



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

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

**Al-Wehda Secondary Boys School
East Riffa – Central Governorate
Kingdom of Bahrain**

**Date of Review: 5-7 May 2014
SG206-C2-R184**

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Directorate of Government Schools Reviews

The Directorate of Government Schools Reviews (DGS) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. It is established to raise standards in education and training.

The DGS is responsible for:

- evaluating and reporting on the quality of provision in all government schools
- establishing success measures
- spreading best practice
- making recommendations for government school improvements.

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The reviews are independent, objective and transparent. They provide important information for government schools about their strengths and areas for improvement to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded a four-point scale:

Grade description	Interpretation
Outstanding (1)	Outcomes or provision are at least good in all areas and outstanding in the majority.
Good (2)	Outcomes or provision are at least satisfactory in all areas and good in the majority.
Satisfactory (3)	A basic level of adequacy. There are no major weaknesses, or the majority of areas are satisfactory. Some areas may be good.
Inadequate (4)	There are major weaknesses or the majority of areas are inadequate.

Introduction

This review was conducted over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, examined students' written and other work, analysed data concerning the school's performance and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

Characteristics of the school

School's name		Al-Wehda Secondary Boys School											
School's type		Government											
Year of establishment		2011											
Age range of students		16 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		-				-				10			
Number of students		Boys	578	Girls	-				Total	578			
Students' social background		Most students come from middle or limited income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	20	-	-
Town /Village		East Riffa											
Governorate		Central											
Number of administrative staff		9 administrative, 4 technicians											
Number of teaching staff		65											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		2½ years											
External assessment and examinations		MoE examinations											
Accreditation (if applicable)		-											
Number of students in the following categories according to the school's classification		Outstanding			Gifted & Talented			Physical Disabilities			Learning Difficulties		
		58			24			1			13		
Major recent changes in the school		<ul style="list-style-type: none"> Appointment of head of administrative and financial services in 2012-2013 											

- | | |
|--|---|
| | <ul style="list-style-type: none">• 23% of staff are replaced in 2014, with newly appointed teachers in Arabic, science, and commercial subjects. |
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Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	4: Inadequate			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	-	4	4
Students' personal development	-	-	4	4
The quality and effectiveness of teaching and learning	-	-	4	4
The quality of the curriculum implementation	-	-	4	4
The quality of support and guidance for students	-	-	4	4
The quality and effectiveness of leadership, management and governance	-	-	4	4

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

Grade: 4 Inadequate

The school's overall performance is 'Inadequate', attributed to the inadequate progress achieved by students in half of the lessons observed and their written work in core subjects, poor acquisition of basic skills, their self-confidence, and weak awareness. Teaching and learning strategies are ineffective, with many lessons being teacher-centred. Students' different standards are not taken into consideration because of ineffective use of assessment findings to achieve learning objectives. These negatively impact students' academic performance, despite students being motivated and offered remedial lessons by the school's management. Achievement levels, especially by low achievers, are affected by poor time management in lessons and students' low motivation towards learning. Results in the MoE examinations are below Bahrain's secondary schools average. Most students respect each other within and outside classrooms, and work in harmony, which strengthen their feeling of safety and security.

- How strong is the school's capacity to improve?**

Grade: 4 Inadequate

Leadership uses situation analysis to set the school's strategic and academic departments' action plans. However, students spend only one year at the school in Grade 10, and have different educational needs every year, creating an annual challenge. Other challenges include inconsistent and inaccurate self-evaluation, though it is supposed to be in line with the annual number of students joining the school. Students' weak basic skills and their limited acquisition of concepts and skills needed for the next stage of education prevent them from achieving academic progress. Moreover, there are shortage of senior teachers of all core subjects, and an annual constant change in staff that is around 23%. This limits the impact of workshops to develop teachers' competency, especially the newly appointed.

The school's main strengths

- Students' respect of each other, their feeling of being safe, and their understanding of Bahrain's heritage and Islamic values
- Induction programmes offered to students.

Recommendations

In order to improve, the school should:

- apply accurate self-evaluation, utilising the results to develop and improve the school's overall performance
- raise students' academic achievement, and develop their basic skills in all subjects
- follow up the impact of professional development programmes on teachers' performance, developing teaching and learning processes to include:
 - effective teaching and learning strategies
 - utilising assessment results to meet the different categories of students' learning needs, especially low achievers
 - effective time management to ensure the highest level of productivity
 - developing students' self-confidence, and offering them opportunities to take leading roles
 - increasing students' awareness, and motivating them towards learning.
- address the shortage in human resources, mainly senior teachers of core subjects, a second social counsellor, and a learning resource centre specialist.