



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

# Directorate of Government Schools Reviews

## Short Review Report

**Bahrain Vocational Secondary Boys School  
Isa Town – Southern Governorate  
Kingdom of Bahrain**

**Date of Review: 1-3 October 2018**  
SG211-C3-R190

## Introduction

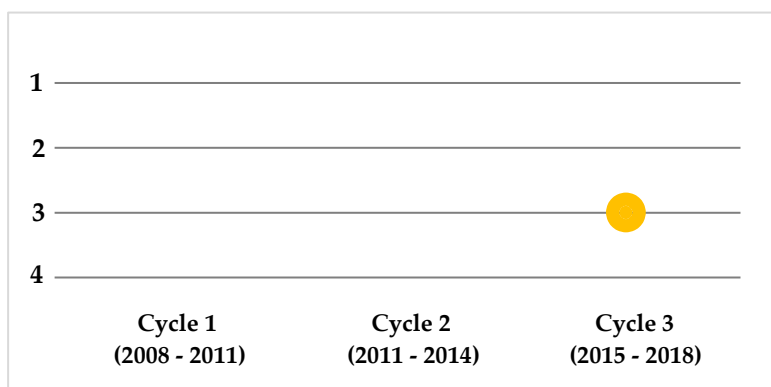
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed 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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	-	-	3	3
	Students' personal development	-	-	3	3
Quality of processes	Teaching and learning	-	-	3	3
	Students' support and guidance	-	-	3	3
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	3	3
Capacity to improve		3			
The school's overall effectiveness		3			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



<b>1</b>	<b>Outstanding</b>	<b>2</b>	<b>Good</b>	<b>3</b>	<b>Satisfactory</b>	<b>4</b>	<b>Inadequate</b>
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## School Summary Report

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### 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 'Satisfactory'

#### Judgement justifications

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| <ul style="list-style-type: none"> <li>• The accuracy of the self-evaluation is inconsistent and its results are erratically used in identifying development priorities in all school work aspects, particularly those relating to students' academic levels, which leads to inconsistency in developing the strategic plan.</li> <li>• Proficiency rates are consistent with the high pass rates in the specialised subjects in general, but inconsistent with the majority of the core and commercial subjects, especially mathematics and commercial support subjects.</li> </ul> | <ul style="list-style-type: none"> <li>• Students' acquisition of skills, knowledge and concepts varies, being best in financial services and poorest in English, which affects their progress in the specialised subjects' lessons where it is inconsistent.</li> <li>• Teachers' use of teaching and learning strategies varies, as does their management of learning time, activation of students' roles, use of assessment-for-learning methods and benefiting from their results in meeting the learning needs of all students, and supporting students in lessons and programmes based on their levels, especially the low achievers.</li> </ul> |
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- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Most students behave positively, get along with each other and feel psychologically secure, which is</li> </ul> | <ul style="list-style-type: none"> <li>supported through effective behaviour-enhancing programmes.</li> <li>• Students and parents are satisfied with the school's provision.</li> </ul> |
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## Main positive features

- The positive behaviour of most students, the harmony among them within the school community, and their feeling of psychological security.
- Student behaviour-enhancement programmes and the support students receive when they face problems.

## Recommendations

- Develop students' basic skills in English and further raise their academic achievement, particularly in mathematics and commercial support subjects.
- Carry out a more accurate self-evaluation and further benefit from its results in identifying school work priorities, developing school plans and monitoring the quality of their implementation.
- Monitor the impact of professional development programmes on the improvement of teachers' performance through implementing teaching and learning strategies that focus on:
  - managing learning time to ensure better productivity
  - employing effective assessment methods to ensure that students learn
  - supporting students and considering their levels in lessons, support programmes and written work, especially the low achievers
  - activating students' roles and enhancing their self-confidence.
- Address the shortfall in:
  - human resources, represented by senior teachers for all core, specialised and commercial support subjects and a learning resources centre specialist
  - physical resources, represented by simulation rooms, gym, learning resources centre and science lab.

## Capacity to improve 'satisfactory'

### Judgement justifications

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• A strategic plan is in place, but with performance indicators that are</li> </ul> | <ul style="list-style-type: none"> <li>inconsistent, affected by the varying accuracy of the self-evaluation</li> </ul> |
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especially relating to identifying the real situation of students' academic levels, raising proficiency rates in mathematics and commercial support subjects, and providing students with basic skills in English. The departmental action plans are also inconsistent in their connection with the overall strategic plan.

- The school's assessments as provided in the Self-Evaluation Form (SEF) are inconsistent with the judgements reached by the review team.
- The effectiveness of teaching and learning varies in spite of the stability of most teaching staff and all subject coordinators.

- The school adequately encounters the challenges it faces, which include:
  - new students' disparate basic skills
  - the shortfall in senior teachers for all core, specialised and commercial support subjects
  - the succession of three Assistant Principals over three school years
  - the shortfall in facilities, represented by simulation rooms, gym, learning resources centre and science lab
  - the 26% increase in student numbers compared to the previous year.

## Appendix: Characteristics of the school

Name of the school (Arabic)	البحرين المهنية الثانوية للبنين												
Name of the school (English)	Bahrain Vocational Secondary Boys												
Year of establishment	2011												
Address	Building 109, Road 4109, Block 841, Bahrain Training Institute (Gate 3)												
Town / Village / Governorate	Isa Town/ Southern												
School's Contacts	17680675				Fax		17680615						
School's e-mail	vocational.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	178			Girls	-			Total	178			
Students' social background	Most students belong to average-income families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	3	3	3
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	Advanced technical/ commercial track											
	Grade 11	Advanced technical/ commercial track											
	Grade 12	Advanced technical/ commercial track											
Number of administrative staff	7												
Number of teaching staff	31												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic, English												
Principal's tenure in the school	2 school years												

<b>External assessment and examinations</b>	<ul style="list-style-type: none"> <li>• MoE examinations.</li> <li>• BQA national examinations.</li> </ul>
<b>Accreditation (if applicable)</b>	-
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• The school became administratively independent from Sheikh Abdullah Bin Isa Al Khalifa Industrial Secondary School in the school year 2017-2018.</li> <li>• The 26% increase in students' numbers in the current school year 2018-2019, as compared to the previous school year.</li> <li>• The succession of three school Assistant Principals over three school years.</li> </ul>