



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

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

**Al-Hoorah Secondary Girls School  
Al-Hoorah - Capital Governorate  
Kingdom of Bahrain**

**Date of Review: 28–30 April 2014  
SG139-C2-R180**

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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:

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 seven 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>		Al-Hooraa Secondary Girls School											
<b>School's type</b>		Government											
<b>Year of establishment</b>		1969											
<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>	377				<b>Total</b>	377			
<b>Students' social background</b>		Most are from low and average 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>	-	-	-	-	-	-	-	-	-	5	6	7
		<b>Grade 10:</b> 5 sections (3 unified track, 2 developed track)											
		<b>Grade 11:</b> 6 sections (1 scientific track, 1 literary track, 2 commercial track, 2 developed track)											
<b>Grade 12:</b> 7 sections (2 scientific track, 2 commercial track, 3 developed track, 2 advance track, 1 specialised track).													
<b>Town /Village</b>		Al-Hooraa											
<b>Governorate</b>		Capital											
<b>Number of administrative staff</b>		7 administrative and 5 technicians											
<b>Number of teaching staff</b>		51											
<b>Curriculum</b>		Ministry of Education (MoE)											
<b>Main language(s) of instruction</b>		Arabic											
<b>Principal's tenure</b>		3 years											
<b>External assessment and examinations</b>		MoE examinations and QQA national examinations for Grade 12.											
<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>	
		95				35			-			5	

<b>Major recent changes in the school</b>	<ul style="list-style-type: none"><li>• Major changes in 2012-2013:<ul style="list-style-type: none"><li>- moving the scientific track and the second literary alternative students to another school due to lack of specialization.</li></ul></li><li>• Major changes in 2013-2014:<ul style="list-style-type: none"><li>- 40 second and third level students transferred from Manama secondary girls school</li><li>- 12 new teachers appointed, in Arabic, English and mathematics.</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	2: Good			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	-	3	3
Students' personal development	-	-	2	2
The quality and effectiveness of teaching and learning	-	-	3	3
The quality of the curriculum implementation	-	-	2	2
The quality of support and guidance for students	-	-	2	2
The quality and effectiveness of leadership, management and governance	-	-	2	2

### 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

Overall effectiveness is satisfactory, as in the 2010 review. Students attain satisfactory standards in academic achievement, though effectiveness varies in the teaching and learning processes in terms of time management, challenging students' capabilities, and use of assessment results to meet students' educational needs, especially for underachievers. This affects students' acquisition of skills differently, especially in the specialised courses of the developed track. Generally good behaviour provides students with emotional security. They participate enthusiastically in the diverse classroom and extra-curricular programmes. Guidance and support of students is outstanding, especially when they face problems. Induction programmes are effective. The leadership inspires and motivates staff and students, building a team spirit in implementing and following up the school action plan. Communication with parents is effective, gaining the satisfaction of students and parents.

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

#### Grade: 2 Good

The capacity to improve is good, as in the previous review. The school is aware of its strengths and areas for improvement based on accurate self-evaluation, enabling it to focus on priorities in the strategic plan, particularly in improving the academic achievement of weak students entering the school. This contributes to the progress in students results, especially in the developed track. The plan also focuses on raising teachers' professional competency and following up on the impact of these programmes on the teaching performance, especially for new teachers. The school's ranking amongst secondary schools has moved from 28 to 17. Staff tasks and responsibilities are clearly defined, the resulting coordination clearly impacting on the effective implementation of work. This in turn reflects the good level of school work in most areas.

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

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- The school leadership's inspiration and motivation of staff, and teamwork in the implementation and follow-up of school work
- Students' self-confidence and their conscious and enthusiastic participation in programmes and extra-curricular activities, their harmony with each other, and their sense of emotional security at school
- Outstanding induction of students and the intensive care provided for them, especially when they face problems, and the effective communication with parents.

## Recommendations

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

- raise students' academic achievement, especially in mathematics and specialised subjects in the developed track
- develop the teaching and learning processes, to include:
  - using assessment methods to meet students' different educational needs, particularly under achievers
  - challenging students of different levels to a greater extent
  - optimum use of time management to achieve greater productivity.