



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

# **Directorate of Government Schools Reviews Short Review Report**

**Sh. Abdulla Bin Isa Al-Khalifa Secondary Technical School  
Isa Town – Southern Governorate  
Kingdom of Bahrain**

**Date of Review: 22-24 October 2018**  
SG129-C3-R197

## Introduction

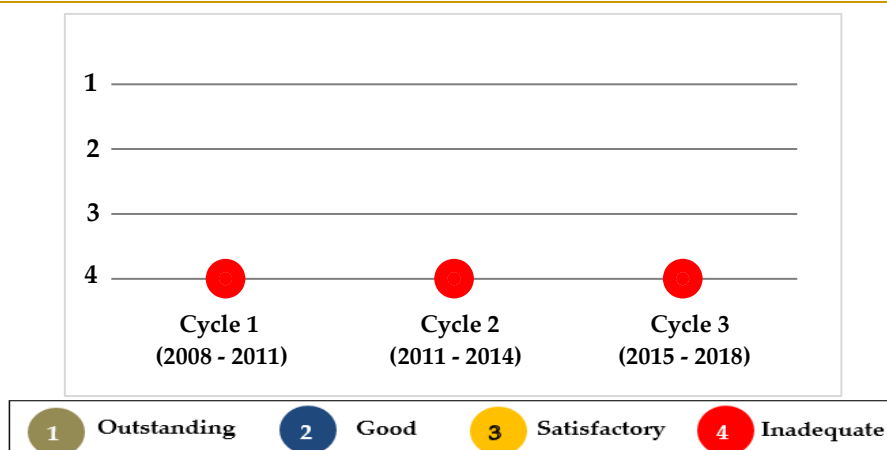
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of 13 reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed 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	-	-	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

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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 'Inadequate'

#### Judgement justifications

- The self-evaluation lacks accuracy in some parts, such as class visits evaluation, the quality of implementing monitoring mechanisms, and the lack of focus on priorities.
- Students' academic standards are weak in theoretical basic skills. Proficiency rates are mostly low and students' progress in the vast majority of these lessons is inadequate, with their basic skills being undeveloped and their motivation towards learning being poor.
- The effectiveness of teaching and learning in practical subjects' lessons is inconsistent, though students achieve adequate progress and their proficiency rates in most of these courses are in line with their high pass rates which gains the satisfaction of students and their parents.
- In theoretical subjects' lessons the use of motivating teaching and learning strategies is ineffective, as is productive class management, assessment methods used, and support of students according to their levels in both their written work and school programmes.
- Some students misbehave, such as using inappropriate writing and smoking.
- The participation of a group of students in 'Robotics' competitions was qualitatively effective.

## Main positive features

- Students' adequate acquisition of the majority of speciality practical skills.
- The qualitative success in Robotics competitions.

## Recommendations

- Seek the necessary intervention by the concerned parties at MoE in order to encounter the challenges the school faces and ensure that:
  - students' academic achievement is raised in general and in theoretical basic skills in particular
  - stability of the school's top leadership is achieved
  - the mechanism of students' transition to school during the course of the school year is controlled
  - the shortfall in human and physical resources is addressed, represented by senior teachers for science and most practical departments, a nurse, social workers to accommodate students' numbers, learning resource centre's specialists and a gym.
- Raise students' personal awareness and further develop their good behaviour.
- Carry out a more accurate self-evaluation and benefit from its results in developing school plans and monitoring the quality of implementation.
- Monitor the impact of professional development programmes on improving teaching and learning, especially in theoretical lessons, focussing on:
  - employing effective teaching and learning strategies
  - managing lessons in a more productive manner
  - using effective assessment methods, and benefiting from their results in supporting students through considering their levels in lessons and written work
  - raising students' motivation and encouraging them to learn.
- Support students of different categories and assist them in school programmes to meet their different academic needs, particularly the low achievers.

## □ Capacity to improve 'Inadequate'

### Judgement justifications

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|--|---|
| <ul style="list-style-type: none"><li>• The school has retained its inadequate performance level over the three review cycles, while it has regressed in this review from satisfactory to inadequate in the aspects of personal development,</li></ul> | <ul style="list-style-type: none"><li>• support and guidance and leadership and management.</li><li>• Although strategic planning is in place, it is based on self-evaluation that is inconsistent in its accuracy and does not</li></ul> |
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contribute to the improvement of performance. Monitoring the implementation of the plan is focused on procedures. The school's assessments as provided in the self-evaluation form (SEF) are inconsistent with the judgements reached by the review team.

- The school faces many challenges, which calls for support by the relevant parties at MoE. The most significant challenges include:
  - Students' poor basic skills and the lack of motivation of majority of them to learn in the core subjects. In addition, a high percentage of students join the school without

fully meeting the pass requirements of the intermediate stage.

- The instability of the top leadership.
- The large number of students transferring to the school during the course of the school year.
- The shortfall in human and physical resources represented by senior teachers for science and most of the practical departments, a nurse, social workers, learning resources centre specialists and a gym.

## Appendix: Characteristics of the school

Name of the school (Arabic)	الشيخ عبدالله بن عيسى آل خليفة الثانوية الصناعية للبنين												
Name of the school (English)	Sh. Abdulla Bin Isa Al-Khalifa Secondary Technical												
Year of establishment	1987												
Address	Building 105, Road 41, Block 841												
Town / Village / Governorate	Isa Town/ Southern												
School's Contacts	17687816	17686931	Fax		17685140								
School's e-mail	shabdulla.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	1,722	Girls	-		Total	1,722						
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	-	-	-	-	-	-	-	-	-	27	16	23
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	<ul style="list-style-type: none"> <li>(24) Classes for industrial advanced technical track.</li> <li>(3) Classes for vocational training.</li> </ul>											
	Grade 11	<ul style="list-style-type: none"> <li>(14) Classes for industrial advanced technical track.</li> <li>(2) Classes for vocational training.</li> </ul>											
	Grade 12	Industrial advanced technical track											
Number of administrative staff	28 administrative and 3 technical												
Number of teaching staff	248												
Curriculum	MoE												
Main language(s) of instruction	Arabic and English												
Principal's tenure in the school	One school year												
External assessment and examinations	<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 administrative independence of Bahrain Vocational Secondary Boys School from Sh. Abdulla Bin Isa Al-Khalifa Secondary Technical School in the academic year 2017-2018.</li> <li>• Appointment of the new school Principal in the academic year 2017-2018.</li> <li>• The Assistant Principals have constantly changed during the last three academic years. The last appointment of an Assistant Principal was in the school year 2018-2019.</li> <li>• One of the Assistant Principals was transferred during the last academic year without a substitute being provided.</li> <li>• New appointments in the academic year 2018-2019, namely: <ul style="list-style-type: none"> <li>– Senior teachers for Arabic, English and mathematics departments.</li> <li>– 11 teachers; including 3 for mathematics.</li> </ul> </li> </ul>