



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-Jabiriya Secondary Technical School
Zinj - Capital Governorate
Kingdom of Bahrain**

Date of Review: 9-11 December 2013
SG141-C2-R136

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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 twelve 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-Jabiriyia Secondary Technical School															
School's type		Government															
Year of establishment		1986															
Age range of students		16-18 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		-				-				10-12							
Number of students		Boys	1777	Girls	-				Total	1777							
Students' social background		Mainly from low and middle socio-economic classes															
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12				
	Classes	-	-	-	-	-	-	-	-	-	30	24	14				
Town /Village		Zinj															
Governorate		Capital															
Number of administrative staff		10 administrative and 14 technicians															
Number of teaching staff		253															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic and English															
Principal's tenure		2 months															
External assessment and examinations		MoE Examinations 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			
		166				45				-				12			
Major recent changes in the school		<ul style="list-style-type: none"> • Appointments in 2013-2014: <ul style="list-style-type: none"> – principal – 3 assistant principals – 2 senior teachers for English and mathematics – social, academic and vocational guidance staff. 															

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	-	-	4	4
The quality and effectiveness of teaching and learning	-	-	4	4
The quality of the curriculum implementation	-	-	4	4
The quality of support and guidance for students	-	-	4	4
The quality and effectiveness of leadership, management and governance	-	-	4	4

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

Overall effectiveness is inadequate, matching the April 2010 review judgement. Inadequate performance is retained in academic achievement and teaching & learning, while its performance has deteriorated to inadequate in the other aspects. Students adequately acquire practical skills. However, their levels in theoretic subjects are inadequate, especially in English, preventing them from achieving better progress in specialised courses. Students' enthusiasm for learning is low, educational support provided for them is weak and assessment techniques are ineffective. A cohort of students demonstrate insufficient awareness of their rights and responsibilities, behaving in an unacceptable manner and disrupting schooling for several days. The current leadership is making a lot of effort through a number of clear measures, but their impact has not been reflected in school work yet.

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

Grade: 3 Satisfactory

The school has new leadership. The Principal, three assistant principals, most of the administrative, social, vocational and academic guidance staff and some senior teachers are in their second month at the school. In spite of this short tenure, leadership is taking several clear measures to make changes. More effective working systems are being developed, students' academic achievement and personal development are monitored and recorded, performance indicators are being set for each department. Parents are invited to the school on weekends to discuss their child's academic performance and behaviour. However, the school faces many challenges in achieving improvements, including students' low academic levels at their starting points, especially basic skills in English, students' awareness levels and the ineffectiveness of the personal development programmes.

The school's main strengths

- Development of students' practical skills
- The clear administrative measures toward improvement.

Recommendations

In order to improve, the school should:

- develop students' awareness and improve their ability to take responsibility in order to ensure their personal development
- raise students' academic levels, especially in English
- develop teaching and learning strategies, to focus on:
 - encouraging and motivating students towards learning
 - making use of assessment techniques effectively to meet students' academic needs
 - providing more effective support, especially in theoretical lessons.