



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

**Date of Review: 24-26 March 2014  
SG140-C2-R166**

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# Directorate of Government Schools Reviews

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The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for government schools about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

<b>Grade description</b>	<b>Interpretation</b>
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

## Introduction

This review was conducted over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

### Characteristics of the school

<b>School's name</b>		Al-Imam Al-Ghazali Intermediate Boys School											
<b>School's type</b>		Government											
<b>Year of establishment</b>		1996											
<b>Age range of students</b>		13-15 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		-				7-9				-			
<b>Number of students</b>		<b>Boys</b>	622	<b>Girls</b>	-				<b>Total</b>	622			
<b>Students' social background</b>		Most students come from limited-income families											
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	-	-	-	-	-	-	8	7	7	-	-	-
<b>Town /Village</b>		Hamad Town											
<b>Governorate</b>		Northern											
<b>Number of administrative staff</b>		6 administrative, 4 technicians											
<b>Number of teaching staff</b>		77											
<b>Curriculum</b>		Ministry of Education (MoE)											
<b>Main language(s) of instruction</b>		Arabic											
<b>Principal's tenure</b>		3 years											
<b>External assessment and examinations</b>		MoE examinations, QQA national examinations											
<b>Accreditation (if applicable)</b>													
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>				<b>Gifted &amp; Talented</b>			<b>Physical Disabilities</b>			<b>Learning Difficulties</b>	
		38				63			-			44	
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>• An assistant principal appointed in 2012-2013</li> <li>• The school joined two projects in 2013-2014: <ul style="list-style-type: none"> <li>- School Improvement Time Project</li> <li>- Schools' Health Awareness Programmes.</li> </ul> </li> </ul>											

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	4	-	4
Students' personal development	-	3	-	3
The quality and effectiveness of teaching and learning	-	3	-	3
The quality of the curriculum implementation	-	3	-	3
The quality of support and guidance for students	-	3	-	3
The quality and effectiveness of leadership, management and governance	-	3	-	3

### Key:

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

## Review judgements

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### Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

#### Grade: 4 Inadequate

Overall effectiveness is inadequate, as in the May 2010 review, following two monitoring visits achieving 'sufficient progress' in the latest. Students show satisfactory progress according to their abilities in teaching and learning, rather than inadequate as previously. The school focuses on self-assessment, keeping students' progress and teaching and learning as priorities in strategic planning. Support and guidance programmes meet students' personal and academic needs. Most students show understanding of Bahrain's culture and heritage. They are aware of their rights and duties, with active participation in school activities. Students and parents are satisfied with the school's provision. Students' academic achievement is below expected levels because of low standards in skills acquisition, especially in English, teachers' inconsistent achievement of learning objectives, limited opportunities to develop self-learning skills and inconsistent educational support.

- How strong is the school's capacity to improve?**

#### Grade: 3 Satisfactory

The school's capacity to develop and improve matches its satisfactory capacity in the previous review. The senior leadership manages to set a strategic plan based on comprehensive self-assessment which is shared by all stakeholders. The school specifies work priorities in the action plans of the academic department. Stakeholders are satisfied because of students' improved behaviour, their commitment to the code of conduct, staff's incentive and motivational programmes, and the effective human relations. These all lead to better performance in teaching and learning processes, enabling students to achieve expected progress. The school faces some challenges, especially students' weak standards in mastering the main skills, teachers' inconsistent performance, and instability of staff. More efforts are required to achieve better performance and improve the school's provision.

## **The school's main strengths**

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- Senior leadership's support and motivation given to the staff
- Students' behaviour, respect for each other, and their awareness in keeping the school's property in good condition
- Support and guidance programmes, and advice offered to students when they face problems.

## Recommendations

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### **In order to improve, the school should:**

- raise students' academic achievement
- develop teaching and learning strategies, to include:
  - developing students' skills in the core subjects, especially in English
  - making use of assessment results in supporting and guiding students, particularly low achievers
  - effective time management to achieve lessons' objectives.
- develop students' abilities to enable them to work independently and take responsibility for their learning.