



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

Directorate of Government Schools Reviews Short Review Report

**Isa Town Secondary Boys School
Isa Town - Southern Governorate
Kingdom of Bahrain**

**Date of Review: 27-29 March 2017
SG191-C3-R108**

Introduction

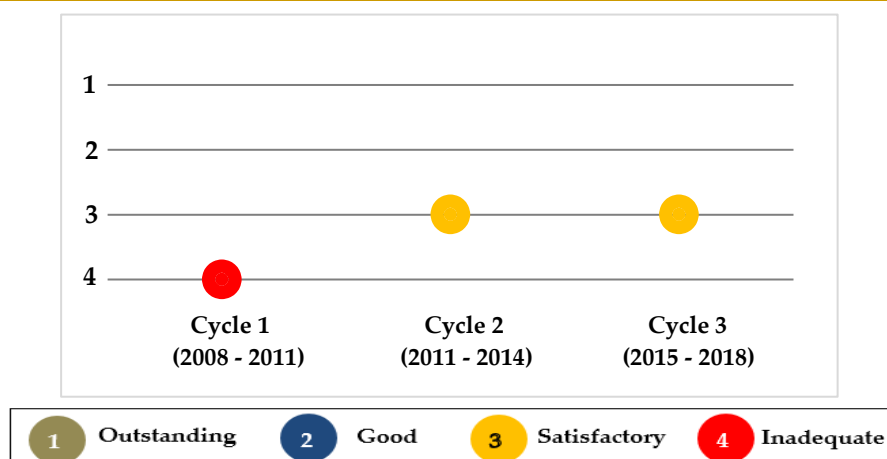
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed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



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

- | | |
|--|---|
| <ul style="list-style-type: none"> • The effectiveness of strategic planning is inconsistent, especially regarding the self-evaluation process, the accuracy of class observations and the relevance of the school plans to development priorities relating to raising students' academic achievement in terms of progress and acquisition of basic skills, particularly in the commercial and literary tracks, and monitoring the quality of implementation. • Students' acquisition of the basic skills is inconsistent in lessons, the best being in some science and mathematics | <ul style="list-style-type: none"> lessons and the poorest being in some commercial track lessons. • The proficiency and pass rates in Arabic, literary track subjects and the majority of commercial track subjects vary, with the best being noted in science track subjects. • The effectiveness of teaching and learning strategies, the management of learning time, the use of assessment methods and the support provided to students according to their standards in lessons and school programmes, particularly low achievers, is inconsistent. |
|--|---|

- Students contribute inconsistently in lessons but demonstrate good conduct and feel psychologically safe, which is strongly enhanced by the school's supporting programmes.
- The school is distinguished by its effective support programmes, particularly those provided to students with hearing disabilities.
- The outstanding and gifted students achieve high ranking in some external qualitative competitions.
- Students and their parents are satisfied with the school's provision.

Main positive features

- The positive conduct of most students and their sense of psychological security, which the school enhances with effective behavioural programmes.
- The effective support programmes the school is noted for, especially for students with hearing disabilities.
- The outstanding and gifted students' achievement of high ranking in some external qualitative competitions.

Recommendations

- Develop the self-evaluation and school plans to focus on:
 - setting of priorities
 - raising students' academic achievement in the commercial and literary tracks.
- Monitor the impact of professional development programmes on the improvement of teachers' performance, through the implementation of teaching and learning strategies that focus on:
 - management of learning time, to ensure better productivity in lessons
 - utilisation of effective assessment methods
 - supporting student according to their levels inside and outside lessons, especially low achievers
 - building students' roles and further enhancing their self-confidence.
- Address the shortage in human resources; represented in a senior Arabic teacher, and fix the cracks in some parts of the school building.

Capacity to improve 'Satisfactory'

Judgement justifications

- The strategic plan has proper key success criteria. However, the action plans inconsistently focus on priorities, particularly with regard to raising students' academic achievement in Arabic and commercial subjects, and are

inconsistently implemented, though they show satisfactorily on review aspects.

- The accuracy of self-evaluation generally varies, though the school's assessments as provided in the self-evaluation form match the judgements reached by the review team in the aspects of academic achievement and teaching and learning.
 - The school has maintained the satisfactory level of its overall effectiveness and all review aspects, while achieving good progress in students' conduct when compared to the previous review.
- The effectiveness of teaching and learning has varied despite the stability of most teachers and clear efforts to provide professional development for teachers.
 - The stability of the majority of middle and senior leadership has been affected by the constant annual change in one of the Assistant Principals.
 - The school adequately confronts the challenges it faces, being the weak basic skills of the majority of its new students and the cracks in some parts of the school building, with action being needed to ensure the safety of all.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدينة عيسى الثانوية للبنين												
Name of the school (English)	Isa Town Secondary Boys												
Year of establishment	1968												
Address	Building 464 - Road 1331 - Block 813												
Town / Village / Governorate	Isa Town/ Southern												
School's Contacts	17681512			Fax			17685640						
School's e-mail	isatown.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	717			Girls	-			Total	717			
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	-	-	-	-	-	-	-	-	-	8	9	7
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	<ul style="list-style-type: none"> 8 classes for Unified tracks integration system. 											
	Grade 11	<ul style="list-style-type: none"> 4 classes for science track: 3 for chemistry and biology and 1 for physics and mathematics. 3 classes for literary track. 2 classes for commercial track. 											
	Grade 12	<ul style="list-style-type: none"> 3 classes for science track: 2 for chemistry and biology and 1 for physics and mathematics. 2 classes for literary track. 2 classes for commercial track. 											
Number of administrative staff	16 administrative and 3 technical												
Number of teaching staff	77												

Curriculum	Ministry of Education (MoE)
Main language(s) of instruction	Arabic, with English for some commercial subjects
Principal's tenure in the school	3 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 education - Academic counsellor.