



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-Noaim Secondary Boys School
Manama - Capital Governorate
Kingdom of Bahrain**

**Date of Review: 7-9 March 2016
SG146-C3-R049**

Introduction

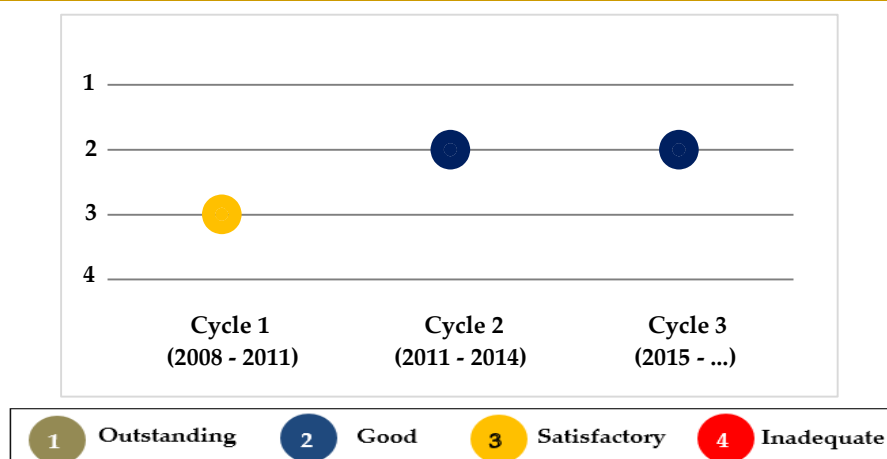
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They 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	-	-	2	2
	Students' personal development	-	-	2	2
Quality of processes	Teaching and learning	-	-	2	2
	Students' support and guidance	-	-	3	3
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	2	2
Capacity to improve		2			
The school's overall effectiveness		2			

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 'Good'

Judgement justifications

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| <ul style="list-style-type: none"> The school's overall effectiveness and most aspects in this review have the same results as the previous review, being judged as 'Good'. Some decline, however, observed in the aspect of support and guidance, which is judged as 'Satisfactory'. This is due to some aspects related to students' safety and security and the school environment, especially the school's gate, which is a common port of exit and entrance for students and cars, and the old building. Self-evaluation is comprehensive and accurate and covers all aspects of schoolwork. The school benefits from | <p>the results in developing the action plans, where it focuses on priorities of schoolwork and monitoring them according to clear mechanisms that greatly contribute to preserving the school's 'Good' performance.</p> <ul style="list-style-type: none"> An increase is observed in the pass and proficiency rates, in general, as well as in the students' learning standards, which result in a 'Good' judgement in both the scientific and commercial tracks in Grades 11 and 12, and to a lesser degree in Grade 10, especially in Arabic and English in the literary track. |
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- Students' personal characteristics are prominent in terms of self-confidence, aspiration to learn, commitment to positive behaviour and discipline. This contributes to creating a comfortable, tranquil and stable educational environment.
- The effectiveness of teaching and learning contributes to rating two thirds of the lessons as good or outstanding. This is a result of the teaching methods employed, which meet the various needs of students and take into account their different standards. Few lessons, however, are affected by weak classroom management and inadequate utilisation of evaluation results in supporting low achievers.
- Personal and educational support and assistance are effective and varied, provided to students of all categories. Students are provided with various opportunities to enhance their expertise, especially through internal and external extra-curricular activities.

Main positive features

- Accuracy and continuity of self-evaluation, and making use of its results to develop school plans according to priorities.
- Diversity of strategies and educational resources, which lead to effective learning in most lessons, especially at Grades 11 and 12.
- Compatibility of pass rates with the high proficiency rates in most core subjects, which reflect the students' standards in most lessons, especially in the scientific and commercial tracks.
- Students' confident and enthusiastic participation in school life and their commitment to positive behaviour, creating an environment of mutual respect and affinity among students and teachers, which positively influences their sense of security.

Recommendations

- Offer external support and assistance that ensure the following:
 - implementing the utmost security and safety measures in the school's environment, especially regarding the school's gate, which is a common port of entry and exit for students and cars, the internal car parking, the school's canteen and regular maintenance of the premises
 - addressing the shortage in human resources, observed in the lack of senior teachers for mathematics, Islamic Education and social studies, and 2 computer technicians
 - improving the school facilities, particularly in providing a gymnasium.
- Continue to improve teaching and learning processes, to ensure raising students' achievement and the effectiveness of education towards excellence, through further focusing on the following:

- students' acquisition of basic skills in the Grade 10 and in Arabic and English, especially in the literary track.
- more efficient and productive time management
- using the results of evaluation for learning to meet the students' needs and challenge their abilities in lessons and written work, especially the low achievers.

□ Capacity to improve 'Good'

Judgement justifications

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| <ul style="list-style-type: none"> • The school is aware of its strengths and areas for development. The self-evaluation process is comprehensive in all aspects of schoolwork, and its results are used in focusing on priorities and reflected in the school's plans. Clear and accurate mechanisms for monitoring are established. This all contributes to maintaining the high level of school performance. • Students achieve good progress in their standards, especially in the scientific and commercial tracks. • The evaluation of the school's overall effectiveness and assessments of most of the review aspects provided in the Self-Evaluation Form (SEF) are in line with the judgments reached by the review team. | <ul style="list-style-type: none"> • The school faces some challenges that negatively affects its capacity to improve. It regressed to 'Good' despite its great efforts, these challenges include: <ul style="list-style-type: none"> - a shortfall in some security and safety measures in the school environment - the instability of teaching staff and the shortage in the school's middle leadership, represented in the lack of senior teachers for mathematics, Islamic Education, social studies and computer. - the shortage of school facilities, specifically the lack of a gymnasium, and the school canteen, which is inappropriate in meeting students' needs. |
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Appendix: Characteristics of the school

Name of the school (Arabic)	النعيم الثانوية للبنين												
Name of the school (English)	Al-Noaim Secondary Boys												
Year of establishment	1965												
Address	Building 320 - Government Street - Block 314												
Town /Village / Governorate	Manama/ Capital												
School's Contacts	17253770				Fax		17252701						
School's e-mail	noaim.se.b@moe.gov.bh												
School's website	www.alnaimschool.com												
Age range of students	16-18 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	-				-				10-12				
Number of students	Boys	921			Girls	-			Total	921			
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	-	-	-	-	-	-	-	-	-	10	10	10
Number of classes for each secondary educational level.	Level (Grade)	Distribution of classes over tracks											
	First (G. 10)	Unified track (10)											
	Second (G. 11)	Scientific Substitute 1 (3), Scientific Substitute 2 (2), Literary Substitute 2 (1), Commercial (4)											
	Third (G. 12)	Scientific Substitute 1 (3), Scientific Substitute 2 (2), Literary Substitute 2 (1), Commercial (4)											
Number of administrative staff	14 and 8 technicians												
Number of teaching staff	92												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	4 years												
External assessment and examinations	(MoE) examinations - QQA National Examinations												
Accreditation (if applicable)	-												

Major recent changes in the school

- Most notable appointments in the academic year 2015-2016:
 - senior teacher of Arabic
 - 13 teachers: 3 for English, 2 for Arabic, 2 for commercial subjects, and 1 for each of the following: mathematics, sciences, social studies, Islamic Education, information technology and music.