



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

# Directorate of Government Schools Reviews Short Review Report

**Al-Hidd Primary Boys School  
Al-Hidd – Al-Muharraq Governorate  
Kingdom of Bahrain**

**Date of Review: 29-31 October 2018**  
SG192-C3-R199

## Introduction

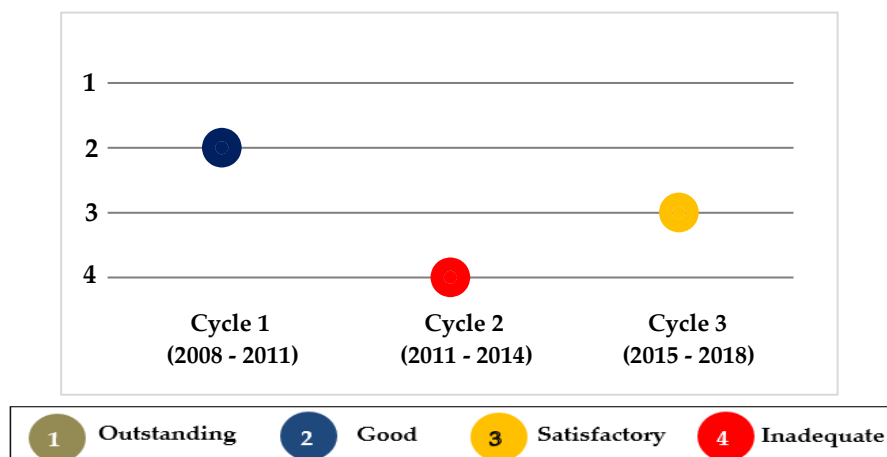
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed 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>
--------------------	----------	-------------	----------	---------------------	----------	-------------------	----------

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

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



## School Summary Report

---

### 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 'Satisfactory'

#### Judgement justifications

- The school uses multiple self-evaluation tools but benefits inconsistently from their results in identifying improvement priorities in the development and updating of the strategic plan according to the school's changing situation, especially with regard to performance indicators.
- Students acquisition of the basic skills in lessons is inconsistent, though most skills appeared to be satisfactory.
- The school members enjoy positive relationships with each other. The senior leadership disseminates a culture of change according to a shared vision, which contributes to the effective support provided to merged-class students and non-native speakers of Arabic. However, students of different learning categories receive inconsistent support through school programmes.
- The effectiveness of teaching strategies, opportunities provided to students to assume leadership roles, learning time management and the employment of assessment-for-learning, particularly to support low achievers, is inconsistent

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• The behaviour change programmes, as well as communication with the local community and partners, are effective in terms of students' personal</li> </ul> | <p>development and feeling of psychological security. This achieves the satisfaction of students and their parents.</p> |
|---|---|

### **Main positive features**

- The harmony among students, their commitment to positive behaviour and their respect for school rules and regulations.
- The senior management's effective motivation of school members, and encouragement of teamwork in the desire for development.
- The support provided to disabled and merged-class students.

### **Recommendations**

- Benefit from the results of the self-evaluation in developing and updating the strategic plan according to the school's changing situation, in order to ensure further improvement in all school work aspects.
- Monitor the impact of professional competency raising programmes on teachers' performance in developing teaching and learning, to focus more on:
  - developing the basic skills in subjects
  - managing learning time to ensure better productivity
  - benefiting from assessment results in supporting all groups of students, especially low achievers
  - providing more opportunities for students to assume leadership roles and bear responsibility in lessons.
- Support all categories of students, especially in school programmes, in order to further meet their learning needs.
- Address the shortfall in human resources represented by a senior teacher for class teaching.

### **□ Capacity to improve 'Satisfactory'**

#### **Judgement justifications**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• The school's performance and all its work aspects have improved from inadequate to satisfactory level.</li> <li>• The results of the various self-evaluation and assessment tools are</li> </ul> | <p>used in building the strategic plan. However, the inconsistency in updating the plan according to the changing situation of the school and in monitoring the impact of professional</p> |
|---|--|

competency raising programmes has led to inconsistency in the quality of the teaching process.

- The school leadership is adequately aware of the school situation, shown by the consistency between its assessment of most work aspects as provided in the Self-Evaluation Form (SEF) and the judgements reached by the review team.

- The school has successfully overcome the challenges it faces by achieving evident improvement, in students' behaviour, raising their awareness and delegating authority to address the lack of a senior teacher in the class teaching department.

## Appendix: Characteristics of the school

Name of the school (Arabic)	الحد الابتدائية للبنين														
Name of the school (English)	Al-Hidd Primary Boys														
Year of establishment	1962														
Address	Building 185, Road 607, Block 106														
Town / Village / Governorate	Al-Hidd/ Muharraq														
School's Contacts	17671243				Fax		17676386								
School's e-mail	hidd.pr.b@moe.gov.bh														
School's website	-														
Age range of students	6-10 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1-4				-				-						
Number of students	Boys		623			Girls		-			Total		623		
Students' social background	The vast majority of students are from average income families.														
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12	
	Classes		5	4	4	5	-	-	-	-	-	-	-	-	-
Tracks	Grades		Distribution of classes on Tracks												
	Grade 10		-												
	Grade 11		-												
	Grade 12		-												
Number of administrative staff	10 administrative and 16 technical														
Number of teaching staff	61														
Curriculum	Ministry of Education (MoE)														
Main language(s) of instruction	Arabic														
Principal's tenure in the school	3 years														

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE examinations for Grade 4 mathematics.</li> </ul>
<b>Accreditation (if applicable)</b>	-
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Appointments in the current school year 2018-2019: <ul style="list-style-type: none"> <li>- 3 senior teachers for core subjects' departments: Arabic, mathematics and science.</li> <li>- 2 English teachers.</li> <li>- A learning difficulties specialist.</li> </ul> </li> </ul>