



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-Esteqlal Secondary Girls School
Muharraq - Muharraq Governorate
Kingdom of Bahrain**

**Date of Review: 21-23 October 2013
SG023-C2-R125**

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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 eleven 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	Al-Esteqlal Secondary Girls School												
School's type	Government												
Year of establishment	2000												
Age range of students	16-18 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	-				-				10-12				
Number of students	Boys		-		Girls		905		Total		905		
Students' social background	Majority come from middle-income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	11	11	12
	<u>Grade 10:</u> 11classes (9 in unified stream, 2 in apprenticeship stream)												
	<u>Grade 11:</u> 11classes (4 in science stream, 2 in literary stream, 3 in commercial stream, 2 in apprenticeship stream)												
<u>Grade 12:</u> 12 classes (4 in science stream, 2 in literary stream, 3 in commercial stream, 3 in apprenticeship stream).													
Town /Village	Muharraq												
Governorate	Muharraq												
Number of administrative staff	31 administrative and 27 technical												
Number of teaching staff	159												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure	2 months												
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		
	233				100			17			-		

Major recent changes in the school	<ul style="list-style-type: none">• Appointments in 2013-2014:<ul style="list-style-type: none">- principal- 6 teachers: 2 in commercial studies, 1 in each of the following subjects: mathematics, English, social studies, Islamic studies.• Appointments in 2012-2013:<ul style="list-style-type: none">- 2 vice principals- 14 teachers: 4 in commercial studies, 2 in each of Arabic, mathematics, English and science, 1 in each of information technology and social studies.
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Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	3: Satisfactory			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	-	3	3
Students' personal development	-	-	3	3
The quality and effectiveness of teaching and learning	-	-	3	3
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: 3 Satisfactory

Overall effectiveness is satisfactory, improved from inadequate in the 2009 review following two monitoring visits with sufficient progress in the second. All review aspects are satisfactory. Leadership motivates and inspires staff. Majority of the students achieve expected levels, acquiring adequate skills in most core subjects and in information technology, particularly the science stream. Mathematics and English skills in the commercial and apprenticeship streams are less developed. Inconsistent teaching and learning strategies, poor utilisation of assessment results, ineffective time management, as well as support to low achievers are challenges. Most students feel secure, as a result of respecting each other and understanding the culture and traditions of Bahrain. There are many activities and induction programmes. Multiple communication channels inform parents on academic progress and personal development. Students and parents are well satisfied with the school.

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

Grade: 3 Satisfactory

The capacity to improve is satisfactory, improved from inadequate in the previous review. Leadership identifies strengths and areas for improvement based on its comprehensive self-evaluation and recognition of priorities that helps building its strategic plan. It facilitates delegation of authority, monitoring roles and assigning of tasks to various committees and councils. Improved policies and work procedures have a positive impact across all aspects. Improvements in the school environment make it conducive to learning and enrichment of the curriculum. Some areas of teachers' performance have been developed, encouraging the provision of educational projects. Various programmes and activities have led to an increase in the number of high achieving students. However, inconsistent academic achievement of apprenticeship and commercial students, and their acquisition of basic skills particularly in mathematics and English, remain a challenge.

The school's main strengths

- Students' induction programmes, and communication channels with parents to keep them informed about their daughters' progress
- Variety of students' programmes and activities, and their understanding of the culture and traditions of Bahrain including Islamic values
- Inspiration and motivation of teachers, delegation of authority, and the clear roles in the school's committees and councils.

Recommendations

In order to improve, the school should:

- raise students' academic achievement and help them to acquire the basic skills, particularly in mathematics and English in the apprenticeship and commercial streams
- improve teaching and learning strategies, including:
 - use of assessment for learning
 - the provision of support for students of all abilities, particularly low achievers
 - differentiation and challenging students in lessons and on assigning homework
 - best use of time and available resources to achieve learning outcomes.