



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

# **Directorate of Government Schools Reviews**

## **Short Review Report**

**Sheikh Khalifa Bin Salman Institute of Technology  
Buseiteen – Muharraq Governorate  
Kingdom of Bahrain**

**Date of Review: 30 November - 2 December 2014**

**SG172-C2-R205**

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## Directorate of Government Schools Reviews

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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 twelve 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 institute

<b>School's name</b>		Sh. Kalifa Bin Salman Institute of Technology											
<b>School's type</b>		Government											
<b>Year of establishment</b>		2003											
<b>Age range of students</b>		16-18 years											
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>			
		-				-				10-12			
<b>Number of students</b>		<b>Boys</b>	1149	<b>Girls</b>	-				<b>Total</b>	1149			
<b>Students' social background</b>		Most students come from middle-income families											
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	-	-	-	-	-	-	-	-	-	19	18	21
<b>Number of classes in each grade</b>		Grade 10: <ul style="list-style-type: none"> <li>- Apprenticeship Track (15 classes)</li> <li>- Technical Track (2 classes)</li> <li>- Vocational Training (2 classes)</li> </ul> Grade 11: <ul style="list-style-type: none"> <li>- Apprenticeship Track (13 classes)</li> <li>- Technical Track (3 classes)</li> <li>- Vocational Training (2 classes)</li> </ul> Grade 12: <ul style="list-style-type: none"> <li>- Apprenticeship Track (18 classes: 11 advanced and 7 specialised)</li> <li>- Technical Track (3classes)</li> </ul>											
<b>Town /Village</b>		Buseiteen											
<b>Governorate</b>		Muharraq											
<b>Number of administrative staff</b>		22 administrative, 8 technicians											
<b>Number of teaching staff</b>		198											
<b>Curriculum</b>		Ministry of Education (MoE)											

<b>Main language(s) of instruction</b>	Arabic and English			
<b>Principal's tenure</b>	3 years			
<b>External assessment and examinations</b>	MoE examinations and QQA National Examinations			
<b>Accreditation (if applicable)</b>	-			
<b>Number of students in the following categories according to the school's classification</b>	<b>Outstanding</b>	<b>Gifted &amp; Talented</b>	<b>Physical Disabilities</b>	<b>Learning Difficulties</b>
	118	84	2	38
<b>Major recent changes in the institute</b>	<ul style="list-style-type: none"> <li>• Appointments in 2014-2015: <ul style="list-style-type: none"> <li>- assistant principal, a vocational advisor, 5 new teachers of core subjects.</li> </ul> </li> <li>• Changes in 2013-2014: <ul style="list-style-type: none"> <li>- commencing a new specialised 'medical equipment'</li> <li>- appointing assistant principal, a social counsellor and 8 new teachers of core subjects.</li> </ul> </li> </ul>			

## Table of review judgements awarded

Aspect	Grade: Description			
The institute's overall effectiveness	4: Inadequate			
The institute's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	-	4	4
Students' personal development	-	-	3	3
The quality and effectiveness of teaching and learning	-	-	4	4
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

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### Overall effectiveness

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

#### Grade: 4 Inadequate

The inadequate judgement matches the March 2010 review, following 'sufficient progress' in the last monitoring visit. Academic achievement and teaching and learning are 'inadequate', other aspects are 'satisfactory'. Strategic planning is satisfactorily implemented, most work aspects followed up through the effective use of technology such as monitoring students' academic improvement through an electronic programme. This contributes to students' good acquisition of practical skills in the specialised subjects, and the development of self-confidence and enthusiasm. However, academic progress in the core theoretical subjects is inadequate with low proficiency rates in the Apprenticeship Track, and weak basic skills in core subjects, due to their limited involvement in learning. Students' educational needs, particularly for low achievers, are inadequately met due to teachers' weak time management and inadequate utilisation of assessment techniques.

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

#### Grade: 3 Satisfactory

The institute's capacity to improve is the same as in the last review. The strategic plan has performance indicators based on self-evaluation results, which positively impact some learning aspects such as students' achievement in the specialised subjects and personal development through improving their behaviour. The leadership is adequately aware of the institute's strengths and areas for improvement. Newly joined students are adequately supported outside lessons, using an electronic programme to monitor their academic development. Teachers' development programme is in place, but its impact on their performance is inconsistently followed up. Students' basic skills in some theoretical subjects are developed, as in mathematics lessons. All this makes the institute's capacity to improve 'satisfactory'.

## **The institute's main strengths**

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- Students' acquisition of practical skills in specialised subjects
- Use of technology to monitor the school's work, particularly students' progress.



## Recommendations

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### **In order to improve, the institute's should:**

- raise students' academic achievement in core theoretical subjects
- follow up the impact of teachers' professional development programmes on effective teaching and learning strategies, especially in the theoretical subjects that focus on:
  - using effective assessment techniques to meet students' educational needs, especially the low achievers
  - challenging students' abilities
  - effective and productive time management
  - motivating students to be involved in the learning process, and promote their self-confidence.