



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

Directorate of Government Schools Reviews Short Review Report

Confidential

**Jidhafs Technical Secondary Boys School
Jablat Habashi - Northern Governorate
Kingdom of Bahrain**

Date of Review: 15-17 April 2013

SG162-C2-R102

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The 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 ten 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 Technical Secondary Boys School													
School's type	Government													
Year of establishment	1969													
Age range of students	16-18													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	-				-				10-12					
Number of students	Boys	983	Girls	-					Total	983				
Students' social background	Most students come from low-income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	-	-	-	12	12	13	
	Levels 1 & 2 (apprenticeship 24 classes), level 3 (4 apprenticeship and 9 developed system).													
Town /Village	Jablat Habashi													
Governorate	Northern													
Number of administrative staff	15 administrative and 15 technicians													
Number of teaching staff	142													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic and English													
Principal's tenure	2 years													
External assessment and examinations	-													
Accreditation (if applicable)	-													
Number of students in the following categories according to the school's classification	Outstanding				Gifted & Talented				Physical Disabilities					Learning Difficulties
	55				38				-					5
Major recent changes in the school	<ul style="list-style-type: none"> Appointment of new administrative supervisors in the current academic year 2012-2013. 													

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	-	3	3
Students' personal development	-	-	2	2
The quality and effectiveness of teaching and learning	-	-	3	3
The quality of the curriculum implementation	-	-	2	2
The quality of support and guidance for students	-	-	2	2
The quality and effectiveness of leadership, management and governance	-	-	2	2

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: 3 Satisfactory

The school's overall performance in this review matches its satisfactory performance in the previous review in April 2010. Academic achievement and teaching and learning are satisfactory, while all other aspects are good. Students have progressed in the MoE examinations, with good levels in practical subject lessons through the focus on acquiring practical skills. Satisfactory levels are achieved in theoretical subjects due to the varied effectiveness of teaching and learning strategies. Most students have high self-confidence, behave maturely and responsibly, and participate enthusiastically in school activities, supported by available opportunities. The school facilities and resources are effectively deployed to enrich the curriculum. The leadership is organised and effective, making considerable efforts to achieve strategic goals; and aims for excellence, reflected in the good levels of satisfaction by students and parents.

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

Grade: 2 Good

The school's capacity to improve and develop is commensurate with the previous review. Efforts focus on controlling the behaviour of students, developing teaching and learning and improving academic achievement, reflected in the progress achieved in the MoE examinations which take the school back to the top of technical schools after regressing to 3rd place in 2010. These efforts also improve students' personal development and provide a stimulating learning environment. The leadership relies on strategic planning, based on rigorous self-evaluation and including performance indicators based on development of priorities, so as to achieve its vision through participatory work, increasing teachers' competence and developing older buildings. The school, thereby, maintains standards in spite of the challenges facing it, represented in the increasing numbers of students and low levels of newcomers.

The school's main strengths

- Good strategic planning based on rigorous self-evaluation and its role in maintaining the overall levels of performance in most aspects of school work
- Most students' enthusiasm, effective participation in practical lessons and school activities, high self-confidence, and their mature and responsible behaviour
- The effective use of the environment and resources to enrich students' experiences, develop their different needs and equip them with practical skills.

Recommendations

In order to improve, the school should:

- increase students' achievement in theoretical subjects
- continue to develop teaching and learning, with a focus on:
 - developing basic skills, especially in English
 - using assessment effectively to meet the academic needs of students, considering their different educational categories
 - time management during lessons.
- provide more support for low achieving students.