



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

Schools Review Unit

Review Report

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

Date of Review: 3 – 5 December 2012

Table of Contents

The Schools Review Unit	1
Introduction	2
Characteristics of the school	2
Table of review judgements awarded	4
Review judgements	5
Overall effectiveness	5
Students' achievement.....	6
The quality of provision	7
Leadership, management and governance	10
The school's main strengths	12
Recommendations	13

The Schools Review Unit

The Schools Review Unit (SRU) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (NAQQAET) 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 SRU is responsible for:

- evaluating and reporting on the quality of provision in all schools and kindergartens
- establishing success measures
- spreading best practice
- making recommendations for school/kindergarten 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 schools and kindergartens 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 nine 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 Secondary Girls School												
School's type	Government												
Year of establishment	1978												
Age range of students	16 – 18 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	-				-				10 - 12				
Number of students	Boys	-	Girls	1025				Total	1025				
Students' social background	Most of the students come from limited income families.												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	12	14	12
	Second level: 14 classes (scientific stream 6, literary stream 4, commercial stream 4). Third level: 12 classes (scientific stream 4, literary stream 3, commercial stream 5).												
Town /Village	Al-Hidd												
Governorate	Muharraq												
Number of administrative staff	Nineteen administrative and 32 technicians												
Number of teaching staff	131												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure	3 months												
External assessment and examinations	MoE examinations												
Accreditation (if applicable)	-												
Number of students in the following categories according to the school's classification	Outstanding			Gifted & Talented			Physical Disabilities			Learning Difficulties			
	236			52			3			23			

Major recent changes in the school	<ul style="list-style-type: none">• New appointments in the academic year 2012-13:<ul style="list-style-type: none">- a school Principal- two English teachers- head of administrative and financial services- eighteen new teachers in the following departments: Arabic 2, science 6, English 2, mathematics 4, Islamic, social studies and computer 4.• The school became a secondary school in the current academic year• Implementing a project for expanding the school day during the second semester of the previous academic year.
---	--

Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	2: Good			
The school's capacity to improve	1: Outstanding			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	-	2	2
Students' personal development	-	-	1	1
The quality and effectiveness of teaching and learning	-	-	2	2
The quality of the curriculum implementation	-	-	1	1
The quality of support and guidance for students	-	-	1	1
The quality and effectiveness of leadership, management and governance	-	-	1	1

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: 2 Good

The school's performance is judged good as it was in the previous review in May 2010. Students attain high pass and proficiency rates in most core subjects and exceeded expectations in most lessons, especially in Grades 11 and 12. This is attributed to the varied effectiveness of teaching and learning, where lessons are either student centred or based on cooperative learning. These strategies offer students many opportunities to learn and participate well in lessons. The school provides a motivational environment and good support which are reflected in students' self-confidence, responsibility, independence, awareness, enthusiasm and good behaviour. This is attributed to the leadership's ability to assess, plan, execute and follow up on actions to achieve objectives based on performance indicators and school work priorities. Students and their parents are very pleased with the school.

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

Grade: 1 Outstanding

The school's capacity to improve has changed from good in the previous review to outstanding in this one. This is attributed to the leadership's awareness of the school's priorities and its ambition to improve its overall performance, which is reflected in achieving the objectives of its strategic plan that is based on accurate and comprehensive self-assessment. Students show great self-confidence, ability to take responsibility and leadership roles and considerable pride in their Bahraini culture and citizenship. The great improvement in school policies and mechanisms is reflected clearly in the provision of support and guidance programmes for groups of students with different levels of achievement, the excellent use of teaching resources, the school's motivating environment and attention to the professional development programmes, which enable the school to accomplish outstanding educational outcomes.

Students' achievement

□ How well do students achieve in their academic work?

Grade: 2 Good

Students' results in the MoE examinations are above the national average in all core subjects in 2011-12. The students attain high pass rates that are in line with the proficiency rates in most core subjects and reflect their high standards in good and outstanding lessons, which comprise two-thirds of the lessons. This is attributed to the effective teaching methods which provide good learning opportunities.

Students demonstrate outstanding levels in mathematics and English, especially in Grades 11 and 12, where most students can speak English and discuss environmental issues, such as pollution, and use their creative skills in writing stories and reports. Furthermore, students demonstrate abilities to use the laws of probability in solving mathematics and life problems. Most students' acquisition and analysis of Arabic language and skills such as understanding literary texts is good, especially in the literary stream. The students' acquisition of scientific interpretation and inference skills in chemistry and biology is good. Moreover, students master commercial skills and processes such as banking skills and preparing electronic presentations well in most subjects. However, Grade 10 students' proficiency in speaking and reading in English varies too much to be outstanding though they achieve only satisfactory levels in Arabic, mathematics and physics 102.

Most students made good progress in most academic subjects, especially mathematics. This resulted in the school's progress from the 12th place to the 8th place among secondary schools in 2011-12. Most Grade 11 and 12 students made noteworthy progress considering their abilities in lessons and in their written work, which is attributed to effective class activities and homework that challenges their abilities. However, Grade 10 students made varied progress, especially in Arabic and physics due to the varied consideration given to students' individual differences.

Most students' performance exceeds expectations when considering their different learning abilities, especially in outstanding and good lessons. This is attributed to teaching strategies that meet students' needs and challenge their abilities. The opportunities they are offered to learn from each other during class and enriching activities is having a positive impact on their achievement in lessons. However, low attaining students achieve less well due to the insufficient support they get in some lessons.

□ How good is the students' personal development?

Grade: 1 Outstanding

Students enthusiastically participate in school life, including lessons, committees and activities. According to their interests, they take part in activities such as the consultant committee, the 'Coloured Strings' programme, and morning line-up which includes numerous programmes that promote Bahraini culture and citizenship.

Students are self-confident, which is reflected in their taking leadership roles, working independently within groups, supporting their low attaining classmates and taking initiative in executing micro-commercial projects. Their participation in the planning and execution of future projects such as 'Aseel' develops their personalities and teaches them to be responsible and how to freely express their points of view.

Students feel safe at school, due to the care they receive from the administration and teachers. Behaviour is positive and there is a mutual respect among them. They are aware of preserving the school's property, keeping things clean, and observing the school regulations. This results in their punctuality and is reflected in the effectiveness of the programmes designed to do this.

Students demonstrate outstanding understanding of Bahraini history and culture and observe the Islamic values, such as tolerance. This is attributed to the provision of programmes such as the students' camp, the organisation of several value-promoting programmes, such as 'My Success and Loyalty are in my Commitment', and in enriching the school environment with educational means and historical models.

The quality of provision

□ How effective are teaching and learning?

Grade: 2 Good

Teachers have good subject knowledge and achieve lesson objectives well. They show ability to interpret and justify students' answers and suggest ideas. Their enthusiasm during lessons and the use of varied teaching and learning methods keep lessons student-centred, such as brainstorming, discussion, role-play and cooperative learning. These are effectively applied as responsibilities and roles are carefully determined and assigned. This gives most students the opportunity to participate and learn from each other. In addition, there is provision of good educational support for students through organised individual and group

activities. This is reflected in the outstanding progress of students of different levels in most subjects, especially low attaining students. Good teaching helps them acquire appropriate skills, concepts and knowledge, especially in outstanding and good lessons.

Most teachers begin their lessons with constructive activities which enable students achieve the learning objectives and help broaden their cognitive skills. Teachers use various teaching resources, such as projectors, models and flashcards, which greatly motivate students towards learning and encourage them to participate effectively during lessons. Effective classroom management enables students to achieve the lessons' objectives.

Students' different abilities are challenged through well-chosen activities, which include analysis and inference. However, their effectiveness varies in Grade 10, particularly in physics and Arabic where challenge is less. Teachers develop the students' higher order thinking skills through problem-solving and critical thinking, particularly in science and mathematics, which enables students to make progress that exceeds expectations.

Varied effective assessment techniques, including written, oral, individual and group assessment are applied well, in addition to self-assessment such as the measures of the impact of learning, which encourages students to compete over the highest grades. This helps students' learn according to their abilities in all streams. Students are assigned additional tasks, activities and varied homework, which considers different abilities of the students. Work is regularly marked; constructive feedback is provided in most subjects based on a unified marking policy. Improved layout and presentation is achieved using a marking stamp where positive aspects and those needing improvement are pointed out.

□ How well does the implementation and enrichment of the curriculum meet the educational needs of the students?

Grade: 1 Outstanding

The school offers a wide range of activities and programmes to support the implementation of the curriculum which adequately meet the students' different needs. This is achieved through enriching programmes and competitions, such as Globe and the Creativity Centres, in which students perform in the Quran recitation and the Arabic language speech competitions. These develop students' knowledge and talents exceptionally well.

The school has made great efforts to provide an educationally motivating environment in which students contribute with paintings, murals and teaching aids. The school makes use of the teaching corners to celebrate students' accomplishments and market their projects, which improves and enriches the learning process and reflects on students' self-confidence.

The school assesses the curriculum on a regular basis, especially new curricula modules, design programmes and plans. It provides booklets and synopses for several subjects such as physics 102. Teachers make links across different subjects in most lessons in a way that helps develop students' scientific and life skills, knowledge and abilities by involving them in the various clubs, such as the mental and life group.

The school provides numerous outstanding programmes which aim to promote patriotism, revive popular culture and develop students' understanding of their rights and duties through their participation in several national events and competitions, such as 'Loving my Homeland'.

□ How well are students guided and supported?

Grade: 1 Outstanding

New students easily settle in as they are inducted with effective programmes which include familiarising them with the unified academic stream system and school regulations in their parents' presence. Students are prepared for college and employment through varied programmes such as lectures relating to college majors, field trips, organisation of professional groups and the community service programme.

The school meets the students' personal and educational needs outstandingly well through the provision of financial aids, accurate use of the findings of diagnostic tests and the provision of varied remedial and enriching programmes. The school embraces outstanding and talented students through numerous programmes and competitions, such as 'Top Five'. Students with disabilities receive special attention as they celebrate the International Day of Persons with Disabilities and receive individual teaching support, which helps to meet their educational needs and boost their personal development.

The school provides students' with outstanding guidance programmes and carefully addresses their problems through providing advice and guidance. The school communicates with parents through varied mechanisms, such as educational meetings, text messages and extended office hours, which effectively inform them of their daughters' academic and personal development. Furthermore, the school's health and safety committee assesses risks and follows through with corrective actions, provides constant health services and organises an outstanding healthy and safe environment.

Leadership, management and governance

- How effective are leadership, management and governance in promoting high achievement, strong personal development and school improvement?**

Grade: 1 Outstanding

The school's vision and mission focus on bringing up an outstanding generation, who have behavioural values, scientific skills and a sense of citizenship. The vision is commonly shared by all its members and transformed into educational practices. The schools' strategic plan focuses on its priorities which are determined accurately according to the findings of 'Performance Dialogues' and the comprehensive self-assessment of school work using the 'Outstanding Bahraini School' project. The plan includes success criteria and accurate performance indicators, which contribute to improving the school's work; especially areas related to personal development, pass and proficiency rates, and overall performance of the school average.

The school's leadership inspires and motivates its staff with varied techniques within a family environment built upon mutual respect, which helps increase their motivation, such as honouring and assigning them leadership roles based on their competency. Examples include choosing department coordinators to meet the shortage in the middle leadership, participating in the internal improvement team and the school board, as well as promoting the spirit of team work. This is reflected in their high levels of commitment to all tasks that they are assigned.

The school adopts a good performance management system in assessing teachers' performance. During class visits it determines their professional needs and addresses them through conducting exemplary lessons and workshops provided by both the internal and external improvement teams. This is, in addition to academic training, provided by Al-Hidd Training Centre. The training programmes have a positive impact on teachers' good performance during lessons.

The school deploys its resources and facilities well to support the teaching process and provide a motivational environment. Teachers are keen to effectively use the school's facilities such as the e-learning classroom, learning resources centre and science laboratory. Furthermore, the school effectively communicates with local institutions, which support the school's work, such as its communication with the Bank of Bahrain and Kuwait, the U.S. Embassy, the orphanage and nursing home. Moreover, the school seeks the opinions of

students and their parents regarding the school's vision and mission, and measures their satisfaction. It responds to their suggestions through the consultative committee and the parents' council, such as using the small school gate and organising the examination schedule, which contributes to their outstanding satisfaction.

The school's main strengths

- High pass and proficiency rates, and the students' achievement standards that are above the national average in the majority of core subjects
- The students' high levels of self-confidence, their ability to take responsibility and leadership roles, and their great pride in Bahraini culture and Islamic values
- Effective strategic planning which is based on accurate and comprehensive self-assessment and improvement priorities, and the varied activities which enrich the students' experiences and correspond to their educational needs, especially for outstanding and talented students
- The school's educational motivating and enriching environment, in addition to the notable support provided for students of different levels, particularly for students Special needs students.

Recommendations

In order to improve, the school should:

- raise Grade 10 students' acquisition of basic skills, especially in Arabic and physics
- make use of the schools' outstanding practices in improving the teaching and learning processes, especially in Grade 10, so as to include:
 - challenging the students' abilities during classroom activities and homework assignments
 - using effective assessment techniques to ensure successful achievement of the learning objectives.