



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

Schools Review Unit

Review Report

Jidhafs Technical Secondary Boys School
Jidhafs - Northern Governorate
Kingdom of Bahrain

Date Reviewed: 25 - 27 April 2010

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The Schools Review Unit

The Schools 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 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 students.

Introduction

Scope of the Review

This Review was conducted over three days, by a team of 10 Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written and other work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Boys

Number of students: 854

Age range: 16-18 years

Characteristics of the school

Jidhafs Technical Secondary Boys School is one of the Northern Governorate schools and was founded in 1969. The age range in the school is from 16 to 18 years, and there are 854 students. Most students come from limited-income families. Students are distributed across 34 classes: 12 classes for the preparatory year, 10 for each of the second and third levels of the technical and applied routes, and 2 classes for the first and second levels of vocational training. The school categorises 17 of its students as talented and creative, 31 as outstanding and one as having learning difficulties; one student is physically disabled. The Principal is in his sixth year at the school. The number of teaching staff is 130. The school is part of King Hamad's Schools of the Future project. The school does not have an electronic classroom or a sports hall.

Overall effectiveness

- **How effective is the school in meeting the needs of students and their parents?**

Grade: 3 (Satisfactory)

The overall effectiveness of Jidhafs Technical Secondary Boys School is satisfactory. It has good aspects in: students' personal development; curriculum enrichment and delivery and training programmes; student guidance and support; leadership and management; and its capacity to improve. The school gained a good satisfaction from the students and their parents.

Students' academic achievement is satisfactory. Most students achieve high pass rates in most core and specialised subjects, especially in the technical route. The rates are lower for students in the first level and in some English courses. Students' achievement levels in most practical lessons reflected the high pass rates, while their levels were satisfactory in most theory-based lessons. Students make good progress in most core and specialised subjects, and in most practical lessons, where teaching methods focus on students' acquisition of practical and vocational skills. In most observed theory-based lessons, instructional teaching methods were used and students made no more than satisfactory progress. The school uses the results of diagnostic tests to provide remedial, intensive lessons for lower-achieving students. Talented and outstanding students participate in external competitions. In some good lessons, students' individual differences were considered in the activities provided; this helped students to reach achievement levels in line with their abilities.

Students' personal development is good. Most students attend school regularly and punctually. They participate enthusiastically and effectively in different extra-curricular activities and enjoy practical workshops, which contribute to developing their self-confidence, polishing their talents and making them take responsibility. Students are given plenty of opportunities to take leadership roles in extra-curricular activities and practical lessons but they are not given the same opportunities in the rest of the lessons. Students share mutual respect between each other and with their teachers. Most students show awareness and responsibility in their behaviour by looking after the school environment and its facilities. The school makes clear efforts to develop strong behavioural values among students, which has had a clear effect on limiting behavioural problems. The school has created a suitable learning environment in which students also feel safe .

The effectiveness of the teaching and learning processes is satisfactory. Teachers know their study materials. The better observed lessons are characterised by effective lesson management and the use of a variety of educational strategies, which contribute to students'

acquisition of practical and vocational skills, understanding and knowledge. Students' abilities are appropriately challenged and their higher thinking skills are developed in these lessons. In other lessons, however, the teacher is the centre of the educational process, presenting activities without considering individual differences or challenging students' abilities; students' higher thinking skills are insufficiently developed. Teachers give students opportunities for effective cooperative learning in practical workshops and some theory-based lessons to ensure that students learn from each other, but this does not happen to the same degree in other lessons. Teachers use a range of assessment methods effectively in some lessons and practical workshops and give suitable feedback that has a positive effect on students' achievement. In other lessons, however, activities are not followed up appropriately and students are given insufficient feedback to help improve their performance. Some lesson plans do not cover homework activities sufficiently and the homework set does not consider individual differences and is not regularly marked.

The quality of curriculum enrichment and delivery, and the suitability of training programmes, are good. The school develops students' understanding of their rights and duties through a variety of activities that increase students' awareness and personal development. Students also sign an agreement of rights and duties between themselves and the school. As well as developing their spirit of citizenship through a range of activities, events and visits, students are encouraged to offer some services to the community. The school provides several cultural, practical, technical and vocational extra-curricular activities to enrich the curriculum. Students participate effectively in many programmes that help to polish their talents and develop their different abilities, skills and interests. Students acquire good practical skills in their practical lessons and satisfactory basic skills overall; their English skills are not sufficiently developed in some lessons, however, where there is not enough focus on teaching students these skills. Although the school buildings are old, the school makes clear efforts to look after them and use them effectively to enrich the curriculum; for example, students' achievements and work are celebrated well in classrooms and practical workshops, which creates a motivating atmosphere in which to learn. The school provides training programmes that meet the demands of the job market as well as holding meetings, lectures and educational visits to keep students up-to-date with market developments. The school also monitors students during their training period; most employers were pleased with the contribution of the school and the level of students' skills. The school runs several relevant vocational programmes from which students can choose.

The quality of guidance and support for students is good. Students visit the school for lectures while they are at intermediate school. When they join the school they attend programmes, lectures and introduction tours that help them settle at school more easily. The school also prepares students appropriately for their next stages of education or employment by arranging visits to universities and employers, as well as providing them with the skills they need for that stage. It assesses students' personal needs and meets them well by providing practical and financial support. The school also assesses students'

educational and training needs and meets them by giving intensive, remedial and evening lessons, which have a significant effect on students' progress. Students are given continuous support in their practical training and given training opportunities with employers according to their specialty. Students' individual differences are considered in some lessons, but not in some theory-based lessons. The school provides a range of guidance and advice programmes for students, which help encourage good discipline and loyalty towards the school. The school communicates with parents through periodic meetings and by text messages, although the parents not receive regular reports about their sons' progress. Security and safety issues are monitored continuously and the school checks safety aspects in the practical workshops. The school provides a healthy and safe environment.

The effectiveness of leadership and management is good. The school has a shared vision that focuses on achievement, vocational skills and students' personal development; it is reflected in most of the school's practices and activities. It also has a strategic plan, which was built using the findings of an accurate diagnosis of the school's situation, and operational plans, which have clear, accurate and measurable performance indicators. The school accurately evaluates all aspects of its work and uses the findings of evaluation to improve performance. The senior managers inspire and motivate the staff by sharing decision making, encouraging teamwork and being open. They delegate authority and effectively implement a performance management system. Most teachers work enthusiastically to keep up with developments and change. The school provides in-house training programmes to improve teachers' performance, as well as holding individual meetings and exchange visits. The school makes good use of its educational resources, although the learning resources centre is not used as effectively. The school regularly seeks the views of parents and students and responds to them according to its capabilities; it also works with the labour market satisfactorily.

□ Does the school have the capacity to improve?

Grade: 2 (Good)

The school's capacity to improve is good. It has several strengths, such as its strategic and operational plans, which have clear performance indicators and are regularly monitored. Its self-evaluation process is comprehensive and the results are used to shape plans and programmes to improve the school's performance. The school staff work well as a team. Its senior managers delegate authority efficiently, make shared decisions and have spread a culture of development and change. All these efforts have had a positive effect on improving the overall performance, especially in regard to students' achievement, aspects of their personal development and conduct, performance development of staff and the school environment.

The school's main strengths and areas for development

Main Strengths

- Leadership and management
- Strategic planning and self-evaluation
- Practical and vocational skills
- Enthusiastic and motivated staff
- Extra-curricular activities and training programmes
- Students' conduct and good relations
- Promoting a spirit of citizenship
- Meeting educational needs outside lessons
- Using the school environment
- Induction and transitional programmes.

Areas for development

- Considering individual differences in teaching and learning processes
- Using assessment results
- English skills
- Higher thinking skills
- Challenging students' abilities
- Cooperative learning in theory-based lessons
- Homework
- Communicating with the job market.

What the school needs to do to improve

In order to improve further, the school should:

- Develop teaching, learning and training processes to include:
 - Developing basic skills in English
 - Considering individual differences in activities
 - Using assessment to plan learning
 - Developing higher thinking skills
 - Challenging students' abilities
 - Giving more opportunities for cooperative learning in theory-based lessons.
- Adopt a clear policy of assigning homework that considers students' individual differences.
- Investigate the demands of the job market and communicate with those concerned to provide programmes that meet their current requirements.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	2: Good
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	2: Good
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum delivery	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good