



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

Directorate of Government Schools Reviews

Short Review Report

**Al-Muharraq Secondary Boys School
Al-Muharraq - Al-Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 20-22 March 2017
SG145-C3-R106

Introduction

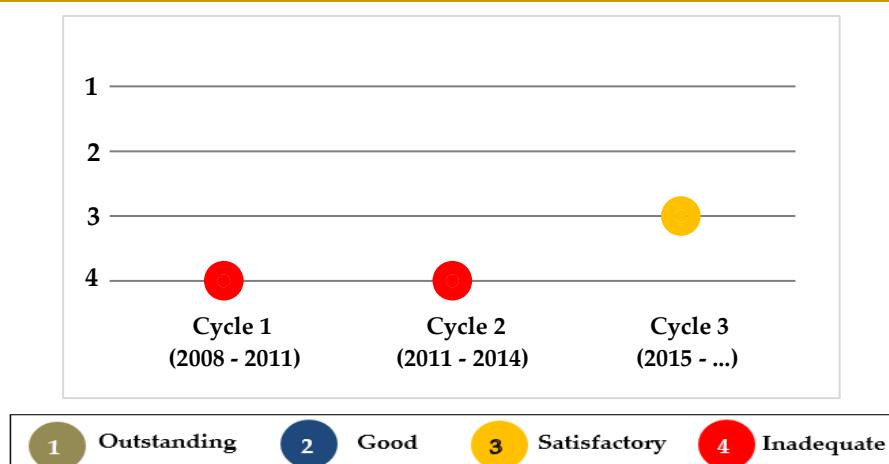
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	-	-	3	3
	Students' personal development	-	-	2	2
Quality of processes	Teaching and learning	-	-	3	3
	Students' support and guidance	-	-	3	3
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	2	2
Capacity to improve		2			
The school's overall effectiveness		3			

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 'Satisfactory'

Judgement justifications

- Since the last review, the school has achieved progress in its overall performance and in most aspects of the schoolwork, upgrading from 'Inadequate' to 'Satisfactory' in general, and to 'Good' in students' personal development and leadership, management and governance.
- The self-evaluation is accurate and comprehensive. Its results are used to inform the school's strategic plan that is based on improvement priorities. The impact of the self-evaluation clearly shows in the school's overall effectiveness in most aspects, as is in
 - the inconsistent improvement of teaching and learning practices.
 - Although students achieve high performance standards in the ministerial examinations in the vast majority of subjects, proficiency rates are inconsistent; the best of which is in the scientific subjects. Students' high standards are observed in the good lessons, which account for one third of the observed ones. However, these are not apparent in the other lessons which are mostly satisfactory, particularly in English, commercial and literary subjects.

- Students' personal characteristics are notable in terms of having positive behaviour, self-confidence, effective communication with others, their ability to take responsibility, and adhering and committed to authentic Bahraini culture and citizenship values.
- Teachers are inconsistent, in terms of using effective teaching and learning strategies, investing learning time, implementing effective assessment methods and using their results in meeting all students' learning needs, particularly the low achievers. Plus, students' abilities, in lessons and written works, have not been challenged enough.
- Students are offered various extra-curricular activities that enhance their interests, experiences, and promote their acquisition of life skills.
- The effectiveness of support and guidance programmes in meeting students' learning needs is inconsistent, being more effective for the gifted and talented students than those offered for the low achievers.
- Students and parents are satisfied with the school's provision.

Main positive features

- Students' personal development and their obvious self-confidence.
- The school's accurate self-evaluation and the strategic planning that is based on improvement priorities. This clearly shows in most schoolwork aspects.
- The variety of activities and programmes offered, aiming at promoting students' interests and desires, and developing their life skills.

Recommendations

- Raise students' academic achievement and develop their basic skills, particularly in English, commercial subjects, as is in the literary track.
- Employ effective teaching and learning strategies that focus on:
 - applying effective assessment techniques and using results to meet the learning needs of all students' categories, particularly the low achievers
 - learning time management, to achieve more productive lessons
 - challenging students' abilities in lessons and in their written works.
- Promote different categories of students' experiences and support them through programmes that further meet their learning needs.
- Address the shortage in material and human resources, represented by:
 - senior teachers for Arabic and commercial departments
 - a senior social worker and a learning resources centre specialist
 - school toilets to accommodate the number of students
 - the regular maintenance of the school facilities and fixing the frequent power cut-offs.

□ Capacity to improve 'Good'

Judgement justifications

- The leadership is aware of the school's strengths and areas for improvement. It keeps abreast of matters, using a precise institutional system that focuses on schoolwork priorities and is based on authority delegations to face challenges, such as the old school building and its need for regular maintenance, the constant power cut-offs and the shortage in human resources represented by two senior teachers for Arabic and commercial subjects, a senior social counselor and a learning resources centre specialist.
 - Self-evaluation is accurate and its results are used to build the school's strategic and action plans that include clear monitoring mechanisms.
 - The school's ranking in the final examinations pass rates index across thirty-three secondary schools shows improvement from 27th place to 13th place in the first semester of the current academic year 2016-2017.
- The overall performance of the school has improved from 'Inadequate' to 'Satisfactory', and to 'Good' in the aspects of students' personal development and leadership, management and governance.
 - The impact of professional development programs and the directed pedagogical practices is evident in the obvious improvement in students' pass and proficiency rates over the past two years. Students results in the first semester in 2016/2017, and the qualitative improvement in applying effective teaching and learning strategies in more than one third of the lessons observed, clearly reflects the school's leadership and management efforts.
 - The school's self-evaluation of its performance, as provided in the self-evaluation form (SEF), is consistent with the judgements made by the review team.

Appendix: Characteristics of the school

Name of the school (Arabic)	المحرق الثانوية للبنين												
Name of the school (English)	Al-Muharraq Secondary Boys												
Year of establishment	2000												
Address	Building 26 - Jamal Ad din Al-Afghani Road - Block 204												
Town / Village / Governorate	Al-Muharraq/ Al-Muharraq												
School's Contacts	17331865	17334232	Fax	17330363									
School's e-mail	muharraq.se.co.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	972		Girls	-		Total	972					
Students' social background	Most students are from limited income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	10	11	11
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	<ul style="list-style-type: none"> Unified Track: 10 classes. 											
	Grade 11	<ul style="list-style-type: none"> Scientific Track: 5 classes, (chemistry and biology: 4), and (physics and mathematics: one). Literary Track: 3 classes. Commercial Track: 3 classes. 											
	Grade 12	<ul style="list-style-type: none"> Scientific Track: 4 classes, (chemistry and biology: 3) and (physics and mathematics: one). Literary Track: 3 classes. Commercial Track: 3 classes. 											
Number of administrative staff	14 administrative and 3 technicians												
Number of teaching staff	98												

Curriculum	Ministry of Education (MoE)
Main language(s) of instruction	Arabic, and English in some commercial subjects
Principal's tenure in the school	2 Years
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"> • New appointments in the academic year 2016-2017: <ul style="list-style-type: none"> - Assistant Principal - two senior teachers, for English and Islamic studies departments - three teachers, one of each for the following departments: Arabic - Islamic studies - commercial.