



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

School Review Unit Review Report

Omayma Bint Al Noaman Secondary Girls School
Isa Town - 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 eight 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: Female

Number of students: 745

Age range: 15 – 18 students

Characteristics of the school

Omayma Bint Al Noaman Secondary Girls School is one of the schools located in the Central Governorate. It was established in the academic year 2000-2001, and it currently has 745 students enrolled, ranging in age between 15-18 years old. Most of the students come from families that belong to the middle class of society both financially and educationally stable. The students are distributed throughout 24 classrooms. The school has classified 60 students as gifted and talented students. The school is run by a principal in her second year of employment at the school and the two assistant principals are in their first year. There are a total of 84 teachers in the school. The school applies the Unified Track System and it is in the third stage of 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 overall effectiveness of Omayma Bint Al Noaman Secondary Girls' School is satisfactory with a number of strengths. The school has gained good satisfaction from both students and their parents.

The students' level of academic achievement is satisfactory. Most students achieve high success rates in Ministry examinations for most subjects. They also achieve satisfactory progress in more than half of the lessons observed. In good lessons, students' abilities were generally challenged and individual differences were taken into consideration.

Most tasks assigned for students in the classrooms are focused on acquiring adequate basic skills but with limited opportunities which challenge the students. This has hindered students to some extent to achieve the progress they could aim for.

The students' personal development is good. The majority of students are punctual and actively participate in the school's activities. Most of them also possess good levels of self-confidence, the ability to take on leadership roles and achieve advanced rankings in external events. Students maintain good relationships with each other. This is reflected in the limited number of behavioural problems, their feelings of security and safety in the school, and their strong sense of belonging to the school.

The teaching and learning process is satisfactory overall but there is variability. There are some good lessons in which there is a variety in teaching and learning strategies. In these lessons, Students are participating in activities and their performance is improving. However, most lessons involve a 'dictation style' of teaching that fails to capture the students' interest. In many of these lessons, teachers are the centre of the learning and teaching process and do not vary the teaching strategies enough. Also, the teaching strategies in these lessons do not always take individual differences between students into account or challenge the abilities of all students. Sufficient in class support was not provided to the students, which reflected in their performance. In these lessons, this affected the development of the students' basic skills in Arabic and English Languages.

The curriculum enrichment and presentation is good. The school enhances the students' spirit of citizenship and educates them about their rights and duties. All of the school's corridors, buildings and classrooms are enriched with artistic and heritage displays. In addition, with the cooperation of businesses, curriculum enrichment programmes are

available to students both inside and outside of school. Cross curricular links are made between subjects, particularly in commercial subjects, and students' basic skills are satisfactorily developed.

The support and guidance of students is good. Induction programmes are organized and integrated to prepare students to join the school and settle in, and also prepare them for the next stage of education or work. The school provides them with personal and educational support based on assessing their needs, in addition, there is effective communication with students to provide support and help solve their problems. The school also communicates with parents to provide them with information on the performance of their daughters. Measures are taken to provide students with a healthy and safe learning environment. In addition, the school identifies the educational needs of students and is providing suitable support through creativity centres and revision lessons. Third level students are prepared for the labour market through training on projects, writing C.V.s, and developing interview skills.

The effectiveness of leadership and management is good. The school has a vision and mission statement, as well as an annual plan focusing on achievement, improvement and development. The management inspires its staff through its consistent efforts to continuously improve the work of the administrative and teaching staff. In addition, the school utilizes its funds and the available resources effectively and efficiently to achieve progress in its performance and meet the professional needs of its staff. The school also takes steps to meet the students' and their parents' needs and the labour market requirements through its provision.

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

Grade: 2 (Good)

The school's capacity to improve is good. The school has diligent management that believes strongly in development. Since the principal was employed, she has worked on a vision and mission statement and strategic plans. Self evaluation is continuously carried out to all schools' activities and events. There is sound team work with mutual commitment to translating this in to practice. Teachers' professional competency and support for students has been increased. There are signs of improvements in student's achievement over the last three years. This is also demonstrated in the students' work in some classes where teaching is good. Also, students have demonstrated good behaviour which provides a good starting point for future improvements.

The school's main strengths and areas for development

Main strengths

- Standards in Ministry exams.
- Relationships between students.
- Development of citizenship.
- Team work.
- Use of the school's environment.
- Communication with parents.

Areas for development

- Range of teaching and learning Strategies by all teachers.
- Differentiation of teaching for learning.
- Basic skills in Arabic and English Languages.
- Self evaluation.
- Higher order thinking skills.

What the school needs to do to improve

In order to improve further, the school should:

- Improve the quality of teaching and learning by:
 - Providing opportunities to challenge students' abilities motivate and encourage them.
 - Providing sufficient support inside classrooms.
 - Develop sufficient opportunities for higher order thinking skills.

- Raise students level of achievement, particularly within the classroom, in reading, writing and speaking skills in:
 - English Language.
 - Arabic Language.

- Develop rigorous procedures for self-evaluation throughout the school, with a particular focus on monitoring and evaluation.

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	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good