



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

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

**Al-Khalil Bin Ahmad Intermediate Boys School  
Karzakan - Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 2-4 November 2015**

SG045-C3-R029

## Introduction

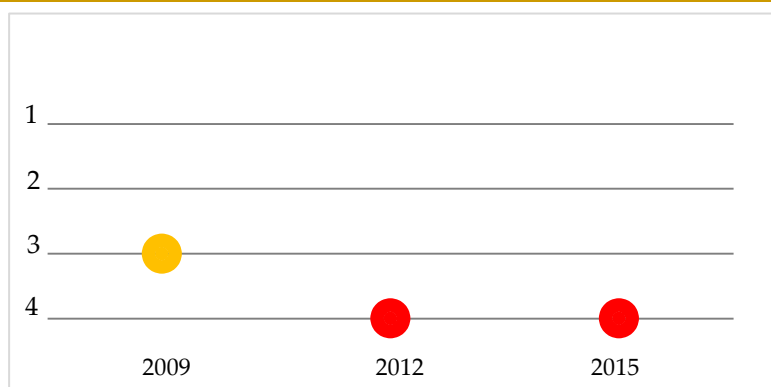
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities,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

<b>Outstanding</b> 1	<b>Good</b> 2	<b>Satisfactory</b> 3	<b>Inadequate</b> 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	-	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

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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>• Self-evaluation processes are neither adequate nor rigorous in prioritising schoolwork, developing the strategic plan and monitoring its implementation based on accurate performance indicators.</li> <li>• Students' have low pass and proficiency rates, weak basic skills in all core subjects, and inadequate progress in most lessons observed, and their written work.</li> <li>• Students' show low levels of motivation, enthusiasm to participate in school life, and self-confidence. Leadership roles available in the</li> </ul> | <ul style="list-style-type: none"> <li>• limited number of school activities are few.</li> <li>• Students' lack of awareness and the improper behaviour of some of them is largely due to the limited number of programmes and projects designed to promote positive behaviour and values and deter the repetition and spread of misbehaviours. Moreover, a group of teachers use inappropriate methods to deal with students, which reflects negatively on students' feeling safe.</li> <li>• Teachers' motivation to provide effective learning varies, leading most of them to use ineffective teaching and</li> </ul> |
|--|---|

learning strategies and inadequate assessment techniques that do not sufficiently meet the various learning needs of all categories of students. This is compounded by teachers' weak classroom management. This negatively affects students' academic achievements.

- Insufficient support is provided to different categories of students, especially when they face problems, and to special support programmes. Few human specialists are dedicated to supporting students with special needs.

- The school environment is not safe and healthy due to the lack of maintenance and shortage of toilets; these are dis-proportionate to the number of students and some of them are out of service. There are limited shaded areas and insufficient organisation and monitoring of students' dismissal, especially for those boarding buses.
- Students and parents' have adequate levels of satisfaction with the school's provision.

## **Main positive features**

- No main positive features.

## **Recommendations**

- Immediate external intervention is required to support the school's efforts – at all levels– in order to provide a safe, healthy environment while implementing rigorous self-evaluation and using its results to inform strategic planning based on schoolwork priorities and according to clear performance indicators to ensure improvement in the school's overall performance.
- Improved procedures need to be put in place to ensure students' psychological safety, increase their motivation to learn, and implement projects and programmes to raise the awareness and improve students' behaviour.
- Teaching and learning strategies should be developed, with focus on:
  - raising students' academic achievements and developing their basic skills
  - carrying out assessment for learning and using the results to meet the needs of the different categories of students
  - implementing organised and productive classroom and time management
  - engaging all categories of students in their own learning, to promote self-confidence and encourage them to take leadership roles.
- Support the different categories of students in lessons and, school programmes and activities.

- Address the shortage in human resources, namely Second Assistant Principal, Learning Difficulties Specialist and Speech Therapist.

□ **Capacity to improve 'Inadequate'**

### Judgement justifications

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Inaccurate strategic planning, self-evaluation and action plans that are in place, with a lack of prioritisation of schoolwork and insufficient monitoring mechanisms.</li> <li>• The school faces a number of challenges, namely:             <ul style="list-style-type: none"> <li>– students' low academic standards</li> <li>– students' lack of awareness and improper behaviour</li> <li>– teachers' varying self-motivation</li> <li>– the old school building, irregular maintenance, shortage in WCs and insufficient monitoring of dismissal times.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• There is insufficient monitoring of the impact of professional development programmes on teachers' performance.</li> <li>• Insufficient human resources are involved in supporting students with special needs.</li> <li>• The school's assessment of its performance in the self-evaluation form is inconsistent with the judgements reached by the review team, which are Inadequate in all aspects.</li> </ul> |
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## Appendix: Characteristics of the school

Name of the school (Arabic)	الخليل بن أحمد الإعدادية للبنين														
Name of the school (English)	Al-Khalil Bin Ahmad Intermediate Boys School														
Year of establishment	1982														
Address	Building 1037 - Road 2631 - Block 1026														
Town /Village / Governorate	Karzakan / Northern														
School's Contacts	17600562			17602317			Fax			17601315					
School's e-mail	alkhalil.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		656			Girls		-			Total		656		
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		-	-	-	-	-	-	7	6	7	-	-	-	
Number of administrative staff	9 administrative and 2 technicians														
Number of teaching staff	61														
Curriculum	Ministry of Education (MoE)														
Main language(s) of instruction	Arabic														
Principal's tenure in the school	1 year														
External assessment and examinations	MoE Examinations for the intermediate stage and QQA National Examinations														
Accreditation (if applicable)	-														
Major recent changes in the school	<ul style="list-style-type: none"> <li>• New appointments in the academic year 2014-2015: <ul style="list-style-type: none"> <li>- school Principal</li> <li>- learning difficulties specialist</li> <li>- English teacher.</li> </ul> </li> </ul>														