



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

# **School Review Unit**

## **Review Report**

**Tariq Bin Ziyad Intermediate Boys School**

**Muharraq - Muharraq Governorate**

**Kingdom of Bahrain**

**Date reviewed: 7-9 October 2008**

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## The School Review Unit

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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 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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This Review was conducted over three days, by a team of four Reviewers led by a Lead Reviewer.

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: 790

Age range: 12-15 years

### **Characteristics of the school**

Tariq Bin Ziyad School is one of Muharraq's older schools; it was founded in 1966. The age range in the school is from 13 to 15 years, and the number of students is 790. They live in areas close to the school, and come from good cultural and economic backgrounds.

## Overall effectiveness

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

#### **Grade: 3 (Satisfactory)**

The school's overall performance is satisfactory. Parents and students are very satisfied with the provision.

The students' level of academic achievement is satisfactory overall, even though the results in their final tests are high. This is because, in general, teachers do not plan for individual student differences. Traditional teaching methods are generally the norm, the good lessons being mainly in practical subjects.

Students' personal development is satisfactory. Attendance and punctuality are good due to the appropriate systems and procedures in place. There is a limited range of extra-curricular activities and participation is low. There are few opportunities for students to work in groups, develop higher order thinking skills and learn from each other. Students are generally well behaved and the school takes effective measure in dealing with any poor behaviour.

Teaching and learning is satisfactory overall although traditional. A limited range of teaching strategies were used. The development of higher level thinking skills which help students with research and deduction, and stimulate their intellectual development were absent from most lessons. Despite the teachers' subject knowledge lessons were not always presented in an interesting or stimulating manner.

The delivery of the curriculum is satisfactory overall. The teachers present the curriculum as described by the Ministry of Education, but do not enrich and support it sufficiently. The classrooms, the school environment or educational visits are not used to strengthen the curriculum. Students understand their rights and responsibilities and there is satisfactory development of basic skills.

Support and guidance for students is satisfactory. The school prepares students well for the next stage of their education. The school plays an active role in meeting the

physical needs of students, such as providing breakfast, winter assistance, and stationery. Parents are generally satisfied with what the schools offers to their sons.

Leadership and management is generally satisfactory. The school's principal plays a positive role in creating good relationships with teachers, parents and the management of students' problems. The school's vision is relevant and focused on the buildings, school facilities and then raising achievement.

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

**Grade: 3 (Satisfactory)**

Whilst there is some evidence of strategic planning, this is very limited and is not based sufficiently on rigorous self-evaluation. There is a vision for the school but this is not yet fully shared by all staff or reflected in performance. There are some good teaching practices which can be shared to improve the quality of teaching. There are some signs of improvement and the school has limited but satisfactory capacity for improvement.

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

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### **Main Strengths:**

- Progress in students pass rates when they move from 7th grade to 8th grade.
- Extracurricular support for gifted and talented students.
- Attendance and punctuality.
- Relationships among students.
- Behavior in class and around school.
- Induction programmes.

### **Areas for development:**

- Planning for differentiation.
- Higher order thinking skills.
- Cross curricular links.
- Use of assessment.
- Health and safety procedures.
- Self-evaluation.
- Strategic planning.

## **What the school needs to do to improve**

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

- Take urgent action to deal with health and safety issues so that the school is a safe place for students.
- Use robust self- evaluation so that the strategic improvement plan focuses on the quality of teaching and student achievement with clear indicators which can be measured.
- Focus on developing a better and more effective range of teaching and learning strategies which meet individual needs and encourage high achievement.
- Ensure greater consistency between departments, particularly in co-ordinating the curriculum and providing homework.

## Overall judgement

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Aspect	Grade
<b>The school's overall effectiveness</b>	<b>3: Satisfactory</b>
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