



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

**Sh. Isa Bin Ali Al-Khalifa Secondary Boys School
Isa Town - Central Governorate
Kingdom of Bahrain**

Date of Review: 25-27 March 2013

SG066-C2-R094

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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 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 eleven 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	Sh. Isa Bin Ali Al-Khalifa Secondary Boys School												
School's type	Government												
Year of establishment	2002												
Age range of students	16-18 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	-				-				10-12				
Number of students	Boys	734	Girls	-					Total	734			
Students' social background	Most students come from low-income families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	10	9	9
	Level 2: 6 commercial classes - 2 chemistry and biology classes, 1 physics and 1 mathematics class. Level 3: 6 commercial classes - 2 physics and mathematics classes, 1 chemistry and 1 biology class.												
Town /Village	Isa Town												
Governorate	Central Governorate												
Number of administrative staff	17 administrative and 8 technicians												
Number of teaching staff	89												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure	4 years												
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				
	97	61			10				2				

Major recent changes in the school

- Appointing a new assistant principal in the current academic year 2012-2013
- Appointing new teachers in the current academic year in the following departments: English: 3, mathematics: 2, science subjects: 2, computer: 1, Islamic education: 1.

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 effectiveness has changed from inadequate in the previous review in March 2009 to satisfactory this time, following two MVs, with 'sufficient progress' in the second. The school achieves satisfactory levels in all aspects, including satisfaction by students and parents. This is attributed to senior and middle leaderships' efforts and cooperation with the external improvement team, resulting in tangible improvements in all aspects of school work. Benefits are reflected in students' awareness, behaviour and discipline, an enriched curriculum and ensuring the safety and security, psychologically and physically, of school members. Progress in aspects of academic achievement and the effectiveness of teaching and learning varies due to students' low levels in some basic skills, especially Arabic and English, with ineffective support for low achieving students in lessons and school programmes.

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

Grade: 3 Satisfactory

The school's capacity to develop and improve has changed from inadequate in the previous review to satisfactory this time. This is the result of leaderships' efforts to develop a strategic plan focused on priorities and based on rigorous assessment of all aspects of school work. However, monitoring of the quality of lessons varies. On the one hand, the impact of these efforts shows tangible improvements, especially in students' behaviour and discipline and in the school environment. On the other hand, their impact on students' academic achievements and on the effectiveness of teaching and learning varies. Challenges remain in new students' weak basic skills, variation in the performance of teachers in lessons and the instability of faculty in the different academic departments.

The school's main strengths

- Students' positive behaviour and discipline in general, due to the personal support they receive
- The school environment, which enriches the curriculum and ensures the safety and security of school members
- The leadership's inspiration and motivation of most of the school members.

Recommendations

In order to improve, the school should:

- raise students' academic achievement by improving teaching and learning, through:
 - ensuring the acquisition of basic skills, especially in Arabic and English
 - providing more opportunities for students to develop self-confidence and participate effectively and enthusiastically in lessons
 - considering the different levels of students in lessons and written work
 - using assessment to diagnose and meet students' educational needs.
- improve support programmes in order to meet the educational needs of the different levels of students, especially low achieving students, inside and outside the classroom
- develop assessment mechanisms and monitor teachers' performance to ensure the improvement in students' academic standards .