



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

Directorate of Government Schools Reviews Short Review Report

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

**Date of Review: 20-22 March 2017
SG204-C3-R107**

Introduction

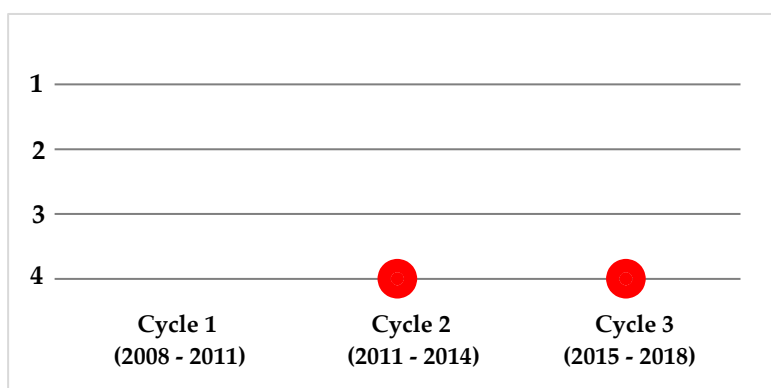
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of six reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	-	-	4	4
	Students' personal development	-	-	4	4
Quality of processes	Teaching and learning	-	-	4	4
	Students' support and guidance	-	-	4	4
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	4	4
Capacity to improve		4			
The school's overall effectiveness		4			

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 'Inadequate'

Judgement justifications

- The school's overall performance, academic achievement and teaching and learning remained inadequate as in the last review, while the remaining aspects and the school's capacity to improve have regressed from satisfactory to inadequate.
- The strategic planning processes are based on inaccurate self-evaluation, so are weak and fail to keep pace with changes and challenges that occur within the school. This limits their comprehensiveness and reduces their accuracy in identifying school work priorities.
- Students' basic skills in both core and specialised subjects are weak, especially in English and commercial subjects which are taught in English. The academic support provided to students, especially low achievers, is inadequate.
- Students rarely participate in most lessons due to their reduced motivation, lack of self-confidence and inability to work independently.
- The limited effectiveness of teaching strategies is negatively affecting students' acquisition of knowledge and development of basic skills. This is compounded by the reduced productivity of most lessons due to the poor management of learning time and the ineffective implementation of

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| <p>assessment for learning, particularly for low achieving students.</p> <ul style="list-style-type: none"> • Support programmes provided for students of different categories are insufficient and ineffective | <ul style="list-style-type: none"> • Students behave well and feel psychologically safe which the school enhances this through discipline programmes, gaining the satisfaction of students and their parents. |
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Main positive features

- Students' good behaviour and their sense of psychological security.

Recommendations

- Seek intervention by the relevant parties at MoE to raise the school's overall performance.
- Compile an accurate and comprehensive self-evaluation and benefit from its results to inform the strategic plan, monitor its implementation according to clear mechanisms.
- Raise students' academic achievement and enable them to acquire the basic skills, particularly in English and commercial subjects that are taught in English.
- Implement adequate and effective training programmes to elevate teachers' professional competency, and monitor their impact on the development of teaching and learning to include:
 - the effective implementation of teaching strategies
 - improving students' self-confidence and their enthusiasm for participating in lessons' activities
 - organised class management and productive learning time management
 - effective assessment, benefiting from its results in meeting students' academic needs, particularly the low achievers.
- Provide adequate and effective support programmes to academically help students of different categories.
- Address the shortage of senior teachers for Arabic, English, mathematics and commercial subjects.

Capacity to improve 'Inadequate'

Judgement justifications

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| <ul style="list-style-type: none"> • The school's performance has regressed to inadequate in most work aspects, while it has maintained the same level for its overall performance. | <ul style="list-style-type: none"> • The self-evaluation is inaccurate and the strategic plan is structurally weak, fails to keep pace with the developments and changes arising and |
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it only weakly considers school work priorities.

- Training workshops and apprenticeship programmes are insufficient and limitedly reflect on the performance of the majority of teachers.
- The leadership's evaluation of all work aspects, as provided in the self-evaluation form, are inconsistent with the judgements reached by the review team.

- There is a shortage in human resources, represented by senior teachers for Arabic, English, mathematics and commercial subjects.
- The teaching strategies are ineffective in terms of enabling students' understanding, acquisition of basic skills and development of personal abilities.
- The academic support provided to all categories of students, particularly low achieving and learning difficulties students, is limited.

Appendix: Characteristics of the school

Name of the school (Arabic)	التضامن الثانوية للبنات												
Name of the school (English)	Al-Tadamon Secondary Girls												
Year of establishment	2011												
Address	Building 3142 - Road 1451 - Block 1214												
Town / Village / Governorate	Hamad Town/ Northern												
School's Contacts	17440813				Fax				17440816				
School's e-mail	altadameen.secondary@gmail.com												
School's website	-												
Age range of students	17-18 years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	-				-				11-12				
Number of students	Boys		-		Girls		213		Total		213		
Students' social background	Most students are from limited income families												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	-	4	4
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	-											
	Grade 11	Commercial track											
	Grade 12	Commercial track											
Number of administrative staff	14 administrative and 12 technical												
Number of teaching staff	34												
Curriculum	Ministry of Education (MoE)												
Main language(s) of instruction	Arabic												
Principal's tenure in the school	1 year and 3 months												
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"> • New appointments in the current school year 2016-2017: <ul style="list-style-type: none"> - Assistant Principal at the beginning of the second semester - two senior teachers for IT and social studies departments - 8 teachers, including 1 for English, 2 for mathematics and 1 for Arabic. 												