



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

Directorate of Government Schools Reviews Short Review Report

Confidential

**Alta'awon Secondary Boys School
Sanad - Central Governorate
Kingdom of Bahrain**

Date of Review: 4-6 March 2013

SG004-C2-R085

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The 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 are as 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	Alta'awon Secondary School												
School's type	Government												
Year of establishment	2006												
Age range of students	15-18 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	-				-				10-12				
Number of students	Boys	1008	Girls	-	Total			1008					
Students' social background	Most students come from low and middle-income families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	10	12	13
	<u>Grade 11:</u> chemistry and biology 3 classes, physics and mathematics 1 class, literary stream 2 classes, commercial studies 6 classes. <u>Grade 12:</u> chemistry and biology 2 classes, physics and mathematics 1 class, literary stream 2 classes, commercial studies 7 classes.												
Town /Village	Sanad												
Governorate	Central Governorate												
Number of administrative staff	15 administrative and 6 technicians												
Number of teaching staff	117												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic, and English in some commercial subjects												
Principal's tenure	One semester												
External assessment and examinations	MoE examinations												
Accreditation (if applicable)	-												
Number of students in the following categories according to the school's classification	Outstanding	Gifted & Talented			Physical Disabilities			Learning Difficulties					
	113	25			15			1					

Major recent changes in the school

- New appointments in the academic year 2012-2013:
 - school principal
 - head of financial and administrative services.

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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

Overall effectiveness is satisfactory, improved from inadequate in the previous review of December 2008 following 2 monitoring visits with a final grade of “sufficient progress”. All aspects of the review are satisfactory. Students have achieved progress in lessons and in exams. The school has risen to 19, from 32, in secondary schools rankings. Improved teaching and learning techniques contribute, especially in mathematics, biology and chemistry. Leaderships’ role is important in improving the teaching process and developing teachers’ professionalism, students’ adequate participation in lessons and effective induction programmes. Educational support for students varies inside and outside lessons, with inconsistencies in activities and programmes. Although students show respect to one another, some inappropriate behaviours show which the school is adequately addressing. Students and parents are satisfied with the school’s performance.

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

Grade: 3 Satisfactory

The school’s capacity to improve has changed from inadequate in the previous review to satisfactory. The school has carried out some improvements in creating an appropriate working environment, improving the school’s overall performance and developing the teaching and learning processes, thereby enabling students to achieve a satisfactory academic progress and improve their examination results. The school has a strategic plan based on self-evaluation, including objectives that focus on the main aspects of school work. Although the school’s leadership monitors the implementation of this plan and evaluates all aspects of school work, professional development programmes have a varied impact on teachers’ performance and on the students’ competences and basic skills. This constitutes a challenge that requires more efforts by the school to improve its overall effectiveness. .

The school's main strengths

- The improved pass rates in some unified subjects
- Positive relationships that are based on affection and mutual respect among students
- Induction programmes offered to new-comers and to students who join the next level of education
- The attractive and conducive school environment.

Recommendations

In order to improve, the school should:

- raise academic achievement by continuing to improve the quality of teaching and learning by:
 - developing basic skills in core subjects, especially Arabic and English
 - providing different categories of students with appropriate support, especially low achieving students
 - increasing students' motivation to participate in lessons
 - using effective assessment methods in order to meet students' needs.
- continue to raise students' awareness and to monitor their personal development
- monitor the impact of professional development programmes to ensure students' academic progress in lessons.