



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-Noor Secondary Girls School
Isa Town - Capital Governorate
Kingdom of Bahrain**

**Date of Review: 4-6 May 2015
SG095-C3-R013**

Introduction

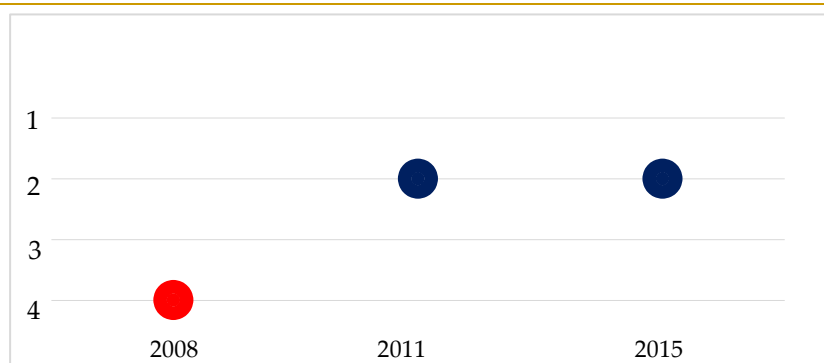
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, 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	-	-	2	2
	Students' personal development	-	-	1	1
Quality of processes	Teaching and learning	-	-	2	2
	Students' support and guidance	-	-	1	1
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	1	1
Capacity to improve		1			
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"> • Students' personal development has improved from good to outstanding, while leadership and management and support remain at the same level. All other aspects are good. • The school's strategic plan is based on the results of rigorous and comprehensive self-evaluation that focuses on school improvement priorities. This shows in the school's overall performance, particularly in students' outstanding personal development. • The school provides a rich variety of extra-curricular activities, programmes and remarkable projects | <p>that match the students' different learning needs, e.g. the creativity periods.</p> <ul style="list-style-type: none"> • The students' have high self-confidence with clear ability to work independently and take on leadership roles. • Students' abilities are challenged and their higher order thinking skills are well developed. • Most teachers use effective teaching strategies in the outstanding and good lessons, which represent two thirds of the observed lessons particularly in science, maths, English and commercial subjects. However, these |
|--|---|

were less effective in the satisfactory lessons especially in Arabic, due to inconsistent use of assessment results to enhance learning, lengthy introductory activities and fast transition between parts of some lessons.

- In science, students acquire outstanding scientific practical skills. Most students acquire good skills in

maths, English and commercial studies, though their skills in Arabic are inconsistent.

- Effective support is provided to low achievers in science, maths, English and commercial subjects, but less so in Arabic.
- Parents' participation in the e-questionnaire is low. Parents and students are satisfied with the school.

Main positive features

- Rigorous and comprehensive self-evaluation and the use of its results in strategic planning that is regularly and closely monitored.
- Students' high self-confidence, ability to work independently and take on responsibility and leadership roles.
- Effectiveness of creativity periods and variety of extra-curricular activities that match students' different needs.

Recommendations

- Spread the distinctive educational practices in the science department to excel in teaching and learning with more focus on:
 - making use of assessment results in supporting low achievers, particularly in Arabic
 - effective time management to ensure high productivity.
- Follow up the impact of teachers' professional development programmes to ensure students' progress in Arabic.
- Fill the shortage in human resources represented in senior teachers for Arabic, maths and social studies.

□ Capacity to improve 'Outstanding'

Judgement justifications

- The school leadership's awareness of the school's strengths and areas for

improvement leads to sustainability in the quality of its overall performance

and outstanding students' personal development.

- The school's judgments in the self-evaluation form (SEF) largely tally with the team's judgements during the review.
- The accurate and comprehensive strategic plan is based on improvement priorities resulting from comprehensive self-evaluation which includes clear success criteria and KPIs. The school maintains regular monitoring mechanisms to follow up implementation of the plan and its impact on school outcomes.

- The school has moved forward in its ranking among all secondary schools from ninth place in the first semester 2013-14 to fifth place in the first semester this academic year.
- The school's leadership has a transparent and collaborative decision-making policy. This raises staff satisfaction and provides high motivation for ongoing development.
- The school provides students with distinctive support programmes that lead to impressive improvement in their personal development and academic achievement.

Appendix: Characteristics of the school

Name of the school (Arabic)	النور الثانوية للبنات													
Name of the school (English)	Al-Noor Secondary Girls School													
Year of establishment	1995													
Address	Building 512 - Road 1514 - Block 815													
Town /Village / Governorate	Isa Town - Capital													
School's Contacts	17621043				Fax				17625240					
School's e-mail	noor.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		693		Total		693			
Students' social background	Most students come from middle-income families													
Classes per grade	Grade		1	2	3	4	5	6	7	8	9	10	11	12
	Classes		-	-	-	-	-	-	-	-	-	8	10	7
Tracks	Grades		Distribution of classes on Tracks											
	Grade 10		8 classes: Unified Track											
	Grade 11		10 classes: (5 Scientific, 2 Literary , 3 Commercial)											
	Grade 12		7 classes: (2 Scientific, 2 Literary, 3 Commercial)											
Number of administrative staff	19 administrative and 17 technicians													
Number of teaching staff	77													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	2 years													
External assessment and examinations	MoE's examinations and QQA's National examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> Five newly appointed teachers in 2014/2015 (2 for English, 1 for each of Arabic, science and Islamic studies). 													