



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

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

**Jidhafs Intermediate Boys School
Jebelat Hebshi - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 2 - 4 December 2013
SG101-C2-R139**

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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 nine 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		Jidhafs Intermediate Boys School															
School's type		Government															
Year of establishment		1954															
Age range of students		13-15 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		-				7-9				-							
Number of students		Boys	934	Girls	-				Total	934							
Students' social background		Most students from limited to middle class families															
Classes per grade		Grade		1	2	3	4	5	6	7	8	9	10	11	12		
		Classes		-	-	-	-	-	-	9	8	10	-	-	-		
Town /Village		Jiblet Hebshi															
Governorate		Northern															
Number of administrative staff		12 administrative, 4 technicians															
Number of teaching staff		73															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		2 years															
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			
		207				60				2				24			
Major recent changes in the school		<ul style="list-style-type: none"> Installation of projectors in all classrooms in 2012-2013 															

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	4: Inadequate			
	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 October 2009 review even though the school achieved 'in progress' in the second monitoring visit. Problems include inadequate self-evaluation, insufficient use of it to form the strategic plan and inadequate procedures to monitor performance. Few changes have been made. Positives include the slight improvement in students' results in the National Examination and improved ranking among intermediate schools in the third intermediate final examinations. Progress has been made by learning difficulties students and most students are involved in extracurricular activities. Parents and students are satisfied with the school. However, students' academic achievement is inadequate with low proficiency rates, insufficient progress in lessons, weaknesses in basic skills, lack of responsibility, ineffective teaching strategies and assessment methods, ineffective class management and limited support for students.

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

Grade: 4 Inadequate

The school's capacity to improve has changed from 'satisfactory' in the previous review to 'inadequate' this time. Although the school has a strategic plan and action plan which focus on the recommendations of the previous review and the monitoring visits, these plans are ineffective due to inaccurate self-evaluation and ineffective follow up procedures, particularly those concerning the impact of teachers' professional development programmes on their performance. Added to that are the ineffectiveness of teaching and learning, weaknesses in students' acquisition of the basic skills and their lack of enthusiasm and motivation to learn. Alongside limited support for the different groups of students, these are all considered to be challenges that hinder the school's capacity to improve.

The school's main strengths

- The adequate progress that students with learning difficulties make through the programmes provided
- Participation by the majority of students in the extracurricular programmes, particularly those provided during the break.

Recommendations

In order to improve, the school should:

- raise students' academic achievement and their acquisition of basic skills in core subjects
- implement a comprehensive and accurate self-evaluation and use the results to develop the strategic plan, and monitor its implementation
- develop teaching and learning by adopting effective teaching strategies that focus on:
 - effective class management
 - effective roles for students to develop their self-confidence and ability to take on responsibilities
 - using effective assessment methods and utilising the results to meet students' learning needs
 - supporting the different groups of students in and out of lessons.
- monitor the impact of professional development programmes on teachers' performance in order to ensure students' academic progress in lessons.