



الهيئة الوطنية  
للمؤهلات وصفاان جودة التعليم والتدريب  
National Authority for Qualifications &  
Quality Assurance of Education & Training

# **Schools Review Unit**

## **Review Report**

**Othman Bin Affan Intermediate Boys School**  
**Issa Town - Central Governorate**  
**Kingdom of Bahrain**

**Date of Review: 24 - 26 December 2012**

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## The Schools Review Unit

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The Schools Review Unit (SRU) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (NAQQAET) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The SRU is responsible for:

- evaluating and reporting on the quality of provision in all schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for school/kindergarten improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for schools and kindergartens about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

## Introduction

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 data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

## Characteristics of the school

School's name		Othman Bin Affan Intermediate Boys School												
School's type		Government												
Year of establishment		1964												
Age range of students		13-15 years												
Grades (e.g. 1 to 12)		Primary				Middle				High				
		-				7-9				-				
Number of students		Boys	751	Girls		-				Total		751		
Students' social background		Most students come from limited and middle-level income families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	7	8	8	-	-	-	
Town /Village		Isa Town												
Governorate		Central												
Number of administrative staff		9 administrative and 4 technicians												
Number of teaching staff		68												
Curriculum		Ministry of Education (MoE)												
Main language(s) of instruction		Arabic												
Principal's tenure		1 year												
External assessment and examinations		MoE's examinations and NAQQAET's examinations												
Accreditation (if applicable)		-												
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented			Physical Disabilities			Learning Difficulties		
		70				68			1			39		
Major recent changes in the school		<ul style="list-style-type: none"><li>• New appointments in the past academic year 2011-12:<ul style="list-style-type: none"><li>– a school principal and two assistant principals</li><li>– a third social counsellor.</li></ul></li><li>• Appointment of a senior mathematics teacher in the current academic year.</li></ul>												

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	3	-	3
Students' personal development	-	3	-	3
The quality and effectiveness of teaching and learning	-	3	-	3
The quality of the curriculum implementation	-	3	-	3
The quality of support and guidance for students	-	3	-	3
The quality and effectiveness of leadership, management and governance	-	3	-	3

### Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

## Review judgements

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### Overall effectiveness

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

#### **Grade: 3 Satisfactory**

The school's overall performance has changed from inadequate in the previous review in February 2009 to satisfactory in this one, after it had two monitoring visits and received an 'in progress' judgement in the second of these. All aspects are satisfactory, which is mainly attributed to the leadership's efforts to train teachers, organise and monitor the school's work, and improve the teaching and learning processes. The students have satisfactory academic achievement in core subjects, except in English which is lower. Educational support varies too much for the school to be judged good. However, induction and behaviour adjustment programmes help the students settle in well, develop their personalities and improve their behaviour. This reflects positively on their safety and results in the students' and parents' satisfactory approval of the school's efforts.

- ☐ **How strong is the school's capacity to improve?**

#### **Grade: 3 Satisfactory**

The school's capacity to improve has changed from inadequate to satisfactory. This is attributed to several improvements, mainly in the spreading of a culture of change, improving teaching, the students' achievement of expected academic progress in the majority of lessons and their good behaviour. The school has a strategic plan based on previous review recommendations and realistic school self-evaluation, which is used to train teachers. The plan reflects satisfactory performance in all areas of the school's work. However, variations across indicators in different departments and the different levels in the quality of teachers' performance in core subjects still represent a challenge that the school needs to address. More efforts to overcome and improve its overall performance are identified, which makes the school's capacity to improve satisfactory.

## Students' achievement

### □ How well do students achieve in their academic work?

#### Grade: 3 Satisfactory

Grade 9 students attained standards that are below average in general in the national examinations in all core subjects and their standards dropped between 2010 and 2012, especially in Arabic and mathematics, whereas the students' standards are judged satisfactory in the majority of lessons.

Students' achieved high graduation rates in 2011-12. The school ranked 12<sup>th</sup> among intermediate schools with a graduation rate of 98% with English having the highest rates among core subjects. Students attained varied pass rates in national examinations, which were high in English in all three intermediate grades and in science in Grades 7 and 8. However, pass rates dropped in mathematics and Arabic in all three grades. Moreover, students achieved varied competency standards, some of which were adequate as in Grade 7 while others were not, as in Grade 9. In general, satisfactory standards are achieved in lessons. This is attributed to a range of factors such as the variation in the effectiveness of teaching and the support provided for students, especially low achievers. However, the students' standards in some lessons such as science are good, due to the effectiveness of teaching and learning which provided them with opportunities and challenged their abilities.

The students' acquisition of some skills is good, such as scientific research, geometric skills in Grade 9 mathematics, as well as explanation and analysis in Arabic. However, their acquisition of most skills such as grammatical and writing skills in Arabic is poor, and their acquisition of mathematical skills is too varied as some do not master subtraction and multiplication. Acquisition of English linguistic skills is poor, especially in writing.

Pass rates vary considerably, for example they increased in English and Arabic in Grade 8, but dropped in mathematics as cohort advance. However, the students' progress is satisfactory in lessons and in their written work due mainly to effective teaching and support methods.

Students with learning difficulties make good progress in the special education programme considering their starting points and abilities. This is due to effective support. Outstanding students make more progress than other students due to adequate opportunities to challenge their abilities. However, merged and low achieving students make less progress than others.

## **□ How good is the students' personal development?**

### **Grade: 3 Satisfactory**

The majority of students participate adequately in lessons and school committees, express themselves confidently and take responsibility in a satisfactory manner as in the Students' Council. Some students have the ability to assume leadership roles, such as in cooperative learning sessions. However, not all students participate in collective work, particularly low achievers, which affects their motivation and enthusiasm due to inadequate support and motivation.

Students' behaviour is satisfactory, which is reflected in their observance of school rules. Students attend school regularly and punctually, and have good relationships with each other as well as with their teachers, which ensures their safety and reduces any unacceptable behaviour. However, a very limited number of students engage in some unacceptable practices, such as smoking, fights and truancy, which the school consistently addresses through guidance, advice and the school disciplinary system. Misbehaviours are generally dealt with wisely and advice is provided.

Students demonstrate an understanding of Bahraini culture and history and Islamic values, which the school promotes and develops through national contests, museum visits, the morning broadcast and some guidance lectures. These efforts help to develop patriotism and respect for Islamic values.

## **The quality of provision**

## **□ How effective are teaching and learning?**

### **Grade: 3 Satisfactory**

Teachers are familiar with their study materials and academic contents, which is reflected in their adequate teaching methods in the majority of lessons. They use several teaching and learning strategies and techniques, such as questions and answers, debates, discussion and research, which offer the majority of students opportunities to learn and adequately facilitate their acquisition of knowledge and skills, especially in good lessons such as science, mathematics and Arabic. However, teaching methods are less effective in some lessons, such as English due to not focussing on the development of basic skills. Poor support is provided for the different groups and standards of students. Teachers use aids such as data-shows,



flashcards, dictionaries and scientific experimentation tools which increase most students' motivation and participation.

Teachers manage classes adequately. They introduce knowledge, information and activities according to lesson plans and control their classes. However, the productivity of some lessons is affected adversely by side talks by unmotivated students, and variations in the quality of time management of class activities. The abilities of the different categories of students are challenged in most lessons, with teaching activities and questions that develop higher order thinking skills, such as understanding metaphors and rhetoric in Arabic poetry, and studying and explaining the causes of medical conditions in science. This helps the majority of students to progress especially outstanding ones. Furthermore, students are encouraged with motivating phrases, praise, rewards and marks which increase their participation. However, the motivation and enthusiasm of some students is less, especially low achievers, because of the limited opportunities they have to participate. Class activities are pitched in ways that prevent some students from benefiting from them adequately and lead to variations in the extent to which their educational needs are met.

Oral and written assessment techniques are applied, however, effectiveness of collective assessment is inconsistent as not all students' participate during group work, which limited the teachers' ability to assess achievement of the lessons' objectives. Students are assigned homework, which in the majority of lessons takes account of their different standards. Students' work is accurately and regularly marked, except in some cases where correction is inaccurate and little feedback is provided.

### **□ How well does the implementation and enrichment of the curriculum meet the educational needs of the students?**

#### **Grade: 3 Satisfactory**

The school enriches the curriculum and offers opportunities for the majority of students to participate in curricular and extra-curricular activities. However, these are not diverse enough to broaden students' intellectual capacities and develop their experiences. The contents of core subject books are analysed, some supporting booklets are made available for students, such as the grammar booklet. Remedial programmes are provided, which result in the students' satisfactory acquisition of basic skills. However, teachers do not link academic subjects, except during a few lessons, although these links have not been planned.

The school develops loyalty and citizenship and furthers the students' understanding of their rights and responsibilities through opportunities to participate in national events, contests, and in the discipline and cleanliness committees. Students learn how to design

historic Bahraini house during activity lessons. Instructions are available all around the school and the charter of student rights and duties reflect adequately in students' awareness and their ability to take responsibility. The school uses its environment to enrich the curricula with teaching aids, painting and guidance boards. These help promote good behaviour, such as punctuality and an understanding of why it is best not to smoke. The school's curriculum is implemented in ways that are appropriate for learning, although it does not celebrate students' work enough.

### **□ How well are students guided and supported?**

#### **Grade: 3 Satisfactory**

The school inducts new students effectively. They are taken on tours around the facilities and introduced to the student disciplinary code. The school also organises orientation visits from and to their previous schools, which helps them be familiarised with the school's routines. Students are also inducted well for the next stage of education through attending guidance lectures on secondary education.

The school identifies and meets the students' personal needs. It has designated a classroom on the ground floor for physically disabled students, and provides students with various support, such as one-on-one tutoring for those with learning difficulties. However, support for low achievers is not as effective and is limited to some teachers' efforts in preparing remedial lessons. Teachers do not have a unified plan for support, which affects these students' achievement adversely. The school identifies misbehaviours, documents the actions taken to address them, and provides students with guidance and advice with awareness-raising programmes. These help maintain discipline and limits problems in general, yet some problems still persist and the school is making huge efforts to tackle them. The school communicates with parents irregularly through text messages and office hours to inform them of their children's academic and personal development.

The school regularly assesses security issues, maintains its facilities and pays appropriate attention to keeping students and staff safe.

## **Leadership, management and governance**

- How effective are leadership, management and governance in promoting high achievement, strong personal development and school improvement?**

### **Grade: 3 Satisfactory**

The school has a vision which focuses on achievement and personal development. It was created collectively by all school members and transformed into goals which are reflected in its overall performance and in the students' behaviour in particular. The school plays a positive role in motivating its members to improve through promoting good relations, delegating authorities, encouraging members to embrace a culture of quality and spreading the concept of cooperation, which has greatly motivated most of the students to change for better and take responsibility.

The school has a strategic plan which is based on realistic school self-evaluation. It includes the main areas of operation, and the departmental action plans. Performance indicators vary with regard to accuracy and clarity, but their application is followed-up during the technical committee meetings and the departments' monthly reports discussion, which reflect the positive organisation of the school's work. Additionally, the external improvement team plays a significant role in the process which has helped improve the students' academic achievement and their personal development to a satisfactory standard. However, the accuracy of monitoring mechanisms and assessment of impact varies too much across departments.

Educational practices and school activities are assessed adequately and regularly through questionnaires, satisfaction assessments, conducting class visits and analysing outcomes. These further the leadership's understanding of the school's strengths and areas needing improvement and help it identify the teachers' needs and meet them through workshops such as 'Classroom management' in order to improve teaching and learning. However, monitoring the impact of these workshops varies due to focusing on the theoretic characteristics of a good lesson, rather than measuring their practical impact on the students' academic achievement.

School facilities, such as the learning resources centre and the e-learning classroom are used well to improve teaching and learning. Moreover, the school seeks students and parents' opinions regarding school work through questionnaires, the Students' Council and the Parents' Council; the latter played an active role in addressing behaviour issues and participated in organising awareness-raising lectures, such as the one about disadvantages of smoking. The school responds to suggestions, such as moving Grade 7 students to a

separate building and providing them with their own toilets, in addition to the school's cooperation with some local community institutions such as Isa Town Health Centre that cooperates with the in conducting health events.

## **The school's main strengths**

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- The school leadership's role in spreading a culture of quality and motivating school members towards development
- The effective induction programmes which help students settle in easily and quickly
- Seeking and responding to students' and parents' suggestions.

## Recommendations

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

- raise the students' academic achievement by continuing to improve the teaching and learning processes, including:
  - the development of basic skills in core subjects, especially in English
  - providing support for the different categories of students, especially low achievers
  - motivating students to participate in lesson activities
  - using effective assessment techniques in order to meet the students' needs.
- continue monitoring and improving students' personal development
- continue to monitor the impact of training programmes on the students' academic achievement.