



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

# **Schools Review Unit Review Report**

**Ibn Rushd Intermediate Boys School  
East Riffa - Southern Governorate  
Kingdom of Bahrain**

**Date of Review: 14 – 16 November 2011**

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## The Schools Review Unit

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The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent national authority, attached to the Cabinet and set up under Royal Decree No. 32 of 2008, amended by the Royal Decree No. 6 of 2009. 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:

<b>Grade description</b>	<b>Interpretation</b>
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

<b>School's name</b>		Ibn Rushd Intermediate Boys School											
<b>School's type</b>		Government											
<b>Year of establishment</b>		1985											
<b>Age range of students</b>		13 – 15 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>			<b>Middle</b>				<b>High</b>				
		-			7 - 9				-				
<b>Number of students</b>		<b>Boys</b>	469	<b>Girls</b>	-				<b>Total</b>	469			
<b>Students' social background</b>		Various social and cultural backgrounds											
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	-	-	-	-	-	-	4	5	6	-	-	-
<b>Town /Village</b>		East Riffa											
<b>Governorate</b>		Southern Governorate											
<b>Number of administrative staff</b>		10											
<b>Number of teaching staff</b>		46											
<b>Curriculum</b>		Ministry of Education (MoE)											
<b>Main language(s) of instruction</b>		Arabic											
<b>Principal's tenure</b>		One year											
<b>External assessment and examinations</b>		MoE examinations, QAAET national examinations											
<b>Accreditation (if applicable)</b>		-											
<b>Number of students in the following categories according to the School's classification</b>		<b>Outstanding</b>			<b>Gifted &amp; Talented</b>			<b>Physical Disabilities</b>			<b>Learning Difficulties</b>		
		30			1			5			29		
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>• Considerable movement in the teaching staff during the previous and current years 2011-12, including senior teachers of all core subjects</li> <li>• Introduction of French in the school year 2011-12</li> <li>• Implementing an eight forty-minute period-day system for the school year 2011-12.</li> </ul>											

## Table of review judgements awarded

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

### Key:

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

## Review judgements

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### Overall effectiveness

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

#### Grade: 4 Inadequate

The overall effectiveness of Ibn Rushd Intermediate Boys School is inadequate due to very poor academic achievement by students and their low motivation to learn. The school received an inadequate judgement in all reviewed areas despite the satisfactory judgement it received in the previous review in April 2009. In more than half the lessons, students demonstrated inadequate levels, which are reflected in low pass rates in school examinations. Also evident is the students' lack of proficiency in basic skills in all core subjects due to ineffective teaching and learning, poor planning, assessment and monitoring, and insufficient support both in and out of class. Moreover, students are given few opportunities to participate in school life and this limits their personal development. Curriculum enhancement programmes are also limited.

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

#### Grade: 4 Inadequate

The school's capacity to improve is inadequate, compared to a satisfactory capacity as judged in the previous review. The school has a new strategic plan which was developed with staff participation. However, it is not linked to the school's situation and necessary priorities. The plan is not based on adequate school self-evaluation and does not adopt a clear and accurate mechanism to identify development priorities in different aspects of the school's work. The major challenges faced by the school, namely the lack of social workers and senior teachers for all core subjects, students' poor basic skills and the instability of the administrative and teaching staff in recent years, all render the school's capacity to improve inadequate.

### Students' achievement

- How well do students achieve in their academic work?**

#### Grade: 4 Inadequate

Students achieve low levels in most core subjects in the MoE examinations, particularly Grade 9 students. This low achievement is combined with very low levels of proficiency in all subjects, which is reflected in students' performance in lessons. Academic achievement was inadequate in more than half the lessons observed due to the students' low motivation to learn and ineffective teaching and learning both in lessons and written work. Weaknesses in achievement are compounded by the apparent low level of students' proficiency in necessary basic skills in all subjects, especially in reading and writing in Arabic and English and arithmetic skills in mathematics. Students have low proficiency in practical skills in science.

Students' results over the last three years show substantial deterioration in all core subjects. The overall pass rate in the school year 2008-09 was 83% which fell back to 60% in 2009-10. It reached an all-time low of 50% in 2010-11. Students make limited progress in the majority of lessons as a result of teaching methods which mostly use direct dictation and does not involve students or interest them. Writing from dictation is too restricted. Teachers cater for students' individual differences and levels of achievement to a very limited degree, which is reflected in students' low achievement and poor progress.

Students do not make the progress that matches their abilities. Diagnostic tests carried out for Grade 7 students at the beginning of the school year and other test results are analysed. This information has the potential to be useful. However, this information is not utilized sufficiently in many programmes including those in the Learning Difficulties Department. Moreover, these results are not used in the planning of lessons, study and enrichment courses. Outstanding and gifted students make adequate progress in science lessons and sports tournaments, which help them achieve good results, such as first place in the Kingdom pottery tournament. But these students' progress in lessons is inadequate due to limited opportunities and uninspiring programmes, which in turn leads to their very low achievement and motivation to learn, despite their high ability.

Grade 9 students' results in national examinations for the years 2010 and 2011 were below the national average.

### **□ How good is the students' personal development?**

#### **Grade: 4 Inadequate**

A small group of students participate effectively in school life through a limited number of activities and school committees, such as morning broadcast and the school theatre committee. Yet the majority do not and there is little evidence of students' enthusiasm in

lessons. The school provides few opportunities for students to develop their self-confidence and enhance their personal qualities.

Students attend school regularly and most are punctual, although there are some instances of late arrivals and lessons avoidance, which the school responds to well. This is reflected in most students being able to follow the school schedule and timetable appropriately.

The majority of students feel safe at school, as there are no evident threats to their safety and security. Minor cases of severe reprimand by a few teachers are firmly dealt with by the senior staff. Students' awareness of their own health and safety is poor, as indicated by smoking, inappropriate writing and poor behaviour in lessons. These are not dealt with firmly enough by some teachers, and consequently adversely affect students' personal development.

Despite weaknesses in their personal development, most students demonstrate appropriate understanding of Bahrain's heritage and Islamic values. They interact with various citizenship programmes during morning line-up and help enrich the school environment with heritage and Islamic murals. They also take part in national ceremonies and events.

## **The quality of provision**

### **□ How effective are teaching and learning?**

#### **Grade: 4 Inadequate**

Most teachers have satisfactory knowledge of their subjects and study material. However there is limited impact on students' learning, as most teaching strategies fail to motivate students. This is mainly due to the emphasis on using dictation, where the teacher is the centre of the educational process and does not provide students with adequate opportunities to participate effectively. Although a few teachers employ some group activities, these are not effective due to the lack of effective planning in terms of clear tasks and roles to be undertaken by students. Consequently, teaching fails to help students acquire skills, knowledge and concepts to a satisfactory standard. A few teachers use learning resources and aids, such as presentations and working papers, along with activities that are designed to develop students' higher level thinking skills and challenge their abilities. Good examples in some science and mathematics lessons require students to explain ideas in depth and provide corrected statements. Yet, motivational teaching aids are not utilized in most lessons. Students' roles are limited to answering direct verbal questions, which are insufficient to create enthusiasm in students and motivate them to learn.



Class management is inadequate in most lessons,. Plans are not implemented and some teachers fail to attend in time for lessons and do not finish on time. Schedules and timetables are not observed well enough. Moreover, there is unacceptable behaviour by students in several lessons without serious action being taken by teachers to end or minimise this. Clearly this adversely affects the learning for all in these lessons.

Most teachers assign homework to students and sometimes follow-up with regular marking. Yet, most marking lacks comments which help improve students' performance and does not help expand their knowledge and enrich their different experiences. The work provided for the class is the same for all and does not cater for students' different levels of ability and skills.

The school conducts some assessments and analyses their findings. However, teachers do not utilise them to support students thus restricting their learning. Moreover, most teachers rely on verbal questions in their assessments of students, which help the achievement of the limited group of students who respond, but do not provide adequate opportunities to support the majority of students. In addition, some lessons end without clear assessment.

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

**Grade: 4 Inadequate**

The school has term plans for the curriculum, yet it does not analyse these plans or enhance them with enrichment programmes. Moreover, the curriculum implementation methods do not cater for students' different levels, nor do they integrate subjects to build on students' experiences. This results in students' poor acquisition of those basic skills that are necessary for learning and which prepare them for the next stages of their education.

The school strives to develop a spirit of citizenship and understanding of rights, duties and responsibilities by entering competitions such as 'A Portrait of My Country', participating in national events such as the 'National Day', and through morning line-up, school theatre, wall displays and field trips such as the trip to the Council of Parliament. These help enhance students understanding of society as is evident in their care of the school environment.

The environment is enriched with posters about learning and the school decorates its corridors and improves its facilities with beautiful paintings and students' work. Nevertheless, the classroom environment is not appropriately enriched as some classrooms have almost no curriculum aids or displays. Enrichment of students' experiences through

extra-curricular activities is poor, because these are limited to small groups of students and to practical activities and sports competitions. The effectiveness of these activities in enhancing students' academic achievement is low.

### **□ How well are students guided and supported?**

#### **Grade: 4 Inadequate**

The school provides basic induction for new students through social workers' visits to classrooms during the first day at school and advice and guidance in classrooms and during morning line-up. However, the school does not provide programmes for students who join during the school year, particularly non-native speakers of Arabic; which has an adverse impact on these students' settlement and academic progress.

Students' personal needs are identified by means of data cards and these are met adequately. The school also identifies their educational needs by means of diagnostic and assessment tests but fails to use them. Failure to implement effective support programmes, poor support in most lessons and ineffective enrichment courses has an adverse impact on students' academic progress. Recently, the school introduced a learning difficulties programme, but its impact is yet to be seen.

The school monitors students' educational and behavioural offences and offers advice and guidance to solve recurring problems such as late morning arrivals, lack of discipline in classes, smoking instances and occasional quarrels. As yet, these measures have not helped eliminate these problems, which are ongoing and have obvious adverse impact on students' personal development. Parents are updated on their children's academic progress via different channels of communication and educational meetings.

The school strives to provide an adequately safe school environment by following standard safety and security procedures.

### **Leadership, management and governance**

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

#### **Grade: 4 Inadequate**

The school's vision focuses on achievement yet this is not reflected in the school's overall performance. The school does not have clear mechanisms for comprehensive and regular self-evaluation, as it only uses verbal follow-up and some assessment reports on training workshops. Most significantly, implementation of the recommendations in the previous review is not evident. The school has analysed its situation in order to determine some priorities, but this is limited to certain areas of work. The evaluation focused on areas of improvement for students and parents without reference to the staff and areas of their work. A strategic plan is based on this, but fails to focus on important aspects such as raising achievement, supporting non-native Arabic speaking students and addressing students' lack of motivation and poor behaviour. The lack of performance indicators and monitoring mechanisms also limit any potential impact.

The senior management establishes working relationships among staff and students and delegates authority to teachers, as in the appointment of subject coordinators to compensate for the shortage of senior teachers. Yet, these responsibilities are not reflected in teachers' performance or their drive for improvement. Some training workshops to improve competency are held but with little impact on practice.

The technical committee and board of directors have not been adequately effective due to infrequent meetings and lack of focus on raising students' achievement and improving teaching and learning. The external school improvement team is now helping, the school but impact of support is yet to be seen.

The school attempts to utilise its resources to support the educational process to the benefit of its programmes, but certain facilities, such as the Learning Resources Centre and E-classroom attached to it are not adequately resourced. The school seeks and responds to students' and parents' views to a limited degree, such as when receiving and following up parents' comments and requesting students' views on the mid-term examinations schedule through the Students' Council. This reflects varying levels of satisfaction with the school. The school also cooperates with certain local community institutions, such as the Municipal Council and Southern Governorate. The benefit of such activities in enriching students' educational experiences and increasing their motivation to learn is not sufficiently evident.

## **The school's main strengths**

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- Adequate sense of security and safety amongst students and absence of threatening behaviour
- Building a good sense of belonging and citizenship among students
- Enhancement of the school environment
- The family atmosphere and social bonding prevailing among school's staff and students.

## Recommendations

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### **In order to improve, the school should:**

- enhance procedures to increase students' motivation to learn and develop awareness of healthy and positive behaviour so as to improve achievement
- produce a strategic plan in line with an accurate self-evaluation that covers all areas, and sets clear performance indicators that can be monitored regularly
- develop teaching and learning strategies so that teachers:
  - provide students with basic skills in all subjects
  - catering for students' different levels of ability in lessons and homework
  - employ assessments to diagnose and meet students' educational needs.
- provide support for different groups of students, along with sufficient opportunities to contribute effectively to school life
- fill the shortages in staffing, namely senior teachers for all core subjects and social workers.