



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

**Directorate of Government Schools
Reviews
Short Review Report**

**Ibn Rushd Intermediate Boys School
Eastern Riffa - Southern Governorate
Kingdom of Bahrain**

**Date of Review: 18-20 October 2015
SG058-C3-R027**

Introduction

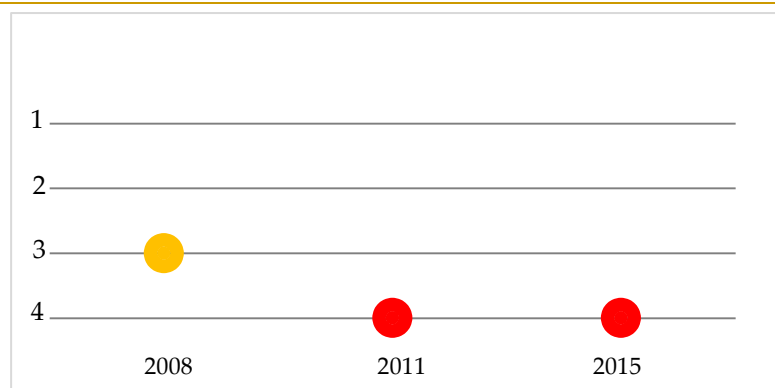
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, 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 |
|--------------------|----------|-------------|----------|---------------------|----------|-------------------|----------|

| 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

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Strategic planning processes are poor, as is self-evaluation, school developmental plans and mechanisms for monitoring the implementation. • Implementation of teaching and learning strategies is ineffective, being inadequate in most core subjects, particularly science and English where teachers are the centre of the teaching process. • Students' basic skills are poor, affecting their standards in lessons and matching their low proficiency levels in all core subjects. | <ul style="list-style-type: none"> • Classroom management is weak and assessment is inadequate in meeting students' various learning needs. • There is a low level of students' awareness, poor conduct and weak motivation to learn. • Monitoring of students when leaving and boarding buses is inadequate to ensure their safety. • Poor educational support is provided to all categories of students, despite students and parents satisfaction with the school's provision. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Main positive features

- Students' timely attendance.

Recommendations

- Provide immediate external support and fill the shortage in human resources represented by senior teachers of English, mathematics and science, plus a students' counsellor and learning resources specialist, in order to ensure improvement in the school's overall performance.
- Develop students' positive behaviour and ensure their safety, particularly when leaving and boarding buses.
- Implement accurate and comprehensive self-evaluation, and use the results in developing the strategic plan and monitoring its implementation.
- Monitor the impact of teachers' professional development programmes on improving teaching and learning strategies, to include:
 - developing basic skills in core subjects
 - managing lessons in an organised and productive manner
 - motivating and encouraging students to boost their motivation towards learning
 - carrying out assessments and using the results to meet students' different learning educational needs.
- Support all categories of students, both in and outside lessons.

Capacity to improve 'Inadequate'

Judgement justifications

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• The school seems unable to make sufficient improvements to promote its overall performance, particularly in improving the level of academic achievement and developing teaching and learning. Improvements focus on increasing extra-curricular activities and providing classrooms with data display devices.• The strategic plan is ineffective in creating the desired developments, due to inaccurate and incomprehensive self-evaluation, and | <p>unclear performance indicators. This adversely affects the setting of development priorities as well as improvement, monitoring and implementation of the strategic plan and departmental action plans.</p> <ul style="list-style-type: none">• Monitoring of the impact of professional development programmes on most teachers is poor, leading to their ineffective performance in more than half the lessons observed. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- There are many challenges facing the school, mainly:
 - students' weak motivation to learn
 - high turnover of administrative and teaching staff during 2013-2014 and 2014-2015.
 - a shortfall in human resources, represented by senior teachers for English, mathematics and science,

- students' need for support, particularly those whose mother tongue is not Arabic.
- All of this requires the provision of external support to ensure improvement in the school's overall performance.

Appendix: Characteristics of the school

| | | | | | | | | | | | | | | |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----|----------|--------|---|-----|---|-------|----------|-----|----|----|----|
| Name of the school (Arabic) | ابن رشد الإعدادية للبنين | | | | | | | | | | | | | |
| Name of the school (English) | Ibn Rushd Intermediate Boys School | | | | | | | | | | | | | |
| Year of establishment | 1985 | | | | | | | | | | | | | |
| Address | Building 66 - Al-Haniniyah Roas - Block 901 | | | | | | | | | | | | | |
| Town /Village / Governorate | East Riffa/ Southern | | | | | | | | | | | | | |
| School's Contacts | 17770246 | | | 17770343 | | | Fax | | | 17772706 | | | | |
| School's e-mail | ibnrusd.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 | | 615 | | Girls | | - | | Total | | 615 | | | |
| Students' social background | Most students belong to limited-income families | | | | | | | | | | | | | |
| Classes per grade | Grade | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | Classes | | - | - | - | - | - | - | 7 | 6 | 6 | - | - | - |
| Number of administrative staff | 8 Administrative and 4 technical staff members | | | | | | | | | | | | | |
| Number of teaching staff | 62 | | | | | | | | | | | | | |
| Curriculum | Ministry of Education (MoE) | | | | | | | | | | | | | |
| Main language(s) of instruction | Arabic | | | | | | | | | | | | | |
| Principal's tenure in the school | 1 year | | | | | | | | | | | | | |
| External assessment and examinations | MoE and QQA National Examinations | | | | | | | | | | | | | |
| Accreditation (if applicable) | - | | | | | | | | | | | | | |
| Major recent changes in the school | <ul style="list-style-type: none"> Major changes in the school years 2014-2015 and 2015-2016; include: <ul style="list-style-type: none"> - appointing a new Principal - appointing 13 new teachers, including (2 for mathematics, 2 for science, 3 for English and 2 for Islamic Studies). | | | | | | | | | | | | | |