



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

# **Schools Review Unit**

## **Review Report**

**Religious Institute Intermediate Secondary Boys**  
**Juffair – Capital Governorate**  
**Kingdom of Bahrain**

**Date Reviewed: 19 – 21 April 2010**

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## The Schools Review Unit

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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**

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### **Scope of the Review**

This Review was conducted over three days, by a team of seven 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, students and parents. This report summarises their findings and recommendations.

### **Information about the institute**

Gender of students: Boys

Number of students: 347

Age range: 12 – 18 years

### **Characteristics of the institute**

The Religious Institute Intermediate Secondary Boys is located in the Juffair area in the Capital Governorate. It was founded in 1980. The age range in the Institute is from 12 to 18 years, and there are 347 students. Students are distributed across 15 classes: nine for the intermediate level and six for the secondary level. Most students come from middle- and limited-income families. The Institute has identified 18 students as outstanding and 31 students as gifted and talented. The Principal is in his second year at the Institute. The teaching staff comprises one senior teacher for the Shari'a subjects and 46 other teachers; there are 14 administrative staff. The Institute is part of 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 effectiveness of the Religious Institute Intermediate Secondary Boys is inadequate. Students and their parents, however, are broadly satisfied with the school.

Students' academic achievement is inadequate. Students achieve high success rates in most Shari'a subjects, Arabic and Science, but low success rates in English and Mathematics in the secondary stage. Most students do not achieve levels appropriate to their abilities in most lessons. Most students show inadequate levels of knowledge, concepts and skills. Students' examination results for the past three years show fluctuations in core and Shari'a subjects and a declining trend in English and Mathematics grades. The Institute organises tutorials for students who fail Mathematics and English examinations in the secondary stage. Some teachers and students do not attend these tutorials regularly, however, and the tutorials do not help to raise academic standards. The Institute supports a small number of gifted and outstanding students by engaging them in some competitions and extra-curricular activities.

Students' personal development is inadequate. Most students attend regularly but a small number of students come late for morning assembly. A very small number of gifted students participate in the morning assembly and students' committees. In lessons, most students participate ineffectively; they are given few opportunities to boost their self-confidence, take on responsibility and learn from each other and this has a negative effect on their personal development. In most lessons, students' individual differences are not considered and they are seldom given chances to take leadership roles and develop higher thinking skills. Students' individual learning needs are not catered for in activities: most teachers rely on questions that measure simple levels of knowledge and they do not plan group work effectively in terms of identification and distribution of roles. All these factors reduce students' participation and their motivation to learn. Most students enjoy good relations with each other and with teachers and they respect others' views and feelings. Some students, however, show little care for some of the Institute's facilities and there are instances of smoking. Some teachers use unacceptable methods of behaviour management and some of the younger students are intimidated by older ones; this makes some students feel insecure in the Institute.

The effectiveness of the teaching and learning processes is inadequate. Some teachers reflect their subject knowledge in their teaching and learning strategies; most teachers, however, employ an instructional style where the teacher is at the centre of the learning process,

which reduces students' enthusiasm and motivation for learning. Most teachers use only activities from textbooks. Some teachers manage learning situations in a way that encourages learning, although in most lessons, time management is poor and teachers do not cover the objectives within the specified time. Teachers do not challenge students' abilities or develop their higher thinking skills; most teachers focus on simple levels of knowledge and understanding during lessons and this is reflected in the levels of progress students make. Some teachers use group work in some lessons, but it is used ineffectively as it lacks proper identification and distribution of roles. Assessment methods are limited to verbal questioning in most lessons and some individual written activities; the results of assessment are not used appropriately. Most teachers assign homework and mark it regularly. Homework does not take students' individual differences into account, however, and is mainly based on textbooks. Teachers do not provide students with immediate feedback.

The quality of curriculum presentation and enrichment is inadequate. Teachers rely on presenting the content of textbooks. Their teaching strategies do not focus on activities that develop basic skills in most lessons. The Institute seeks to develop students' understanding of their rights and duties, and their spirit of citizenship, through guidance boards, morning assembly programmes, and participation in some events. Some extra-curricular activities are arranged for gifted and outstanding students but only a small number of students are engaged. The Institute supports gifted students in the Holy Quran Tajweed – perfecting the recitation of Quran – and the Institute came second in a Holy Quran competition and produced a compact disk of the Quran recited by students. The Institute's buildings are enriched by displays and artistic work produced by students. The classroom environment, however, lacks displays that enrich the curriculum, except the science laboratory and the art education room.

The quality of support and guidance for students is inadequate. The Institute inducts new students adequately but does not prepare students properly for their next phase of education; it does not develop in the students the required skills for this stage. The Institute meets students' personal needs adequately. It does not meet students' educational needs appropriately, however: for example, the tutorials it organises for secondary stage students who fail Mathematics and English examinations are ineffective as some teachers and students do not attend regularly. Support for students in most lessons is ineffective: activities lack the diversity to meet the learning needs of various ability groups. The social guidance team provides individual and group advice and guidance to help solve students' problems and also makes use of the school's broadcasts. The impact of this work is not, however, reflected in students' personal development. The Institute communicates with parents through planned educational meetings and an Open Day. Although the Institute monitors security and safety issues, some students complained about the cleanliness of the Institute.

The effectiveness of leadership and management is inadequate. The Institute has a shared vision and mission statement, but its action plan is inconsistent with this statement. This has resulted in a confused vision and inconsistent departmental action plans. The Institute's action plan lacks clear performance indicators and regular monitoring mechanisms. The Institute has made some efforts to evaluate some of its work but the results of such evaluations are not used effectively and translated into programmes and plans to improve students' achievement and personal development. The Institute's managers inspire their staff through moral motivation but this is not having sufficient impact on their performance and on the punctuality of some members. The Institute lacks enough senior teachers, having only a senior teacher for religious subjects, to provide more than a few training opportunities for staff. It has no clear mechanisms to diagnose training needs and identify areas for development or track the impact of such programmes on teachers' professional development. The Institute makes satisfactory use of its available resources but has not set up an electronic-classroom. The Institute's management communicates appropriately with parents and students and responds to their views, for example by engaging students in setting the end-of-term examination timetable.

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

##### **Grade: 4 (Inadequate)**

The Institute has inadequate capacity to improve and develop. It lacks a strategic planning process based on accurate and comprehensive self-evaluation. It has no clear vision of how to achieve objectives. The development plan of last year did not identify specific programmes and projects with priorities to develop students' academic achievement in a way that contributes to improving the overall performance of the Institute. The Institute's action plan for this year lacks performance indicators and accurate follow-up mechanisms for the plans and programmes. The Institute will not be able to overcome its significant challenges, including the inconsistent performance of teachers, without external support.

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

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### **Main Strengths**

- Attendance and punctuality
- Meeting students' personal needs.

### **Areas for development**

- Strategic planning
- Self-evaluation
- Teaching and learning strategies
- Basic skills in core subjects
- Considering individual differences in class and homework activities
- Higher thinking skills
- Challenging students' abilities
- Employing assessment and using its results
- Working together and learning from each other
- Managing students' behaviour
- Professional competency programmes for teachers.



## What the school needs to do to improve

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### In order to improve further, the school should:

- Draw on external support and guidance to raise the overall performance of the Institute
- Develop a strategic plan, based on accurate self-evaluation, with clear performance indicators and regular follow-up mechanisms that focus on students' academic achievement and personal development
- Take necessary measures to ensure a safe environment for students
- Develop students' behaviour management programmes
- Develop teaching and learning strategies that focus on:
  - Developing students' basic skills
  - Taking individual differences into account in class and homework assignments
  - Employing assessment and using its results
  - Developing students' higher thinking skills
  - Challenging students' abilities
  - Providing students with opportunities to learn together and work with each other.
- Develop professional competency programmes for teachers and track their impact on classroom practices.

## 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	4: Inadequate
Students' academic achievement	4: Inadequate
Students' progress in their personal development	4: Inadequate
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	4: Inadequate
The quality and effectiveness of leadership and management	4: Inadequate