



الهيئة الوطنية
للمؤهلات وصمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

**Directorate of Government Schools
Reviews
Short Review Report**

**Al-Shorooq Secondary Girls School
Al-Janabia – Northern Governorate
Kingdom of Bahrain**

**Date of Review: 1-3 December 2014
SG209-C2-R206**

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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 eight 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-Shorooq Secondary Girls School															
School's type	Government															
Year of establishment	2011															
Age range of students	17-18 years															
Grades (e.g. 1 to 12)	Primary				Middle				High							
	-				-				11-12							
Number of students	Boys	-	Girls	479				Total	479							
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	7			
	Grade 11: 8 classes (6 Commercial & 2 Literary) Grade 12: 7 classes (5 Commercial & 2 Literary)															
Town /Village	Janabia															
Governorate	Northern															
Number of administrative staff	13 administrative, 6 technicians															
Number of teaching staff	52															
Curriculum	Ministry of Education (MoE)															
Main language(s) of instruction	Arabic															
Principal's tenure	3 years															
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	77				Gifted & Talented	92				Physical Disabilities	-			Learning Difficulties	7
Major recent changes in the school	<ul style="list-style-type: none"> New appointments in 2014-2015: <ul style="list-style-type: none"> – 2 social counsellors – 4 teachers: 2 for Arabic, 1 for English, 1 for Commercial Department. 															

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', as are all review aspects. This is attributed to many factors; including relevant strategic planning, and most students achieving the expected standards and acquiring satisfactorily the basic skills in most core and specialised subjects, particularly in the Commercial Track. However; inconsistent teaching and learning strategies, use of assessment for learning, class management, and support for students, particularly low achievers, and students' acquisition of basic skills in the Literary Track and in English are less than expected. Most students are punctual and understand Bahraini culture and heritage. Various programmes and extra-curricular activities reinforce students' interests and support their needs, including preparation for their next stage of education or employment. Effective links with the local community help to enrich students' learning experiences. Students and parents are satisfied with the school's overall performance.

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

Grade: 3 satisfactory

The capacity to improve is 'satisfactory'. Leadership is aware of the school's strengths and areas for improvement, using self-evaluation to define work priorities and adequately construct the strategic plan. The results show positively in students' personalities, their higher pass rates, and the school's improved position among secondary schools, moving from 11th to 6th place. Various extra-curricular activities support and enrich the curriculum. Adversely, there is a shortage of middle management and school facilities. Erratic monitoring of the impact of professional development programmes on teachers' performance, particularly with newly joined staff, leads to inconsistent teaching strategies. This negatively affects students' development of basic skills in both English and mathematics, challenging the school and making its capacity to improve 'satisfactory'.

The school's main strengths

- The variety of extra-curricular activities and programmes that promote students' interests, support their special needs and prepare them for the next stage of their education
- Students' punctuality, commitment to Islamic values and their understanding of Bahrain's heritage and culture
- Links with the local community that enrich students' learning experiences.

Recommendations

In order to improve, the school should:

- raise students' academic achievement and support them in acquiring basic skills, particularly in the Literary Track and in English
- improve teaching and learning, to include:
 - implementation of effective student-centered teaching and learning strategies
 - utilisation of assessment for learning
 - more effective classroom management, to ensure the achievement of learning objectives
 - providing educational support to students, particularly low achievers
- monitor the impact of professional development programmes on teachers' performance
- address the shortfall in:
 - human resources: senior teachers in the academic departments, particularly in Arabic, English and mathematics
 - physical resources: different learning facilities such as sports hall, learning centre, simulation room, clubs and students' centres.