



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Government Schools Reviews Short Review Report

**Isa Town Secondary Girls School
Isa Town – Southern Governorate
Kingdom of Bahrain**

**Date of Review: 16-18 October 2017
SG060-C3-R132**

Introduction

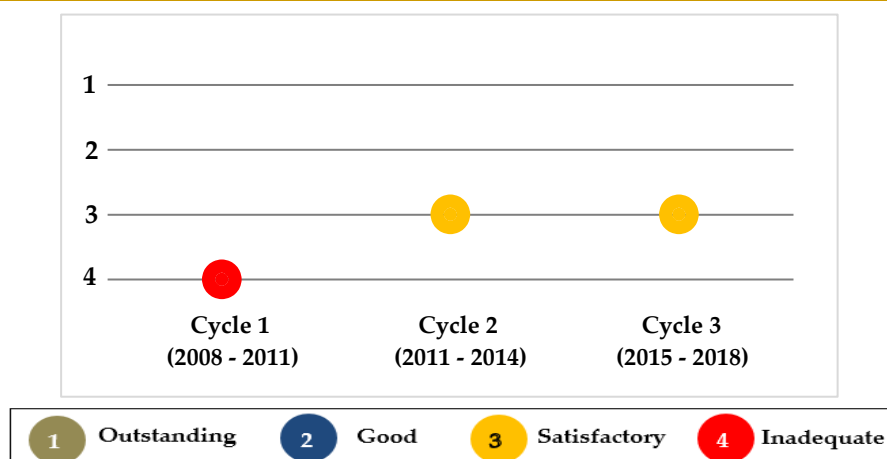
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	-	-	3	3
	Students' personal development	-	-	2	2
Quality of processes	Teaching and learning	-	-	3	3
	Students' support and guidance	-	-	2	2
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	2	2
Capacity to improve		2			
The school's overall effectiveness		3			

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 'Satisfactory'

Judgement justifications

- | | |
|--|---|
| <ul style="list-style-type: none"> • The school has maintained its satisfactory performance in academic achievement and teaching and learning, while it has improved its performance in the other aspects from satisfactory to good. • The school's self-evaluation is accurate and comprehensive. Its results are used to build strategic and operational plans with clear and accurate development priorities. • Students' proficiency rates are inconsistent, the highest being in line with their levels in the good lessons, particularly in science subjects, while | <ul style="list-style-type: none"> • the lowest are in line with their levels in more than half the lessons of core and specialist subjects, which were satisfactory and inadequate as in Arabic, English, literary track subjects and some mathematics subjects. • The majority of teachers are inconsistent in their investment in learning time, in use of assessment methods and in the use of the results to support students, particularly low achievers. • Most students express their opinions with confidence, lead school activities |
|--|---|

and events actively and communicate with each other in school committees.

- The various targeted extracurricular programmes support all groups of students in a way that enhances their

experiences and enables them to acquire life skills.

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

Main positive features

- The accuracy of strategic planning processes and consideration of schoolwork priorities, which show in the positive development of most aspects of schoolwork.
- The eminent personal characteristics of most students in leading school activities and events, and their confidence in expressing their opinions when they communicate within school committees.
- The planned and targeted extracurricular programmes which support all groups of students.

Recommendations

- Raise students' academic achievement levels and develop their basic skills, especially in mathematics, English and literary track subjects.
- Develop teaching and learning, to include:
 - more efficient use of assessment for learning
 - productive management of learning time, to ensure achieving learning goals
 - further in-class academic support to low achieving students.
- Address the shortfall in human resources represented by senior teachers for Arabic, mathematics and commercial subjects.

Capacity to improve 'Good'

Judgement justifications

- The school leadership is aware of the school's strengths and areas for development. The self-evaluation processes are accurate and their results are used to identify schoolwork priorities and develop the strategic

plan, with clear monitoring mechanisms.

- The school delegates responsibilities to some teachers to cover the shortfall in senior teachers' positions for the

Arabic, mathematics and commercial subjects departments.

- The school's ranking has improved from 11th place to 6th place in the final examination pass rates index across secondary schools for the second semester of the year 2016-2017.
- The school's performance has improved from satisfactory to good in students' personal development, support and guidance and leadership, management and governance.
- The impact of the professional development programmes shows

clearly in the improvement of pass and proficiency rates over the past two years, and in the effective employment of teaching and learning strategies in the good lessons.

- The school's assessments of its performance as stated in the Self-Evaluation Form (SEF) are consistent with the judgements reached by the review team in most aspects of schoolwork.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدينة عيسى الثانوية للبنات													
Name of the school (English)	Isa Town Secondary Girls													
Year of establishment	1981													
Address	Building 1691 - Road 1448 - Block 814													
Town / Village / Governorate	Isa Town/ Southern													
School's Contacts	17686733				Fax		17684389							
School's e-mail	isatown.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		547		Total		547			
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	-	-	-	-	-	-	-	-	-	7	7	7	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	<ul style="list-style-type: none"> 3 classes in the scientific track, for chemistry and biology 2 classes in the literary track 2 classes in the commercial track 												
	Grade 12	<ul style="list-style-type: none"> 3 classes in the scientific track; 2 for chemistry and biology and 1 for physics and mathematics 2 classes in the literary track 2 classes in the commercial track 												
Number of administrative staff	11 administrative and 14 technicians													
Number of teaching staff	73													
Curriculum	Ministry of Education (MoE)													

Main language(s) of instruction	Arabic, and English for some commercial subjects
Principal's tenure in the school	4 years
External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • 8 new teachers have been appointed in school year 2017-2018: <ul style="list-style-type: none"> - 3 for the science department and 1 for each of the English, mathematics, social studies, Islamic education and computer departments.