



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

Directorate of Government Schools Reviews Short Review Report

Confidential

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

Date of Review: 25-27 February 2013

SG002-C2-R084

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The Directorate of Government Schools Reviews

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:

| Grade description | Interpretation |
|--------------------------|--|
| 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 seven 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

| | | | | | | | | | | | | | |
|--|----------------|--|----------|--------------|----------|------------------------------|----------|----------|------------------------------|-------------|-----------|------------------------------|-----------|
| School's name | | Al-Farabi Intermediate Boys School | | | | | | | | | | | |
| School's type | | Government | | | | | | | | | | | |
| Year of establishment | | 1993 | | | | | | | | | | | |
| Age range of students | | 13-15 years | | | | | | | | | | | |
| Grades (e.g. 1 to 12) | | Primary | | | | Middle | | | | High | | | |
| | | - | | | | 7-9 | | | | - | | | |
| Number of students | | Boys | 651 | Girls | - | | | | Total | 651 | | | |
| Students' social background | | Most students belong to an average income families. | | | | | | | | | | | |
| Classes per grade | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | Classes | - | - | - | - | - | - | 7 | 7 | 9 | - | - | - |
| Town /Village | | Hamad Town | | | | | | | | | | | |
| Governorate | | Northern Governorate | | | | | | | | | | | |
| Number of administrative staff | | 15 administrators and 9 technical staff | | | | | | | | | | | |
| Number of teaching staff | | 58 | | | | | | | | | | | |
| Curriculum | | Ministry of Education (MoE) | | | | | | | | | | | |
| Main language(s) of instruction | | Arabic | | | | | | | | | | | |
| Principal's tenure | | 2 years | | | | | | | | | | | |
| External assessment and examinations | | MoE and QQA national examinations | | | | | | | | | | | |
| Accreditation (if applicable) | | - | | | | | | | | | | | |
| Number of students in the following categories according to the school's classification | | Outstanding | | | | Gifted & Talented | | | Physical Disabilities | | | Learning Difficulties | |
| | | 37 | | | | 14 | | | 9 | | | 30 | |
| Major recent changes in the school | | New appointments during 2011-12, namely: <ul style="list-style-type: none"> • a principal • two assistant principals • a social worker. | | | | | | | | | | | |

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 | - | 4 | - | 4 |
| 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

Overall effectiveness

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

Grade: 4 Inadequate

The school's overall effectiveness is inadequate as it was judged previously in November 2008. Students' academic achievement and the quality of teaching and learning are judged inadequate while other aspects have improved. The school was judged as having made 'sufficient progress' in its previous monitoring visit.

The school has worked hard on implementing the recommendations in the previous reports. It has motivated staff and improved students' behaviour significantly. Students' improved sense of citizenship has led to more regular attendance. Students and their parents are satisfied with the school. Although there are recent indicators of improved attainment in the first semester of 2012-13, the students' acquisition of basic skills is low, particularly in English and mathematics. The effectiveness of assessment techniques, time management and support offered to low achievers are also low, however, the school is addressing these aspects.

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

Grade: 3 Satisfactory

The school's capacity to improve has changed since the last review from inadequate to satisfactory. This is due to the school leaders' awareness of its strengths and areas that need improvement through conducting comprehensive self-evaluation of different aspects, setting up a strategic plan which focuses on the school's priorities, and which are continuously monitored. This has contributed to achieving positive improvements, including the students' behaviour, discipline and their participation in the life of the school as well as creating a school environment that supports curriculum and raises staff's satisfaction. This indicates that the school is able to face future challenges successfully, particularly the low academic achievement of the students, and in addressing the variation of the quality of educational practices in some core subjects.

The school's main strengths

- Leaders' motivation and support provided to the school staff
- Students' regular attendance, their understanding of Bahrain's heritage and Islamic values and improved behaviour
- Students' induction programmes that help them settle in the school easily and smoothly.

Recommendations

In order to improve, the school should:

- raise students' academic achievement and ensure they acquire the basic skills in core subjects, particularly in English and mathematics
- develop teaching and learning strategies to include:
 - more effective class management
 - providing more support for all groups of students, especially low achievers
 - making use of assessments during lessons, activities and homework assignments to meet students' learning needs.
- enhance students' self-confidence and their ability to take responsibility and leading roles
- fill the shortages in human resources, namely senior teachers for English and a full-time placement for mathematics.