



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

Directorate of Government Schools Reviews

Short Review Report

**Al-Imam Al-Ghazali Intermediate Boys School
Hamad Town – Northern Governorate
Kingdom of Bahrain**

Date of Review: 23-25 April 2018

SG140-C3-R184

Introduction

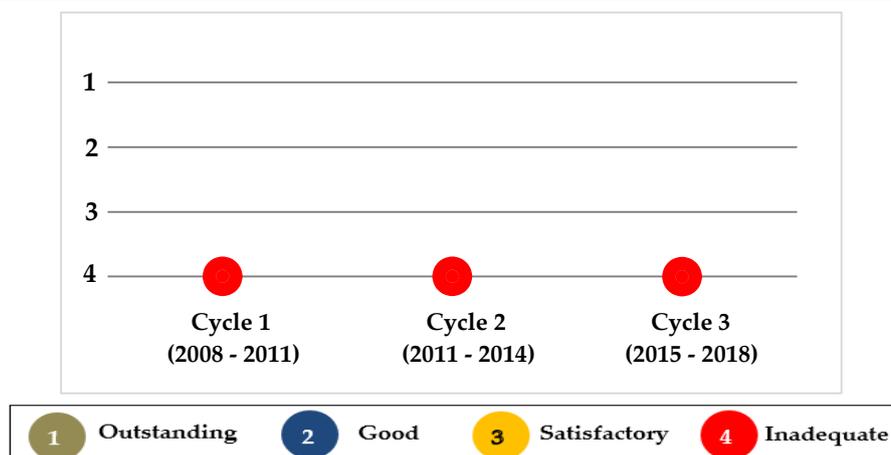
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

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

- | | |
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| <ul style="list-style-type: none"> • The strategic planning processes are ineffective as the self-evaluation lacks rigour and is not comprehensive. The results are not used in the construction and development of the school plans, and the mechanisms for implementation and follow-up are weak. • The teaching and learning processes are not effective in raising students' academic achievement, the result of the use of unsuccessful teaching strategies in most of the core subjects' lessons, especially in English, mathematics and science. The productivity of lessons is poor due to the improper use of | <ul style="list-style-type: none"> students' learning time, limited use of assessment for learning to meet the needs of the different categories of students, and the lack of motivation and encouragement provided. • Students have weak basic skills and low proficiency rates in most core subjects. • The self-motivation of most students to learn is low. They lack self-confidence in lessons, though they behave well. • There is a lack of academic support provided to students in classes and support programmes, especially to low achieving and outstanding students. Meanwhile, appropriate support is |
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provided to students with disabilities, especially to the blind. Students and

their parents are satisfied with the school's provision.

Main positive features

- Support provided to students with disabilities, particularly those who are blind.

Recommendations

- Intervention is needed by the concerned parties at the Ministry of Education in order to raise the overall performance of the school and to fill the shortfall in human resources represented by senior teachers for Arabic and English.
- Implement a more accurate and comprehensive self-evaluation and utilise its results in the development of strategic, operational and departmental plans, based on accurate performance indicators and clear follow-up mechanisms.
- Raise students' academic achievement and their acquisition of basic skills in all core subjects.
- Follow up the impact of professional development programmes to raise the efficiency of teachers and improve the teaching and learning processes, focussing on:
 - using effective teaching and learning strategies
 - managing lessons in an organised and productive manner
 - implementing effective assessment methods, and benefiting from the results in meeting the needs of the different categories of students
 - developing students' self-confidence and encouraging them to raise their self-motivation to learn.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school appears unable to improve its overall performance, as academic achievement continues to be at an inadequate level throughout the three review cycles and the remaining aspects have regressed from satisfactory to inadequate. The improvements mostly focus on the diversity of extracurricular activities and counselling and guidance programmes.
- The strategic plan is ineffective in improving overall performance. This is due to the self-evaluation being neither accurate nor comprehensive, while there is a lack of clarity in the performance indicators which affect

development of the operational plans and follow-up of their implementation.

- The school's judgements in the Self-Evaluation Form (SEF) do not match with the judgements reached by the review team in all aspects.
- The impact of the professional development programmes is weak in developing the performance of the majority of teachers in lessons, and in

raising the academic achievement of students.

- The school is unable to overcome the challenges of the weak basic skills of students, their low motivation to learn, and the shortfall in human resources represented by senior teachers for Arabic and English.

Appendix: Characteristics of the school

Name of the school (Arabic)	الإمام الغزالي الإعدادية للبنين													
Name of the school (English)	Al-Imam Al-Ghazali Intermediate Boys													
Year of establishment	1996													
Address	Building 71, Road 10, Block 1210													
Town / Village / Governorate	Hamad Town/ Northern													
School's Contacts	17420223				Fax		17422576							
School's e-mail	alghazali.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		676		Girls		-		Total		676			
Students' social background	Most students come from middle and low income families													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		-	-	-	-	-	-	7	7	7	-	-	-
Tracks	Grades		Distribution of classes on Tracks											
	Grade 10		-											
	Grade 11		-											
	Grade 12		-											
Number of administrative staff	13													
Number of teaching staff	66													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	7 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"> • Appointments in the academic year 2017-2018: <ul style="list-style-type: none"> – a second Assistant Principal at the beginning of the second semester – a second social counsellor in April 2018 – 4 teachers in the core subjects, one teacher for each.