



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

Directorate of Government Schools Reviews Short Review Report

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

**Date of Review: 31 October - 2 November 2016
SG040-C3-R079**

Introduction

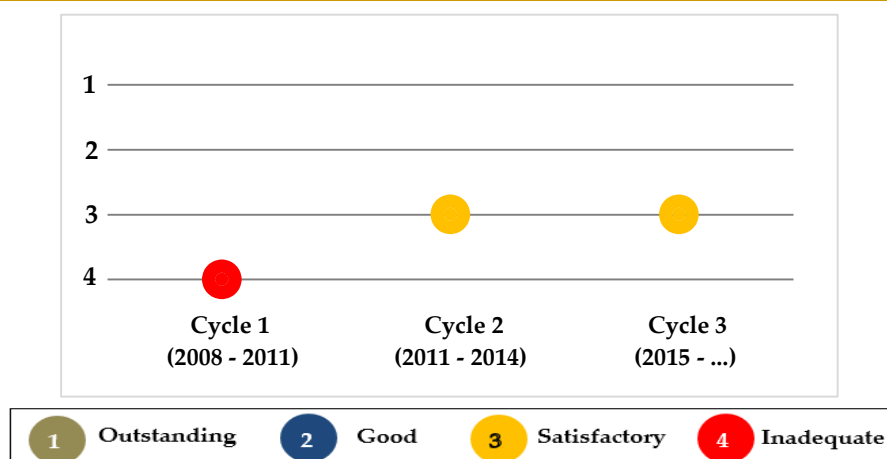
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	-	-	2	2
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"> • Students' academic achievement and teaching and learning aspects have maintained their satisfactory level, and students' personal development has maintained its good judgement. However, support and guidance, leadership and management, and the school's capacity to improve have regressed from good to satisfactory compared to the last review. • The self-evaluation is comprehensive and its results are used to inform the school plans, but its use in the departments' action plans varies. | <ul style="list-style-type: none"> • Students' proficiency rates vary, with fluctuating levels in lessons. They are positive in some scientific and commercial subjects in the Unified Track System, in Arabic, and in practical subjects in the Developed Education System 'Apprenticeship', though they are lower in English and mathematics especially in the Developed Education System. • Students show positive awareness and good behaviour in an atmosphere of harmony, psychological contentment and enjoyment. They enrich their different experiences by participating |
|---|---|

in school life and by benefiting from the school's links with local community organisations.

- The effectiveness of teaching and learning is satisfactory in the majority of lessons, due to students' low levels in some basic skills, particularly in English. Teaching methods are inconsistent in terms of time management in lessons and the

effectiveness of assessment in meeting students' needs, especially for low achievers.

- Support and guidance programmes provided to students have a positive impact on their personal development. However, the effectiveness of academic support and guidance programmes varies, particularly for low achievers in the Developed Education System.

Main positive features

- Students demonstrate good behaviour in an atmosphere of harmony and mutual respect that has an impact on their psychological sense of safety.
- Support and guidance programmes provided to meet students' personal needs have a positive impact on their personal development.
- Communication with various local community institutions is effective, enriching the students' experiences.

Recommendations

- Benefit from the results of self-assessment to develop school plans while focusing on the priorities and peculiarities of each department in order to raise students' academic achievement levels and improve the quality of teaching and learning.
- Monitor the impact of professional development programmes on the implementation of teaching and learning strategies, focussing on:
 - students' acquisition of basic subjects' skills, particularly in English and mathematics
 - making learning time management more productive
 - implementing effective assessment methods to diagnose and meet students' educational needs, particularly those of low achievers.
- Support and assist all groups of students in school programmes, especially those in the Developed Education System 'Apprenticeship'.
- Address the shortage in administrative and teaching staff, represented in senior teachers for all departments.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The self-evaluation is comprehensive across all school aspects, though the use of its results to inform school plans varies, especially in terms of focusing on departmental development priorities and highlighting their peculiarities in their own action plans.
 - There is inconsistency between the school's assessments of its overall performance and most of the review aspects, as provided in the self-evaluation form, and the judgments reached by the review team. They are only consistent in the students' personal development aspect.
- The school has achieved improvements in some of its work aspects, especially in students' personal development and the school environment.
 - The school faces a number of challenges, most significantly the variation in students' academic levels, students' acquisition of basic skills, the shortage in middle management represented in senior teachers for all academic departments and the impact of that in limiting improvement in its performance.

Appendix: Characteristics of the school

Name of the school (Arabic)	الوفاء الثانوية للبنات												
Name of the school (English)	Al-Wafa'a Secondary Girls												
Year of establishment	1986												
Address	Building 710 - Road 1619 - Block 816												
Town / Village / Governorate	Isa Town / Capital												
School's contacts	17621066	17681469	Fax		17624822								
School's e-mail	alwafa_school@hotmail.com												
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	407	Total	407							
Students' social background	Most students come from middle and limited income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	6	5	7
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	<ul style="list-style-type: none"> 3 sections for Unified Track System, 3 sections for Developed Education (2 sections Commercial, 1 section Computer Maintenance). 											
	Grade 11	<ul style="list-style-type: none"> 1 section for Scientific Track (Chemistry and Biology). 2 sections for Commercial Sciences Track. 2 sections for Developed Education (Commercial). 											
	Grade 12	<ul style="list-style-type: none"> 2 sections for Scientific Track (Chemistry and Biology). 2 sections for Commercial Sciences Track. 3 sections for Developed Education (1 section Advanced, 1 section Maintenance, 1 section Specialty). 											
Number of administrative staff	20 administrative and 18 technical												
Number of teaching staff	100												
Curriculum	Ministry of Education (MoE)												

Main language(s) of instruction	Arabic
Principal's tenure in the school	One year
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 past academic year 2015-2016: <ul style="list-style-type: none"> - school Principal - registration department specialist. • Changing the curricula and syllabus and approving final exams in specialty and general culture subjects for the Developed Education program. • Appointing a vocational guide for the Developed Education System in the current academic year 2016-2017.