



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

# Directorate of Government Schools Reviews

## Short Review Report

**Isa Town Secondary Girls School  
Isa Town - Central Governorate  
Kingdom of Bahrain**

**Date of Review: 2-4 December 2013**

SG060-C2-R135

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## Directorate of Government Schools Reviews

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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:

<b>Grade description</b>	<b>Interpretation</b>
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 nine 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

<b>School's name</b>	Isa Town Secondary Girls												
<b>School's type</b>	Government												
<b>Year of establishment</b>	1982												
<b>Age range of students</b>	16-18 years												
<b>Grades (e.g. 1 to 12)</b>	<b>Primary</b>				<b>Middle</b>				<b>High</b>				
	-				-				10-12				
<b>Number of students</b>	<b>Boys</b>	-	<b>Girls</b>	559				<b>Total</b>	559				
<b>Students' social background</b>	Most students come from limited income families												
<b>Classes per grade</b>	<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Classes</b>	-	-	-	-	-	-	-	-	-	8	7	7
	<u>Grade 10:</u> 8 classes (Unified Track)												
	<u>Grade 11:</u> 7 classes (3 Science, 3 Literary, 1 Commercial)												
<u>Grade 12:</u> 7 classes (2 Science, 3 Literary, 2 Commercial).													
<b>Town /Village</b>	Isa Town												
<b>Governorate</b>	Central												
<b>Number of administrative staff</b>	16 administrative, 19 technicians												
<b>Number of teaching staff</b>	90												
<b>Curriculum</b>	Ministry of Education (MoE)												
<b>Main language(s) of instruction</b>	Arabic												
<b>Principal's tenure</b>	3 months												
<b>External assessment and examinations</b>	MoE Examinations and QQA National Examinations												
<b>Accreditation (if applicable)</b>	-												
<b>Number of students in the following categories according to the school's classification</b>	<b>Outstanding</b>			<b>Gifted &amp; Talented</b>			<b>Physical Disabilities</b>			<b>Learning Difficulties</b>			
	118			64			1			1			

<b>Major recent changes in the school</b>	<ul style="list-style-type: none"><li>• Appointed in 2013-2014:<ul style="list-style-type: none"><li>- principal</li><li>- 2 assistant principals</li><li>- social counsellor</li><li>- senior teacher of commercial studies.</li></ul></li></ul>
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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

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### Overall effectiveness

- How effective is the school in meeting the needs of students and their parents?**

#### **Grade: 3 Satisfactory**

The school's overall effectiveness is 'satisfactory', which changed from 'inadequate' in the April 2009 review, and following two monitoring visits in which the school achieved 'sufficient progress', especially in the second. The school is judged 'satisfactory' in all aspects. This is mainly due to inconsistency in the areas of students' academic achievements, assessment in class activities, homework and use of the results to meet students' learning needs. As well as supporting them, particularly low achieving students. Students' participation in lessons is inconsistent, reflected in their low acquisition of basic skills, especially in English. However, the school's leadership has successfully established a teamwork spirit through encouraging and motivating staff and providing an attractive environment where students' works are celebrated. The school communicates regularly with parents through various methods. Parents and students are well satisfied with the school's provision.

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

#### **Grade: 3 Satisfactory**

The school's capacity to improve is 'satisfactory', matching its judgement in the previous review. The school is aware of its strengths and areas for improvement. This reflects in the school's strategic plan which is based on comprehensive self - evaluation, with emphasis on improvements. The school's leadership continuously encourages and embraces staff development initiatives, working collaboratively with middle management in raising teachers' professional development and students' acquisition of basic skills, particularly in mathematics. As a result, students' academic achievement and teaching and learning have improved to become 'satisfactory'. While the recently appointed senior leadership of the school settles in, diversity of students' standards when joining the school and inconsistency in teaching and learning practices limit the school's capacity for further improvement.

## **The school's main strengths**

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- Leadership's inspiration and motivation of staff and positive relations with school's stakeholders
- Regular communication with parents through various methods to keep them informed of their children's progress
- Attractive and conducive school environment, educational and educative displays and celebration of students' work in and outside of classes.



## Recommendations

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### **In order to improve, the school should:**

- raise students' academic achievement and develop their basic skills
- improve teaching and learning by focusing on:
  - effective assessment of classroom activities, homework, and making use of results to meet students' learning needs
  - further support to students, particularly low achieving
  - offering students more opportunities to actively participate in lessons.
- follow up the impact of professional development programmes on teachers' practices, particularly in English.