



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

Directorate of Government Schools Reviews Short Review Report

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

Date of Review: 30 November – 2 December 2015
SG124-C3-R040

Introduction

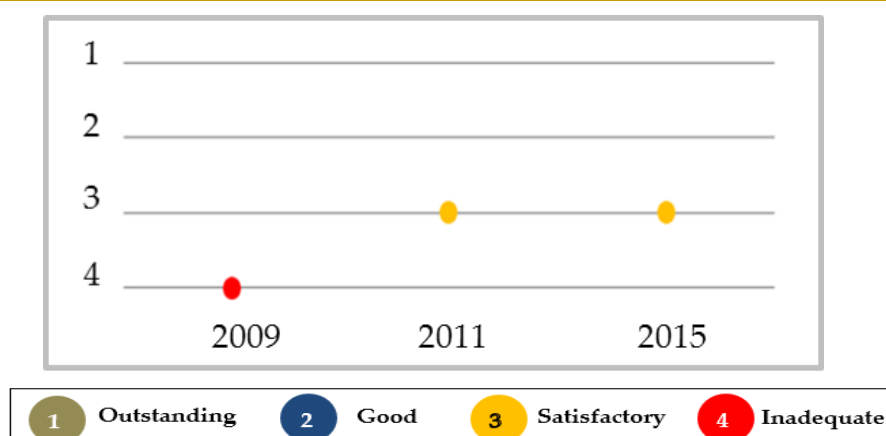
The Directorate of Government Schools Reviews (DGS), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days by a team of nine reviewers. During the review, reviewers observed lessons and other activities, 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	-	-	3	3
	Students' personal development	-	-	3	3
Quality of processes	Teaching and learning	-	-	3	3
	Students' support and guidance	-	-	3	3
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	3	3
Capacity to improve		3			
The school's overall effectiveness		3			

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 'Satisfactory'

Judgement justifications

- Leadership has a role in building positive relationships with school's staff and students, as well as motivating them to work as a team, delegating authorities and supporting them through professional development programmes. However, leadership's role in monitoring the impact of professional development programmes on teachers' performance varied and was least reflected in English lessons.
- Most teachers employ effective teaching strategies as in most lessons of the science stream and science courses; while their effectiveness varied in other lessons due to the variation in employing assessment for learning and educational support provided to ensure meeting the educational needs of all categories of students; particularly low-achieving ones; in addition to the variation in their time management.
- Better standards of students' acquisition of basic skills in science, inconsistent standards in Arabic, math and commerce and even lower standards in English.
- Most students feel safe and majority behave with a sense of responsibility and awareness, except for a small

<p>group of students who do not pay much attention to their general appearance outside classes despite some of the personal development enhancement programmes implemented by the school.</p> <ul style="list-style-type: none"> • Effective and skillful communication between students during 	<p>extracurricular activities and the harmony between them as noted in school committees, good lessons and cooperative learning in terms of assigning roles and responsibilities among all.</p> <ul style="list-style-type: none"> • Students' and parents are satisfied with the services provided by the school.
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Main positive features

- Teamwork spirit in light of the positive relationships between school leadership and the administrative and teaching staff.
- Communication skills demonstrated by most students when working together.

Recommendations

- Improve students' academic achievement and further develop their basic skills in school subjects particularly English.
- Further monitor the impact of professional development programmes on the development of teaching and learning processes, so that they focus on:
 - effective implementation of teaching and learning strategies and resources
 - employment of assessment for learning
 - educational support provided to students, particularly to low achievers
 - class time management to ensure better productivity.
- To continue with the implementation of enhancement and support programmes to further develop students' personal development.
- To fulfil the shortage in human resources represented in senior teachers for Arabic and social studies and teachers of family education, religious education and physical education, and a learning resources specialist.

☐ Capacity to improve 'Satisfactory'

Judgement justifications

<ul style="list-style-type: none"> • The school has a comprehensive self-assessment of its current situation, results of which are appropriately used for setting priorities and developing 	<p>the strategic plan and operational plans with specific performance indicators. The implementation of school's programmes and activities was</p>
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adequately reflected on school performance.

- School's evaluation of its current situation provided in the self-assessment form match the judgments of the review team; which indicates school's leadership awareness and understanding of its strengths and areas for improvement.
- Strong relationships between school's leadership and staff that allows them the opportunities to participate positively in decision-making.

- School's leadership deals appropriately with challenges. It strives to develop all teachers' proficiency levels and delegate to better teachers the roles of senior teachers of academic departments; such as the Arabic Language department; and the roles of administrative specialists. This effort contributes in boosting school's performance and helping, in the year 2014-2015, moving from the twenty-third place to the eighteenth place out of 32 secondary schools based on the final examinations pass rates.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدينة حمد الثانوية للبنات														
Name of the school (English)	Hamad Town Secondary Girls														
Year of establishment	1991														
Address	Building 3969 – Road 1060 – Complex 1210														
Town /Village / Governorate	Hamad Town/ Northern														
School’s Contacts	17420431		-		Fax		17420432								
School’s e-mail	hamadgs@gmail.com														
School’s website	-														
Age range of students	16-18 years														
Grades (e.g. 1 to 12)	Primary				Middle				High						
	-				-				10-12						
Number of students	Boys	-		Girls	807		Total	807							
Students’ social background	Most students belong to middle-income families														
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12		
	Classes	-	-	-	-	-	-	-	-	-	8	9	8		
No. Of Classes per Grade	Level (grade)	No. Of Classes	Distribution of classes between tracks												
	First (10)	8	Unified track system												
	Second (11)	9	3 in the scientific track, 3 in the literary track, 3 in the commercial track												
	Third (12)	8	3 in the scientific track, 3 in the literary track, 2 in the commercial track												
Number of administrative staff		19 administrative and 15 technical staff members													
Number of teaching staff		78													
Curriculum		MoE													
Main language(s) of instruction		Arabic													

Principal's tenure in the school	3 years
External assessment and examinations	MoE and the QQA national examinations
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • New appointments in the school year 2015-2016 as follows: <ul style="list-style-type: none"> - Assistant principal - Two specialists: One for academic career guidance and the other for e-class - 3 teachers in the following departments: (1 for English, 1 for math and 1 for family education).