



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

# **Schools Review Unit**

## **Review Report**

**Omar Ibn Al-Khatib Primary Intermediate Boys School**  
**Muharraq - Muharraq Governorate**  
**Kingdom of Bahrain**

**Date Reviewed: 11- 13 January 2010**

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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 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**

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### **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: 432

Age range: 12 -15 years

### **Characteristics of the school**

Omar Ibn Al-Khatib Primary-Intermediate Boys School, located in Muharraq, is one of Muharraq Governorate's schools. It was established in 1951. The students range in age from 12 to 15 years and most come from limited-income backgrounds. There are 432 students distributed across 15 classes: three classes for grade 6 and 12 classes for the intermediate stage of education (four classes for each grade). The school categorised 0.9% of students as having learning difficulties and 15% as outstanding. The Principal of the school is in his fifth academic year there. There are 43 administrative and teaching staff, of whom 35 are teachers. The school has no assistant principal or learning difficulties specialist. The school also lacks a sports hall and some facilities such as a science lab and technical workshops.

## Overall effectiveness

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### □ How effective is the school in meeting the needs of students and their parents?

#### Grade: 4 (Inadequate)

The overall effectiveness of Omar Ibn Al-Khatib Primary-Intermediate Boys School is inadequate. Nevertheless, the parents and students are broadly satisfied with the school.

The students' level of academic achievement is inadequate. Students achieve high success rates in examinations but low proficiency rates in most subjects. Such low proficiency rates are consistent with the students' levels of achievement in lessons. Students' success rates have risen slightly in some subjects over the past three years. Lessons are too centred around the teacher; students make little progress and their skills, particularly in English language, are not adequately developed. In most lessons, most students do not make progress appropriate to their abilities as their individual differences are not taken into consideration. The remedial programmes the school provides do not contribute to helping students make progress that matches their abilities.

Students' personal development is satisfactory. Most students are punctual and attend lessons on time. Some students effectively and enthusiastically take part in school life through their contribution to lessons and their participation in the school's activities and programmes. They are given opportunities to take on leadership roles that enhance their self-confidence and ability to express their views. Students are given few opportunities, however, to develop their analytical thinking skills. Students behave responsibly and with self-confidence in most lessons and extra-curricular activities, although there is some unacceptable behaviour by a few students outside classes. Students feel safe and secure in the school; they are treated well by most teachers and the school makes appropriate efforts to ensure their well-being.

The effectiveness of teaching and learning processes is inadequate. Most teachers have appropriate subject knowledge, but this knowledge is not effectively reflected in the teaching strategies in most observed lessons, in which the teacher is the centre of the educational process. Except in a few lessons, students' acquisition of skills, understanding and knowledge was hampered by this approach. Lessons are seldom planned to give opportunities to challenge students' abilities. Students are assigned some homework activities but they tend to be the same for everyone and do not take students' individual differences into account. Homework is not corrected regularly. Some teachers use varied

assessment methods but the results are not effectively used to diagnosis and meet students' learning needs.

The provision and enrichment of the curriculum is satisfactory. The way that the curriculum is delivered relies heavily on textbooks. The teaching methods help students to acquire basic skills appropriately. Students' proficiency in Arabic and Information Technology skills is better than in Mathematics and students find some difficulties in acquiring English skills. The school offers various appropriate extra-curricular activities in which some students take part. These activities contribute to enhancing students' experience and developing their sense of citizenship. The school also provides suitable guidance programmes that develop students' understanding of their duties and responsibilities. These activities and programmes have a positive effect on students' personal development. The school uses its environment effectively to enrich the curriculum, encourage students to learn and help them to respect and appreciate their surroundings.

The quality of support and guidance for students is satisfactory. The school inducts new students appropriately before and after they join the school, through guidance programmes that introduce them to the school's facilities and systems: this helps students to settle in easily. The school's efforts to prepare students for the next stage of education are less effective and limited to organising some lectures, visits to secondary schools and the participation of a few students in competitions. The school assesses and meets most of the students' personal needs. Its efforts to assess and meet their learning needs, however, are very limited and this is reflected in students' weak performance in educational situations. The school provides suitable support for students who face personal problems and offers some advice and guidelines that help to improve students' behaviour and their motivation to learn. The school communicates appropriately with parents but does not send them regular qualitative reports to keep them informed of their sons' progress. The school evaluates risks appropriately, which helps the school's staff and students to feel safe and secure.

The effectiveness of leadership and management is satisfactory. The school has a vision focused on improvement and development and this is reflected in some good educational practices. The school has a comprehensive annual development plan for all aspects of the school's work that is based on the results of self-evaluation and continuous monitoring of the school's work and plans. This plan has helped towards achieving some progress in improving students' behaviour and raising their low levels of academic achievement. The school's performance appraisal of its teachers is inaccurate and has had a negative impact on the development of teaching and learning processes, particularly in English. Managers encourage teachers to work collaboratively, delegate some powers in a way that serves the school's work and provide staff with some training opportunities to raise their professional competency. The school employs its facilities appropriately to meet some of the students' personal and educational needs. The school sometimes consults the views of students and

parents and responds to some of their suggestions. Having the post of assistant principal vacant has had a negative impact on the school's overall performance, particularly the teaching and learning processes.

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

#### **Grade: 3 (Satisfactory)**

The school has a satisfactory capacity to improve and develop. The leadership and management work to a comprehensive annual development plan, which was drafted using the results of self-evaluation. They evaluate and continuously monitor the school's work and plans, which has contributed to the achievement of some of the plan's objectives. The school's self-evaluation results are consistent with the results of this Review in the areas of personal development and curriculum. Over the past few years, the school's focus has been on managing students' behaviour, raising their low attainment and improving the school environment. The school still faces significant challenges to its improvement: it has students from different cultural backgrounds; most of the students who have joined the school over the past three years have low academic achievement levels and some students in this group lack motivation for learning; the school has old buildings and lacks some facilities; and the assistant principal post is vacant.

## **The school's main strengths and areas for development**

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### **Main Strengths**

- Attendance and punctuality
- Students' behaviour
- Security and safety
- Induction programmes for new students
- Annual development plan.

### **Areas for development**

- Self-evaluation
- Proficiency rates in basic subjects
- Standards in lessons
- Taking individual differences into account
- Challenging students' abilities
- Developing students' analytical thinking skills
- Developing basic skills, particularly in Mathematics and English
- Teaching and learning processes
- Using assessment results to diagnose students' educational needs
- Developing teachers' professional competency
- Support during lessons and remedial programmes.



## What the school needs to do to improve

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

- Employ self-evaluation in a comprehensive manner and use the results to build a strategic long term plan that focuses on improvement and development
- Develop teaching and learning processes to include:
  - Using the results of evaluation to diagnose and meet students' learning needs
  - Developing basic skills, particularly in mathematics and English
  - Challenging students' abilities in their various groups
  - Developing students' analytical thinking skills.
- Provide students with support during lessons and remedial programmes
- Pay additional care to professional development programmes and monitor the impact of training
- Meet the school's human resources needs, such as filling the positions of assistant principal and a learning difficulties specialist, and enhance the educational facilities, represented by a multi-purpose sports hall, science lab and practical workshops.

## Overall judgements

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Aspect	Grade: Description
<b>The school's overall effectiveness</b>	<b>4: Inadequate</b>
The school's capacity to improve	3: Satisfactory
Students' academic achievement	4: Inadequate
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	4: Inadequate
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	3: Satisfactory