



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-Muharraq Secondary Girls School
Al-Muharraq - Al-Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 3-5 March 2014

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Directorate of Government Schools Reviews

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 eight 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

School's name	Al-Muharraq Secondary Girls School													
School's type	Government													
Year of establishment	1965													
Age range of students	16-18 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	-				-				10-12					
Number of students	Boys	-	Girls	1091				Total	1091					
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	12	13	
	Grade 10: 10 classes - unified stream													
	Grade 11: 12 classes - 3 streams (6 scientific, 2 literary, 4 commercial)													
Grade 12: 13 classes - 3 streams (7 scientific, 2 literary, 4 commercial)														
Town /Village	Al-Muharraq													
Governorate	Al-Muharraq													
Number of administrative staff	22 administrative, 16 technicians													
Number of teaching staff	120													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure	6 months													
External assessment and examinations	MoE examinations, QQA national examinations													
Accreditation (if applicable)	-													
Number of students in the following categories according to the school's classification	Outstanding	Gifted & Talented				Physical Disabilities				Learning Difficulties				
	318	125				5				22				
Major recent changes in the school	<ul style="list-style-type: none"> New appointments in 2013-2014: <ul style="list-style-type: none"> school principal 													

	<ul style="list-style-type: none">- assistant principal- academic counsellor- community service specialist.• Appointment of head of administrative and financial affairs last year.
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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	-	-	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	-	-	3	3
The quality and effectiveness of leadership, management and governance	-	-	3	3

Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Review judgements

Overall effectiveness

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

Grade: 3 Satisfactory

Overall effectiveness has changed from outstanding in the November 2010 review to satisfactory. This is shown in most of the review's aspects except for students' personal development and curriculum enrichment and implementation, which changed into good. This is attributed to inconsistency in monitoring implementation of the strategic plan, the impact of professional development programmes on teachers' performance, the use of teaching strategies, time management, supporting low-achieving students and poor use of assessment for learning. These satisfactorily impact students' academic achievements and their acquisition of basic skills. English Language in the literary stream and mathematics in the science stream are the weakest. However, students show enthusiasm, self-confidence, and adherence to Islamic values. The school enhances students' experiences through extra-curricular activities and supports them when facing problems. Students and parents are satisfied with the school's provision.

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

Grade: 3 Satisfactory

The school's capacity to develop has changed from outstanding in the previous review to satisfactory this time. Its comprehensive self-evaluation shows strengths and areas for development. The strategic plan focuses on development and improvement priorities. Despite provision of training workshops for teachers, support and implementation of teachers' initiatives, and delegation of authorities to competent teachers to coordinate the academic departments, making use of these efforts to improve educational and class practices, raising students' academic achievements and empowering them to acquire basic skills in core subjects are insufficient. Challenges facing the school are instability of administrative and teaching staff, and shortage in senior teachers of mathematics, creating the inability to maintain excellence and achieve more progress.

The school's main strengths

- Students' self-confidence and their enthusiastic participation in school life, as well as their adherence to Islamic values and understanding of Bahraini culture and heritage
- Extra-curricular activities that enrich the curriculum and enhance students' different experiences
- Support and guidance offered to students when they face problems.

Recommendations

In order to improve, the school should:

- raise students' academic achievements and develop their acquisition of basic skills, especially in English in the literary stream, and mathematics in the scientific stream
- monitor the impact of professional development programmes on the development of teaching and learning, to include:
 - effective assessment, and benefiting from its results to meet students' various educational needs
 - providing support to all students, especially low-achievers
 - effective time management, to ensure achieving learning objectives.
- further monitoring of the strategic plan implementation in order to raise the school's overall performance
- address the shortage in human resources, namely senior mathematics teacher.