



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

School Review Unit

Review Report

Sheikh Isa Bin Ali Secondary Commercial Boys School
Central Governorate
Kingdom of Bahrain

Date Reviewed: 30 March – 1 April 2009

Table of Contents

The School Review Unit	1
Introduction.....	2
Characteristics of the school	2
Overall effectiveness	3
The school's capacity to improve.....	4
The school's main strengths and areas for development	5
What the school needs to do to improve.....	6
Overall judgement	7

The School Review Unit

The School Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to drive up standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

Introduction

Scope of the review

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 the school's performance data and other documents and talked with staff, pupils and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Boys

Number of students: 1400

Age range: 16-18 years

Characteristics of the school

Sheikh Isa Bin Ali Secondary Commercial School for Boys is located in Isa Town, in the Central Governorate. It was founded in 2001. The unified track system was introduced in 2008-2009 and it is part of King Hamad 'Schools of the future' Project. The school has a large student population of 1400 students distributed in 39 classes, 13 classes for each level. The school has classified 57 students as gifted and talented, and 60 as outstanding students. Most students are from other villages surrounding the area of Hamad Town and come from families of a mid economic and social background. The principal is in his eighth year of employment and the school has 97 teaching staff. The school lacks several resources, such as a gymnasium and data entry technicians, computer maintenance staff and registration technicians.

Overall effectiveness

- *How effective is the school in meeting the needs of students and their parents?*

Grade: 4 (Inadequate)

The performance of Sheikh Isa Bin Ali Secondary Commercial Boys School is inadequate. All aspects related to the review process appeared inadequate despite the school gaining the satisfaction of students and parents.

Students' academic achievement is inadequate, with the success rate and the proficiency rate in several subjects being low, particularly in English and some commercial subjects. Even though some students get high pass rates in certain subjects, these were not consistent with the students' performance in lessons. The students do not all make adequate progress in most subjects. This is a result of instructional teaching methods that do not take individual differences among students into consideration in the activities, written works and homework presented to them which led to lack of competency of basic skills in Arabic, English and vocational skills as well as not achieving the levels suitable to their abilities.

Students' personal development is inadequate. Cases of absence increased along with morning lateness and truanting from lessons. Students do not show a sense of responsibility in their behaviour or display any motivation or enthusiasm towards learning in most lessons. This in turn has a negative impact on their contribution during lessons. There were not enough opportunities provided for students to develop their confidence or their analytical thinking skills. Although most students enjoy good relationships between themselves, at times, some teachers were less than respectful to students.

The teaching, learning and training process is inadequate. Teaching methods in most lessons were limited to instruction and did not provide sufficient opportunities for students to practice cooperative learning which was not planned for or used. Homework was the same for all students regardless of their educational needs and was not always followed up. Assessment was not effectively used in lessons which had a negative impact on students' acquisition of basic Arabic, English and vocational skills.

The quality of curriculum presentation and enhancement is inadequate as the focus is on providing the content from the textbook without the development of basic and vocational skills for students. There is no enrichment of the curriculum through the school's environment to enhance those skills. Despite the students' participation in some extracurricular activities and events and the professional training programmes that meet the

needs of the labour market, there is not enough variety in those programmes. The training resources available in the simulation room were not effectively used to develop the students' vocational skills. In addition to that, the resource centre does not meet the educational and training requirements because it lacks necessary resources to satisfy their various interests.

Support and guidance of students is inadequate. Not enough support is provided to students in lessons to enable them to overcome their educational problems and achieve the progress expected of them. The school provides effective preparation for the next stage of education through the organisation of some lectures, educational and vocational visits and provides remedial lessons for students based on the results of diagnostic tests. However the methods of presenting these lessons was not effective enough since the lessons were all presented at the same level regardless of students' different abilities. As for the health and safety of the school's environment, a number of risks were found around school which were raised with the principal.

The effectiveness of leadership and management is inadequate. The strategic plan has not been successful in meeting the goals set out. The school used a SWOT analysis to analyse its current situation, yet the data from this analysis was not clearly used. Also, there was no clear mechanism for self-evaluation of the school's performance. The school has held several workshops for raising professional competency but the effect of these workshops on the practices of teachers in classrooms is not monitored. The supervisory class visits for teachers are not accurately assessed. The school seeks the opinions of students and their parents about its performance; however, its relationship with the labour market is restricted to some visits to some companies. It also does not monitor their satisfaction with the performance of school graduates and their suitability for the labour market.

□ *Does the school have the capacity to improve?*

Grade: 4 (Inadequate)

The school's capacity to develop and improve is inadequate. The recent three year strategic plan lacks assessment, performance indicators and mechanisms for self-evaluation of the school's performance. The leadership has failed to follow up on teaching and learning. In addition, there have been no significant improvements in students' performance in recent years.

The school's main strengths and areas for development

Main strengths

- Transition programmes.
- Seeking the opinions of students and their parents.

Areas for development

- Range of teaching and learning strategies
- Basic skills in Arabic, English and vocational
- Higher order thinking skills.
- Differentiation in activities, written tasks and homework.
- Providing opportunities for cooperative learning
- Use of assessment for learning
- Use of strategic planning and self evaluation.
- Students' behaviour and motivation
- Enrichment of school and class environment
- Use of training resources and school facilities effectively.
- Communication with business owners and companies to increase opportunities for work experience.

What the school needs to do to improve

In order to improve further, the school should:

- Develop and implement a rigorous approach to self-evaluation and ensure it is regularly monitored and evaluated.
- Improve teaching and learning and training to include:
 - Employing assessment and making use of the data
 - Collaborative learning.
 - Higher order thinking skills.
 - Basic skills in Arabic, English and vocational skills.
- Differentiate teaching so that the learning needs of students are taken in to account.
- Develop and implement a comprehensive school approach to positive behaviour both inside and outside of the classroom.
- Request and use feedback from businesses concerning the school graduates' performance and increase opportunities for work experience.
- Enriching the school and class environment and the use of training resources and school facilities effectively.

Overall judgements

Aspect	Grade
The school's overall effectiveness	4 : Inadequate
The school's capacity to improve	4 : Inadequate
Students' academic achievement	4 : Inadequate
Students' progress in their personal development	4 : Inadequate
The quality and effectiveness of teaching and learning	4 : Inadequate
The quality of the curriculum	4 : Inadequate
The quality of guidance and support for students	4 : Inadequate
The quality and effectiveness of leadership and management	4 : Inadequate