



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

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

**Ahmad Al-Umran Secondary Boys School
Manama - Capital Governorate
Kingdom of Bahrain**

Date of Review: 5-7 October 2015

SG041-C3-R025

Introduction

The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of eight 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 met with the school 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	-	-	3	3
	Students' personal development	-	-	2	2
Quality of processes	Teaching and learning	-	-	3	3
	Students' support and guidance	-	-	2	2
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	3	3
Capacity to improve		3			
The school's overall effectiveness		3			

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 'Satisfactory'

Judgement justifications

- | | |
|---|---|
| <ul style="list-style-type: none"> • The results of most aspects covered at this review match those of the previous two reviews, being 'satisfactory', with an improvement in students' personal development, and support and guidance, which are both 'good'. • Self-assessment of all schoolwork aspects is comprehensive and underlines the school plan. However, use of results to focus on priorities varies, particularly in monitoring the impact of professional development on improving the effectiveness of teaching practices and students' basic skills in Arabic and English. | <ul style="list-style-type: none"> • Students' varied proficiency rates reflect their inconsistent standards in lessons. They achieve positive levels in the Scientific and Internship Tracks, but accomplish less in the Commercial one. Students' standards in the Literary Track are low, particularly in Arabic and English. • Students' positive awareness, discipline and 'good' behavior contributes to their sense of psychological safety and security at school. • The effectiveness of teaching and learning processes in most lessons is satisfactory due to teaching methods, which inconsistently meet the students' |
|---|---|

different needs, without considering their individual differences, particularly the low achievers.

- Students' active participation in good lessons, with many extra-curricular activities and various events and programmes, in which students' self-confidence and ability to take

responsibility are reflected. However, such participation is not equally present in all lessons.

- Personal and educational support provided to students of all categories, particularly those with special needs is 'good'.

Main positive features

- Students' positive awareness, discipline and good behaviour, which contributes to their sense of psychological safety and security at school.
- Personal support provided to students of all categories, particularly those with special needs.
- Enhancement of students' experiences and interests, with various extra-curricular activities and internal and external contests; in which they achieve remarkable positions.

Recommendations

- Benefit from the self-evaluation results by focussing on developing the school plan to ensure raising students' academic achievement and improve the teaching and learning processes.
- Monitor the impact of professional development programmes on developing teaching and learning strategies, to include:
 - students' acquisition of learning skills in core subjects, particularly Arabic and English
 - providing students with more opportunities to develop their self-confidence and take on responsibility in lessons
 - observing differentiation in lessons and written work
 - employing assessment techniques to diagnose and meet students' educational needs, especially the low achievers.
- Fill the shortfalls in administrative and teaching staff, namely senior teachers in English, science and computer departments and a learning resources centre specialist.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The comprehensive self-evaluation which, covers all schoolwork aspects and use of its results to focus on developing school priorities to be in line with the school plan, particularly those associated with improving students' basic skills and monitoring the impact of professional development on teaching and learning.
 - The school's self-evaluation of its overall effectiveness and most aspects matches the review team's judgement.
 - The improvements made in various aspects of the schoolwork, particularly in the areas of students' personal development and quality of support and guidance programmes.
- Challenges encountered by the school include, in particular:
 - students' poor basic skills in Arabic and English
 - inconsistent effectiveness of educational practices
 - shortfalls in middle leadership, namely senior teachers in English, science and computer departments and a learning resources center specialist, and their adverse impact on performance improvement.

Appendix: Characteristics of the school

Name of the school (Arabic)	أحمد العمران الثانوية للبنين													
Name of the school (English)	Ahmad Al-Umran Secondary Boys School													
Year of establishment	1962													
Address	Building 948 - Road 1812 - Block 318													
Town /Village / Governorate	Manama / Capital													
School's Contacts	17531656				Fax		17532665							
School's e-mail	umran.se.b@moe.gov.bh													
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	835			Girls	-			Total	835				
Students' social background	Most students belong to middle-income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	-	-	-	11	11	10	
Classes per level in the secondary stage	Level (Grade)	Distribution of classes over streams												
	1 (10)	10 Unified Track and 1 Internship												
	2 (11)	5 Scientific, 1 Literary, 4 Commercial and 1 Internship												
	3 (12)	4 Scientific, 1 Literary, 4 Commercial and 1 Internship												
Number of administrative staff	8 administrative and 10 technical													
Number of teaching staff	109													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	6 years													
External assessment and examinations	MoE examinations and QQA National Examinations													
Accreditation (if applicable)														
Major recent changes in the school														