



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

Date of Review: 22–24 September 2014

SG192-C2-R189

Table of Contents

Directorate of Government Schools Reviews	1
Introduction	2
Characteristics of the school	2
Table of review judgements awarded	3
Review judgements	4
Overall effectiveness	4
The school's main strengths	5
Recommendations	6

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 six 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-Hidd Primary Boys School											
School's type		Government											
Year of establishment		1926											
Age range of students		7–10 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		1-4				-				-			
Number of students		Boys	505	Girls	-				Total	505			
Students' social background		Most students come from low-income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	4	4	4	4	-	-	-	-	-	-	-	-
Town /Village		Al-Hidd											
Governorate		Muharraq											
Number of administrative staff		17 administrative, 18 technicians											
Number of teaching staff		50											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		3 years											
External assessment and examinations		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	
		179				35			10			34	
Major recent changes in the school		<ul style="list-style-type: none"> Appointing 8 new teachers in 2014-2015: 2 for science, 2 for class teaching, 1 for each of Islamic studies, mathematics, ICT and physical education Changes in 2013-2014: <ul style="list-style-type: none"> senior teachers reduced from 6 to 2 social workers reduced from 4 to 2. 											

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 has changed from 'good' in the December 2010 review to 'inadequate' this time. All review aspects are lower than expected, attributed to limited use of self-evaluation results, lack of improvement prioritisation in strategic planning, and ineffective follow-up of professional development programmes. Students' academic standards in acquiring basic skills in all subjects are below expected levels, as is their awareness and enthusiasm to learn. They lack self-confidence and a sense of responsibility, due to ineffective teaching and learning strategies, poor behavioural and classroom management, inadequate educational support for students, and limited use of assessment results to meet their different educational needs. Positive aspects include the progress achieved by the merged class students and the school's communication with parents, who are generally satisfied with the school's performance.

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

Grade: 4 Inadequate

The school capacity to improve has changed from 'good' in the previous review to 'inadequate' this time. Self-evaluation results are not utilised in developing the strategic plan, which itself doesn't focus on work priorities. Mechanisms and following up on implementation of the strategic plan are inaccurate particularly relating to teachers' professional development programmes. This adversely impacts on teachers' performance, especially new ones. The school faces some challenges in lack of middle management, instability of the teaching staff, and differing visions between the middle and senior leadership in following up and implementing action plans, resulting in dispersion of effort. The low standards of students, their lack of awareness, and limited effectiveness of teaching and learning processes requires external support, to ensure that the school's overall performance is raised.

The school's main strengths

- Effective support programmes offered to merged students
- Communication with parents and response to their suggestions.

Recommendations

In order to improve, the school should:

- provide external support to address the shortage of senior teachers of core subjects, to ensure raising students' academic and personal achievement
- use self-evaluation results to develop the strategic plan, focusing on improving the school's overall performance
- improve and develop students' positive behaviour
- develop teaching and learning strategies, to include:
 - managing lessons effectively to increase productivity
 - enabling students to acquire basic skills in core subjects
 - providing opportunities for students to participate in lessons, enhancing their self-confidence, and their ability to assume responsibility
 - using assessment results to support and meet the needs of different categories of students.
- monitor the impact of teachers' professional development programmes, and their direct impact on teachers' performance.