



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

Directorate of Government Schools Reviews Short Review Report

**Al-Hidd Secondary Girls School
Al-Hidd - Al-Muharraq Governorate
Kingdom of Bahrain**

**Date of Review: 5-7 December 2016
SG138-C3-R090**

Introduction

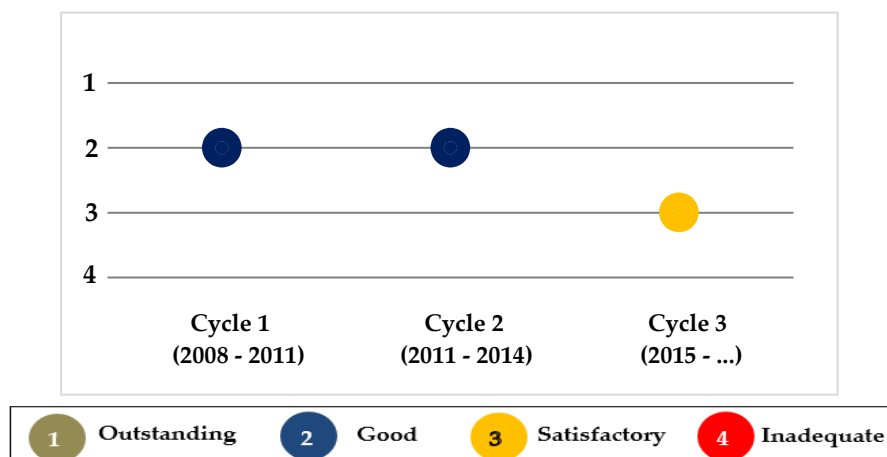
The Directorate of Government Schools Reviews (DGS), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of eight reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed 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	-	-	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

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| <ul style="list-style-type: none"> • Use of self-evaluation results in identifying priorities for improvements and following up mechanisms of the school's plans are inconsistent. • High success rates in core and commercial subjects vary from the actual standards of the students and their acquisition of basic skills during lessons, which are poorest in mathematics and English. • Most students participate with confidence and enthusiasm, taking leadership roles in the extra-curricular activities and various programmes in | <ul style="list-style-type: none"> • which the talented and outstanding achieve great success, though their participation in lessons is only adequate. • Multiple teaching and learning strategies are adequately applied, being best in Scientific Track lessons, whereas time management during lessons is inconsistent, as is using assessment results to meet students' learning needs, especially for the low achievers. • Teachers motivate and encourage students to participate in most lessons. However, challenging their abilities |
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and using differentiation in activities and written tasks is inconsistent.

- Gifted and talented students' needs are met effectively, and remedial lessons are offered to low achievers. However, the effectiveness of these programmes varies.
- Students' personal needs are properly well looked after through the provision of additional sessions, counselling lectures and following up their problems, though these cases are not regularly documented.

- Various teachers' professional development programmes are offered. The effect on teaching and learning is better in science than in mathematics and English.
- The school communicates appropriately with parents and the local community to enhance students' experiences and provides them with various programmes. This leads to students and parents' overall satisfaction.

Main positive features

- The extra-curricular activities and various programmes, in which gifted and talented students achieve high positions.
- The motivation of students and encouraging them to participate in most class activities.
- The school's effective communication with the local community.

Recommendations

- Take the necessary measures and actions to maintain all school buildings, especially the gymnasium, electricity rooms, and solving the problem of recurrent cutting off of water, in order to ensure the health and safety of all school stakeholders.
- Make use of the results of the school's self-evaluation in identifying schoolwork priorities and regularly follow up the school plans.
- Follow up the impact of professional development programmes on developing teaching and learning strategies, to focus on:
 - developing students' skills especially in mathematics and English
 - managing learning time effectively in lessons
 - utilising assessment for learning to meet all students' academic needs, especially the low achievers
 - challenging students' abilities and considering differentiation in activities and written tasks.
- Further attention to meeting students' academic and personal needs through accurate diagnosis, provision of supporting programmes and following up their effect, with regular documentation of all procedures.

□ Capacity to improve 'Satisfactory'

Judgement justifications

- The school's overall effectiveness in students' academic achievement and teaching and learning, regressed from 'Good' to 'Satisfactory', and from 'Outstanding' to 'Satisfactory' in all other aspects.
- The school evaluates all aspects of its work, using results to set its plans. However, its ability to identify priorities for improvement along with the necessary follow-up mechanisms are inconsistent.
- Various professional development programmes are offered, including workshops, peer-visits and development sessions to raise teachers' performance. However, following up their impact on teachers' performance is inconsistent. Students' academic achievement in most lessons is satisfactory.
- The school communicates appropriately with the authorities in facing the challenges relating to safety and security matters. However, immediate maintenance is still required for the buildings, particularly the problem of the water cutting off, the dangerous condition of the electricity room, the worn out pieces of metal in the school gymnasium, and the large numbers of students in the cabin classrooms.
- There is inconsistency between the school's evaluation provided in the self-evaluation form (SEF) and the judgements reached by the review team in all schoolwork aspects.

Appendix: Characteristics of the school

Name of the school (Arabic)	الحدّ الثانوية للبنات												
Name of the school (English)	Al-Hidd Secondary Girls												
Year of establishment	1978												
Address	Building 9 - Ibn Al-Maqreb Avenue - Block 110												
Town / Village / Governorate	Al-Hidd/ Al-Muharraq												
School's Contacts	17671422				Fax		17676275						
School's e-mail	hidd.se.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		1371		Total		1371		
Students' social background	Most students come from good-income family backgrounds												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	-	-	-	-	-	-	-	-	-	14	15	15
Tracks	Grades	Distribution of classes on Tracks											
	Grade 10	<ul style="list-style-type: none"> 14 classes in the Unified Track. 											
	Grade 11	<ul style="list-style-type: none"> Commercial Track (Alternative 1) 5 classes. Scientific Track 'Science & Math' (Alternative 1) 6 classes Scientific Track 'Science & Math' (Alternative 2) 1 class Literary Track (Alternative 1) 1 class Literary Track (Alternative 2) 2 classes. 											
	Grade 12	<ul style="list-style-type: none"> Commercial Track (Alternative 1) 5 classes Scientific Track 'Science & Math' (Alternative 1) 6 classes Scientific Track 'Science & Math' (Alternative 2) 1 class Literary Track (Alternative 1) 1 class Literary Track (Alternative 2) 2 classes. 											
Number of administrative staff	27 administrative and 22 technicians												

Number of teaching staff	142
Curriculum	Ministry of Education (MoE)
Main language(s) of instruction	Arabic
Principal's tenure in the school	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"> • Changes in the academic year 2016-2017: <ul style="list-style-type: none"> - a new School Principal appointed - 4 cabin classrooms are added.