



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

Directorate of Government Schools Reviews Review Report

**Nasser Vocational Training Centre
Jaw - Southern Governorate
Kingdom of Bahrain**

**Date of Review: 12-14 November 2018
SG211-C3-R202**

Introduction

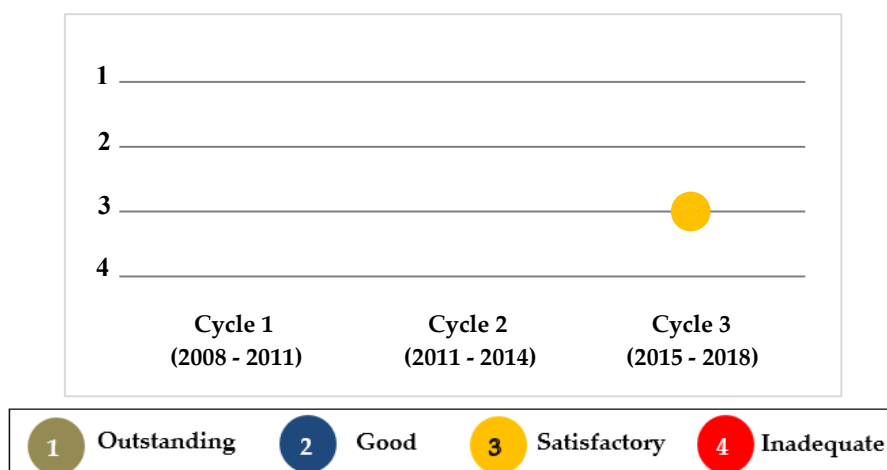
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the school's performance data and other documents. They met with staff members, 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	-	-	2	2
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	2	2
Capacity to improve		3			
The school's overall effectiveness		3			

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



School 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

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| <ul style="list-style-type: none"> • Students standards are satisfactory across all subjects and grades. The proficiency rates are high in the technical stream. However, students' standards in core subjects in the vocational stream are less than the technical stream but remain within the adequate range. • Students participate actively in school life with high self-confidence, particularly in the practical workshops and laboratories. They are self-driven and have positive attitudes towards learning, exhibiting mature attitudes. • Through its regular self-evaluation process that is linked to the strategic | <ul style="list-style-type: none"> and operational plans, the Centre is aware of its strengths and the areas that require further improvement. • Although the Centre ascertains staff training needs and determines the required individual professional development targets, the implementation in classrooms is not consistently effective in improving the quality of students' learning and achievement. • Most teachers employ appropriate teaching and learning strategies. However, the effectiveness of these strategies is inconsistent in the vocational stream. The effective use of |
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assessment results to meet students needs and provide support to students, particularly low achievers, varies in lessons. The Centre meets students various academic and personal needs effectively and supports them with care whenever they face problems.

- Highly productive links are maintained with the local community through a varied range of training and educational visits to leading industrial companies.
- Parents and students are satisfied with the Centre's provision.

Main positive features

- The students' active, self-driven attitude and confident participation in school life, particularly in the practical work.
- Care and support provided to meet students' academic and personal needs.
- Strong links with the community to enhance students' learning experiences.

Recommendations

- Raise students' academic achievement, particularly in the vocational stream and Arabic.
- Ensure that the impact of teachers' professional development programmes on improving the effectiveness of teaching and learning is positive, focussing on:
 - effective use of teaching and learning strategies, particularly in the vocational stream
 - better use of assessment results to meet students' needs
 - improving the support provided to different ability groups of students, particularly the low achievers.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- Students across the Centre and in all core subjects show age-related standards in lessons, academic and practical work. However, students' academic achievement in the vocational stream and Arabic is an area for improvement.
- Very positive relationships and rapport are in place between the Centre management team, teachers and students, with mutual respect which results in a high retention rate amongst students since the Centre's establishment.

- The Centre maintains highly effective learning facilities and resources, such as science, technical drawing and ICT laboratories which are well-utilised in lessons and activities. Classrooms are well resourced to enhance students' learning.
- The self-evaluation is regular, formal and involves staff and stakeholders. Effective strategic and action planning are in place, focusing on strategic goals, with sufficient links to the outcome of the self-evaluation process to trigger improvement initiatives.
- Although the Centre analyses staff training needs and provides individual

professional development programmes, the impact on classroom practices is inconsistent in improving the quality of students' learning.

- The challenges resulting from the decision to move the overall responsibility for the Centre to the Ministry of Education, led to significant staff turnover, with one third of the teaching staff being recruited during the past twelve months.

Quality of outcomes

Students' academic achievement 'Satisfactory'

Judgement justifications

- Students across the Centre have attained consistently high pass rates in internal examinations in core subjects and in Engineering Construction Industry Training Board (ECITB) examinations for the past three years.
 - Students' proficiency rates in the 2017-2018 examinations were high, particularly in the technical stream, ranging between 32% in Grade 10 physics (101) to 96% in Grade 10 English (102). However, students' standards in lessons are inconsistent and do not match the high proficiency rates.
 - In the vocational stream, the proficiency rates range between 2% in Grade 10 applied science (101) and 67% in Grade 11 applied English (201). In Arabic, the proficiency rates are very high, ranging between 79% in Grade 10 to 91% in Grade 12.
 - In ECITB 2017-2018, the pass and proficiency rates were high in all subjects. Proficiency rates ranged between 33.3% in Grade 12 Automotive and 100% in Further Electrical Circuits in Grade 11.
 - In the 2017-2018 International English Language Test System (IELTS), the percentage of students attaining a score 6.5 or above was 32%, which is high. However, the percentage of students who sat the official test was low, being 15% of the technical stream students.
- Students standards are satisfactory across all subjects and grades. The majority of students have age-appropriate fluency in English, basic arithmetic skills and knowledge of scientific concepts. However, in Arabic their basic language skills are inconsistent.
 - The majority of students make age-appropriate progress in core and specialised subjects, as seen in lessons and in their written work. However, in the less effective lessons students' progress as per their abilities varies, particularly with the low achievers.
 - In English, students, read text with age appropriate fluency particularly in the technical stream. Their speaking skills are generally satisfactory. However, writing skills are underdeveloped across all grades.
 - In Arabic, students' speaking skills are inconsistent as they tend to speak colloquial Arabic. Their reading and writing skills are below curriculum expectations.
 - The majority of students in the technical stream solve mathematical problems adequately, such as finding the inverse of a given function. However, their ability to apply reasoning is not sufficiently developed in the vocational stream.
 - In science, students have a basic knowledge of facts such as the proportion of elements present in a

compound. However, their scientific enquiry skills are less well developed in the vocational stream.

- In the specialised subjects, the majority of students progress well in their

practical skills. For example, students drew a two-dimensional hexagonal nut in technical drawing and identified types of valves in the Diploma Core session.

Areas for improvement

- Students' standards in core subjects in the vocational stream.
- Students' basic skills in Arabic and their extended writing skills in both Arabic and in English across the Centre.
- Students' progress in the less effective lessons as per their abilities, particularly the low achievers.

□ Students' personal development 'Good'

Judgement justifications

- Students demonstrate strong self-confidence in workshops, especially during occupational health and safety lessons. They have positive attitudes towards learning, are self-driven and their conduct is mature. However, there is less enthusiasm for participating in theoretical lessons.
- Students participate effectively in school life, such as the Student Council elections, school clubs and educational field trips to Aluminium Bahrain (ALBA). However, although students assume leadership roles in the Students' Council and as group leaders in the practical activities, leadership roles need to be developed further.
- Students are self-disciplined, well behaved, and considerate of each other's feelings. They show awareness of local and global issues and celebrate international days such as Cancer Day. They participate in community services in and out of school.
- Students are self-driven to take care of themselves and the school's property. They feel extremely safe at school, can express their opinions freely and participate in anti-bullying and drugs awareness talks. They attend school regularly and adhere to school policies and procedures. They are punctual for lessons despite the absence of a timing bell, as the school encourages punctuality as part of their work ethics development.
- Students express a deep understanding and commitment to Islamic values, which shows in their commitment to daily prayers and participation in Quarn recitation competitions. Their strong understanding of Bahrain's heritage

and culture is demonstrated through celebrating National Day.

- Students are responsible for their own learning, and demonstrate the ability to be life-long learners as they work in

practical lessons such as welding independently.

- Students work well with each other in pairs and small groups during practical lessons, showing good collaborative and discussion skills.

Areas for improvement

- Students further participation in theoretical lessons, and assuming leadership roles in school life.

Quality of processes

□ Teaching and learning 'Satisfactory'

Judgement justifications

- Most teachers employ appropriate teaching and learning strategies to ensure that most students learn, including questions for learning, discussion, and scientific experimentation in physics and chemistry. They use the available educational resources appropriately, such as students' iPads, data show and worksheets.
- In the good lessons, some teachers apply cooperative learning well, which is more evident with students working together in specialised courses. However, in the less effective lessons group work does not guarantee the participation of all students and lessons are generally affected by teachers' over-explanation. Teachers use inappropriate teaching and learning strategies in a limited number of lessons across the core subjects, particularly in the vocational stream where lessons are teacher-centred and affected by students' weak standards.
- Student participation is encouraged by teachers' positive attitudes and continuous motivation that results in students' initiative and their high self-confidence in attempting answering without hesitation.
- Most teachers manage lessons effectively, plan for learning time, and provide a calm environment conducive to learning. However, in a few lessons management of learning time is an issue, such as the quick transition between activities and not allocating sufficient time to the evaluation of some of the objectives.
- Teachers use assessment in a variety of ways, verbal and written, individually and collectively. However, the effectiveness varies and is affected at times by low expectations of assessments, as in some core lessons in the vocational stream. Meanwhile in the good lessons, teachers show keenness in the success of students' learning, as in the specialised subjects where assessment is ongoing and direct feedback is given to the majority of students to improve their work and achieve the given tasks. However, the support to low-achievers is still not effective in many of the lessons observed.
- Students are assigned with appropriate homework that focuses on developing their research-based skills. Their work is appropriately corrected, though written feedback is inconsistent.
- Students' higher order thinking skills are better developed in the good lessons, such as literary analyses of stories in English and comparing the function of a motor and generator in physics, as well as scientific reasoning in chemistry experiments.
- In the better lessons, teachers consider differentiation appropriately, provide lessons in a gradual and sequential manner, and pose some verbal and written questions that take into account students' levels while challenging the more able students.

Areas for improvement

- Productive use of learning time.
- Support provided to low achieving students.
- Use of assessment to challenge students of different abilities and up to age related expectations, particularly in the vocational stream.

□ Students' support and guidance 'Good'

Judgement justifications

- The Centre conducts diagnostic tests for students when joining in Grade 10 and classifies them according to their results. Students educational needs are met effectively in programmes such as the 'Robotics Competition' and 'the Solar System for Cooling Water Tanks'.
- Effective support is provided for low achievers by organising pre-examination reinforcement classes, especially before the second semester, which contributes to the success of most students. Additional reinforcement activities are provided to raise students' levels. However, these programmes are irregular.
- The Centre offers programmes to promote students' values and develop good behaviour, such as advice given in the morning assembly, an event on 'Anti-Narcotics', and guidance sessions. Students are carefully supported whenever they face problems and special cases are monitored well, such as cases of inappropriate behaviour.
- Students' experiences are enriched and their talents are developed in various extracurricular activities, such as the 'Welding Club' and the visit to Bana Gas. They attain high positions in some competitions, such as the 'I Click' competition.
- The Centre provides a safe environment through evacuation drills, monitoring fire extinguishers, opening emergency exits in workshops and laboratories, and training students in security and safety requirements in workshops. Students' attendance and their arrival and dismissal by buses is closely monitored. First aid kits are provided as there is no nurse.
- Grade 10 students are inducted and introduced, alongside their parents, to the educational system. Grade 11 students are given career sessions to guide their choice of specialisation. Grade 12 students attend university exhibitions and apply for on-the-job training programmes.
- Students' life skills are developed effectively, such as simulating the work environment in the external training programme, experiencing marketing skills in 'Enterprise Week', and in project preparation such as 'Security Scanning Camera'. However, problem solving skills are less developed.

Areas for improvement

- Meeting the educational needs of the different ability groups of students, particularly the low achievers.
- Further improvement of students' life skills

Quality assurance of outcomes and processes

□ Leadership, management and governance 'Good'

Judgement justifications

- The Centre regularly conducts self-evaluation through direct feedback from staff and data analysed from its frequently conducted surveys to all stakeholders. The results are used effectively to identify the school's strengths and priorities for development.
- Strategic and action planning is focused on students' achievement, personal development and teaching and learning. The curriculum is modified and sequenced to better meet the needs of students. However, the depth of the curriculum to cater for the development of all age-related competencies is inconsistent, particularly in the vocational stream. Consequently, the impact on students' academic achievement is erratic.
- The Centre maintains effective policies and procedures that strongly focus on the students' overall wellbeing and development.
- Staff training needs are analysed, individual professional development targets are set and a good range of programmes are provided on topics such as differentiation, classroom management techniques, e-learning and apps in the classroom. These programmes are mainly conducted by in-house experts and sometimes by external professionals. However, their implementation in classrooms is inconsistently effective in improving the quality of students' learning and attainment.
- Learning facilities such as chemistry, physics, technical drawing and information and communication technology (ICT) laboratories are well-utilised in lessons and activities. Seven well-equipped workshops are in operation, providing adequate enhancement to students' learning. Each classroom is well equipped with TV and ICT support and individual students are provided with iPads to support effective learning. However, the newly opened learning resources centre is not suitably equipped nor regularly used.
- The Centre's leadership encourages professional and friendly attitudes during daily interaction and social gatherings, resulting in congenial relations among staff that maintain teachers' positive motivation.
- The Centre has developed strong links with the local communities in so many ways, through various training and educational visits to leading industrial companies such as ALBA, GIPC and BABCO. These links have a strong impact on students' career guidance as they provide them with useful opportunities to get practical training in Grade 12.

Areas for improvement

- The effectiveness of links and monitoring of teachers' professional development programmes to improve the quality of teaching.

Appendix: Characteristics of the school

Name of the school (Arabic)	مركز ناصر للتأهيل والتدريب المهني												
Name of the school (English)	Nasser Vocational Training Centre												
Year of establishment	2014												
Address	Building 522, Road 5712, Block 957												
Town / Village / Governorate	Jaw/ Southern												
School's Contacts	17111171				Fax				17111172				
School's e-mail	info@nvtc.edu.bh												
School's website	www.nvtc.edu.bh												
Age range of students	16-18 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
									10-12				
Number of students	Boys		445		Girls				Total		445		
Students' social background	Most students are from low to average income families with mixed social backgrounds.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	0	0	0	0	0	0	0	0	0	6	6	7
Number of administrative staff	11												
Number of teaching staff	61												
Curriculum	British Curriculum for English Modified International General Certificate of Secondary Education (IGCSE) for mathematics, science accredited by Abu Dhabi Vocational Education & Training Institute (ADVETI); ECITB for vocational training accredited by ECITB United Kingdom; MoE Curriculum for Religion, Arabic Social Studies, Civics, and Arabic.												
Main language(s) of instruction	English & Arabic												
Principal's tenure in the school	4 years												

External assessment and examinations	International English Language Testing System (IELTS);British Council English Proficiency Examination. Engineering Construction Industry Training Board (ECITB) examinations.
Accreditation (if applicable)	Authorised ECITB distributor of courses and exams. Licensed to administer training programmes.
Major recent changes in the school	Expectation to move from ADVETI in Abu Dhabi funding to MoE during this academic year.