



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

Directorate of Government Schools Reviews Short Review Report

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

Date of Review: 27 February - 1 March 2017
SG102-C3-R099

Introduction

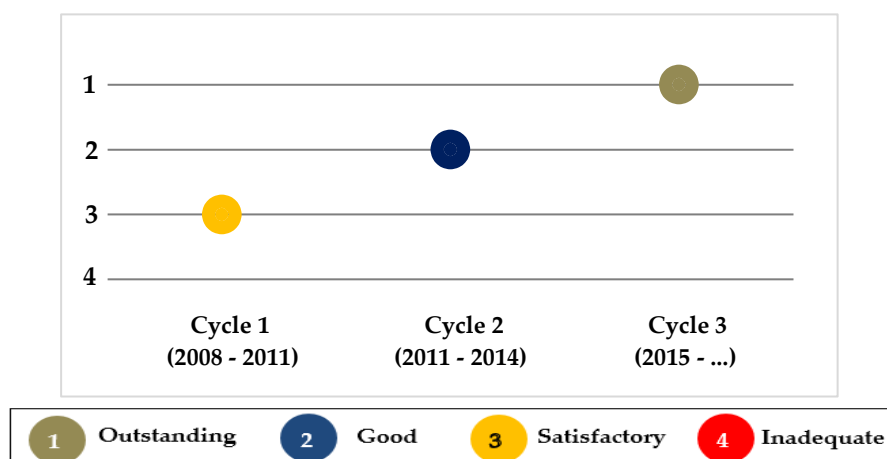
The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	-	-	1	1
	Students' personal development	-	-	1	1
Quality of processes	Teaching and learning	-	-	1	1
	Students' support and guidance	-	-	1	1
Quality assurance of outcomes and processes	Leadership, management and governance	-	-	1	1
Capacity to improve		1			
The school's overall effectiveness		1			

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 'Outstanding'

Judgement justifications

- The school leadership takes the initiative, introduces tangible improvements in school work aspects and clearly leads the development process in line with the school's priorities and according to integrated work mechanisms. They also demonstrate great ability in strategic and action planning, in the quality of implementation and in accurate monitoring. All of which this achieved with the participation of the school's enthusiastic and responsible members.
- Students show high initiative and enthusiasm in performing their roles and responsibilities, confidently and keenly contributing to school life and the community and independently carrying out leading-edge projects which show their outstanding planning and innovation abilities.
- The vast majority of teachers use outstanding teaching and learning strategies that focus on the students as the core of the educational process. They deploy effective educational resources and productively manage their lessons in an organised manner.
- Students perfectly acquire the skills, knowledge and concepts in more than two thirds of the lessons, though this

was relatively less evident in Arabic lessons.

- The support programmes provided to all groups of students are outstanding, and students with special needs are embraced and supported. A wide range of high quality programmes,

activities and projects positively contribute to raising students' standards in the ministerial examinations.

- Students and their parents are highly satisfied with the school's provision.

Main positive features

- The integrated system of school work that contributes to the competent flow linked to the great ability for planning, implementation and monitoring. School members are encouraged and motivated through:
 - various motivation programmes, such as 'A Department Worthy of Recognition' and 'I Earned Two Official Leave Hours', which increase the satisfaction of school members
 - Apprenticeship, to raise the professional competency through involvement in training programmes such as neuro-linguistic programming
 - adopting pioneering projects such as 'Arab Reading Challenge' and the School Theatre that aim to build students' talents and interests. These contribute to students' attainment of high ranking in internal and external competitions.
- The students' high initiative and enthusiasm in carrying out pioneering projects and wide-reaching activities, showing their ability to bear responsibility, plan, implement and innovate. Such projects and activities include:
 - the 'Twinning Project', which aims to enhance the students' sense of cooperation and responsibility, an initiative of high-achieving students to support and assist their low-achieving colleagues
 - the 'Jidhafs Echo' programme, among the recess activities, which aims to provide recreational and educational activities, present success stories of students and display scientific innovations
 - internal expos that aim at encouraging students to create and innovate through presenting their projects and what they produce in creativity centres.
- The effectiveness of outstanding teaching practices among the departments, such as:
 - 'The Six Hats' and 'Think-Pair-Share' strategies, in addition to Curriculum Dramatisation which focuses on the student as the core of the educational process. These contribute toward providing students with the skills and knowledge in lessons and raising their levels in ministerial examinations
 - employing e-lessons, dictionaries and educational cards, which encourage students to learn.
- The leading personal and academic support programmes, and the embracement and support of students with special needs, through:

- creativity centres for talented and outstanding students, such as: 'Press', 'Reading Challenge' and 'Progress' centres that aim to raise students' self-confidence, polish their talents and nourish their creativity
- the 'Adoption' project and 'Ithmar' centres, which aim to raise the academic success of low achievers, which contribute to the progress of most of them and enable them to leave the programmes
- launching the 'Ishraqat Amal Corner' that aims to provide a safe environment for students with visual impairment while preparing diverse programmes to develop their creative and cognitive skills
- the 'Virtual Class' programmes that use the social medium Instagram to provide post-school academic care and support, thereby developing the writing skills of literature-track students in English
- the 'With Reading We Elevate' and 'Reading Cafe' projects that aim to provide students with linguistic skills in both Arabic and English
- the 'Values Garden' and 'Raqla' projects that aim to instil moral values in students and promote their positive behaviour.

Recommendations

- Benefit from the outstanding practices among the school's departments to raise the employment of teaching strategies in Arabic towards more outstanding levels.
- Disseminate the best practices, the productive teaching models and the pioneering projects at the school to the greatest extent among other educational institutions in the Kingdom of Bahrain.
- Address the shortage in human resources represented in two senior teachers for science and social studies.

□ Capacity to improve 'Outstanding'

Judgement justifications

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| <ul style="list-style-type: none"> • The school's performance level has elevated from 'Good' to 'Outstanding' in the aspects of students' academic achievement and teaching and learning, while it has maintained 'Outstanding' in the remaining aspects. • The school benefits from the results of accurate and comprehensive self-evaluation in the clear identification of | <p>school work priorities, the preparation of strategic and plans with realistic performance indicators, and in the rigorous monitoring of the progress of implementation processes and achievement of goals.</p> <ul style="list-style-type: none"> • The outstanding self-evaluation form reflects the actual situation of the school and is fully consistent with the |
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judgements reached by the review team.

- The great efforts of the 'Apprenticeship' committee elevate teachers' performance levels through accurately assessing and meeting their professional needs, in accordance with the performance management system. This enables them to achieve the school's ambitious goals, despite the

lack of middle leadership in science and social studies.

- The school policy clearly focuses on teamwork, following the principles of consultation, delegation of authority, motivation and promotion of initiatives. This greatly contributes to achieving high levels of commitment and accountability.

Appendix: Characteristics of the school

Name of the school (Arabic)	جد حفص الثانوية للبنات													
Name of the school (English)	Jidhafs Secondary Girls													
Year of establishment	1980													
Address	Building 869 - Road 2135 - Block 421													
Town / Village / Governorate	Jidhafs/ Capital													
School's Contacts	17551079				Fax		17551098							
School's e-mail	jidhafs.se.co.g@moe.gov.bh													
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		986		Total		986			
Students' social background	Most students belong to average income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	-	-	-	-	-	-	-	-	-	9	11	12	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	<ul style="list-style-type: none"> 9 classes for unified tracks system. 												
	Grade 11	<ul style="list-style-type: none"> 6 classes for science track. 4 classes for commerce track. 1 class for literature track. 												
	Grade 12	<ul style="list-style-type: none"> 6 classes for science track. 4 classes for commerce track. 1 class for literature track. 												
Number of administrative staff	19 administrative, 7 technical													
Number of teaching staff	111													
Curriculum	Ministry of Education (MoE)													

Main language(s) of instruction	Arabic
Principal's tenure in the school	One year
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"> • The school's Principal was appointed in the academic year 2015-2016. • The most significant appointments in the current academic year 2016-2017 are: <ul style="list-style-type: none"> - Deputy Principal - New teachers, including 2 for English, 2 for chemistry and 2 for commercial subjects.