



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Government Schools Reviews

Short Review Report

**Jidhafs Secondary Technical School
Jidhafs – Northern Governorate
Kingdom of Bahrain**

Date of Review: 12-14 December 2016

SG162-C3-R092

Introduction

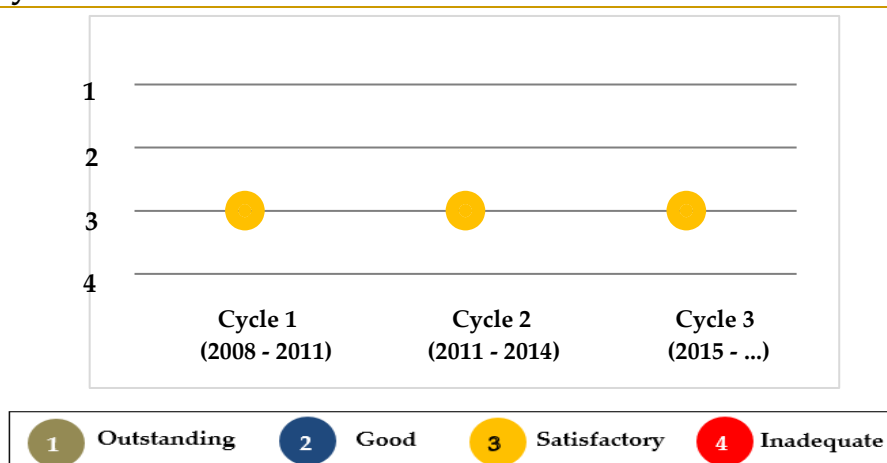
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of eleven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and 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
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	-	-	3	3
	Students' personal development	-	-	3	3
Quality of processes	Teaching and learning	-	-	3	3
	Students' support and guidance	-	-	3	3
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	3	3
Capacity to improve		3			
The school's overall effectiveness		3			

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 'Satisfactory'

Judgement justifications

- Self-evaluation and strategic planning are appropriate and affect aspects of schoolwork satisfactorily.
- Students are inconsistent in their effective and enthusiastic participation in lessons, events and school committees. The majority of students show self-confidence and take on leadership roles, particularly in practical lessons. The majority also exhibit an understanding of Bahraini heritage, culture and Islamic values. They show awareness and act responsibly.
- Students' level of performance in the majority of lessons is inconsistent,

which reflects their results in Ministry of Education (MoE) examinations. This is a result of teaching strategies and resources being adequately used, but with inconsistency in the use of assessment to support students of all categories and in management of learning time. Students' achievement in the practical subjects is better than in the academic in terms of their acquisition of basic skills, particularly in English.

- Support and guidance programmes provided to students outside the lessons are appropriate, with the exception of the programmes

provided for students with learning difficulties and those with low attainment. Through various committees and competitions, appropriate opportunities are provided to students to broaden their experiences and capabilities and enhance their life skills, prepare them well for the next stage of university study or the labour market.

- Relationships among the school's stakeholders are reinforced, and emphasis is put on the principle of sharing at work. There is also good communication with the local community institutions in supporting the educational process and enhancing students' practical experience.

Main positive features

- The school's cooperation with the local community institutions in supporting the educational process and enhancing students' practical experience.
- Students' enthusiastic participation in the practical lessons, and the understanding of Bahraini heritage and culture by the majority and their commitment to Islamic values.
- The induction programmes provided to students and enhancement of their life skills to prepare them for the next stage of university study or the labour market.

Recommendations

- Raise students' academic achievement and enhance their basic skills in the academic subjects, particularly English.
- Monitor the impact of the professional development programmes in improving teachers' performance, focusing further on:
 - utilising effective teaching and learning strategies
 - enhancing students' self-confidence and their leadership roles
 - using assessment effectively to meet the educational needs of students of all categories
 - managing learning time more productively in the academic lessons.
- Provide educational support and guidance, particularly low attainment students and those with learning difficulties.
- Address the shortage in human resources represented by senior teachers for all academic departments and the majority of practical departments, social counsellors and a male-nurse, and the shortage in physical resources represented by a gymnasium.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The school has maintained its 'Satisfactory' performance in the academic achievement and teaching and learning aspects, while its performance level has changed from 'Good' to 'Satisfactory' in the majority of schoolwork aspects.
 - Self-evaluation is comprehensive, with its results being used in building the strategic and action plans. These are monitored regularly, contributing to achieving the school's objectives satisfactorily in all schoolwork aspects.
 - The school's efforts and actions, in tackling the great challenges created by the intake of students with weak basic skills and poor motivation towards learning, are appropriate.
- There is a shortage in senior teachers for all academic departments and the majority of practical departments, as well as a shortage in social counsellors.
- Although the school provides professional development programmes for teachers according to their training needs, including new ones and those whose mother tongue is not Arabic, monitoring of the impact of those programmes is inconsistent in improving teaching and learning particularly in the academic subjects.
 - The school's judgements in the self-evaluation form (SEF) differ from the judgments rendered by the review team in all aspects.

Appendix: Characteristics of the school

Name of the school (Arabic)	جد حفص الثانوية الصناعية للبنين												
Name of the school (English)	Jidhafs Secondary Technical												
Year of establishment	1969												
Address	Building 1145 - Budaiya Road - Block 431												
Town / Village / Governorate	Jidhafs/ Northern												
School's Contacts	17590048			Fax			17590004						
School's e-mail	jidhafs.se.b@moe.gov.bh												
School's website	-												
Age range of students	16-18 years												
Grades (e.g. 1 to 12)	Primary			Middle				High					
	-			-				10-12					
Number of students	Boys	989			Girls	-				Total	989		
Students' social background	Most students are from limited-income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	12	13	17
17 Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	Foundation sections: 12											
	Grade 11	Apprenticeship sections: 13											
	Grade 12	Advanced / Practical sections: 17											
Number of administrative staff	9 administrators and 12 technicians												
Number of teaching staff	158												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic and English												
Principal's tenure in the school	3 years												
External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations. • BQA National Examinations. 												

Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none">• Adoption of a new study plan for the Apprenticeship Track in the academic year 2015-2016.