



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

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

**Al-Belad Al-Qadeem Intermediate Boys School  
Al-Belad Al-Qadeem - Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 3–5 October 2017  
SG078-C3-R126**

## Introduction

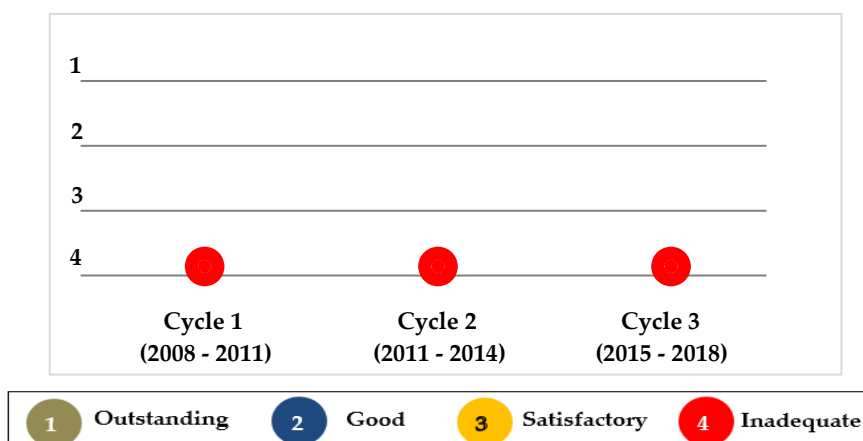
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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

## 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 school's overall effectiveness has remained inadequate over the past three review cycles. This is due to ineffective strategic planning processes including self-assessment, failure to focus on improvement and development priorities, and poor monitoring mechanisms, particularly with respect to academic achievement and teaching and learning processes.</li> <li>The employment of teaching strategies is ineffective. Teachers are the centre of the learning process in lessons which are inadequate, constituting two thirds of core subjects but being more evident</li> </ul> | <p>in most mathematics and all English lessons.</p> <ul style="list-style-type: none"> <li>Class and learning time management is poor and assessment in terms of meeting the learning needs of all categories of students is ineffective.</li> <li>Students have poor basic skills in all subjects, which has a negative impact on their levels in lessons. This is particularly apparent in English and mathematics.</li> <li>Students have low motivation to learn and a lack of self-confidence and enthusiasm to participate in lesson activities despite the positive behaviour of most students.</li> </ul> |
|---|---|

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Learning support for all categories of students is poor in lessons and school programmes, with the exception of the support provided to merged-class</li> </ul> | <p>students which is appropriate. Students and parents express their satisfaction with the school's provision.</p> |
|--|--|

## Main positive features

- The behaviour of the majority of students.
- The appropriate support provided to merged-class students in the special education programme.

## Recommendations

- Implement an accurate and comprehensive self-assessment and benefit from its results in developing the school's strategic plan, focussing on improvement priorities based on clear performance indicators to ensure improvement in the school's overall performance.
- Improve students' academic achievement by developing their basic skills in all subjects, particularly in English and mathematics.
- Monitor the impact of teachers' professional competency programmes and ensure that they develop teaching and learning processes to include:
  - employing effective teaching strategies
  - managing lessons in an organised and productive manner
  - appropriate assessment methods, using the results to meet the learning needs of all categories of students
  - boosting students' self-confidence and encouraging them to enhance their motivation to learn.
- Support the learning needs of students of all categories both in and out of lessons.
- Address the shortfall in human resources, represented by a senior English teacher and a social counsellor.

## Capacity to improve 'Inadequate'

### Judgement justifications

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• The school is unable to make sufficient improvement in its overall</li> </ul> | <p>performance, particularly with respect to academic achievement and</p> |
|--|---|

developing teaching and learning processes. Improvements have been concentrated on positive behaviour enhancement programmes and the development of the school environment.

- Self-evaluation processes are poor and inaccurate, which has an adverse impact on the development of the strategic plan and makes it irrelevant to the school's real situation.
- Monitoring the impact of professional development programmes on teachers' performance is inadequate, affecting students' achievement which is

inadequate in most core subject lessons.

- The school faces many challenges, the most important being:
  - students' poor basic skills in all core subjects
  - students' low motivation to learn
  - some teachers' resistance to change and development
  - the shortfall in human resources, represented by a senior English teacher and a social counsellor.
- The school's assessment of its situation, as provided in the self-evaluation form, is inconsistent with the judgements reached by the review team.

## Appendix: Characteristics of the school

Name of the school (Arabic)	البلاد القديم الإعدادية للبنين													
Name of the school (English)	Al-Belad Al-Qadeem Intermediate Boys													
Year of establishment	1976													
Address	Building 1497 - Road 6225 - Block 362													
Town / Village / Governorate	Al-Belad Al-Qadeem/ Capital													
School's Contacts	17403387	17405036	Fax		17403515									
School's e-mail	alqadeem.in.b@moe.gov.bh													
School's website	-													
Age range of students	13–15 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	-				7–9				-					
Number of students	Boys	600			Girls	-			Total	600				
Students' social background	Most students come from middle and limited income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	6	6	6	-	-	-	
Number of administrative staff	10													
Number of teaching staff	54													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	4 years													
External assessment and examinations	<ul style="list-style-type: none"> <li>MoE Examinations.</li> <li>BQA National Examinations.</li> </ul>													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> <li>N/A.</li> </ul>													