



Directorate of Government Schools Reviews

Short Review Report

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

Date of Review: 17–19 November 2014
SG129-C2-R202

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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 nine 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	Sh. Abdulla Bin Isa Al-Khalifa Secondary Technical School													
School's type	Government													
Year of establishment	1987													
Age range of students	16-18 years													
Grades (e.g. 1 to 12)	Primary					Middle					High			
	-					-					10-12			
Number of students	Boys	2101	Girls	-							Total	2101		
Students' social background	Majority of students come from limited-income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	-	-	-	-	30	27	21
	Grade 10: 28 sections in Technical track, 2 sections in Commerce													
	Grade 11: 25 sections in Technical track, 2 sections in Commerce													
	Grade 12: 18 sections in Technical track, 3 sections in Commerce													
Town /Village	Isa Town													
Governorate	Capital													
Number of administrative staff	23 administrative, 15 technicians													
Number of teaching staff	317													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic and English													
Principal's tenure	8 years													
External assessment and examinations	MoE examinations and QQA National Examinations													
Accreditation (if applicable)	-													
Number of students in the following categories according to the school's classification	Outstanding	Gifted & Talented			Physical Disabilities				Learning Difficulties					
	76	40			3				22					
Major recent changes in the school	-													

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	-	-	3	3
The quality and effectiveness of teaching and learning	-	-	4	4
The quality of the curriculum implementation	-	-	3	3
The quality of support and guidance for students	-	-	3	3
The quality and effectiveness of leadership, management and governance	-	-	3	3

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 inadequate judgement matches the March 2010 review, even following two monitoring visits and achieving 'Sufficient Progress' in the second. The school's strategic plan is based on self-evaluation and develops students' practical skills adequately. However, their basic skills are under-developed, particularly in mathematics, Arabic and English in the Technical track. This is due to teaching strategies that are mainly teacher-centred, ineffective assessment, weak class management and insufficient learning support. Majority of students lack self-confidence and eagerness to learn, though observations indicating that the practical lessons are good. Students show appropriate understanding of Bahrain's heritage and culture and Islamic values. In collaboration with the local community, the school provides students with guidance, support and enrichment programmes that develop their practical skills. This results in students' and parents' satisfaction.

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

Grade: 4 Inadequate

The school faces major challenges, mainly in the annual increase in the student population, their weak basic skills, and their lack of enthusiasm towards learning in theoretical subjects. There is a shortage of social workers and senior teachers for science, mechatronics, mechanics and plumbing, and there is no multipurpose hall. The result is a reduction in the school's capacity to improve, from 'satisfactory' in the last review to 'inadequate' this time. The leadership is stable and follows a comprehensive strategic plan that is based on self-evaluation. Work priorities are defined, and objectives are inconsistently achieved in terms of promoting students' personal development achievement in the practical specialised subjects skills. However, achievement in theoretical basic subjects remains insufficient.

The school's main strengths

- Links with the local community to enrich learning and enhance students' practical skills
- Understanding Bahraini heritage and culture and embracement of Islamic values by the majority of students, as well as their enthusiasm in practical lessons.

Recommendations

In order to improve, the school should:

- raise students' achievement and develop their basic skills in mathematics, Arabic and English in the Technical track
- monitor the impact of professional development programmes on developing teaching and learning processes, and implementing effective learning strategies that focus on:
 - developing students' motivation to learn and improving their self-confidence in theoretical lessons
 - productive classroom and time management
 - utilisation of effective assessment techniques
 - supporting students of all abilities, particularly in theoretical lessons.
- address the gap in resources represented by a shortage of social workers, senior teachers for science, mechatronics, mechanics and plumbing, and a multipurpose hall.