



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

School Review Unit

Review Report

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

Date Reviewed: 13 -15 April 2009

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The School Review Unit

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

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: 581

Age range: 13 -15 years

Characteristics of the school

Ibn Rushd Intermediate Boys School is located in the Central Governorate. It was established in 1986. It has 581 students enrolled ranging from 13 to 15 years. Most students are from limited-income families. They are taught in 18 classes; 5 first intermediate classes, 4 second intermediate classes and 9 third intermediate classes. 5 classes in the third level are transferred from other schools. The school has two students with learning difficulties and eight gifted and talented students.

The school implements many developmental projects. These include: the design project, computer learning, family education and art education as part of the study of core subjects. The school has also joined His Majesty 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: 3 (Satisfactory)

The effectiveness of Ibn Rushd Intermediate Boys School is satisfactory. The students' and parents' levels of satisfaction with the school are good.

The students' academic achievement is satisfactory. Achievement is limited due to the lack of variety of teaching methods and reliance on dictation as a teaching method in most lessons. The success rates and proficiency levels vary, especially in the intermediate third class. The students' progress was clear in good lessons, but in other lessons it was less clear because of insufficient consideration for students' individual differences. There was also insufficient differentiation in students' tasks to help them progress at their own pace.

The students' personal development is good. Students demonstrate good behaviour inside and outside the classrooms. This positively reflected on the level of their awareness of their rights and duties. Most students are punctual and they are enthusiastic when participating in good lessons and extra curricular activities. They are confident and able to work independently and take on responsibilities.

The teaching and learning process is satisfactory overall but variable. When teachers challenged students and used a range of different teaching strategies to support learning and develop higher level thinking skills, this contributed to an atmosphere of enjoyment, excitement and motivation for students which encouraged their active participation. However, the students were less engaged in their own learning in other lessons because of the teacher-centred teaching methods, lack of variety and attention to individual needs. Assessment methods varied in some lessons which helped in measuring students' achievement of lesson objectives. However, most teachers depended on only oral questions as a means of assessing students.

The curriculum presentation and enhancement is satisfactory. The curriculum is enriched by the internal and external activities and events that enhance the students' different experiences and interests, as well as the school environment outside the classrooms which enriches the curriculum. Still, most classrooms lack resources to enrich the curriculum. The curriculum is not presented in a manner that enables the students to transfer the skills and knowledge from one subject to another. The students' acquisition of basic skills is satisfactory.

Student support and guidance is good. The school is keen to prepare the students who join school by introducing them to the school rules and systems. This helps to settle them in to school. The school also pays attention to the provision of a safe environment free from risk, and this also reflects on the students' feeling of security and safety. Parents are kept informed of their sons' academic achievement.

The leadership and management are good. The school has a shared vision focusing on achievement, and a three-year strategic plan which is monitored. The management is aware of the points of strength and the areas for development. This was due to the fact that there was good evaluation of the school which has directly and positively reflected on performance.

Does the school have the capacity to improve?

Grade: 2 (Good)

The school's capacity to improve and develop is good. There is diligent and effective management that believes in making participatory decisions. The school and its ambitious administrative and teaching staff are committed to improvement. The three-year strategic plan which focuses on improvement and development has contributed to improvement. Changes implemented are followed up and the plan is amended according to the progress. Self evaluation is in place, and students' performance is increasing.

The school's main strengths and areas for development

Main Strengths

- Self evaluation
- Strategic planning
- Communication with parents
- Use of the school's environment
- Induction programmes

Areas for development

- Planning for differentiation in lessons and homework.
- Higher order thinking skills
- Developing basic skills
- Use of assessment
- Providing opportunities for students to work together.

What the school needs to do to improve

In order to improve further, the school should:

- Benefit from the expertise of the good teachers by sharing teaching and learning strategies that:
 - Meet the needs of individual students in lessons and homework.
 - Develop opportunities for using higher-thinking skills.
 - Develop students' basic skills.
 - Provide more opportunities for students to work together.
- Use assessment in lessons to identify students' learning needs.

Overall judgements

Aspect	Grade
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	2: Good
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	2: Good
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum	3: Satisfactory
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good