



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Government Schools Reviews Short Review Report

**Sh. Kalifa Bin Salman Institute of Technology
Busiteen – Muharraq Governorate
Kingdom of Bahrain**

**Date of Review: 25-27 February 2018
SG172-C3-R161**

Introduction

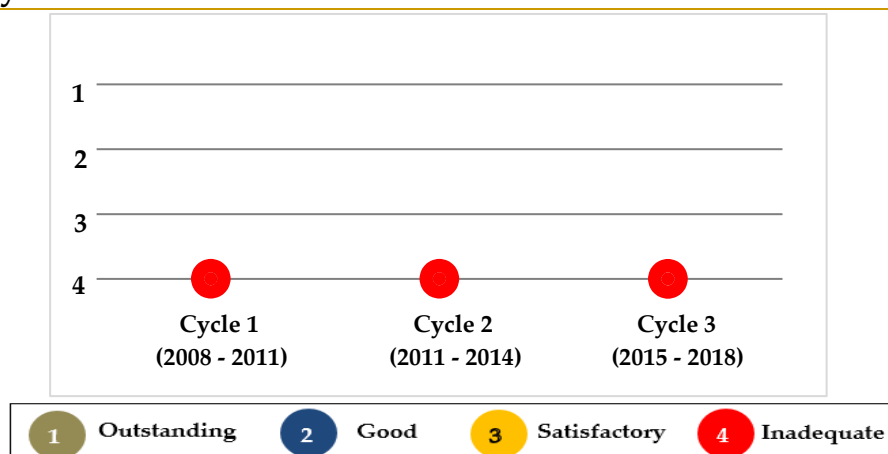
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of nine reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	-	-	3	3
Quality of processes	Teaching and learning	-	-	4	4
	Students' support and guidance	-	-	3	3
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	3	3
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

- The effectiveness of strategic planning, in terms of the clarity by academic departments' particularity, is inconsistent in identifying academic achievement goals and in the accuracy of performance indicators relating to the improvement in proficiency rates. The strategic planning adequately covers students' personal development and support programmes provided outside lessons, though it is not sufficient for academic achievement and teaching and learning.
- Students' academic levels in theoretical subjects are weak and their progress in half of the lessons is inadequate. This is due to their poor basic skills and the limited academic support offered.
- Students' progress in the practical subjects fluctuates between good and satisfactory, in most of which their proficiency rates are in line with their high pass rates which result in students' and parents' satisfaction.
- Theoretical subjects' teaching and learning effectiveness is limited, in terms of ineffective time management, opportunities offered to students to participate actively in lessons, and enhancing their self-confidence and

enabling them to take responsibility for their own learning. Assessment techniques used do not meet all groups of students' educational needs.

- The academic support provided to low achieving students is inconsistent, particularly in theoretical lessons,

written work and the Institute's programmes. Talented and outstanding students receive effective support in the extracurricular activities, enabling them to achieve high places in external competitions.

Main positive features

- The adequate academic progress that students achieve in practical lessons on specialised subjects.
- The outstanding and talented students' contributions in extracurricular activities, and their achievement of high places in external competitions.

Recommendations

- Raise students' academic achievement, enabling them to acquire the basic skills especially in the theoretical subjects.
- Monitor the impact of professional development programmes on developing teaching and learning in the theoretical lessons, focussing on:
 - effective utilisation of teaching and learning strategies
 - productive and organised learning time management
 - employment of effective assessment methods, and benefiting from their results in meeting the academic needs of all groups of students
 - provision of opportunities to students to actively participate in lessons' activities, enhancing their self-confidence and ability to take responsibility for their own learning.
- Provide more support to all groups of students in the theoretical lessons, written work and the Institute's programmes, especially for low achievers.
- Address the shortfall in human resources, represented by senior teachers for most of the theoretical and practical departments and a social worker.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The Institute's overall effectiveness has not changed. It has been 'Inadequate' over the three review cycles, as students' academic achievement and teaching and learning are inadequate.
 - The self-evaluation and strategic planning processes are inconsistent in terms of focussing on some updates, such as the low proficiency rates in some practical subjects and the lack of clarity of some remedial procedures to tackle students' poor basic skills, leading to a limited impact on students' academic achievement, particularly in the theoretical core subjects.
 - The Institute's assessments of its effectiveness and work aspects, as provided in the Self-Evaluation Form (SEF), are inconsistent with the judgements reached by the review team.
- The effectiveness of monitoring the impact of professional development programmes on teaching and learning processes is limited, due to the variation in class visits assessments, especially in the theoretical subjects.
 - Although the Institute's leadership has recently changed, and adequate levels of students' personal development and support and guidance programmes have been maintained, significant challenges are faced. These include students' poor basic skills and the increasing number of intermediate stage graduates automatically joining the school while failing intermediate subjects; these exceed one-third of Grade 10 students during the last two academic years. There is also a shortfall of senior teachers in most of the theoretical and practical departments.

Appendix: Characteristics of the school

Name of the school (Arabic)	معهد الشيخ خليفة بن سلمان للتكنولوجيا													
Name of the school (English)	Sh. Kalifa Bin Salman Institute Of Technology													
Year of establishment	2003													
Address	Building 2234, Road 2833, Block 228													
Town / Village / Governorate	Busaiteen/ Muharraq													
School's Contacts	17460200	17460201	Fax		17335703									
School's e-mail	Shkhalifa.tec.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	1,046			Girls	-			Total	1,046				
Students' social background	Most students are from middle income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	-	-	-	18	17	14	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	18 classes (16 Apprenticeship Track, 2 Vocational Training)												
	Grade 11	17 classes (12 Apprenticeship Track, 3 Technical Track, 2 Vocational Training)												
	Grade 12	14 classes (12 Apprenticeship Track, 2 Technical Track (UNISCO))												
Number of administrative staff	23 administrative and 8 technicians													
Number of teaching staff	171													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic and English													
Principal's tenure in the school	One semester													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations • BQA National Examinations
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Major appointments in school year 2017-2018: <ul style="list-style-type: none"> - Institute Principal - Assistant Principal - Social worker - 2 heads of departments: automobiles, carpentry and décor - 33 teachers, including 3 for mathematics, 3 for science, 2 for English, 2 for electrical, and 2 for mechanical departments.