



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

School Review Unit

Review Report

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Secondary Boys School

Manama - Capital Governorate

Kingdom of Bahrain

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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 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: 665

Age range: 15-18 years

Characteristics of the school

The school, formerly known as Manama College, was established in 1939/1940. The school has 22 classes and its students are between 15-18 years old. The total number of students on roll is 665. Most students come from average social and economic backgrounds, however, some students come from lower income families. Students in school live in Manama or the surrounding area. There are five students with special educational needs. The school joined His Majesty King Hamad's "Schools of the Future" Project in the academic year 2006-2007 and applied the unified track system last year.

Overall effectiveness

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

Grade: 3 (Satisfactory)

Shaikh Abdul-Aziz School's overall effectiveness is satisfactory. It enjoys a good reputation amongst the parents who are satisfied with the quality of education provided for their children. The parents also praised the principal's efforts in addressing student issues, the care that the students receive in school and in particular for those students with special needs.

The students' level of achievement is satisfactory overall. However, the students' pass rates in examinations do not reflect the actual levels of student attainment in the classroom. This is linked to teaching methods that do not pay attention to individual students' abilities or allow different groups of student to achieve the expected academic progress. When examination pass rates are compared over a three-year period, it is evident that students' progress is better in Arabic and science subjects than in other subjects including mathematics.

The students' personal development is satisfactory. The school has strict measures to manage lateness, but despite the unrelenting efforts made by the social guidance specialists, a few students still persistently arrive late to school. The school provides some activities for students but there is no formal mechanism to measure their impact on the personal and academic progress of students. There are also insufficient opportunities for students to develop their analytical thinking skills. Most students form positive relationships with their peers and teachers.

The quality of teaching and learning is satisfactory. Teachers' have good subject knowledge. Most lessons start and end on time. Homework is assigned without taking into account students' individual needs. The teaching strategies employed are not effective enough, and most of the teachers prefer to use traditional, rote teaching methods. Students are not given enough opportunities to develop their independent or analytical thinking skills.

The provision and enrichment of the curriculum is satisfactory. Citizenship is promoted well through a number of festivals and ceremonies. The science laboratory and the computer hall are well employed. However, the school environment lacks any instructive and illustrative aids to help enrich the learning process; and both classrooms and corridors are almost completely void of any students' work to encourage and stimulate learning.

The level of support and guidance is satisfactory. The school provides a good induction day for new students and their parents, who are informed about the unification track system. The school is effective in meeting the personal needs of the students. However, the school does not always sufficiently meet the learning needs of students, particularly inside the classroom.

The quality of leadership and management is satisfactory. The school has comprehensive self-evaluation and strategic plans. However, not enough emphasis is placed on raising the performance and academic achievement of all students. The school makes good use of the highly qualified teachers to run professional development workshops and training courses.

Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school has satisfactory capacity to improve. This is due to its comprehensive strategic plans based on thorough self-evaluation and clear identification of the areas for improvement. The administration team work well together and teachers are keen to develop their professional skills. However, it is too soon to see the effect of the strategic plan on raising academic achievement or on improving personal development.

The school's main strengths and areas for development

Main Strengths

- High results in Ministry exams.
- Support for students with special educational needs.
- Induction programmes.
- Relationship between students.
- Development of citizenship.
- Meeting students' personal needs.

Areas for development

- Planning for differentiation.
- Higher order thinking skills.
- Use of assessment.
- Cross curriculum links.
- Health and safety procedures.
- Extracurricular activities.
- Use of school environment.

What the school needs to do to improve

In order to improve further, the school should:

- Monitor the impact of the strategic plan against performance indicators
- Develop and use effective teaching strategies that:
 - Take account of the different individual abilities of students in the school
 - Promote extended and analytical thinking skills
 - Improve students' performance and academic achievement.
- Ensure that effective assessment procedures are in place and are in line with the strategic plan, especially inside the classroom
- Use assessment data to inform planning and support
- Encourage greater student participation in learning activities inside and outside classes.

Overall judgements

Aspect	Grade
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	3: Satisfactory
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory