



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

Directorate of Government Schools Reviews

Short Review Report

**Hamad Town Intermediate Boys School
Hamad Town – Northern Governorate
Kingdom of Bahrain**

Date of Review: 23-25 April 2018

SG123-C3-R183

Introduction

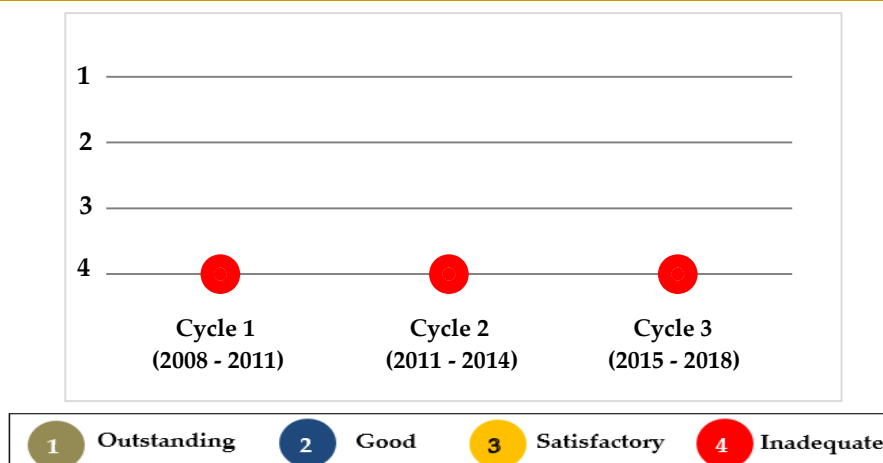
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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 leadership and management processes lack accuracy and rigour, especially those relating to the self-evaluation, building the various school plans, with poor monitoring of the quality of implementation, the clarity of performance indicators, the low expectations of students' academic achievement, limited effectiveness of the professional development programmes provided to teachers, and the lack of accuracy in the evaluation of class visits.
- The employment of teaching and learning strategies is ineffective, as is the use of assessment methods, the support provided to students based on their different abilities, and the low productivity in class management.
- Students achieve low pass and proficiency rates in all core subjects, and inadequate progress is made in most of the lessons observed.
- Students' self-confidence is low and their participation in lessons is limited. They are unable to take responsibility for their own learning due to the low levels of motivation. The level of inappropriate behaviour among students is high, including quarrels

which affect their psychological safety. Teachers use non-educational methods to deal with students, which reflects negatively on students' and parents' satisfaction.

- The support provided to the merged class students is effective, empowering them with life and academic skills and

including them in extracurricular activities.

- The enrichment programmes provided to high achievers are insufficient and the support programmes provided to low achievers are limited, even though they represent the majority.

Main positive features

- The effective support provided to the merged class students.

Recommendations

- Provide immediate support to the school by the relevant parties at MoE, to develop the overall performance and take necessary measures regarding the following:
 - increase students' awareness and behaviour management, and ensure their psychological safety
 - ensure the stability of the senior leadership and their team spirit
 - ensuring the safety and security of the school environment
 - address the shortfall in human resources represented by senior teachers for the Arabic, English and mathematics departments, and increase the social counselling department members to suit the number of students.
- Develop the effectiveness of leadership and management, focussing on:
 - implementing an accurate self-evaluation, and benefiting from its results in building a unified strategic plan and related action plans, with accurate performance indicators and clear follow up mechanisms to ensure the quality of implementation
 - providing effective professional development programmes for teachers
 - increasing teachers' expectation levels of the students to ensure that students' motivation towards learning is raised.
- Raise students' academic achievement and their acquisition of the basic skills in all core subjects.
- Develop teaching and learning processes, focussing on:
 - the effective use of learning strategies
 - effective and productive classroom management
 - the use of effective assessment methods to ensure that students' learning is improved
 - supporting students of all abilities in lessons, written work and support programmes.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school has retained its overall effectiveness as inadequate over the past three reviews.
- There is more than one strategic plan in the school, with a lack of connection between them, which affects the unity of direction between senior and middle management.
- The self-evaluation lacks accuracy in those aspects relating to teaching and learning processes and students' awareness; therefore, these areas do not benefit from the results in planning, as those relating to academic standards which is weak, with monitoring being limited to procedures rather than quality.
- The school's judgements in the Self-Evaluation Form (SEF) are inconsistent with those of the review team in all aspects.
- It is necessary for the school to get immediate support from relevant external parties in order to face the following challenges:
 - the succession of five Principals in the last three school years, as well as the constant turnover of the Assistant Principals
 - the varied team spirit between the school's senior leadership
 - the shortfall of senior teachers in the Arabic, English, and mathematics departments
 - 20% of teachers in the core subjects have only been recruited in the current school year
 - the low motivation of the majority of students, the high number of behavioural problems, the few programmes to address them, and the shortfall in the number of social counsellors
 - 17% of Intermediate students are in their first year at that level while not passing subjects, being fresh from the Primary stage.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدينة حمد الإعدادية للبنين													
Name of the school (English)	Hamad Town Intermediate Boys													
Year of establishment	1987													
Address	Building 173, Road 504, Block 1205													
Town / Village / Governorate	Hamad Town/ Northern													
School's Contacts	17412039	17413329	Fax		17413866									
School's e-mail	hamadtown.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	902	Girls	-		Total	902							
Students' social background	Students are from middle and limited-income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	9	9	9	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	9 administrative, 3 technical													
Number of teaching staff	77													
Curriculum	MoE													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	Two years													
External assessment and examinations	<ul style="list-style-type: none"> MoE examination. BQA National examinations. 													

Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • The succession of five Principals in the last three school years, and the constant change of the Assistant Principals, the last changes being the appointment of the school Principal and two Assistant Principals in the school year 2016-2017. • Transfer of the senior teachers of mathematics and Arabic, without providing a replacement. • The appointment of seven teachers for core subjects in the school year 2017-2018, being: 3 for mathematics, 2 for science, 1 for Arabic and 1 for English.