



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

Directorate of Government Schools Reviews

Short Review Report

**Abdul Rahman Al-Dakhel Intermediate Boys School
Al-Hoorah - Capital Governorate
Kingdom of Bahrain**

Date of Review: 24-26 April 2017
SG128-C3-R119

Introduction

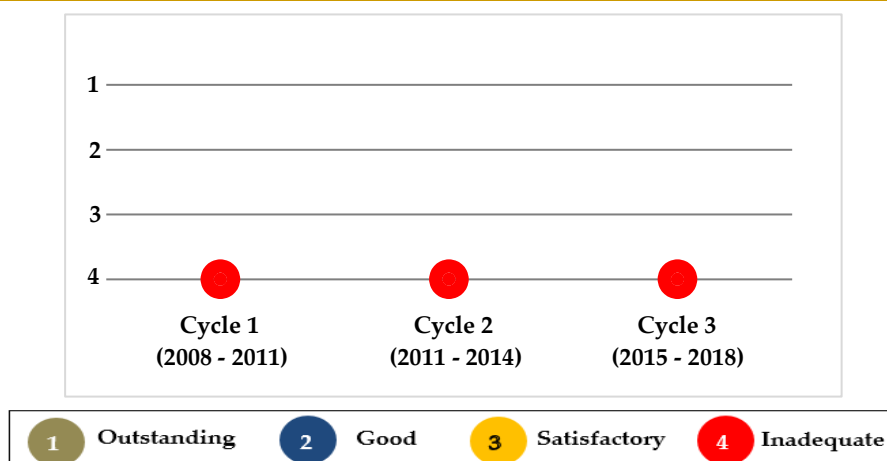
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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 performance remains inadequate over all three review cycles without any significant improvements, which calls for urgent intervention by relevant parties in the MoE.
- There are significant threats to students' physical and psychological safety and security, with some teachers resorting to non-pedagogical methods when dealing with students such as physical punishment and harsh treatment.
- The self-evaluation is inaccurate and incomplete, and limited use is made of its results in setting school development priorities, making modifications to the strategic plan and developing action plans. Performance indicators are unclear and monitoring mechanisms are poor.
- Students' academic standards in all subjects are low and the vast majority have poor basic skills. This particularly applies to the low achievers and non-native speakers of Arabic, who do not receive sufficient support.
- The ineffectiveness of teaching and learning strategies that are employed in more than three quarters of core subjects' lessons and the ineffectiveness of assessment methods is accompanied by failure to use assessment results in supporting students and meeting their

various educational needs in lessons and written work.

- The role played by the school in meeting students' personal needs is appropriate.
- Students' participation in lessons is poor, with a lack of self-confidence and enthusiasm, lack of accountability for their work and limited assumption of leadership roles.
- There is a reliance on easy activities that do not help achieve educational objectives nor are appropriate for the students' age groups, compounded by poor class and time management.

Main positive features

- Meeting students' personal needs.

Recommendations

- Seek support from the relevant parties in the MoE to make the desired improvements in overall performance and ensure students' security, physical and psychological safety.
- Improve the effectiveness of students' support, particularly for low achievers and non-native speakers of Arabic.
- Conduct a more accurate and comprehensive self-evaluation and use its results in developing the strategic and action plans, as well as departmental plans, incorporating accurate performance indicators and clear monitoring mechanisms.
- Activate teachers' professional development programmes that ensure the development of teaching and learning and use of more effective teaching strategies that focus on:
 - students' acquisition of skills in core subjects
 - use of assessment for learning and benefiting from its results in supporting students and meeting their various academic needs
 - class management and investment of learning time to achieve the highest productivity possible
 - activating students' roles, developing their self-confidence and increasing their motivation to learn.
- Fill the shortage in human resources represented by senior teachers of core subjects and an Arabic teacher.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school is unable to make substantial improvements, particularly with respect to improving student's academic achievement and developing teaching and learning. This has been the case over the three review cycles.

- There is inconsistency between the school's evaluation of its overall effectiveness, and all other aspects in its self-evaluation form, and the review team's judgements.
 - Self-evaluation is poor, with limited use of its results in focusing on improvement priorities and developing school plans, in addition to unclear performance indicators and limited implementation and monitoring.
- Poor mechanisms are adopted by the school in dealing with certain challenges, namely:
 - physical punishment of students by some teachers
 - students' weak academic standards and basic skills
 - the large number of students whose mother tongue is not Arabic
 - the lack of middle leadership in all departments
 - the lack of a teacher of Arabic.

Appendix: Characteristics of the school

Name of the school (Arabic)	عبدالرحمن الداخل الإعدادية للبنين													
Name of the school (English)	Abdul Rahman Al-Dakhel Intermediate Boys													
Year of establishment	1979													
Address	Building 1120 - Road 2113 - Block 321													
Town / Village / Governorate	Al-Hooraa/ Capital													
School's Contacts	17291150	17293176	Fax		17291152									
School's e-mail	aldakhel.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	327			Girls	-			Total	327				
Students' social background	Most students come from limited income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	4	4	4	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	6 administrative and 1 technician													
Number of teaching staff	44													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	1 year													

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"> • Principal appointed in the academic year 2015-2016. • A speech therapist appointed in the academic year 2016-2017.