



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

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

**Omayma Bint Al-Noaman Secondary Girls School  
Isa Town - Southern Governorate  
Kingdom of Bahrain**

**Date of Review: 28-30 March 2016  
SG062-C3-R054**

## Introduction

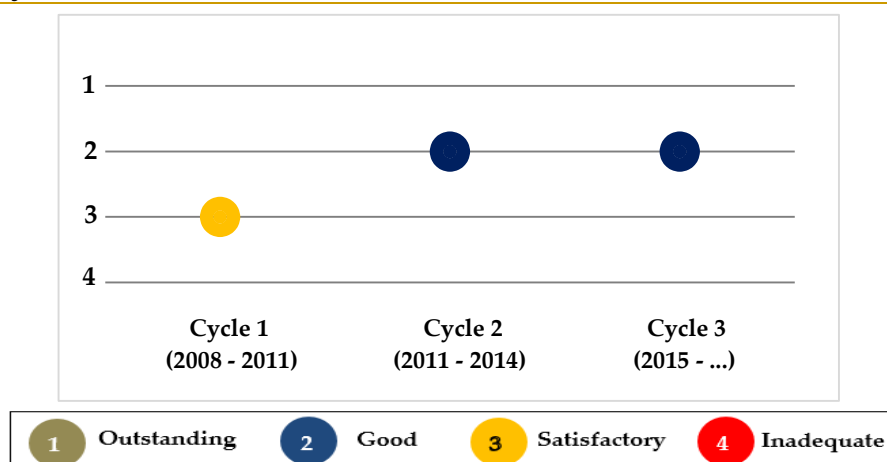
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, 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

<b>Outstanding</b>	<b>1</b>	<b>Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>3</b>	<b>Inadequate</b>	<b>4</b>
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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

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### 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

- Students achieve outstanding performance in the Ministry of Education (MoE) examinations in the vast majority of tracks.
  - The self-evaluation process is accurate and comprehensive. Its outcomes are used in developing the school's strategic plan according to improvement priorities and show strongly in the school's work aspects, as it maintains its high performance.
  - The experiences of all categories of students are enhanced by a variety of extracurricular activities that are appropriate to their needs. Students with special needs are strongly supported as well.
- Most teachers use a variety of effective teaching strategies and techniques that are student-centred. This contributes to helping the students acquire skills, concepts and knowledge, particularly in outstanding and good lessons in most scientific and commercial tracks lessons. However, the effectiveness of assessment techniques in terms of time management in lessons and guidance provided to low achievers are below the expected standard in a few lessons.
  - Students' personal characteristics are outstanding. They demonstrate excellent behaviour, high self-confidence and the ability to assume leadership roles. They are committed

to citizenship values along with high esteem for the Bahraini culture and adherence to Islamic values.

- Students and parents are very satisfied with the school's provision.

## Main positive features

- Students achieve outstanding results in the (MoE) examinations in the vast majority of tracks.
- Students' excellent behaviour, high self-confidence, communication with each other and their ability to assume leadership roles, alongside commitment to citizenship values, high esteem for Bahraini culture and adherence to Islamic values.
- The school's accurate self-evaluation and its strategic planning, which is based on development and improvement priorities and its high impact on the school's work aspects.
- The variety of programmes and activities that enhance students' experiences and meet the needs, of all categories, of students; and the strong support provided to handicapped students and those with special needs.

## Recommendations

- Students further acquisition of English skills, particularly in reading and writing.
- Spread the effective practices in challenging students' abilities throughout the school, in order to further achieve the expected excellence in teaching and learning processes that include the following:
  - use of assessment for learning
  - time management in lessons for better productivity
  - learning support given to low achievers in lessons.
- Address the shortage in human resources, mainly apparent in senior teachers for the majority of academic departments particularly for Arabic, English, mathematics and commercial subjects.

### Capacity to improve 'Outstanding'

#### Judgement justifications

- The leadership is well aware of the school's strengths and areas for development according to a strong institutional system. This focuses on the schoolwork priorities, delegation of responsibilities, seeking to

overcome challenges such as the old school building, and shortage in human resources namely senior teachers for academic departments, particularly in Arabic, English, mathematics and commercial subjects.

- An accurate and comprehensive self-evaluation process is used in forming clear strategic and operational plans with effective programmes and accurate follow-up mechanisms.

- The school progressed from the fifteenth position to the fifth in the pass rates indicator of the final examinations conducted for secondary schools in the second semester of the school year 2014-2015.
- There is a very close correlation between the review team's judgments and those of the school on work aspects and overall performance in the Self-Evaluation Form (SEF).

## Appendix: Characteristics of the school

Name of the school (Arabic)	أميمة بنت النعمان الثانوية للبنات												
Name of the school (English)	Omayma Bint Al-Noaman Secondary Girls												
Year of establishment	2000												
Address	Building 952 - Baghdad Road - Block 808												
Town/Village / Governorate	Isa Town/ Southern												
School's Contacts	17681963				Fax				17680795				
School's e-mail	umaimaschool@gmail.com												
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	891			Total	891			
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	-	-	-	-	-	-	-	-	-	10	11	12
No. Of Classes per Grade	Level (Grade)	Distribution of classes between tracks											
	First (10)	<ul style="list-style-type: none"> <li>Unified Track system.</li> </ul>											
	Second (11)	<ul style="list-style-type: none"> <li>5 classes in the Scientific Track – Science and Mathematics.</li> <li>4 classes in alternative 1, one class in alternative 2.</li> <li>3 classes in the Literary Track – Languages and Humanitarians – alternative 2.</li> <li>3 classes in the Commercial Track.</li> </ul>											
	Third (12)	<ul style="list-style-type: none"> <li>4 classes in the Scientific Track – Science and Mathematics, alternative 1.</li> <li>2 classes in the Literary Track – Languages and Humanitarians, alternative 2.</li> <li>3 classes in the Commercial Track.</li> </ul>											
Number of administrative staff	20 and 18 technicians												
Number of teaching staff	94												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	One semester												

<b>External assessment and examinations</b>	(MoE) examinations - QQA National Examinations
<b>Accreditation (if applicable)</b>	-
<b>Major recent changes in the school</b>	<ul style="list-style-type: none"> <li>• New appointments in the school year 2015-2016: <ul style="list-style-type: none"> <li>- the Principal</li> <li>- the Assistant Principal</li> <li>- a senior teacher for science</li> <li>- ten teachers: (3 for Arabic, 1 for English and 3 for science).</li> </ul> </li> </ul>