



Directorate of Government Schools Reviews

Short Review Report

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

Date of Review: 24-26 November 2014

SG208-C2-R204

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Directorate of Government Schools Reviews

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:

Grade description	Interpretation
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

School's name		Ghazi Al-Qosaibi Secondary Girls School											
School's type		Government											
Year of establishment		2013											
Age range of students		16-18 years											
Grades (e.g. 1 to 12)		Primary				Middle				High			
		-				-				10-12			
Number of students		Boys	-	Girls	1241				Total	1241			
Students' social background		Most students come from average-income families											
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	14	15	16
Tracks		Grade 10: 14 classes (unified tracks) Grade 11: 15 classes (5 science, 5 Literary, 5 Commercial) Grade 12: 16 classes (7 science, 4 Literary, 5 Commercial)											
Town /Village		Hamad Town											
Governorate		Northern											
Number of administrative staff		20 administrative, 6 technicians											
Number of teaching staff		148											
Curriculum		Ministry of Education (MoE)											
Main language(s) of instruction		Arabic											
Principal's tenure		1 year											
External assessment and examinations		MoE examinations, QQA National Examinations											
Accreditation (if applicable)		-											
Number of students in the following categories according to the school's classification		Outstanding			Gifted & Talented			Physical Disabilities			Learning Difficulties		
		207			58			10			18		
Major recent changes in the school		<ul style="list-style-type: none"> Major changes in 2014-2015: <ul style="list-style-type: none"> - appointing a new assistant principal - 13 new teachers: 2 for Arabic, 2 for English, 3 for mathematics, 3 for science, 3 for commercial studies. 											

Table of review judgements awarded

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

Key:

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

Review judgements

Overall effectiveness

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

Grade: 4 Inadequate

The school's overall effectiveness is 'inadequate'. This is attributed to the vastly inconsistent self-evaluation, undefined work priorities and ineffective professional development programmes which adversely impacts on teaching and learning strategies. Class management is weak, effective assessment techniques are too limited, and the support offered to students in and outside lessons is insufficient, particularly for low achievers. Students' awareness, self-confidence and motivation to learn are low, impeding their acquisition of basic skills, especially in English and mathematics where the standards achieved are below expectations; this shows in one third of the lessons. However, induction programmes are adequate, helping students to settle in the school. Students and parents are satisfied with the school's provision.

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

Grade: 4 Inadequate

The school's capacity to improve is 'inadequate'. The leadership fails to put its vision into practice. Although the school carries out self-evaluation and has a strategic plan, these are not based on the right improvement priorities, particularly where raising students' academic achievement is concerned. Action plans do not focus on improving the under-achievement in some courses and subjects. Monitoring the impact of professional development programmes is inconsistent, negatively affecting teachers' performance and students' accomplishments in lessons. The school faces major challenges in the weak standards of newly enrolled students, particularly in English and mathematics, their lack of awareness, and the shortfall in senior teachers for commercial and most core subjects. This impedes the school's ability to achieve the necessary improvements.

The school's main strengths

- Induction programmes that help students to settle in the school.

Recommendations

In order to improve, the school should:

- address the shortfall in human resources including:
 - senior teachers for English, mathematics, science and commercial subjects
 - a specialist for the learning resources centre and the science laboratory technician.
- ensure rigorous self-evaluation and use the results in defining work priorities and developing strategic planning to improve the school's performance
- improve students' awareness, motivation to learn, and enhance self-confidence
- raise students' academic achievement and develop their basic skills in core and specialised subjects
- monitor the impact of professional development programmes and improve teaching and learning through effective strategies that focus on:
 - using effective assessment techniques
 - supporting students of all abilities in order to meet their different learning needs in lessons and programmes, particularly the low achievers
 - managing lessons effectively to ensure productivity.