



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

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

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

**Date of Review: 12-14 March 2018**  
SG156-C3-R167

## Introduction

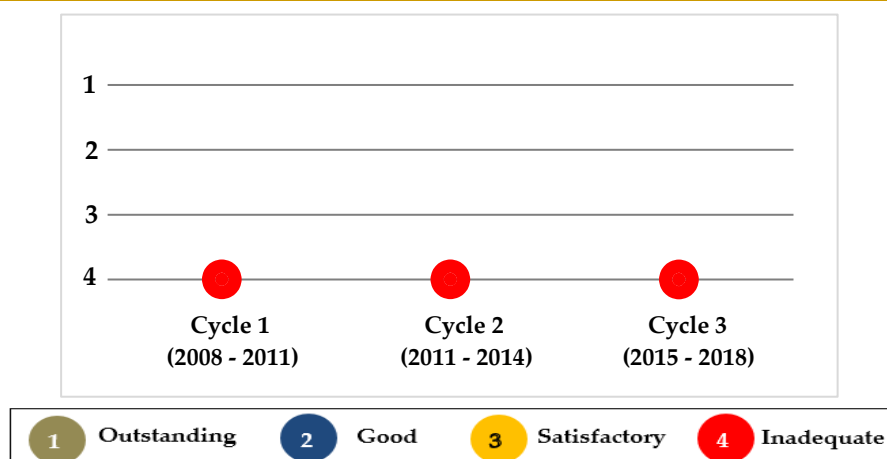
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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>• The strategic planning is ineffective and the accuracy and comprehensiveness of the self-evaluation are inadequate. The self-evaluation itself is insufficient and its results are not used in developing the school plans, particularly the departmental plans. Monitoring mechanisms are weak.</li> <li>• Teachers use ineffective teaching strategies in the inadequate lessons, which account for half of the lessons and include all core subjects' lessons in all tracks. This is particularly evident in Arabic and English lessons in the literary and commercial tracks and in</li> </ul> | <p>Level 1 core subjects' lessons. The effectiveness is impacted by the poor class management in terms of productivity, lack of students' motivation and encouragement, and ineffective assessment to meet students' academic needs.</p> <ul style="list-style-type: none"> <li>• Students' proficiency rates are inconsistent in most core subjects and their basic skills are weak.</li> <li>• Most students lack motivation towards learning and some of them show low awareness and poor self-confidence. Despite this, most of them behave well.</li> <li>• Students receive limited academic support in lessons, support</li> </ul> |
|---|---|

programmes and activities, particularly the outstanding and low-achieving students. Guidance

programmes lack depth. However, students and their parents express their satisfaction with the school.

## Main positive features

- None.

## Recommendations

- Seek prompt and effective intervention by the relevant parties at the Ministry of Education (MoE) in order to raise the school's overall performance, focussing on:
  - raising students' academic achievement and acquisition of the basic skills
  - continuing to enhance their positive behaviour.
- Carry out a more accurate and comprehensive self-evaluation and benefit from its results in developing the strategic, action and departmental plans, including accurate performance indicators and clear monitoring mechanisms.
- Monitor the impact of teachers' professional development programmes on the improvement of teaching and learning, focussing on:
  - use of effective teaching strategies
  - motivating and encouraging students and promoting their self-confidence to ensure that they are motivated to learn
  - use of effective assessment methods, and benefiting from their results in meeting students' different academic needs
  - productive and organised lesson management.
- Improve the effectiveness of the personal and academic support and guidance provided to students in lessons, school programmes and activities.
- Address the shortfall in human resources, notably in the social guidance team and senior teachers for the commercial subjects and social subjects' departments.

## Capacity to improve 'Inadequate'

### Judgement justifications

- The school's capacity to bring about sufficient improvements in order to raise its overall performance in all its work aspects over the three review cycles has been weak, while what improvements have been made have focused on the school environment and students' discipline.

- The strategic plan is ineffective in improving the overall performance. This is due to the inconsistent accuracy and comprehensiveness of the self-evaluation and lack of use of its results in developing the action and departmental plans and the need for clarity in performance indicators and monitoring mechanisms.
- The school's assessments of its situation, as provided in the Self-Evaluation Form (SEF), are inconsistent with the judgements reached by the review team in all aspects.
- The impact of professional development programmes does not

show in most teachers' performance in lessons, in which teaching and learning strategies are inadequate across all core subjects.

- The school leadership's capacity to overcome the challenges it faces is weak, most importantly in students' poor basic skills, particularly new students, and the shortfall in human resources in the social guidance team and in senior teachers for the commercial subjects and social subjects' departments.

## Appendix: Characteristics of the school

Name of the school (Arabic)	مدينة حمد الثانوية للبنين												
Name of the school (English)	Hamad Town Secondary Boys												
Year of establishment	1995												
Address	Building 182, Road 504, Block 1205												
Town / Village / Governorate	Hamad Town/ Northern												
School's Contacts	17413890				Fax		17412109						
School's e-mail	hamadbs@batelco.com.bh												
School's website	-												
Age range of students	16-18 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	-				-				10-12				
Number of students	Boys		1,095		Girls		-		Total		1,095		
Students' social background	Most students come from limited to average income families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	14	13	10
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	14 classes for unified tracks system											
	Grade 11	4 classes for scientific track, 4 for commercial track and 5 for literary track											
	Grade 12	4 classes for scientific track, 3 for commercial track and 3 for literary track											
Number of administrative staff	17												
Number of teaching staff	99												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	3 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>• Appointments in school year 2017-2018, namely: <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- senior teacher for English</li> <li>- senior Arabic teacher.</li> </ul> </li> </ul>