



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

Directorate of Government Schools Reviews

Short Review Report

**Al-Hidd Intermediate Girls School
Al-Hidd – Al-Muharraq Governorate
Kingdom of Bahrain**

Date of Review: 8-10 October 2018

SG207-C3-R194

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 seven 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

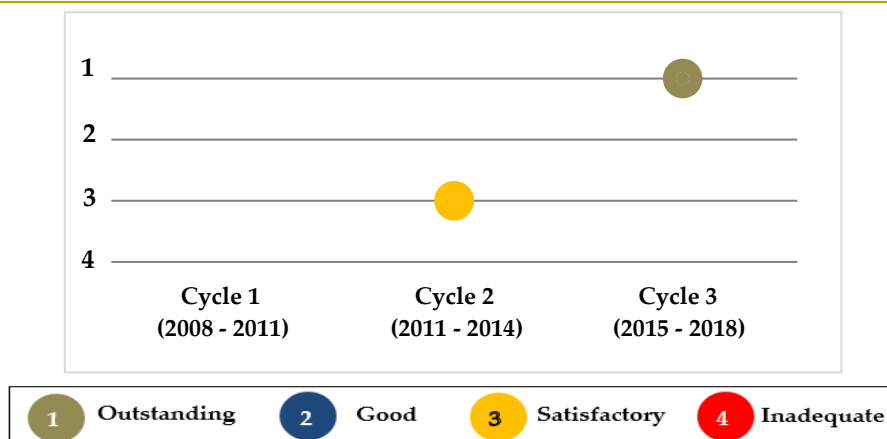
Good 2

Satisfactory 3

Inadequate 4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	-	1	-	1
	Students' personal development	-	1	-	1
Quality of processes	Teaching and learning	-	1	-	1
	Students' support and guidance	-	1	-	1
Quality assurance of outcomes and processes	Leadership, management and governance	-	1	-	1
Capacity to improve		1			
The school's overall effectiveness		1			

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 'Outstanding'

Judgement justifications

- The well-developed strategic plan is comprehensive and is based on the results of accurate and rigorous self-evaluation. It focuses on improvement priorities, which has contributed to raising the school's overall performance to outstanding.
- Students achieve very high proficiency rates in the ministerial examinations in all core subjects, being the standard of most of them in the outstanding and good lessons that form more than two-thirds of lessons. However, standards in English lessons are inconsistent.
- Students participate in school life with high confidence and enthusiasm. Their ability to assume leadership roles is evident, they behave well, and communicate together in harmony.
- Teachers employ various strategies and educational resources, with effective assessment methods. Digital empowerment tools contribute to students' excellent progress, except for the low achievers who receive inconsistent support in a few lessons.
- The academic and personal needs of all categories of students are remarkably met through the distinguished and

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| <p>pioneer guidance and educational programmes.</p> <ul style="list-style-type: none"> • The school provides a safe, healthy and risk-free environment, and endeavours | <p>to ensure a safe dismissal for students who use the buses.</p> <ul style="list-style-type: none"> • Students and parents are satisfied with the school's provision. |
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Main positive features

- The senior leadership's high awareness and outstanding practices that serve as a model to follow in terms of the accuracy of self-evaluation and its comprehensive coverage of all schoolwork aspects, the development of strategic planning and the effective motivation of teachers such as the 'Morning of Achievements' event.
- Students' outstanding standards in the ministerial examinations and their very high proficiency rates in all core subjects, enhanced by the 'Together towards Better Achievement' project.
- The quality of implementation of teaching and learning strategies, the excellence in employment of e-programmes and digital empowerment tools in lessons, the development of students' higher order thinking skills and the diversity of assessment methods used. These are enhanced by teachers' professional development projects such as 'I develop to innovate' and 'Alhidd.com', which include a number of programmes and training workshops such as the 'Standards of Digital Educational Content Preparation' workshop and 'Career Coaching' programme.
- Students' participate in school life with high enthusiasm, evident confidence and great ability to assume leadership roles and bear responsibility in school life. They are well behaved and work together effectively and in harmony, which is enhanced by many school projects such as:
 - 'Al Hidd, Leadership and Pioneering', which refines students' leadership skills and independent working ability through assigning them tasks and responsibilities in lessons, such as peer assessment, project-based learning and student teacher.
 - 'My Innovation Stems from Digital Empowerment' and 'Students' Committee for Virtual Labs' promote students' self-learning through preparing educational lessons by activating digital applications and designing virtual experiences.
 - 'Al Hidd, Values and Morals', 'I Rise Up with My Homeland' and 'Be Influential' enhance students' positive behaviour, citizenship and Islamic values.
 - 'Your Morning Smile' and 'Golden Classroom', which encourage students to be punctual to school.
- The outstanding support programmes and projects contribute significantly to meeting students' different academic needs, such as:
 - 'I am Content with my Curriculum' and 'Challenge Buds' which aim to raise the academic attainment of students with learning difficulties, considering their

performance against curriculum competencies. These projects contribute to increasing their motivation towards learning and raising their pass rates.

- 'I Can Do it' and 'Read More Learn More', which aim to raise the academic attainment of low achievers in English.
- 'Little Reader' project, which develops students' reading and critical skills in Arabic.
- 'Reading Challenge' project, which encourages the outstanding students to read English books.
- The 'Melody of Excellence' and 'We Read in Style' projects, in addition to the 'Digital Scientific Innovation' Exhibition, highlight and refine students' different talents.

Recommendations

- Widely disseminate the outstanding practices and pioneering projects in the various areas of schoolwork to reach out to the local learning community, especially the intermediate schools.
- Benefit from the good and outstanding practices to continue excelling in teaching and learning, with particular focus on:
 - developing students' basic skills in English lessons
 - supporting low-achieving students in lessons.
- Keep up the efforts to ensure a safer dismissal of students who use the buses.

□ Capacity to improve 'Outstanding'

Judgement justifications

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| <ul style="list-style-type: none">• The school leadership's high awareness, its endeavours to achieve excellence and its full knowledge of schoolwork priorities stem from the accurate and comprehensive self-evaluation processes that support the development of effective school plans with clear performance indicators and rigorous monitoring mechanisms.• A significant leap has been made in achieving excellence in all schoolwork aspects, especially in academic achievement and teaching and learning. | <ul style="list-style-type: none">• The school leadership encourages a family spirit among the staff. It motivates them, adopts the principle of shared decision making, encourages their initiatives to keep pace with change and development and delegates the competent among them to manage work.• The school is capable of encountering the challenges it faces, namely the large student number in classrooms and the shortfall in middle leadership in the Arabic and mathematics departments, which were recently filled. |
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- The school's assessment of its performance as provided in the self-evaluation form (SEF) was fully consistent with the judgements reached by the review team.

Appendix: Characteristics of the school

Name of the school (Arabic)	الحد الإعدادية للبنات													
Name of the school (English)	Al-Hidd Intermediate Girls													
Year of establishment	2012													
Address	Building 13, Road 301, Block 103													
Town / Village / Governorate	Al-Hidd/ Al-Muharraq													
School's Contacts	17005927				Fax		17005957							
School's e-mail	hidd.in.g@moe.gov.bh													
School's website	-													
Age range of students	13-15 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	-				7-9				-					
Number of students	Boys		-		Girls		846		Total		846			
Students' social background	Most students are from good-income families.													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	7	8	9	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	18 administrative and 14 technical													
Number of teaching staff	85													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
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"> • Senior teachers were appointed at the beginning of school year 2018-2019 for the following departments: Arabic, English, mathematics and social studies.