



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

Directorate of Government Schools Reviews Short Review Report

**Al-Ma'refa Secondary Girls School
East Riffa - Southern Governorate
Kingdom of Bahrain**

**Date of Review: 26-28 March 2018
SG144-C3-R172**

Introduction

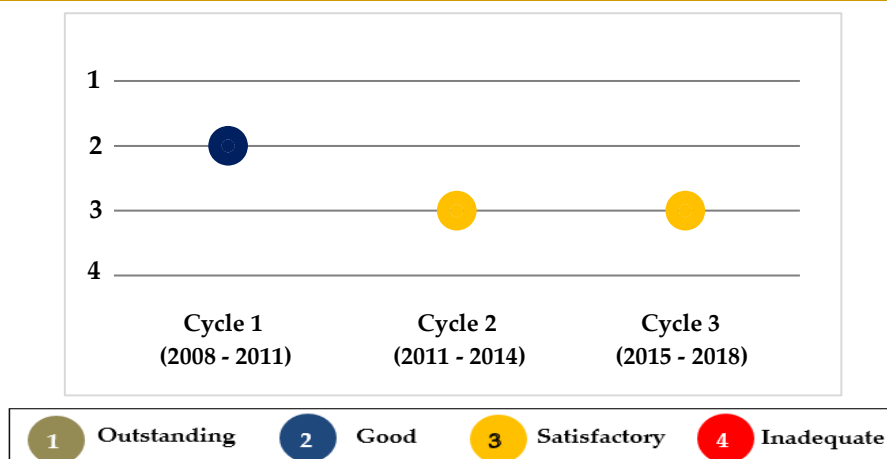
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	-	-	3	3
	Students' personal development	-	-	2	2
Quality of processes	Teaching and learning	-	-	3	3
	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		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

- The self-evaluation is comprehensive and its results are used in identifying improvement priorities and developing school plans. The senior leadership adopts the principles of sharing, instils a team spirit and motivates the school's stakeholders. This shows in the school's retention of its satisfactory overall performance, while advancing in the aspects of students' personal development, support and guidance and leadership and management up to good level.
- Students' proficiency rates are inconsistent in core and specialised subjects. The high rates reflect standards in the better lessons such as the commercial lessons and most science lessons in the unified tracks system, the average rates reflect their satisfactory standards in most core subjects' lessons such as mathematics and Arabic, while the low rates reflect their standards in some English lessons in the unified tracks system.
- Teachers' use of teaching and learning strategies is inconsistent, as is their consideration of differentiation and challenging students' abilities in activities and homework. Similarly, the use of assessment results to support students and meet their different

academic needs is inconsistent, especially for the low achievers.

- Students demonstrate high self-confidence, contribute enthusiastically to school life, assume leadership roles, work together in harmony and feel safe and secure.

- Programmes and extracurricular activities are effective in terms of enhancing students' experiences and different interests and providing sensitive care to them when they face problems, thus gaining students' and parents' satisfaction.

Main positive features

- The senior leadership follows organised procedures in strategic planning. It adopts the principle of sharing, instils team spirit and motivates the school's stakeholders.
- Most students are self-confident, contribute enthusiastically to school life, work together in harmony and feel safe and secure.
- Students' experiences and different interests are enhanced through school programmes and extracurricular activities and they receive sensitive care when they face problems.

Recommendations

- Further raise students' academic achievement, particularly in mathematics and English and the subjects of the literary track and the advanced apprenticeship track.
- Monitor the impact of teachers' professional development programmes on the utilisation of effective teaching and learning strategies, focussing more on:
 - benefiting from assessment results in meeting students' academic needs
 - providing students with effective academic support, especially the low achievers
 - considering differentiation and challenging the abilities of all students in activities and homework.
- Address the shortfall in human resources represented by senior teachers for the following departments: Arabic, mathematics, commercial subjects, technical and professional education subjects.

Capacity to improve 'Good'

Judgement justifications

- The strategic plan is based on an accurate self-evaluation of schoolwork priorities, and is implemented and monitored through clear and organised

mechanisms. This results in positive improvements that have led to most schoolwork aspects advancing to the good level.

- The school successfully copes with the challenges it faces, especially with regard to the lack of middle leadership in the Arabic, mathematics, commercial subjects and advanced system subjects' departments.
- The school's assessments provided in the Self-Evaluation Form (SEF) are consistent with the judgements

reached by the review team in most aspects.

- The impact of the varied professional development programmes on teachers' performance in lessons is inconsistent.
- Students adequately acquire the basic skills in subjects, most successfully in the scientific track lessons in the second level and in the commercial subjects.

Appendix: Characteristics of the school

Name of the school (Arabic)	المعرفة الثانوية للبنات												
Name of the school (English)	Al-Ma'refa Secondary Girls												
Year of establishment	2004												
Address	Building 211, Road 19, Block 919												
Town / Village / Governorate	East Riffa/ Southern												
School's Contacts	17771963	17771983	Fax		17771923								
School's e-mail	maarefa.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	1,176		Total	1,176					
Students' social background	Most students come from good income families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	12	14	14
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	(9) Unified Tracks and (3) Advanced apprenticeship											
	Grade 11	(5) Scientific, (3) Commercial, (3) Literary and (3) Advanced apprenticeship											
	Grade 12	(5) Scientific, (3) Commercial, (3) Literature and (3) Advanced apprenticeship											
Number of administrative staff	25 administrative and 17 technical												
Number of teaching staff	157												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic and English												
Principal's tenure in the school	2 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"> • Major updates in school year 2017-2018 are: <ul style="list-style-type: none"> – a scientific track class (physics and mathematics) has been opened – a number of new teachers have been appointed, including 3 for commercial subjects.