



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

Directorate of Government Schools Reviews

Short Review Report

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

Date of Review: 27 February-1 March 2017

SG185-C3-R098

Introduction

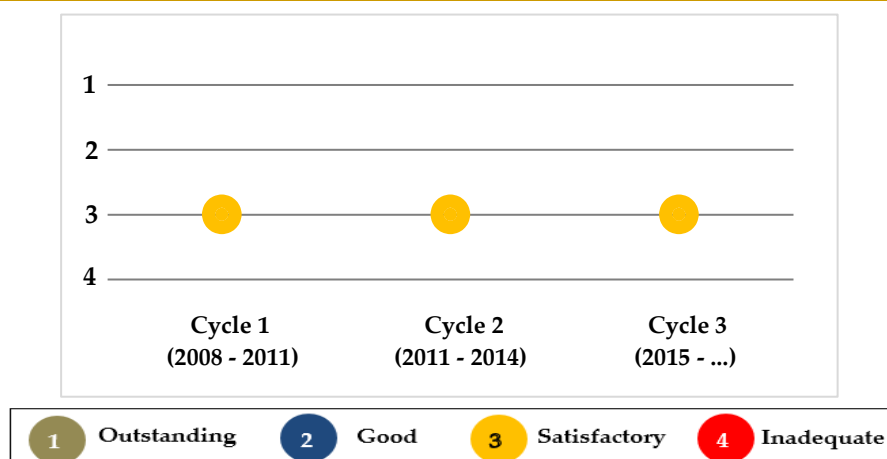
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eleven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	-	-	3	3
	Students' personal development	-	-	3	3
Quality of processes	Teaching and learning	-	-	3	3
	Students' support and guidance		-	3	3
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

- | | |
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| <ul style="list-style-type: none"> • The effectiveness of strategic planning processes varies, particularly in terms of accurate self-evaluation and class visits. Planning is inconsistent in determining development priorities and following up on the quality of implementing the related processes. • Students' gain of basic skills is inconsistent, with proficiency rates and pass rates varying in most subjects of the literature and commerce streams though they are better in the science stream. • Students participate appropriately in lessons, though the effectiveness of | <p>teaching strategies, learning time management and application of assessment tools vary. However, students' participation in English lessons and Grade 10 lessons are affected by the lower effectiveness of teaching and learning processes.</p> <ul style="list-style-type: none"> • Students feel physiologically secure and most of them are well-behaved and respect each other. This is evident in their commitment to citizenship values and coexistence among students irrespective of their backgrounds, being supported by the |
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school's provision of the necessary guidance and effective programmes.

- The effectiveness of support and guidance provided to the various categories of students varies in lessons and school's programmes, especially

for low achievers who make inadequate progress in most lessons.

- The school communicates effectively with local community organisations and the students and parents express their satisfaction with the school's provision.

Main positive features

- Most students are well-behaved and feel physiologically secure. This is evident in their commitment to citizenship and Islamic values.
- The school provides programmes to enhance students' positive behaviour, and guides them when they encounter any problem.
- The school communicates effectively with local community organisations.

Recommendations

- Raise students' academic achievement, particularly in the literature and commerce streams as well as in English in general.
- Implement a more rigorous self-evaluation and use its findings to develop a strategic plan that focuses on development priorities, following up its implementation procedures and activities.
- Follow up the impact of teachers' professional competency programmes by employing teaching and learning strategies that focus on the following:
 - productive management of learning time
 - use of assessment tools for learning
 - student support and differentiation in lessons and written work, especially for the low achieving
 - stimulation of students' roles and enhancement of their self-confidence.
- Support and guide the various categories of students by initiating programmes that meet their learning needs.
- Address the shortage in human resources, mainly in the forms of a social worker and senior teacher for computer. Also address the capacity of the school's facilities to suit the number of students.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The strategic plan contains key performance indicators (KPIs) that are inconsistent in focussing on work priorities in terms of setting and application. Examples are those relating to raising students' academic achievement in the literature and commerce streams, and variance in the quality of follow-up processes and their effectiveness in reflecting satisfactorily on work aspects.
- The accuracy of the self-evaluation (SEF) process varies, especially in terms of the assessment of students' academic achievement and class visits along with the effectiveness of their outcomes. The school leadership expresses matters orally in an appropriate manner, but the accuracy of wording and phrases within the SEF itself varies from the verbal account, and there is variance between the review team's judgements and the school's judgements of various work aspects within the SEF.
- The school maintains its satisfactory overall effectiveness, mirrored in most aspects with students' behaviour being graded as good.
- Students achieve satisfactory standards in their academic achievement and make adequate progress in most lessons.
- There is variance in the teaching and learning processes, despite the stability of most teaching staff and the provision of teachers' professional competency programmes.
- The school encounters some challenges, mainly in the increase of the number of students and the poor basic skills of most students, who need appropriate learning support.

Appendix: Characteristics of the school

Name of the school (Arabic)	الهداية الخليفية الثانوية للبنين												
Name of the school (English)	Al-Hedayah Al-Khalifia Secondary Boys												
Year of establishment	1919												
Address	Building 221 - Road 2209 - Block 222												
Town / Village / Governorate	Al-Busaiteen/ Al-Muharraq												
School's Contacts	17322336	17320650	Fax		17330349								
School's e-mail	hedayah.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	1429		Girls	-		Total	1429					
Students' social background	Students belong to average to low income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	15	15	14
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	<ul style="list-style-type: none"> Unified stream – 15 classes 											
	Grade 11	<ul style="list-style-type: none"> Science stream – 6 classes: (Chemistry & Biology: 5 classes, Physics & Mathematics: 1 class). Literature stream: 4 classes. Commerce stream: 5 classes. 											
	Grade 12	<ul style="list-style-type: none"> Science stream – 7 classes: (Chemistry & Biology: 5 classes, Physics & Mathematics: 2 classes) Literature stream: 3 classes Commerce stream: 4 classes 											
Number of administrative staff	15 administrators and 11 technical												
Number of teaching staff	124												

Curriculum	Ministry of Education (MoE)
Main language(s) of instruction	Arabic, English for some commercial stream subjects
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"> • New appointments during the school year 2015-2016: <ul style="list-style-type: none"> – two Assistant Principals – one senior teacher for mathematics. • Changes during the school year 2016-2017: <ul style="list-style-type: none"> – appointment of one Assistant Principal – appointment of two senior teachers for science and commerce subjects – increase of the number of students by 9% in comparison to the previous year.