



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

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

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

**Date of Review: 10-12 November 2014  
SG151-C2-R199**

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## 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 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

<b>School's name</b>		Awal Intermediate Boys School											
<b>School's type</b>		Government											
<b>Year of establishment</b>		1980											
<b>Age range of students</b>		13-15 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		-				7-9				-			
<b>Number of students</b>		<b>Boys</b>	797	<b>Girls</b>	-				<b>Total</b>	797			
<b>Students' social background</b>		Most students come from average-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>	-	-	-	-	-	-	9	8	8	-	-	-
<b>Town /Village</b>		Sitra											
<b>Governorate</b>		Capital											
<b>Number of administrative staff</b>		10											
<b>Number of teaching staff</b>		73											
<b>Curriculum</b>		Ministry of Education (MoE)											
<b>Main language(s) of instruction</b>		Arabic											
<b>Principal's tenure</b>		4 years											
<b>External assessment and examinations</b>		MoE examinations 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>	
		130				70			5			58 + 7 merged	
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>• A class for merged students commenced in 2012-2013.</li> </ul>											

## 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

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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 May 2010 review to 'inadequate' this time. All aspects are inadequate. Self-evaluation is inconsistent with weak use of the results to determine priorities in the strategic plan, to ensure raising students' academic achievement and enhancing personal development. Weak implementation of action plans and following them up, ineffective teaching methods in enabling students to acquire basic skills, poor time management during lessons in assessing students' learning and meeting their educational needs add to the challenges. Weak support is offered to different categories of students in and outside classrooms, and when they face problems. This all negatively impacts on students' awareness and responsibility for their own learning and behaviour. Procedures for students' security, particularly during departure, are insufficient. The school takes care of its environment, utilising facilities adequately and obtains students' and parents' satisfaction.

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

#### **Grade: 4 Inadequate**

The school's capacity to improve has changed from 'satisfactory' in the previous review to 'inadequate' this time. The strategic plan is based on inaccurate analysis of the school's situation and identification of work priorities. Follow-up mechanisms are weak. Leadership's performance in supporting and guiding teachers varies, resulting in poor classroom management. Strategies to motivate students towards learning are ineffective and support for various categories of students is limited, leading to a low level of basic skills acquisition. Support for students with problems, or to improve behaviour, is insufficient. Despite the school's attempts to reduce misbehaviour and improve safety and security, students' departure from school is not safe. These challenges affect the school's capacity to improve its overall performance.

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

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- The school's utilisation of facilities.

## Recommendations

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

- obtain immediate external support to ensure improving general performance
- develop positive behaviour among students, and ensure their secure and safe departure from school
- implement rigorous self-evaluation and use results to develop the strategic plan, including accurate and comprehensive goals, and monitoring implementation based on clear performance indicators
- raise students' academic achievement, enabling them to acquire the necessary basic skills in all subjects
- follow up the impact of professional development programmes on teachers' performance, enabling them to apply effective teaching and learning strategies including:
  - developing students' motivation towards learning, enhancing their self-confidence and responsibility for their own learning
  - employing effective assessment techniques, making use of the results to meet students' different educational needs
  - implementing productive classroom management and optimal use of time.