



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

Schools Review Unit

Review Report

Al Imam Al Ghazali Intermediate Boys School
Hamad Town - Northern Governorate
Kingdom of Bahrain

Date Reviewed: 10 - 12 May 2010

Table of Contents

The Schools Review Unit	1
Introduction	2
Characteristics of the school	2
Overall effectiveness	3
The school's capacity to improve	5
The school's main strengths and areas for development	6
What the school needs to do to improve	7
Overall judgements	8

The Schools Review Unit

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:

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 student

Introduction

Scope of the Review

This Review was conducted over three days, by a team of seven 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: 793

Age range: 13-15 years

Characteristics of the school

Al Imam Al Ghazali Intermediate Boys School, in Hamad Town, is one of the Northern Governorate schools and was founded in 1996. The age range in the school is from 13 to 15 years, and there are 793 students. Most students come from limited- and middle-income families. Students are distributed across 26 classes: nine classes for the first intermediate grade, seven classes for the second and 10 for the third. The school categorised 27 of its students as outstanding, 209 as talented and 45 as having learning difficulties. There are 77 teaching staff and 19 administrative and technical staff. The Principal, who was an assistant principal in the same school during the last school year, is in his first year in this post. There is no second assistant principal. The school is part of King Hamad's Schools of the Future project.

Overall effectiveness

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

Grade: 4 (Inadequate)

The overall effectiveness of Al Imam Al Ghazali Intermediate Boys School is inadequate. It does have satisfactory aspects, in students' personal development, support and guidance, curriculum enrichment, leadership and management and its capacity to improve. Students and their parents are satisfied with the school.

Students' academic achievement is inadequate. Students achieve low pass rates in school and national examinations in most core subjects, especially students of grade 9. Students achieved levels below the expected in one-third of core subject lessons observed, and this proportion rose to almost half in the English lessons. In these lessons, teaching methods were ineffective and students' learning needs were inaccurately diagnosed. Pass rates of students fluctuate over the past three years. Some students, especially the outstanding ones, achieve levels in line with their abilities in the good lessons, but a large number of students do not reach appropriate levels because the activities provided do not suit their educational needs. The progress of the lower-achieving and special educational needs students varies according to the effectiveness of the support and guidance programmes offered to them.

Students' personal development is satisfactory. Most students attend school regularly and punctually. The school adopts effective procedures to manage absence and lateness, which have contributed to students showing more discipline. Most students participate effectively and enthusiastically in lessons such as carpentry, painting, and decorating and the school has introduced more lessons like this as it benefits from their results in improving the school environment. Students do not participate to the same degree in some other lessons, however, and do not take on leading roles; the teaching methods in these lessons limit their opportunities for personal development. Students are not given enough opportunities to develop higher thinking skills. Most students show respect for each other and their teachers. Most students feel safe at the school.

The effectiveness of teaching and learning processes is inadequate. The inadequate lessons formed a high proportion of observed lessons, while less than a quarter of the lessons were good. Some teachers reflect their knowledge of the study materials in effective teaching and learning strategies and by using varied educational resources that motivate students to participate; these strategies help students to make appropriate progress in the good lessons. In the rest of the lessons, teachers use instructional methods that do not challenge students' abilities or give them opportunities to work together and learn from each other. The

effectiveness of those lessons is reduced, students are not sufficiently motivated to learn and their academic achievement is negatively affected to a significant degree. Students are assigned homework; it does not, however, sufficiently consider their individual differences. Most teachers depend on a narrow range of assessment methods that do not help to diagnose students' needs accurately; the results of assessment are not used to plan learning.

The quality of curriculum enrichment and delivery is satisfactory. The school develops students' understanding of their rights, duties and responsibilities satisfactorily, through participation in national events. It also adequately develops the skills of most students, especially the talented ones, by providing lessons in areas such as carpentry, agriculture, printing and cooking, and uses students' skills to improve the school environment. The curriculum is taught inconsistently and students' levels of basic skills vary from subject to subject. Their writing skills in Arabic and English, as well as their ability to communicate properly in English, are insufficient. Their skills in Mathematics and Information Technology are better developed. The school makes effective use of its corridors to enrich the curriculum by hanging paintings and educational displays.

The quality of support and guidance for students is satisfactory. The school inducts new students adequately with a suitable programme that includes a conference involving primary schools. It also prepares students appropriately for their next stage of education through field visits to secondary schools. The school runs diagnostic tests in core subjects, which are used to allocate students to intensive lessons in Mathematics and English. The level of support in good lessons, and in some of the satisfactory ones, was appropriate. In the inadequate lessons, where teachers did not accurately diagnose students' educational needs and give them appropriate feedback, support was insufficient. The school gives good advice and support to help solve students' problems, which has reflected positively on their conduct and discipline and which parents appreciate. The school communicates effectively with parents to inform them about their children's progress through direct contact and an open day. It takes a number of suitable steps to ensure that all staff and students work in a safe and secure environment, such as assessing risks on the school premises.

The effectiveness of leadership and management is satisfactory. The school has a vision that focuses on achievement and fostering students' sense of belonging to the school, the effect of which was partially evident in good lessons but not in most of the other lessons. The school uses self-evaluation to assess the school's situation but has no organised mechanisms to measure the effectiveness of its programmes to support academic achievement. A strategic plan is in the early stages of its execution and some improvements, in students' conduct and the enrichment of the school environment, for example, have already been achieved; there is still insufficient improvement in teaching and learning. The school's senior and middle managers inspire their teachers, which increases staff satisfaction. The school makes efforts to evaluate teachers' training needs through class observations and offers a number of training workshops; the benefit of those workshops is variable, however, as the school has

no mechanisms to ensure that the impact of training is reflected throughout lessons. The school uses its available resources and facilities appropriately. It also seeks parents' and students' views and responds to suggestions when it can; one example of this is changes made to the examination schedule.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school's capacity to improve is satisfactory. The most recent important improvements in the school have been the creation of a unified vision that focuses on raising the pass rates and the strengthening of students' sense of belonging in the school by introducing lessons in practical subjects and using them to improve the school environment. The school has also made advances in the area of student conduct and discipline by holding educational meetings with parents and providing guidance for students.

The school has an appropriate system for self-evaluation that successfully identifies aspects of strength and areas for development. Its leaders have an understanding of the school situation and are on the right track for improving performance. The school has managed, through its strategic plan, to achieve success in some areas targeted for improvement, such as students' conduct and the school environment; insufficient progress has been made, however, in the aspects of academic achievement and the effectiveness of teaching and learning processes.

Some of the important challenges the school faces include measuring the impact of staff training and developing mechanisms to ensure that training is translated into effective classroom practices in all lessons in order to raise academic achievement.

The school's main strengths and areas for development

Main Strengths

- Regular attendance
- Participation of most students in practical lessons
- Developing the skills of talented students
- Support and guidance programmes
- Safety and security procedures
- School environment.

Areas for development

- Teaching and learning strategies
- Basic skills, especially in Arabic and English
- Using assessment to plan learning
- Considering individual differences
- Developing higher thinking skills
- Challenging students' abilities
- Providing students with opportunities to work together and learn from each other
- Follow up mechanisms to measure the impact of training in lessons.

What the school needs to do to improve

In order to improve further, the school should:

- Develop effective and varied teaching, learning and training methods, to include:
 - Developing basic skills, especially in Arabic and English
 - Considering individual differences
 - Developing higher thinking skills
 - Challenging students' abilities
 - Providing students with enough opportunities to work together and learn from each other.
- Use assessment to plan learning more effectively
- Develop effective follow up mechanisms to measure the impact of training in lessons
- Retain the senior management for an adequate period of time and recruit a second assistant principal and an excellence and talent specialist to ensure that improvement and development continues.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	4: Inadequate
The school's capacity to improve	3: Satisfactory
Students' academic achievement	4: Inadequate
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	4: Inadequate
The quality of the curriculum delivery	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory