



هيئة ضمان جودة التعليم و التدريب  
Quality Assurance Authority for Education & Training

# **Schools Review Unit Review Report**

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

**Date Reviewed: 29 - 31 March 2010**

## Table of Contents

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<b>The Schools Review Unit .....</b>	<b>1</b>
<b>Introduction .....</b>	<b>2</b>
Characteristics of the school .....	2
<b>Overall effectiveness .....</b>	<b>3</b>
The school's capacity to improve .....	5
<b>The school's main strengths and areas for development .....</b>	<b>6</b>
<b>What the school needs to do to improve .....</b>	<b>7</b>
<b>Overall judgements .....</b>	<b>8</b>

## The Schools Review Unit

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The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

## **Introduction**

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### **Scope of the Review**

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 the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

### **Information about the school**

Gender of students: Boys

Number of students: 865

Age range: 16-18 years

### **Characteristics of the school**

Hamad Town Secondary Boys School is one of the Northern Governorate schools and was founded in 1995. The age range in the school is from 16 to 18 years, and there are 865 students. Students are distributed across 29 classes: 10 classes for the first level, 11 for the second and 8 for the third. Most students come from limited-income families. The school categorises 54 of its students as outstanding, 111 as talented and creative and nine as physically disabled. The Principal is in his ninth year at the school. There are 69 teaching staff. The school is part of King Hamad's Schools of the Future project.

## Overall effectiveness

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### □ How effective is the school in meeting the needs of students and their parents?

#### Grade: 4 (Inadequate)

The overall effectiveness of Hamad Town Secondary Boys School is inadequate. Support and guidance for students is satisfactory. Students and their parents are satisfied with the school.

Students' academic achievement is inadequate. Students achieve high pass rates in ministry examinations for most subjects. These rates, however, do not match the actual performance levels of students in most lessons, where teaching methods do not take into consideration students' individual differences. Students do not make sufficient progress in most lessons. The outstanding and talented students make some progress in line with their abilities through activities in creativity centres. The remedial lessons for lower-achieving students are ineffective and these students do not make much progress.

Students' personal development is inadequate. Students attend regularly and are punctual to school, although some students are late for lessons. Students participate in extra-curricular activities and in some creativity centres but show little motivation and enthusiasm to learn in most lessons. Students are not given enough opportunities to assume leading roles or take responsibility in students' committees or lessons; they are not developing their self-confidence and ability to work independently. In most lessons, the focus is on lower thinking skills and students are given few opportunities to develop higher thinking skills. Many students act irresponsibly; some students feel insecure at school because of their inappropriate conduct.

The effectiveness of teaching and learning processes is inadequate. Most teachers know the study materials well but do not reflect this in their teaching and learning strategies. An instructional style dominates most lessons; the students' abilities are not challenged and their higher thinking skills are not developed. Students are not given enough opportunities for cooperative learning and roles are not allocated effectively enough to enable them to learn from each other. Although students are assigned homework in most subjects their individual differences are not considered and their work is not marked accurately. Most lessons lack effective assessment methods to measure how well lesson goals have been achieved and to diagnose and meet students' educational needs.

The quality of curriculum enrichment and delivery is inadequate. Teaching is based on delivering the content of textbooks, without sufficiently developing students' skills.

Students' acquisition of Arabic, English and mathematics skills is inadequate, although their information technology (IT) skills are better developed. The school promotes a sense of citizenship by celebrating national events. It also raises students' environmental awareness through participation in some environmental projects. Students' behaviour, in terms of respecting their classmates and their awareness for the school environment, shows insufficient understanding of their rights and duties. Although the school provides varied extra-curricular activities, only outstanding and talented students take part in them; the experiences and interests of all students are not developed or broadened sufficiently. The school has made efforts to landscape some of the school areas. The school buildings and classrooms, however, lack the educational resources, guidance boards and displays of students' work that would make the school a motivating environment for learning.

The quality of support and guidance for students is satisfactory. New students are inducted by means of educational meetings that help them settle at school. Although the school prepares students for their next stage of education or employment by organising lectures and visits to work sites it does not ensure that students acquire the skills they need for that stage. The personal needs of students are evaluated and appropriately met with financial and practical support. Students' educational needs are evaluated by means of diagnostic tests and the school offers remedial lessons or creativity centres to those who need them; while most students who attend creativity centres make some progress, lower-achieving students gain little benefit from the remedial lessons provided. Students' educational needs are not met in most lessons, where their individual differences are not sufficiently considered. The school provides guidance and advice to lower-achieving students. It also follows up some cases of bad behaviour and holds awareness-raising lectures, which have had a slight impact on improving students' conduct. The school holds meetings with parents and communicates with them appropriately, especially in the case of lower-achieving students. The school monitors safety and security matters adequately to ensure that staff and students work in a healthy and secure environment.

The effectiveness of leadership and management is inadequate. The school has a shared vision that focuses on achievement but it has not had sufficient impact on the school's practices and activities. The school has also set a new strategic plan with long-term goals, and an annual plan based on an analysis of the school's situation, but these plans do not focus on the areas that need most development. The plans lack performance indicators and have unclear evaluation and monitoring mechanisms; this limits their effectiveness and their impact on achieving the required progress in performance. A recently formed self-evaluation committee evaluates some aspects of the school's work but insufficient use is made of the evaluation results to set plans and programmes aimed at improving performance. The school provides some programmes and workshops to raise teachers' professional competency but these have had insufficient impact on teachers' performance in most lessons. The school uses its educational resources appropriately to serve the educational process, despite having old computers that do not always work in lessons

**□ Does the school have the capacity to improve?**

**Grade: 4 (Inadequate)**

The school's capacity to improve and develop is inadequate. The school has set a new strategic plan based on a diagnosis of its situation but the plan does not focus sufficiently on the areas that need improvement. The absence of performance indicators and clear evaluation and monitoring mechanisms in school plans limits their effectiveness and the school's achievement of progress. Self-evaluation is a recent activity for the school and the evaluation results have not been used adequately to draft plans aimed at raising achievement and tackling the main weaknesses at the school. Improvements have been limited to a little improvement in the conduct of students, the setting up of some creativity centres and the decoration of some of the school's walls and corridors. The school still faces many challenges, notably in improving the conduct of students and raising their academic achievement, that will be difficult to overcome without external support.

## **The school's main strengths and areas for development**

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### **Main Strengths**

- Students' attendance
- Extra-curricular activities
- Meeting students' personal needs
- Induction programmes.

### **Areas for development**

- Students' standards in lessons
- Students' conduct
- Students' basic skills in Arabic, English and Mathematics
- Considering individual differences in teaching and learning processes
- Strategic planning and self-evaluation
- Benefiting from the results of evaluation
- Higher level thinking skills
- Challenging students' abilities
- Cooperative learning
- Homework
- Use of the school environment.



## What the school needs to do to improve

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

- Draw on internal and external support to tackle the main challenges and improve performance
- Encourage good conduct among students inside and outside lessons and enhance their motivation for learning
- Use effective assessment methods and use the results to improve learning, lesson planning and meeting students' educational needs
- Develop teaching and learning strategies to:
  - Develop students' skills, especially in Arabic, English and Mathematics
  - Consider individual differences when planning lessons and homework
  - Develop higher thinking skills
  - Challenge students' abilities
  - Promote independent study skills
  - Provide opportunities for learning together and cooperative learning.
- Establish consistent mechanisms for developing and monitoring operational plans, using self-evaluation results to identify accurate performance indicators
- Set up professional development programmes that ensure improved teachers' performance and monitor their effect in raising students' academic achievement
- Ensure the school environment is used to enrich the curriculum and create a motivating environment for learning.

## Overall judgements

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Aspect	Grade: Description
<b>The school's overall effectiveness</b>	<b>4: Inadequate</b>
The school's capacity to improve	4: Inadequate
Students' academic achievement	4: Inadequate
Students' progress in their personal development	4: Inadequate
The quality and effectiveness of teaching and learning	4: Inadequate
The quality of the curriculum delivery	4: Inadequate
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	4: Inadequate