



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 Ahd Alzaher Secondary Girls School
Hamad Town - Northern Governorate
Kingdom of Bahrain**

**Date of Review: 21-23 March 2016
SG092-C3-R053**

Introduction

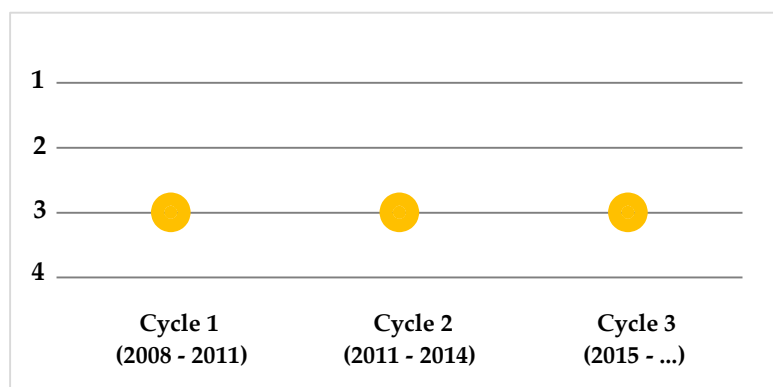
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They met with 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

- Students participate actively and enthusiastically in school events and committees. Most of them are aware, exhibit responsible behaviour, and conduct themselves well in a safe environment. They work well together and assume leadership roles outside lessons.
- The performance of students is inconsistent in the majority of lessons. However, teachers' use of teaching strategies and resources is appropriate in the good and satisfactory lessons, which account for about three quarters of lessons. Students' achieve their best levels in the scientific track in science and mathematics, and in humanitarian studies in the literary track in Grade 11, whereas their lowest performances are in a number of lessons in Grade 10, literary track and English.
- A variety of assessment techniques are implemented, however, use of their results to support students of different categories varies in the majority of lessons. The effectiveness of assessment is affected in some lessons by poor time management and the weakness of students' basic skills, which impede students' progress in those lessons, especially the low achievers.

- The school implements support and guidance programmes for the majority of students outside lessons, including enrichment programmes, competitions for the talented and gifted, and remedial lessons for the low achievers. It also offers good support for students with disabilities and provides sufficient opportunities to students to expand their knowledge and expertise

through various activities, school groups, committees and creativity centres.

- The school encourages human relations among its staff, reinforces teamwork, and communicates effectively with the local community. This adequately helps improve its educational practices in light of the challenges it faces.

Main positive features

- The aware and responsible behaviour of most students, the good conduct they demonstrate and their ability to work together in a safe and healthy environment.
- The enhancement of students' expertise through the extra-curricular activities and the support programmes provided for students with disabilities.
- The good prevailing relationships between the school's leadership and staff, and the school's effective communication with the local community.

Recommendations

- Raise students' academic achievement and enable them to acquire the basic skills, especially in Grade 10, the literary track and English, in general.
- Monitor the impact of professional development programmes on the improvement of teaching and learning strategies, to include:
 - the effective use of assessment and its results to meet students' different learning needs, especially low achievers
 - accentuating students' roles and enhancing their self-confidence, especially in the literary track
 - the optimal time management
 - developing students' higher order thinking skills, considering differentiation among them and challenging their different abilities.
- Address the shortage in human resources, namely senior teachers for Arabic, mathematics and science.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The school has maintained the satisfactory level of its overall performance, though this has regressed in the majority of schoolwork aspects when compared to the previous review.
 - The comprehensiveness of the self-evaluation and the use of its results to inform the action and strategic plans, which satisfactorily contributes to achieving the school's overall objectives.
 - The school's provision of professional development programmes suits the training needs of all teachers, including those who are newly appointed. The school is also keen to develop teaching and learning strategies.
- The school makes adequate efforts to face the challenges represented by the lack of senior teachers for Arabic, mathematics and science, the constant change of new teachers, and the weakness of educational inputs represented by the student's basic skills.
 - There is inconsistency between the school's evaluation in the Self-Evaluation Form (SEF) and the judgements reached by the review team in the majority of aspects, though they matched in students' academic achievement and teaching and learning.

Appendix: Characteristics of the school

Name of the school (Arabic)	العهد الزاهر الثانوية للبنات												
Name of the school (English)	Al Ahd Alzاهر Secondary Girls												
Year of establishment	2001												
Address	Building 3142 - Road 1451 - Block 1214												
Town /Village / Governorate	Hamad Town - Northern												
School's Contacts	17440193			Fax			17442975						
School's e-mail	ahad.se.g@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		-		Girls		720		Total		720		
Students' social background	Most students belong to limited income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	11	7	8
No. Of Classes per Grade	Level (grade)	Distribution of classes between tracks											
	First (10)	<ul style="list-style-type: none"> 6 classes plan (A), 5 classes plan (B). 											
	Second (11)	<ul style="list-style-type: none"> Literary Track: 3 classes (Languages and Islamic, Social and Humanitarian Sciences) Scientific Track: 1 class (Physics and Mathematics), 3 classes (Chemistry and Biology). 											
	Third (12)	<ul style="list-style-type: none"> Literary Track: 3 classes (Languages and Islamic, Social and Humanitarian Sciences) Scientific Track: 1 class (Physics and Mathematics), 4 classes (Chemistry and Biology). 											
Number of administrative staff	15 and 29 technicians												
Number of teaching staff	87												

Curriculum	Ministry of Education (MoE)
Main language(s) of instruction	Arabic
Principal's tenure in the school	3 years
External assessment and examinations	MoE examinations - QQA National Examinations
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Appointments in the academic year 2015-16: <ul style="list-style-type: none"> - An Assistant Principal - the promotion of the science senior teacher to Assistant Principal - senior teacher for English - social counsellor. • Appointing an Assistant Principal in 2013-14.