



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

Schools Review Unit Review Report

**Al Naim Secondary Boys School
Al Naim - Capital Governorate
Kingdom of Bahrain**

Date Reviewed: 12-14 April 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 nine 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: 895

Age range: 16-18 years

Characteristics of the school

Al Naim Secondary Boys School is one of the Capital Governorate schools and was founded in 1965. The age range in the school is from 16 to 18 years, and there are 895 students. Most students come from middle- and limited -income families. Students are distributed across 29 classes: 9 classes for the first secondary grade, 10 for the second and 10 for the third. The school categorises 125 of its students as talented and creative, 139 as outstanding, 8 as having special educational needs and three as physically disabled. The Principal is in his first year at the school. The number of administrative and teaching staff is 116. The school has a shortage of teachers in areas such as science and commerce; it also has administrative vacancies for a second assistant manager, social advisor and an accounting specialist. The school is part 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: 3 (Satisfactory)

The overall effectiveness of Al Naim Secondary Boys School is satisfactory. Its leadership and management are good and it has a good capacity to improve. Students and their parents are very satisfied with the school.

Students' academic achievement is satisfactory. Most students achieve the levels expected of them. Pass rates are higher in some core subjects such as Arabic and Biology but below the expected level in Mathematics and English for the first secondary grade. This variance in achievement is reflected in most lessons. Students' results for the past three years show progress in the pass rates in English but inconsistency in most of the other subjects, such as Mathematics and Arabic. Students make significant improvement in good lessons, where the class activities meet their needs. Lower-achieving students make little progress in the intensive lessons provided for them. Talented and outstanding students, however, achieve clear progress in the enriching creativity classes, which is reflected in their success in external competitions.

Students' personal development is satisfactory. Most students attend school regularly. The school takes appropriate measures to deal with those students who arrive late in the morning but some students still arrive late. Many students participate in extra-curricular activities and school events, such as the morning assembly and the School Environment Improvement Committee; such activities have a positive effect on their self-confidence and ability to take responsibility. Some students are not given a variety of development opportunities and lack motivation. Students show mutual respect for each other and their teachers. The administrative and teaching staff at the school promote good behavioural and social values effectively among students and increase their awareness.

The effectiveness of the teaching and learning processes is satisfactory. Most teachers know the study materials well; this was particularly reflected in the varied teaching and learning strategies some teachers used in good lessons. In the satisfactory lessons observed, students were not given enough support and their abilities were insufficiently challenged, which limited their progress. Some teachers run lessons in a way that guarantees that students acquire the understanding, knowledge and skills they need. Time management in some lessons was not effective as there was not enough time allocated to give individual feedback on writing tasks. Some homework and activities given to students do not consider individual differences clearly and are not planned in a way that meets their needs. In good

lessons, especially in Mathematics, teachers used a range of assessment methods that helped them to diagnose students' educational needs, assess their level of progress and provide the necessary support; in the other subjects, however, assessment was insufficient.

The quality of curriculum enrichment and delivery is satisfactory. The curriculum is enriched by a set of extra-curricular activities and by having students participate in several committees, such as a cleanliness committee and a 'How to develop your personality' programme, which meet the various interests of students and enrich their experiences. There are also special competitions in English, Mathematics, Science and Arabic that help hone the basic skills of those students who participate. Students' understanding of their rights and duties is developed through guidance lessons and by having a class constitution in some sections. The school also promotes students' sense of citizenship during morning assembly and by encouraging participation in some national events.

The quality of guidance and support for students is satisfactory. The school runs a suitable induction programme for new students: it holds meetings with them, organises lectures to introduce them to the route system in the secondary level, and visits them in their intermediate schools before they join the school. All this helps ensure that they settle in well at school. Students are prepared for their next stage of education by making field trips to some companies, but they do not always acquire the social skills needed for this stage. The school meets the personal needs of most students, by giving financial support. It uses diagnostic tests to gauge students' educational needs, but does not provide enough support to meet these needs in satisfactory and inadequate lessons. The social guidance office has a main role in giving advice to help solve students' problems. The school keeps parents appropriately informed about their children's progress by text messages, face-to-face meetings and open educational meetings. It makes sure that all staff and students work in a safe and healthy environment, which makes everyone feel secure in the school.

The effectiveness of leadership and management is good. The school has a clear vision and mission that focus on distinction and quality and are clearly reflected in the school's plans and programmes. The school has a clear self-evaluation mechanism that focuses on evaluating teaching and learning processes and academic results. The school is aware of its strengths and areas for development and incorporated them in its comprehensive strategic plan. The senior management inspires the rest of the staff, which staff appreciate and find motivating. The school has made significant efforts to encourage the professional development of teachers through training workshops run by its improvement team. This work has brought some benefits, such as teachers taking the initiative in projects, such as the rights and duties agreement project with students. The school uses most of its educational facilities well to support the educational process. It seeks the opinions of students and their parents and responds to some of the suggestions, such as allocating a place for prayer, for example. Students and their parents have confidence in the school and appreciate its responsiveness.

□ Does the school have the capacity to improve?

Grade: 2 (Good)

The school's capacity to improve is good. The most recent significant improvement has been a clear spreading of a spirit of enthusiasm and motivation among teachers, which has helped to raise the school's overall performance. The school has a comprehensive strategic plan based on the findings of an accurate self-evaluation. Managers are fully aware of the school's strengths and areas for development, which made the school target an improvement in teaching and learning strategies as a priority. The effect of teachers' training on their classroom practices is clear, particularly in Mathematics. The school is pioneering projects in management and quality improvement, the impact of which can be seen in daily practices. The school faces some challenges, represented by its shortage of staff such as an assistant manager and a social advisor. The school buildings are also insufficient for the number of students.

The school's main strengths and areas for development

Main Strengths

- Strategic planning
- Self-evaluation
- Levels in ministry examinations in some core subjects
- Students' relations with each other and with their teachers
- Student induction programmes
- Meeting students' personal needs.

Areas for development

- Development of higher thinking skills
- Challenging students' abilities in class
- Considering individual differences in lessons and homework
- Teaching and learning strategies
- Students' acquisition of basic skills
- Enrichment of the classroom environment
- Student support in the classroom.

What the school needs to do to improve

In order to improve further, the school should:

- Improve and develop teaching and learning strategies to include:
 - Developing basic skills
 - Considering individual differences in lesson planning, written activities and homework
 - Developing students' higher thinking skills
 - Challenging students' abilities
 - Cooperative learning
 - Using a variety of assessment methods in lessons.
- Provide support for different groups in the classroom to meet their needs
- Use the school environment to enrich the curriculum.

Overall judgements

Aspect	Grade: Description
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	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum delivery	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	2: Good