



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

Directorate of Government Schools Reviews Short Review Report

**Al-Hidd Primary Intermediate Boys School
Al-Hidd - Al-Muharraq Governorate
Kingdom of Bahrain**

**Date of Review: 10-12 April 2017
SG079-C3-R114**

Introduction

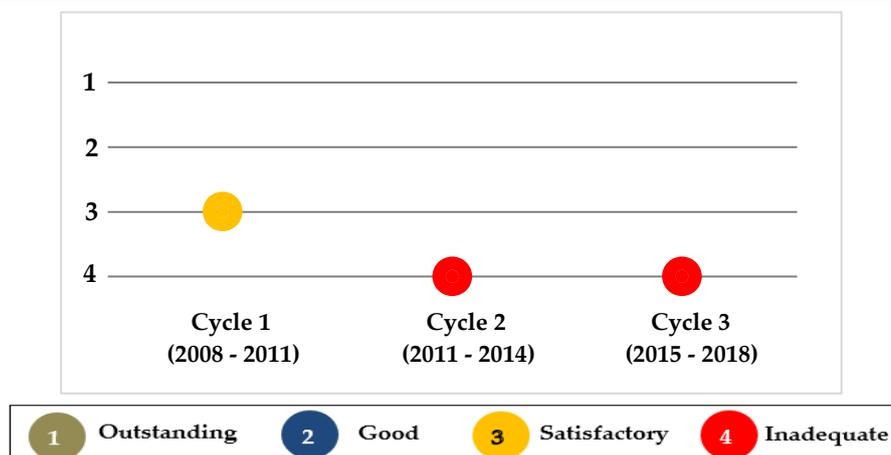
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed 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	-	4
	Students' personal development	4	4	-	4
Quality of processes	Teaching and learning	4	4	-	4
	Students' support and guidance	4	4	-	4
Quality assurance of outcomes and processes	Leadership, management and governance	4	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

- Strategic planning is poor and the self-evaluation is inaccurate and incomplete as it does not reflect the school's situation and its variables. Therefore, it is not used in identifying school improvement priorities and in developing school plans. The plans themselves are poorly implemented and monitored.
- Teachers use ineffective teaching and learning strategies in the inadequate lessons, which account for about half the core subjects' lessons and are focused in mathematics and English. These strategies are affected by the weak class management in some lessons, poor investment of learning time and inadequate effectiveness of assessment in meeting students' academic needs.
- The standards of the majority of students in the inadequate lessons are consistent, with low proficiency rates in core subjects due to poor acquisition of the basic skills.
- Some students behave poorly and show low motivation towards learning.
- Some students do not feel safe and secure due to the frequent cases of fights, bullying and harsh treatment of students by some teachers.
- The educational support provided to students in the support lessons and programmes is poor, especially that

provided to the low achieving students and non-native speakers of Arabic. Guidance programmes and enrichment activities provided to students are insufficient, which has a negative

impact on satisfying their personal and academic needs. Nonetheless, students and their parents are satisfied with the school's provision.

Main positive features

- None.

Recommendations

- Seek intervention by the relevant parties at MoE to develop overall performance and work on the school leadership stability, focusing on:
 - conducting accurate and comprehensive self-evaluation and benefiting from its results in determining improvement priorities and developing a strategic plan with clear performance indicators and rigorous implementation and monitoring mechanisms
 - managing students' behaviour and ensuring their safety and security
 - addressing the shortage in human resources represented in social guidance and senior teachers for the English, mathematics and science departments.
- Raise students' academic achievement and provide them with the basic skills in all subjects.
- Monitor the impact of professional development programmes on the improvement of teaching and learning, focusing on:
 - employing effective educational strategies
 - managing learning time in a productive manner
 - utilising effective assessment methods and using their results in meeting students' different educational needs.
- Support and enhance the experiences of the different categories of students through programmes and activities that meet their personal and academic needs.

Capacity to improve 'Inadequate'

Judgement justifications

- The aspects of academic achievement and teaching and learning remain at their inadequate level, while the level of
- the rest of the aspects has declined from satisfactory to inadequate.
- The school is incapable of introducing sufficient improvements to improve its

overall performance, especially with regards to raising academic achievement and developing teaching and learning. However, some improvements have been made with regard to the human relationships between school members and enhancing communication with parents.

- Strategic planning, including self-evaluation and the implementation and monitoring processes, is negatively affected by the succession of school leaders in terms of identifying school development priorities and developing strategic and departmental action plans. They have therefore been ineffective in achieving targeted improvements.
- The school's judgements as provided in the self-evaluation form are inconsistent

with the judgements reached by the review team in all aspects.

- Monitoring the impact of professional development programmes on most teachers' performance is weak, affecting teaching and learning processes as they appear to be inadequate in almost half of the core subjects' lessons.
- The school faces many challenges, importantly the instability of the school leadership over the years 2013-2014 to 2016-2017, the poor basic skills of students and their low motivation towards learning, and the shortage in human resources represented by senior teachers for English, mathematics and science and in the social guidance department.

Appendix: Characteristics of the school

Name of the school (Arabic)	الحد الابتدائية الإعدادية للبنين															
Name of the school (English)	Al-Hidd Primary Intermediate Boys															
Year of establishment	1957															
Address	Building 263 - Road 207 - Block 102															
Town / Village / Governorate	Al-Hidd/ Al-Muharraq															
School's Contacts	17671315				Fax		17673432									
School's e-mail	alhidd.in.b@moe.gov.bh															
School's website	-															
Age range of students	11-15 years															
Grades (e.g. 1 to 12)	Primary				Middle				High							
	5-6				7-9				-							
Number of students	Boys		1061		Girls		-		Total		1061					
Students' social background	Most students belong to low and average income families															
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12		
	Classes		-	-	-	-	4	8	8	8	8	-	-	-		
Tracks	Grades		Distribution of classes on Tracks													
	Grade 10		-													
	Grade 11		-													
	Grade 12		-													
Number of administrative staff	12															
Number of teaching staff	93															
Curriculum	Ministry of Education (MoE)															
Main language(s) of instruction	Arabic															
Principal's tenure in the school	One semester															

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for all core subjects in the intermediate stage, for Grade 5 and Grade 6 mathematics and for Grade 6 English. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Appointing the school Principal and two Assistant Principals in school year 2016-2017. • Succession of three leaderships over the years from 2013-2014 to 2016-2017.