



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

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

**Al-Hedayah Al-Khalifia Secondary Boys School
Al-Busaiteen – Muharraq Governorate
Kingdom of Bahrain**

**Date of Review: 28-30 April 2014
SG185-C2-R181**

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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 nine 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		Al-Hedayah Al-Khalifia Secondary Boys School											
School's type		Government											
Year of establishment		1919											
Age range of students		16-18 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		-				-				10-12			
Number of students		Boys	1270	Girls	-				Total	1270			
Students' social background		majority of students are from middle income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	14	13	13
Number of sections in each class		<p>Grade 11: 5 sections in the science track (1 physics and mathematics, 4 chemistry and biology), 4 sections in the commercial track, 4 sections in the arts track: (3 humanities, 1 French)</p> <p>Grade 12: 6 sections in the science track (2 physics and mathematics, 4 chemistry and biology), 4 sections in the commercial track, 3 sections in the arts track (2 humanities, 1 French).</p>											
Town /Village		Al-Busaiten											
Governorate		Muharraq											
Number of administrative staff		13 administrative, 10 technicians											
Number of teaching staff		117											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		3 years											
External assessment and examinations		MoE examinations, 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
	230	88	4	17
Major recent changes in the school	<ul style="list-style-type: none"> • A third Assistant Principal was appointed in 2013-2014. 			

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	-	3	3
Students' personal development	-	-	3	3
The quality and effectiveness of teaching and learning	-	-	3	3
The quality of the curriculum implementation	-	-	3	3
The quality of support and guidance for students	-	-	3	3
The quality and effectiveness of leadership, management and governance	-	-	3	3

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: 3 Satisfactory

The satisfactory judgement is consistent with the October 2010 review. The strategic plan is based on self-evaluation but the impact is erratic due to the inconsistency in monitoring mechanisms, particularly in following up on the impact of teachers' professional development programmes on students' achievements, notably in Arabic and English in the arts and commercial tracks. Teachers vary in teaching and learning strategies and lessons assessment effectiveness, time management, and educational support for students, particularly low achievers. Students have few opportunities for collaborative work, and show less motivation for learning. Advice and guidance is provided to students, who are inducted well and prepared effectively for their next stage of education. Students show clear understanding of the heritage and culture of Bahrain and Islamic values as a result of the school's enrichment activities and programmes. The school meets students' and parents' satisfaction.

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

Grade: 3 Satisfactory

The school's capacity to improve equates to the previous review. The strategic plan has performance indicators, targeting work priorities and based on the previous review recommendations, the outstanding Bahraini School's standards and adequate self-evaluation. This has an adequate impact on enhancing the work environment and motivating the teachers to work as a team. The administration also inspires staff and delegates to some teachers the running and organising of school work in light of the shortage of social counsellors and some senior teachers, including science. Nevertheless, challenges include the high number of students, scarcity of programmes to raise their motivation for learning, and following up the impact of teachers' professional development programmes. These do not contribute to raising the school's performance further.

The school's main strengths

- Advice and guidance provided to most students, and their transition programmes for the next stage of education
- Students' understanding of the heritage and culture of Bahrain and adherence to Islamic values.

Recommendations

In order to improve, the school should:

- raise students' achievements and improve their basic skills, specifically in Arabic and English in both arts and commercial tracks
- improve teaching and learning strategies so to ensure:
 - time management within lessons
 - effective lesson assessment and support of all students' to meet their different educational needs, especially the low-achievers
 - provide opportunities for students to work together and learn from each other
 - improving students' motivation towards learning, particularly in the arts track.
- monitor the impact of teachers' professional development programmes
- fill the human resource shortages in social counsellors and senior teachers in science and IT.