



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 Intermediate Girls School
Isa Town - Southern Governorate
Kingdom of Bahrain**

**Date of Review: 14-16 March 2016
SG059-C3-R051**

Introduction

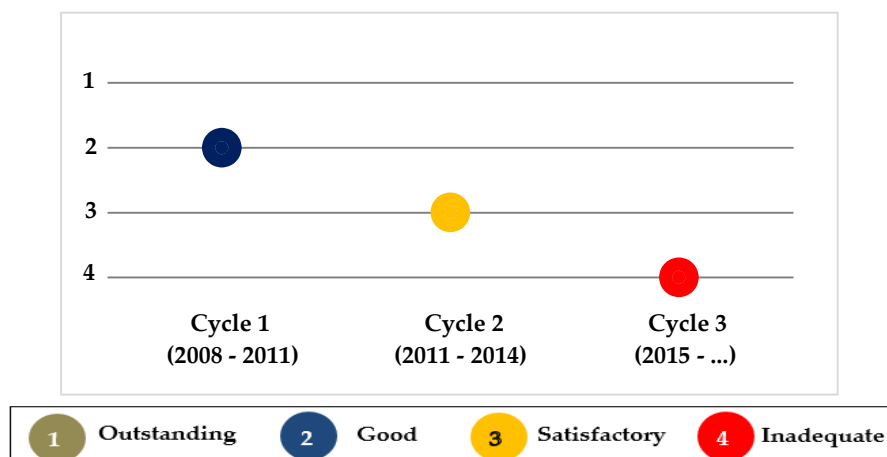
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of seven reviewers. During the review, reviewers observed lessons and other activities, 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	-	4	-	4
	Students' personal development	-	3	-	3
Quality of processes	Teaching and learning	-	4	-	4
	Students' support and guidance	-	3	-	3
Quality assurance of outcomes and processes	Leadership, management and governance	-	3	-	3
Capacity to improve		3			
The school's overall effectiveness		4			

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 'Inadequate'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none"> Monitoring of the strategic plan's impact is inconsistent. Some aspects of the school's work have improved, especially those relating to the school environment and the variety of extra-curricular activities. A satisfactory level of students' personal development is maintained. However, this impact in monitoring teaching and learning, raising students' academic achievement and enabling them to acquire the basic skills is lesser. The majority of students satisfactorily acquire the basic skills in mathematics | <p>and Arabic, but their performance in most science and English lessons is inadequate. This negatively affects their academic achievement, and is in line with their low proficiency rates in most subjects.</p> <ul style="list-style-type: none"> Employment of teaching and learning strategies is ineffective, particularly in science and English lessons where the teachers have been the centre of the educational process. In the majority of lessons the assessment techniques are ineffective in meeting students' learning needs, which affects productivity. This can be |
|--|---|

attributed to the ineffective use of learning time, the lack of teaching support provided to students of all categories, and failure to observe differentiation in written work.

- Opportunities provided to students to enhance their self-confidence and sense of responsibility in classrooms is inconsistent. However, outstanding students are assigned leadership roles in a few lessons.

- The school's senior leadership strives to build positive relationships and harmony between the staff, and builds links with local community effectively. Students and parents are satisfied with the services the school provides.
- Students' expertise is enhanced through various extra-curricular activities and programmes, especially the outstanding and gifted students.

Main positive features

- The relationships between the school's leadership and its members, and the school's effective communication with local community organisations.
- The support and assistance programmes provided to students of the integration class and the variety of extracurricular activities that enhance the expertise of most students.

Recommendations

- Monitor the impact of the strategic planning on raising students' academic achievement and developing their basic skills in academic subjects.
- Continue to monitor the impact of professional competency development programmes for teachers on improving the teaching and learning process, to ensure the following:
 - students' participation, making them the centre of the educational process
 - employment of effective evaluation techniques and benefiting from the results in monitoring students' progress in lessons and written works
 - supporting students and taking their different levels into consideration
 - effective and productive time management.
- Provide a wider range of opportunities to further enhance students' self-confidence, their ability to work independently, and to take on further responsibilities in lessons.
- Address the shortage in human resources represented in a senior teacher of mathematics.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- Self-assessment is comprehensive, as is the use of its results in developing the strategic plan. However, monitoring of the implementation of the strategic plan fails to include all aspects of the schoolwork, particularly the academic achievement of students and teaching and learning.
 - The school's assessments in the Self-Evaluation Form (SEF) are inconsistent with the judgments of the review team.
 - Monitoring the impact of the professional competency development programmes on improving teachers' performance and students' achievement is inconsistent, particularly in the English and science departments.
- Some aspects of schoolwork have improved, especially those relating to the school environment, students' personal development, and the enhancement of students' participation in extracurricular activities.
 - The school has positive relationships with its members. It involves them in decision making and delegates authority, which positively contributes to increasing job satisfaction according to the staff.
 - The school deals appropriately with challenges, such as its old building, through supervising health and safety aspects and risk management.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدينة عيسى الإعدادية للبنات													
Name of the school (English)	Isa Town Intermediate Girls													
Year of establishment	1968													
Address	Building 402- Baghdad Street- Block 807													
Town / Village / Governorate	Isa Town/ Southern													
School's Contacts	17681335	17689375	Fax		17781906									
School's e-mail	isatown.in.g@moe.gov.bh													
School's website	-													
Age range of students	13-15 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	-				7-9				-					
Number of students	Boys		-		Girls		894		Total		894			
Students' social background	Most students belong to middle-income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	10	8	9	-	-	-	
Number of administrative staff	15 and 12 technicians													
Number of teaching staff	95													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	3 years													
External assessment and examinations	MoE examinations - QQA National Examinations													
Accreditation (if applicable)	-													
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in the academic year 2015-2016: <ul style="list-style-type: none"> - Assistant School Principal - 2 teachers in the English Department. 													