



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-Muharraq Secondary Boys School
Al-Muharraq - Al-Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 25-27 November 2013
SG145-C2-R134

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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 ten 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-Muharraq Secondary Boys School | | | | | | | | | | | | | | | |
| School's type | | Government | | | | | | | | | | | | | | | |
| Year of establishment | | 2000 | | | | | | | | | | | | | | | |
| Age range of students | | 16-18 years | | | | | | | | | | | | | | | |
| Grades (e.g. 1 to 12) | | Primary | | | | Middle | | | | High | | | | | | | |
| | | - | | | | - | | | | 10-12 | | | | | | | |
| Number of students | | Boys | 823 | Girls | - | | | | Total | 823 | | | | | | | |
| Students' social background | | Most come from average income families | | | | | | | | | | | | | | | |
| Classes per grade | Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | |
| | Classes | - | - | - | - | - | - | - | - | - | 10 | 9 | 9 | | | | |
| Town /Village | | Al-Muharraq | | | | | | | | | | | | | | | |
| Governorate | | Al-Muharraq | | | | | | | | | | | | | | | |
| Number of administrative staff | | 6 administrative and 15 technicians | | | | | | | | | | | | | | | |
| Number of teaching staff | | 85 | | | | | | | | | | | | | | | |
| Curriculum | | Ministry of Education (MoE) | | | | | | | | | | | | | | | |
| Main language(s) of instruction | | Arabic | | | | | | | | | | | | | | | |
| Principal's tenure | | 3 months | | | | | | | | | | | | | | | |
| 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 | | | |
| | | 97 | | | | 16 | | | | - | | | | - | | | |
| Major recent changes in the school | | <ul style="list-style-type: none"> Appointments in 2013-2014: <ul style="list-style-type: none"> principal a senior teacher for science 5 teachers: 2 for Arabic, 1 for each of: science, English and social studies. | | | | | | | | | | | | | | | |

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 | - | - | 3 | 3 |
| The quality and effectiveness of teaching and learning | - | - | 4 | 4 |
| 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 | - | - | 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

Overall effectiveness is inadequate, matching the April 2010 review, after two monitoring visits with a grade of 'sufficient progress' in the second. Students' personal development, provision of curriculum and support and guidance have improved from inadequate to satisfactory, attributed to guidance provided to students especially when they have problems. Most students show self-confidence, understanding of Bahrain's heritage and culture and of their rights and responsibilities. They participate well in school life and work together harmoniously. Academic achievement and effectiveness of teaching and learning are less than expected, with students' low standards and inconsistent acquisition of basic skills especially in English. Use of assessment results to meet students' educational needs is limited, as is support for different categories, especially low achievers in lessons and remedial programmes. Parents and students are satisfied with the school's provision.

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

Grade: 4 Inadequate

The school's capacity to improve is inadequate, matching its judgement in the previous review. The school's leadership focuses on improving students' behaviour and punctuality, varying the school's activities and enriching its environment with areas of special interest to enhance the curriculum. The strategic plan lacks clear and accurate performance indicators. Follow up mechanisms, professional development programmes, appraisal of teachers' performance and use of self-evaluation results are ineffective, impacting students' academic achievement. The school faces significant challenges. These include students' weak basic skills especially in English, inconsistency of teachers' performance and shortage of human resources represented by the lack of two senior teachers, for English and Arabic. All these factors limit the school's capacity to improve.

The school's main strengths

- Advice and guidance provided to students, particularly when they face problems
- Students' interpersonal relations and their understanding of their rights and duties.

Recommendations

In order to improve, the school should:

- improve self-evaluation procedures, using the results to develop a strategic plan with rigorous performance indicators and systematic follow up of its implementation
- raise students' academic achievement in all core subjects, especially English
- improve the teaching and learning process and vary teaching strategies, to include:
 - enabling students to acquire the basic skills
 - using assessment results to meet students' academic needs
 - providing support and guidance for different age and ability groups of students, especially low achievers
- establish effective mechanisms to follow up the impact of teachers' professional development and the different improvement programmes, concentrating on raising the school's performance
- fill the shortage in human resources represented by the lack of senior teachers for English and Arabic.