



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

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

**Isa Town Intermediate Boys School
Isa Town – Central Governorate
Kingdom of Bahrain**

**Date of Review: 7–9 April 2014
SG159-C2-R170**

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Directorate of Government Schools Reviews

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:

Grade description	Interpretation
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 seven 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

School's name		Isa Town Intermediate Boys											
School's type		Government											
Year of establishment		1968											
Age range of students		13–15 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		-				7-9				-			
Number of students		Boys	714	Girls	-				Total	714			
Students' social background		Most belong to average income families.											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	9	8	6	-	-	-
Town /Village		Isa Town											
Governorate		Central											
Number of administrative staff		11 administrative, 3 technician											
Number of teaching staff		55											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		3 years											
External assessment and examinations		MoE examinations and QQA national examinations.											
Accreditation (if applicable)		-											
Number of students in the following categories according to the school's classification		Outstanding				Gifted & Talented			Physical Disabilities			Learning Difficulties	
		54				217			1			68, 9 Down syndrome	
Major recent changes in the school		<ul style="list-style-type: none"> In 2012-2013: the demolition of a building that contained 22 classrooms, replacing them with wooden cabins. 											

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

Overall effectiveness

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

Grade: 4 Inadequate

Effectiveness has changed from satisfactory in the previous review in March 2010 to inadequate this time. The level of performance in all areas of school work has declined, due to the lack of focus on school work priorities in the strategic plan and the ineffective follow-up. Students achieve below the expected level due to low basic skills and ineffective teaching and learning strategies, assessment methods and classroom management. Students lack enthusiasm and motivation to learn, with ineffective programmes in place to change these attitudes. There is insufficient support and guidance for all groups of students, especially underachievers. The school makes efforts to support students with special educational needs, communicate with parents and respond to their suggestions as much as possible. This gains the satisfaction of students and parents.

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

Grade: 4 Inadequate

The capacity to improve has changed from satisfactory in the previous review to inadequate this time. The school faces several challenges, including failing to properly use self-evaluation results to identify key improvement priorities and the absence of effective follow-up mechanisms to ensure achievement of the strategic plan objectives, especially those relating to measuring the impact of professional development programmes on teacher performance and student achievement. Although the school provides programmes to modify students' behaviour, they are not enough to change students' attitudes. The school has made a few improvements, mostly focused on enriching the school environment. All this poses a big challenge for the school in improving the quality of its performance and achieving the desired improvements. The school is in need of further external support.

The school's main strengths

- Support provided to students with special educational needs
- Communication with parents and acting appropriately on their suggestions.

Recommendations

In order to improve, the school should:

- provide further external support to improve the overall performance of the school
- manage students' behaviour, with more effective follow-up programmes inside and outside classroom to ensure improvement of behaviour
- develop a strategic plan in accordance with the results of self-evaluation and the school's work priorities, as well as following up the impact of its implementation
- raise students' academic achievement through the development of teaching and learning processes, to include:
 - implementation of effective teaching and learning strategies that are student-centered
 - development of basic skills in all subjects
 - use of assessment for learning
 - productive classroom management.
- develop students' awareness of their roles and responsibilities, and enhance their self-confidence
- provide effective support for students of all abilities, especially low achievers.