



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

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

**Hamad Town Intermediate Girls School
Hamad Town - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 18-20 November 2013
SG157-C2-R132**

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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 ten 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		Hamad Town Intermediate Girls School													
School's type		Government													
Year of establishment		1986													
Age range of students		13-15 years													
Grades (e.g. 1 to 12)		Primary				Middle				High					
		-				7-9				-					
Number of students		Boys		-		Girls		810		Total		810			
Students' social background		Majority come from middle-income families													
Classes per grade		Grade		1	2	3	4	5	6	7	8	9	10	11	12
		Classes		-	-	-	-	-	-	8	9	9	-	-	-
Town /Village		Hamad Town													
Governorate		Northern													
Number of administrative staff		10 administrative and 15 technicians													
Number of teaching staff		86													
Curriculum		Ministry of Education (MoE)													
Main language(s) of instruction		Arabic													
Principal's tenure		2 months													
External assessment and examinations		MoE Examinations and 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	
		178				94				2				43	

Major recent changes in the school	<ul style="list-style-type: none">• The school was established in 2013-2014 following separation from Hamad Town Intermediate Secondary School• Appointing a principal, an assistant principal, and 20 teachers mostly in core subjects• Appointed staff in 2012:<ul style="list-style-type: none">- senior teachers for science, mathematics, information technology, physical education and social studies- 2 social workers.
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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	-	4	-	4
Students' personal development	-	3	-	3
The quality and effectiveness of teaching and learning	-	4	-	4
The quality of the curriculum implementation	-	3	-	3
The quality of support and guidance for students	-	3	-	3
The quality and effectiveness of leadership, management and governance	-	3	-	3

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 is inadequate, against satisfactory in the March 2010 review when the school consisted of both intermediate and secondary stages. Students' achievement is inadequate in a quarter of observed lessons. Their acquisition of basic skills, particularly in English, is weak due to inconsistent and teacher-centred teaching and learning strategies. This reduces opportunities for students to develop self-confidence and take on responsibilities and leadership roles. Time management and use of assessment are ineffective, not meeting students' needs, particularly low achievers. Other aspects, including personal development, curriculum enrichment, support and guidance, and management and leadership are good. The school uses its environment and extra-curricular activities to consolidate citizenship and induct recently joined students, who form over two thirds of total number. Most students and parents are satisfied with the school's provision.

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

Grade: 3 Satisfactory

The school's capacity to improve is satisfactory, matching its judgement in the previous review. Leadership is aware of the situation, based on comprehensive self-evaluation used in strategic planning. The school has sustained improvements in areas such as students' behaviour, their discipline and participation in school life through joining committees, and activities which enhance the curriculum. Students also utilise the school's environment and the training and development centre. Despite all the efforts made by the school, it still faces some challenges, such as the fresh students whose results reflect their low competency in basic skills, particularly in English, inconsistent performance of the teaching staff accompanied by the large number of recently appointed teachers, particularly in core subjects, following the separation between the intermediate and secondary stages.

The school's main strengths

- Induction programme that helps recently joined students settle down quickly and easily
- Developing students' understanding of their rights and responsibilities, use of extra-curricular activities and the school's environment to enhance the curriculum
- Students' feel safe and secure, with a good relationship among themselves and with their teachers.

Recommendations

In order to improve, the school should:

- raise students' academic achievement and their competency in basic skills in all subjects, particularly English
- develop teaching and learning strategies to make lessons student centred, focussing on:
 - use of effective assessment to diagnose and meet the learning needs of students of different age group abilities, particularly low achieving students
 - good time management to increase the productivity of lessons
 - challenging students' differing abilities in lessons and on assigning homework.
- monitor the impact of professional development programmes on teachers' performance
- enhance students' self-confidence; enable them to take on responsibilities and leadership roles during lessons.