



هيئة جودة التعليم والتدريب  
Education & Training Quality Authority  
Kingdom of Bahrain - مملكة البحرين

# Directorate of Government Schools Reviews

## Short Review Report

**Isa Town Primary Intermediate Boys School  
Isa Town – Southern Governorate  
Kingdom of Bahrain**

**Date of Review: 8-10 October 2018**

**SG125-C3-R192**

## Introduction

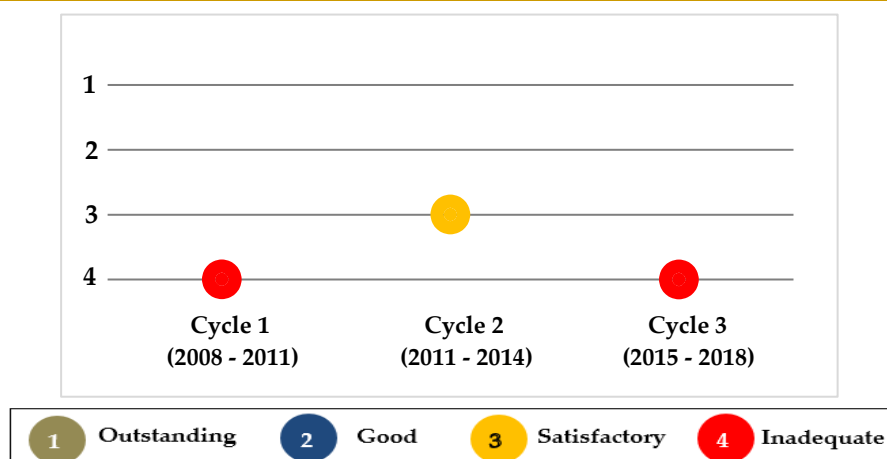
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the school's performance data and other documents. They spoke to the staff, students and parents. This report summarises their findings and recommendations.

### Summary of review judgements

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	4	4	-	4
	Students' personal development	4	4	-	4
Quality of processes	Teaching and learning	4	4	--	4
	Students' support and guidance	4	4	-	4
Quality assurance of outcomes and processes	Leadership, management and governance	4	4	-	4
Capacity to improve		4			
The school's overall effectiveness		4			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



# School Summary Report

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## Percentile words used in relation to different judgements

Grade	Relative words used	Interpretation
Outstanding	All / Almost all	Indicates completeness and comprehensiveness/about to reach completeness and comprehensiveness.
	The vast majority	Indicates an amount that exceeds most.
Good	Most	Indicates an amount that exceeds majority.
Satisfactory	Majority / Adequate / Suitable / Variable	Indicates more than average.
Inadequate	Minority / Few	Indicates less than average.
	Limited	Indicates less than minority.
	Very limited	Indicates scarcity/rarity.
	None	Indicates unavailability/nothing.

### School's overall effectiveness 'Inadequate'

#### Judgement justifications

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Although the self-evaluation reflects the school's situation and the strategic planning is theoretically accurate, the latter was not carried out according to a clear and specific work mechanism. This inadequately reflects on all schoolwork aspects, calling for intervention by the relevant parties to support the efforts for performance improvement.</li> <li>• The use of educational strategies, facilities and resources is ineffective in more than two-thirds of lessons, especially the class teacher lessons, and in all core subjects, particularly Arabic</li> </ul> | <p>and English in the second and third cycles.</p> <ul style="list-style-type: none"> <li>• Class and learning time management is poor, and assessments do not sufficiently meet the academic needs of the different categories of students.</li> <li>• Students' basic skills in subjects are underdeveloped. Their self-confidence is poor and they are unable to bear responsibility for their own learning, with low motivation of some of them towards learning.</li> <li>• Some students feel insecure due to the negative behaviour of some others and</li> </ul> |
|--|--|

the use of non-educational methods by a limited group of teachers.

However, most students are committed to attending school regularly.

- The academic support provided to students in lessons, written work and

school activities and programmes is poor, especially that provided for low achievers who are great in number.

- Students and parents are satisfied with the school's provision.

## Main positive features

- The majority of students attend the school regularly.

## Recommendations

- Seek intervention by the relevant parties at Ministry of Education to improve the school's overall performance according to a clear work mechanism, and support the leadership's efforts in a way that ensures:
  - students' psychological and physical security, and development of their behaviour and awareness
  - raising students' academic achievement and developing their basic skills in all subjects in the Primary and Intermediate Stages
  - addressing the shortfall in human resources, represented by a senior teacher for the class teaching system, new members for the social counsellors' team to accommodate the student numbers, and a nurse.
- Develop students' self-confidence and ability to bear responsibility in and out of lessons.
- Carry out effective professional development programmes for teachers, to enhance teaching and learning to include:
  - use of effective teaching and learning strategies
  - organised and productive management of lessons
  - assessments, and benefiting from their results in meeting students' different academic needs
  - encouragement and stimulation of students to increase their motivation towards learning
  - use of educational facilities and resources in an adequate manner.
- Support all categories of students in lessons, written work and school activities and programmes.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

- The school is incapable of introducing sufficient improvements to improve its overall performance since the school judgement has regressed from 'satisfactory' to 'inadequate'. This is particularly so with relation to developing teaching and learning and students' acquisition of the basic skills.
- Despite the fact that the strategic planning is accurate, including the comprehensive self-evaluation, its impact does not adequately show in schoolwork aspects, particularly in relation to students' academic achievement and their personal development, due to the many challenges the school faces, most significantly being:
  - the coexistence of two educational stages in the same building
  - the newness of most of the teaching and administrative staff, including the school Principal
  - the poor basic skills of most students in the core subjects
  - the low motivation of a group of students towards learning
  - the shortfall in human resources represented by a senior teacher for class teaching, social counsellors team and a nurse.
- The professional development programmes are inadequate in developing teaching and learning, which adversely affects the performance of teachers.
- The school's assessments of its situation as provided in the Self-Evaluation Form (SEF) are inconsistent with the judgements reached by the review team.

## Appendix: Characteristics of the school

Name of the school (Arabic)	مدينة عيسى الابتدائية الإعدادية للبنين													
Name of the school (English)	Isa Town Primary Intermediate Boys													
Year of establishment	2017													
Address	Building 136, Tunis Avenue, Block 803													
Town / Village / Governorate	Isa Town/ Southern													
School's Contacts	17681700				Fax		17685251							
School's e-mail	isatown.pr.b@moe.gov.bh													
School's website	-													
Age range of students	6-15 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				7-9				-					
Number of students	Boys		1,161			Girls		-			Total		1,161	
Students' social background	Most students are from limited to middle income families.													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		4	3	3	3	4	4	5	6	3	-	-	-
Number of administrative staff	12													
Number of teaching staff	91													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One month													
External assessment and examinations	<ul style="list-style-type: none"> <li>MoE examinations for the third cycle, second cycle mathematics and Grade 6 English.</li> <li>BQA national examinations.</li> </ul>													
Accreditation (if applicable)	-													

**Major recent changes in the school**

- The school was first open in the school year 2017-2018. The school building is new and modern and all of the teaching and administrative staff are newly hired.
- New appointments during the school year 2018-1019:
  - school Principal
  - second Assistant Principal
  - a senior teacher for each of the following academic departments: English, mathematics, science, Islamic education and social studies.