



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

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

**Al-Belad Al-Qadeem Intermediate Boys School
Al-Belad AlQadeem - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 17–19 March 2014
SG078-C2-R161**

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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		Al-Belad Al-Qadeem Intermediate Boys School															
School's type		Government															
Year of establishment		1976															
Age range of students		13-15 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		-				7-9				-							
Number of students		Boys	590	Girls	-				Total	590							
Students' social background		Most students come from middle and limited-income families.															
Classes per grade		Grade															
		1	2	3	4	5	6	7	8	9	10	11	12				
		Classes	-	-	-	-	-	-	6	6	6	-	-	-			
Town /Village		Al-Belad Al-Qadeem															
Governorate		Northern															
Number of administrative staff		7															
Number of teaching staff		54															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		3 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			
		91				35				3				25			
Major recent changes in the school		-															

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 remains inadequate, matching the January 2010 review, following two monitoring visits and achieving 'sufficient progress' in the second. This is attributed to inaccurate self-assessment and inability to effectively utilise the results, determine work priorities or set accurately a follow up strategic plan. Students' standards in some Arabic lessons show some progress. Though most students' behaviour has partially improved, inclusive and speech difficulties students made good progress, and the school's ranking in Grade 9 general examinations progressed from tenth to eighth position. Students' academic achievement is inadequate and proficiency rates are low. Students' progress is limited, especially in English and mathematics, their acquisition of basic skills is weak and enthusiasm is lacking. Assessment techniques and classroom management are ineffective. Support for students, especially low-achievers, is limited. However, students and parents are satisfied with the school's provision.

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

Grade: 4 Inadequate

The school's capacity to improve remains inadequate, as in the previous review. However, limited improvement has been observed, especially in students' behaviour and the effectiveness of Arabic lessons. Though leadership, especially senior teachers, are stable at school, monitoring of the impact of professional development programmes is inconsistent. The school's recent strategic plan is ineffective, due to inaccuracy in determining work priorities to raise students' academic achievement in English, support students according to their abilities, especially low-achievers, and improve the quality of teaching and learning processes. Students' weak acquisition of basic skills and their lack of enthusiasm are factors preventing better school performance, which requires immediate external support to ensure raising overall effectiveness.

The school's main strengths

- Support offered to inclusive and speech difficulties students.

Recommendations

In order to improve, the school should:

- receive immediate external support to ensure raising overall effectiveness
- raise students' academic achievement, enabling them to acquire basic skills in core subjects especially English and mathematics
- identify priorities accurately, based on the results of comprehensive self-assessment, to set up an effective strategic plan and follow up its implementation
- improve teaching and learning strategies, to include:
 - adopting effective classroom management
 - employing effective assessment techniques and utilising the results to meet students' different needs
 - enhancing students' roles, developing their self-confidence and ability to take responsibility
 - supporting students in and outside lessons, especially low achievers
- follow up the impact of professional development programmes on teachers' performance, to ensure students' academic progress during lessons.