



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 Primary Boys School  
Hamad Town - Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 11-13 April 2016  
SG056-C3-R060**

## Introduction

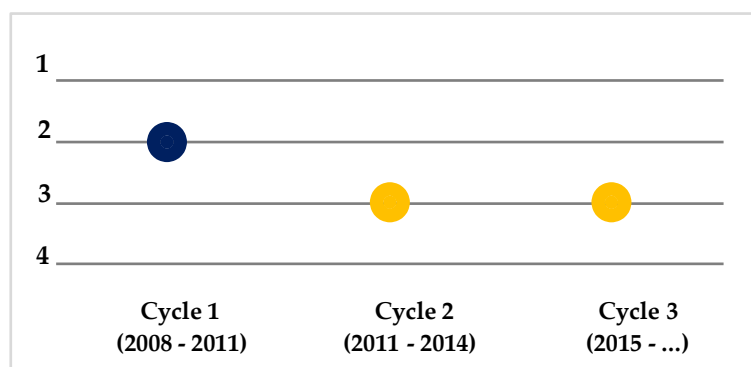
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, 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	3	-	-	3
	Students' personal development	3	-	-	3
Quality of processes	Teaching and learning	3	-	-	3
	Students' support and guidance	3	-	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	3	-	-	3
Capacity to improve		3			
The school's overall effectiveness		3			

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 'Satisfactory'

#### Judgement justifications

- Inconsistency in the accuracy and comprehensiveness of the school's self-evaluation process affected the strategic plan that determines the school's development priorities. Therefore, the KPIs are unclear and follow-up mechanisms are erratic.
- Students' acquisition of basic skills in most core subjects varies, particularly in English where basic skills are inadequate in most lessons due to disparity in class management and use of assessment techniques and their results in supporting various categories of students, especially the low achievers.
- Some students behave inappropriately in a number of lessons. The school exerts efforts to limit this through the implementation of educational guidance programmes and activities, which have relatively contribute to positive improvement in students' behaviour.
- The leadership plays a positive role in enhancing relationships among the school's staff, which motivates them to work as a team.

- The school supports and cares for students with learning difficulties and those with speech problems. It also arranges programmes for the merged-class students.
- The school maintains good links with the local community, enriching

students' learning experiences. It also maintains good communication channels with parents through participation in various school activities, resulting in both students' and their parents' satisfaction with the school's provision.

## Main positive features

- Links with the local community and the positive relationships among the school's stakeholders.
- Good support offered to students with learning difficulties, merged-class students and those with speech problems.

## Recommendations

- Apply more rigorous and comprehensive self-evaluation process and use its results in setting the strategic plan with clear KPIs and accurate follow-up mechanisms.
- Raise students' academic achievement by developing teaching and learning, with a focus on:
  - acquiring basic skills in core subjects to further extent, especially in English
  - effective use of assessment techniques and utilising their results in meeting students' various learning needs
  - effective and productive classroom management
  - providing learning support to various categories of students, particularly the low achievers.
- Enhance the behaviour management programmes to ensure that they have a greater impact on students' personal development.
- Address the shortage in human resources, mainly in a senior teacher for English.

## Capacity to improve 'Satisfactory'

### Judgement justifications

- The accuracy and comprehensiveness of the school's self-evaluation process varies, as does utilisation of its results

in setting up the strategic plan and determining the school's development priorities. This inconsistently impacts

improving the effectiveness of teaching and learning process and raising students' academic achievement.

- The management seeks to introduce improvements to the school environment in order to make it inspiring and part of the learning process.
- The school faces a number of challenges, as follows:
  - shortage in human resources, represented in a senior teacher for English

- students are from various cultural and social backgrounds
- female teachers' interest in teaching boys varies
- poor classroom management, especially in English.

- The school's judgements of its performance in the self-evaluation form (SEF) vary from those reached by the review team, which are satisfactory of all aspects.

## Appendix: Characteristics of the school

Name of the school (Arabic)	مدينة حمد الابتدائية للبنين														
Name of the school (English)	Hamad Town Primary Boys														
Year of establishment	1985														
Address	Building 839 - Road 609 - Block 1206														
Town /Village / Governorate	Hamad Town - Northern														
School's Contacts	17410739				Fax		17413676								
School's e-mail	hamadtown.pr.b@moe.gov.bh														
School's website	-														
Age range of students	6-9 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	1-3				-				-						
Number of students	Boys	561				Girls	-				Total	561			
Students' social background	Most students come from limited-income families														
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12		
	Classes	6	6	6	-	-	-	-	-	-	-	-	-		
Number of administrative staff	15 and 18 technicians														
Number of teaching staff	35														
Curriculum	Ministry of Education (MoE)														
Main language(s) of instruction	Arabic														
Principal's tenure in the school	5 years														
External assessment and examinations	QQA National Examinations														
Accreditation (if applicable)	-														
Major recent changes in the school	-														