



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

Schools Review Unit Review Report

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

Date reviewed: 8 - 10 November 2010

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The Schools Review Unit

The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

Introduction

Scope of the Review

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 work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Girls

Number of students: 1000

Age range: 16-18 years

Characteristics of the school

Muharraq Secondary Girls School is located in Muharraq Governorate. It was founded in 1965. It has 1,000 students, aged between 16 and 18 years, of whom most belong to middle-income families. Students are distributed across 34 classes: nine for the first level, 11 for second and 14 for senior years. The school classified 256 of its students as outstanding, 213 as talented, seven as having learning difficulties and five as having a disability. There are 107 teaching staff and 27 administrative and technical staff. The principal is in her sixth year at the school. The school is part of King Hamad's Schools of the Future project and the extended school day project.

Overall effectiveness

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

Grade: 1 (Outstanding)

Muharraq Secondary Girls School is outstanding overall. All aspects of its work are outstanding, and it has an outstanding capacity to improve. Students are exceptionally satisfied with the school and their parents are very satisfied with it.

Most students achieve outstanding standards. Their success and proficiency rates are high in ministry's examinations and in the majority of subjects, especially sciences and Arabic. The levels achieved by students during lessons and in their written work are largely in line with these rates of success and proficiency. The diversity of teaching methods used helps ensure that most students acquire basic skills in the core subjects. Students have made better than expected progress in ministry examination results over the last three years in most courses in the core subjects and similarly good progress in their written work. Most students, whatever their level, achieve according to their abilities; they are given excellent support during lessons and outstanding care in remedial and enrichment programmes.

The personal development of students is outstanding. Students attend school and lessons punctually. They contribute with great enthusiasm to school life which is shown in their full participation in lessons, activities and various school events. This is reflected clearly in students' great self-confidence, and their ability to work independently and responsibly. Students are keen to express their opinions and observations and take part in constructive dialogues during lessons. They communicate well with the outside community, such as through the Youth Congress. Students benefit greatly from the many opportunities they get to learn together and take on leadership roles. They play active roles in various school committees and some students help out in the classrooms after training from the Bahrain Red Crescent. Most of the teachers allow good opportunities during lessons for students to develop analytical thinking skills. Students feel secure and comfortable at school; good relations exist among students and staff, based on mutual respect and good treatment. Students understand their rights and duties well and act consciously and with great responsibility in the classrooms and beyond.

The effectiveness of teaching and learning is outstanding. The majority of teachers have excellent subject knowledge that they bring to bear on their teaching; this is reflected in most students' acquisition of good basic skills and their level of understanding and knowledge in different subjects, especially so in science and Arabic. Most of the teachers display good class management and their lessons are orderly and productive. They employ particularly

effective teaching strategies that focus on making students the centre of learning and make good use of appropriate resources, especially multimedia devices. These methods help to increase students' enthusiasm and motivation in most educational situations. Students' individual differences are taken into account well in most lesson activities, which aim to challenge the capacity of students appropriately. School work is also enriched effectively by good homework assignments and students are given good feedback. Most teachers use assessments well and employ the results to meet the educational needs of students according to their abilities.

The school's presentation and enhancement of the curriculum are outstanding. Students' basic skills are developed particularly effectively by what is offered to them during lessons, and in remedial and enrichment activities that enhance the curriculum. Students master good skills of focused observation and interpretation in scientific subjects and the skills needed in reading and writing in Arabic and in information technology (IT). Students, especially those in the first level, have less well developed skills of application and analysis in mathematics and writing in English. The school pays a great deal of attention to ensuring that students understand their rights and duties. It offers students a wide range of extracurricular activities that meet their interests and broaden their experience particularly well. The school environment is used to enrich the curriculum very well, through good signage, attractive artistic and educational displays, and the promotion of interest in the school's green spaces. Students' work is celebrated effectively inside and outside the classroom. The school provides a stimulating and attractive environment for learning.

Support and guidance for students are outstanding. The school offers distinctive induction programmes to help new students settle in easily and offers many suitable transition programmes to prepare students for their next stage of education or employment. The school assesses the personal needs of its students carefully and fulfils most of them well. It has, for example, organised field visits to the University of Bahrain and set up workshops to teach students how to write a cv, which has boosted students' confidence and given them clearer aspirations for the future. The school assesses students' educational needs effectively and works hard to meet them by making good use of diagnostic tests and other assessments; for example, it organises tutoring for students with low performance, provides enrichment handouts for students and offers revision sessions a day before final examinations, all of which have helped to raise students' levels of academic achievement. The school places great importance on providing advice and guidance to students and helping them to solve any problems they face inside and outside the classroom. It communicates with parents through clear mechanisms and informs them about the progress of their daughters regularly and effectively. The school's health and safety committee works in cooperation with students to make sure that everyone enjoys a safe and healthy school environment; this has a positive effect on students' feelings of security and safety in the school.

The leadership and management of the school are outstanding. The school's shared vision

and mission focus on excellence in outcomes and are reflected in the majority of educational practices. The school has an effective strategic plan, the execution of which contributes significantly to the achievement and personal development of students. The self-evaluation is comprehensive and accurate; its results are employed to improve educational practices and development plans, to the great benefit of the general performance of the school. The senior and middle managers inspire the rest of the staff and encourage them effectively to adopt a culture of planning and self-evaluation, and to value the importance of teamwork. The school manages staff effectively and provides them with effective training programmes, especially those that focus on teaching and learning; this is reflected positively in the quality of teaching and learning processes. The school uses all its resources and buildings well to serve the educational process. The school always seeks the views of students and their parents on the services it offers them and responds to them exceptionally well; this contributes to students' and parents' very high levels of satisfaction with the school.

□ Does the school have the capacity to improve?

Grade: 1 (Outstanding)

The school's capacity to improve is outstanding. The Principal works with exceptional efficiency and enthusiasm, supported well by the administrative and teaching staff, in order to achieve the school's vision. The school follows a comprehensive strategic plan. The School has managed to achieve the criteria of "The Bahraini School of Distinction" which was targeted by the development projects implemented at the school two years ago. This was one of the major challenges faced by the school because of the presence of a large number of teachers and administrators, and a constant change in staff, in addition to a large minority of new teachers, who constituted about one third of the school staff. The development projects have succeeded in improving and enhancing the overall performance of the school, particularly the teaching and learning processes, which in turn have raised the levels of academic achievement and personal development among students. The school carries out comprehensive self-assessment and thorough, continuous monitoring of all school practices. It also measures effectively the impact of staff training.

The school's main strengths and areas for development

Main Strengths

- Strategic planning
- Accurate and comprehensive self-assessment and continuous monitoring
- Training and development programme
- Inspirational and ambitious management
- High levels of academic achievement
- The levels of progress in academic achievement and personal development
- Diversity of motivating teaching and learning strategies
- Working together and learning from each other
- Using assessment and employing its results
- Programmes to support and guide students
- Students' understanding of their rights, duties and responsibilities
- Students' self-confidence and handling of responsibility
- Students' enthusiastic contribution to school life
- Use of the school environment to enrich the curriculum
- Extracurricular activities to meet diverse interests
- Effective communication with parents and the community.

Areas for development

- Challenging students' abilities to a greater extent
- Developing analytical thinking skills to a greater extent
- Development of stronger basic skills in mathematics and English.

What the school needs to do to improve

In order to improve further, the school should:

- Develop teaching and learning strategies to ensure:
 - Students' abilities and individual differences are challenged to a greater extent
 - The educational needs of all categories of students are met more closely
 - Analytical thinking skills are developed to a greater extent
 - Students gain stronger basic skills, especially in mathematics and English.
- Continue professional development programmes, to ensure that the performance level of new teachers is developed.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	1: Outstanding
The school's capacity to improve	1: Outstanding
Students' academic achievement	1: Outstanding
Students' progress in their personal development	1: Outstanding
The quality and effectiveness of teaching and learning	1: Outstanding
The quality of the curriculum delivery	1: Outstanding
The quality of guidance and support for students	1: Outstanding
The quality and effectiveness of leadership and management	1: Outstanding