



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

# Directorate of Government Schools Reviews Short Review Report

**Confidential**

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

**Date of Review: 25 – 27 February 2013**

SG079-C2-R083

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## The Directorate of Government Schools Reviews

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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:

<b>Grade description</b>	<b>Interpretation</b>
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 seven 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

<b>School's name</b>		Al-Hidd Primary Intermediate Boys School												
<b>School's type</b>		Government												
<b>Year of establishment</b>		1956												
<b>Age range of students</b>		10-14 years												
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>				
		5-6				7-9				-				
<b>Number of students</b>		<b>Boys</b>	860	<b>Girls</b>	-	<b>Total</b>				860				
<b>Students' social background</b>		Most students come from low and middle-income families.												
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
	<b>Classes</b>	-	-	-	-	4	5	6	5	6	-	-	-	
<b>Town /Village</b>		Al-Hidd												
<b>Governorate</b>		Muharraq												
<b>Number of administrative staff</b>		12												
<b>Number of teaching staff</b>		70												
<b>Curriculum</b>		Ministry of Education (MoE)												
<b>Main language(s) of instruction</b>		Arabic												
<b>Principal's tenure</b>		1 year												
<b>External assessment and examinations</b>		MoE and QQA national examinations												
<b>Accreditation (if applicable)</b>		-												
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>				<b>Gifted &amp; Talented</b>			<b>Physical Disabilities</b>			<b>Learning Difficulties</b>		
		65				12			1			30		
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>The school joined the schools' improvement programmes in the academic year 2012-2013</li> <li>Appointing a new teacher for technology and design, and a specialist for outstanding and talented students in the current academic year.</li> </ul>												

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	3	4	-	4
Students' personal development	3	3	-	3
The quality and effectiveness of teaching and learning	4	4	-	4
The quality of the curriculum implementation	3	3	-	3
The quality of support and guidance for students	3	3	-	3
The quality and effectiveness of leadership, management and governance	3	3	-	3

### Key:

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

## Review judgements

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### Overall effectiveness

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

#### Grade: 4 Inadequate

Overall effectiveness has changed from satisfactory in the previous review of December 2009 to inadequate in this review. Academic achievement is inadequate in more than 25% of lessons observed. This is attributed to students' poor attainment and progress, regression in basic skills especially in grades 8 & 9, variation in the effectiveness of teaching, and the limited support provided for different categories of students during lessons, especially low achievers. However, other aspects of school work are better. Students demonstrate respect for each other and for their teachers. This is attributed to their maturity, awareness and observance of values promoted through the school's support programmes and extra-curricular activities, alongside the leadership's role in overall planning and strengthening interpersonal relationships among stakeholders. Students and parents are satisfied with the school's performance.

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

#### Grade: 3 Satisfactory

The school's capacity to improve is satisfactory, matching the judgement in the previous review. This reflects close monitoring of teachers' performance and the strengthening of interpersonal relationships amongst, and motivation of, teachers. Teachers, therefore, apply strategies that reflect on students' attainment in the second cycle, with improvement in most students' discipline, and in the school environment and its facilities. Although training is offered for teachers, its impact has not been significant in academic achievement. Despite administration's awareness of the school's strengths, areas needing improvement, and although a lot of judgements stated in the school self-evaluation match this review, some tough challenges have not been completely handled. These include students' poor acquisition of basic skills in most subjects and the limited motivation some show towards learning, especially in the intermediate stage.

## **The school's main strengths**

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- The students' understanding of Bahrain's culture and heritage, their observance of Islamic values and the maturity reflected in their respect to each other and to their teachers
- Senior leadership's encouragement of the school's staff and promotion of social solidarity.

## Recommendations

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### **In order to improve, the school should:**

- raise the students' academic achievement in core subjects, especially in mathematics and English
- develop teaching and learning strategies, to include:
  - enabling students' to acquire basic skills in core subjects, especially in the intermediate stage
  - using assessment to diagnose and meet the students' different learning needs
  - support students of different categories, especially low achievers.
- monitor the impact of professional development programmes on improving teachers' competencies and in raising the academic achievement of students.