



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

Directorate of Government Schools Reviews

Short Review Report

Sh. Isa Bin Ali Al-Khalifa Secondary Boys School
Isa Town - Southern Governorate
Kingdom of Bahrain

Date of Review: 31 October - 2 November 2016
SG066-C3-R078

Introduction

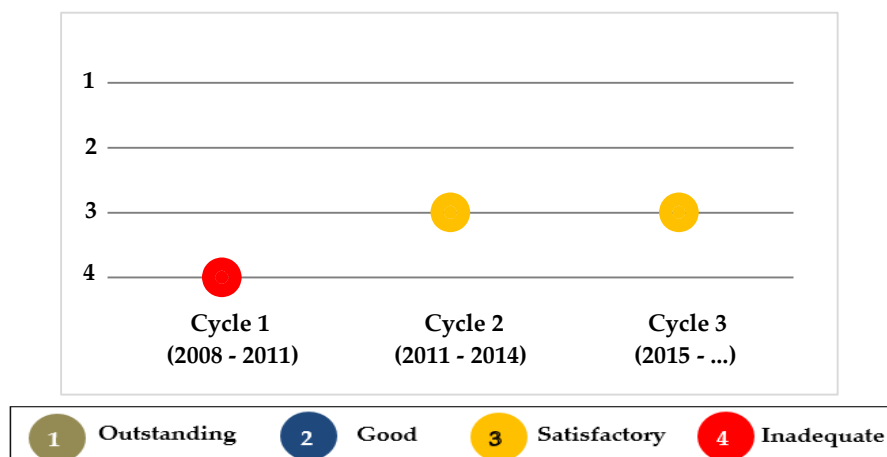
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of ten reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	-	-	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 in relation to the accuracy of self-evaluation, the accuracy of class observations, the correlation with school plan, development priorities and the quality of monitoring the implementation. • Acquisition of the basic skills by students is disparate and there is inconsistency between the proficiency and pass rates in Arabic, English and most of the commercial and literature tracks' subjects, though there is consistency in the scientific track in general. | <ul style="list-style-type: none"> • The effectiveness of teaching and learning strategies varies, as does time management, implementation of assessment methods and students support according to their levels in lessons and school programmes, especially with the low achieving students. The effectiveness of teaching and learning is least in the commercial track subjects. • Students' psychological security and good behaviour is enhanced by school programmes and effective support when they face problems, while their contributions in lessons vary. |
|---|--|

- | | |
|---|---|
| <ul style="list-style-type: none"> • Effective support is provided to students with disabilities, through human and material resources. • Despite the school's efforts to provide a safe and healthy environment, the gates to the car park being left open | <p>and the low height of the banisters of some stairs and upper walkways pose a danger to school members.</p> <ul style="list-style-type: none"> • Students and parents are satisfied with the school's provision. |
|---|---|

Main positive features

- The good behaviour of most students and their psychological security.
- Positive behaviour enhancement programmes and the support provided to students when they face problems.
- The support provided to students with disabilities.

Recommendations

- Raise students' academic achievement, especially in Arabic and English and in commercial and literature tracks.
- Implement accurate self-evaluation and benefit from its results in developing the school plans in accordance to school priorities, monitoring the quality of its implementation.
- Monitor the impact of professional development programmes on improving teaching and learning, and apply effective strategies especially for the commercial subjects with a focus on:
 - learning time management to achieve effective productivity
 - using effective assessment methods and support programmes that meet all students' educational needs, especially the low achieving
 - developing students' roles and boosting their self-confidence.
- Improve measures to ensure the safety of school members, for instance those related to the gates leading to the car park and raising the stairs' banisters and walkways' barriers.
- Address the shortfall in human resources represented by senior teachers for English, mathematics and science, and in school facilities, particularly a gym.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none"> • A school plan with performance indicators is in place. However, the | <p>part of it that focuses on schoolwork priorities is inconsistent, especially in</p> |
|---|--|

relation to raising academic achievement in Arabic and English. Implementation of the plan is also inconsistent, as is the quality of monitoring that implementation. However, it does achieve a 'satisfactorily' rating on the review aspects.

- The accuracy of self-evaluation is inconsistent, especially in relation to class observations, educational support programmes and students' contributions in lessons.
- The school has maintained the satisfactory level of its overall effectiveness and of all review aspects,

with a good level of students' behaviour.

- Students achieve satisfactory standards in their academic achievement and make adequate progress in most lessons.
- The effectiveness of teaching and learning varies, despite the stability of most teaching staff alongside the efforts the leadership makes in professional development.
- The school faces a number of challenges and is adequately dealing with them. Most important are the low basic skills of new students and the shortage in senior teachers for English, science and mathematics.

Appendix: Characteristics of the school

Name of the school (Arabic)	الشيخ عيسى بن علي آل خليفة الثانوية للبنين												
Name of the school (English)	Sh. Isa Bin Ali Al-Khalifa Secondary Boys												
Year of establishment	2002												
Address	Building 134 - Road 4108 - Block 841												
Town /Village / Governorate	Isa Town / Southern												
School's Contacts	17681826	17683851	Fax		17683967								
School's e-mail	shisa.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	779	Girls	-		Total	779						
Students' social background	Majority are from middle income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	8	9	9
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	Tracks integration system.											
	Grade 11	3 classes for scientific track (2 for chemistry and biology, 1 for physics and mathematics), 3 classes for literature track and 3 classes for commercial track.											
	Grade 12	4 classes for scientific track: (3 for chemistry and biology, 1 for physics and mathematics), 1 class for literary track and 4 classes for commercial track.											
Number of administrative staff	15 administrative and 7 technical												
Number of teaching staff	83												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic and English for some commercial subjects.												
Principal's tenure in the school	7 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

- Appointed 8 new teachers in the academic year 2015-2016, 5 of which are for the core subjects, 2 social workers and 1 academic guide.
- Appointing an Assistant Principal, a senior Islamic education teacher and 5 new teachers for core subjects in the academic year 2016-2017.