



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

# **Schools Review Unit Review Report**

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

**Date Reviewed: 19 – 21 October 2009**

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## The Schools Review Unit

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The School 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 as 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 student

## **Introduction**

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### **Review Scope**

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

### **Information about the school**

Gender of students: Boys

Number of students: 853

Age range: 13 -15 years

### **Characteristics of the school**

Jidhafs Intermediate Boys School, founded in 1954, is located in the Northern Governorate. The school serves students in the age range between 13 and 15 years. The number of students on roll is 853. The school classifies 81 students as gifted and talented, 50 students as outstanding and 13 with learning difficulties. Most students belong to families with middle and limited economic backgrounds. Students are distributed among 27 classes (11 first level classes, 8 second level classes, 8 third level classes). The number of teachers in the school is 60 teachers. The school has not got a sports hall. The school is among the third phase schools which belong to King Hamad's Schools of the Future Project.

## Overall effectiveness

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### □ How effective is the school in meeting the needs of students and their parents?

#### Grade: 4 (Inadequate)

The overall effectiveness of Jidhafs Intermediate Boys School is inadequate with some satisfactory aspects in terms of personal development and guidance and support. The school satisfactorily gains the students' and their parents' satisfaction.

Students' academic achievement is inadequate. Students do not achieve the standards expected from them as they lack the learning that helps them to improve their standards. Students' success rates are variable amongst the third cycle in basic subjects and such rates decline in Grade 7. Students achieve high success rates in the Intermediate Certificate, but these do not reflect their actual standards in classrooms. Students show noticeable weakness in the level of acquisition of skills, understanding and knowledge as appropriate programmes are unavailable to support different student groups and their varied needs. This also results from practices and activities in classrooms, which are mostly offered in direct mode. Moreover, individual differences are not taken into account which limits student's ability to achieve or make the expected progress.

Students' personal development is satisfactory in general. Most attend regularly with a few late-coming cases in the morning. This is followed up by the school. However, punctuality after breaks is not to the same level. Students have self-confidence which is developed through opportunities in participating in extra-curricular activities and sports competitions, and the practice of some leadership roles in some committees. However, their contribution does not reflect similar enthusiasm in lessons except in some good lessons. Students' relationships with each other and with teachers show harmony and mutual respect, except for some quarrels. Furthermore, students show satisfactory awareness of their responsibilities towards the school and no worrying concerns were observed that indicate low awareness.

The quality of teaching and learning is inadequate. There are some good and effective practices shown by a limited number of teachers. In most lessons students are not given sufficient opportunities to work together and learn from each other. Most lessons lack sufficient stimulation to motivate students, capture their attention, and attract them to learning. Teachers use direct and didactic teaching methods most of the time, which is largely based on the teacher as the centre of the educational process. This is reflected in

students' waning attention in those lessons due to the limited roles given to them as no opportunities of engagement are available, which does not help them to improve their academic achievement. Most of the lessons do not take students' individual differences into account or challenge their abilities, which negatively impacts on the acquisition of analytic and problem solving skills and the development of higher order thinking skills. Assessment is used to diagnose students' educational needs in some lessons; however, most lessons lack assessment of students' learning during classes.

The quality and enrichment of the curriculum is inadequate. The school seeks to develop the students' spirit of citizenship; it provides varied extra-curricular activities but events are limited to a defined group of students so most are not involved. Students show a clear weakness in basic skills of reading and writing in both Arabic and English numeracy and Information and Communication Technology, as these skills are not focused on during lessons. The school's environment is made attractive and surrounding spaces are utilized and planted with trees. However, classrooms do not motivate students to learn due to a lot of graffiti on seats and desks, though some awareness guidelines are displayed in classrooms.

Support and guidance for students are satisfactory in general. The school provides induction and guidance for new students; and holds meetings with parents, who praised the school's efforts to communicate with them. The school identifies students' personal needs and provides support to meet them. Although, some guidance programmes exist, there is a weakness in diagnosing and meeting students' educational needs as most practices and activities are offered in the same manner for all students, which has a negative impact in preparing them for the following stage of education. The school assesses risks, maintains extinguishers and sufficiently provides First Aid Boxes in most of the schools facilities. The canteen is monitored on a daily basis as well.

The quality and effectiveness of leadership and management are inadequate. Despite the school having a strategic plan in place, it is not reflected in practices inside the classroom. Improvement shown in the overall performance of the school is slight due to the weakness in the follow-up and monitoring procedures, and operational plans that lack performance indicators to assure the quality of enriching students' achievement and personal development. The management has brought about some changes in students' attitudes and conduct towards learning, which contribute in enhancing its reputation among the local community; however, this is not reflected in classrooms. Sometimes a self-evaluation process is carried out for educational practices and their effectiveness in school. The management is able to foster social and human relationships between administrative and teaching staff, and organizes work activities among departments and disseminates a culture of discipline. However, such efforts are insufficient to create practices that contribute to raising students' standards.

**□ Does the school have the capacity to improve?**

**Grade: 3 (Satisfactory)**

The school has satisfactory capacity to develop and improve due to the noticeable improvement in students' attitudes and conducts and their desire to learn, in addition to the improvements in students' final results throughout the previous years.

Moreover, the existence of a strategic plan in which some of its programmes are being implemented, help the school to proceed in focusing efforts to develop teaching and learning processes and thus students' achievement. The school has some good senior teachers with some other good teaching practices which can be utilised to share good practices and to build on it. Some particular elements related to self-evaluation help the school to identify its strengths and areas for improvement which assist in setting priorities for improvement. Furthermore, some areas in the school's evaluation are consistent with the findings of the review team.

## **The school's main strengths and areas of development**

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### **Mian Strengths**

- Students' behaviour
- Attendance and punctuality
- Communication with parents
- Induction programmes

### **Areas for development**

- Teaching and learning strategies
- Catering for individuals differences
- Standards in lessons
- Basic skills in Arabic, English, Mathematics and Information and Communication Technology
- Use of assessment
- Cooperative learning and learning from each other
- Developing higher-order thinking skills
- Self-evaluation
- Implementation of strategic plan.



## What the school needs to do to improve

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In order to improve further, the school should:

- Use self-evaluation process that includes all aspects of the education system and makes use of its results in:
  - Identifying priorities for development and improvement to raise the level of students' achievement
  - Developing strategic planning to ensure that accurate performance indicators are in place, and assure its proper implementation and the extent to which its goals are achieved and followed up
- Promote students' performance in basic skills in Arabic, English, Mathematics, Information and Communication Technology.
- Develop teaching and learning strategies in a way to:
  - Focus on students at the centre of the learning process
  - Make effective use of assessment process to diagnose and meet students' needs and use the outcomes of the assessment in planning for lessons
  - Cater for individual differences among students
  - Pay more attention to higher-order thinking skills
  - Allow opportunities for students to work together and learn from each other.

## Overall judgements

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Aspect	Grade: Description
<b>The school's overall effectiveness</b>	<b>4: Inadequate</b>
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	4: Inadequate
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	4: Inadequate