



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

# **Directorate of Government Schools Reviews**

## **Short Review Report**

**Al-Tadamon Secondary Girls School  
Hamad Town - Northern Governorate  
Kingdom of Bahrain**

**Date of Review: 5-7 November 2013**

**SG204-C2-R128**

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## Directorate of Government Schools Reviews

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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:

<b>Grade description</b>	<b>Interpretation</b>
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 ten 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

<b>School's name</b>		Al-Tadamon Secondary Girls School															
<b>School's type</b>		Government															
<b>Year of establishment</b>		2011															
<b>Age range of students</b>		17-18 years															
<b>Grades (e.g. 1 to 12)</b>		<b>Primary</b>				<b>Middle</b>				<b>High</b>							
		-				-				11-12							
<b>Number of students</b>		<b>Boys</b>	-	<b>Girls</b>	262				<b>Total</b>	262							
<b>Students' social background</b>		Most students come from middle-income families															
<b>Classes per grade</b>		<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>			
		<b>Classes</b>	-	--	-	-	-	-	-	-	-	-	-	5	5		
		<b>Level 2:</b> 5 classes (commercial stream) <b>Level 3:</b> 5 classes (4 commercial and 1 literary).															
<b>Town /Village</b>		Hamad Town															
<b>Governorate</b>		Northern															
<b>Number of administrative staff</b>		7 administrative and 10 technicians															
<b>Number of teaching staff</b>		42															
<b>Curriculum</b>		Ministry of Education (MoE)															
<b>Main language(s) of instruction</b>		Arabic															
<b>Principal's tenure</b>		2 months															
<b>External assessment and examinations</b>		MoE Examinations and QQA National Examinations															
<b>Accreditation (if applicable)</b>		-															
<b>Number of students in the following categories according to the school's classification</b>		<b>Outstanding</b>				<b>Gifted &amp; Talented</b>				<b>Physical Disabilities</b>				<b>Learning Difficulties</b>			
		17				8				-				2			
<b>Major recent changes in the school</b>		<ul style="list-style-type: none"> <li>The school was established after separation from Al-Ahd Al-Zaher Secondary Girls School in 2011-2012</li> <li>Major appointments in the current academic year 2013-2014: <ul style="list-style-type: none"> <li>school principal</li> <li>head of financial and administrative affairs.</li> </ul> </li> </ul>															

## Table of review judgements awarded

Aspect	Grade: Description			
The school's overall effectiveness	4: Inadequate			
The school's capacity to improve	3: Satisfactory			
	Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Students' academic achievement	-	-	4	4
Students' personal development	-	-	3	3
The quality and effectiveness of teaching and learning	-	-	4	4
The quality of the curriculum implementation	-	-	3	3
The quality of support and guidance for students	-	-	3	3
The quality and effectiveness of leadership, management and governance	-	-	3	3

### Key:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

## Review judgements

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### Overall effectiveness

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

#### Grade: 4 Inadequate

Overall effectiveness is inadequate, as are performance levels in both academic achievement and teaching and learning. Other aspects are satisfactory. Several factors are responsible, led by ineffective teaching methods with the teacher central to the teaching process. Differentiation is not considered and assessment results are not used to determine and meet students' learning needs. Few opportunities exist for students to build self-confidence through taking leadership roles in lessons. All this adversely affects students' academic achievement and their acquisition of skills in core and commercial subjects, especially mathematics, with English not employed adequately in commercial subjects. Nevertheless, clear efforts are made to enrich the attractive school and classroom environment. Students' work is celebrated, and positive behaviour is supported. As a result, students feel safe. Parents and students are satisfied with the school.

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

#### Grade: 3 Satisfactory

The school's capacity to improve is satisfactory due to its awareness of its areas of strength and those for improvement. Self-evaluation results are used to develop the strategic plan and prioritise school work. This contributes to personal development for the majority of students. Other positive improvements are advancing the school's ranking in Arabic, raising the overall pass rate from 80% to 86%, and providing an attractive school environment enhanced with extra-curricular activities which support the curriculum. However, students' underdeveloped basic skills in all academic subjects, especially English and mathematics, and the inconsistencies in teachers' performance in lessons still represent challenges for the school. Greater effort is needed, particularly considering the shortage of middle management.

## **The school's main strengths**

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- Students' respect for each other's views and feelings, and feeling safe
- Providing students with opportunities to participate in extra-curricular activities in a healthy and attractive school environment which celebrates students' work.

## Recommendations

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

- raise students' academic achievement in the basic subjects, especially in commercial subjects which are taught in English
- develop the teaching and learning processes, to ensure:
  - implementation of varied, effective teaching strategies
  - development of basic skills in all academic subjects, especially English and mathematics
  - making use of assessment results to meet students' learning needs
  - consideration of differentiation in learning activities.
- further enhance students' self-confidence and their taking on leadership roles in lessons
- monitor the impact of professional development programmes on teaching practices.