



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

# **Schools Review Unit Review Report**

**Al Hidd Intermediate Secondary Girls School  
Al Muharraq Governorate  
Kingdom of Bahrain**

**Date Reviewed: 4 - 6 May 2010**

## **Table of Contents**

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<b>The Schools Review Unit .....</b>	<b>1</b>
<b>Introduction .....</b>	<b>2</b>
Characteristics of the school .....	2
<b>Overall effectiveness .....</b>	<b>3</b>
The school's capacity to improve .....	5
<b>The school's main strengths and areas for development .....</b>	<b>6</b>
<b>What the school needs to do to improve .....</b>	<b>7</b>
<b>Overall judgements .....</b>	<b>8</b>

## The Schools Review Unit

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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 student

## **Introduction**

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### **Scope of the Review**

This Review was conducted over three days, by a team of nine Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written and other 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: 1,038

Age range: 14-18 years

### **Characteristics of the school**

Al Hidd Intermediate Secondary Girls School is one of the Muharraq Governorate schools and was founded in 1978. The age range in the school is from 14 to 18 years and there are 1,038 students. Most students come from middle-income families. Students are distributed across 43 classes: 8 classes for the intermediate level (four each for the second and third grades); 10 classes for the secondary first grade; 11 for the secondary second grade and 14 for the third grade. The school categorises 119 of its students as talented and creative, 235 as outstanding and 35 as having special educational needs; three students are physically disabled. The headmistress is in her second year at the school. There are 155 administrative and teaching staff. The school has vacancies for senior teachers of Arabic, Mathematics, Science and Commerce subjects, as well as for a learning resources centre technician and an accounting specialist. The school is part of King Hamad's Schools of the Future project.

## Overall effectiveness

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

### **Grade: 2 (Good)**

The overall effectiveness of Al Hidd Intermediate Secondary Girls School is good. Its capacity to improve is also good. Students and their parents are very satisfied with the school.

Students' academic achievement is good. The secondary level students achieve high pass rates in their final ministry examinations, although the rate was lower for some Mathematics courses. These high rates were reflected in most observed lessons, where most teachers used effective teaching and learning strategies. Intermediate level students in the eighth and ninth grades achieve high pass rates in most subjects, although they were lower in Mathematics. Proficiency rates are high in Science, Arabic, Information Technology (IT) and Commerce courses. Students' academic achievement remains stable over time in most subjects and they make appropriate progress on courses. Students achieve levels in line with their abilities. The school uses diagnostic tests to identify lower-achieving students and offers programmes that help them to make progress such as the remedial classes and the activities in the creativity centers. Outstanding students, whose number the school has increased, benefit from their participation in events and classroom programmes and achieve results that match their abilities.

Students' personal development is good. Most students attend school regularly and punctually; the school takes effective measures to deal with any lateness and absence. The school offers students opportunities to participate in school life through creative lessons and various extra-curricular activities and committees that spark their enthusiasm, although intermediate level students are not given as many opportunities. Most students get the chance to take leadership roles and responsibility through the Students' Council and the Order and Community Service Committee. The opportunities given to students to develop their higher thinking skills are satisfactory, enabling them to use skills of deduction and reasoning in the good and outstanding lessons observed.

The quality of teaching and learning processes is good. Most teachers use varied and effective teaching and learning strategies that show their good knowledge of the study materials. These strategies ensure that most students acquire skills, concepts and knowledge effectively. Students' abilities are challenged in the effective lessons; the range of questions and activities used gives them opportunities to develop higher-level skills, which helps motivate them to learn. In most lessons, teachers use varied and effective assessment to

measure students' progress. The quality and effectiveness of homework varies between subjects; some homework is planned to meet the different educational needs of students and some teachers provide feedback that helps students overcome their mistakes.

The quality of curriculum enrichment and delivery is good. The school develops students' understanding of their rights and duties effectively through varied morning broadcast activities, celebrating national events and setting up student committees and programmes. The school environment is used well to enrich the curriculum through posters, wall displays and project work, which makes it a motivating environment in which to learn. Students' work is celebrated well, which increases both their enthusiasm to participate in school events and their approval of the school. Students' basic skills in Arabic, English and IT are adequately developed, because of the focus given to them in most lessons, but their skills in Mathematics are not as effectively developed. The school uses its facilities appropriately to enrich the curriculum, although the creativity centres are under-used because they cannot accommodate the number of classes.

The quality of guidance and support for students is good. The school effectively inducts new students and those making the transition to their next stage of education or employment. It organises appropriate meetings and programmes for this purpose, as well as teaching them skills in core subjects, especially in Arabic, English and IT. The school meets students' personal needs well. It also meets their educational needs appropriately; in lessons by presenting various activities and out of lessons by offering attractive extra-curricular activities and effective remedial and intensive classes. The school communicates with parents regularly, but does not keep the parents of outstanding and talented students as well informed about their daughters' progress as the parents of lower-achieving and special educational needs students. The school monitors safety and security issues appropriately through its safety, security and health committees as well as a canteen committee. The school provides a healthy and safe environment for all staff and students.

The effectiveness of leadership and management is good. The school has a shared vision and mission that focus on achievement. It has a comprehensive and accurate strategic plan, based on an analysis of the school situation, which is having an impact on the school's overall performance. The school has an effective committee for continuous self-evaluation, determining priorities and monitoring the implementation of programmes. The school identifies the training needs of its staff and runs workshops and programmes to raise their professional competency; the effect of this training is reflected strongly in classroom practices and their improvement. The school has encouraged its teachers to take the initiative in holding training workshops. The school employs its buildings and resources to enrich the teaching and learning process, although its creativity centres are too small for the number of students, which limits their usefulness. The school seeks the opinions of parents and students and responds to them according to its capabilities, which parents and students

appreciate; one example of its responsiveness is the provision of shaded areas for students to gather outdoors. The school also communicates with parents through the Parents' Council.

**□ Does the school have the capacity to improve?**

**Grade: 2 (Good)**

The school's capacity to improve is good. The school is led effectively by a team that has brought about improvements to most aspects of school work, such as planning, evaluation and monitoring. It has also been successful in spreading enthusiasm and motivating teachers, which has helped to raise the school's overall performance. The school's strategic plan is comprehensive and based on an accurate self-evaluation, the findings of which are used continuously. Managers are fully aware of the school's most important strengths and areas for improvement. The most significant improvements are in teaching performance, which is closely monitored by senior and middle managers; the workshops and training provided for teachers have had a direct impact on teaching and learning strategies, especially in core subjects, and on classroom practices. The school is making good progress in all subjects and courses despite the serious shortage of middle managers it faces.

## **The school's main strengths and areas for development**

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### **Main Strengths**

- Pass rates in ministry examinations
- Basic skills in Arabic, science and IT
- Regular attendance
- Students' self-confidence and responsibility
- A rich environment that stimulates learning
- Meeting students' personal and educational needs
- Safety and security
- Strategic planning and self-evaluation
- Leadership and management.

### **Areas for development**

- Considering individual differences in homework
- Basic skills in Mathematics
- Using some educational resources
- Developing higher thinking skills
- Extra-curricular activities for the intermediate level.

## What the school needs to do to improve

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

- Develop teaching and learning strategies to include:
  - Better development of basic skills in mathematics
  - Development of higher thinking skills for students to a greater extent
  - More consideration of individual differences in homework.
- Give more opportunities for intermediate level students to participate in extracurricular activities
- Provide more facilities for creativity centres to accommodate the number of students
- Address the shortages in human resources.

## Overall judgements

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Aspect	Grade: Description
<b>The school's overall effectiveness</b>	<b>2: Good</b>
The school's capacity to improve	2: Good
Students' academic achievement	2: Good
Students' progress in their personal development	2: Good
The quality and effectiveness of teaching and learning	2: Good
The quality of the curriculum delivery	2: Good
The quality of guidance and support for students	2: Good
The quality and effectiveness of leadership and management	2: Good