



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

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

**Sh. Abdul Aziz Bin Mohd Alkhalifa Secondary Boys
School
Manama - Capital Governorate
Kingdom of Bahrain**

**Date of Review: 4-6 May 2015
SG028-C3-R014**

Introduction

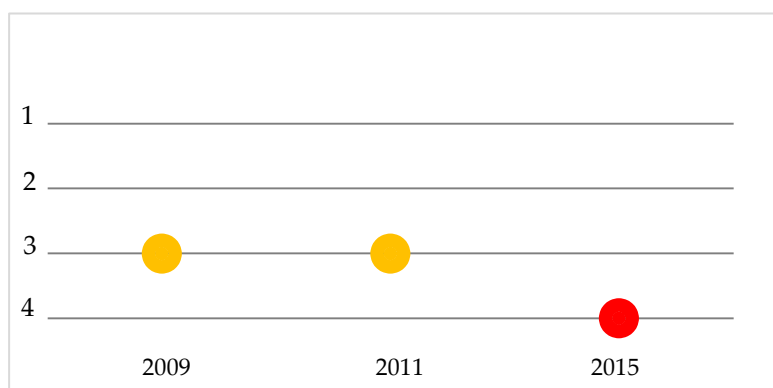
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, 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	-	-	4	4
	Students' personal development	-	-	4	4
Quality of processes	Teaching and learning	-	-	4	4
	Students' support and guidance	-	-	4	4
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	4	4
Capacity to improve		4			
The school's overall effectiveness		4			

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 'Inadequate'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none"> • Strategic planning processes are poor, especially those relating to precise comprehensive self-evaluation and effective teaching and learning. • Despite students' appropriate pass and proficiency rates, their progress in lessons and acquisition of basic skills in the core subjects, particularly in the commercial and literacy streams, are limited. • Teaching and learning strategies are ineffective and class management is poor. Assessment mechanisms that meet the educational needs of students are ineffective. | <ul style="list-style-type: none"> • Insufficient support is provided to the different categories of students, particularly low achievers, in both lessons and supporting programmes. • Students' contribution in school life is limited. They have low self-confidence because opportunities provided in school activities are insufficient. • The induction programmes provided for new students and the support offered to those with physical disabilities, are adequate. • The majority of students have an appropriate relationship with each other, which positively impacts on their physical and emotional safety. |
|--|---|

- Parents responses in the questionnaire are low. Students and parents are generally satisfied with the school.

Main positive features

- The support provided to students with physical disabilities and induction programmes provided for new students.
- The positive relationship among the majority of students, and their physical and emotional safety.

Recommendations

- Obtain external support to assure better school performance.
- Implement accurate and comprehensive self-evaluation and utilise its results to prioritise the school's work, develop the strategic plan and follow up its implementation.
- Monitor the impact of professional development programmes on improving teachers' performance and develop teaching and learning strategies that assure students' academic progress in lessons. These focus on:
 - basic skills acquisition in core subjects, especially in the commercial and literary streams
 - effective and productive class management
 - implementing effective assessment mechanisms, using the results to provide support to different levels of students, especially low achievers.
- Provide sufficient opportunities for students' to contribute effectively in lessons and school activities, reinforcing their self-confidence and taking on responsibility.
- Fill the shortage in human resources, i.e. senior teachers for commercial, science and Arabic.

Capacity to improve 'Inadequate'

Judgement justifications

- | | |
|--|--|
| <ul style="list-style-type: none"> • Self-evaluation is inadequate, particularly in relation to teaching and learning processes and specifying school work priorities. • Following up implementation of the strategic plan is weak, particularly in terms of students' academic progress | <p>and the educational support provided to various categories of students.</p> <ul style="list-style-type: none"> • Monitoring the impact of professional development programmes and the regress of teaching and learning effectiveness, despite the stability of the school faculty. |
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- There is instability in the school's senior leadership, with four Principals being appointed in the last three years.
- There is a shortage in human resources, i.e. senior teachers of commercial, science and Arabic.

Appendix: Characteristics of the school

Name of the school (Arabic)	الشيخ عبد العزيز بن محمد آل خليفة الثانوية للبنين												
Name of the school (English)	Sh. Abdul Aziz Bin Mohd Alkhalifa Secondary Boys School												
Year of establishment	1979												
Address	Building 965 - Road 3627 - Adliya 336												
Town /Village / Governorate	Manama - Capital												
School's Contacts	17729615	17725822	Fax	17723821									
School's e-mail	shaikabdulaziz.sec.b@moe.gov.bh												
School's website	-												
Age range of students	16-18 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	-				-				10-12				
Number of students	Boys	566			Girls	-			Total	566			
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	7
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	7 classes: Unified Track											
	Grade 11	3 Scientific classes: 2 bio-chemistry & 1 physics-mathematics 1 Literary class: languages and humanities 3 Commercial classes											
	Grade 12	3 Scientific classes: 2 bio-chemistry & 1 physics-mathematics 1 Literary class: languages and humanities) 3 Commercial classes											
Number of administrative staff	16												
Number of teaching staff	70												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic, English in some Commercial subjects												
Principal's tenure in the school	1 year												
External assessment and examinations	MoE's examinations and QQA's National examinations												
Accreditation (if applicable)	-												
Major recent changes in the school	<ul style="list-style-type: none"> Appointing a Principal in 2014/2015 												