



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

Directorate of Government Schools Reviews Short Review Report

**Alta'awon Secondary Boys School
Sanad - Capital Governorate
Kingdom of Bahrain**

Date of Review: 5-7 December 2016
SG004-C3-R091

Introduction

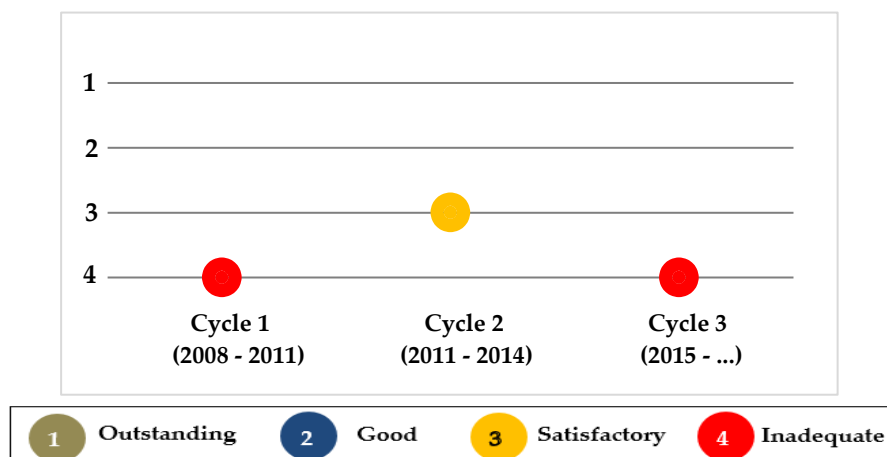
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of ten reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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

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| <ul style="list-style-type: none"> • All review aspect judgements including overall effectiveness and capacity to improve have regressed from 'Satisfactory' to 'Inadequate'. • Poor strategic planning is evident, especially relating to accuracy of self-evaluation and classroom visits. There is insufficient identification of work priorities, including raising academic achievement in the Literary and Commercial Tracks, and limited monitoring of the quality of implementation. • The high pass rates achieved by Grade 10 and the Literary and Commercial Tracks students contradict with their | <p>proficiency rates in general in most of the core subjects. They also make inadequate progress in lessons, while the Scientific Track students – in particular – achieve better standards and progress that are good in some subjects.</p> <ul style="list-style-type: none"> • Teaching and learning strategies are ineffective, as are the effects of assessment techniques applied to meeting students' learning needs. Time management in lessons is poor. • The support provided to students of various age-groups, especially low achievers, during lessons and programmes is poor. |
|--|---|

- The support provided to students with disabilities is effective.
- Participation in lessons by most students is limited due to their low motivation and self-confidence, though those in the Students' Council

are highly self-confident and perform well.

- Students and parents are satisfied with the school's provision.

Main positive features

- Support for students with disabilities.
- Efficiency of the Students' Council.

Recommendations

- Raise students' academic achievement, especially in Grade 10 and in the Literary and Commercial Tracks.
- Implement an accurate self-evaluation based on the school's improvement priorities, use the results in developing the school's plans and monitoring the quality of their implementation.
- Monitor the impact of teachers' professional development programmes in improving teaching and learning strategies, and applying these improved to focus on:
 - managing learning time in lessons
 - employing effective assessment techniques
 - providing support to students and catering for their varying levels in lessons and written assignments
 - raising students' motivation to participate in lessons, providing opportunities for their involvements and enhancing their self-confidence.
- Provide support to students of various age-groups and meet their different learning needs in the school programmes.

□ Capacity to improve 'Inadequate'

Judgement justifications

- The schools' overall effectiveness has changed from 'Satisfactory' to 'Inadequate'.

- The self-evaluation is inaccurate, especially in evaluating teaching and learning and assessing students' academic standards. Identification of

schoolwork priorities, particularly in raising students' academic achievement in the Literary and Commercial Tracks, are insufficient.

- The school's leadership mainly focuses on monitoring the action plan's procedures rather than monitoring its impact on students' different levels during lessons.
- Teaching and learning effectiveness has regressed as classroom visits' assessment is inaccurate, as is monitoring the impact of professional development programmes on

teachers' performance despite the stability of the teaching staff in general and most of the senior teachers at the school.

- There is instability of the senior leadership at school, as three Principals have successively run the school in the past three years.
- The school faces a challenge in improving Grade 10 students' academic standards, since their acquisition of basic skills is poor, which the school fails to address properly.

Appendix: Characteristics of the school

Name of the school (Arabic)	التعاون الثانوية للبنين													
Name of the school (English)	Alta'awon Secondary Boys													
Year of establishment	2006													
Address	Building 1363 - Road 4541 - Block 745													
Town / Village / Governorate	Sanad/ Capital													
School's Contacts	17623497	17623408	Fax	17623498										
School's e-mail	tawon.se.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	1045			Girls	-			Total	1045				
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	-	-	-	-	-	-	-	-	-	11	12	11	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	<ul style="list-style-type: none"> Unified Track. 												
	Grade 11	<ul style="list-style-type: none"> Scientific Track, 5 sections: (3 Biology & Chemistry, 2 Mathematics & Physics). Literary Track, 3 sections. Commercial Track, 4 sections. 												
	Grade 12	<ul style="list-style-type: none"> Scientific Track, 5 sections (4 Biology & Chemistry, 1 Mathematics & Physics). Literary Track, 2 sections. Commercial Track, 4 sections. 												
Number of administrative staff	17 administrative and 7 technicians													
Number of teaching staff	103													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic, and English for some commercial subjects													
Principal's tenure in the school	One academic year													
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">• Appointments in the academic year 2015-2016:<ul style="list-style-type: none">- School Principal- 2 Assistant Principals- a senior teacher of English.• Appointing a senior teacher of Arabic in the academic year 2016-2017.
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