



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

Directorate of Government Schools Reviews Short Review Report

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

**Date of Review: 27-29 March 2017
SG023-C3-R109**

Introduction

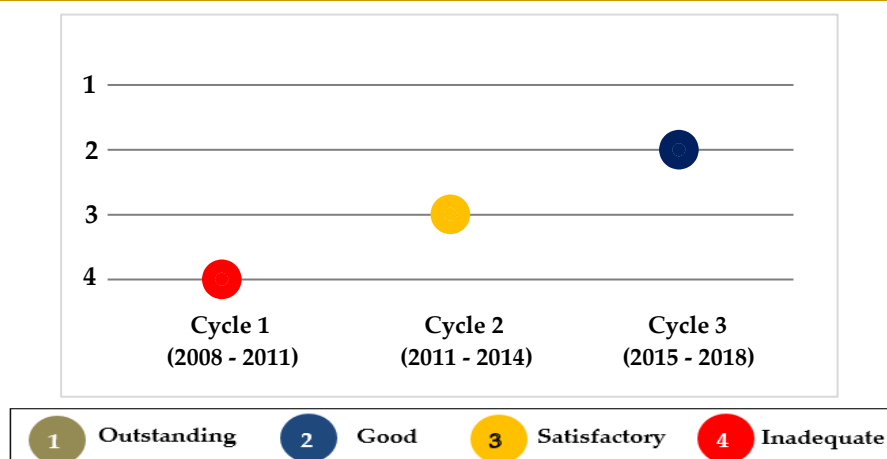
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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
-------------	---	------	---	--------------	---	------------	---

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	-	-	2	2
	Students' personal development	-	-	2	2
Quality of processes	Teaching and learning	-	-	2	2
	Students' support and guidance	-	-	2	2
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	2	2
Capacity to improve		2			
The school's overall effectiveness		2			

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 'Good'

Judgement justifications

- | | |
|---|---|
| <ul style="list-style-type: none"> • The self-evaluation is accurate and comprehensive, and its results are used in setting up the strategic plan, from which the action plans that have clear objectives emerge. These are well-reflected on schoolwork aspects, particularly the vast majority of students' high standards in the Ministry examinations, especially in the Unified Track System. • Most students confidently and enthusiastically contribute to school life, behave well, have a sense of psychological security, and show commitment to national and Islamic | <ul style="list-style-type: none"> values. They have the ability to assume leadership roles in the extracurricular activities, in which they achieve high positions. • The school effectively meets students' learning and personal needs through creativity centres, remedial lessons and support programmes, particularly when they face problems. • Teachers' implementation of differentiation and challenging students' abilities, in activities and in their written works, is inconsistent. |
|---|---|

- The teachers' professional development programmes impact is evident in the departments of Arabic, science and commercial subjects in the Unified Track system, as is in the specialised subjects' department in the Advanced Technical and Vocational System.

However, it is less evident in the mathematics and English departments, where lessons are affected by the inconsistency of learning time management and the use of assessment results in meeting students' learning needs, particularly the low achievers.

Main positive features

- The effective strategic planning that is based on accurate and comprehensive self-evaluation.
- Students' good behaviour, their sense of psychological security, their commitment to citizenship values, and their confident and enthusiastic contribution to school life.
- The personal and academic support and guidance programmes provided to all categories of students, and the enhancement of their experiences, interests and tendencies through various extracurricular activities.

Recommendations

- Monitor the impact of professional development programmes to implement more effective teaching and learning strategies, focusing on:
 - using assessment results to meet students' learning needs in lessons and homework, particularly for low achievers
 - optimal investment of learning time, to raise lessons' productivity
 - implementing differentiation and challenging students' abilities during class activities.
- Address the shortage in human resources represented by senior teachers for English, mathematics and science.

Capacity to improve 'Good'

Judgement justifications

- The school's performance has been raised from 'Satisfactory' to 'Good' in its overall effectiveness, as is in all review aspects.
- The school's evaluation provided in the self-evaluation form (SEF) is consistent with the judgements reached by the review team, in overall effectiveness as well as in the five aspects of the review.

- The school accurately and comprehensively evaluates its current situation, programmes and events, and uses the results in constructing its strategic plan. This clearly reflects its clear methodology in achieving its ambitious vision and bringing about improvement in all schoolwork aspects.
- The school promotes students' experiences, develops their interests through various events and activities that positively contribute to their personal development, raise their academic standards and enables them to achieve high ranking in both internal and external competitions.
- Though the school premises are old, it has improved its learning environment to stimulate students for learning, by utilising its open spaces and facilities; such as 'Bin Fares Café' and 'Relaxation Corner'.
- The Apprenticeship Project the 'Tamahn, Tamkan' has a clear impact on teaching and learning processes, despite the shortage of middle leadership in the English, mathematics and science departments.

Appendix: Characteristics of the school

Name of the school (Arabic)	الاستقلال الثانوية للبنات													
Name of the school (English)	Al-Esteqlal Secondary Girls													
Year of establishment	2000													
Address	Building 1220 - Road 10 - Block 215													
Town/ Village/ Governorate	Al-Muharraq/ Al-Muharraq													
School's Contacts	17340635	17343079	Fax		17345321									
School's e-mail	estaqlal.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	842 regular 10 partial- study		Total	852					
Students' social background	Most students belong to middle-income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	-	-	-	12	11	12	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	<ul style="list-style-type: none"> Unified Tracks: 9 classes Apprenticeship: 3 classes. 												
	Grade 11	<ul style="list-style-type: none"> Scientific Track: 4 classes. Literary Track: 2 classes Commercial Track: 3 classes. Apprenticeship: 2 classes. 												
	Grade 12	<ul style="list-style-type: none"> Scientific Track: 4 classes Literary Track (Languages): 2 classes. Commercial Track: 4 classes. Apprenticeship: 2 classes. 												
Number of administrative staff	28 administrative and 22 technicians													
Number of teaching staff	142													

Curriculum	Ministry of Education (MoE)
Main language(s) of instruction	Arabic, and English for some subjects in the Commercial Track
Principal's tenure in the school	3 years
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 current academic year 2016-2017: <ul style="list-style-type: none"> - Senior Teachers for commercial, social studies and family education departments - 6 teachers, including 1 for biology, 1 for English and 1 for social studies.