



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

Directorate of Government Schools Reviews

Short Review Report

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

Date of Review: 27-29 November 2017

SG158-C3-R149

Introduction

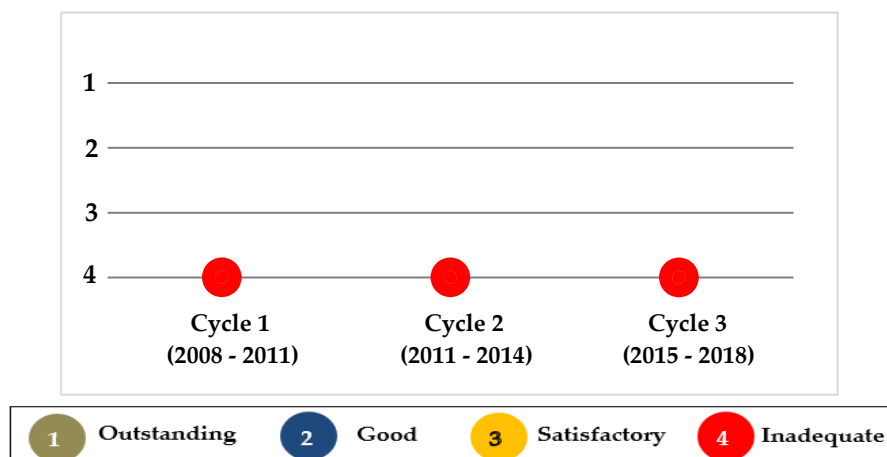
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	4
	Students' personal development	-	3	3	3
Quality of processes	Teaching and learning	-	4	4	4
	Students' support and guidance	-	4	4	4
Quality assurance of outcomes and processes	Leadership, management and governance	-	4	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- The accuracy of the self-evaluation processes is limited and outdated. This has an adverse effect on planning processes, which fail to focus on the Institute's specific development priorities, especially regarding students' academic achievement in which performance indicators are low. Moreover, departmental requirements are not specified in the operational plans.
- Students' academic levels and basic skills in the majority of subjects are weak, especially with Intermediate Stage students, who form the majority and achieve inadequate progress in almost half of the lessons.
- Students exhibit positive awareness through adhering to Islamic principles and teachings and are committed to citizenship values. Students and parents are satisfied with the Institute's provision.
- The teaching process is affected by the poor utilisation of strategies in lessons, poor management of learning time and ineffective assessment methods, which are not sufficiently used in order to

meet students' different educational needs.

- The educational support provided to students in lessons, written work and school programmes is inadequate.

Main positive features

- Students' adherence to the Islamic principles and teachings and commitment to citizenship values.

Recommendations

- Provide the needed support by the relevant parties at the Ministry of Education (MoE) to guide the Institute's leadership in raising the overall performance level through:
 - carrying out an accurate and realistic self-evaluation and benefiting from its results in developing a strategic plan that focuses on improvement priorities
 - addressing the shortfall in human resources represented by:
 - senior teachers for English, mathematics and science departments
 - an additional social guidance specialist.
- Raise students' academic achievement and provide them with the basic skills in subjects, especially in the Intermediate Stage.
- Thoroughly monitor the impact of teachers' professional development programmes on the progress of teaching and learning, to focus on:
 - utilising various effective teaching strategies
 - managing lessons in an organised and productive manner
 - using effective assessment methods and benefiting from their results in meeting the needs of all groups of students.
- Support all students in lessons, written work and school programmes.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The Institute has maintained its inadequate level over the three reviews with all aspects being below expectations, except that of students' personal development which is better.
- The effectiveness of the strategic and operational plans in achieving targeted improvements is limited, especially with relation to students' academic achievement and the quality of teaching and learning, as the plans fail to cover

development priorities due to their limited accuracy and outdated self-evaluation processes.

- There is inconsistency between the Institute's assessments of its effectiveness and most of its work aspects, as provided in the self-evaluation form, and the judgements reached by the review team.
- Teachers' professional development programmes are ineffective, as are the

procedures for monitoring their impact on teachers' performance.

- The Institute faces difficult challenges namely, the poor basic skills of new students in the majority of subjects, especially in the Intermediate Stage, and the shortfall of social guidance specialists and senior teachers for most of the core subjects.

Appendix: Characteristics of the school

Name of the school (Arabic)	المعهد الديني الإعدادي والثانوي													
Name of the school (English)	Religious Intermediate Secondary Institute													
Year of establishment	1980													
Address	Building 373, Sh. Abdullah Bin Khalid Street, Block 324													
Town / Village / Governorate	Juffair/ Capital													
School's Contacts	17712434				Fax		17727293							
School's e-mail	religious.b@moe.gov.bh													
School's website	-													
Age range of students	13-18 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	-				6-9				10-12					
Number of students	Boys		420		Girls		-		Total		420			
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	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	2 classes for Religious Track												
	Grade 11	2 classes for Religious Track												
	Grade 12	2 classes for Religious Track												
Number of administrative staff	11 administrative and 4 technical													
Number of teaching staff	51													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	3 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"> • Appointments in school year 2017-2018: <ul style="list-style-type: none"> - Assistant School Principal - 3 senior teachers, including 1 for Sharia subjects and 1 for Arabic, and 6 teachers, including 1 for Sharia subjects, 1 for Arabic, 1 for English and 1 for mathematics.