



هيئة ضمان جودة التعليم و التدريب  
Quality Assurance Authority for Education & Training

# **Schools Review Unit Review Report**

**Jidhafs Secondary Girls School  
Jidhafs - Northern Governorate  
Kingdom of Bahrain**

**Date Reviewed: 9 - 11 November 2009**

## Table of Contents

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<b>The Schools Review Unit.....</b>	<b>1</b>
<b>Introduction .....</b>	<b>2</b>
Characteristics of the school .....	2
<b>Overall effectiveness .....</b>	<b>3</b>
The school's capacity to improve .....	5
<b>The school's main strengths and areas for development.....</b>	<b>6</b>
<b>What the school needs to do to improve .....</b>	<b>7</b>
<b>Overall judgements.....</b>	<b>8</b>

## The Schools Review Unit

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The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 as amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for student

## **Introduction**

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### **Scope of the Review**

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 work, analysed the school's performance data and other documents, and talked with staff, students and parents. This report summarises their findings and recommendations.

### **Information about the school**

Gender of students: Girls

Number of students: 993

Age range: 16 -18 years

### **Characteristics of the school**

Established in 1981, Jidhafs Secondary Girls School is one of the Northern Governorate's schools. The school caters for students aged between 16 and 18 years. There are 993 students in the school, distributed among 32 classes: 10 in the first level, 10 in the second, and 12 in the third. The school has classified 47% of its students as gifted and talented and 24% as outstanding. Most students belong to middle- or limited-income families. The Principal is in her fourth year in the school. The school has 20 administrative staff and 91 teachers. The school joined King Hamad's Schools of the Future project for e-learning in the academic year 2007-08.

## Overall effectiveness

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

### **Grade: 3 (Satisfactory)**

The effectiveness of Jidhafs Secondary Girls School is satisfactory overall and its provision and enrichment of the curriculum is good. Students and their parents are satisfied with the school.

Students' academic achievement is satisfactory. Students' performance in most of the lessons does not go beyond satisfactory. Students make satisfactory progress in lessons. In most lessons, teachers use diverse teaching methods, although the lessons tend to be teacher-centred. Students make satisfactory progress relative to their abilities; individual differences are catered for in the activities given in good lessons but insufficiently in the rest of the lessons. The school offers remedial lessons and creativity programmes to students, but their effectiveness is limited by the type of activities offered and the fact that not many students take part in them.

Students' personal development is satisfactory. Most students attend school regularly and punctually. Most of them show awareness and a sense of responsibility in their behaviour in the classroom and around the school. Most students contribute eagerly to the school's forums and committees, which helps to develop their self-confidence. In lessons, however, the teaching methods used give students insufficient opportunities for personal development. Students can develop their analytical thinking in some science and mathematics lessons but most lessons are restricted to gaining knowledge rather than developing higher thinking skills.

The effectiveness of the teaching and learning processes is satisfactory. Teachers have good knowledge of their subjects, which is reflected in the varied teaching strategies used in the good lessons. In those lessons, teachers are able to gain students' interest and motivate them to learn. Most lessons, however, are presented in lecture style where the teacher is the centre of the educational process. Teachers challenge students' abilities and offer varied activities in some of the Science and Mathematics lessons, but in the rest of lessons most activities focus on lower thinking skills without challenging students or taking individual differences into account. Homework is assigned to students in various subjects but it is the same for all students and individual differences are not considered. Students are given opportunities for collaborative learning in some lessons but in others, tasks and roles are allocated ineffectively. Most teachers use varied assessment methods to check that the set objectives

are achieved and measure students' achievements. The results of assessment, however, are not regularly used to give students feedback or to plan lessons and activities that meet students' learning needs.

The provision and enrichment of the curriculum is good. The school develops students' understanding of their rights and duties well through engagement in various activities and events, and taking part in research and cultural competitions. The school also develops students' environmental awareness by providing them with opportunities to take part in environmental competitions, festivals and research. Students' sense of citizenship is also developed through a model heritage village, the school's creativity centres and taking part in different national events. Various extra-curricular activities and cultural, academic and commercial forums are offered to students, which enrich students' different interests and broaden their experiences. The school and classroom environments are used well to enrich the curriculum and celebrate students' work. Students acquire better basic skills in Arabic, mathematics and IT than in English.

Guidance and support for students are satisfactory. The school provides suitable induction programmes for students when they join the school, which helps them to settle. Its induction programmes to prepare students for the following stages of education are adequate. Students are given appropriate advice and guidance about the curriculum or when they encounter any problems. Students' personal needs are evaluated and met and their educational needs are assessed. The remedial lessons and enrichment materials for students help them to make satisfactory progress. In some of the lessons, however, support for students is insufficient, as individual differences are not taken into account in activities, except in some good lessons. The school communicates with the parents of low achievers, and with parents generally through an open day, but does not update parents regularly enough about their daughters' progress. The school monitors security and safety issues. The flimsy wooden classroom, however, presents a risk to students' safety, although the school has told the relevant authorities about it.

The effectiveness of leadership and management is satisfactory. The school has a clear vision focused on achievement, and a strategic plan based on self-evaluation of some aspects of the school's performance. It has made progress in improving students' behaviour, as well as satisfactory progress in students' achievement. Monitoring and assessment of progress is not carried out systematically, however, and the strategic plan lacks performance indicators. Assistant principals and some administrative staff are not involved in following up and implementing the plan. The school self-evaluates some aspects of its work and uses the results to shape development programmes. The school also provides a range of professional development programmes, which have a satisfactory effect on the teaching and learning. The school's staff feel inspired and motivated, but some of them are unclear about the mechanism of distributing rewards. The school seeks the views of students and parents and responds to their proposals whenever possible.

**□ Does the school have the capacity to improve?**

**Grade: 3 (Satisfactory)**

The school has satisfactory capacity to improve. Its implementation of a strategic plan, which is focused on values and improving the teaching and learning processes, has had a satisfactory impact on the school's work and enabled it to make some progress. The school's achievements include raised levels of student attainment and improvements in students' personal development and the school environment. The strategic plan, however, lacks measurable performance indicators. Although the school self-evaluates some aspects of its work and uses the results to shape development plans, it does not yet carry out an inclusive self-evaluation of all its work.

## **The school's main strengths and areas for development**

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### **Main Strengths**

- Standards in Ministry examination
- Extra-curricular activities
- Use of school environment
- Students' behaviour and their relations with each other
- Induction and educational transition programmes
- Developing citizenship

### **Areas for development**

- Strategic planning
- Differentiation in teaching and learning
- Use of assessment.
- Higher thinking skills
- Collaborative learning
- Basic skills in English
- Communication with parents



## What the school needs to do to improve

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

- Develop the strategic plan to include measurable performance indicators based on the outcome of comprehensive self-evaluation of all aspects of school performance
- Use assessment data to plan lessons and take account of individual differences in activities and homework
- Develop teaching and learning processes to include:
  - Developing higher thinking skills
  - Providing students with opportunities for effective collaborative learning
  - Developing skills in English language.
- Ensure that responsibilities for monitoring the school's work are shared across all management levels
- Communicate regularly with parents to keep them informed about their daughters' progress
- Take the necessary measures regarding the wooden classroom to ensure a safe and healthy environment for students.

## Overall judgement

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Aspect	Grade: Description
<b>The school's overall effectiveness</b>	<b>3: Satisfactory</b>
The school's capacity to improve.	3: Satisfactory
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	3: Satisfactory
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum delivery	2: Good
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory