



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

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

**Abdul Rahman Al-Dakhel Intermediate Boys School
Manama - Capital Governorate
Kingdom of Bahrain**

**Date of Review: 24-26 February 2014
SG128-C2-R154**

Table of Contents

Directorate of Government Schools Reviews	1
Introduction	2
Characteristics of the school	2
Table of review judgements awarded	3
Review judgements	4
Overall effectiveness	4
The school's main strengths	5
Recommendations	6

Directorate of Government Schools Reviews

The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for government schools about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

This review was conducted over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

School's name		Abdul Rahman Al-Dakhel Intermediate Boys School											
School's type		Government											
Year of establishment		1976											
Age range of students		13-15 year											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		-				7-9				-			
Number of students		Boys	324	Girls	-				Total	324			
Students' social background		Most students come from low income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	4	4	4	-	-	-
Town /Village		Manama											
Governorate		Capital											
Number of administrative staff		8											
Number of teaching staff		44											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		1 semester											
External assessment and examinations		MoE examinations, and QQA national examinations											
Accreditation (if applicable)		-											
Number of students in the following categories according to the school's classification		Outstanding			Gifted & Talented			Physical Disabilities			Learning Difficulties		
		27			67			1			25		
Major recent changes in the school		<ul style="list-style-type: none"> New appointments during 2013-2014 include: <ul style="list-style-type: none"> school principal senior teachers for Arabic and English 3 teachers for Arabic, Islamic education, music. use of the 'School Time Improvement Project'. 											

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	4: Inadequate			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	4	-	4
Students' personal development	-	4	-	4
The quality and effectiveness of teaching and learning	-	4	-	4
The quality of the curriculum implementation	-	4	-	4
The quality of support and guidance for students	-	4	-	4
The quality and effectiveness of leadership, management and governance	-	4	-	4

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

Grade: 4 Inadequate

The school's inadequate performance matches that in the May 2010 review, following two monitoring visits and achieving 'in progress' in both. This is attributed to unclear self-evaluation mechanisms, inaccurate strategic planning, and students' extremely low levels and lack of basic skills in all core subjects. Students' levels are inadequate in two-thirds of lessons, agreeing with the overall low pass rates. Teaching and learning processes and assessment and follow-up are ineffective, while class management is weak. Academic support for low achievers and non-native speakers of Arabic is inadequate. Limited curriculum enrichment programmes do not provide students with sufficient opportunities to participate in school life. All this reflects negatively in students' personal development, resulting in some undesirable behaviour. However, parents approve the school, to some extent, for its communication with the local community.

- How strong is the school's capacity to improve?**

Grade: 4 Inadequate

The school's capacity to improve and develop agrees with the judgement in the previous review. Although there is a strategic plan, it does not accurately define work and improvement priorities due to the lack of clear and accurate self-assessment mechanisms. The school faces several challenges, including students' low levels and weak skills in core subjects, ineffective support provided for more than one third of students who are non-native speakers of Arabic, the shortage of senior teachers in most core subjects, weak teachers' performance in lessons and the instability of the administrative and teaching staff over the years. The school needs immediate external support to help it overcome these challenges and achieve the desired improvement in its overall performance.

The school's main strengths

- Communication with the local community.

Recommendations

In order to improve, the school should:

- receive immediate external support to help it overcome the challenges and achieve the desired improvement in its overall performance
- manage students' behaviour and raise their awareness of responsibility towards the school
- raise students' academic achievement and develop their basic skills in all core subjects
- develop specific self-assessment mechanisms, using the findings to build a strategic plan and monitor both its implementation and achievement of its goals, using clear accurate performance indicators
- develop the teaching and learning processes to include:
 - using effective teaching and learning strategies
 - providing academic support for students, especially low achievers and non-native speakers of Arabic
 - managing time to maximize productivity within lessons
 - implementing assessment and using its findings to meet the varying learning needs of different categories of students.
- activate varied professional development and improvement programmes and monitor their impact on teachers' performance.