



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

Directorate of Government Schools Reviews

Short Review Report

**Al-Jabiriya Secondary Technical School
Zenj – Capital Governorate
Kingdom of Bahrain**

Date of Review: 23-25 October 2017

SG141-C3-R135

Introduction

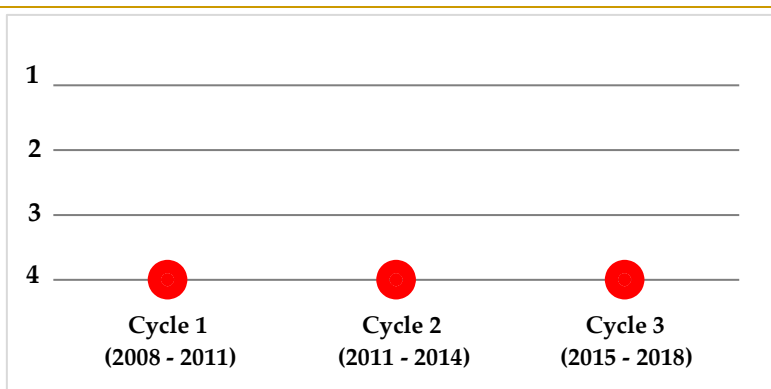
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of thirteen reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and 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	-	-	4	4
	Students' personal development	-	-	4	4
Quality of processes	Teaching and learning	-	-	4	4
	Students' support and guidance	-	-	4	4
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	4	4
Capacity to improve		4			
The school's overall effectiveness		4			

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 'Inadequate'

Judgement justifications

- | | |
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| <ul style="list-style-type: none"> • Strategic planning is ineffective in terms of the inaccuracy of self-evaluation, such as in assessing class visits and monitoring processes, particularly regarding development priorities and their quality. Departments are unclear concerning the specifics of goals related to academic achievement. • Academic standards of the vast majority of students in the theoretical core subjects are weak in Grades 10 and 11, in Grade 12 specialised subjects and in vocational training. The progress they make in most lessons is | <p>inadequate, basic skills are weak and their motivation towards learning is poor.</p> <ul style="list-style-type: none"> • Students achieve adequate progress in most practical subjects' lessons. Their proficiency rates are in line with their high pass rates in most subjects, achieving students' and parents' satisfaction. • The effectiveness of teaching and learning is inconsistent in the practical subjects, and even less effective in the theoretical core subjects in terms of insufficient utilisation of learning time, use of ineffective assessment methods |
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and insufficient support being provided to students in written work and school programmes.

- Some students' behaviour reflects their lack of awareness, such as in behaviourally inappropriate graffiti.

- The induction provided to new students is appropriate as well as the field training provided to prepare them for the labour market.

Main positive features

- Students' adequate acquisition of the majority of specialty practical skills.
- The induction programmes provided to new students and the practical programmes provided to prepare students for the labour market.

Recommendations

- Provide the necessary support from the relevant parties at the Ministry of Education regarding:
 - implementing a more accurate self-evaluation and benefiting from its results to develop and monitor the strategic and operational plans, in a way that ensures the improvement of the school's overall performance
 - addressing the shortfall in human resources represented by senior teachers for most academic departments and social guidance, to better suit the number of students.
- Further develop students' awareness.
- Promote students' academic achievement in general and particularly in theoretical core subjects.
- Monitor the impact of professional development programmes on the improvement of teaching and learning, especially in theoretical core lessons, further focussing on:
 - using effective teaching and learning strategies
 - managing learning time in a more productive manner
 - utilising effective assessment methods and using their results to support students and consider their levels in lessons and written work
 - increasing students' motivation and encouraging them to learn.
- Support all categories of students and provide them with assistance in school programmes in order to meet their various academic needs, particularly the low achievers.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school has maintained its overall 'inadequate' judgement over the past three reviews.
- The school has a strategic plan, but it is not based on accurate self-evaluation; therefore, its procedures fail to improve performance, especially in relation to students' academic achievement in theoretical core subjects. Moreover, the school's assessments of its effectiveness and work aspects as stated in the Self-Evaluation Form are inconsistent with the judgements reached by the review team.
- Monitoring the impact of professional development programmes on the development of teaching and learning is not sufficiently effective, especially in the theoretical subjects, despite the stability of most teachers and the middle and senior leaders.
- The most significant challenge the school faces is the poor basic skills of the newly joined students, as the percentage of Grade 10 students who passed the intermediate stage reached only 29% in the previous school year. Other challenges are the 20% increase in student numbers in general and the shortfall in senior teachers.

Appendix: Characteristics of the school

Name of the school (Arabic)	الجابرية الثانوية الصناعية للبنين													
Name of the school (English)	Al-Jabiriyia Secondary Technical													
Year of establishment	1986													
Address	Building 35 - Road 30 - Block 331													
Town / Village / Governorate	Zenj/ Capital													
School's Contacts	17230207				Fax		17251543							
School's e-mail	-													
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	1,389			Girls	-			Total	1,389				
Students' social background	Most students come from limited and middle income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	-	-	-	27	18	15	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	<ul style="list-style-type: none"> • 24 classes for apprenticeship track/foundation. • 3 classes for vocational training. 												
	Grade 11	<ul style="list-style-type: none"> • 7 electricians classes for apprenticeship track/advanced technical. • 8 mechanics classes for apprenticeship track/advanced technical. • 3 classes for vocational training. 												
	Grade 12	<ul style="list-style-type: none"> • 8 electricians classes for apprenticeship track/advanced technical. • 7 mechanics classes for apprenticeship track/advanced technical. 												
Number of administrative staff	18 administrative and 4 technicians													

Number of teaching staff	217
Curriculum	MoE
Main language(s) of instruction	Arabic and English
Principal's tenure in the school	4 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"> • Appointment of an Assistant Principal in the school year 2016-2017. • Graduation of the student cohort who followed the old study plan of apprenticeship track in the school year 2016-2017. • The increase in students' numbers in the school year 2017-2018 by 20% as compared to the previous year.