



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

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

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

**Date of Review: 20-22 October 2014
SG207-C2-R193**

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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 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

School's name		Al-Hidd Intermediate Girls School															
School's type		Government															
Year of establishment		2012															
Age range of students		13-15 years															
Grades (e.g. 1 to 12)		Primary				Middle				High							
		-				7-9				-							
Number of students		Boys	-	Girls	767				Total	767							
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	-	-	-	-	-	-	7	7	9	-	-	-				
Town /Village		Al-Hidd															
Governorate		Al-Muharraq															
Number of administrative staff		18 administrative, 13 technicians															
Number of teaching staff		125															
Curriculum		Ministry of Education (MoE)															
Main language(s) of instruction		Arabic															
Principal's tenure		A month and a half															
External assessment and examinations		MoE examination, 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			
		174				31				2				43			
Major recent changes in the school		<ul style="list-style-type: none"> Appointments in 2014-2015: <ul style="list-style-type: none"> Principal 14 teachers: 3 from mathematics, 2 for Islamic studies, 4 for English, 1 for science, 1 for social studies, 1 for French, 2 for physical education. 															

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

Overall effectiveness

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

Grade: 3 Satisfactory

Overall effectiveness is 'satisfactory'. Academic achievement and teaching and learning are satisfactory while the remaining aspects are good. The strategic plan is based on accurate and comprehensive self-evaluation, focussing on improvement priorities and programmes and projects to support all students to meet their needs and interests outside the classrooms especially those with special educational needs. Students' participation contributes to development of self-confidence and ability to assume responsibility. The senior leadership has a clear role in encouraging and motivating teachers to use effective strategies that successfully develop students' basic skills, especially in science lessons though this is inconsistent in other subjects. Teachers develop students' higher order thinking skills, challenge their abilities and provide educational support for the low achievers in English, Arabic and mathematics lessons. Students and parents are satisfied with the school's services.

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

Grade: 2 Good

The school's capacity to improve is 'good', due to the continuous efforts to face challenges since its establishment in 2012. The school professionally inducts the large number of new students and the teaching staff who has varied experience. Though it includes a high number of new teachers. There is a shortfall in senior teachers in Arabic and mathematics, and incomplete facilities such as the learning resource centre. The leadership is aware of the importance of improvement and follows an open door and teamwork policy. There is clear vision, accurate and comprehensive self-evaluation, with strong strategic planning that focuses on priorities. Teachers embrace change and actively participate actively in improving performance and educational practices. Students' personal development and self-confidence are developed through extracurricular activities and programmes. Good support is provided for all students outside classes. This demonstrates the school's ability for ongoing and continuous improvement.

The school's main strengths

- Strategic planning that is linked to the school's work priorities and is based on accurate and comprehensive self-evaluation
- Students' awareness, self-confidence and their ability to assume responsibility in school life
- Effective induction programmes for students and the support and guidance provided outside classes for those with special needs.

Recommendations

In order to improve, the school should:

- raise students' academic achievement and develop their basic skills in core subjects
- further follow up on the impact of professional development programmes on developing teaching and learning strategies, to include:
 - providing educational support to all students, especially the low achievers
 - using the results of assessment in lessons to ensure achieving maximum productivity
 - challenging students' abilities and developing critical thinking and problem solving skills.
- address the shortfall in human resources represented by senior teachers for Arabic and mathematics.