



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

Directorate of Government Schools Reviews Short Review Report

**Al-Farabi Intermediate Boys School
Hamad Town - Northern Governorate
Kingdom of Bahrain**

Date of Review: 6-8 March 2017
SG002-C3-R102

Introduction

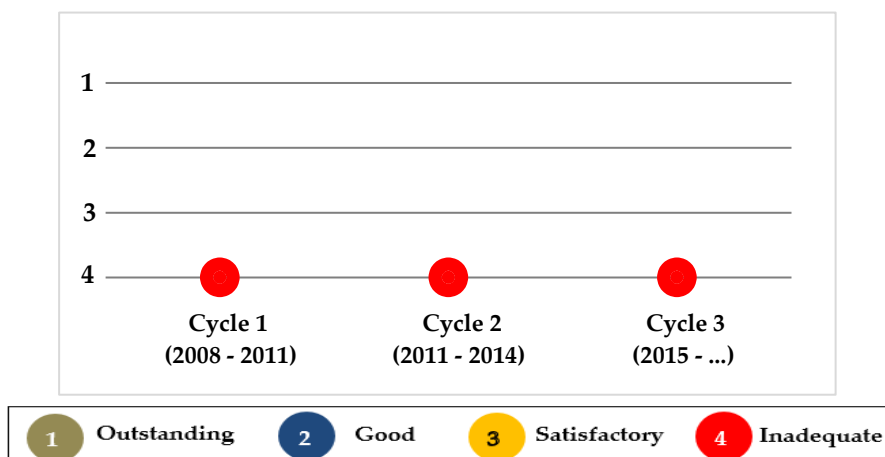
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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

- The school leadership lacks awareness of its priorities for development and improvement in strategic planning, and is not consistent in accurately determining the performance indicators related to the school's situation and objectives.
- The inconsistency between the higher and middle leaderships in terms of their care and attention to school development reflects negatively in the ineffective implementation of the action plan and the poor mechanisms for monitoring its procedures and activities.
- The weakness of teaching and learning make this aspect inadequate in about two thirds of the lessons. Due to the ineffective employment of teaching and learning strategies, poor investment of learning time and insufficient assessment for meeting students' academic needs.
- The weak skills of most students in all core subjects result in their low proficiency rates and negatively affect their progress in lessons.
- Motivation of most students towards participating in school life is low, with a lack of opportunities provided for

them to assume leadership roles and bear responsibility, especially in the lessons.

- Academic support provided to students in lessons and supporting programmes are poor, except for the

activities targeted at the talented and merged class students that are at a better level. However, students and their parents are satisfied with the school's provision.

Main positive features

- The extracurricular activities that enhance the majority of students' talents and interests.

Recommendations

- Immediate intervention by the relevant parties at MoE in order to raise the school's overall performance, and using the results of an accurate self-evaluation to improve the strategic plan according to the development priorities, including clear performance indicators and rigorous monitoring mechanisms for its implementation.
- Raise students' academic achievement and provide them with the basic skills in all core subjects.
- Raise teachers' professional competency and monitor the impact on the employment of more effective teaching and learning strategies that focus on:
 - assessment for learning, and benefiting from its results in meeting the academic needs of all categories of students
 - productive lesson management
 - encouragement and motivation of students and the development of their self-confidence, to increase their motivation towards learning.
- Support all groups of students in and out of lessons and in their written work to enhance their educational experiences.
- Address the shortage in human resources represented in a senior English teacher.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The school is incapable of introducing sufficient improvements to raise its overall performance in school work aspects, except for some administrative

- improvements related to delegation of authority and extracurricular activities.
- The self-evaluation results are rarely used in the consideration of school

work development priorities, which is in line with the significant inconsistency between the school's evaluation of its situation, as provided in the self-evaluation form, and the judgements made by the review team in all aspects.

- Monitoring mechanisms for the implementation of departments' action plans are weak, resulting in their ineffectiveness to introduce noticeable improvements, especially in the aspects of students' academic achievement and teaching and learning.
- The school faces many challenges, namely:
 - students' low standards upon enrolment

- the poor technical and administrative performance of the educational section's middle leadership and the lack of a senior English teacher
- the constant changes in teaching staff, which weakens the impact of training programmes on the improvement of teachers' performance and impedes the provision of support to students
- the low motivation of some school members towards work development, and their reluctance to assume some of the responsibilities and the tasks that might be assigned to them.

Appendix: Characteristics of the school

Name of the school (Arabic)	الفارابي الإعدادية للبنين														
Name of the school (English)	Al-Farabi Intermediate Boys														
Year of establishment	1993														
Address	Building 3080 - Road 1450 - Block 1214														
Town / Village / Governorate	Hamad Town/ Northern														
School's Contacts	17440180				Fax		17440538								
School's e-mail	alfarabi.in.b@moe.gov.bh														
School's website	-														
Age range of students	13-15 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	-				7-9				-						
Number of students	Boys		564			Girls		-			Total		564		
Students' social background	Most students belong to limited income families														
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12	
	Classes		-	-	-	-	-	-	7	7	6	-	-	-	
Tracks	Grades		Distribution of classes on Tracks												
	Grade 10		-												
	Grade 11		-												
	Grade 12		-												
Number of administrative staff	14														
Number of teaching staff	67														
Curriculum	Ministry of Education (MoE)														
Main language(s) of instruction	Arabic														
Principal's tenure in the school	1 year														

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"> • New appointments at the beginning of the 2016-2017 school year: <ul style="list-style-type: none"> - a senior Arabic teacher - two English teachers - a science teacher.