



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

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

**Isa Town Secondary Boys School
Isa Town - Central Governorate
Kingdom of Bahrain**

**Date of Review: 14-16 April 2014
SG191-C2-R173**

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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 seven 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	Isa Town Secondary Boys School												
School's type	Government												
Year of establishment	1968												
Age range of students	16-18 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	-				-				10-12				
Number of students	Boys	575	Girls	-					Total	575			
Students' social background	Most students come from middle-income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	7	7	8
	Grade 11: Scientific Track: 3 classes (1 physics and mathematics, 2 chemistry and biology), Commercial Track: 2 classes, Literary Track: 2 classes (humanities)												
	Grade 12: Scientific Track: 3 classes (1 physics and mathematics, 2 chemistry and biology), Commercial Track: 3 classes, Literary Track: 2 classes. (humanities).												
Town /Village	Isa Town												
Governorate	Central												
Number of administrative staff	14 administrative, 4 technicians												
Number of teaching staff	74												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure	1 year												
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				
	108	61			2				11				
Major recent changes in the school	<ul style="list-style-type: none"> Appointment of a new principal 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 school's overall performance has improved from 'Inadequate' in the November 2010 review to 'Satisfactory' this time, following two monitoring visits and achieving 'Sufficient Progress' in the second. The strategic plan is based on comprehensive self-evaluation, reflecting in overall performance as pass and proficiency rates have satisfactorily progressed, particularly in science and mathematics. However, the progress of commercial track students is poorer, with students' acquisition of basic skills being inconsistent and lowest in Arabic and English. Students behave appropriately and maturely, resulting in their feeling of being safe. Induction and guidance programmes are provided within an attractive learning environment, enabling students to settle into the school. However, support for low achievers is ineffective due to limited use of assessment for learning. Students and parents are satisfied with the school.

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

Grade: 3 Satisfactory

The school's capacity to improve remains 'Satisfactory' as it was in the previous review. The strategic plan is based on comprehensive self-evaluation and focuses on developing and improving performance, with clear success indicators. The plan's impact is satisfactorily evident in the positive attitudes of students through meeting their needs, particularly the gifted and talented. The curriculum is enriched through the attractive learning environment which celebrates students' work. Professional development programmes are provided, with their impact most evident on the scientific track students, particularly in science and mathematics, but to a lesser extent in Arabic and commercial. More efforts are; therefore; required to follow up the impact of professional development programmes on teachers' performance and the academic achievement of students.

The school's main strengths

- The induction, guidance and transition programmes
- The attractive learning environment
- Students' feeling of being safe and secure.

Recommendations

In order to improve, the school should:

- raise students' academic achievement, particularly in commercial subjects
- further develop methods of teaching and learning, to include:
 - students' acquisition of basic skills, especially in Arabic and English
 - use of assessment results to meet students' different learning needs
 - supporting different groups of students, particularly low achievers.
- follow up the impact of the professional development programmes on teachers' performance, in order to raise students' academic attainment.