic subjects, where their levels varied.

Students attained pass rates ranging from 63% to 90% in most core subjects in school's and MoE examinations in the academic year 2011-12; the lower pass rates were in Grade 7 mathematics and the highest were in Grade 9 English. Proficiency level varies with pass rates, as pass rates reflect the students' good levels in most science lessons in Grades 7 and 8, as well as the expected levels in Arabic, mathematics and science lessons in Grade 9. This is due to the variation in the effectiveness of most teaching methods. In inadequate lessons in some subjects, especially English, poor class management and less effective teaching cause students' performance to decline.

Students' acquisition of knowledge and scientific concepts and proficiency of scientific skills such as inference and classification are good in Grades 7 and 8. Their use of Arabic grammar is also good in Grades 8 and 9. However, their proficiency levels in linguistic skills in Arabic such as reading, speaking and writing, and in mathematical and IT skills varies but are as expected, while the proficiency levels of linguistic skills in English such as reading, speaking and writing are poor.

Monitoring students' results from 2010 to 2012 show stable progress in Arabic and English; however, their results in mathematics and science are less consistent. Based on the Ministry of education statistics, the school's ranking advanced from tenth to seventh place among the 33 intermediate boy's schools in the past two years. The majority of students show sufficient progress in achieving lesson and written work objectives in core subjects, which is attributed to the satisfactory teaching activities, but these did not consider the differences in students' levels enough.

Different categories of students such as outstanding, low achieving, learning difficulties and merged-class students, achieve satisfactory progress considering their abilities in most lessons and teaching activities, especially in science and Arabic. This is due to the

inconsistency in the quality of the educational support and enrichment programmes. However, their progress is poor in English due to poor educational support.

□ How good is the students' personal development?

Grade: 4 Inadequate

The majority of students cooperate during curricular and extra-curricular activities and show respect for their colleagues and teachers which makes them feel safe and secure in the school. However, students' personal development is inadequate overall because a significant number of students show poor behaviour, such as fighting, lesson disruption, disobedience, truancy and inappropriate language. Inadequate levels of awareness were apparent to reviewers. Other incidents of serious misbehaviour are recorded in school records.

Most students attend school regularly and observe assembly and lesson times, but there are cases of lateness, which, the school documents and, if repeated, follows up effectively. The school encourages early attendance through specific programmes, which reflect in most students' punctuality. Furthermore, most students demonstrate satisfactory understanding of Bahrain's culture, history and Islamic values as they participate in national celebrations, religious events and the Quran Memorization Project.

A few students demonstrate self-confidence in assuming leadership roles in classrooms, such as leading groups and participating in scientific experiments. Outside classrooms they lead the morning broadcast and the Students' Council. The majority of students participate in activities and school committees, such as boy scouts and internal and external contests. However, their motivation towards learning varies in lessons as they are more motivated in good lessons than in the rest, which reflects in their limited ability to take responsibility and learn for themselves.

The quality of provision

□ How effective are teaching and learning?

Grade: 3 Satisfactory

The majority of teachers are familiar with their study material, which is reflected in their generally satisfactory performance in lessons. They used various teaching strategies, such as group work and questions and answers, in addition to using teaching aids such as data projectors. This reflects variedly on the effectiveness of lessons. The majority of science

lessons are better than Arabic and mathematics with English lessons being of even lower level. This is due to the varied teaching methods and because some English teachers speak too often in Arabic, which does not help students acquire English linguistic skills.

The majority of teachers manage their classes adequately, but the quality is affected by weak time management and lessons that proceed at a slow pace. Class management is inadequate in some cases, which falls short of expected organisation and productivity. Some teachers engage students in deriving lesson objectives and provide outstanding activities or different levels of activities which meet the abilities of the different levels of students. However, the majority of teachers did not do this nor sufficiently challenge students' abilities. Teachers adequately facilitate students' acquisition of basic concepts and knowledge in most lessons, but their efforts vary with regard to developing students' higher order thinking skills, due to the lack of activities that focus on this aspect.

Although teachers encourage and motivate students with incentives and sometimes with material rewards in order to increase their participation, the educational support provided for the different categories of students is insufficient. For example, during one English lesson, the teacher merely checked collective work activities to make sure that students had finished the activity rather than making sure that they all, and particularly the low achieving students, had actually understood the concept.

Students are assigned homework for most lessons, which adequately reinforces the acquired knowledge. Some homework is of outstanding quality. The majority of teachers conduct oral and written, individual and collective assessments to measure the knowledge and facts the students have learned. However, this is not consistently followed by adequate correction of students' work, and with the provision of feedback and the correction of errors. Therefore, using the findings of assessment in lesson planning and meeting the educational needs of the different educational categories of students is too varied. Some teachers use peer review well, as they ask students to assess each other's work, as in Arabic lessons.

□ How well does the implementation and enrichment of the curriculum meet the educational needs of the students?

Grade: 3 Satisfactory

The school offers various activities and programmes which correspond to the students' educational needs, such as the participation of outstanding students in IT contests, training them in scientific research and organising enriching mathematics activities, as well as the participation of talented students in artistic and photography contests. Sports events, acting and drama enhance students' experiences and meet their different interests.

Students' understanding of their rights and responsibilities is developed through activities such as guidance classes, observing school uniform and preserving the school environment which is enriched with various teaching aids. The school celebrates students' work such as displaying scientific projects in the laboratory. It promotes citizenship by offering students the opportunity to participate in national events.

Semester plans describe curricula intentions, analyse contents, for example in the Arabic text book, and support programmes with booklets to facilitate and simplify presentation and content, which is the case with science. The school carries out workshops on linking subjects and making the curriculum relevant to real life. However, this is limited and unplanned. The way the curricula are presented enables the majority of students to acquire basic academic and life skills, which prepare them adequately for the next stage of education. The school provides adequate opportunities for some students to take on leadership roles, such as leading the naval boy scouts and the Students' Council.

□ How well are students guided and supported?

Grade: 3 Satisfactory

The school inducts new students effectively. Students are introduced to the facilities and disciplinary code. Visits to secondary schools help them settle easily. The guidance department provides Grade 9 students with occupational guidance, which familiarises them with academic streams and the secondary stage.

The school assesses the students' personal development and the problems they face. It meets some of their personal needs, such as providing winter aid and the Schoolbag. It provides support for students with learning difficulties and those in the merged class, which enables them to make adequate academic progress. Outstanding and talented students receive support from the talent coordinator. They participate in various activities such as creative writing, art and computer design, while low achieving students receive more limited support, due to the lack of regular remedial lessons to develop their basic skills. Students with learning difficulties and merged class students make adequate progress through the special education programme's individual learning objectives and the support provided.

Awareness-raising programmes, such as the school violence workshop, emphasise good behaviour. However, these are insufficient to eliminate significant behavioural problems. Clear mechanisms exist to communicate with parents and inform them of their children's academic progress and personal development.

The school is well maintained, monitors cleanliness and conducts evacuation drills, which reinforce the school members' feeling of security and safety.

Leadership, management and governance

- How effective are leadership, management and governance in promoting high achievement, strong personal development and school improvement?

Grade: 3 Satisfactory

The school has a vision and a mission which emphasise seeking quality performance that were created with school members and transformed into goals. These have contributed to the strategic plan based on the recommendations in the previous review visit and monitoring visits. The plan includes priorities derived from the findings of school self-evaluation and identifies areas of strength and those needing improvement in compliance with Bahrain's Outstanding Education Projects. An annual operational plan emerged from the strategic plan which has specific success criteria and reflects the satisfactory performance in all areas of school work, except for personal development which is inadequate. The impact of management strategies to improve students' behaviour is not effective enough.

The leadership inspires school members, motivates them and encourages initiatives, such as the 'Documentary Camera'. It follows a policy of delegation of authority in order to meet the shortage in personnel. It assigns tasks to help develop teamwork and optimize workflow.

Teachers' performance is monitored through class visits, which are followed by feedback indicating strengths and those areas needing improvement. The school identifies training needs and meets them through workshops and discussions, which reflect positively on the performance of most teachers, especially science teachers. The school uses its material resources and facilities to enrich the curricula and serve the teaching process.

The school seeks the opinions of parents and students regarding the services it provides through approval questionnaires, meetings with the Parents' and Students' Councils and educational meetings such as the open day. It responds to them within the resources available, such as serving a variety of foods at the canteen and promoting the work of the cleanliness committee. This results in the approval of the majority of parents and students. The school communicates with the local community in several ways, which enhance the students' educational experiences, such as honoring outstanding students in cooperation with the Janabiyah Student Fund and the participation of boy scouts in the Northern Governorate's events.

Consultative bodies such as the administrative board and the technical committee, in cooperation with external improvement team, support and monitor school programmes. They monitor the operational programmes, discuss student's academic achievement and

make efforts to improve the school environment. This reflects in students' satisfactory academic achievement and in the school environment, but not sufficiently in the behaviour of many students.

The school's main strengths

- Enriching students' experiences, particularly talented ones, with extra-curricular activities
- Students' induction at the beginning of the academic year
- The leadership's inspiration and motivation of school members.

Recommendations

In order to improve, the school should:

- develop guidance and behaviour adjustment programmes and secure their effectiveness in raising the students' level of awareness, developing their personalities and improving their behaviour standards
- develop teaching and learning methods, including:
 - strategies to increase students' acquisition of basic linguistics skills in English
 - using the findings of assessment in lesson planning and considering individual differences while teaching
 - challenging the abilities of the different educational categories of students in order to meet their educational needs
 - more effective class management.
- use the findings of self-evaluation in creating clear working mechanisms to raise students' academic achievement further and improve behaviour and personal development to at least satisfactory levels
- meet the shortage in human and material resources represented in a financial and administrative affairs officer and a laboratory supervisor, a science laboratory and a computer laboratory.