



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

Directorate of Government Schools Reviews

Short Review Report

**Al-Shorooq Secondary Girls School
Janabiyah – Northern Governorate
Kingdom of Bahrain**

Date of Review: 15-17 October 2018
SG209-C3-R193

Introduction

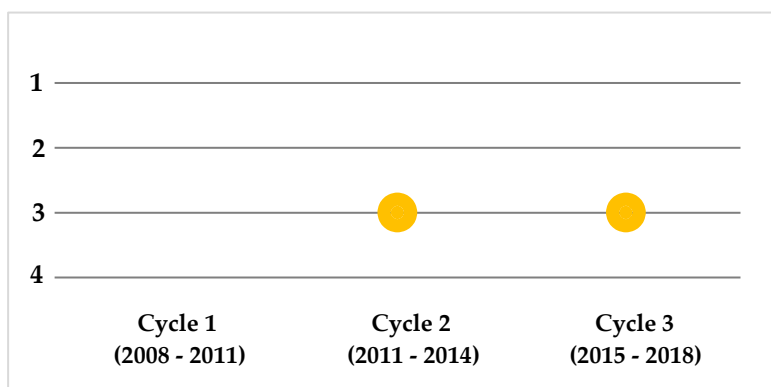
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written work and analysed the school's performance data and other documents. They 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 accuracy and comprehensiveness of the self-evaluation is inconsistent, as are the benefits derived from its results in identifying schoolwork priorities and in developing school plans along with the implementation and monitoring mechanisms of these. • Teachers use effective teaching and learning strategies in the good and outstanding lessons, as in the majority of the specialised literary subjects. However, the effectiveness of these strategies is only adequate in more than half of the lessons. This is due to teachers' inconsistent management of learning time and the inconsistent use | <ul style="list-style-type: none"> of assessment results to meet students' academic needs, especially for the low achievers. • There is only limited challenge to students' abilities, with a lack of consideration of differentiation in most lessons and written work. • The proficiency rates in the majority of core and specialised subjects are high, though they are inconsistent with students' standards and with their acquisition of the basic skills in the majority of the other lessons. The least acquisition of skills is in some English lessons and mathematics. |
|---|---|

- | | |
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| <ul style="list-style-type: none"> • There is clear harmony among students, with respect to each other and to their teachers. This enhances students' inner security and gains the satisfaction of students and their parents with the school. | <ul style="list-style-type: none"> • The academic and personal support provided to students with disabilities is evident. |
|---|--|

Main positive features

- The harmony among students and their feeling of inner security.
- The academic and personal support provided to students with disabilities.

Recommendations

- Implement a more accurate and comprehensive self-evaluation, and benefit from its results in identifying improvement priorities, developing action and strategic plans and monitor the implementation of the latter according to clear mechanisms.
- Further raise students' academic achievement and their acquisition of basic skills, especially in English and mathematics.
- Monitor the impact of teachers' professional development programmes on the improvement of teaching and learning, to focus more on:
 - using effective teaching strategies
 - managing learning time to ensure the best productivity
 - benefiting from assessment results in meeting students' academic needs, especially low achievers
 - challenging students' abilities, and considering differentiation in lessons and written work.
- Address the shortfall in human resources represented by a senior teacher for the commercial department, and in physical resources represented by a learning resources centre, a gym, a family education workshop and a simulation room.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- | | |
|---|---|
| <ul style="list-style-type: none"> • The strategic plan is effective in terms of improving the school's overall performance, but its objectives only adequately reflect the school's needs due to the variation in the accuracy and lack of comprehensiveness of the self-evaluation. This affects the | <p>development and monitoring of the implementation of the action plans.</p> <ul style="list-style-type: none"> • The school maintains its overall performance, with all of the review aspects being at a satisfactory level. • Students are provided with various extracurricular activities and are |
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personally and academically supported.

- The school's judgements of its levels in the Self-Evaluation Form (SEF) are inconsistent with the judgements reached by the review team in all aspects.
- The impact of the professional development programmes is inconsistent in raising the performance of teachers in lessons and therefore in the academic achievement of students.

- The school is adequately capable of encountering the challenges it faces, namely the recent appointment of the top and middle leadership, the lack of a senior teacher for the commercial department and the shortfall in physical resources represented by a learning resources centre, a gym, a family education workshop and a simulation room.

Appendix: Characteristics of the school

Name of the school (Arabic)	الشروق الثانوية للبنات													
Name of the school (English)	Al-Shorooq Secondary Girls													
Year of establishment	2011													
Address	Building 891, Road 7515, Block 575													
Town / Village / Governorate	Janabiyah / Northern													
School's Contacts	17693416	17693419	Fax		17693517									
School's e-mail	shorooq.se.g@moe.gov.bh													
School's website	-													
Age range of students	17-18 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	-				-				11-12					
Number of students	Boys	-			Girls	675			Total	675				
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	-	-	-	-	-	-	-	-	-	-	9	11	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	3 in literature track and 6 in commercial track												
	Grade 12	3 in literature track and 8 in commercial track												
Number of administrative staff	21 administrative and 4 technical													
Number of teaching staff	68													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One week													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in the school year 2018-2019: <ul style="list-style-type: none"> - School Principal - Second Assistant Principal - Senior teachers for the following departments: Arabic, English, mathematics, Islamic education and social studies.