



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

Schools Review Unit Review Report

**Sheikh Khalifa Bin Salman Institute of Technology
Al-Busaiteen – Muharraq Governorate
Kingdom of Bahrain**

Date reviewed: 29 – 31 March 2010

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The Schools Review Unit

The Schools 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 raise 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 10 Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written 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: 1065

Age range: 16-18 years

Characteristics of the school

Sheikh Khalifa Bin Salman Institute of Technology, founded in 2003, is one of Muharraq Governorate's secondary schools and is located in Al-Busaiteen. The age range in the school is from 16 to 18 years, and there are 1065 students. Most students come from limited-income backgrounds. The Institute comprises 55 classes, 10 foundation year (the first secondary academic year),

11 second secondary academic year (three for the technical track and eight for the practical track), 12 third secondary academic year (four for the technical track and eight for the practical track), 4 vocational training (two for the first year and two for the second), 13 vocational apprenticeship (six for the first year, three for the second and four for the third), 2 printing specialism (one for the first year and one for the second) and 3 information technology (IT) specialism (one class for each academic year). The Institute categorised 59 of the students as outstanding, 27 as talented and gifted and 12 as having learning difficulties. There are 218 teaching staff and 30 administrative and technical staff. The Principal is in his second year at the Institute. The Institute is part of King Hamad's Schools of the Future project.

Overall effectiveness

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

Grade: 4 (Inadequate)

The overall effectiveness of Sheikh Khalifa Bin Salman Institute of Technology is inadequate. Despite this, the Institute has some satisfactory aspects such as the students' personal development, support and guidance, the quality of the curriculum enrichment and delivery, and leadership and management. The Institute also gains good satisfaction ratings from parents and students.

The students' level of academic achievement is inadequate. Students achieve high success rates in some areas of the core and specialised curricula; such rates do not, however, reflect the real standards of understanding and knowledge shown in observed lessons. Most students acquire practical skills but their performance in written work is inadequate. Their level of performance is lower than expected in some areas of the core and specialised curricula, such as English. Students do not make sufficient progress in lessons: they are given activities that do not take individual differences into account, do not develop their higher thinking skills and do not adequately meet the educational needs of different categories of student. Talented and gifted students take part in internal and external programmes and activities that help to nurture their talents and interests; such activities are not, however, being reflected in their progress in the classroom. Students with learning difficulties and low achievers are engaged in extra-curricular activities reflecting their varied levels of progress.

Students' personal development is satisfactory. Although most students are punctual, a group of them are regularly absent or late. The Institute follows up absences and lateness and takes appropriate action. Some students take part in extra-curricular activities, committees and competitions, such as the 'International Poetry Day', that enhance their self-confidence. A number of students make satisfactory contributions in theory and practical lessons, especially in outstanding and good lessons, such as their contribution in e-lessons. Overall, however, their enthusiasm and motivation towards learning is inadequate; the teaching and training strategies used do not give them enough opportunities to take on leadership roles and work together effectively. In most lessons, students are not given adequate opportunities to develop their higher thinking skills. Students enjoy good relations, based on mutual respect, with their classmates and teachers. Most students behave well inside and outside the classroom and show their awareness towards the Institute. The

Institute deals promptly with the few instances of inconsiderate behaviour, such as smoking and fighting; this helps students feel safe and secure in the Institute.

The effectiveness of teaching and learning processes is inadequate. Teachers' subject knowledge is not brought to bear on effective teaching strategies. The teacher is generally at the centre of the teaching and learning processes; this affects the progress of most students. The majority of inadequate lessons, which made up more than one-third of observed lessons, were in the foundation year. They occurred in most core subjects and some specialised curricula, such as engineering design and welding. In the second academic year, most of the inadequate lessons were in the specialised curricula, particularly in electricity. In the third academic year, the inadequate lessons were prevalent in English subjects, where some teachers did not focus on students' acquisition of the required skills, concepts and knowledge. Students' abilities are not challenged sufficiently and they are not given adequate opportunities to learn from each other, except in some group work in workshops, which is reflected in their overall progress. Although students are assigned homework, the activities are the same for all students. In most lessons, assessment methods are limited to oral questions and some written work. In practical lessons, a student feedback form is used that helps students to acquire professional skills, but assessment methods are not effectively used in theory lessons, limiting students' progress in such lessons.

The provision and enrichment of the curriculum is satisfactory. The Institute promotes students' understanding of their rights and duties by organising various programmes, morning assembly, extra-curricular activities and advisory committees. The Institute also sets up field trips to companies and develops students' professional skills through on-the-job training sessions that prepare students for work. Students' basic skills, however, are not adequately developed, particularly in English. Workshops are enhanced with state-of-the-art technologies to keep them up-to-date with labour market needs; workshops and classrooms are not, however, enhanced with display of students' work to motivate them towards learning.

The quality of support and guidance for students is satisfactory. The Institute provides new students with appropriate induction programmes that introduce them to the technical secondary education system. Students are also prepared for the next phases of education or the labour market through programmes that help them acquire professional skills. The Institute's monitoring of students' academic attainment when they are in on-the-job training is insufficient. The Institute meets students' personal needs by providing them with physical assistance and support. It assesses students' educational needs with diagnostic testing in core subjects but makes insufficient use of the results; the level of support given to students in lessons is inadequate. Parents are kept well informed of their children's academic progress. This is done through SMS text messages and direct communication with parents. The Institute carries out some safety and health procedures, such as periodic maintenance of fire detectors, but does not monitor health and safety adequately in workshops, where

security and safety procedures are not observed. No health and safety services are provided for evening sessions; there is no male nurse on duty, for example.

The effectiveness of leadership and management is satisfactory. The Institute has a shared vision and mission statement that focuses on achievement and development and is satisfactorily reflected in students' personal development. The Institute carries out self-evaluation and is aware of its strengths and areas for development, which it uses in developing and implementing the strategic plan and operational plans for the various departments. The focus of these departmental plans, and the strength of their links to strategic objectives, varied. The plans lack performance indicators, which has limited their effectiveness, particularly in raising students' achievement in the classroom. The Institute monitors performance in the establishment through a planning follow-up team and an internal audit team. Senior and middle managers inspire and motivate the staff by giving them appropriate support, delegating responsibilities, involving them in decision-making and seeking to raise their professional competencies; staff appreciate these efforts. Experienced teachers are deployed effectively to organise and deliver workshops and training courses to the staff. The Institute does not, however, adequately assess the effectiveness of such events and this is reflected in the performance of some staff. The Institute has various resources and educational facilities, such as workshops, which it uses appropriately to meet students' needs. The Institute communicates satisfactorily with students and their parents, seeking and responding to their views when it can; one example of this is the raising of the height of the Institute's western area. The Institute has inadequate communication with employers about students' training with them.

□ Does the school have the capacity to improve?

Grade: 3 (Satisfactory)

The Institute has a satisfactory capacity to develop and improve. Its improvements have centred on areas such as developing new internal audit mechanisms to monitor teachers' action plans and providing students with regular feedback in workshops, which has helped some students to learn from each other and had a positive effect on their acquisition of professional skills. The Institute records staff punctuality electronically. It also uses effective mechanisms to monitor student's attendance and behaviour; these measures have helped to reduce lateness and improved students' behaviour. The Institute also makes clear efforts to use self-evaluation to identify its main strengths and areas for development. It has built an effective strategic plan based on detailed analysis and a planning team monitors the implementation of the plan's goals. The impact of the strategic plan can be seen in slightly increased success rates for specialised curricula and in the provision of teachers' professional competency programmes. The plan has had insufficient impact on teaching and learning

strategies. The Institute still faces significant challenges in raising students' level of achievement and developing strong teaching, learning and training processes.

The school's main strengths and areas for development

Main Strengths

- Vocational skills on specialised courses
- Students' relationships with each other and their teachers
- The inspiration and motivation of the Institute's staff by its senior and middle managers.

Areas for development

- Teaching and learning strategies
- Basic skills, particularly in English
- Assessment methods
- Taking individual differences into account
- Developing higher thinking skills
- Challenging students' abilities
- Collaborative learning
- Support in the classroom
- Performance indicators in action plans and linking them with the strategic plan
- Monitoring students' attainment in practical training sessions
- Safety and security procedures in workshops.

What the school needs to do to improve

In order to improve further, the school should:

- Link departmental action plans with strategic planning to a greater extent and include measurable performance indicators and assessment methods
- Develop teaching and learning strategies that focus on:
 - Developing basic skills in core subjects, particularly in English
 - Taking individual differences into account in lesson planning and homework assignments
 - Developing students' higher thinking skills
 - Challenging students' abilities
 - Giving students more opportunities to learn and work together.
- Make use of varied assessment methods in all lessons, particularly in theory lessons and external training
- Provide support for students in the classroom
- Monitor security, health and safety procedures in workshops and laboratories in morning and evening sessions
- Develop better communications with labour market institutions and training providers.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	4: Inadequate
The school's capacity to improve	3: Satisfactory
Students' academic achievement	4: Inadequate
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	4: Inadequate
The quality of the curriculum delivery	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory