



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

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

**Tareq Bin Ziyad Intermediate Boys School  
Muhrraq - Muhrraq Governorate  
Kingdom of Bahrain**

**Date of Review: 20-22 April 2015  
SG017-C3-R009**

## Introduction

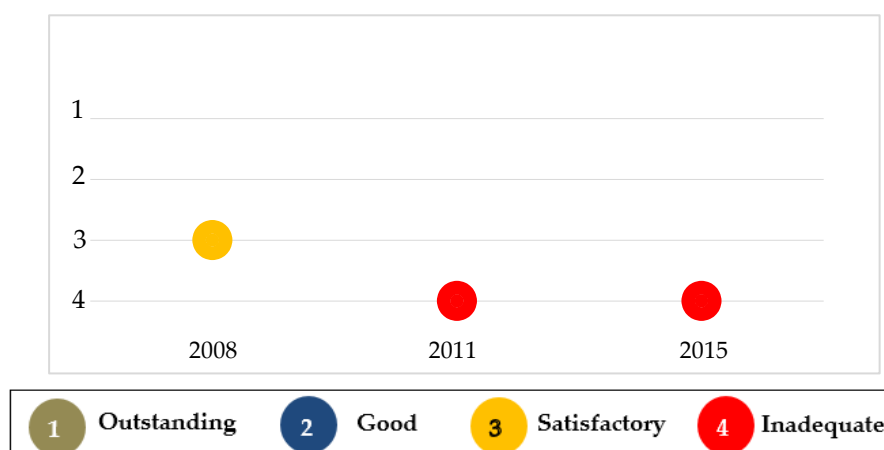
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, 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

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	-	4	-	4
	Students' personal development	-	3	-	3
Quality of processes	Teaching and learning	-	4	-	4
	Students' support and guidance	-	3	-	3
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 majority of review aspects are graded inadequate with the exception of students' personal development and support and guidance which are judged as satisfactory.</li> <li>• Results of the self-evaluation are not used to identify development priorities and set school plans.</li> <li>• There are no accurate performance criteria and clear follow up mechanisms for executing and implementing action plans.</li> <li>• Students' academic standards are weak and their acquisition of basic skills, especially in Arabic, English and mathematics, is poor.</li> </ul> | <ul style="list-style-type: none"> <li>• The effectiveness of teaching and learning in lessons is limited.</li> <li>• Class and time management are weak.</li> <li>• The effectiveness of assessment is limited, and its results are not used to support students and meet their different learning needs.</li> <li>• Students' self-confidence and participation in lessons is inconsistent, as is their taking on responsibility and leadership roles. Their uptake on extra-curricular activities is adequate.</li> <li>• The effectiveness of support and guidance programmes provided to different students varies, especially students with learning difficulties,</li> </ul> |
|--|---|

- |  |   |
|--|---|
| <p>low achievers, and those whose mother tongue is not Arabic.</p> <ul style="list-style-type: none"> <li>• There is adequate improvement in students' behaviour and in their feeling more safe and secure, with a decline in behavioural problems.</li> </ul> | <ul style="list-style-type: none"> <li>• The support provided to students with physical disabilities is effective.</li> <li>• Parents' response to the online questionnaire was low. Those who did respond, as well as students, expressed their satisfaction with the school.</li> </ul> |
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**Since the school has been judged 'Inadequate', it will undergo a monitoring visit to determine the extent of its progress in relation to the recommendations given in this report.**

### **Main positive features**

- Improvement in students' behaviour, especially in their relations with their peers and teachers, and the impact of that on their feeling safe and secure.
- Personal support provided to students with physical disabilities and the impact of that on their inclusion in school life.

### **Recommendations**

- Continue to provide external support and guidance to ensure development of the overall performance of the school, with a focus on raising the academic achievement of students and their acquisition of basic skills.
- Make use of the self-evaluation results in setting a strategic plan that focuses on development priorities and which includes clear performance indicators as well as accurate mechanisms to follow up on implementation.
- Raise teachers' professional competence to develop teaching and learning strategies which include:
  - effective lesson management to ensure productivity
  - effective students' participation, enhancing their self-confidence and their ability to take on responsibilities
  - employing a variety of assessment techniques to diagnose and meet students' learning needs.
- Enhance support and guidance for the different categories of students to meet their learning needs in lessons and school programmes, especially for low achievers and those whose mother tongue is not Arabic.
- Address shortages in:
  - human resources: senior teachers for science and Islamic education, and a social counsellor
  - school facilities: a gymnasium.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

- Improvements in the school are limited to the students' commitment to appropriate behaviour, providing a safe and healthy school environment, without substantial improvements in raising students' academic standards and improving teaching and learning.
  - There is limited use of self-evaluation results in setting the different school plans, and a lack of focus within the plans on the main priorities for development or identifying accurate performance criteria.
  - There are no clear mechanisms to follow up the execution of plans and school programmes.
- Programmes set to raise teachers' professional competence have limited impact on their performance.
  - Students' academic standards have declined in general, especially those whose mother tongue is not Arabic, representing a major challenge that hampers the progress in school performance.
  - There is a shortage of two senior teachers for science and Islamic education and a social counselor, as well as the lack of a gymnasium.

## Appendix: Characteristics of the school

Name of the school (Arabic)	طارق بن زياد الإعدادية للبنين												
Name of the school (English)	Tareq Bin Ziyad Intermediate Boys School												
Year of establishment	1966												
Address	Building 30 - Jamaal Al-Dean Al-Afaqani Avenue - Block 204												
Town /Village / Governorate	Al-Muharraq - Al-Muharraq Governorate												
School's Contacts	17322548				Fax				17324218				
School's e-mail	tariq.in.b@moe.gov.bh												
School's website	www.tariqschool.com												
Age range of students	13-15 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	-				7-9				-				
Number of students	Boys	825			Girls	-			Total	825			
Students' social background	Most students come from limited and middle-income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	8	9	8	-	-	-
Number of administrative staff	12												
Number of teaching staff	77												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	8 years												
External assessment and examinations	MoE's examinations and QQA's National examinations												
Accreditation (if applicable)	-												
Major recent changes in the school	<ul style="list-style-type: none"> <li>Newly appointed staff in 2014/2015: <ul style="list-style-type: none"> <li>- an assistant principal</li> <li>- 8 teachers (2 for Arabic, 2 for social studies, 1 for Islamic studies, 1 for mathematics, 1 for English and 1 for science).</li> </ul> </li> </ul>												