



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

**Directorate of Government Schools
Reviews
Short Review Report**

**Hamad Town Intermediate Boys School
Hamad Town – Northern Governorate
Kingdom of Bahrain**

Date of Review: 12–14 May 2014
SG123-C2-R186

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Directorate of Government Schools Reviews

The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school 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 government schools 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:

Grade description	Interpretation
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

School's name		Hamad Town intermediate Boys											
School's type		Government											
Year of establishment		1987											
Age range of students		13–15 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		-				7–9				-			
Number of students		Boys	800	Girls	-				Total	800			
Students' social background		Most students belong to average income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	9	9	8	-	-	-
Town /Village		Hamad Town											
Governorate		Northern											
Number of administrative staff		7 administrative, 7 technicians											
Number of teaching staff		76											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		5 years											
External assessment and examinations		MoE examinations and QQA national examinations.											
Accreditation (if applicable)		-											
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented			Physical Disabilities			Learning Difficulties	
		68				74			4			51	
Major recent changes in the school		Major changes in the years 2012-2013, 2013-2014: <ul style="list-style-type: none"> • social councillors are reduced from 3 to 1 • transfer of the Learning Resources Centre specialist to another school and not replaced. 											

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
Students' personal development	-	4	-	4
The quality and effectiveness of teaching and learning	-	4	-	4
The quality of the curriculum implementation	-	4	-	4
The quality of support and guidance for students	-	4	-	4
The quality and effectiveness of leadership, management and governance	-	4	-	4

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

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

Grade: 4 Inadequate

Overall effectiveness is inadequate, matching the judgment in the January 2010 review, following two monitoring visits and achieving “sufficient progress” in the second. All aspects are inadequate, attributed to inaccurate self-evaluation and insufficient use of its results in the strategic plan. Students’ basic skills are weak, especially in English and mathematics, and teaching and learning strategies are ineffective with weak classroom and behaviour management which hinders achieving learning objectives. Insufficient educational support is provided to students, especially low achievers, and assessment to meet their educational needs is ineffective. Students show low motivation and limited enthusiasm towards learning, lacking the confidence to handle responsibility. New students are inducted, helping them to settle. The school communicates with parents and students, responding to their views where possible which gains their satisfaction.

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

Grade: 4 Inadequate

Capacity to improve is inadequate, as in the previous review. Despite the school's efforts to achieve some improvements, such as decreasing the number of misbehaviour incidents and opening multiple communication channels with parents, it has not focused on real development priorities. Self-evaluation is inaccurate and not used appropriately in strategic planning, while follow-up mechanisms for monitoring implementation of the operational plans are weak. The impact of professional development workshops and programmes is not evident on improving most teachers’ performance, especially new recruits. There is a lack of human resource in some departments, including English and social councillors. External support is needed to ensure improvement of the school’s overall performance.

The school's main strengths

- Induction programmes for new students to help them settle easily in school
- Communication with parents and students, and responding to their suggestions whenever possible.

Recommendations

In order to improve, the school should:

- get immediate external support, to ensure improvement of overall performance
- implement accurate self-evaluation and use its results in strategic planning, with accurate follow-up of implementation and emphasis on academic achievement and personal development
- raise students' academic achievement and develop their basic skills, particularly in English and mathematics
- develop teaching and learning to ensure:
 - productive time management to achieve learning objectives
 - provision of educational support to all groups of students, particularly low achievers
 - effective use of assessment to meet students' needs
 - development of students' self-confidence and sense of responsibility.
- follow-up the impact of professional development programmes on teachers' performance
- fill the shortage in human resources, namely the senior teacher for English and a social councillor.