



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

# Directorate of Government Schools Reviews Short Review Report

**Confidential**

**Al-Wafa'a Secondary Girls School  
Isa Town - Central Governorate  
Kingdom of Bahrain**

**Date of Review: 11-13 March 2013**

SG040-C2-R088

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## The Directorate of Government Schools Reviews

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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:

<b>Grade description</b>	<b>Interpretation</b>
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

<b>School's name</b>	Al-Wafa'a Secondary Girls School												
<b>School's type</b>	Government												
<b>Year of establishment</b>	1986												
<b>Age range of students</b>	16-18												
<b>Grades (e.g. 1 to 12)</b>	<b>Primary</b>				<b>Middle</b>				<b>High</b>				
	-				-				10-12				
<b>Number of students</b>	<b>Boys</b>	-	<b>Girls</b>	506				<b>Total</b>	506				
<b>Students' social background</b>	Most students come from middle income families.												
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	-	-	-	-	-	-	-	-	-	9	7	4
	Grade 10: Nine classes (unified track: 4, developed education: 5)												
	Grade 11: Seven classes (literary: 1, commercial: 1, scientific: 2, developed education: 3)												
Grade 12: Four classes (developed education: 2, advanced: 2, Business Administration: 1, multimedia: 1).													
<b>Town /Village</b>	Isa Town												
<b>Governorate</b>	Central												
<b>Number of administrative staff</b>	13 administrative and 26 technicians												
<b>Number of teaching staff</b>	107												
<b>Curriculum</b>	Ministry of Education (MoE)												
<b>Main language(s) of instruction</b>	Arabic												
<b>Principal's tenure</b>	3 years												
<b>External assessment and examinations</b>	MoE and QQA national examinations												
<b>Accreditation (if applicable)</b>	-												
<b>Number of students in the following categories according to the school's classification</b>	<b>Outstanding</b>	<b>Gifted &amp; Talented</b>			<b>Physical Disabilities</b>				<b>Learning Difficulties</b>				
	87	60			1				1				

**Major recent changes in the school**

- New appointments in the academic year 2012-2013:
  - head of administrative and financial department
  - safety and security supervisor
  - 21 newly-appointed teachers: (3 for science, 1 for Arabic language, 3 for English, 3 for mathematics).
- establishing a computer maintenance laboratory
- establishing a multimedia workshop laboratory, and a retail selling centre
- changes in the current academic year:
  - external support and improvement team
  - all-school social workers
  - 2 advisors for academic and vocational affairs.

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	-	3	3
Students' personal development	-	-	2	2
The quality and effectiveness of teaching and learning	-	-	3	3
The quality of the curriculum implementation	-	-	2	2
The quality of support and guidance for students	-	-	2	2
The quality and effectiveness of leadership, management and governance	-	-	2	2

### Key:

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

## Review judgements

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### Overall effectiveness

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

#### Grade: 3 Satisfactory

Overall effectiveness has changed from inadequate in the previous review of March 2009 to satisfactory, following two monitoring visits. The school's leadership is aware of the requirements of development, accurate assessment and strategic planning. This is reflected in most aspects, with students working together and participating enthusiastically in varied activities. The school uses its facilities to enrich the curricula, which are linked to real life. However, success varies, reflected in academic achievement. Whereas students achieve expected standards during lessons, due to variations in teaching and learning methods and in time management they acquire better basic skills in Arabic and commercial subjects than in English. There is limited use of assessment findings in supporting teaching needs and challenging students' abilities. Parents and students are well satisfied with the school's performance.

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

#### Grade: 2 Good

The school's capacity to develop and improve has changed from satisfactory in the previous review to good. The school continues to implement its strategic plan, which includes clear performance indicators that are based on the priorities of school work, determined by the results of an accurate comprehensive self-evaluation. The school has succeeded in improving overall performance through motivating its members, improving their professional competencies, encouraging them to work as a team and reinforcing students' behavioural values. This creates a positive attitude towards work, improves students' academic attainment, develops students' personalities and enhances the school environment. However, the school still faces many challenges, including instability of the teaching and counselling staff, and lack of middle leadership.

## The school's main strengths

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- The school leadership's awareness of its strengths and areas needing improvement, resulting from accurate self-evaluation of most aspects of the school's work
- Students' self-confidence and enthusiastic participation in cooperative work
- The varied activities that help enrich the curriculum and link it to real life
- School programmes and projects that promote behavioural values and contribute, within a conducive and encouraging educational environment, to the students' discipline and good behaviour.

## Recommendations

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### In order to improve, the school should:

- develop students' basic skills, especially in English and mathematics
- make use of the good educational practices at the school to develop teaching and learning strategies, including:
  - making use of assessments to support students and meet their different educational needs
  - challenging students' of different categories and abilities
  - managing time more effectively.
- meet the shortage in human resources, represented in senior teachers for all departments.