



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

School Review Unit

Review Report

Om Salama Intermediate Girls School
Manama - Capital Governorate
Kingdom of Bahrain

Date Reviewed: 5 – 7 May 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 six 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: Girls

Number of students: 449

Age range: 13 – 15 years

Characteristics of the school

Om Salama Intermediate Girls School is located in Manama (Capital Governorate). It was founded in 1982. It has 449 students on roll, aged between 13 and 15 years. Most of them come from socially and economically stable backgrounds. The school has 15 classes and 3 academic levels; 5 classes in each academic level. The school has approximately 1% of its students with learning difficulties, around 31% outstanding and around 10% gifted and talented. The school has 43 teachers on roll, nine of whom are new and 18 other administrative and supporting staff. Most school teaching facilities are available. The school is currently implementing His Majesty King Hamad's "Schools of the Future" project. The school does not have senior teachers in some sections.

Overall effectiveness

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

Grade: 2 (Good)

The overall effectiveness of Om Salama Intermediate Girls School is good. Students and their parents are satisfied with the school generally.

Students' achievement is good. The school has high rankings amongst intermediate schools in terms of high pass rates in the Ministry's exams. Two students were in the Kingdom's honours list of high achievers. Students achieve good academic levels in the best lessons. This is in spite of the fact that pass rates in the "intermediate certificate" exams in the current year is 7% lower than last year. The progress of the high and low attainers is good because of the support provided.

Personal development of students is good. They participate with enthusiasm in most extracurricular activities and external competitions which reflects their high self-confidence. Further, students act with awareness and responsibility, and feel safe. However, their enthusiasm, self-confidence, and group work in lessons was lower in satisfactory lessons due to the teaching methods used and lack of challenge. Development of higher level thinking skills is satisfactory.

Teaching and learning are good. Teaching strategies are varied including cooperative learning and are effective in the good and outstanding lessons. On the other hand, teaching methods in the satisfactory lessons – almost half the observed lessons - were less effective. This was because teachers, especially new teachers, were not fully engaging all students in activities and they were not challenging all students' abilities to the same extent. However, during most lessons, the teachers assessed the students' to monitor their progress.

Curriculum enrichment programmes are good. The environment outside the classroom is beautiful, especially the green landscape and provides a good environment for learning. The school has a citizenship programme which is excellent in developing students' rights and responsibilities in an effective manner. Student committees are effective in developing their experiences and interests such as "electronic creativity" and also by participating in external competitions. ICT skills of students are not sufficiently developed, but the basic skills in reading and writing are effectively developed in lessons.

Support and guidance programmes are good. Induction programmes are organised for new students. Personal and educational needs of students are identified and met by providing

material assistance and supporting programmes. However, support was insufficient during satisfactory lessons. The school has many effective procedures in place to ensure a healthy and safe environment for students and staff.

Leadership and management's effectiveness is good. The school has a shared vision statement that is focused on achievement. Currently a new creative vision has been designed. The strategic plan is based on good self-evaluation, although it focuses on physical and human aspects more than performance. The school launches many professional development programmes and the positive impact can be observed in the good and outstanding lessons. The school seeks and responds to students' and parents' views through the active role of the students' and parents' councils. Additionally, they also seek their opinions through questionnaires regarding many aspects of the school.

□ *Does the school have the capacity to improve?*

Grade: 2 (Good)

The school's capacity to improve is good. The most recent improvements include strengthening staff relations, sharing opinions at decision making stages, applying a performance management system and implementing "The New Teacher Week" programme.

The school has good self-evaluation that identifies strengths and areas for development especially in physical and human resources. In addition, the school conducts root cause analysis that makes it able to accurately identify causes of weaknesses. This self-evaluation programme constitutes a good foundation for school improvement.

The school is currently completing a new strategic plan for the next cycle. The school was able to make improvements in many aspects in its current strategic plan. These improvements include focusing on competitions, activities, school environment and the use of technology in teaching. The leadership and management are effective in many respects and have set up a new and creative shared vision as well as seeking and responding to students' and parents' views through their committees.

The school's main strengths and areas for development

Main strengths

- Range of teaching and learning strategies.
- Self-evaluation
- High pass rates in Ministry exams
- School environment
- Extra-curricular activities
- Citizenship programmes
- Seeking and responding to students' and parents' views

Areas for development

- Sharing best practices
- Developing higher level thinking skills
- ICT skills
- Challenging students' abilities in lessons to care for their individual differences.

What the school needs to do to improve

In order to improve further, the school should:

- Develop effective and diverse teaching and learning strategies in order to:
 - Benefit from the best practices of teachers in the good and outstanding lessons.
 - Develop higher level thinking skills.
 - Consider the individual differences of students' learning needs in lessons.
 - Develop the ICT skills of students.
- Enhance professional development programmes, especially for new teachers, and accurately monitor their impact in classrooms.

Overall judgements

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