



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

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

**Religious Intermediate Secondary Institute
Al-Jufair – Capital Governorate
Kingdom of Bahrain**

**Date of Review: 21-23 April 2014
SG158-C2-R176**

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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 six 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 institute

School's name		Religious Intermediate Secondary Institute											
School's type		Government											
Year of establishment		1980											
Age range of students		13-18 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		-				7-9				10-12			
Number of students		Boys	350	Girls	-				Total	350			
Students' social background		Most students come from middle-income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	3	3	3	2	2	2
Secondary		Religious track with two classes per each level											
Town /Village		Al-Jufair											
Governorate		Capital											
Number of administrative staff		11 administrative, 5 technicians											
Number of teaching staff		50											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		1 semester											
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		
		53			27			0			0		
Major recent changes in the school		<ul style="list-style-type: none"> • Appointments in 2012-2013: <ul style="list-style-type: none"> - 2 coordinators: 1 for science, 1 for Arabic - head of administrative and financial affairs. 											

	<ul style="list-style-type: none">• Appointments in 2013-2014:<ul style="list-style-type: none">- principal- deputy principal- social counsellor- 6 teachers for Islamic legislation studies.
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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	4
Students' personal development	-	4	4	4
The quality and effectiveness of teaching and learning	-	4	4	4
The quality of the curriculum implementation	-	4	4	4
The quality of support and guidance for students	-	4	4	4
The quality and effectiveness of leadership, management and governance	-	4	4	4

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

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

Grade: 4 Inadequate

Performance remains 'Inadequate', as in April 2010, following two monitoring visits and achieving 'Sufficient Progress' in the second. Secondary school students generally show progress in examination results. New students receive effective induction. Transition programmes prepare students for their next stage of education. Academic achievement is inadequate, with most students not achieving sufficient progress during lessons. Proficiency is low in most core subjects including mathematics, English, some Arabic and Islamic legislation studies. Students' basic skills are weak due to ineffective teaching and learning processes, poor assessment techniques and classroom management, limited support and insufficient opportunities to take responsibility and leadership roles with weak basic skills. Self-evaluation is inaccurate and its findings are not built into the strategic plan. Follow-up of the plan's implementation is weak, especially in tracking the impact of teachers' professional development programmes.

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

Grade: 4 Inadequate

The capacity to develop and improve remains 'Inadequate', matching the previous review. However, improvements have been observed in students' behaviour and progress achieved by secondary school students. These improvements do not include teaching and learning processes or students' progress during lessons, which are inadequate. The institute's strategic plan is not based on accurate self-evaluation nor directly linked to the action plan. Work priorities, such as raising students' academic achievement and mechanisms for following up the strategic plan, are not clear or focused. Main challenges facing the institute include support for students of different abilities, inaccuracy of class visits evaluation and obscurity in tracking the impact of professional development programmes on teachers' performance. These adversely affect the institute's capacity to improve. External support is required.

The institute's main strengths

- Induction programmes offered to newcomers, and transition programmes to support students who are entering the next stage of their education.

Recommendations

In order to improve, the institute should:

- receive external support to ensure raising its overall effectiveness
- raise students' academic achievement by enabling them to acquire the basic skills in the core subjects
- re-think the strategic plan, basing in firmly on accurate and comprehensive self-evaluation of all the school functions and following up its implementation
- develop effective teaching and learning strategies, focusing on:
 - effective assessment techniques, utilising their results to support students of different abilities
 - effective and productive classroom management
 - strengthening students' roles, promoting their self-confidence and enabling them to take responsibility.
- follow up the impact of professional development programmes, to ensure students' academic progress during lessons.