



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

Directorate of Government Schools Reviews

Short Review Report

**Awal Intermediate Boys School
Sitra – Capital Governorate
Kingdom of Bahrain**

Date of Review: 15-17 October 2018
SG151-C3-R196

Introduction

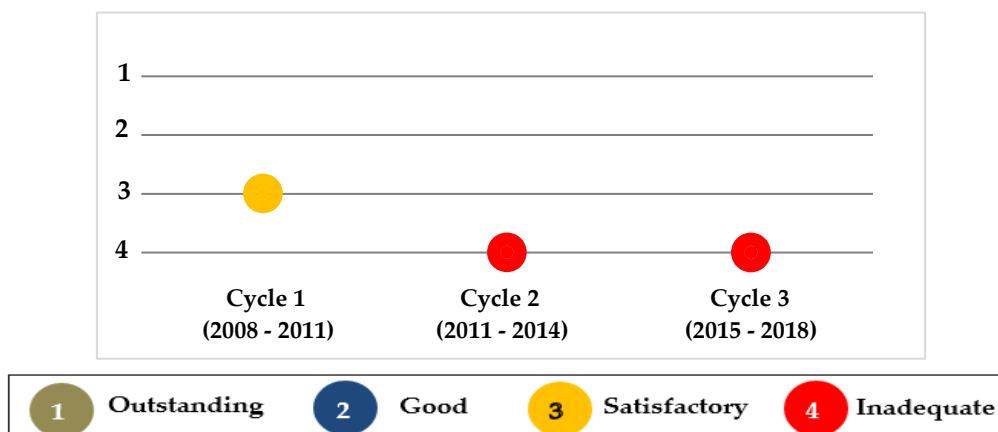
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed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

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	-	4	-	4
	Students' personal development	-	4	-	4
Quality of processes	Teaching and learning	-	4	-	4
	Students' support and guidance	-	4	-	4
Quality assurance of outcomes and processes	Leadership, management and governance	-	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

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

- The self-evaluation is inaccurate, leading to limited effectiveness of the strategic planning procedures which lack clear mechanisms to measure the quality of implementation. The school's vision is not reflected in all work aspects.
- Students show low level of awareness and commitment to good behaviour, which affects their security and stability at school.
- Students' academic standards are weak, and their progress in almost two-thirds of the lessons is inadequate as a result of their poor basic skills, the poor academic support they receive and their low motivation to learn.
- The effectiveness of teaching and learning is limited in terms of poor management of students' behaviour, lack of utilisation of learning time, insufficient written work being assigned and use of ineffective assessment methods that fail to meet students' academic needs.
- Students' participation in and out of lessons is limited, as are the opportunities provided to them to develop their self-confidence and assume leadership roles.
- Some matters pose a threat to students' safety, such as those related to the

maintenance of the school building, overcrowded classrooms and the absence of safety requirements at time of dismissal.

- The effectiveness of personal and academic support programmes provided

to all groups of students in and out of lessons is poor, except for the positive assistance the merged-class students receive in their respective programmes. However, students and their parents express their satisfaction with the school.

Main positive features

- The support provided to the merged-class students in their respective programme.

Recommendations

- Seek the necessary support from the relevant parties at Ministry of Education (MoE) and work on the stability of the school's administrative staff, to ensure raising the overall performance level while focussing on:
 - accurately implementing the self-evaluation and benefiting from its results to inform the implementation of the school's strategic and other plans, monitoring the quality of their implementation through clear and rigorous mechanisms
 - providing school members with a healthy and secure environment, especially with regards to the regular maintenance of the school building, easing classroom overcrowding, and ensuring a safer dismissal of students
 - addressing the shortfall in human resources, namely social counsellors to accommodate for the student numbers and a second learning-difficulties specialist.
- Raise students' motivation towards learning, develop their positive conduct and ensure they are stable and secure at school.
- Raise students' academic achievement and provide them with the basic skills in all subjects.
- Develop teachers' professional performance, to ensure the improvement of teaching and learning by focussing on:
 - use of effective teaching and learning strategies
 - management of students' behaviour and productive use of learning time
 - provision of opportunities for students to actively participate in lesson activities, promote their self-confidence and assume leadership roles
 - employment of assessment methods, and benefiting from their results in meeting students' different academic needs, assigning effective written work and accurately marking it.
- Support all groups of students personally and academically in lessons, school programmes and activities.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school has retained the 'inadequate' judgement of its overall effectiveness and in all school work aspects.
- The school's assessment and planning processes effectiveness is poor, especially in terms of the accuracy of evaluating students' academic attainment and teachers' standards in lessons. Implementation of the school plans is ineffective, with a lack of clear quality-monitoring mechanisms.
- The school's evaluation of its effectiveness and work aspects, as provided in the self-evaluation form (SEF) is inconsistent with the judgements reached by the review team, with one degree of difference.
- The procedures taken to develop teachers' performance and enhance teaching and learning are ineffective, due to limited accuracy of class observation evaluations.
- The school faces big challenges that hinder the improvement of its performance in general, including:
 - The instability of the senior management, particularly the assistant principals.
 - The poor basic skills of students, especially the new ones.
 - The steady increase in student numbers, and overcrowding in classrooms.
 - The shortfall in human resources in some of the core departments, including the social guidance and learning difficulties departments.

Appendix: Characteristics of the school

Name of the school (Arabic)	أوال الإعدادية للبنين												
Name of the school (English)	Awal Intermediate Boys												
Year of establishment	1980												
Address	Building 1311, Road 732, Block 607												
Town / Village / Governorate	Sitra/ Capital												
School's Contacts	17730063	17735643	Fax		17735643								
School's e-mail	awal.in.b@moe.gov.bh												
School's website	-												
Age range of students	13-15 years												
Grades (e.g. 1 to 12)	Primary			Middle				High					
	-			7-9				-					
Number of students	Boys	980	Girls	-	Total	980							
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	-	-	-	-	-	-	10	9	9	-	-	-
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	12 administrative and 5 technical												
Number of teaching staff	70												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	8 years												
External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations. • BQA national examinations. 												

Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in school year 2018-2019: <ul style="list-style-type: none"> - Two Assistant Principals - A learning resources centre specialist - 10 Teachers, including 3 for English, 1 for mathematics, 1 for Arabic.