



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

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

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

**Date of Review: 20-22 October 2014**

SG156-C2-R194

## Table of Contents

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<b>Directorate of Government Schools Reviews .....</b>	<b>1</b>
<b>Introduction .....</b>	<b>2</b>
Characteristics of the school .....	2
<b>Table of review judgements awarded .....</b>	<b>4</b>
<b>Review judgements .....</b>	<b>5</b>
Overall effectiveness .....	5
<b>The school's main strengths .....</b>	<b>6</b>
<b>Recommendations .....</b>	<b>7</b>

## Directorate of Government Schools Reviews

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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:

<b>Grade description</b>	<b>Interpretation</b>
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 nine 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

<b>School's name</b>	Hamad Town Secondary Boys												
<b>School's type</b>	Government												
<b>Year of establishment</b>	1995												
<b>Age range of students</b>	16-18 years												
<b>Grades (e.g. 1 to 12)</b>	<b>Primary</b>				<b>Middle</b>				<b>High</b>				
	-				-				10-12				
<b>Number of students</b>	<b>Boys</b>	920	<b>Girls</b>	-					<b>Total</b>	920			
<b>Students' social background</b>	Most students belong to average-income families												
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	-	-	-	-	-	-	-	-	-	14	11	11
	<p><b>Grade 11:</b></p> <ul style="list-style-type: none"> <li>- Scientific Track (4 classes - 3 chemistry and biology, 1 physics and maths)</li> <li>- Literary Track (4 classes - languages and humanities)</li> <li>- Commercial Track (3 classes).</li> </ul> <p><b>Grade 12:</b></p> <ul style="list-style-type: none"> <li>- Scientific Track (4 classes - 3 chemistry and biology, 1 physics and maths)</li> <li>- Literary Track (4 classes - languages and humanities)</li> <li>- Commercial Track (3 classes).</li> </ul>												
<b>Town /Village</b>	Hamad Town												
<b>Governorate</b>	Northern												
<b>Number of administrative staff</b>	24 administrative, 3 technicians												
<b>Number of teaching staff</b>	108												
<b>Curriculum</b>	Ministry of Education (MoE)												
<b>Main language(s) of instruction</b>	Arabic												
<b>Principal's tenure</b>	12 years												

<b>External assessment and examinations</b>	MoE examinations and QQA National Examinations			
<b>Accreditation (if applicable)</b>	-			
<b>Number of students in the following categories according to the school's classification</b>	<b>Outstanding</b>	<b>Gifted &amp; Talented</b>	<b>Physical Disabilities</b>	<b>Learning Difficulties</b>
	42	76	3	5
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Appointing two new assistant principals in 2014-2015</li> <li>• Appointing 22 new teachers last year, 14 being in core subjects.</li> </ul>			

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	4: Inadequate			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	-	4	4
Students' personal development	-	-	4	4
The quality and effectiveness of teaching and learning	-	-	4	4
The quality of the curriculum implementation	-	-	4	4
The quality of support and guidance for students	-	-	4	4
The quality and effectiveness of leadership, management and governance	-	-	4	4

### Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

## Review judgements

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### Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

#### Grade: 4 Inadequate

The inadequate judgement has not changed from the March 2010 review, even following two monitoring visits where the school made 'sufficient progress' in the second. This is due to the inaccurate and incomprehensive self-evaluation and poor implementation of the strategic plan, particularly in relation to the educational support for all categories of students. Academic achievement is inadequate with low proficiency rates, weak basic skills and generally poor impact of teachers' professional development programmes on the progress of students. Teaching and learning strategies and assessment techniques are ineffective, and class and time management are weak. Students generally show limited awareness in their behaviour and motivation towards learning. Gifted students; however; perform well in external activities. Insufficient monitoring of students departure from school represents potential risk. Students and parents are satisfied with the school.

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

#### Grade: 4 Inadequate

Though the strategic plan includes the previous review recommendations, it is not effective. Problems include inaccurate self-evaluation, poor follow-up, focusing on value-added rather than applying standards, inadequate links between what has been achieved and the success criteria, and the lack of support for students of different levels in raising academic achievement. Students' behaviour has marginally improved, with fewer quarrels, but not to a significant level. The impact of teachers' professional development programmes on students' academic achievement is unclear. The school faces several challenges, most notably the poor motivation and enthusiasm of most students and the weak basic skills of new students, especially those conditionally promoted from Intermediate Stage, and who represent nearly half of them. There is a shortage of senior teachers. The school's capacity to improve and develop is 'inadequate', requiring external support.

## **The school's main strengths**

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- Gifted students' participation in internal and external activities, in which they achieve remarkable places.



## Recommendations

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

- receive external support, fulfil the shortage in senior teachers for science and commercial studies to ensure raising the overall performance of the school
- develop students' positive behaviour and take the necessary measures to ensure their safety, particularly when leaving the school premises
- implement comprehensive and rigorous self-evaluation make use of the results in developing the strategic plan then follow up on implementation
- follow up the impact of teachers' professional development programmes on raising students' academic achievement, and develop teaching and learning strategies to include:
  - students' acquisition of basic skills in subjects
  - implementing effective assessment techniques to meet students' different educational needs
  - effective and productive classroom management
  - motivating students toward learning through active involvement, developing their self-confidence and taking on responsibilities.