



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

Directorate of Government Schools Reviews

Short Review Report

**A'ali Intermediate Boys School
A'ali - Northern Governorate
Kingdom of Bahrain**

Date of Review: 22-24 November 2016

SG127-C3-R087

Introduction

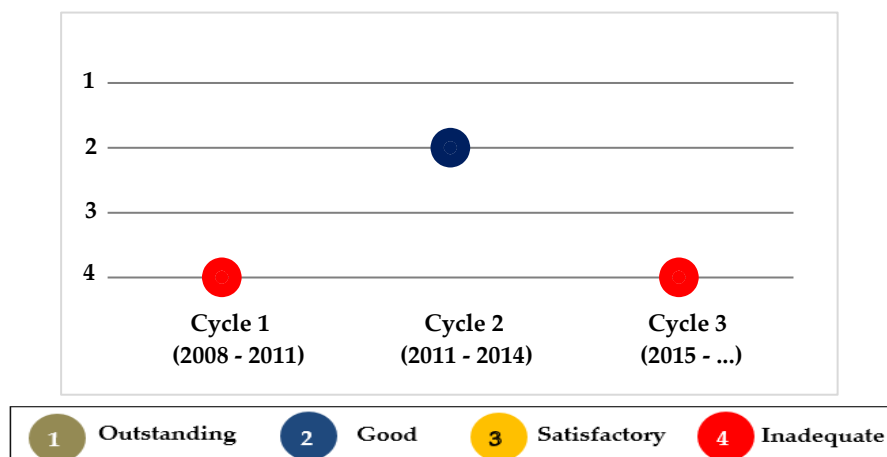
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

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

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"> • The school performance level in all review aspects, including the school's overall effectiveness and its capacity to improve, has regressed from good to inadequate. • Students' awareness, their behaviour and their motivation towards learning have all regressed. • Students' academic levels have decreased and their acquisition of basic skills has weakened in all subjects. • The self-evaluation is inaccurate and the newly-developed strategic plan's contents are not subject to accurate and comprehensive implementation | <ul style="list-style-type: none"> and monitoring mechanisms aligned with the school's situation. Development priorities are not being adequately identified. • The effectiveness of the teaching strategies is limited in most lessons, in terms of investment in learning time, consideration of students' levels and provision of opportunities for different categories of students to contribute in a way that enhances their learning, self-confidence and ability to assume leadership roles. • Assessment has minimum effectiveness and its results are not used well in supporting students or |
|--|--|

meeting their different educational needs in lessons and written work.

- Only weak academic assistance is provided through the support programmes for different categories of students, especially those with learning difficulties and low achievers.
- The school facilities create challenges due to delayed maintenance, and constant vandalism on one hand and inappropriateness for the number of

students, especially in relation to washrooms and workshops, on the other hand. This negatively affects the school's ability to provide a safe and secure educational environment.

- Adequate support for disabled students is achieved through providing them with the required human and material resources.
- The school achieves the satisfaction of both students and parents.

Main positive features

- The availability of both human and material resources to support students with disabilities.

Recommendations

- Provide immediate external intervention by the relevant parties at the Ministry of Education to achieve improvement in the school's overall performance, especially in those areas relevant to students' conduct and raising their awareness. Also coordinate with the school in implementing effective programmes and projects to support those aspects.
- Conduct an accurate and comprehensive self-evaluation in line with awareness of the real situation of the school and implement the contents of the strategic plan effectively using accurate monitoring mechanisms.
- Implement professional development programmes, monitoring their impact on the employment of effective teaching and learning strategies that focus on:
 - raising students' academic achievement levels and developing their basic skills in all core subjects
 - assessment for learning and benefiting from its results to meet the academic needs of students of different categories
 - using time productively during lessons
 - providing opportunities for students of different categories to participate in lessons, so as to reinforce their self-confidence and their ability to assume leadership roles and take on responsibility.
- Support all categories of students in lessons, school's programmes and activities.
- Renovate and equip the school's facilities, such as workshops, laboratories and wash rooms, to maintain their appropriateness to accommodate the number of students.

□ Capacity to improve 'Inadequate'

Judgement justifications

- | | |
|--|--|
| <ul style="list-style-type: none">• Regression in the school's overall performance in all school work aspects is notable, with inconsistency of the administrative and academic performance in general and a lack of care for the regression.• Self-evaluation processes are poor, inaccurate and incomprehensible. This negatively impacts the ability to determine the school's work priorities. Administrative processes related to monitoring the implementation of the strategic plan are weak, and the plan | <p>itself is mainly inconsistent with the self-evaluation results.</p> <ul style="list-style-type: none">• There is inconsistency between the school leadership's evaluation, as provided in the Self-Evaluation Form, and the review team's judgements in all aspects.• Unsettling challenges are faced by the school, particularly with regard to students' poor academic achievement, their inadequate basic skills, and their decreased self-awareness with an increase in incidents of misbehaviour. |
|--|--|

Appendix: Characteristics of the school

Name of the school (Arabic)	عالي الإعدادية للبنين													
Name of the school (English)	A'ali Intermediate Boys													
Year of establishment	1976													
Address	Building 55 - Road 38 - Block 734													
Town / Village / Governorate	A'ali/ Northern													
School's Contacts	17640950	17642707	Fax		17643455									
School's e-mail	aali.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	661			Girls	-			Total	661				
Students' social background	Most students are from middle socio-economic backgrounds													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	7	6	7	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	10 administrative and technical staff													
Number of teaching staff	60													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 academic years													

External assessment and examinations	<ul style="list-style-type: none"> • Ministry of Education examinations • BQA National Examinations
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Changes in the school year 2015-2016: <ul style="list-style-type: none"> - appointing an Assistant Principal - the school has become part of the Digital Empowerment Project.