



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

# **Schools Review Unit**

## **Review Report**

**Samaheej Primary Intermediate Boys School**  
**Samaheej – Muharraaq Governorate**  
**Kingdom of Bahrain**

**Date Reviewed: 8 – 10 March 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:

<b>Grade description</b>	<b>Interpretation</b>
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 seven Reviewers. During the Review, the Reviewers observed lessons and other activities, examined students' written work, analysed the school's performance data, other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

### **Information about the school**

Gender of students: Boys

Number of students: 575

Age range: 10 – 14 years

### **Characteristics of the school**

Samahej Primary-Intermediate School for Boys is one of Muharraq Governorate's schools. It was founded in 1951. Students are aged between 10 and 14 years and the total number of students is 575. The students are distributed across 19 classes: eight classes for the second cycle (grades 5 and 6) and 11 classes for the third cycle. Most students come from limited-income families. The school has classified seven students as having learning difficulties; there is no reference to outstanding or gifted students at the school. The Principal has been in the school for five years. The teaching staff comprises 36 teachers. The school has no science laboratory technician and no gymnasium. The school has joined the second stage of King Hamad's Schools of the Future project.

## 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 Samaheej Primary-Intermediate School for Boys is inadequate. Students and their parents, however, are satisfied with the school.

The students' academic achievement is inadequate. Most students achieve high success rates in school examinations in the second cycle. These rates of success do not reflect the actual standards of the students, many of whom showed inadequate standards of understanding and knowledge. Students' success and proficiency levels vary, and tend to be low, especially in the intermediate stage. Students' success rates descended over the past two years. Students do not make sufficient progress in most lessons, where a narrow range of teaching strategies and techniques are used, students' individual differences are not taken into account and students' abilities are seldom challenged. Although the school carries out diagnostic tests in most study subjects, the results are not analysed or used to plan remedial programmes or classes.

Students' personal development is inadequate. Although most students attend regularly and are punctual, few of them contribute to extra-curricular activities; this negatively affects their self-confidence and ability to take on responsibility. Students do not contribute enthusiastically in most lessons due to the ineffective teaching and learning strategies used, with few opportunities to develop their analytical thinking skills. Furthermore, students have insufficient opportunities for independent learning. Most students do not feel secure in the school: junior students tend to be afraid of older ones and there is some bullying. Some teachers use inappropriate methods of behaviour management, although the school takes some action to minimise such practices.

The quality of the teaching and learning process is inadequate. Although most teachers have knowledge of their subjects, this was seldom reflected in their teaching strategies. Teachers mostly focus on presenting facts and the curriculum content, paying little attention to individual differences when assigning activities and failing to challenge students' abilities with exciting activities. Most activities are limited to measuring lower thinking skills and do not require great effort to be carried out. Students are not given sufficient opportunities to learn collaboratively. Assessment methods in most lessons are limited to oral questions that measure the minimum level of knowledge and memorisation. This limits students' opportunities to acquire skills, concepts and knowledge. Students are given homework

activities but most assignments mirror those in textbooks and are not used to expand students' knowledge and capabilities.

The process of presenting and enhancing the curriculum is inadequate. The school makes some efforts to develop students' understanding of their rights and duties and their spirit of citizenship through a few field visits and participation in some festivals and competitions. However, the weakness of the school programmes for raising students' values and self-confidence, and most students' lack of awareness had negatively reflected in their sense of citizenship and behaviour. The school environment is cared for appropriately and decorated with some murals; it is not, however, used to celebrate students' work and has no educational guidance boards. The school provides students with some extra-curricular activities, such as internal and external competitions, and achieves high placings in some events; however these activities don't enrich students' expertise, which had a negative impact on their personal development. Students do not acquire adequate reading and writing skills in Arabic and English, numeracy skills or IT skills.

The effectiveness of support and guidance for the students is inadequate. The school provides induction programmes for new students to help them settle down at school and also seeks to diagnose their personal needs and meets them as much as possible. It does not, however, use diagnostic test results effectively to meet students' needs. Although the school provides students with support to resolve some of their problems it does not offer adequate support in most lessons, as students' individual differences are not taken into account. Students are prepared for their next stage of education by means of some guidance lectures and visits to secondary schools. The school occasionally communicates with parents about their sons' progress. It adequately monitors security and safety issues and trains students on the emergency evacuation plan.

The effectiveness of the school's leadership and management is inadequate. The school has a shared vision, but its principles are not reflected in the teachers' performance. The strategic plan of the school is not based on self-evaluation results and it lacks performance indicators. The school evaluates some of its work; the level of self-evaluation is not consistent, however, which limits the school's ability to raise its standard of performance. Although the school runs professional development programmes it does not monitor their effectiveness; there has been little impact on teachers' performance. The school's ineffective employment of learning resources and limited use of the learning resources centre has negatively affected students' motivation and their enthusiasm to enrich their learning. The school's buildings are old and lack some facilities, such as a gymnasium.

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

**Grade: 4 (Inadequate)**

The school has an inadequate capacity to improve. Although it has a strategic plan, the plan is not based on accurate self-evaluation. The absence of performance indicators and mechanisms to evaluate the school's work prevent the school from identifying its areas of strength and those that need development. The school's self-evaluation results do not match the results of this Review. The school faces a number of challenges that hold back its improvement such as students' standards and behaviours, the current teaching and learning strategies, and the absence of a spirit of citizenship. All these factors indicate that the school does not have the capacity to develop and improve without external support.

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

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### **Main Strengths**

- Punctuality and attendance
- Meeting students' personal needs.

### **Areas for development**

- Strategic planning
- Self-evaluation
- Teaching and learning strategies
- Basic skills in Arabic, English, numeracy and IT
- Planning for differentiation
- Higher thinking skills
- Using varied assessment methods
- Challenging students' abilities
- Students' behaviour
- Collaborative learning.



## What the school needs to do to improve

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

- Draw on external support and guidance to improve the overall performance
- Develop a comprehensive self-evaluation process and make use of its results to build a strategic plan that focuses on achievement and students' personal development
- Develop teaching and learning strategies taking into account:
  - Placing students at the centre of the educational process
  - Developing students' basic skills in Arabic, English, numeracy and IT
  - Considering individual differences during lesson planning and in homework assignments
  - Developing higher thinking skills
  - Employing collaborative learning
  - Providing more opportunities to challenge students' abilities.
- Use assessment during lessons and make use of its result in planning other lessons.
- Employ professional development programmes to graded extent to insure the development of teachers' performance and follow up their impact in students' achievement.
- Developing students' awareness of duties, rights and citizenship.
- Improve students' behaviour through applying rules and regulations in a regular strict manner.

## 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	4: Inadequate
Students' academic achievement	4: Inadequate
Students' progress in their personal development	4: Inadequate
The quality and effectiveness of teaching and learning	4: Inadequate
The quality of the curriculum delivery	4: Inadequate
The quality of guidance and support for students	4: Inadequate
The quality and effectiveness of leadership and management	4: Inadequate