



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

Schools Review Unit

Review Report

Al Jabreyah Technical Secondary Boys School
Manama- Capital Governorate
Kingdom of Bahrain

Date Reviewed: 19 - 21 April 2010

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The Schools Review Unit

The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement.

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

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

Introduction

Scope of the Review

This Review was conducted over three days, by a team of 10 Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written and other work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Boys
Number of students: 1342
Age range: 16-18 years

Characteristics of the school

Al Jabreyah Technical Secondary Boys School is one of the Central Governorate schools, in Manama city, and was founded in 1984. The age range in the school is from 16 to 18 years, and there are 1342 students. Most students come from limited-income families. Students are distributed across 62 classes:

- 22 classes for the first grade (20 for the preparatory year and two for the development of the technical and vocational teaching programme)
- 36 classes for the second and third levels (10 for the technical route, 26 for the applied route)
- 4 classes for vocational training.

The school categorises 53 of its students as outstanding, 32 as talented and creative and 4 as having special educational needs. There are 28 administrative staff and 219 teachers, of whom 18 are new teachers. The Principal is in his third year at the school. The school lacks specialists in educational resources and teaching technology and a data technician. The school is part of King Hamad's Schools of the Future project.

Overall effectiveness

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

Grade: 4 (Inadequate)

The overall effectiveness of Al Jabreyah Technical Secondary Boys School is inadequate, although it has satisfactory aspects in students' personal development, curriculum enrichment and delivery, guidance and support for students, and leadership and management. Students and their parents are satisfied with the school.

The students' academic achievement is inadequate. Some students achieve high pass rates in core and specialised subjects for the technical route but the rates are lower in most subjects for students of the preparatory year and applied route. Pass rates do not generally match proficiency levels. Proficiency levels are high for some practical courses such as electronics and communication but low in most theory-based courses and very poor for courses of cooling and diesel machines for both the technical and applied routes. Students achieve inadequate levels in most theory-based lessons, especially in Arabic, English and Mathematics where most teachers do not use effective teaching and learning strategies that consider individual differences. Students achieve better levels in practical lessons such as Information Technology (IT), electronics and technical drawing and make better progress in these lessons.

Students' personal development is satisfactory. Most students attend school regularly and punctually; the school takes effective measures to deal with cases of lateness and absence. Some students contribute to school life through extra-curricular activities such as sports, projects of the applied departments and committees such as the Friends of the Learning Resources Centre. Most students, however, do not participate sufficiently in lessons; they are not encouraged or motivated enough by teachers, who miss opportunities to reinforce students' self-confidence. Some students take leadership roles and responsibility through the Students' Council and taking part in the Young Teacher activity. Students work together effectively when given the chance, but this only happens in good lessons. Students are given suitable opportunities to explain and analyse in some lessons and some students gain analytical thinking skills, although not to the desired level in most lessons. Students show awareness and responsibility in their behaviour and have good relations, based on mutual respect, with each other and their teachers. Students feel safe in the school.

The effectiveness of the teaching and learning processes is inadequate. Most teachers are acquainted with the applied and vocational materials, but the teaching strategies used in most lessons, especially the theory-based ones, do little to motivate students to learn; this

reflects negatively on students' academic achievement. In good lessons, some teachers use effective strategies to teach students scientific knowledge, concepts and skills. Similarly in good lessons, some teachers manage their lessons well, which has a positive effect on focusing students' attention. Students are given homework but the assignments do not consider individual differences and students are not given feedback. Although teachers use written and verbal assessment methods, most of them do not accurately assess the extent to which students have learned, based on their different abilities.

The quality of curriculum enrichment and delivery is satisfactory. Most students are aware of their rights and duties. The school promotes a spirit of citizenship and instils a feeling of community through celebrating national events. The school encourages its students to participate in several indoor and outdoor competitions, which have a clear effect on students' behaviour, organisational skills and ability to take responsibility. Students acquire applied skills satisfactorily; most of them deal with IT adequately and gain practical and vocational skills in areas such as car repair work, welding or fabrication. Students' acquisition of basic skills in Arabic, English and Mathematics are inadequate, however; most teachers of these subjects rely on instructional methods of teaching, which do not give most students the opportunities to expand their knowledge.

The school environment and educational facilities are used effectively to enrich the curriculum; the applied workshops, for example, are full of students' work and celebrations of their achievements. The school provides several programmes and projects that match students' abilities and interests. In most lessons, however, strategies to motivate students and encourage them to progress according to their abilities are rarely used. Students of carpentry play their part in improving the school environment by making wooden benches and display frames, and, working with the electronics department, made an internal switchboard for the school, which has helped communication between departments. A variety of training programmes that meet students' needs and those of the job market is arranged and students are allocated to these programmes according to their abilities and interests.

The quality of student guidance and support is satisfactory. Most new students settle into the school easily after a suitable induction that involves students and their parents. Students are prepared for their next stage of education or employment through field visits and training at companies and institutions, as well as attending useful meetings with labour market representatives; these activities aid students' acquisition of vocational skills. The school diagnoses students' educational needs through diagnostic tests in core subjects. Although the school uses the test results, the level of support in most lessons was insufficient. The social guidance office provides advice for students by meeting them and setting up appropriate guidance programmes that help to ensure good behaviour. Parents are kept informed about their children's progress. The school adopts safety and security measures that help make the school a safe environment.

The quality of leadership and management is satisfactory. The school has a clear vision and mission that focuses on academic achievement. Most staff are involved in developing it and its effect can be seen in some of the school's practices and activities. The school has a strategic plan that is based on an analysis of the school's position and shaped according to priorities, which has contributed to improving the performance of some teachers. The school has clear mechanisms for monitoring its educational performance and measuring the effectiveness of its strategic planning; different divisions produce monthly reports and a technical committee meets weekly. The school organises many training workshops for teachers in areas such as lesson planning and cooperative learning, the benefits of which could be seen in good lessons. The school's leaders encourage teamwork, delegate authority and give their staff confidence in spite of the staff shortages in some supporting positions. Members of the administrative and teaching staff appreciate the efforts of their managers and some are motivated to improve their performance. The school uses its educational resources effectively, which allows it to provide extracurricular activities and programmes that contribute to students' acquisition of life and vocational skills.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school's capacity to improve is satisfactory. Its strategic planning and self-evaluation processes are satisfactory. The mechanisms the school uses to measure the effectiveness of teaching and educational practices have had an effect in some lessons. The school has made improvements in aspects such as students' conduct and updating the system for monitoring student behaviour, which have had an impact on students' personal development. The school's managers work as a team and deal openly with all the staff. The school performance improvement team works effectively to monitor performance, measure the extent to which goals are achieved, and assess the success of staff training; the effectiveness of these activities is reflected in the performance of some teachers and could be seen in some good lessons and the high pass rates for some specialised courses. The school still faces some challenges such as the development of teaching and learning processes and raising students' overall level of achievement at school.

The school's main strengths and areas for development

Main Strengths

- Students' standards in the technical route
- Vocational and practical skills
- Regular attendance
- Safety and security
- The variety of vocational training programmes.

Areas for development

- Students' performance in lessons
- Basic skills in Arabic, English and Mathematics
- Students' motivation and enthusiasm
- Developing students' self-confidence and ability to take responsibility
- Teaching and learning strategies
- Considering individual differences
- Giving students the opportunity to work together and learn from each other
- Challenging students' abilities
- Developing analytical thinking skills
- Meeting educational needs
- Supporting students in the classroom
- Evaluation and using its findings
- Monitoring the effect of training workshops and programmes.

What the school needs to do to improve

In order to improve further, the school should:

- Use effective teaching and learning strategies to include:
 - Developing basic skills, especially in English and Mathematics
 - Meeting students' educational needs
 - Considering individual differences
 - Challenging students' abilities
 - Developing students' analytical thinking skills
 - Giving students the opportunity to work together and learn from each other.
- Use varied assessment methods and use the findings
- Support students in the classroom
- Follow up more closely the effect of training programmes and workshops on raising teachers' professional competency
- Fill the vacancies for administrative and technical staff.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	4: Inadequate
The school's capacity to improve	3: Satisfactory
Students' academic achievement	4: Inadequate
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	4: Inadequate
The quality of the curriculum delivery	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory