



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

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

**Jidhafs Intermediate Boys School  
Jabalat Habashi – Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 30 October – 1 November 2017  
SG101-C3-R137**

## Introduction

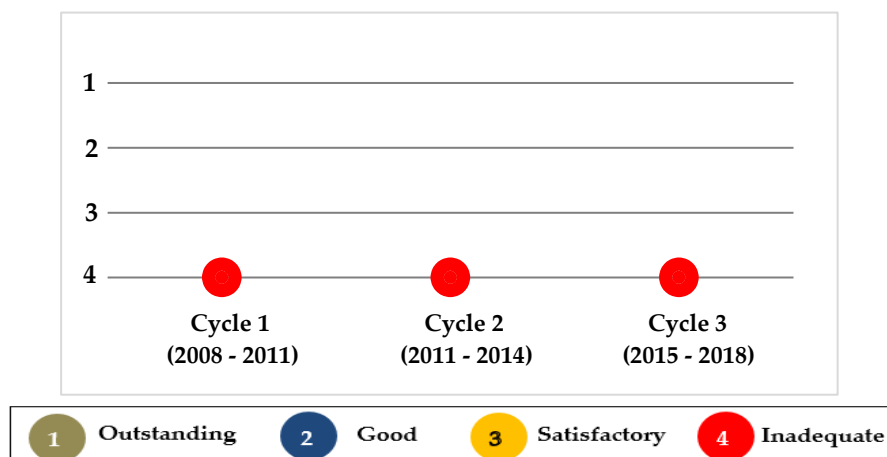
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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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

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### 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

- Strategic planning is ineffective, largely due to the inaccuracy and lack of comprehensiveness of self-evaluation and the failure to use its results in developing the school plans, compounded by poor implementation and monitoring mechanisms.
- Teaching and learning strategies are ineffective in the inadequate lessons, which form most of the core subjects' lessons, especially English and Arabic. This poor effectiveness is due to weak time and class management, insufficient assessment to meet students' learning needs, and the lack of motivation and encouragement students receive.
- Proficiency rates vary in the core subjects, and students' basic skills are poor, showing their inadequate levels in half the lessons.
- Some students lack a sense of psychological security as a result of the use of some non-educational methods by a group of teachers when they deal with students.
- The school building requires complete and immediate maintenance and students' dismissal needs monitoring to ensure their safety and security.

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| <ul style="list-style-type: none"> <li>• Academic support provided to students is poor, especially for the outstanding and low achievers. This applies in lessons and support programmes, alongside insufficient guidance programmes.</li> </ul> | <ul style="list-style-type: none"> <li>• Students and their parents are satisfied with the school's provision due to its constant efforts to communicate with them.</li> </ul> |
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## **Main positive features**

- None.

## **Recommendations**

- Prompt intervention by the relevant parties at MoE to bring about the desired improvement in the overall performance level by focussing on:
  - raising students' academic achievement and enabling them to acquire the skills in core subjects
  - ensuring students' safety and security through maintaining the school building and monitoring students' dismissal.
- Implement a more accurate and comprehensive self-evaluation and benefit from its results to develop the strategic, action and departmental plans according to accurate performance indicators and clear monitoring mechanisms.
- Monitor the impact of teachers' professional development programmes on the improvement of teaching and learning processes, focussing on:
  - employing effective teaching strategies
  - motivating and encouraging students in order to develop their motivation to learn
  - using effective assessment methods and benefiting from their results in meeting the learning needs of all students
  - managing lessons in an organised and productive manner.
- Improve the competency of support and guidance programmes provided to students, academically and personally in lessons and school programmes.
- Address the shortfall in human resources represented by a social counsellor and a senior teacher for mathematics.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

- The school has been incapable of achieving sufficient improvement in its overall performance in all aspects of schoolwork over three reviews. Improvements made have been limited to improving human relationships between its members, taking care of the school environment and enhancing communication with parents.
- The self-evaluation is inaccurate and the implementation and monitoring mechanisms are weak, adversely affecting the identification of school work development priorities and the development of strategic and action plans, thus affecting their effectiveness in bringing about the desired changes.
- The school's assessments of its situation as provided in the self-evaluation form are inconsistent in all aspects with the judgements reached by the review team.
- The professional development programmes have had no impact on most teachers' performance, therefore the effectiveness of teaching and learning is inadequate in half of the core subjects' lessons.
- The school leadership is incapable of encountering the challenges the school faces, the most significant being the poor basic skills of students and their low motivation to learn and the shortfall in human resources represented by a senior teacher of mathematics and a social counsellor.

## Appendix: Characteristics of the school

Name of the school (Arabic)	جد حفص الإعدادية للبنين														
Name of the school (English)	Jidhafs Intermediate Boys														
Year of establishment	1954														
Address	Building 1137, Road 3114, Block 431														
Town / Village / Governorate	Jabalat Habshi/ Northern														
School's Contacts	17590061				Fax		17594346								
School's e-mail	jidhafs.pr.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		1023			Girls		-			Total		1023		
Students' social background	Most students are from limited and middle income families.														
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12	
	Classes		-	-	-	-	-	-	11	10	9	-	-	-	
Tracks	Grades		Distribution of classes on Tracks												
	Grade 10		-												
	Grade 11		-												
	Grade 12		-												
Number of administrative staff	17														
Number of teaching staff	74														
Curriculum	Ministry of Education														
Main language(s) of instruction	Arabic														
Principal's tenure in the school	6 years														

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE examinations.</li> <li>• BQA national examinations.</li> </ul>
<b>Accreditation (if applicable)</b>	-
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• Appointing an Assistant Principal in school year 2016-2017.</li> </ul>