



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

# **Directorate of Government Schools Reviews**

## **Short Review Report**

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

**Date of Review: 20-22 December 2016**

**SG157-C3-R093**

## Introduction

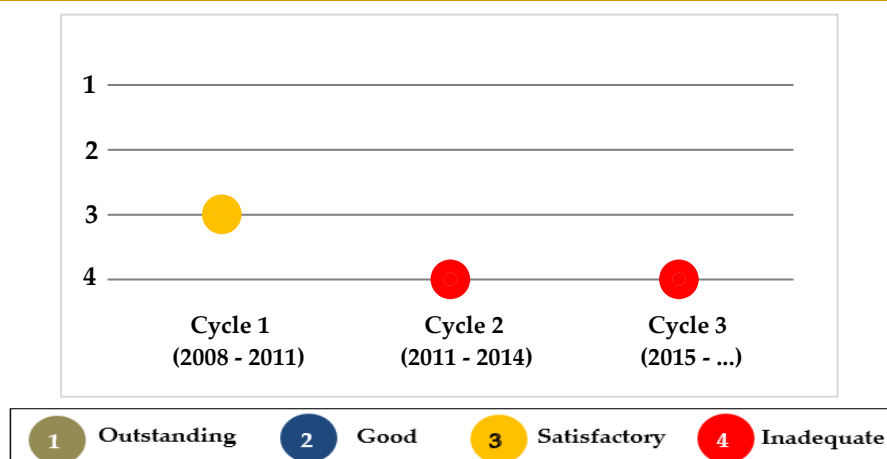
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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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

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### 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

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Strategic planning and self-evaluation processes are poor and do not focus on improvement priorities. Follow-up mechanisms and monitoring implementation are weak, particularly in relation to academic achievement and teaching and learning.</li> <li>• Teaching and learning strategies are ineffective as they are mainly teacher-centered. More than half of the core subjects' lessons are inadequate, mainly in science, Arabic and English.</li> <li>• Time and classroom management in the majority of lessons is poor, with</li> </ul> | <ul style="list-style-type: none"> <li>insufficient assessment in meeting the different learning needs of students.</li> <li>• The effectiveness of students' positive behaviour enhancing programmes is poor.</li> <li>• Proficiency rates of students in most of the core subjects are low, with poor basic skills which negatively affect their levels in lessons.</li> <li>• There are limited opportunities for students to participate in lessons with confidence and enthusiasm, and to demonstrate their ability in taking on responsibility.</li> </ul> |
|---|--|

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Learning and personal support provided for students in lessons and school programmes is poor for all categories of students, particularly those with low</li> </ul> | <ul style="list-style-type: none"> <li>• attainment who represent most of the school population.</li> <li>• Students and parents are satisfied with the school's provision.</li> </ul> |
|--|--|

## Main positive features

- None.

## Recommendations

- The Ministry of Education should immediately intervene to support the school management's efforts to ensure the awareness of the school leadership at all levels. Work is required on all the improvement priorities in light of the clear regress in most schoolwork aspects.
- Implement a comprehensive accurate self-evaluation and use its results to build a strategic plan that focuses on improvement priorities driven by clear performance indicators, thereby ensuring improvement in the overall performance of the school.
- Raise students' academic achievement through enhancing their basic skills in core subjects.
- Monitor the impact of the teachers' professional development programmes in improving the teaching and learning strategies, to include:
  - productive and organised classroom management
  - assessment for learning and using results to meet the various learning needs of students
  - provide opportunities for students to participate in lessons, thereby enhancing their self-confidence and the ability to take on responsibility.
- Address the shortage in human resources, represented by a senior teacher for mathematics and two specialists, for the learning resource centre and for the talented and gifted students, and completion of the social counsellor staff to match the number of students.

### Capacity to improve 'Inadequate'

#### Judgement justifications

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• The school's overall performance has regressed from 'Satisfactory' to</li> </ul> | <ul style="list-style-type: none"> <li>• 'Inadequate' in students' personal development, support and guidance,</li> </ul> |
|---|---|

and leadership and management, and remains 'Inadequate' in both academic achievement and teaching and learning.

- Strategic planning is ineffective in achieving the required improvement, due to the poor non-comprehensive self-evaluation processes.
- The school leadership is unable to make the improvements needed in the school work improvement priorities in order to enhance overall performance levels. Improvements currently focus on development of the school environment.
- Insufficient monitoring takes place on the impact of the teachers' professional development programmes. This negatively impacts the performance of the majority of them in more than half of the lessons in core subjects.

- The school faces many challenges, the most important being:

- poor students' basic skills in all core subjects
- instability of the teaching staff
- shortage in human resources represented by a senior teacher of mathematics, specialists for a Learning Resource Centre and the gifted and talented, and an insufficient number of social counsellors.

- The school's evaluation of all schoolwork aspects, as provided in the self-evaluation form (SEF), is inconsistent with the judgements reached by the review team.

## Appendix: Characteristics of the school

Name of the school (Arabic)	مدينة حمد الإعدادية للبنات												
Name of the school (English)	Hamad Town Intermediate Girls												
Year of establishment	1986												
Address	Building 2405 - Road 439 - Block 1204												
Town / Village / Governorate	Hamad Town/ Northern												
School's Contacts	17410434				Fax		17410072						
School's e-mail	hamadtown.in.g@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		-		Girls		1149		Total		1149		
Students' social background	Most 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	-	-	-	-	-	-	12	11	9			
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	-											
	Grade 12	-											
Number of administrative staff	27 administrative and 13 technicians												
Number of teaching staff	100												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	4 years												

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE examinations.</li> <li>• BQA National Examinations.</li> </ul>
<b>Accreditation (if applicable)</b>	-
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• New appointments in the school year 2016-2017: <ul style="list-style-type: none"> <li>- 3 senior teachers, for English, home economics and physical education</li> <li>- 18 teachers, including 1 for Arabic, 2 for English, 3 for mathematics and 2 for science.</li> </ul> </li> </ul>