



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

Directorate of Government Schools Reviews

Short Review Report

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

**Date of Review: 11-13 December 2017
SG159-C3-R155**

Introduction

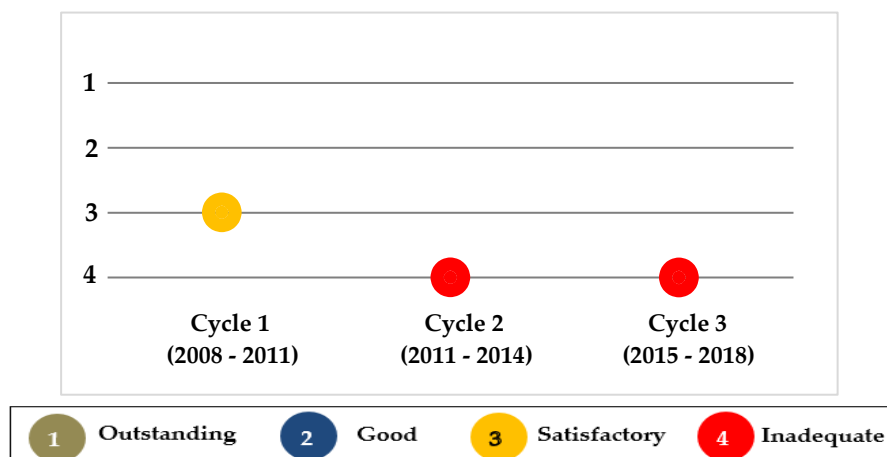
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

- The school's overall effectiveness remains at inadequate level. This is due to the ineffective strategic planning processes, including self-evaluation, and the lack of focus on improvement and development priorities. Monitoring mechanisms are poor, especially in relation to students' academic achievement and teaching and learning.
- Teaching and learning strategies are ineffective, being teacher-centred and appearing to be inadequate in almost two-thirds of the lessons, mainly Arabic and English lessons.
- Class and time management are poor, and assessment methods fail to adequately meet students' academic needs.
- Proficiency rates are low in all core subjects across all grades, and students' basic skills in subjects are poor.
- Students' motivation to learn and participation in lessons' activities are reduced, and the self-confidence of most students is low.

- Poor academic support is provided to students of different abilities in lessons and school programmes, except for the support provided to merged class

students. However, students and their parents express their satisfaction with the school's provision.

Main positive features

- The adequate support provided to merged class students in the special education programme.

Recommendations

- Provide the necessary support and assistance by the relevant parties at Ministry of Education (MoE), to bring about the desired improvement in the school by focussing on:
 - raising students' academic achievement and developing their basic skills in all subjects
 - addressing the shortfall in human resources represented by a senior science teacher and a learning resources centre specialist.
- Carry out an accurate and comprehensive self-evaluation and benefit from its results in developing the strategic plan, with clear performance indicators and accurate monitoring mechanisms.
- Monitor the impact of professional development programmes on the improvement of teaching and learning, to focus on:
 - utilising effective teaching and learning strategies
 - managing lessons in an organised and productive manner
 - applying assessment for learning, and benefiting from its results in meeting the academic needs of all students
 - developing students' self-confidence and encouraging them to increase their motivation to learn.
- Provide all students with effective support and guidance, academically and personally, in lessons and extracurricular activities and programmes.

Capacity to improve 'Inadequate'

Judgement justifications

- The school is incapable of introducing sufficient improvements to raise the school's overall performance level,

particularly in raising academic achievement and developing teaching and learning. The improvements made

have focused on developing positive behaviour-enhancing programmes and improving the school environment.

- Monitoring the impact of professional development on teachers' performance is insufficient, affecting students' achievement which is inadequate in most core subjects.
- The self-assessment is inaccurate and lacks comprehensiveness, thereby adversely affecting development of the strategic plan, particularly in relation to raising students' proficiency rates in the core subjects and developing their basic skills. Many challenges are encountered by the school, mainly:

- students' poor basic skills in all subjects
 - the low motivation of some students towards learning
 - the shortfall in human resources, namely a senior science teacher and a learning resources centre specialist.
- There is inconsistency between the school's assessments of its situation as provided in the Self-Evaluation Form (SEF) and the judgements reached by the review team.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدينة عيسى الإعدادية للبنين													
Name of the school (English)	Isa Town Intermediate Boys													
Year of establishment	1968													
Address	Building 2273, Road 1001, Block 810													
Town / Village / Governorate	Isa Town/ Southern													
School's Contacts	17681336			17685026			Fax			17682886				
School's e-mail	isatown.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		544		Girls		-		Total		544			
Students' social background	Most students are from average income families.													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		-	-	-	-	-	-	7	6	6	-	-	-
Number of administrative staff	9													
Number of teaching staff	56													
Curriculum	MoE													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	6 years													
External assessment and examinations	<ul style="list-style-type: none"> MoE examinations. BQA national examinations. 													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> A significant decrease in the number of students and number of classrooms, due to the opening of Isa Town Primary Boys School in the academic year 2017-2018. 													