



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

# **Schools Review Unit Review Report**

**Sh. Moh'd Bin Khalifa Al Khalifa Primary  
Intermediate Boys School  
Al Budaiya - Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 16-18 April 2012**

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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 national authority, attached to the Cabinet and set up under Royal Decree No. 32 of 2008, amended by the Royal Decree No. 6 of 2009. 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:

<b>Grade description</b>	<b>Interpretation</b>
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

<b>School's name</b>		Sh. Moh'd Bin Khalifa Al Khalifa Primary Intermediate Boys											
<b>School's type</b>		Government											
<b>Year of establishment</b>		1997											
<b>Age range of students</b>		6-15 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		1-6				7-9				-			
<b>Number of students</b>		<b>Boys</b>	751	<b>Girls</b>	-				<b>Total</b>	751			
<b>Students' social background</b>		Most students belong to limited-income families											
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	3	3	3	3	3	3	3	3	3	-	-	-
<b>Town /Village</b>		Al Budaiya											
<b>Governorate</b>		Northern											
<b>Number of administrative staff</b>		13											
<b>Number of teaching staff</b>		56											
<b>Curriculum</b>		Ministry of Education (MoE)											
<b>Main language(s) of instruction</b>		Arabic											
<b>Principal's tenure</b>		One year											
<b>External assessment and examinations</b>		MoE's examinations and QAAET's national examinations											
<b>Accreditation (if applicable)</b>		-											
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>			<b>Gifted &amp; Talented</b>			<b>Physical Disabilities</b>			<b>Learning Difficulties</b>		
		78			15			5			22		

<b>Major recent changes in the school</b>	<ul style="list-style-type: none"><li>• appointing a school principal and three assistant principals in current year 2011-12</li><li>• changes in the teaching staff in current year, most of which are for the core subjects; namely a senior teacher of science, a mathematics teacher, a class management teacher and two science teachers</li><li>• appointing another social worker in the current academic year</li><li>• forming an internal improvement team in the current year</li><li>• implementing improvement projects in the second semester of the current year.</li></ul>
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## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	4: Inadequate			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	4	4	-	4
Students' personal development	4	4	-	4
The quality and effectiveness of teaching and learning	4	4	-	4
The quality of the curriculum implementation	4	4	-	4
The quality of support and guidance for students	4	4	-	4
The quality and effectiveness of leadership, management and governance	4	4	-	4

### 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: 4 Inadequate

The school's overall performance changed from being judged satisfactory in the previous review in November 2009 to inadequate in this one. All areas are inadequate due mainly to ineffective teaching and poor support. Students fail to make progress, which in turn reflects in the declining pass and proficiency rates in the school and MoE examinations. The school makes efforts to communicate with the community and uses the school environment to improve the curriculum and support students with learning difficulties. However, much conduct is inappropriate. Some students do not observe rules and sometimes use threatening behaviour towards their schoolmates, especially towards younger students. The occurrence of physical abuse by students and teachers is serious. Understandably, this brings justifiable disapproval and dissatisfaction from the students and their parents.

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

#### Grade: 4 Inadequate

The school's capacity to improve changed from being judged good in the previous review to inadequate. Priorities are not clear because of poor self-assessment which results in an annual plan that is far from addressing the areas that need improvement. Moreover, the departments' plans do not align in terms of goals and priorities, and the school's strategic plan is incomplete. Therefore, only a short and incomprehensive analysis of the school situation is available. The school leadership undertook efforts to monitor practices, especially students' conduct and teachers' performance. However, these have not had sufficient positive impact. The school faces big challenges that are represented in the students' decline in their competence in basic skills, the presence of three educational cycles and the shortage in social workers, which are barriers to achieving improvements.

## Students' achievement

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

#### Grade: 4 Inadequate

The students' attainment in the national examinations in all core subjects for the three cycles was well below average over the years 2009 to 2011. This reflects their poor understanding levels and knowledge in lessons, especially in Arabic and English lessons.

The students attained pass rates that ranged between 36% and 100% in the school examinations in the core subjects for the academic year 2010-11. The rates are higher in Cycles 1 and 2 but lower in the third. These rates are commensurate with the proficiency rates in the first cycle subjects with the exception of Arabic in Grade 3. The rates are extremely varied in the second and third cycles. The high pass rates reflect the students' good level of achievement in a limited number of Arabic and English lessons in Grade 2 due to effective teaching, but the students' achievement in a third of the lessons in Grades 3, 6, 7 and 8 are inadequate as a result of poor teaching and lack of consideration of individual differences.

The students' acquisition of the reading, writing and composition skills in both Arabic and English is adequate in Grades 1 and 2 but inadequate in the other grades. Students acquire the skills of IT, science and arithmetic to a suitable level, while it was at a lower level in science in Grades 7 and 8 and in arithmetic in Grades 1, 2 and 3 as a result of the poor support they receive.

The students' achievement has regressed over the past three years from 2009 to 2011. The rates of decline are mixed across different age groups and subjects, but are as a result of the ineffective teaching methods used and poor consideration of students' individual differences. The school ranked 21 among the 29 boys' schools in the past academic year 2010-11.

Most groups of students do not make adequate progress in lessons due to the poor support they receive, which is in contrast to the attention and support outstanding students receive, especially in Grade 2, which is distinctly better than that received by other groups. Low achieving students do not receive enough support in most lessons, which negatively affects their academic achievement which is poor. However, the students with learning difficulties make adequate progress in the special education programme.



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

### **Grade: 4 Inadequate**

Some students participate in activities, such as the morning broadcast and committees. A limited group enthusiastically participate in lessons and are motivated to learn when given opportunities to take leading roles. For most, lack of opportunity negatively impacts on their self-confidence and responsibility. Many are either late, miss lessons or run from school due to the inadequate measures to prevent such behaviours. The students' conduct is often inappropriate as they are unconcerned about looking after the school's facilities, especially the toilets. They throw food leftovers on the ground and there are cases of smoking and a general lack of cooperation. There are serious breaches, such as corporal punishment and disrespect among students and their teachers.

The students in Cycles 1 and 2 are regularly exposed to physical abuse and bad treatment from senior students despite dedicating a separate recess for them. Some students receive physical punishment from teachers because of their inappropriate behaviour. A lack of proper procedures fails to prevent such unacceptable behaviour, which results in many students being physically and feeling psychologically unsafe. There is a veneer of the school promoting an understanding of Bahraini culture and Islamic values by honouring distinguished students during the morning broadcast programme and holding contests such as 'I Love Our Prophet Muhammad (P.B.U.H)', however the impact is not reflected in positive behaviours.

## **The quality of provision**

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

#### **Grade: 4 Inadequate**

The teachers are familiar with their study material, but this is not reflected in their performance in most lessons as the teachers are at the centre of the educational process, which has a negative impact on the students' acquisition of the knowledge, skills and concepts. When teachers use strategies such cooperative learning, lecturing, discussion, conversation and asking questions they are not effective in terms of distributing roles and assigning responsibilities, so students' engagement in these lessons is lost. Despite the lessons plans' focus on the learning goals to include consideration of individual differences, this was not translated into action and there are not enough opportunities to challenge students' abilities. Lack of challenge of students' capacities and development of their

thinking skills is a problem. The teachers used teaching aids such as cards, the data show and interactive boards, which contribute to increasing students' motivation to learn especially in good lessons. However, these are not as effectively used in satisfactory lessons and not at all in inadequate ones.

The management of most lessons lacks good organisation and time management, though satisfactory in some lessons, such as Arabic and English in Grade 2. Additionally, introductory activities take too long, and some lessons did not start on time, all this had a negative impact on the productivity of those lessons. Some teachers encourage students verbally or using symbolic rewards. However, these methods do not stimulate the students' motivation in most lessons and the support given focuses on the outstanding students rather than on the other groups.

Lessons are enhanced by providing homework. However, this does not take into consideration students' individual differences and is not followed up accurately with constructive marking and feedback that contribute to the progress of students academically.

The teachers use various assessment methods, such as oral and written questions for both individuals and groups of students to try to measure their learning. However, most of this is focused on lower order skills of memory and factual recall, which reduces its effectiveness in diagnosing and meeting students' real educational needs.

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

#### **Grade: 4 Inadequate**

The school uses its environment properly by displaying the educational aids prepared by students in classes and decorating its entrance and facilities beautifully. It tries to develop students' understanding of their rights and responsibilities, promotes citizenship through guidance boards in classes and gives advice in the morning programmes and lessons, in addition to its participation in national events and festivals such as 'Proud to be Bahraini'. However, the impact of all this is not reflected enough in the students' overall conduct. The students are given extra-curricular activities in the applied lessons in Cycle 3, such as pottery, carpentry and IT, and opportunities to participate in committees such as the discipline committee, the school broadcast and the students' council, in addition to going on few trips. These activities, however, do not include all the student groups.

Curriculum provision is basically based on text book content, in addition to supplementary memos to simplify the material such as in mathematics. The time for curriculum implementation is monitored, but the curriculum is not analysed. Links across subjects are made in a limited number of lessons, such as the class management classes, which include linking between Arabic, science and life situations. However, this does not contribute to the students' acquisition of basic skills needed for the next stage of their education.

## □ How well are students guided and supported?

### **Grade: 4 Inadequate**

The school inducts students through a guidance programme which introduces them to the school's facilities. Through lectures, guidance lessons, and field visits to secondary schools, Grade 9 students are prepared for transfer to secondary schools.

Some needs of the students, such as providing medical glasses, are met. However, the disabled student does not have a suitable place ready for him. Whilst efforts are made to solve the problems facing students, including low achieving students and those with improper conduct, these efforts fail to ensure such problems do not occur again.

Diagnostic tests are used to identify the educational needs of some students. The learning difficulties specialist provides proper support and monitors progress. Moreover, the school offers, in cooperation with the MoE, non-obligatory, free remedial evening classes for students. However, there are few clear programmes for the other student groups during morning periods, so impact is very limited.

Parents are contacted routinely but procedures to increase their attendance to share in how to improve their children's personal and academic achievement are not effective.

The school maintains its facilities and monitors cleanliness and the canteen services; however, its procedures in monitoring the toilets, the students' whereabouts and other facilities are not effective. Assessment of safety-related issues and evacuation plans have not been developed for two years, which makes the school an unsafe environment.

## Leadership, management and governance

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

### Grade: 4 Inadequate

The school has a vision that has been developed collaboratively with most of the school community. However, it does not properly reflect the school's overall performance. A partial analysis of the school situation using a SWOT and root-cause analysis have been carried out, but did not include a detailed account of all the school's functions. Self-evaluation mechanisms are not clear, and the strategic plan has not yet been completely developed. The school's annual plan is without links between its goals and those of the departmental action plans. These are varied in their quality of determining improvement priorities and do not contain enough procedures for the implementation. Monitoring by means of opinion surveys, using the Bahraini school for distinction forms, and class visits to assess teachers' performance are lacking.

The school administration builds good social relationships among its affiliates, motivates teachers by appreciation certificates and honours them for good discipline. Additionally, the school organised internal training workshops and courses such as the differentiation and brainstorming workshops to raise professional competency. However, the impact of all this is not reflected in most of the teachers' performance. The activities of the technical committee are not effective in raising the overall performance of the school and the role of the external improvement partner is not yet evident due to this initiative being so recent.

The school provides equipment and financial resources for the different educational departments. However, the use of some of the facilities, such as the learning resources centre and the e-learning classroom, is varied and inconsistent, thus limiting its effectiveness in serving the educational processes and needs of the students. The school sometimes explores the views of students and their parents through the students' and parents' councils, which are inactive, along with the use of the complaints/suggestions box and feedback interviews. The school has responded to some of their suggestions, such as organising some trips for students and allocating water coolers close to classes. The school cooperates with some of the local community's institutions in organising events at the school, such as a lecture about 'Mouth and Teeth Hygiene' in cooperation with the health centre and other programmes with the city council and community policing, which positively contribute to broadening students' life experiences in these areas.

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

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- Using the school environment and resources to improve the curriculum
- The support programmes for the students with learning difficulties
- Communicating with the institutions of the local community.

## Recommendations

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

- as a matter of urgency, take immediate and effective action to ensure students' physical and psychological safety
- use effective educational strategies and methods specifically to protect students from improper behaviour by the older students and protect students in general from physical punishment from some teachers
- use these recommendations and accurate self-evaluation measures to urgently develop a strategic plan and related action plans within a clear time schedule, with performance indicators and monitoring of actual implementation to measure the impact of improvement across the overall performance of the school
- develop comprehensive and proper teaching processes rapidly by using strategies that are effective in improving behaviour, increasing learning and raising students' academic and personal achievement.