



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

Schools Review Unit Review Report

**Al Hidaya Al Khalifia Secondary Boys School
Al Muharraq – Muharraq Governorate
Kingdom of Bahrain**

Date Reviewed: 25 - 27 October 2010

Table of Contents

The Schools Review Unit	1
Introduction	2
Characteristics of the school	2
Overall effectiveness	3
The school's capacity to improve	6
The school's main strengths and areas for development	7
What the school needs to do to improve	8
Overall judgements	9

The Schools Review Unit

The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

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

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

Introduction

Scope of the Review

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

Information about the school

Gender of students: Boys
Number of students: 1243
Age range: 16-18 years

Characteristics of the school

Al Hidaya Al Khalifia Secondary Boys School is one of the Muharraq Governorate schools and was founded in 1919. The age range in the school is from 16-18 years and there are 1243 students. Most students come from middle to high-income families. Students are distributed across 39 classes: 13 classes for the first level, 14 classes for the second level and 12 classes for the third level. The school categorises 12 of its students as talented and creative, 161 as outstanding and 5 as having special educational needs, in addition to 4 students with physical disability. The Principal is in his eighth year at school. There are 136 administrative and teaching staff. There is a shortage in the number of classrooms. The school is part of his Majesty King Hamad's Schools of the Future project.

Overall effectiveness

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

Grade: 3 (Satisfactory)

The overall effectiveness of Al Hidaya Al Khalifia Secondary Boys School is satisfactory. Its capacity to improve is also satisfactory. Students' and their parents' satisfaction with the school is of a satisfactory level.

Students' academic achievement is satisfactory. Most of the students achieve the levels expected of them. Pass rates are high in most of the core subjects, and most of them achieve high rates of proficiency in mathematics, science, Arabic language and commercial courses. These success rates had a satisfactory impact on students' levels in most lessons observed as a result of the teaching provided to them. After tracking the results of different student cohorts for the past three years of study, however, it was found that most students made progress in most courses, but with a fluctuation in some of them such as the English language courses. However, many students only achieved satisfactory progress in most lessons observed because activities did not suit their abilities; for example, most of the written tasks presented to the students did not take sufficient account of the individual differences. Nonetheless, the talented and outstanding students in the creativity centres and extracurricular lessons, achieve progress commensurate with their abilities. Most of the students acquire good basic skills in mathematics, especially students on the scientific track. However, students' basic skills in English, Arabic, science and information technology are not consistently high.

Students' personal development is satisfactory. Most students attend school regularly, and the school follows up the few cases of late arrivals in the morning and takes the necessary actions towards them; these procedures impact positively on the motivation of most students to attend school. Most students participate in the various creativity centres, and some of them also participate in school life through the committees and some school activities, which impacted on their personal development. Students' confidence is developed through providing adequate opportunities for them to take on leadership roles in the good lessons, but the development of these aspects in the rest of the lessons varied. Students' ability to think analytically is developed to a greater degree in good lessons, whilst in other lessons there was a focus on providing knowledge only, without the development of higher-order thinking skills. Most students feel safe and secure in the school, and enjoy good relations with their teachers and their colleagues, and most of them show respect for the views and feelings of their classmates and teachers.

The quality of teaching and learning processes is satisfactory. Most teachers possess good subject knowledge which was reflected in good lessons, which represented 25 per cent of the lessons observed. Teaching strategies, though, are more limited; only in science lessons is a range of educational resources, for example electronic resources, used; in most other lessons there is an over-reliance on the textbook as the sole educational resource. Thus, students are less stimulated in most lessons and this limits their acquisition of skills, concepts and knowledge. In the good lessons more effective teaching methods were used. However, for the most part, teaching strategies lacked diversity and focused on traditional patterns of instruction, such as the question and answer sessions, with only a minority of teachers employing the cooperative learning strategy in a few lessons. In these good lessons teachers were taking into account the students' individual differences. In the main, students do not have sufficient opportunities to develop their ability of analyses, criticism and deduction, and this limits the development of these higher-order thinking skills. Students' learning is enriched through homework, which is occasionally diverse between activities and textbook exercises. However, practice varies between the departments and it does not take into account students' different learning needs, also the extent and quality of written feedback varies widely between teachers. Assessment is regular and it takes many forms. In good lessons it takes the form of oral questions and individual written activities such as assessment cards, to measure the achievement of lesson objectives.

The quality of curriculum enrichment and implementation is satisfactory. The school develops a spirit of loyalty and belonging to the country. It effectively strengthens the religious and moral values through a variety of programmes, such as: lectures, and national events such as observance of National Day and the Bahrain First festival. Several students are able to develop their understanding of their rights and duties by undertaking roles and responsibilities in school life. The school enriches the experiences of several students through extra-curricular activities such as curriculum related, and cultural competitions like: the investigative journalist competition, and the Holy Quran Oasis competition. The school uses its environment to enrich the curriculum and stimulate learning in a few courses such as science.

Support and guidance of students is satisfactory. Students are well inducted upon joining the school. The students are also prepared for the next stages of education or employment by field visits to universities, as well as lectures and publications that clarify specialisations for students. The school assesses and meets the personal needs of students. It also assesses educational needs through, diagnostic tests in the core subjects, and provides remedial lessons, but their impact varies, and this is reflected in the varying levels of academic achievement. Some advice and guidance is provided for students; low achievers are followed-up and behavioural problems are addressed, and this impacts positively upon the discipline of most of the students and on their satisfaction with the school. The school communicates with the parents through various means such as: text messages and the open day, however, keeping them informed of the progress of their sons was irregular. The

school's regular checks for health and safety issues are evident, especially in the science laboratories.

The effectiveness of leadership and management is satisfactory. The school has a shared vision and mission that focuses on achievement, but its effective reflection in day-to-day school practices varies. It has a strategic plan based on self-assessment from which sections' operational plans are formed, but the irregular follow-up mechanisms for monitoring its objectives with clear performance indicators has led to a disproportional impact in different departments and on the overall performance of the school. The school assesses its educational programmes, and classroom visits are undertaken by senior and middle management. However, the results are inconsistently evaluated and, therefore, the benefits to students vary. The school management inspires and encourages its members through the construction of positive human relations and providing opportunities for professional development through the provision of training workshops such as, for example, the teaching strategies workshop, but its impact appeared in varying degrees in the lessons observed. The school uses its facilities and resources in a satisfactory manner. It communicates with parents through a variety of mechanisms such as the open day, and the weekly meetings schedule, but there are no regular mechanisms to solicit the views of students.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The school's capacity to improve is satisfactory. The senior leadership assesses important aspects of its work effectively, which enables it to know, to some extent, its strengths and the aspects that need improvement. This awareness is reflected, for example, in the professional development programmes for teachers in behaviour management strategies and in the development of techniques to raise students' achievement. The leadership team also has an appropriate strategic plan that focuses on improving performance in key aspects of school work. However, the disparity in the performance of teachers, and the varying impact of improvement planning on students' achievement within the classroom, are factors that make the capacity of the school to improve satisfactory.

The school's main strengths and areas for development

Main Strengths

- High success and proficiency rates in most courses of study and in the science courses for the second and third levels
- Attendance and punctuality
- The good behaviour of students
- Teachers' subject knowledge
- Development of the spirit of citizenship
- Induction programmes
- Meeting students' personal needs
- Providing advice and guidance to students
- Providing a healthy and safe environment
- Motivating and encouraging the students and staff of the school.

Areas for development

- Development of students analytical thinking skills
- Setting appropriate challenges to students of all abilities
- Taking into account individual differences in lessons and homework
- Teaching and learning strategies
- Use of assessment to meet the educational needs
- Students' effective work together during lessons
- Developing students' basic skills
- Support of different categories of students in lessons
- Developing the students' necessary skills for employment and education

- Self-evaluation
- The disparity in the impact of the strategic plan on school practices
- The impact of professional development in lessons.

What the school needs to do to improve

In order to improve further, the school should:

- Follow up of the objectives of the strategic plan with clear and measurable performance indicators, and assess its impact on the school's general performance
- Make better use of self-assessment and improve the analysis of students' test results
- Develop and improve teaching and learning strategies to ensure:
 - The development of students' basic skills
 - That students' individual differences are catered for in the planning of lessons, and in the written activities and homework
 - Students' analytical thinking skills are developed more consistently
 - Assessment methods in lessons serve to improve academic achievement
 - Students to work together and learn from each other.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	3: Satisfactory
The school's capacity to improve	3: Satisfactory
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum delivery	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory